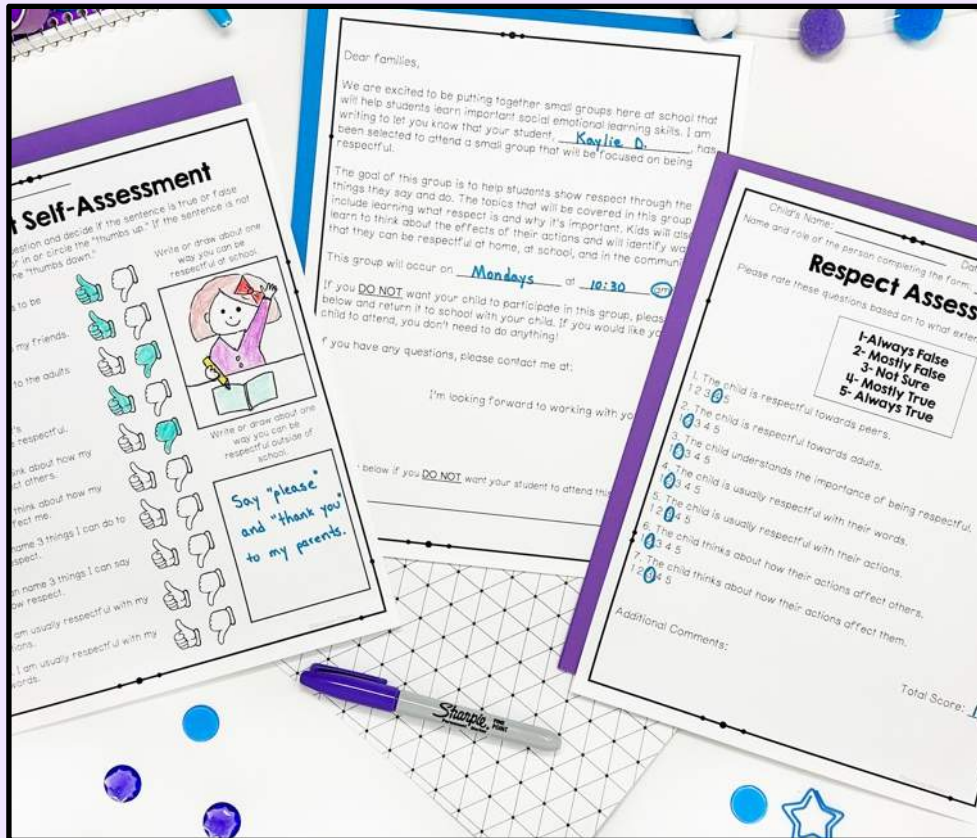


# Use this small group plan will help students learn why respect is important and how they can show it!



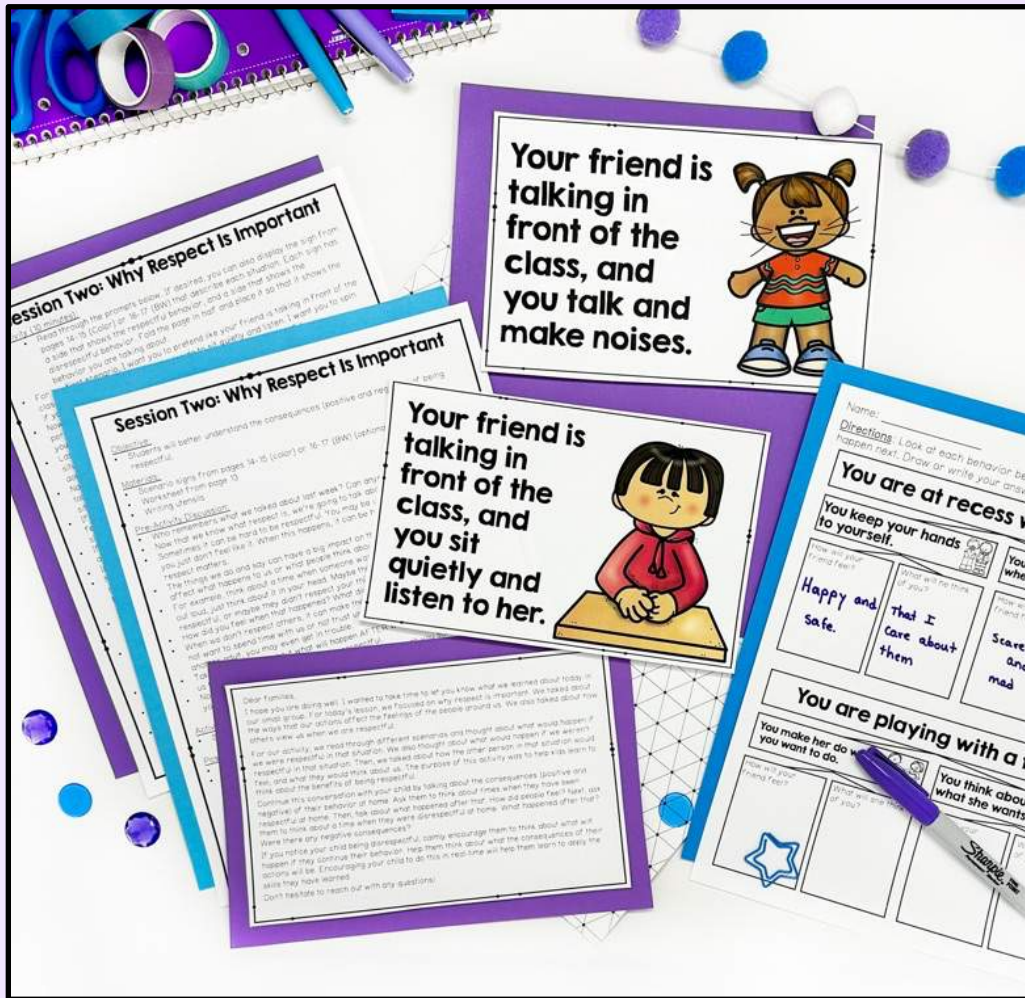
## WHAT'S INCLUDED:

- 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 1: All About Respect

Dear families,  
I hope you are doing well. I wanted to take time to let you know what we learned about today in our first counseling small group. We began our lesson by talking about what respect actually is. The purpose of this was to make sure we have a shared understanding about what it means and why it's important. Then, we split into their groups and discussed how important it is. Continue this at home while you watch character is being respectful. consequences of the positive consequences and why it's important. Don't hesitate to

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

## All About Respect

Respect looks like...      Respect sounds like...

### Session One: All About Respect

**Objectives:**

- Students will better understand what it means to be respectful, and why it's important.

**Materials:**

- Worksheet from page 9 (optional)
- Writing utensils (only needed if using the worksheet from page 9)

**Pre-Activity Discussion:**

- Introductions: Name, teacher, and one thing that makes you happy.
- Over the next six weeks, we will be coming together to learn about respect. We are going to be learning about why respect is important, and how we can be respectful to the people around us through our words and actions.
- First, let's talk about what respect means. Does anyone have any guesses?
- Now, let's learn a little more about it. I'm going to read a few sentences, and you have to decide whether or not it explains what respect is. If you think it *does* describe respect, then stand up. If you think it doesn't then sit down.
  - Read through the following definitions. After the students respond, ask 1-2 students to share why they chose the answer they did.
    - Treating others how you want to be treated (yes)
    - Doing whatever people want you to do, even if you think it's wrong (no)
    - Thinking about how your actions make others feel (yes)
    - Doing what you want, when you want it (no)
- When we are respectful, we are treating others how we want to be treated, and are showing them that their thoughts and feelings are important.



