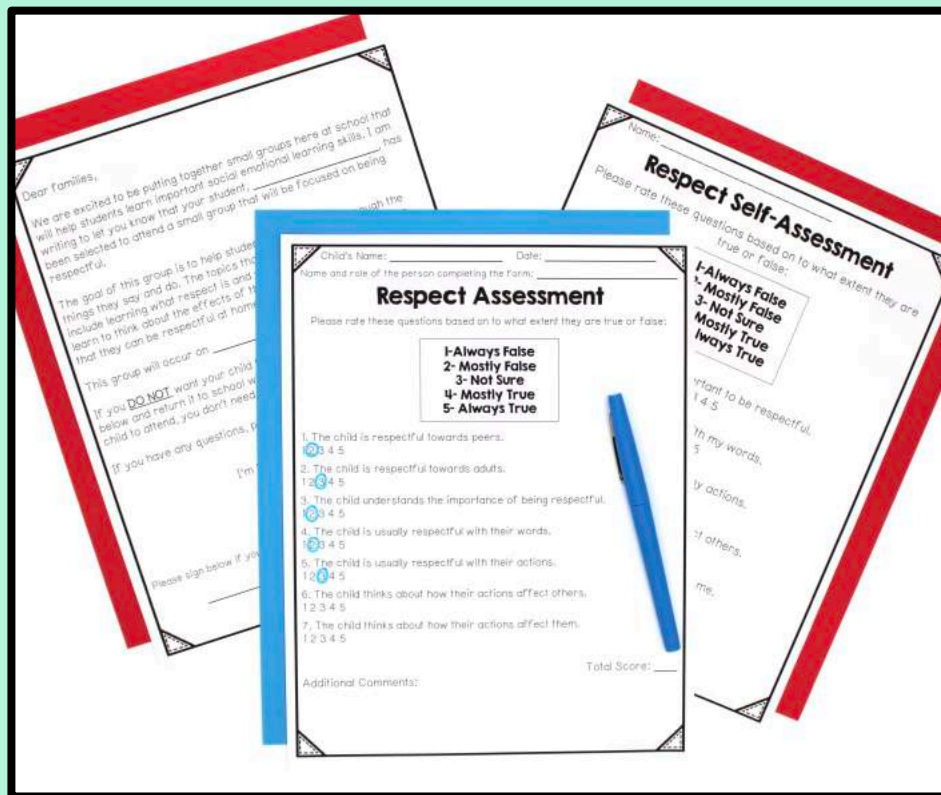


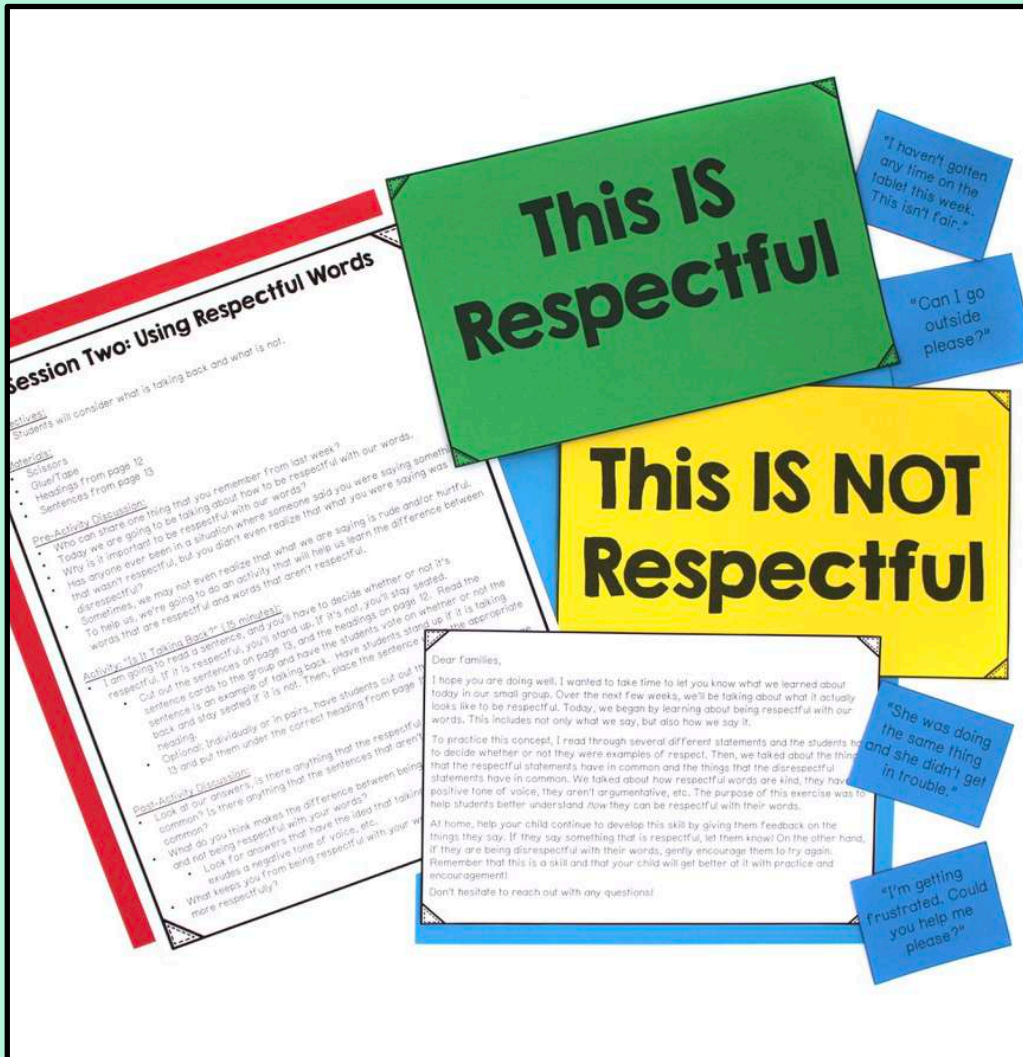
Use this small group plan will help students learn why respect is important and how they can show it!



WHAT'S INCLUDED:

- 6 No-Prep lessons with editable follow up notes for families
- 2 Bonus activities
- An editable permission form
- 2 Assessments

6 NO-PREP LESSONS



Each Lesson Includes:

- Objectives
- Discussion points
- Activity directions and materials
- A follow up note to families

Session I: What Is Respect And Why Is It Important?

WHAT IS RESPECT?

Session One: What Is Respect And Why Is It Important?

Objectives:

- Students will identify what respect is.
- Students will identify why it is important to be respectful.

Materials:

- Writing Utensils
- Cards from page 9 (One card per student – students will either receive the top card or the bottom card)

Pre-Activity Discussion:

- Introductions: Name, teacher, and one thing you like to do.
- Over the next six weeks, we will be coming together to learn about being respectful.
- What do you think of when you hear the word "respect"?
- What have you already learned about being respectful?
- Today we are going to talk about what respect is, and why it is important.

Activity (15-20 minutes):

- To start, half of you are going to think about what respect is, and half of you are going to think about why respect is important. Then, you are going to teach each other about the things that you come up with.
 - Cut out the cards on page 9. Give each student one card. Half of the students should have a card that says "What is respect?" and half of the students should have a card that says "Why is respect important?" Give the students 2-3 minutes to answer their prompts. When they are finished, have students with the same cards get together to compare answers and build their lists. They will become an "expert group." After 4-5 minutes, have students from each expert group find a student from the other expert group. In new partnerships, students will teach their partners about their prompts. *If desired, you can have students fill out a new card as they are being taught by the expert. This can be done to further enforce the concept.*

Post-Activity Discussion Questions:

- Describe what it means to be respectful in one sentence.
- Describe why it's important to be respectful in one sentence.

