

Grade 1: Self-Esteem

Lesson 10: Giving and Receiving Respect

Objectives:

- ✓ Students will identify the importance of **respect** in building good character.
- ✓ Students will identify **respectful behaviors**.
- ✓ Students will understand the effects of **positive action** on others.

Materials:

- Large, flat cardboard box
- Two hand puppets
- Socks or paper lunch bags
- Buttons, yarn, glue, color markers

Children’s Literature:

- ❖ *Don’t Feed the Monster on Tuesdays!: The Children’s Self-Esteem Book* by Adolph Moser
- ❖ *I Want Your Moo: A Story for Children About Self-Esteem* by Marcella B. Weiner

Activity Summary:

In this lesson students will learn the importance of respect in building good character, identify behaviors and words that are respectful, and develop awareness about the impact of positive action on others.

Background information for the teacher:

Not necessary for this grade level information.

Vocabulary:

Respect – treating **another** with attention and kindness

Self-respect – treating **yourself** with attention and kindness

Character – the ways we act and talk

Behavior – our actions towards others

Engage (20 minutes):

Set up a “Smooch and Moody” puppet show to introduce the vocabulary concepts for this lesson.

Place a large box on a table or desk as a “stage” platform. The top and front that faces the students can be decorated to resemble a stage. Use two hand puppets, naming them “Smooch” and “Moody.” They are friends, but while “Smooch” is kind, respectful, helpful, and honest, “Moody” can sometimes be mean, selfish, and disrespectful.

Standing behind the stage, perform a short puppet “play” about the two friends meeting after school and walking home together. Use three or four scenarios to illustrate respectful and disrespectful behaviors and how these actions affect others.

Sample Scenario:

1. As they see and greet each other Smooch smiles and says “Hello,” and “How are you?” But Moody is silent or just “grunts” hello. Smooch looks a bit dejected.
2. As they come to a corner they see an elderly person about to cross the street. Moody just walks on by; Smooch notices the person seems hesitant to cross over and asks if she would like some help. Smooch is happy when the person thanks her.
3. Smooch drops her book and Moody plays “keep away” with it. Smooch looks sad that her friend would tease her this way. She needs the book to do homework. Smooch looks upset and worried, and tells Moody that her **behavior** affects her.
4. When Moody trips, falls and hurts her knee, Smooch sits down with her friend, tells her she is sorry she hurt herself, and attempts to help her stand. Moody responds by standing up and telling Smooch how nice it is to have her as a friend. Moody realizes that Smooch always treats her with kindness and **respect**.
5. As they say good-bye, Moody returns Smooch’s book to her and tells her she is sorry she hurt her feelings. Moody then tells Smooch she wants to have good **character** like Smooch.
6. Smooch smiles and thanks her friend.

Explore (20 minutes):

Ask the students to talk about the play, sharing what they observed about how Smooch and Moody behaved. Write their responses briefly on the board under the headings **RESPECT** and **DISRESPECT**. Use this discussion to reinforce the students’ understanding of the vocabulary words listed above.

With students working in pairs or groups of three, ask them to think of **three occasions** when they might have treated someone (a friend, family member, or classmate) with **DISRESPECT** and three times when they treated someone with **RESPECT**. Ask them to think about how they feel about the way they acted in this situation.

Have each group report back to the class. Write their responses under the two columns RESPECT and DISRESPECT. Use this to help students understand the difference between the two terms.

Explain (15-20 minutes):

Tell the students that **respect BEGINS by respecting YOURSELF**. This is called **SELF-RESPECT**. Ask: ***“What are some ways that we can show respect for ourselves?”*** Possible answers:

- Keeping ourselves neat and clean (Personal Hygiene)
- Keeping our bodies fit (Exercise)
- Being sure we get enough rest
- Eating right every day (Nutrition)
- Taking care of our books and toys
- Thinking positive thoughts about ourselves
- Encouraging ourselves to do our best.

Ask: ***“How do you feel about yourself when you treat yourself with respect?”*** (Possible Answers: Good, happy, like myself, positive, energetic.)

