

# Respect

This week we will explore what it means to respect ourselves and discuss the importance of self-respect in relation to respecting others.

Begin the unit with the whole class lesson and then aim to complete at least two of the mini lessons with your students throughout the week. Each mini lesson is designed to present elements of the main lesson in new and engaging ways.

## Main Lesson

**Whole Class Lesson**  
30 minutes



### R.E.S.P.E.C.T. - Respecting Ourselves

This lesson introduces the terms respect and self-respect. Students practice self-respect by brainstorming at least five things they like about themselves and writing or drawing them out on a puzzle piece with their name on it. After students complete their piece, the whole group will put the puzzle together to demonstrate how each unique individual is a valuable piece of the larger group. (See page 2 for lesson details.)

## Mini Lessons

**For Small Groups**  
15 minutes



### Affirmation Exercise

In small groups, discuss common insecurities that 6th graders might have about themselves and write affirmation sentences to combat each insecurity. After about 10 minutes of brainstorming and affirmation writing, return to the large group for whole class sharing and ask the groups to share some of the insecurities and affirmations they came up with.

**For Partners**  
15 minutes



### Partner Brainstorm

Partner up and brainstorm at least five things you can do each day to show respect for yourself. If time permits, return to the large group to share with the whole class.

**For Individuals**  
15 minutes



### Respecting Myself: Self-Respect Acrostic

Ask yourself, “How can I show myself respect each day?” Design an acrostic of the word RESPECT to help you remember these tips for self-respect. Use the brainstorm from partner activity to help. (Students will need paper and writing/drawing utensils to complete this activity. This activity could be completed with calming or inspiring music playing in the background.)

**Technology-Focused**  
15 minutes



### My Digital Footprint

Ask each student to assess his or her current online presence (social media - Facebook, Instagram, Snapchat, etc. - or via text and images [selfies!] they take) and evaluate what it says about him or her. Have them answer, “Does my online or digital activity show I respect myself?” Have them journal their answers.

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## Lesson Timeframe

30 minutes

## Required Materials

- ❑ Puzzle piece cut-outs; one for each person, including teachers. This will take some pre-planning. Use the template provided as a guide, or simply take a large piece of butcher paper and cut out random pieces (they do not need to look specifically like a traditional puzzle piece). Outlining each piece in black marker will make the pieces stand out when put together, but this is also optional.
- ❑ Markers, crayons, and/or colored pencils for decorating the puzzle pieces
- ❑ Tape for securing the pieces back together into a completed puzzle

## Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, International Society for Technology in Education Standards, when applicable, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.

## Lesson Objective

Students will:

- Define self-respect.
- Identify personal qualities they respect about themselves.
- Brainstorm ways to show self-respect in healthy ways.
- Evaluate how their digital profiles communicate a message of self-respect.

## Teacher Connection/Self-Care

Welcome to the Respect Unit! As you guide your students through the lessons in this first week, remember that your students' ability to learn and demonstrate respect begins with you. How do you model respect for your students, for your colleagues, and, most importantly, for yourself? Students at this age can be skeptical about the power of respect, but active modeling can show them how being respectful can completely change attitudes, relationships, self-perception, and even culture. As you go into this week, focus specifically on how you show respect for yourself.

Do you believe that you are a good educator? Are you proud of your classroom culture? Do you value your health or are you pushing yourself too hard? Do you communicate your needs? Can you be calm in the midst of conflict? If you feel you could improve how you show respect for yourself, take some time this week to write down all the things you are doing well right now. What are some things about your classroom that students love? What are students doing well this week? That is a reflection of you! Need a nap or a long, brisk walk? Take one, even if it feels like you have no time. This week, work on improving how you see, care for, and respect yourself.



## Share

5-7 minutes

For our first unit, we are talking about respect. Over the next four weeks, we'll do some activities that help us understand this term and all the ways that we can respect ourselves, others, and the larger community around us, as well as how we experience respect in our culture.

To start, let's "popcorn" a definition of respect. What words remind you of the concept of respect? Say them out loud and I will write down what I hear. (Pick a note-taker to help you write down the words if you want.)

Based on what we've shared, we could define respect as: *(Use generated ideas to formulate a definition.)* The RAK definition of Respect is this: Treating people, places, and things with kindness. Pretty easy, right? It should be, but sometimes it can be hard to show respect to ourselves and others. We will explore that throughout this entire unit. We start with respect because if we don't respect ourselves and others then it is very hard to engage in any other type of kindness. It's really important that we understand respect first!



## Inspire

15 minutes

We are going to start this week by talking about self-respect, which is how we show kindness to ourselves. Why do you think it's important to be kind to yourself?

(Invite student response.)

Good! If we can't be kind to ourselves, we can't be truly kind to others.



## Empower

15 minutes

To kick off our respect unit, we are going to create a self-respect puzzle. The goal is to realize that we are all unique individuals, yet we all fit together as one. If one of us is missing, then our puzzle isn't complete. It is important to remember that we all matter and to respect our own unique contributions to this entire group.

Each one of you will get a puzzle piece. Put your name in large letters on it and then write at least five things around your name that make you special and unique. Think of things that you like, that you do, that you believe, or that you are proud of about yourself. I want to see FIVE of these - or more! - written or drawn out in pictures around your name. You have 10 minutes to complete this task. With any extra time, feel free to decorate your puzzle piece. (Teachers, be sure to do a piece for yourselves!)

When we are done, we will put our puzzle together. (Ideally this will be done on the wall or bulletin board space and can serve as a decoration and reminder for respect throughout the unit.)



## Reflect

5-7 minutes

Use this time to put the puzzle together if necessary. Have each student place his or her piece and work together as a group to create the full puzzle. With time remaining, read some of the personal attributes of the students, making connections between similar attributes and celebrating each student.

