

# RESPECT (45 mins)

*Lesson Created by Christine Braun*



## **Standards / SEL Connections:**

LAFS.ELA-LITERACY.910-1112.SL.1-3, LAFS.ELA-LITERACY.910-1112.RH.2.4,  
LAFS.SS.912.H.1, LAFS.SS.912.H.2 SEL-Identity and Agency, Social Skills, & Public Spirit

**Essential Question:** How can a person show dignity and respect for all people, no matter who they are?

**Objective:** Students will define respect and identify the qualities that justify respect by incorporating EOD artwork and quotes, along with other educational sources.

## **Resources:**

- Lesson PowerPoint
- Paper and pencil

## **Direct Instruction:**

Slide 1: Who is worthy of respect? Have the class brainstorm reasons/accomplishments/qualities of respect. Make a short list of people in society who are worthy of respect. What do these people all have in common? Think of qualities that led this person to his/her success and fame. Examples – talent, hard work, and perseverance. (10 mins)

Slide 2: Are traits inherited? Students will follow the following instructions:

1. Look at your classmates. Note how they vary in the color of their eyes, hair, and skin, the
2. shape of the front hairline, and the way in which the earlobes are attached.
3. Make a list of the different traits that you have observed in the class.
4. Now, think about this: Could these traits be inherited? From whom? How would you act or behave toward these differences? Why?

Lead a classroom discussion on differences between people and reinforce mutual respect in the class. (10 mins)

Slide 3: Have students compare/contrast the mood/tone of the image and the quote quietly. ASK – What is to “be present but not feel included”? See if any students are willing to reflect on a person example of this. (5 mins)

Slide 4: Have students analyze the artwork quietly. READ – Artist Statement:

*“My drawing is about a homeless person. Despite being disabled and having little wealth, with limited art materials and colors, he shows healing and vigorous desire to extend his world by using imagination and embracing his dreams with angel wings. Everyone has the right to dream.”*

Discuss the artist statement. (5 mins)

Slide 5: Have students analyze the quote quietly. Engage students in discussion about which qualities determine who is worthy of respect. Guide the students to explore/recognize beyond external qualities, such as beauty, material wealth, or popularity. (5 mins)

Slide 6: Essential Question – Discuss and reflect. Watch short video on Give Respect, Get Respect (<https://youtu.be/sZRwJ0oHDDk>) Reflect. (10 mins)

**Extensions:**

Have the students conduct a survey in your school or community, asking questions like these - Do you think people are respectful enough? What are some disrespectful acts that really annoy you? What are some respectful acts that you especially appreciate? Have small groups compile their results into a report. Have groups analyze the data. What are the top actions that the school/community could change that would affect all?