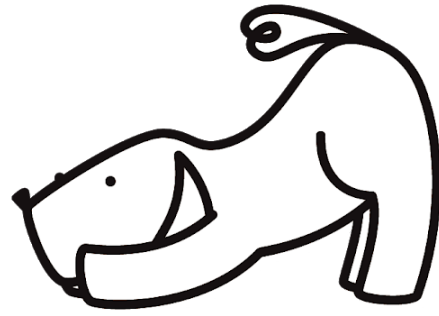


# Respect



**Sub-Concepts Covered: Self-Care, Kindness**

Kindness in the Classroom lessons teach kindness skills through a step-by step framework of Inspire, Empower, Act, Reflect and Share. Each lesson starts with the 'share' step to reinforce learning from previous lessons. The 'act' piece is woven into the lessons but really takes place in the projects.

In the Respect Unit, students will work through a variety of lessons that show them how to have respect for themselves, for others, and for the places where they live, play, and learn! This unit also gives students an opportunity to work on respectful communication strategies like using whole-body listening and respecting other people's ideas and beliefs, even if they are different from their own.

## Unit Objective

Students will:

- Define respect and self-respect.
- Appreciate how differences make people unique and interesting.
- Determine a concrete strategy for demonstrating respect for things and places.
- Connect respect and kindness to understanding the beliefs, values, and opinions of others.

## Student Introduction

Respect is a foundation of kindness! In order to be a caring, inclusive, responsible person - all units you will go through later this year - you first must have respect...respect for yourself, for others, for things, for places. Sometimes we don't know how to show respect for ourselves and for others, but don't worry! This unit will introduce you to a variety of strategies that will help you with this. You will also get an opportunity to build respectful communication skills, which is an important skill to have both now and throughout your life!

- Respecting ourselves
- Respecting others
- Respecting things and the places where we spend our time
- Respectful communication

Let's get started with our first lesson!

## Unit Lessons

Lesson Title	Lesson Objectives	Materials Required
<b>Lesson 1</b> Knowing and Respecting Ourselves	<ul style="list-style-type: none"><li>● Define respect and self-respect.</li><li>● Develop a set of personal rules around self-respect.</li></ul>	<ul style="list-style-type: none"><li>❑ Student journals (if this is not part of your curriculum, any notebook paper would work) for self-respect ideas</li><li>❑ Paper (preferably sturdy card stock) for self-respect rules</li><li>❑ Writing utensils - can be markers if encouraging students to draw or decorate their work</li><li>❑ Tape</li></ul>
<b>Lesson 2</b> Knowing and Respecting Others	<ul style="list-style-type: none"><li>● Identify the difference between a belief, a value, and an opinion.</li><li>● Appreciate how our differences make us unique and interesting.</li><li>● Connect respect and kindness to understanding the beliefs, values, and opinions of others.</li><li>● Interview others to learn more about them and build a sense of community.</li></ul>	<ul style="list-style-type: none"><li>❑ Colorado State Teachers Guide to Belief, Value, and Opinion: <a href="http://writing.colostate.edu/guides/teaching/co300man/pop12d.cfm">http://writing.colostate.edu/guides/teaching/co300man/pop12d.cfm</a></li><li>❑ Search the Internet for a list of values and beliefs. You can share these with your students for clarification if needed.</li></ul>
<b>Lesson 3</b> Knowing and Respecting Places and Things	<ul style="list-style-type: none"><li>● Understand the full definition of respect which includes treating things and places with kindness.</li><li>● Determine a concrete strategy for demonstrating respect for things and places.</li><li>● Demonstrate comprehension of a short story, connecting the unit themes to the main idea.</li></ul>	<ul style="list-style-type: none"><li>❑ Respecting Places &amp; Things worksheet (included with Lesson 3)</li></ul>
<b>Lesson 4</b> Communicate the RAK Way: Respectful, Assured, Kind	<ul style="list-style-type: none"><li>● Respectfully state facts and opinions and listen to those of their peers.</li><li>● Utilize body language to send messages of respect.</li><li>● Engage in whole body listening.</li></ul>	<ul style="list-style-type: none"><li>❑ Situation cards (included with Lesson 4)</li><li>❑ Background information for whole body listening: <a href="https://www.teachingchannel.org/videos/whole-body-listening">https://www.teachingchannel.org/videos/whole-body-listening</a></li></ul>

## Unit Projects

Project Title	Project Overview	Materials Required
<b>Project 1</b> Operation I Respect U	In this project, students will identify a person they respect and will either write a letter or record a video to this person, expressing what they respect and encouraging them to keep up the good work.	<ul style="list-style-type: none"><li><input type="checkbox"/> Letter-writing materials</li><li><input type="checkbox"/> Computers (if applicable)</li><li><input type="checkbox"/> Video equipment (if applicable)</li></ul>
<b>Project 2</b> A Respectful Debate	This project is designed to help students utilize respectful words and body language to engage in a healthy debate on a relevant topic. Students will gain skills in public speaking, research, idea formation, respectful communication, and appropriate body language.	<ul style="list-style-type: none"><li><input type="checkbox"/> Debate Topics: Many can be found here: <a href="http://www.debate.org/opinions/education/">http://www.debate.org/opinions/education/</a></li><li><input type="checkbox"/> Debate Strategies: Some examples include Fish Bowl, Four Corners, and Tag Team. Other debate descriptions and ground rules can be found at Education World: <a href="https://www.educationworld.com/a_lesson/lesson/lesson304b.shtml">https://www.educationworld.com/a_lesson/lesson/lesson304b.shtml</a></li><li><input type="checkbox"/> Students may benefit from watching a sample debate. Search YouTube (or TeacherTube) for a sample classroom debate. One recommendation is provided in the Project document.</li></ul>

# Knowing and Respecting Ourselves

This lesson allows students to process the concept of respect on a personal level by establishing a short set of rules to help govern how they treat their minds, bodies, and hearts everyday, both at home and at school.