**Activity (10-15 minutes):**

- Now, we are going to do an activity that will help us understand respect even more. I am going to split our group into 4 smaller groups. I will give each group a question to answer, and then give you a chance to talk about it. When you are finished, we'll come together as a big group and each smaller group will share the things they talked about.
  - Split the group into 4 smaller groups. Assign each group to one of the following prompts. Students can discuss their answers, or write them down on the worksheet from page 9.
    - What does respect look like?
    - What does respect sound like?
    - What is **not** respectful?
    - Why is respect important.
  - Once students are finished, have each of the smaller groups share their responses with the whole group. If using the worksheet from page 9, students can fill in the boxes with the prompts that they are learning about from the other students.

**Post-Activity Discussion Questions:**

- Now that we have a good idea about what respect is, do you think it's good to be respectful? If so, why.

\*\*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 split into smaller groups to explore concepts related to respect such as what it is, what it isn't, what it sounds like and what it looks like.

# Session 2: Why Respect Is Important

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

**Directions:** Look at each behavior below and think about what would happen next. Draw or write your answer.

**You keep to yourself**

How will your friend feel?

**You make your voice heard**

How will your friend feel?

**Session Two: Why Respect Is Important**

**Objective:**

- Students will better understand the consequences (positive and negative) of being respectful.

**Materials:**

- Scenario signs from pages 14-15 (color) or 16-17 (BW) (optional)
- Worksheet from page 13
- Writing utensils

**Pre-Activity Discussion:**

- Who remembers what we talked about last week? Can anyone tell me what respect is?
- Now that we know what respect is, we're going to talk about why it's important.
- Sometimes it can be hard to be respectful. You may be upset or frustrated, or maybe you just don't feel like it. When this happens, it can be helpful to remind yourself WHY respect matters.
- The things we do and say can have a big impact on the people around us, and can also affect what happens to us or what people think about us.
- For example, think about a time when someone wasn't respectful to you. Don't share out loud, just think about it in your head. Maybe they said or did something that wasn't respectful, or maybe they didn't respect your things.
- How did you feel when that happened? What did you think about that person?
- When we don't respect others, it can make them feel upset. It can also cause them to not want to spend time with us or not trust us. If you're not respectful to a teacher or another adult, you may even get in trouble.
- Taking time to think about what will happen AFTER we do or say something can help us to make the right choice and to be respectful.
- Now, we're going to do an activity where I'm going to ask you some questions and you'll have to show me your answer by either spinning or jumping.

**Activity (10-15 minutes):**

- See directions/script on page 12.

**Post-Activity Discussion Questions:**

- Do you usually think about the effects of your actions?
- How can doing this help you be more respectful?
  - As an exit ticket, students can complete the flow chart worksheet from page 13. If time permits, they can share with the group.

©2009-2010

## THE OBJECTIVE:

- Students will better understand the consequences (positive and negative) of being respectful.

## THE ACTIVITY:

- The instructor will read through prompts and the students will do an action that corresponds with their answer. For example: "If you think not listening to the teacher will make them feel frustrated, spin. If you think not listening to the teacher will make them feel thankful, jump. Then, students will complete a worksheet.

# Session 3: Using Respectful Words

## Using Respectful Words Examples

Directions: Read through the examples below. For each statement, students will think about what they could say instead that would be more respectful.

1. You are a
2. You tell a
3. A teacher
4. Your frie
5. You tell y
6. Your teac
7. You were
8. Your frie
9. Your frie
10. Your sist
11. You are
12. Your frie
13. Someon
14. Someon
15. Your frie

## Session Three: Using Respectful Words

### Objectives:

- Students will understand what it means to be respectful with their words.
- Students will practice using respectful words.