**If you are using the data collection survey, have students complete it at the end of this session.

THE OBJECTIVE:

- Students will learn what respect is and why it's important.

THE ACTIVITY:

- Students will discuss concepts related to respect, and then will share their findings with the rest of the group.

Session 2: Using Respectful Words

The collage includes several items:

- Three sentence cards: "Why do I have to do the dishes?", "But I wasn't", and "Would it be okay to finish my game?"
- A worksheet titled "Session Two: Using Respectful Words" with the following content:
 - Objectives:**
 - Students will consider what is talking back and what is not.
 - Materials:**
 - Scissors
 - Glue/Tape
 - Headings from page 12
 - Sentences from page 13
 - Pre-Activity Discussion:**
 - Who can share one thing that you remember from last week?
 - Today we are going to be talking about how to be respectful with our words.
 - Why is it important to be respectful with our words?
 - Has anyone ever been in a situation where someone said you were saying something that wasn't respectful, but you didn't even realize that what you were saying was disrespectful?
 - Sometimes, we may not even realize that what we are saying is rude and/or hurtful. To help us, we're going to do an activity that will help us learn the difference between words that are respectful and words that aren't respectful.
 - Activity: "Is It Talking Back?" (15 minutes):**
 - I am going to read a sentence, and you'll have to decide whether or not it's respectful. If it is respectful, you'll stand up. If it's not, you'll stay seated.
 - Cut out the sentences on page 13, and the headings on page 12. Read the sentence cards to the group and have the students vote on whether or not the sentence is an example of talking back. Have students stand up if it is talking back and stay seated if it is not. Then, place the sentence under the appropriate heading.
 - Optional: Individually or in pairs, have students cut out the sentences from page 13 and put them under the correct heading from page 12.
 - Post-Activity Discussion:**
 - Look at our answers, is there anything that the respectful sentences have in common? Is there anything that the sentences that aren't respectful have in common?
 - What do you think makes the difference between being respectful with your words and not being respectful with your words?
 - Look for answers that have the idea that talking back is argumentative, it exudes a negative tone of voice, etc.
 - What keeps you from being respectful with your words? What can you do to speak more respectfully?

THE OBJECTIVE:

- Students will learn what is “talking back” and what isn’t.

THE ACTIVITY:

- Students will look at different statements and decide whether or not they are examples of “talking back.” This can be done as a whole group, or in pairs.

Session 3: Behaving Respectfully

Dear families,
I hope you are doing well. I wanted to take time to let you know what we learned about today in our small group. Last week, we talked about what it looks like to be respectful with our words. Today we are talking about how to be respectful with our actions. This is our goal for this week.

For our activity, students first write down what our school challenged each other to do this week. Once we create what our school challenged each other to do this week. At home, ask your child to make them feel good about their actions. Don't hesitate to talk to your child about their actions.

Dear families,
I hope you are doing well. I wanted to take time to let you know what we learned about today in our small group. Last week, we talked about what it looks like to be respectful with our words. Today we are talking about how to be respectful with our actions. This is our goal for this week.

For our activity, students first write down what our school challenged each other to do this week. Once we create what our school challenged each other to do this week. At home, ask your child to make them feel good about their actions. Don't hesitate to talk to your child about their actions.

Session Three: Behaving Respectfully

Objectives:

- Students will consider ways to be respectful at school

Materials:

- One sheet of blank paper per student
- Writing utensils

Pre-Activity Discussion:

- Who can share one thing you remember from last week? Was there a time when you remembered to be respectful with your words?
- Today we are going to be talking about how to be respectful with our actions.
- Why is it important to be respectful with our actions?