## Respect Sub-Concept(s)

Self-care, Kindness

## Lesson Timeframe

45 minutes

## Required Materials

- Student journals (if this is not part of your curriculum, any notebook paper would work) for self-respect ideas
- Paper (preferably sturdy card stock) for self-respect rules
- Writing utensils - can be markers if encouraging students to draw or decorate their work
- Tape

## Standards Map

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

## Lesson Objective

Students will:

- Define respect and self-respect.
- Develop a set of personal rules around self-respect.

## Teacher Connection/Self-Care

It is extremely important to be kind to yourself as a teacher before you can expect to share that same level of respect within your classroom. How do you practice self-respect personally? Fueling your body, ensuring proper sleep, and carving out some quiet time each day are all terrific options to be kind to yourself in preparation for your classroom each day.

### Tips for Diverse Learners

- Encourage students to draw their ideas if they have limited writing skills.
- Do not force all students to share their ideas if they are uncomfortable.
- You can pair students up or put them in small groups if students struggle with thinking of self-respect ideas and rules on their own.
- Use computers (if available) for students to create their list of rules to promote typing practice and customization.



## Share

3-5 minutes

*We are going to start off this year with a unit on Respect. I know you have heard this term before. Can someone share their definition of the word respect?* Invite student responses; put key terms on the board.

*How do you know that someone is showing you respect?* Invite responses; take notes on the board.

*How do you, in turn, show someone respect?* Invite responses; note the similarities between how students observe respect and how they give respect.

*When you are respected by someone else, how does it make you feel?* Invite student responses.



## Inspire

5-7 minutes

*For this unit, we are going to look at respect in several ways. We will look at how we respect others, and how we respect what we have and where we go. We will also talk about what it means to have respectful conversations and how to listen to others with respect. We are going to start, though, by talking about what it means to respect ourselves.*

*Self-respect is one of the most powerful forms of respect and kindness. Why do you think this is? \*Invite student responses; remind students that it is difficult to be respectful and kind to others if we are not first respectful and kind to ourselves. We cannot give away what we do not possess.*

*I want everyone to open their journals [if applicable; if not, take out a piece of paper] and write down these three words:*

MIND  
BODY  
HEART

*Behind each of these words, write or draw at least three ways you respect and are kind to your mind, to your body, and to your heart. Let me give some examples to get your ideas moving:*

*MIND - I go to school so I can learn more each day!  
BODY - I eat healthy food so I stay strong and grow.  
HEART - I help others which makes me feel good.*

Give students 3-5 minutes to write/draw.



## Empower

7-10 minutes

*Normally we begin each school year writing down or learning classroom rules. One of those rules is to respect others and the classroom. What I want you to do now, though, is to write down three to five personal rules for this year for self-respect. What are three to five things you will do for yourself or think about yourself that will help remind you to always treat yourself with kindness and respect?*

*Take your time and do a nice job writing clearly or drawing a picture to represent your self-respect rules. I want you to tape these either inside your journal, inside or on top of your desk, or in your locker space (cubby); anywhere you can be reminded every day about the ways you will take care of yourself this year. You can use the ideas you just generated in your journals/pieces of paper to help get you started.*

Hand out firm cardstock if possible to encourage the life of the paper (so it isn't easily ripped); consider laminating if a cost-free option is available in your school.



## Reflect

5 minutes

Invite students to share one of their rules of self-respect.

Remind students that in order to respect others, they must first respect themselves. You will be watching them throughout the year to ensure they are following their own rules and taking care of their minds, bodies, and hearts.



## Extension Ideas

- **In School:** Consider using observation of self-respect as part of future morning meetings or exit tickets; draw attention to students who are following their rules and making good choices around self-respect. Praise students for taking care of themselves.

Copy each of their rules before students put them in their special place so you can help them be accountable for what they identified at the beginning of the school year. This could be a great way to track progress in this area! You can insert their “rules” sheet in their student folders and use them as talking points at fall conferences.

- **At Home:** Put a copy of each student’s self-respect rules in his/her file to share with parents at the fall conferences or send a copy home with students to share with parents; these rules should be followed at home as well as at school. Send the accompanying “Respect Unit” parent letter to introduce the unit and overview all the forthcoming lessons so parents can reinforce the messages at home.

# Knowing and Respecting Others

This lesson helps students better understand not only the definitions of beliefs, values, and opinions, but also the value of having and honoring these things in others. Students will have an opportunity to get to know each other better, to share in a small group setting, and to discuss how we can show kindness to others through respecting their beliefs and opinions.

## Respect Sub-Concept(s)

Self-care, Kindness

## Lesson Timeframe

45 minutes

## Required Materials

- ❑ Colorado State Teachers Guide to Belief, Value, and Opinion: <http://writing.colostate.edu/guides/teaching/co300man/pop12d.cfm>
- ❑ Search the Internet for a list of values and beliefs. You can share these with your students for clarification if needed.
- ❑ Understanding Beliefs and Values Interview Sheet (attached)

## Standards Map

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

## Lesson Objective

Students will:

- Identify the difference between a belief, a value, and an opinion.
- Appreciate how our differences make us unique and interesting.
- Connect respect and kindness to understanding the beliefs, values, and opinions of others.
- Interview others to learn more about them and build a sense of community.

