



Character Counts Mid Shore
Developing Positive Character

Coach's Corner

February 2020's Pillar is

RESPECT.

TRUSTWORTHINESS

RESPECT

RESPONSIBILITY

FAIRNESS

CARING

CITIZENSHIP

EXPLORING THE PILLAR:

Younger Grades: Brush Up on Respect and Quick Object Lessons

Middle Grades: Respect Online with the Digital Citizenship Pledge

Upper Grades: Why it's worth listening to people you disagree with



DEAR CHARACTER COACHES,

I couldn't be happier that we are shifting our focus to respect this month. Your lessons on this important pillar of character are needed now more than ever. We live in a day where the demonstration of respect is devalued. Incivility is rampant; self-interest often trumps thoughtfulness; our leaders display rancor instead of mutual respect. Respect is a cornerstone of success for all of us. Put simply, respect is character-in-action.

I believe that your lessons this month will have a particular impact, as the students you teach can immediately implement the skills that you share with them. As Character Coaches, your capacity to teach respect extends beyond the words you say. As a meaningful role model in your students' lives, you are an example of a respectful life.

Thank you for your service and your character,



LAUREN KAY WEBER

Executive Director

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P.S. I'm here to serve you! If you run into any difficulties or have questions, please don't hesitate to reach out!

LOWER GRADES (PREK - 5)

BRUSH UP ON RESPECT

Excerpted from *Character Counts! Teaching Resources*.
Full lesson can be found at: bit.ly/respectlink1
link must be typed entirely in lowercase in browser

When studying the Respect pillar, we talk about how respect sounds and what it looks like: tone of voice, facial expressions, and body language. This activity provides a great visual about how important using respectful language is, how quickly words can come out, and the importance of thinking before we speak because of how difficult it is to take words back.

Draw a big, black "R" on the index card. Tell students "We're going to brush up on our respect by covering that R, which stands for respect, with toothpaste."

Give the toothpaste to a volunteer and ask him or her to squeeze out the paste to completely cover the R, as if painting it. As they're covering it, make a connection to the cleansing power of toothpaste and speaking good words, using good manners, and using a respectful tone of voice.

After the student has hidden the R under the paste, say that this black R actually stands for Rude, and we don't want to brush up on Rudeness. Have the volunteer take back Rudeness, un-painting the R by putting the toothpaste back in the tube.

BOOKS TO CONSIDER

Do Unto Otters, by Laurie Keller

This book of the year award-winner presents respect and manners in a fun way. It takes on the essential respect lesson- to treat others as you would like to be treated. Great for teaching social skills.

Stand Tall, Molly Lou Mellon, by Patty Lovell

An encouraging story about a girl who learns to respect herself, just the way she is. Despite being picked on and criticized, Molly Lou learns to be proud of who she is.

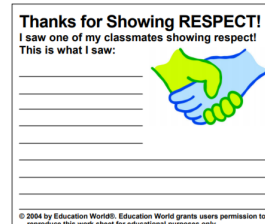
We're Different, We're the Same

The Sesame Street characters and their human friends celebrate what makes us the same and what makes us different. Teaching respect for diversity, this book shows children how under physical and language differences, we have a lot that is the same.

QUICK LESSONS

Students Recognizing Respect

Download the "Thanks for Showing RESPECT" template shown at right (link below) and challenge your students to recognize one or two acts of respect from their peers, siblings, friends, etc. between this week and the next time you come. Spend the next lesson inviting students to share their respect observations with the class.



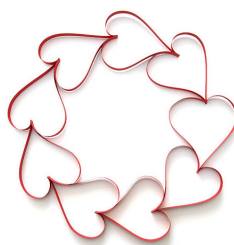
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RESPECT Heart Chain

PERFECT FOR VALENTINE'S DAY!