Activity (10-15 minutes):

- For our activity today, we are making a list of ways that we can show respect at school. We are going to work together to see how many ideas we can come up with.
 - Hand out one sheet of paper to each student. Have the students make a list of all of the ways someone could be respectful at school. Give them 1-2 minutes to make their lists. Next, instruct each student to raise his/her hand, and to SILENTLY choose a partner. Students will confirm their partnerships by high-fiving with their raised hands. Once students are in their new partnerships, students will share their lists, and add any new ideas from their partners. Give students 1-2 minutes to complete this. Students will then use the same method to find a different partner, and share lists again. If time permits, repeat the activity and discussion with ideas of how to be respectful at home.

Post-Activity Discussion:

- Have each student read 3-4 ideas from their lists.
- Why did you include these ideas on your list? Why do you think these things are important?
- What would our school look like if everyone behaved like this?
- Choose 1-2 things from your list and circle them. Challenge yourself to do these this week.

THE OBJECTIVE:

- Students will consider ways to be respectful at school.

THE ACTIVITY:

- Students will work together to come up with a list of ways that they can show respect at school. Then, they will each choose a few ideas to try.

Session 4: How We Make Others Feel

You take your friend's pencil without asking.

Session Four: How We Make Others Feel

Objectives:

- Students will consider how their words/actions make others feel.

Materials:

- Scenario strips from page 18-22
- Scissors
- Writing utensils
- Tape/glue

Pre-Activity Discussion:

- Who can share one thing you remember from last week? Did you do the respectful things that you challenged yourself to do?
- So far, we've talked about what respect is, why it's important, and how we can be respectful with our words and our actions. Today we are going to be talking about how our words and actions make others feel.
- Why is it important to think about how our words/actions make others feel?

Activity (10-15 minutes):

- For our activity today, we are going to look at different scenarios and think about how each action would make someone else feel and think. To help us understand the effect of our actions, we are going to make paper chains.
 - Give each student/pair one page of scenario strips – each page contains two scenarios. Have the students read each of the two scenarios and then answer the prompts on the corresponding strips. When completed, have the students cut out each strip. Students will start with the strip that explains the scenario and will form that strip into a circle with the text facing outward. Attach the ends of the strip with tape or glue. Next, students will take the corresponding strip that says "This would make my teacher/friend feel:" and attach it to the original circle by sliding it through the center of the original scenario circle and forming another circle with the text facing outward. Attach this circle by taping/gluing the ends. Students will attach the third strip in the same way. Students will repeat the same process to make the chain for their second scenario. When finished, students will have a visual idea of the way that actions/words create a chain reaction and affect others around them. See photo of completed sample on page 37. When students are finished, ask them to share their responses with the group.

Post-Activity Discussion:

- How would our words/actions be different if we considered how they affected others?

THE OBJECTIVE:

- Students will consider ways to be respectful at school.

THE ACTIVITY:

- Students will make paper chains that symbolize the effects of their actions. They will think about how their actions affect the thoughts and feelings of others.

Session 5: How My Actions Affect Me

The image shows a collage of 'I Have, Who Has' cards and a central worksheet. The cards include:

- I have: You get playing time during the game.
- Who has: instead of
- I have: You
- Who has: Y and help c
- I have: You
- Who has: friend's
- I have: You play her
- Who has: Y friends wh
- I have: Yo on
- Who has: du

The central worksheet is titled "Session Five: How My Actions Affect Me" and contains the following text:

Objectives:

- Students will consider how their words/actions affect how others view and treat them.

Materials:

- "I Have, Who Has" cards from page 25

Pre-Activity Discussion:

- Who can share one thing from last week? Did anyone take time to think about how their words or actions affected the people around them?
- Today, we are going to talk about how our actions/words affect *us*. In many situations, our own actions determine how we are treated. For example, if we choose to have disrespectful behavior, we face the consequences of getting in trouble.
- If we behave respectfully, what will people think of us? How will this change how they treat us?
- If we behave disrespectfully, what will people think of us? How will this change how they treat us?

Activity (10-15 minutes):

Cut out the cards on page 25. Students will each be given one card. On each card, students have a consequence that corresponds to an action on someone else's card. Students will need to look at other students' cards to find the consequence that corresponds to the action on their card. Players will be looking for the consequence that corresponds to the action they have, while providing the consequence that corresponds to someone else's action.