## Teacher Connection/Self-Care

As we dive head on into this unit, take time to ask yourself, “How do I show respect to myself? How do I practice self-care?” You must fill yourself up first before you have anything to offer your students! Try creating one positive goal related to self-care each school day to ensure you are putting your needs at the top of the list. Some examples might be: “I choose to focus solely on eating during my lunch break (and not grade papers!),” or, “I choose to write a positive affirmation on the board each morning to remind myself (and everyone who reads it) that each one of us is a valuable member of our classroom and school community.”

### Tips for Diverse Learners

- Work with a bilingual volunteer or support worker who could facilitate the interviews and translate key words.
- Provide a graphic organizer for those students who need this step as a pre-writing strategy.
- Choose three to five questions rather than all seven if the information is overwhelming.
- If appropriate for learners, connect a current event that highlights either a positive example of people respecting each others’ opinions or a negative example.



## Share

5-7 minutes

*In our first Respect lesson, we talked about how we can be kind and respect ourselves. In this lesson, we are going to learn about how we can be kind and respect others. To begin, let's talk about the difference between a belief, a value, and an opinion. What are some of the differences among these three things?*

Write these keywords on the board: beliefs, values, opinions.

Point out that a belief is not always religious. If necessary, share some examples, such as:

Beliefs are based on cultural or personal experiences:

- All people are good inside.
- You should respect your elders.
- Everyone should be treated equally.

Values are based on your beliefs and what is important to you:

- Family, Honesty, Truth

Opinions take facts and experience into account:

- Dogs are intelligent.
- Yellow is the happiest color.
- Judo is the best sport.



## Inspire

5-7 minutes

*We learn many of our values and beliefs from our family or the people we live with. They have a lot to do with where we live and where we were born. We all have some values and beliefs in common and we may have others that differ from each other. Our class might include people from different cultures, languages, races, and backgrounds or maybe it doesn't, but we still have many things in common and things that make us unique. That kind of variety can make our lives more interesting, as long as we can learn ways to appreciate our differences and get along with each other. To do that we have to respect each other's beliefs and values. \*Take some time to review the term respect from the previous lesson.*

*Let's practice identifying a belief, a value, and an opinion that we have for or about our school.*

Use a whiteboard or chalkboard to write belief, value, opinion, and ask students to help you name at least one of each. It can be hard to know the difference among these three, so practicing as a group helps clarify.

Use the school's mission or value statement (likely found on the school website or in handbook materials) to help guide students' ideas about this.



## Empower

### Understanding Beliefs Interviews

20 minutes

*Now you are going to interview another person about their culture, traditions, values, and beliefs and write their responses on the interview sheet. This is your chance to learn something new about the people in our class.*

Distribute the “Understanding Beliefs and Values Interview” sheet. (see attached) Pair up students or allow them to choose a partner, if you prefer. Encourage students to partner with someone they don’t know very well. After students interview each other, have pairs join into small groups of six or eight. Have students share at least three things about the person they interviewed with their small group.



## Reflect

3-5 minutes

*Let’s talk about how knowing about beliefs, values, and opinions can help us respect and be kind to other people.*

Ask students a couple of the questions below:

- *How do you feel when someone respects your beliefs and opinions? How do you think others feel when you treat them with respect?*
- *What do you think would be a healthy way to respond to someone who has a different opinion, values, or belief than you? (Suggest the following if students don’t suggest: Don’t insult people or make fun of their beliefs, values, traditions, or opinions; Listen to others as they discuss their opinions or beliefs; Value other people’s opinions; Be considerate of why someone likes or dislikes something.)*
- *How can you respect other people’s beliefs and opinions?*

The more we know about other people, the easier it is to understand why they think what they do and act the way they do. It’s easier to be kind to people when we know about their personal lives. Getting to know people around us is an act of kindness to others and ourselves because it creates a more enjoyable and peaceful world.



## Extension Ideas

- **Optional Writing Extension:** Have students use the interview sheet to write an essay about the student they have interviewed using your school’s 4th grade writing rubric.
- **Home Extension Idea:** Using the “Understanding Beliefs and Values Interview” sheet, have students interview a family member or neighbor!

# Understanding Beliefs and Values Interview Sheet

Directions: Interview another person about their culture, values, beliefs and opinions.

**1. Where were you born?**

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**2. Do you know where your ancestors came from? If so, where?**

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**3. What traditions do you have in your family or the people you live with? (e.g., on holidays we go to our family's house.)**

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**4. What do you believe in? (e.g., eating healthy keeps my body ready to play sports.)**

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**5. What do you value? (e.g., I value people who tell the truth or I value my friends opinions.)**

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**6. What are your talents and strengths?**

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**7. What do you think makes you unique?**

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# Knowing and Respecting Places and Things

This lesson helps students recognize that we need to not only respect ourselves and others, but also the things we have and the places where we spend our time. Students will have an opportunity to discuss this concept as a large group and then will complete an individual worksheet to help them devise a concrete strategy to show respect to things and places.

**Respect Sub-Concept(s)**

Self-care, Kindness

**Lesson Timeframe**

45 minutes

**Required Materials**

- Respecting Places & Things worksheet (below)

**Standards Map**

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

## Lesson Objective

Students will:

- Understand the full definition of respect which includes treating things and places with kindness.
- Determine a concrete strategy for demonstrating respect for things and places.
- Demonstrate comprehension of a short story, connecting the unit themes to the main idea.

## Teacher Connection/Self-Care

Respect for others combines a myriad of social skills and compromises with individuals that may or may not feel natural to us. Take time out of your day to mentally prepare for difficult situations. Choose to approach each situation with a positive outlook, focusing on cooperation and collaboration. Your approach to difficult situations will ultimately influence every student (and adult!) you encounter.

