

Month(s) to be completed: Any

Duration: 1 Session

Christina School District
Elementary Guidance Best Practices
Programs and Activities

Title of Activity: Respect

Grade Level(s): 2-3

Standard Competency Addressed (list all by Standard/Competency #):
PS:B1.7

Superintendent's Performance Target Addressed:
Safe and Orderly Environment

Resources/Materials Needed:

Book: More Lively Lessons for Classroom Sessions by Rosanne Sheritz Sartori
Chalk, Chalkboard, Poster Paper, Marker

Procedures/Lesson Plans (See Back of Form)

Benchmark/Goal of Activity:

Students will understand and demonstrate how to show respect in different situations;

Evaluation (means of determining if benchmark/goal has been met or is in progress):

Pre/Post Survey Data

Comments:

This activity works best in a classroom setting.

Submitted by:

Name: Mary Crowley

School: Bayard

Procedures/Lesson Plans

Please provide a brief description of how this program/activity works and of any essential factors to its success:

1. Greet Students:
 - a. See activity on page 29 in book
 - b. Discuss what respect means
2. Discussion Prompt: Write on the board “We should show respect to...”
 - a. Ask students for some possible answers to complete the sentence on the board
 - b. Examples are: myself, property, animals, other students, teachers, etc.
3. Group Activity:
 - a. Divide students into groups of 3-4 students; have them sit facing each other at their desks or on the rug
 - b. Write on top of each poster board one idea identified by the students during discussion (see page 35 activity #5)
 - c. Have each group take turns writing or drawing a picture on the poster relating to the group that was identified in the “We should show respect to...” discussion.
 - d. The students will draw or write ways to show respect for each answer they came up with as a group.
 - e. Each poster will rotate through all groups so that each has had a chance to contribute to the posters
4. Review each poster with the class:
 - a. Discuss the ideas they came up with and provide positive reinforcement for each groups contribution
5. Conclude:
 - a. Distribute “Respect Rap” to students (see page 39). Have students recite as a class.
 - b. If necessary, break into groups and assign each group a line to recite