Post-Activity Discussion:

- Is it easy or difficult for you to think about the consequences of your actions?
- How will thinking about the consequences of your actions (positive or negative) affect your actions?

THE OBJECTIVE:

- Students will consider how their actions affect how others view and treat them.

THE ACTIVITY:

- Students will play an "I Have, Who Has" game to help them understand the effects of their actions.

Session 6: My Respect Plan

My Respect Plan

Session Six: My Respect Plan

Objectives:

- Students will review skills learned from the group.
- Students will consider practical ways to show respect.

Materials:

- "My Respect Plan" foldable from page 29
- Scissors
- Writing utensils

Pre-Activity Discussion:

- Who can share one thing from last week?
- Today we are going to review all of the things we have learned about in group. We will go around the circle and each share one lesson or idea that we will remember most from this group.
- Now, we are going to create a visual reminder about the things we learned.

Activity (10-15 minutes):

- Complete the "My Respect Plan" foldable on page 29 using the directions on page 28.

Post-Activity Discussion:

- How will things be different for you if you speak and behave more respectfully?

**If you are using the data collection survey, have students complete it at the end of this session.

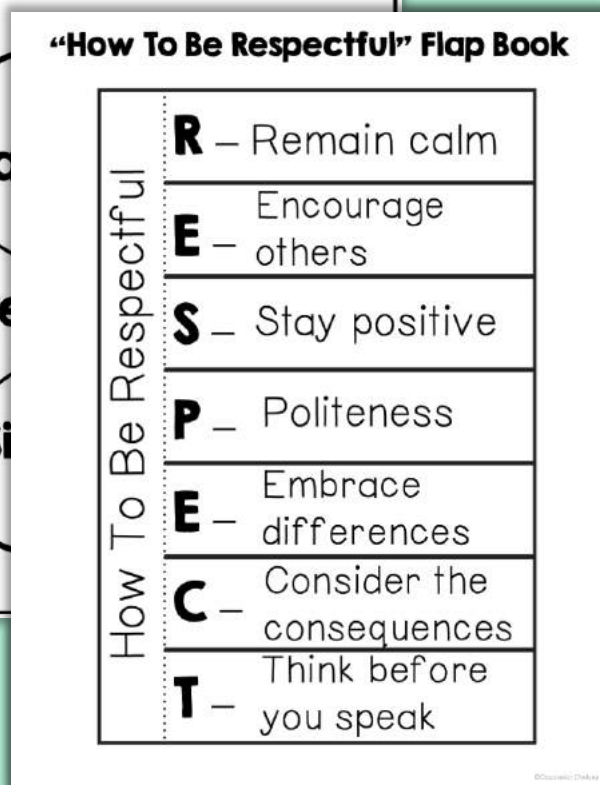
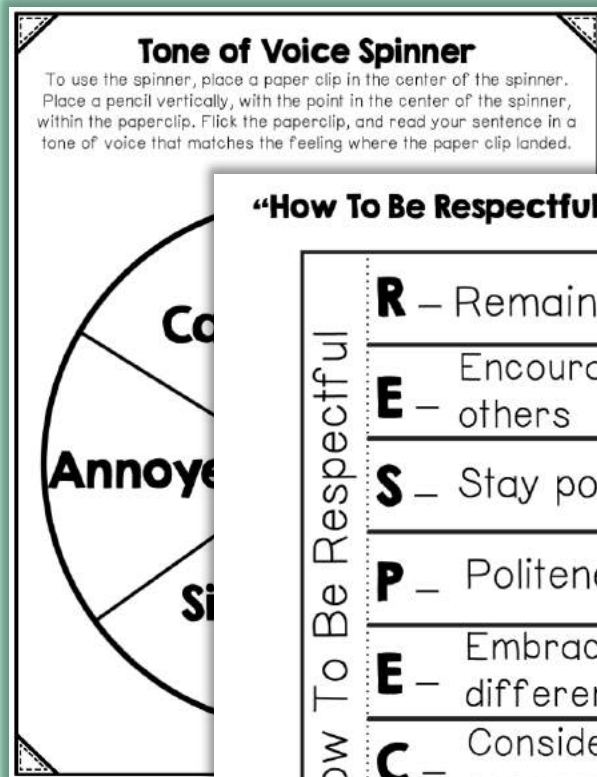
THE OBJECTIVE:

