

Subject/Grade: Grade 2 **Lesson Title:** Respect **Teacher:** Ms. Collado

Grade Perspective: Discovering Connections Between Self and Wellness

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

USC 2.4

Examine social and personal meanings of "respect" and establish ways to show respect for self, persons, living things, possessions, and the environment.

- a. Develop a common understanding and use of respectful language to talk about "respect" (e.g., tone of voice, manners, behaviours).
- e. Understand, practise, and share basic interpersonal skills (e.g., asking for a turn, offering assistance, saying please and thank you) when supported to do so. (MAYBE)
- g. Describe how people (e.g., characters in a story) demonstrate or do not demonstrate respect for each other, personal gifts, material possessions, and/or the environment.

Cross-Curricular Outcomes:

TR21

Examine how the Treaties are the basis for harmonious relationships in which land and resources are shared.

- Examine the concepts of peace and harmony and provide examples of how these concepts are expressed in people's lives and discuss why these concepts are important.

CP1.4

Use language, visual images, and other ways (e.g., movement, sound effects) to represent ideas both in and out of role.

- a. Express ideas by speaking in role.
- c. Use movement to express ideas in drama.
- d. Demonstrate ability to focus on the main idea of each dramatic episode

Key Understandings: ('I Can' statements)

- I can show what respect looks like and sounds like.
- I can explain how I show respect to myself, my family, and my peers.
- I can explain how I show respect to my belongings and other people's belongings.
- I can explain how I show respect to the environment and all living things.

Essential or Key Questions:

- What is respect?
- How do we show respect to ourselves and others around us?
- How do we show respect to other living things and the environment?
- Why is it important to show respect?

Prerequisite Learning:

- Students need to know the importance of stopping and thinking before they make choices, whether the choices are big or small.
- Students need to know how to make healthy choices for themselves.
- Students need to know basic drama actions for the role play activity.

Instructional Strategy(ies)

- **Direct Instruction** – I will give the students direct and explicit instructions throughout the lesson including the sets, developments and learning closures.
- **Group Discussion** – I will lead a class discussion on defining “Respect” and “Disrespect” as well as lead a discussion on what “Respect” looks like in different settings including at home, at school and in the community.
- **Independent work** – When doing the “Respectful or Disrespectful?” Activity, the students will answer each question independently.
- **Group work** – The students will work in pairs to do the role play closing activity. They will work in pairs to flip a disrespectful scenario into a respectful one, and present the respectful scenario in front of the class.
- **Read Aloud** – For my “set” on Day 2, I will read a book that talks about holding each other up, in relation to respect, to the class.

Stage 2: Determine Evidence for Assessing Learning

- Formative Assessment
- During class discussion and brainstorming, I will be able to see if the students already have a good understanding of respect and if they can come up with ideas/examples that show respect.
- Doing the “Respectful or Disrespectful?” activity will give me a good idea whether the students are understanding what respect is.
- With the role play activity, I will be able to assess and see if the students have successfully flipped a disrespectful scenario into a respectful one.

Stage 3: Build Learning Plan

DAY 1

Set (Engagement)

Length of Time: 5 minutes

- I will have the students listen to a song – To Be a Learner (2 min)
[youtube.com/watch?v=viVHBykAyrE&t=21s](https://www.youtube.com/watch?v=viVHBykAyrE&t=21s)
Then, I will discuss what the song means and talk about how being respectful goes hand in hand with being a learner. When you are respectful, you are making the school environment a safer place to learn in.

Materials/Resources:

- Computer
- Projector
- Pictures/Slides of Scenarios
- Book - “You Hold Me Up” by Monique Gray and Danielle Daniel
- Anchor Chart
- Marker
- Popsicle Sticks with students’ names for creating groups for the Role Play Activity
- Labeled tickets for the Role Play Activity

Message from the song: As a student, you have the power inside of you to learn, listen, focus, ask for help when needed.

Development: **Length of Time:** 20 minutes

- I will define “Respect” and “Disrespect” with the class.

Respect – *acting or speaking in a way that shows you care about how you are affecting others (Talking Tree Books, 2020)*

Disrespect – *Unnecessary or selfishly having a negative effect on others (Talking Tree Books, 2020)*

- After defining “respect” and “disrespect”, I will create an anchor chart with them – “What Does Respect Look Like?” vs. “What Does Respect Not Look Like?” The students should be actively engaged. The points below are just some ideas. For each idea, I will briefly explain how it shows respect.

In the classroom

- *Listening to the teacher and waiting for your turn to talk instead of blurting out answers*
- *Using your inside voice instead of talking very loudly*
- *Staying focused instead of distracting your classmates*
- *Lining up quietly and in a single file line instead of butting in line*

On the playground

- *Sharing the play structure instead of telling others they cannot play where you are playing*
- *Using manners (“please” and “thank you”) instead of demanding selfishly*
- *Using personal space instead using up all of the public space*
- *Listening to the playground supervisor instead of disregarding what they said*

Learning Closure: **Length of Time:** 10 minutes

- To close Day 1 of this lesson, we will do a short activity (“Respectful or Disrespectful?”).

**Possible Adaptations/
Differentiation:**

- For grouping students, I may consider using a different method as some students may work better together.
- For students who have a hard time remembering tasks, I can write down prompts or clues on the board.
- For the “Respectful or Disrespectful?” Activity, instead of using two sides of the room for answers, I can provide thumbs up and thumbs down props for the students to use for the activity. If their answer is “respectful” then they can hold up their thumbs up prop, and if their answer is “disrespectful”, then they can hold up their thumbs down prop.