**Tips for Diverse Learners**

- Encourage limited English speakers to draw pictures on their worksheet while practicing writing.
- Remind students that a prized possession does not need to be something expensive; not all students will have new and fancy things at home, but each can think of something to treat with respect, even if it's the shoes on their feet as demonstrated in the lesson's story.



## Share

5-7 minutes

*So far in this unit we have talked about how to respect ourselves and others. Our definition of respect is bigger than that, though. Our definition also includes treating places and things with kindness, too. Let's start at a basic level: our school. How do we show our school respect?*

Invite student responses. Encourage responses to incorporate all areas of the school, including the classroom.

*What about our things. If I called your parents or guardians, would they tell me you take good care of your stuff?*

Pause

*How do we show respect for our things (either here at school or our things at home)?*

Invite responses.



## Inspire

**Read or watch: *Those Shoes* by Maribeth Boelts**

10-15 minutes

YouTube video: <https://www.youtube.com/watch?v=WYNH4HR5cPI>

Ask students the following comprehension and reflection questions; they can be answered as a large group.

- What was it that Jeremy needed?
- Did Jeremy get the shoes he wanted?
- Was Jeremy happy when he got the black shoes with the white stripes? Why or why not?
- How did Antonio show Jeremy respect?
- How did Jeremy show Antonio respect?
- In the end, what new thing did Jeremy have that other kids didn't?

Based on what we know of Jeremy and his grandmother, how do you think Jeremy will treat his new boots?



## Empower

7-10 minutes

Hand out the Respecting Places & Things worksheet

*Now we are going to identify four things and places that we are going to intentionally care for and respect for the rest of this week [or the weekend or next week if ending the week on this lesson]. Here they are:*

- 1. Think about something you have that is considered a “prized possession”. (Cues for students: Something you work hard to care for and keep safe; the most important thing you own; something that would break your heart to lose or damage.) Or, think of something very ordinary that you use, enjoy, or need but that you rarely think about in terms of respect. Should you think about respecting this thing more?*
- 2. Think about a place that is special to you that requires that you keep it clean or organized or maintained.*
- 3. Think about something that is considered the prized possession to another person you care about.*
- 4. Think about a place or space that you share with at least one other person (could be many people, though); how do you work together to care for and respect that space?*

*Complete the four boxes on this worksheet. Write or draw about these four things and places. Then, complete the sentences in each box: “I will respect this item or place by\_\_\_\_\_.” Write down one specific thing you will do in the next week/weekend to show respect and care for this thing or place. Sometimes we take special things for granted, which means we no longer realize how special and important they are. Hopefully this will help us remember that everything we have and every place we go deserves respect, care, and kindness.*



## Reflect

5 minutes

Invite students to share one of their items: what it is and how they will demonstrate a concrete act of respect and care over the next few days.

*Sometimes we take special things for granted, which means we no longer realize how special and important they are. Hopefully this will help us remember that everything we have and every place we go deserves respect, care, and kindness. Put this sheet up in a place at home where you will see it and remember to respect what you have.*



## Extension Ideas

- Extend this lesson out several weeks; perhaps you can have students bring this same worksheet back in a month with parent initials that the items/places have been shown care and respect.

# Respecting Places & Things Worksheet

Name: \_\_\_\_\_

**My Prized (or Ordinary but *Important*) Possession is:**

I will respect this item  
by\_\_\_\_\_.

**A Special Place that Needs My Care is:**

I will respect this place  
by\_\_\_\_\_.

**Someone Else's Prized Possession is:**

I will respect this item  
by\_\_\_\_\_.

**A Shared Space that Needs Our Care is:**

I will respect this place  
by\_\_\_\_\_.

# Communicate the RAK Way: Respectful, Assured, Kind

This lesson gives students an opportunity to examine body language and the messages we send through our bodies; they will identify body language, name the message being sent, and then practice whole body listening during a role play situation. This lesson gives students a small opportunity to express opinions and beliefs about given topics as well as listen, ask questions, and practice positive and respectful conversation skills. This is a good preview for Project #1 where students will debate an issue as a class.

## Respect Sub-Concept(s)

Self-care, Kindness

## Lesson Timeframe

45 minutes

## Required Materials

- Situation cards (below)
- Background information for whole body listening:  
<https://www.teachingchannel.org/videos/whole-body-listening>

## Standards Map

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

## Lesson Objective

Students will:

- Respectfully state facts and opinions and listen to those of their peers.
- Utilize body language to send messages of respect.
- Engage in whole body listening.

## Teacher Connection/Self-Care

Respect for your community is a natural result when one possesses self-respect and respect for others. This is the third piece of the puzzle under the heading of respect. How do you demonstrate respect within your school and your community? Getting involved in organized opportunities allows you to give back in a structured, concrete way. However, don't overlook the daily random acts of kindness that you have access to within the school and your town. Simple tasks such as cleaning up the campus or turning off unused lights in your home to decrease electricity usage are also valid ways to respect your community. Stay alert to the opportunities presented to you. This will in turn help you pass this practice down to your students.

### Tips for Diverse Learners

- Pair students in advance so you control who pairs up with whom; role play or have a teacher's aide role play with students who have limited language capabilities.
- Use the whiteboard or chalkboard to display cues for active listening and the questions students can ask to help remind learners of their task throughout the role play.