### Materials:

- Examples from page 20

### Pre-Activity Discussion:

- Who remembers what we talked about last week? Can anyone share about a time from this past week when they thought about the effects of their actions before they did something?
- Now, we're going to start talking about specific ways that we can be respectful to the people around us. This week, we're going to focus on ways that we can show respect with our words through the things we say.
- Our words are so powerful, and the thing about words are that once we say them, we can't take them back. Our words are kind of like toothpaste. If you squeezed all of the toothpaste out of the tube, could you get it back in? You may be able to get a little in, but it'll never be the same. Once our words our out there, there's nothing we can do to get them back.
  - If desired, you can demonstrate this to your students using a tube of toothpaste.
- Sometimes though, we might not even KNOW that we aren't being respectful with our words. To help us learn more about what it sounds like to be respectful, we are going to play a game.

### Activity (20-25 minutes):

- We are going to split into teams. Each team will take turns listening to a disrespectful statement, and will work together to think of something respectful that you can say instead. If you can do it, your team will get a point. If you can't, the other team will get a chance to steal. At the end, the team with the most points wins.
  - Split the students into smaller teams of 3-4 students. When it is their turn, one person from the team will choose a number 1-15. You will read the example next to that number on page 20. Then, the group will work together to think of something respectful that could be said instead. Continue as time permits or until all of the prompts have been answered. If there is a tie, you can use any unanswered prompts as a tie breaker – the team to answer the fastest wins.

### Post-Activity Discussion Questions:

- Was that hard or easy for you? Why?
- We can be respectful with what we say, but we can also show respect by how we say things. For example "nice shirt" (say it kindly), can mean something different than "nice shirt" (say it sarcastically). Even though they are the same words, our tone of voice can make a big difference.
- Let's try a few. I'm going to read a few sentences, and first, I want you to say it respectfully, and then I want you to say it disrespectfully.
  - Read the following statements and ask one person to share a respectful way to say it, and one person to share a disrespectful way to say it.
    - This is hard.
    - I don't want to play right now.
    - I don't care.
- What do you think you need to work on most – what you say or how you say it? This week, I want you to try to focus more on that thing, and try to catch yourself when you are starting to be disrespectful. Then, try to remember to change your words or your tone.

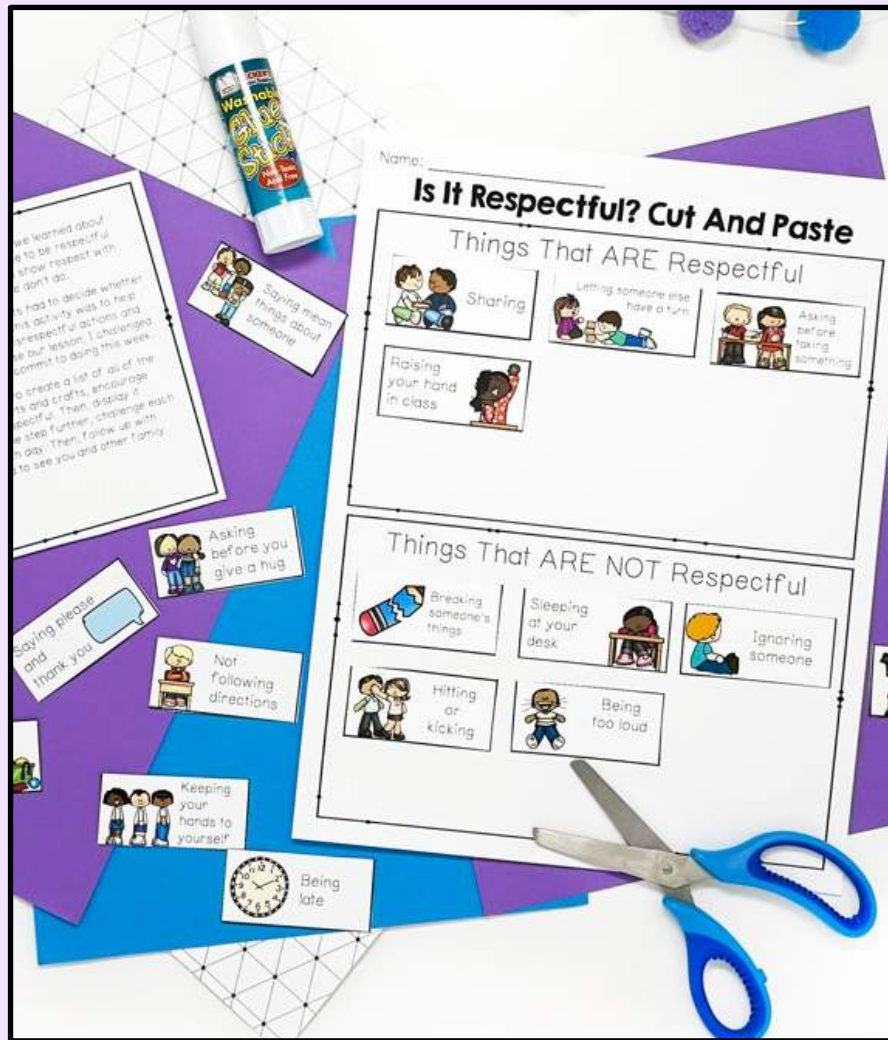
## THE OBJECTIVE:

