

Learning Activity 2

Was This Respectful?

Time (minutes)
7

Organization
Students on a designated start line.

Activity Progression:

Explain to students that today we are going to practice skills that allow us to show respect to others.

Example script:

“We did a great job practicing our Mindful Minute and Better Breathing. We are going to practice that as much as possible during health moves. minds.” and I want you to practice it at home too. Today we are going to practice being kind by learning about respect. What does respect mean? Turn to your partner and share what you think respect means. [Wait 10-20 seconds for students to share their answers] Does someone want to share what they think respect means? Respect means that you are kind enough to consider other people’s feelings, wishes, rights, or traditions before you act. A simple way to be respectful is to treat others the way you would want to be treated.”

Have students start in the center of the instructional area in a circle facing outward. The teacher will read different scenarios and ask if the action was respectful. Students will then perform an action based on their answer. For yes, they will jump or move forward twice and for no they will jump or move forward once.

Scenarios to read:

- Dimitri waited for the secretary to get off the phone before asking a question. Was this respectful?
- Lola left the classroom without permission. Was this respectful?
- Maria was walking toward the water fountain and Sara came up and ran in front of Maria to get a sip first. Was this respectful?
- Jason saw someone carrying a lot of things and struggling to open a door. Jason opened the door for them. Was this

respectful?

- Carrie saw a new classmate she didn’t really know while walking down the hall and waved at her. Was this respectful?
 - This scenario can serve as a review for the discussion in Lesson 1 about how saying hello is a way to make people feel welcome and is kind. Guide students into a discussion about how a new student might feel at a new school and how making them feel welcome by saying hello is respectful because you are considering how they might feel.
- Tommy and Shawn are in art class. Shawn asked Tommy to pass him the green crayon. Tommy continued what he was doing and did not pass the green crayon. Was this respectful?
 - For this scenario, have students discuss whether this was truly a disrespectful action. Maybe Tommy didn’t hear Shawn. What could Shawn do next? This can lead to a discussion about interpreting actions as disrespectful. How can we assure someone’s actions weren’t meant to be disrespectful? We can ask follow up questions like “Tommy did you hear me? I asked you a question.” This can also lead to how we should consider other people’s cultures as well when being respectful. What may not seem disrespectful in one person’s culture may be disrespectful in another person’s culture. For example, in the U.S., making eye contact when speaking/listening is respectful (refer back to respectful listening cues), but in other cultures it can be considered disrespectful.

Modifications/Differentiation:

- Allow students to vary how they answer; for example, lift one arm for “no” responses and lift two arms for “yes” responses.
- Allow students to choose an independent movement to perform once or twice based on the response.
- Have peer performers act out the scenario in a safe manner.

Checks for Understanding:

- What are examples of respectful behavior?