

Respect

This week we dive into how we can respect others. The primary lesson uses the UN’s Declaration of Human Rights as a discussion starter for how all people are entitled to respect. The mini-lessons support this notion through a discussion about preferences, stereotypes, and how we personally respond to people who have different ideas than we do. The goal of this week is to remind students that even if they have differences, everyone is entitled to respect and kindness.

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



Respect is a Human Right

This lesson ends the Respect Unit by having students examine a simplified version of the UN’s Declaration of Human Rights and thinking about how it can apply to the concept of respect and how we treat people right here in our own school. (See *page 3* for lesson details.)

Mini Lessons

For Small Groups
15 minutes



Reset the Message

It can be hard to show equal respect to everyone when our judgment of people is clouded by stereotypes. Stereotypes are how we group people together and label them based on assumptions, misinformation, cultural expectations, or the actions/behaviors of a few. For example, men are the “breadwinners” of the family is the stereotype that the man works and has to earn all of the money for the family; another stereotype is that women are to be the “homemakers,” meaning they have to stay home and cook and clean and can’t or shouldn’t work. Another stereotype might be that all kids are noisy and should be “seen and not heard”. What are some of the other stereotypes you have heard and what are the dangers of those stereotypes? How can you reset that message so the group you identified receives equal respect as other groups? Discuss this with your group. *Float the room to the conversations you are hearing.*

For Partners
15 minutes



This or That

In pairs, students complete the “this or that” worksheet first on their own and then they exchange worksheets and compare notes. Discuss where you had similar opinions and where you had different opinions. Encourage students to ask questions about their differences (vs. forming instant judgements). Often there is a good or interesting reason why someone prefers “this” over “that”. (See the This or That handout below.)

For Individuals

15 minutes



How I Disagree

Journal: It is important to show kindness and respect to everyone, even if we disagree with them. How do you do this personally? If you disagree with a friend or family member, how do you still maintain a kind and respectful tone? Or, is that hard for you? What do you need to work on so that you are more open-minded to other people who disagree with you?

Technology-Focused

15 minutes



Being in or Breaking the Bubble

Large group discussion: Technology allows us to form huge social communities. We can follow people, join groups, and even play games with others online. In many cases, we find social groups that promote the same thoughts, beliefs, and interests as our own. This means we meet a lot of people who think, act, and believe just like we do. What are the benefits in developing an online social group that is just like us? What are the dangers? What are the benefits of joining online social groups or even making in-person friends who have different ideas and experiences than we do?

Respect is a Human Right

This lesson ends the Respect Unit by having students examine a simplified version of the UN's Declaration of Human Rights and thinking about how it applies to the concept of respect and how we treat people right here in our own school.

Lesson Timeframe

30 minutes

Required Materials

- ❑ The UN's Simplified Version of the Declaration of Human Rights: [SS-Simplified Version of Universal Declaration of Human Rights.pdf](https://www.un.org/en/development/education/developmenteducation.ie/) ([developmenteducation.ie](https://www.un.org/en/development/education/developmenteducation.ie/))
- ❑ The standard version can be found on the UN's website: <http://www.un.org/en/universal-declaration-human-rights/>
- ❑ Scissors to cut out the rights into strips to hand out to students
- ❑ Paper/writing utensil (or tablets, if students are typing their responses)

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:

- Discuss how some rights are global, human rights.
- Equate rights with respect.
- Apply the UN's simplified version of the Declaration of Human Rights to how to demonstrate respect in school.

Teacher Connection/Self-Care

Culture is a big reflector of respect. If the people within the culture show respect for themselves and others, the culture is healthy and has the capacity to grow. If the people within the culture do not show respect for themselves and others, the culture is unhealthy and will remain fixed and stagnant, if not regressive. How is your school culture right now? What about your classroom culture? What are some things you can do to improve the culture and improve your capacity for respect? Set one goal this week around improving your classroom culture and work toward meeting it in the next few weeks. Observe how you and your students improve giving and receiving respect after that goal is met.

Share

5-7 minutes

Over the last few weeks, we have learned a lot about how to respect ourselves and how to believe in ourselves; our abilities, who we are, what we stand for, and what we can improve. Today, to end our respect unit, we are going to talk about how we can better respect others, especially when they have different ideas or identities than we do.



Inspire

3-5 minutes

If you look around the room right now, there are not two people who are exactly alike. You might have similar interests or share similar experiences, but no one is exactly the same. Yet everyone deserves to be respected and to be treated with kindness. So, today we are going to explore this more.

Let's think about America and the rights that we enjoy as citizens. Who can name some basic rights protected by the U.S. Constitution and Bill of Rights? (Invite student response.)

Good! Did you know that some of these rights are also considered universal human rights? In 1948, the United Nations Assembly met in Paris and drafted the Universal Declaration of Human Rights. This is a list of rights that UN leaders of all races, cultures, countries, and backgrounds, agreed that all humans in every nation deserve to have. This is why it is important to be interested and involved in global issues. There are many countries in which some of these rights are not allowed and people are suffering. Because we are all human, it is important to work for the rights of all humans.



Empower

15 minutes

Today we are going to look at what is called an abbreviated, or shortened, list of these rights. Each person will get one of the rights to read, evaluate, and explain to the larger group. And, when you explain the right to the group, I want you to also explain how this right connects to how we show respect to others right here in our school. These may feel like big, global rights that are out there for the rest of the world, but really, they can apply to us right here and right now.

In advance, you should have printed the simplified version of the UN's Declaration of Human Rights and have each one cut out in a strip. Hand out the strips to students. (There are 30 in total. If you have more than 30 students, you can pair people up or, if you are short on time, you can create pairs or small groups and hand out only the rights you feel are most relatable to respect and to 8th grade.) Write the following questions on the board and ask students to prepare their responses. Have students write down their responses that they can hand in if you run out of time for oral sharing.

- Read the right you received.
- How does your right connect to the concept of respect?
- How does it apply to 8th graders in our school?

When students have had time to answer these questions, have students read their right to the class and explain their answers.



Reflect

5-7 minutes

What is something new you learned about the rights of all people? Do you think these rights are being applied fairly all across the world? What about in the U.S.?

What is something you will take away and apply to your personal life when you work or play with others? How does this information change or enhance how you respect other people?

This or That?

Briefly respond to the following pairs. Circle the one you identify or agree with most and then jot down the reasons why you made that selection.

<p style="text-align: center;">Chocolate or Vanilla</p> <p>Your reasons: _____</p> <p>_____</p>	<p style="text-align: center;">Read or Watch TV</p> <p>Your reasons: _____</p> <p>_____</p>
<p style="text-align: center;">Science or Art</p> <p>Your reasons: _____</p> <p>_____</p>	<p style="text-align: center;">Women Work or Women Stay Home</p> <p>Your reasons: _____</p> <p>_____</p>
<p style="text-align: center;">Men Work or Men Stay Home</p> <p>Your reasons: _____</p> <p>_____</p>	<p style="text-align: center;">Year 'Round School or Traditional School Year</p> <p>Your reasons: _____</p> <p>_____</p>
<p style="text-align: center;">Math or English</p> <p>Your reasons: _____</p> <p>_____</p>	<p style="text-align: center;">School Uniform or No School Uniform</p> <p>Your reasons: _____</p> <p>_____</p>
<p style="text-align: center;">Work Alone or Work in Groups</p> <p>Your reasons: _____</p> <p>_____</p>	<p style="text-align: center;">School is Required or School is Optional</p> <p>Your reasons: _____</p> <p>_____</p>