- Students will learn about and practice being respectful with their words.

## THE ACTIVITY:

- The students will play a game where they work in groups to take disrespectful statements and think about what they could say instead that shows respect.

# Session 4: Respectful Behavior



## THE OBJECTIVE:

- Students will consider ways to be respectful with their actions.

## THE ACTIVITY:

- Students will work together to complete a cut and paste as they look at 18 actions and decide whether they are respectful or disrespectful.

# Session 5: Being Respectful In My Community

**We Can Be Respectful At**

**Session Five: Being Respectful In My Community**

Objectives:

- Students will identify ways that they can show respect in different settings.

Materials:

- Worksheet From page 30 (optional)

Pre-Activity Discussion:

- Who remembers what we talked about last week? Did anyone do any of the respectful actions that you chose last week?
- Today we are going to talk more about being respectful through the things we do and say. Specifically, we're going to talk about ways to show respect in the different situations that we might be in. Each day, we go many different places, and see many different people. It's important to show respect no matter where we are or who we are with.
- What is a place where it is easy for you to show respect? What is a place where it is hard for you to show respect?
- Who is someone who it's easy for you to show respect to? Who is someone who it's hard for you to show respect to?

Activity (10-15 minutes):

- Now, we are going to play a game where we practice coming up with different ways that we can be respectful in different situations. I'm going to give you a situation, and we need to work together as a group to come up with as many ways as possible that we could be respectful. Think about the things that you could do or say to show respect.
  - If students can write, they can do this activity in teams. Instruct each team to write down their ideas, and whoever has the most ideas gets a point.
  - Read through the situations below and come up with as many ways to show respect in that situation as possible. If desired, write the responses down on a piece of paper or on the board. For each scenario, choose one example of respect and ask the following questions.
    - What would it be like if everyone did this?
    - What would it be like if no one did this?
    - Have you done this before? What happened next? How did the people feel? How did they view you?
- **Scenarios**
  - You are at sports practice
  - You are at the grocery store
  - You are at the library
  - You are at the park playing with a friend
  - You are in the school cafeteria eating lunch