- Students will consider how they can apply the concepts from the group in their lives.

THE ACTIVITY:

- Students will create a foldable page that shows specific ways that they will be respectful.

2 BONUS ACTIVITIES



These activities will help your students further explore respect and review the topics and skills your students have learned!

Activities Include:

- "How To Be Respectful" Flap Book
- "Does Tone Of Voice Matter?"

2 ASSESSMENTS

The image shows two overlapping assessment forms. The top form is titled 'Respect Self-Assessment' and includes a 'Name:' field and instructions to rate questions based on their truthfulness. The bottom form is titled 'Respect Assessment' and includes fields for 'Child's Name:', 'Date:', and 'Name and role of the person completing the form:'. It features a legend for the rating scale: 1-Always False, 2-Mostly False, 3-Not Sure, 4-Mostly True, and 5-Always True. Below the legend are seven numbered questions about a child's respectfulness, each followed by a rating scale (1 2 3 4 5). The bottom form also has an 'Additional Comments:' section and a 'Total Score: ___' field.

Respect Self-Assessment
Name: _____
Please rate these questions based on to what extent they are true or false:

Respect Assessment
Child's Name: _____ Date: _____
Name and role of the person completing the form: _____
Please rate these questions based on to what extent they are true or false:

**1-Always False
2- Mostly False
3- Not Sure
4- Mostly True
5- Always True**

I know why _____
I am _____
I am _____
I know h _____
I know _____

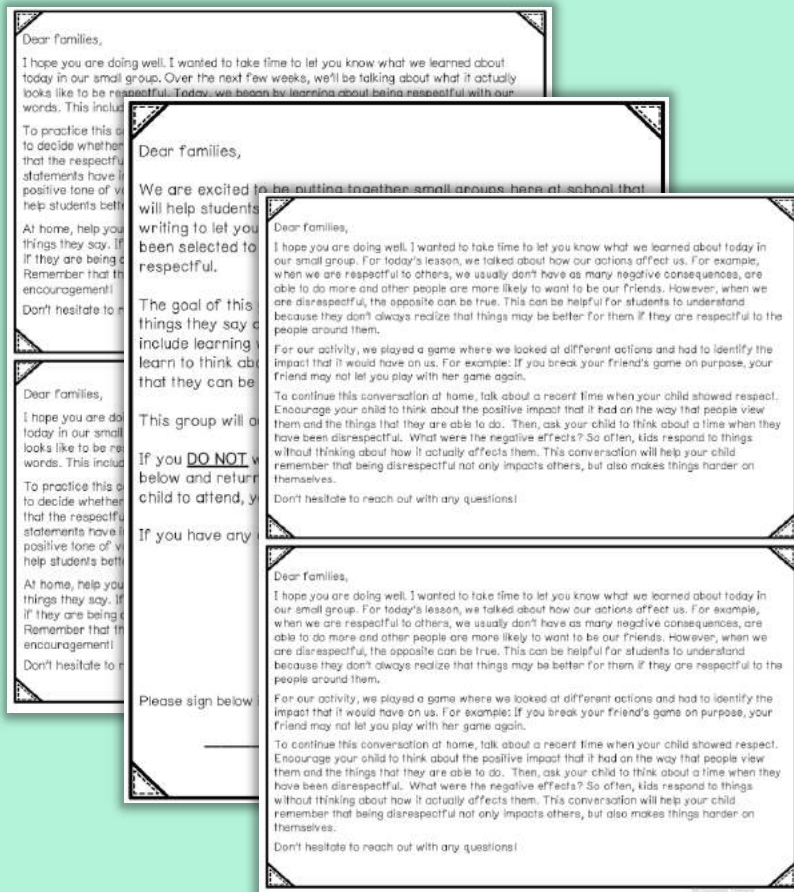
1. The child is respectful towards peers.
1 2 3 4 5
2. The child is respectful towards adults.
1 2 3 4 5
3. The child understands the importance of being respectful.
1 2 3 4 5
4. The child is usually respectful with their words.
1 2 3 4 5
5. The child is usually respectful with their actions.
1 2 3 4 5
6. The child thinks about how their actions affect others.
1 2 3 4 5
7. The child thinks about how their actions affect them.
1 2 3 4 5