## Share

2-3 minutes

*In this unit we have been talking about what it means to show respect to ourselves, to others, and for our community. In our lesson about respecting others, we learned about beliefs, values, and opinions, and how we might have different beliefs, values, and opinions. Even though we might be different, it is still important to respect one another and show kindness to one another. What are some ways to show respect and kindness to others that we discussed a few weeks ago?*

Invite student responses.



## Inspire

5-7 minutes

*One way you can tell if someone is truly listening to you and respecting your ideas is by their body language. When I say body language, what am I talking about?*

Invite student response and even demonstration; if someone says “you can tell someone is angry because they scowl and cross their arms” have a student demonstrate that.

*Good! We are going to talk a little bit about body language and how we can use that to show respect to others when we are talking to them, especially if we disagree with what they are saying. To practice, let’s look at a few pictures of people. We are going to identify the mood of the situation by reading the body language.*

\*\*Choose whichever/however many examples from the list below as you wish. Display on the whiteboard or print. Invite students to explore what is happening in the picture: what the person(people) are feeling based on body language. Example images linked below:

<https://pixabay.com/en/listen-informal-meeting-chatting-1702648/>

<https://pixabay.com/en/human-children-girl-talk-763156/>

<https://pixabay.com/en/water-fight-children-water-play-442257/>

<https://pixabay.com/en/high-school-football-confrontation-1579498/>

<https://pixabay.com/en/relationship-couple-conflict-2418155/>

<https://pixabay.com/en/angry-mad-upset-person-young-3126438/>

<https://pixabay.com/en/person-woman-girl-alone-409127/>

<https://pixabay.com/en/book-bored-college-education-15584/>

*When we are sharing our ideas and listening to other people’s ideas, the goal is not for us to simply argue or to dismiss what the other person is saying. Our job is to listen. We can show respect and ultimately kindness to others if we take the time to truly listen to them.*



## Empower

15 minutes

*Now we are going to do a think, pair, share activity where you each take turns talking about an issue that you will draw out of this bucket. With your partner, you will talk about the side of the issue you agree with and your partner will role play active listening. Your job is to present your ideas and your partner's job is to use appropriate body language to tell you that he/she is listening.*

*Partners, your job is also to ask questions. Your job is not to argue with the person speaking but to ask questions that help you understand what he or she is saying.*

*Here is how this could look:*

Select a student to demonstrate this activity with one of the topics (or a new one) and prep the student with some of the questions below and whole body listening skills.

*"That is interesting. Tell me more about that!"*

*"I don't think I understand what you mean. Can you say it again?"*

*"Let me see if I understand. You are saying that..." and then repeat back the main ideas.*

*Then, you will switch roles. The person who was listening will discuss the issue that they drew out of the bucket and you will become the listener.*

*When it is your turn to listen, I want you to use whole body listening: use your eyes, your body posture, your movements, your arms/hands to demonstrate that you are paying attention. Did you see how [insert student's name] did that in our demonstration? Mimic the whole body listening postures again or have the student do it as a model.*

*Think about the messages your body language sends to your partner. Remember how we talked about respecting the beliefs and opinions of others in our 2nd lesson; we can respect someone's ideas even if we don't personally agree with them. When you are speaking, don't forget to look at your partner. As they respect your right to speak, you can respect them and say "thank you" for their good listening by delivering a sincere message.*

*Ok! I will come around now with the topics; pair up with the person next to you (or, pairs you choose if that is better for your group) and we will begin.*

Set a timer so each person has equal time; 3-5 minutes would be appropriate.



## Reflect

5 minutes

*Ok! Let's return to the class. I want to hear about some of your experiences. How did it feel to talk about something you believed in?*

Invite student responses.

*How did it feel to have someone listening to you who was genuinely listening and interested?*

Invite student responses. Ideally students will note that they felt confident, comfortable, respected, and appreciated.

*Can anyone share a good active listening posture they noticed in their partner?*

Invite responses.

*Alright! Your goal for the rest of today is to use respectful listening and conversation skills. I will be watching for examples of these throughout the day!*

Consider offering a special incentive or exit ticket prizes for those you observe practicing these skills.

Statement	Yes or No, and Why?
Fourth graders should have an extra recess during the school day.	
The Arts (like art, music, drama) are more important than subjects like math and science.	
Teachers should not assign any homework.	
Schools should allow students to use phones during school.	
School should be year 'round.	

# A Respectful Debate

This project is designed to help students utilize respectful words and body language to engage in a healthy debate on a relevant topic. Students will gain skills in public speaking, research, idea formation, respectful communication, and appropriate body language.

## Respect Sub-Concept(s)

Self-care, Kindness

## Project Timeframe

25-30 minutes

## Required Materials

- ❑ Debate Topics: Many can be found here:  
<http://www.debate.org/opinions/education/>
- ❑ Debate Strategies: Some examples include Fish Bowl, Four Corners, and Tag Team. Other debate descriptions and ground rules can be found at Education World:  
[http://www.educationworld.com/a\\_lesson/lesson/lesson304b.shtml](http://www.educationworld.com/a_lesson/lesson/lesson304b.shtml)
- ❑ Students may benefit from watching a sample debate. Search YouTube (or TeacherTube) for sample classroom debate or show the following sample debate as an introduction: Almond Elementary - Fifth Grade Debate (6:28 min)  
<https://www.youtube.com/watch?v=2bsXj2tyPpQ>

This lesson builds on previous lessons in this unit and takes a minimum of two class periods; one to prepare and one to do the debate. Decide ahead of time what type of debate you would like to do. See Resources for descriptions of different types of debates.

