



EMBRACING OUR DIFFERENCES



Respect 2021 (40 - 55 min.)

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Standards / SEL Connections:

Standards: LAFS.ELA-LITERACY.910-1112.SL.1-3, LAFS.SS.912.H.1.2, LAFS.SS.912.H.1.3, LAFS.SS.912.H.2.3, LAFS.SS.912.H.2.4

SEL Components: Self-Awareness, Relationship Skills, Self-Management, Social Awareness

Essential Question:

What is respect and how can we, as an individual/community express respect for ourselves and others at home or in the classroom?

Objective:

Students will learn how to appreciate diversity, respect others and their differences and build relationships with mutual respect in school, at home and within the community. EOD artwork and quotes, along with other educational sources, will be used.

Resources / Materials Needed:

- Lesson PowerPoint
- Video Link ([click here](#))

Direct Instruction:

Slide 1 (2 min.):

Have students read the definitions of respect to themselves. Ask for some quick feedback from the students on these definitions. (2 mins)

Slide 2 (25 min. total: 2 min. + 18 ½ min. video + 5 min.):

Prep students for the video ([click here](#)) by asking them to think about these questions while they watch:

- *Have you ever been misunderstood?*
- *Have you ever felt like this misunderstanding occurred due to a lack of information?*
- *What other reasons might someone get the wrong idea of someone?*
- *Does respect have any connection to resolving these misunderstandings?*

Come back together as a class. Have students share their reflections on the video and the prep questions that were asked.



Slide 3 (5 min.):

Have students analyze the artwork quietly. How does the quote connect to the video we just watched as a class?

Have students compare/contrast the mood/tone of the image and the quote quietly.

Slide 4 (5 min.):

Leave the Artist Statement up on the board a bit and have class quietly read/reflect on the statement. Ask students to restate what they feel the artist is trying to say.

Slide 5 (5 min.):

Have students analyze the artwork quietly and compare/contrast the mood/tone of the image and the quote quietly.

Do our elders have knowledge that should be shared and respected? Why or why not?

Slide 6 (5 min):

Leave the Artist Statement up on the board a bit and have class quietly read/reflect on the statement. Ask students to restate what they feel the artist is trying to say.

Slide 7 (5 min.):

Group reflection: Have students read the questions to themselves and ask for reflection or thoughts on the questions.

Extensions:

Have students write about a situation in which they fell victim to a single story. This could either be a situation when they had a single story of another person, group of people or place. Maybe even falling victim to someone who had a single story about them.

How could having a balance of stories have changed the situation?

Bonus:

Poster on Respect from Scholastic

SEL Framework: [click here](#)



Treat others as equals

Agree to disagree

Value yourself

Surround yourself with people who care

What does respect mean to you?



Make sure everyone feels safe

Listen to each other

Live drug-free

Resolve conflicts in a healthy way

scholastic.com/headsup/respect



HEADS UP
REAL NEWS ABOUT DRUGS AND YOUR BODY



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