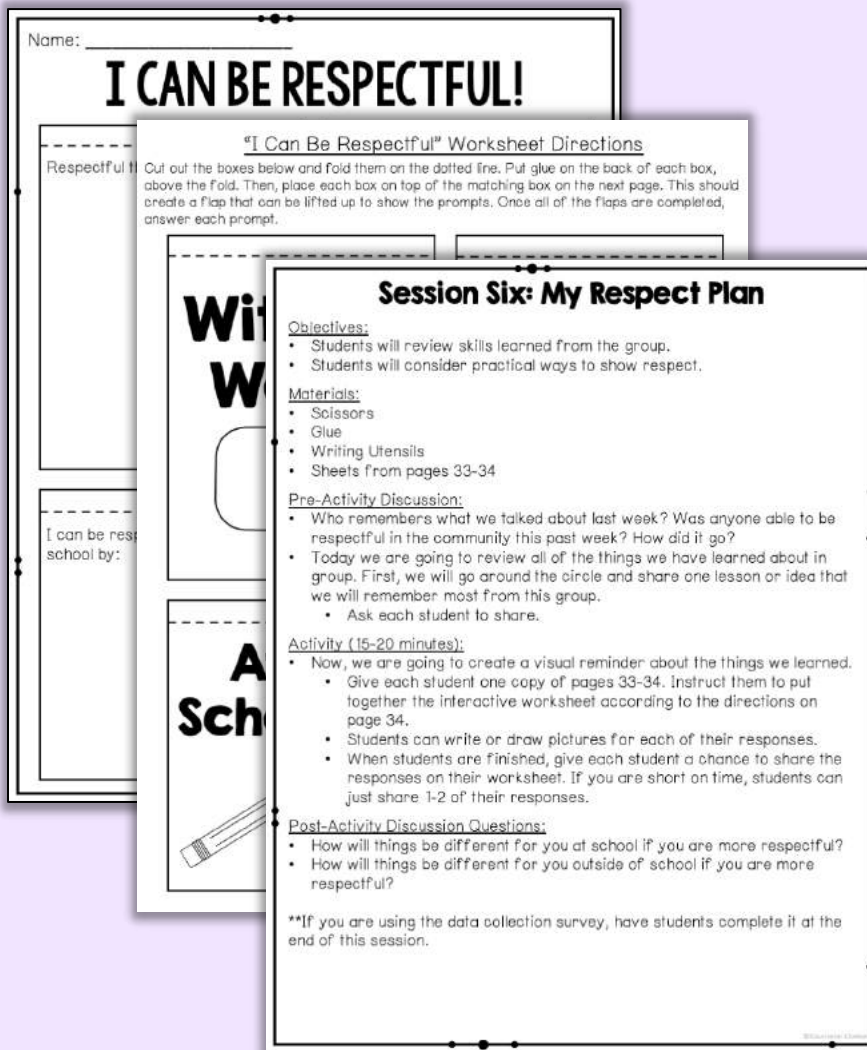
## THE OBJECTIVE:

- Students will identify ways that they can show respect in different settings.

## THE ACTIVITY:

- Students will play a game where they look at specific scenarios and try to come up with as many ways as possible to be respectful.