## Project Details:

### Day 1 (30 minutes)

- First, introduce students to the concept of a debate, ensuring that students know this is not simply an argument; rather, it is an opportunity to discuss many sides of one particular issue in a formal setting. If appropriate (if it coordinates with a social studies lesson or if it is an election year), present some examples of political debates the students might be familiar with. You might even show clips of a debate so students can identify body language and where debaters are showing respect or disrespect to one another.
- Divide the class into two teams, assigning one team to debate for the topic and one team to debate against it. Explain to students that if they are assigned to debate one side of the topic that they don't agree with, they can still debate that side. It is part of the learning process. Have students discuss and develop the rules for the debate. Suggest the following rules if they are not mentioned: no personal insults, no put downs, no emotional appeals (such as "If you don't agree with me, I'm going to cry!"), everyone needs to do their fair share of research, everyone needs to try their best, and students need to be kind even if they disagree.
- Have students determine a topic they would like to debate. Students could focus on something like the following (or a topic you are already studying):
  - Is homeschooling the best way to learn?  
(<http://kidshealth.org/kid/feeling/school/homeschool.html>)
  - Should students wear uniforms?  
(<http://school-uniforms.procon.org>)
  - Should soda pop be sold in cafeterias?  
(<http://elliewithers.weebly.com/the-pros-and-cons-of-drinking-soda-pop.html>)
  - Should cyclists be required to wear helmets?  
(<http://www.thetimes.co.uk/tto/public/cyclesafety/article3495439.ece>)

- Should kids be allowed to have computers in their rooms?  
(<http://www.schoolatoz.nsw.edu.au/technology/cybersafety/computers-in-the-bedroom>)
- Should chewing gum be banned at school?  
(<http://www.chewinggumfacts.com/chewing-gum-facts/chewing-gum-in-school/>)
- Should kids get an allowance?  
(<http://www.raisesmartkid.com/6-to-10-yearsold/5-articles/51-allowance-for-kids-the-pros-cons-and-some-useful-tips>)
- Should kids be allowed to eat junk food?  
(<http://www.today.com/parents/why-you-should-let-your-kids-eat-some-junk-food-1D79851272>)
- If you feel your students are ready, you could have them debate a local, state, or national public policy issue.

To further emphasize the democratic process, conduct a class vote to determine which issue will be debated; then flip a coin to determine which group will debate which side.

### **Day 2** (30 minutes)

Present each group with an opportunity to “research” their side. If computer/Internet access is not available to the students, print out at least one article for each side of the argument to distribute to the groups. The sites above will have some useful information. The majority of the arguments will likely be personal opinions, but if students can insert some factual or statistical information as well, they should.

### **Day 3** (20 minutes)

Each group should select two designated speakers; these students will present the initial position statement in 3-5 minutes as well as offer the rebuttals. Each group should have one initial presenter and one student for rebuttal.

### **Day 4** (30 minutes)

- Set up the classroom for the debate. Each team should sit together on their respective side of the classroom or as appropriate for your debate style. Invite other teachers or parents to help judge and moderate the debate.
- A timekeeper will keep track of the time of the speeches.
- Ask the student who will speak first to give a three-minute opening speech supporting the topic. Ask the opposing team to give a three-minute rebuttal speech opposing the topic.
- Then give other students from the team a chance to speak, following the speaking and rebuttal format. Halfway through the debate, provide a break so students can work on their arguments within their teams.
- After everyone is finished, the moderators and judges may ask the students questions and decide on the winning team.

### **Day 5: Wrap Up** (5-10 mins)

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing, or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

### **Evaluation Questions**

- What are the important elements of a debate?
- What do respect and integrity have to do with a debate?
- Do we use facts or opinions in debates? Why?

### **Reflection Questions**

- Was it difficult or easy for you to debate an issue?
- Did you feel respected during the debate?
- Which parts of learning to debate do you think you can use in your regular life?

### **Proposed Lesson Outcomes**

Students will:

- Contribute to a large group project.
- Debate an issue using respectful communication skills.
- Incorporate key elements from the Respect Unit related to kindness, listening, communication, and teamwork.

### **Optional Extension Discussion Activity**

To extend this activity, have students discuss what it means to have freedom of speech. Ask the following questions:

- Does freedom of speech mean that people can always say whatever they want?
- Can stating facts or opinions infringe on someone else's rights and freedoms?
- What would it feel like if someone told you that you didn't have a right to speak?
- What does it mean to state facts and opinions fairly in a society and how does that enrich a community?

# Operation I Respect U

In this project, students will identify a person they respect (could be a person in school, in the community, or someone at the state or national level, well-known or not; or, share some of these [15 young prodigies who are already changing the world](#) from *Insider*). Students will either write a letter or record a video to this person, expressing what they respect, and encouraging them to keep up the good work.

**Respect Sub-Concept(s)**

Self-care, Kindness

**Project Timeframe**

20-30 minutes, depending on the project medium; if recording videos, this could take longer.

**Required Materials**

- Letter-writing materials
- Computers (if applicable)
- Video equipment (if applicable)

**Background:**

This project helps students tap into their gratitude center by identifying not only a person they respect but also what about that person they respect. This goes beyond “liking” someone or appreciating a person’s prestige or celebrity; students should think about someone who has done something (or who does something) that helps others or is working toward making a positive change in the world. The aim is to help students call up positive role models (whom they either they know or admire from afar) and think critically about what they do that is worthy of respect. This will also give student an opportunity to say thanks and to offer encouragement to this person, which is a way to show respect and kindness and bolster a sense of positive self-perception.

**Project Details:**

Ask students to think of someone they respect (for reasons mentioned above); consider sharing the link above that highlights what ordinary kids are doing to bring about positive change.

Students, at a base level, should write a short letter to this person, highlighting what they respect about the person and offering words of encouragement to continue the good work that is being done.