Ask: ***“When we practice these self-respecting actions, what Body Systems do they help?”***

- Keeping ourselves neat and clean helps our Muscular System and our Digestive System
- Keeping our bodies fit helps our Circulatory System, our Respiratory System, and our Muscular System
- Being sure we get enough rest helps our Nervous System and our Circulatory System
- Eating right helps our Muscular System, our Digestive System, our Circulatory System and our Urinary System
- Having positive thoughts helps our Nervous System and our Circulatory System

Ask: ***“What are behaviors that show respect to others?”*** Possible Answers:

- Listening and not interrupting
- Being helpful
- Not hitting, name-calling or ridiculing other children
- Greeting people with “Hello”
- Saying “please” and “thank you”

Reinforce the point of the lesson by saying, ***“Being respectful means acting and talking in ways that help other people feel good about themselves.”***

Tell the students that when we say “Thank you” we are showing respect for the other person. Every language has words for “thank you.” Ask the students if they

know how to say “thank you” in another language besides English. Have the students who speak other languages share this and teach the class.

Ask: **“How do you feel when people show you respect?”** Use the students’ answers to help them understand that what they do and say has an impact on other people. Reinforce this idea by saying, **“Having good character means acting and speaking with respect.”**

End by thanking the students in one of the non-English languages. Have the students say it back to you in that language.

Extend:

Have students work together in pairs to create puppets and perform their own “Smooch and Moody” show. Students can also work in teams of three or four to make puppets and perform a play.

The students can create puppets from socks or brown lunch bags. Use buttons, yarn, and colored makers to create the face, ears, and hair.

Have students brainstorm different situations about using respect. Ask the students to think about situations they have experienced and how they could show respect in those situations. Possible scenarios could include: meeting a new friend, going to a relative’s house to visit, being with their little sister or brother, playing a game with friend, doing homework with a friend, etc.

Have each pair or group make their puppets and perform their play for the rest of the class.

After the end of each play, have the students who performed it tell what they learned about character, respect, self-respect, and behavior from their play.

Evaluate

The extend activity may be used as an assessment tool. You may also choose to use the optional enrichment activity as an assessment tool.

Optional Enrichment Activity: “My Healthy Habits” Book

Each student will create a “Healthy Habits” book that shows what healthy habits they are going to practice for Self-Esteem. (The “My Healthy Habits Book” will also include habits from the Exercise, Nutrition, and Hygiene lessons in this unit.)

Across the top of a sheet of paper have the students print **“Self-Esteem: Giving and Receiving Respect”**. Have each student draw a picture of him/herself practicing two behaviors that demonstrate respect for themselves, and two that show respect for others.

These pages should be kept in a folder during the course of the unit so more pages can be added for the other lessons. Upon completion of this book students may bind them together with ribbon, yarn, twist ties or tape.

Additional Web Resources:

www.cyberparent.com/esteem/praise - Explains why self-esteem is built by *realistic* praise. Provides tips for growing self-esteem and using effective discipline techniques.

www.kidsource.com – Includes the article, “How Can We Strengthen Children’s Self-Esteem?” by Lillian Katy.

www.kidshealth.org/parent/emotions/feelings/self-esteem.html - Includes helpful information on developing your child’s self-esteem.

Missouri Standards:

Frameworks: Health and Physical Education

- I. Functions and Interrelationships of Systems
- B. Social Systems
 - What All Students Should Know:
 - 2. Family, friends and peers can have a positive or negative influence on their well-being
 - What All Students Should Be Able To Do:
 - a. Describe characteristics needed to be a responsible friend and family member.

 - What All Students Should Know:
 - 5. A component of effective communication is the ability to express needs, wants and feelings in health-enhancing ways.
 - What All Students Should Be Able To Do:
 - b. Identify and demonstrate appropriate ways to express needs, wants and feelings in a variety of situations.
 - c. Demonstrate ways to communicate care, consideration, and respect for self and others.