Additional Comments: _____ Total Score: _____

There are two assessments designed to measure growth in your students

- A Self-Assessment
- An assessment to be completed by a teacher, family member or other adult in the student's life

NOTES TO FAMILIES



Each of the 6 lessons includes a follow up note to families to let them know what the lesson was about and how they can support their child at home.

There is also a permission form included that families can sign if they do not want their child to participate in the group.

The follow up notes and permission form are able to be edited using Microsoft PowerPoint.

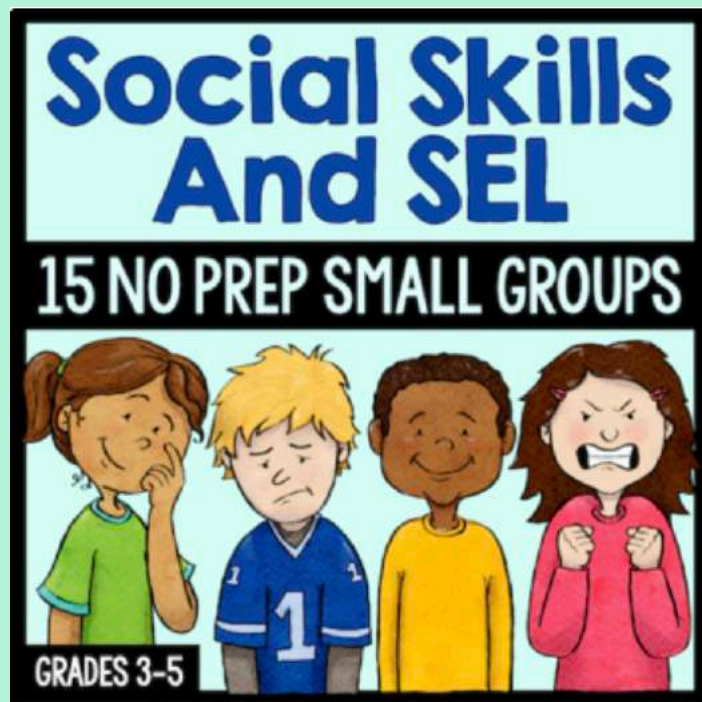
WHAT PEOPLE ARE SAYING...

“This is by far my FAVORITE small group lesson that I have purchased from TPT. I turned some of the activities into games and my kiddos love it! Thank you!” -Kaitlyn R.

“I love this resource! The students loved the resources and I can't wait to use these in the future!”
– Amy T.

“This is a great resource. I love NO prep. It makes it so much easier to implement groups, when all of the planning is already done!”
– Leanna J.

NEED MORE SMALL GROUPS? BUNDLE & SAVE!



This resource is included in a set of other NO-PREP small group plans. The bundle includes small groups for the following topics:

- Self-Esteem
- Friendship
- Self-Control
- Anger Management
- Self-Regulation
- Social Skills
- Worry & Anxiety
- Coping Skills
- Leadership
- Mindfulness
- Growth Mindset
- Respect
- Test Anxiety
- Conversation Skills
- Following Directions

SEE THE BUNDLE HERE