If students are tech-savvy and you have access to video equipment, you could record these “letters” and email them to the recipient. Similarly, students could send emails instead of letters.

Encourage students to personalize their message (if in writing) with pictures or other drawings. The aim is to actually mail these letters so be prepared to find mailing information or invite students into this search, which could also double as a computer lesson for internet research. If mailing the letters is not feasible, have students pick local individuals (could be school staff, teachers, family members, friends, community members) that make letter delivery possible.

**Wrap Up**

Ask students how they felt identifying specific individuals they respected as well as why they respected that person. Clue in on how we feel good when we are cheering on the good work of another person. Ask students if any of them felt compelled to join their person in their work (if students wrote to someone doing something to help others). If so, consider sharing this with parents so they might help their student partner with the cause they are interested in.

### **Proposed Lesson Outcomes:**

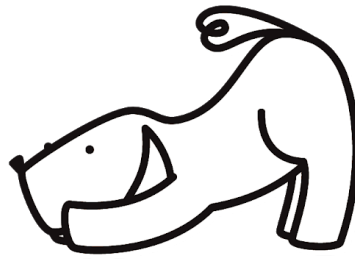
Students will:

- Identify individuals they respect and why.
- Practice personal acknowledgement of good works by others.
- Practice either writing or presentation skills.

Optional Extension Discussion Activity

- Highlight a cause that a student identified as important in their letter.
- Send information home to parents if students express interest in learning more about what their respected person is doing.

# Respect



Hello Parents and Guardians,

Welcome to Unit 1 of our Kindness in the Classroom curriculum. For the next 4-6 weeks we will be learning all about RESPECT. Since this topic is already known by many of our students this year, we will be diving deeper into the following topics:

TOPIC	QUESTIONS WE'LL BE EXPLORING	HOW YOU CAN HELP AT HOME
<b>Self-Respect</b>	<ul style="list-style-type: none"> <li>• How can we show ourselves respect?</li> <li>• How do we treat ourselves with kindness?</li> <li>• Why is self-respect needed before we can treat others respectfully?</li> </ul>	Talk with your child about the importance of respecting yourself in everything you think, say, and do! Respect starts with YOU.
<b>Respect for Others</b>	<ul style="list-style-type: none"> <li>• How do we treat our classmates, our family, people in the community?</li> <li>• How do our words and actions affect others?</li> <li>• Why do our words and actions need to align?</li> </ul>	Help your child examine the connection between what you say and what you do. Discuss the conflict when your words reflect kindness, but your actions do not.
<b>Respect Across Settings</b>	<ul style="list-style-type: none"> <li>• How do we respect our school, our home, our community at large?</li> <li>• How can one person's decision to show respect change others around them?</li> </ul>	Talk with your children about different ways to respect their community. Explore ways that your home, school, and/or neighborhood might benefit from an increase in respect. How can we help others to treat these areas with respect as well?

## Key activities we'll be doing:

- Design a simple set of personal rules to increase Self-Respect!
- Participate in Peer Interviews!
- Explore places and things that require respect!
- Practice kind, assured communication!

**If you have any questions about our *Kindness in the Classroom* lessons, please feel free to contact me at anytime. We are on this kindness path together!**

Sincerely,

## TRY THIS AT HOME!

Encourage your child to use their interview sheet to interview a family member or other adult to learn more about them. This is a terrific conversation starter and can often lead to a newfound respect for their elders!

# Respect Unit

This Standards Map summarizes each of the standards met by all lessons within this unit. All **Kindness in the Classroom®** lesson plans have been mapped to the five CASEL Core Social Emotional Learning (SEL) Competencies, the Centers for Disease Control and Prevention's National Health Education Standards (NHES), and the national Common Core State Standards for English Language Arts & Literacy and Mathematics. Utilization and adoption of these national standards and competencies vary by state. Teachers can use this resource to align their own state standards with each lesson.

## Lesson 1: Knowing and Respecting Ourselves

### CASEL

#### Self-awareness

Accurate self-perception  
Recognizing strengths  
Self-efficacy

#### Self-management

Impulse control  
Self-discipline  
Self-motivation  
Goal-setting

#### Social awareness

Respect for others

#### Relationship skills

Communication  
Social engagement

#### Responsible decision-making

Identifying problems  
Solving problems  
Reflecting

### NHES

#### Standard 1. Understanding concepts

1.5.2 - Identify examples of emotional, intellectual, physical, and social health.

#### Standard 5. Decision-making

5.5.3 - List healthy options to health-related issues or problems.  
5.5.5 - Choose a healthy option when making a decision.

#### Standard 6. Goal-setting

6.5.1 - Set a personal health goal and track progress toward its achievement.  
6.5.2 - Identify resources to assist in achieving a personal health goal.

#### Standard 7. Practicing healthy behaviors

7.5.1 - Identify responsible personal health behaviors.  
7.5.2 - Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

#### Standard 8. Advocating

8.5.2 - Encourage others to make positive health choices.

### Common Core

#### English Language Arts Standards

##### Writing

##### Text Types and Purposes:

CCSS.ELA-LITERACY.W.4.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.4.2.A

Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.4.2.B

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-LITERACY.W.4.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

##### Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

##### Speaking & Listening

##### Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

##### Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

##### Language

##### Conventions of Standard English:

CCSS.ELA-LITERACY.L.4.1

Demonstrate command of the conventions of standard English grammar

and usage when writing or speaking.

CCSS.ELA-LITERACY.L.4.1.B

Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

CCSS.ELA-LITERACY.L.4.1.C

Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

CCSS.ELA-LITERACY.L.4.1.F

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CCSS.ELA-LITERACY.L.4.1.G

Correctly use frequently confused words (e.g., to, too, two; there, their).