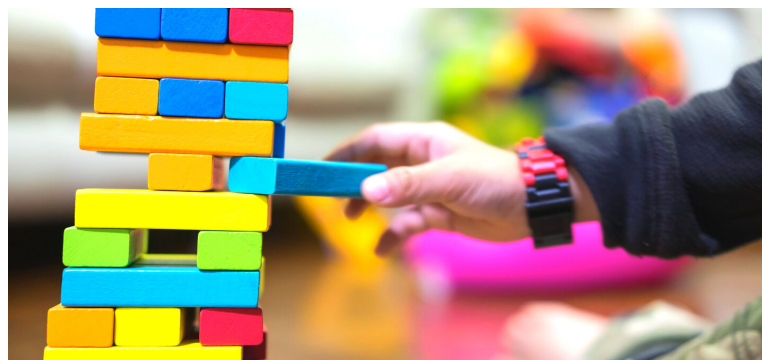
While reading a book (see below left), have students write down ways they can be respectful on slips of red and pink paper. Staple slips together in hearts to form a chain. More, including stapling tutorial at:

bit.ly/respectlink3 (all lowercase)



Tower of Respect

Talk about how showing respect brings respect and build a "tower of respect" using Jenga blocks. This activity creates a powerful visual for children. Practice building and taking blocks down as you give positive and negative examples of respect. What does it take to knock it down (lose someone's respect)? What does it take to build it up?



“

Respect is a two-way street. If you want to get it, you've got to give it.

”

R. G. Risch

RESPECTFUL LISTENING: THE DIFFERENCE BETWEEN LISTENING & WAITING FOR YOUR TURN TO SPEAK

Excerpted from Free Spirit Publishing in "Create a Culture of Kindness in Middle School" by Naomi Drew, M.A. with Christa M. Tinari, M.A. Full lesson can be found at:
bit.ly/respectlink4

Link must be typed all lowercase in browser

Ask the class: How do you feel when people care about what you have to say and show it by the way they listen? Take responses.

Say: That's why listening to one another is a really important skill. There are lots of ways people listen. (Student volunteer's name) has volunteered to help me demonstrate one style of listening. Afterward, I'll be asking you about specific things you noticed.

Have the student you recruited tell his or her story as you display elements of disrespectful listening, such as interrupting, exhibiting closed body language, fidgeting, checking your phone, adopting negative facial expressions, using a sarcastic or bored tone of voice, and changing the subject.

Pass out or reference the "Respectful and Disrespectful Listening Chart" handout (available at link above). Ask students to quickly jot down things they noticed you doing in the example above.

Ask: What did you notice about my body language? Facial expressions? Tone of voice? Words? General attitude? After receiving a variety of responses, ask your student volunteer how he or she felt about being on the receiving end of bad listening. Stress that bad listening skills can send signals of disrespect and lack of care, and that this can result in conflicts and damaged relationships.

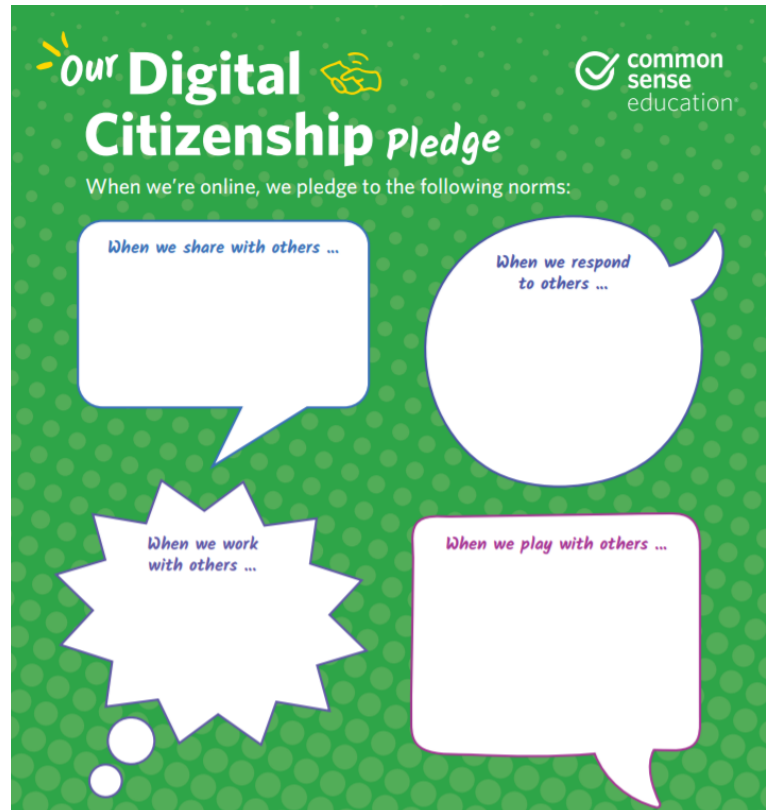
Say: Consider this quote by Simon Sinek: "There is a difference between listening and waiting for your turn to speak." How is good listening more than just "not speaking"? After taking some responses, have students list specific things that good listeners do.