# Session 6: My Respect Plan



## THE OBJECTIVE:

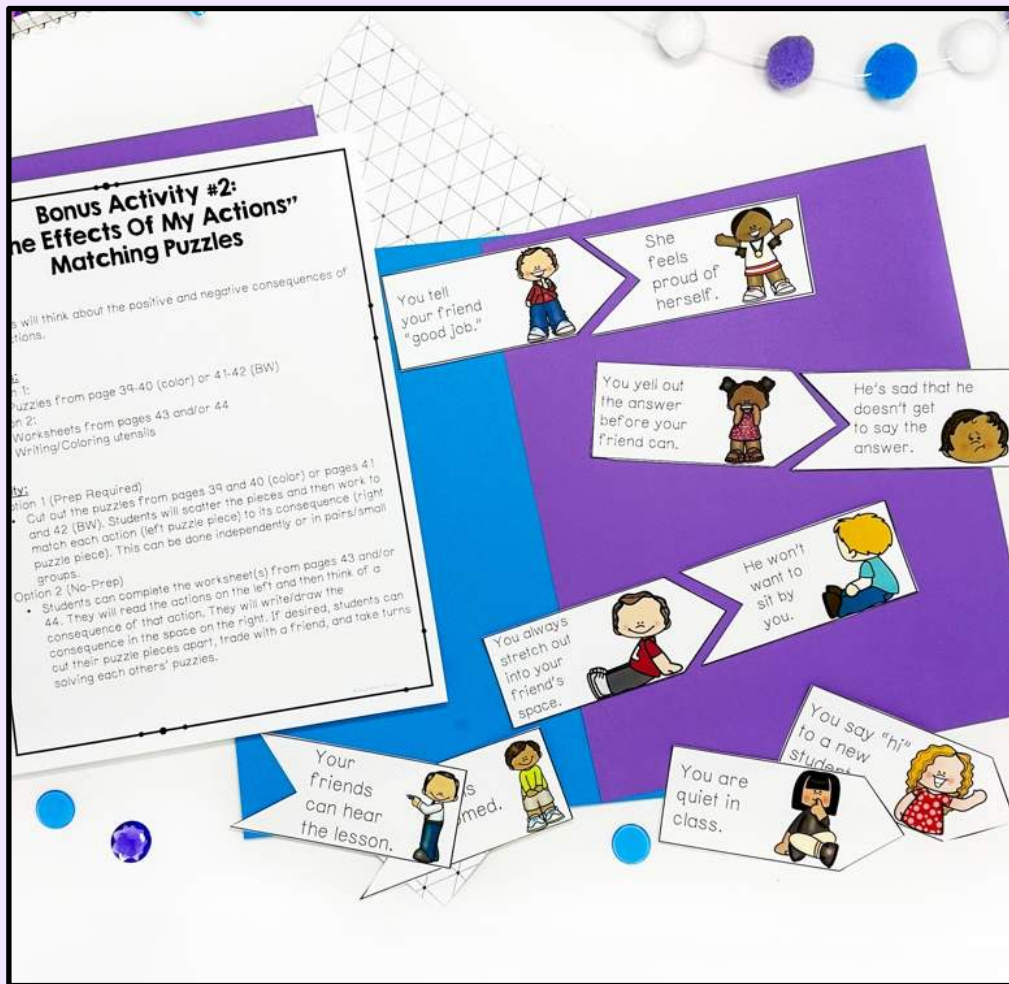
- Students will review the skills they learned in the group.

## THE ACTIVITY:

- Students will create an interactive worksheet that will help them review and summarize the things they learned in the group. They can then share their sheet with the group.



# 2 BONUS ACTIVITIES



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

Activities Include:

- "Respect Review Spinner Game"
- "The Effects Of My Actions Matching Puzzles"

# 2 ASSESSMENTS

The image shows two overlapping assessment forms. The top form is titled 'Respect Self-Assessment' and includes a 'Name:' field, a title, and directions: 'Read each question and decide if the sentence is true or false for you. If it is true, color in or circle the "thumbs up." If the sentence is not true, color in or circle the "thumbs down."'. It lists seven questions about self-respect and understanding respect. The bottom form is titled 'Respect Assessment' and includes a 'Child's Name:' and 'Date:' field, a 'Name and role of the person completing the form:' field, a title, and a rating scale: '1- Always False, 2- Mostly False, 3- Not Sure, 4- Mostly True, 5- Always True'. It lists seven questions about a child's respect and includes a 'Total Score:' field and an 'Additional Comments:' section.