Management Strategies:

- I will discuss rules and expectations before I start the lesson and before I start the activities. For example, reminding students what actively listening looks like: eyes on the speaker, raising your hand up to walk, taking turns to talk, and not distracting your classmates around you.
- I will model my expectations. For example, for the “Respectful or Disrespectful?” Activity, the students will have to walk from one side of the classroom to another, so it is important to model how to properly and quietly do it.
- I will use attention getters such as clapping patterns and counting down to get all of the students focused and ready to learn.

I will show the students a variety of pictures that may or may not represent a respectful scenario in a school setting. For each picture, I will ask them if it shows respect or not. One side of the classroom will be labelled “Respectful” and the opposite side will be labeled “Disrespectful” and the students’ task is to stand in one side of the room that corresponds with their answer to show their understanding.

Pictures/scenarios on the Slides:

- *Pushing a friend*
- *Lining up in a single file line*
- *Yelling in class*
- *Raising your hand to talk*
- *Refusing to do what the teacher asked you to do*
- *Sharing our toys*
- *Saying “Thank you!”*
- *Distracting your classmates*

Link to the Google Slides/Activity:

https://docs.google.com/presentation/d/1Gag21T3fGXaK-QlQ4FtaNf1B07Ut5JC0qxiVwT_7s2E/edit#slide=id.gf8cc498fc0_0_28

DAY 2

Set (Engagement): **Length of Time:** 10 minutes

- I will read the book “You Hold Me Up” by Monique Gray and Danielle Daniel. After reading the book, I will discuss the message of the book and talk about the importance of coming together as a community who support each other and hold each other up. Respecting each other is a way of holding each other up.
- I will re-define “Respect” and “Disrespect” to remind the students what each term means.
Respect – *acting or speaking in a way that shows you care about how you are affecting others (Talking Tree Books, 2020).*

Disrespect – *Unnecessary or selfishly having a negative effect on others (Talking Tree Books, 2020)*

Development: **Length of Time:** 15 minutes

- I will use positive reinforcement when students are sharing their ideas.
- I will appreciate students that are behaving or following rules and expectations and use them as an example for everyone else to see and copy.
- Before presentations, I will make sure that each group is ready and have something to present to the class.

Safety Considerations:

- I will create a safe and judgement free environment for the students by talking about it before the lesson.
- I will remind students that they need to respect their classmates who are sharing their thoughts and ideas.
- For the “Respectful or Disrespectful?” Activity, I will make sure that there are no desks in the way, or I will model how to get around the desks if the desks cannot be moved.
- I will put students into groups to make sure that no one is left out.
- I will let the students know that it is okay to make mistakes and that it is a part of their learning experience.
- I will ensure that students know that the role play presentations aren’t formal presentations for marks, so they can treat it as an opportunity to practice presenting in front of their peers.
- Have students clap after each group presents.

- On Day 1, we discussed what being respectful looks like at school (in the classroom and on the playground). We will continue to learn about respect by looking at what respect looks like at home and in the community.
- We will add to the anchor chart – “*What Does Respect Look Like?*” vs. “*What Does Respect Not Look Like?*”

At home

- *Listening to your parents instead of refusing to do what you are asked to do*
- *Holding the door open for your little brother instead of shutting it close on his face*
- *Putting your toys away instead of leaving them lying on the carpet*
- *Saying kind words instead of saying hurtful words*

In the community /at the park

- *Throwing your trash in the garbage bin instead of randomly throwing it on the lawn or on the lake*
- *Sharing space with others instead of walking side by side when you’re in a big group*
- *Walking to places if possible instead of driving a car*
- *Using reusable bags when you go shopping*

Learning Closure: **Length of Time:** 20 minutes

- I will pair the students up to form groups of two. Each group will get a ticket that states a disrespectful scenario, and each group’s task is to turn the scenario into a respectful one and they will act it out. I will use popsicle sticks with all of the students’ names to create groups. I let the students know that they do not have a lot of time to practice, so they should use the time given to them effectively. At the very end, each group will present their short drama creations in front of the class.

Disrespectful Scenarios:

- *Your teacher asked you to line up, and you butt in line*
- *You interrupt your mom while she is on the phone with a friend*
- *You shut the door at your sister’s face*
- *You are distracting your classmates by playing with paper airplanes*

- *You refuse to do what the teacher asked you to do*
- *You go into your room so that you do not have to share your toys with your younger sibling*
- *You complain while waiting in line to use the water fountain*
- *You use your outside voice inside the classroom*
- *You giggle with your friends because someone made a mistake*
- *You throw your empty juice box out of your car window*
- *You throw your food wrap in the lake*
- *You drive to the store that is 2 minutes away*

Stage 4: Connection to CSCH

- **Safe and Healthy Physical & Social Environments**
 - This lesson is all about learning what respect is and what respect looks like at school, at home and in the community. By learning about respect, students are helping to create a welcoming, caring and inclusive environment for everyone. As well, they are helping to create healthy relationships among their classmates, teachers and other people in the community as well as informal role modelling, peer support, nurtured families and safe communities.
- **Family & Community Engagement**
 - Learning about respect also helps families and communities to be engaged. By learning what respect is, they are able to practice how to be good citizens, which could help promote student, family, staff and community health and well-being. In order for individuals to value cooperation, interpersonal communication and shared decision making, it is important to know the definition of respect and what it looks like.