RESPECT ONLINE: DIGITAL CITIZENSHIP PLEDGE

Excerpted from Common Sense, a digital literacy coalition. Full lesson can be found at:

bit.ly/respectlink5

Link must be typed all lowercase in browser



Teach Respect Through Role Play

The NC Civic Education Consortium has published a robust set of role playing scenarios where students can act out respectful and disrespectful behavior. These can be found at:

bit.ly/respectlink6

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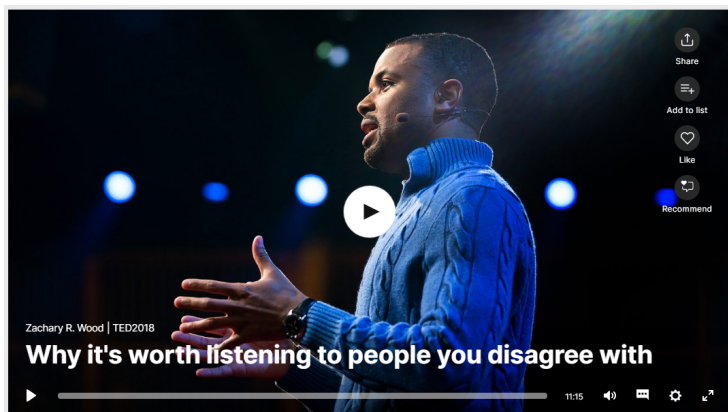
Through role-plays and discussion, students will examine specific behaviors and choices as they relate to respect in school and beyond.

UPPER GRADES (GRADES 9 - 12)

WHY IT'S WORTH LISTENING TO PEOPLE YOU DISAGREE WITH

This TED Talk video can be found at:
bit.ly/respectlink7
(must be typed all lowercase)

(Video is 11 minutes, 22 seconds long.)



"We get stronger, not weaker, by engaging with ideas and people we disagree with," says Zachary R. Wood.

In an important talk about finding common ground, Wood makes the case that we can build empathy and gain understanding by engaging tactfully and thoughtfully with controversial ideas and unfamiliar perspectives.

"Tuning out opposing viewpoints doesn't make them go away," Wood says. "To achieve progress in the face of adversity, we need a genuine commitment to gaining a deeper understanding of humanity."

“
If we lose love and self
respect for each other, this
is how we finally die.

” Maya Angelou

SELF-RESPECT: “TO THINE OWN SELF BE TRUE”

Excerpted from OvercomingObstacles.org website at:
bit.ly/respectlink8
URL must be typed in all lowercase letters in browser

Share the following quote from William Shakespeare's Hamlet: “To thine own self be true.” Discuss the meaning of this quote. Explain that, once we know what's important to us, we must live by those values, even in the face of pressure.

Divide the individuals into three groups. Have each group brainstorm one of the following scenarios and act it out for the class:

- You're at a party with a popular crowd, and someone you like and want to impress is encouraging you to do drugs. What do you do?
- Someone you like has the answers to your midterm exam and is passing them around. You've been worried about passing the course: it's a tough one. There's little chance of getting caught because almost everyone who has been approached has taken the answers, so they're not likely to snitch. What do you do?
- You notice that your friends like to taunt the less-popular students at school. They want you to join in, and they tease you when you don't. What do you do?

Discuss the difficulty of maintaining your values in the face of pressure to change them. Remind the group that self-respect, as well as the respect of others, is strongly tied to our values. Ask if they think that self-respect is more important than having the respect of others. Point out that self-respect is defined by a person's own value system, while the respect of others is defined by their value systems. Since another person's value system may be different from their own, remind the group of the quote, “To thine own self be true.”