**Respect Self-Assessment**

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

**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**

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

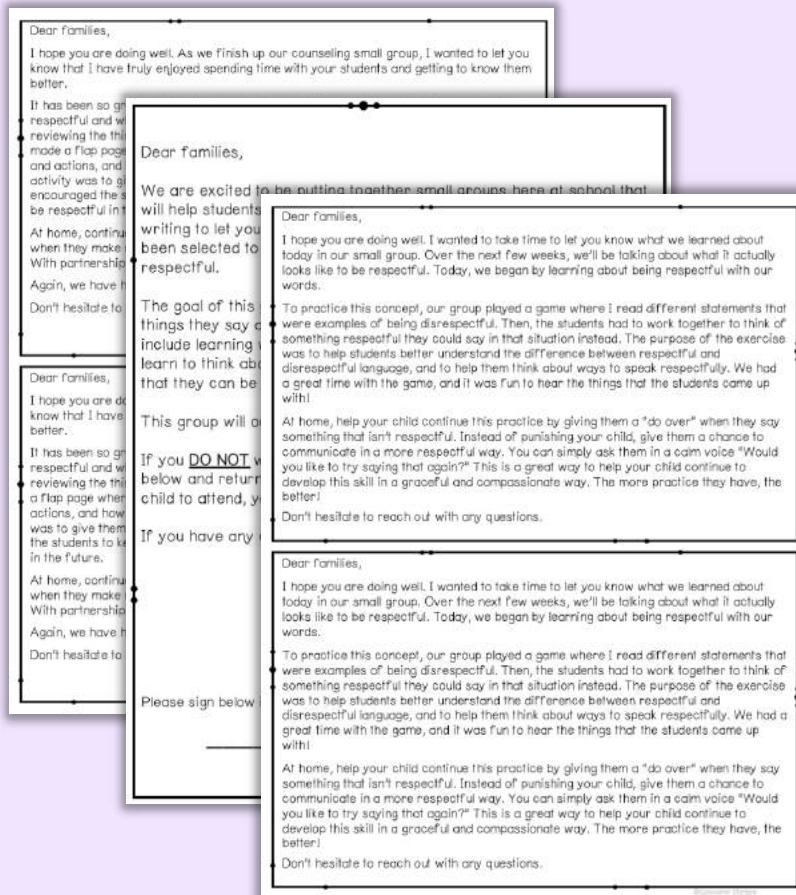
Additional Comments: \_\_\_\_\_

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

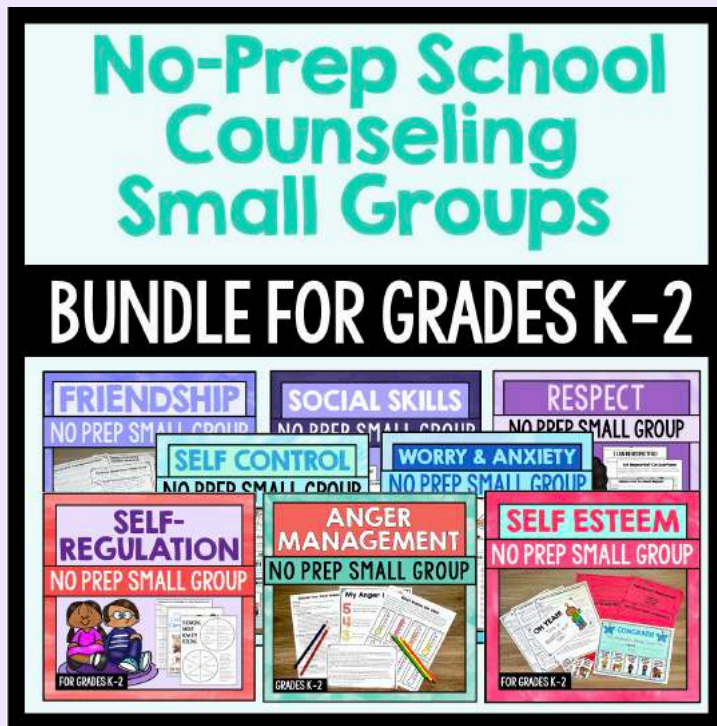
# NOTES TO FAMILIES



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

# NEED MORE SMALL GROUPS? BUNDLE & SAVE!



This resources is included in a set of other NO-PREP small group plans. The bundle includes K-2 groups for the following topics:

- Self-Esteem
- Friendship
- Self-Control
- Anger Management
- Respect
- Self-Regulation
- Social Skills
- Worry & Anxiety

## SEE THE BUNDLE HERE