CCSS.ELA-LITERACY.L.4.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.4.2.A

Use correct capitalization.

CCSS.ELA-LITERACY.L.4.2.D

Spell grade-appropriate words correctly, consulting references as needed.

**Knowledge of Language:**

CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.4.3.A

Choose words and phrases to convey ideas precisely.

CCSS.ELA-LITERACY.L.4.3.B

Choose punctuation for effect.

CCSS.ELA-LITERACY.L.4.3.C

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**Vocabulary Acquisition and Use:**

CCSS.ELA-LITERACY.L.4.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.4.4.A

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

## Lesson 2: Knowing and Respecting Others

### CASEL

#### Self-awareness

Accurate self-perception  
Recognizing strengths

#### Social awareness

Perspective-taking  
Empathy  
Appreciating diversity  
Respect for others

#### Relationship skills

Communication  
Social engagement  
Relationship-building

#### Responsible decision-making

Evaluating  
Reflecting  
Ethical responsibility

### NHES

#### Standard 1. Understanding concepts

1.5.2 - Identify examples of emotional, intellectual, physical, and social health.

1.5.3 - Describe ways in which safe and healthy school and community environments can promote personal health.

#### Standard 2. Analyzing influences

2.5.2 - Identify the influence of culture on health practices and behaviors.

#### Standard 4. Interpersonal communication

4.5.3 - Demonstrate nonviolent strategies to manage or resolve conflict.

### Common Core

#### English Language Arts Standards

##### Writing

###### Text Types and Purposes:

CCSS.ELA-LITERACY.W.4.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.4.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

###### Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

###### Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.4.7

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

##### Speaking & Listening

###### Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

###### Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

##### Language

###### Conventions of Standard English:

CCSS.ELA-LITERACY.L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.4.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

###### Knowledge of Language:

CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.4.3.A

Choose words and phrases to convey ideas precisely.

CCSS.ELA-LITERACY.L.4.3.C

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**Vocabulary Acquisition and Use:**

CCSS.ELA-LITERACY.L.4.4.A

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

## Lesson 3: Knowing and Respecting Places and Things

### CASEL

#### Self-awareness

Accurate self-perception  
Recognizing strengths  
Self-efficacy

#### Self-management

Impulse control  
Self-discipline  
Self-motivation  
Goal-setting  
Organizational skills

#### Social awareness

Empathy  
Appreciating diversity  
Respect for others

#### Relationship skills

Communication  
Social engagement  
Relationship-building

#### Responsible decision-making

Identifying problems  
Solving problems  
Reflecting  
Ethical responsibility

### NHES

#### Standard 1. Understanding concepts

1.5.3 - Describe ways in which safe and healthy school and community environments can promote personal health.

#### Standard 5. Decision-making

5.5.3 - List healthy options to health-related issues or problems.  
5.5.5 - Choose a healthy option when making a decision.

#### Standard 6. Goal-setting

6.5.1 - Set a personal health goal and track progress toward its achievement.

#### Standard 7. Practicing healthy behaviors

7.5.1 - Identify responsible personal health behaviors.  
7.5.2 - Demonstrate a variety of healthy practices and behaviors to maintain

### Common Core

#### English Language Arts Standards

##### Reading: Literature

##### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.4.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCSS.ELA-LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

##### Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.4.9

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

##### Reading: Foundational Skills

##### Fluency:

CCSS.ELA-LITERACY.RF.4.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-LITERACY.RF.4.4.A

Read grade-level text with purpose and understanding.

##### Writing

##### Text Types and Purposes:

CCSS.ELA-LITERACY.W.4.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.4.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

##### Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

##### Speaking & Listening

##### Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

##### Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an

understandable pace.

**Language**

**Conventions of Standard English:**

CCSS.ELA-LITERACY.L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.4.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language:**

CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.4.3.A

Choose words and phrases to convey ideas precisely.

CCSS.ELA-LITERACY.L.4.3.C

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**Vocabulary Acquisition and Use:**

CCSS.ELA-LITERACY.L.4.4.A

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

## Lesson 4: Communicate the RAK Way: Respectful, Assured, Kind

### CASEL

#### Self-awareness

Identifying emotions  
Accurate self-perception  
Recognizing strengths  
Self-confidence

#### Self-management

Impulse control  
Self-discipline

#### Social awareness

Perspective-taking  
Appreciating diversity  
Respect for others

#### Relationship skills

Communication  
Social engagement  
Relationship-building

#### Responsible decision-making

Analyzing situations  
Reflecting  
Ethical responsibility

### NHES

#### Standard 1. Understanding concepts

1.5.2 - Identify examples of emotional, intellectual, physical, and social health.

#### Standard 2. Analyzing influences

2.5.2 - Identify the influence of culture on health practices and behaviors.

#### Standard 4. Interpersonal communication

4.5.1 - Demonstrate effective verbal and nonverbal communication skills to enhance health.

#### Standard 8. Advocating

8.5.1 - Express opinions and give accurate information about health issues.

### Common Core

#### English Language Arts Standards

##### Writing

##### Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.4.7

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

##### Speaking & Listening

##### Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.SL.4.3

Identify the reasons and evidence a speaker provides to support particular points.

##### Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-LITERACY.SL.4.6

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

##### Language

##### Conventions of Standard English:

CCSS.ELA-LITERACY.L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

##### Knowledge of Language:

CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.4.3.A

Choose words and phrases to convey ideas precisely.

CCSS.ELA-LITERACY.L.4.3.C

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

##### Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.4.4.A

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.