

## Introduction to Love & Respect

Month: Aug.

Week #: 1

Day: a. Mon. Time: 30 min.

# The Meaning of Respect

Life Tree Learning Systems ©

### Objectives/Aims

The students will be able to tell what the word *respect* means in their own words.

### Materials

props around the classroom

### Illustration

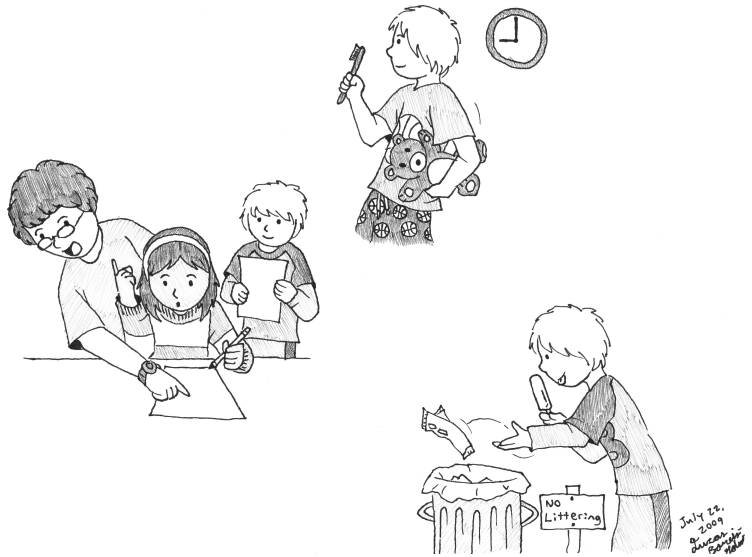
How is Lucas, the blond-haired boy, showing respect to himself, others and the environment?

### Background

Respect is one of the foundational principles that engenders a caring, supportive and fulfilled community (classroom).

The American Heritage Dictionary defines *respect* as:

- a. To feel or show deferential regard for; esteem.
- b. To avoid violation of or interference with.



### Group Activity

1. Say, "I'm thinking of a special word in my head. Does anybody know what that word is? What, you're not telepathic?! Here, I know: I'll go around and demonstrate what this word means. When you think you know what it means, raise your hand." Go around and do and say respectful things to yourself, others and the environment.

#### Examples:

- "I'm a good person. I know I make mistakes sometimes, but I'm basically a good person."
- "Wow is that a pretty dress! I wish I had one like that!"
- "The poor gerbil. He's hungry and needs some food."
- "Hey, I found this book on the floor. I'd better put it away before someone steps on it and tears a page."

2. If the students can't guess, tell them that the word is *respect*, a most glorious and important word!

3. "Now I want to show you what life would be like if we didn't have and use respect." Go around and do and say disrespectful things about yourself, others and the man-made and natural environment.

## **Group Activity (continued)**

### **Examples:**

- “Last night I had ice cream and potato chips for dinner, watched seven hours of TV and went to bed at 2 o’clock in the morning!”
- “Hey there’s a duckling over there... I’m going to try and hit it with a rock!”
- “Hey Invisible Kid, ‘Ike’, you sure look stupid!”
- Look at the wall and say, “This wall is all blank. I think I’ll scribble all over it!”

## **Group Discussion Questions**

1. Which of these examples showed respect and which ones showed disrespect to myself? ...to others? ... to the environment (nature)?

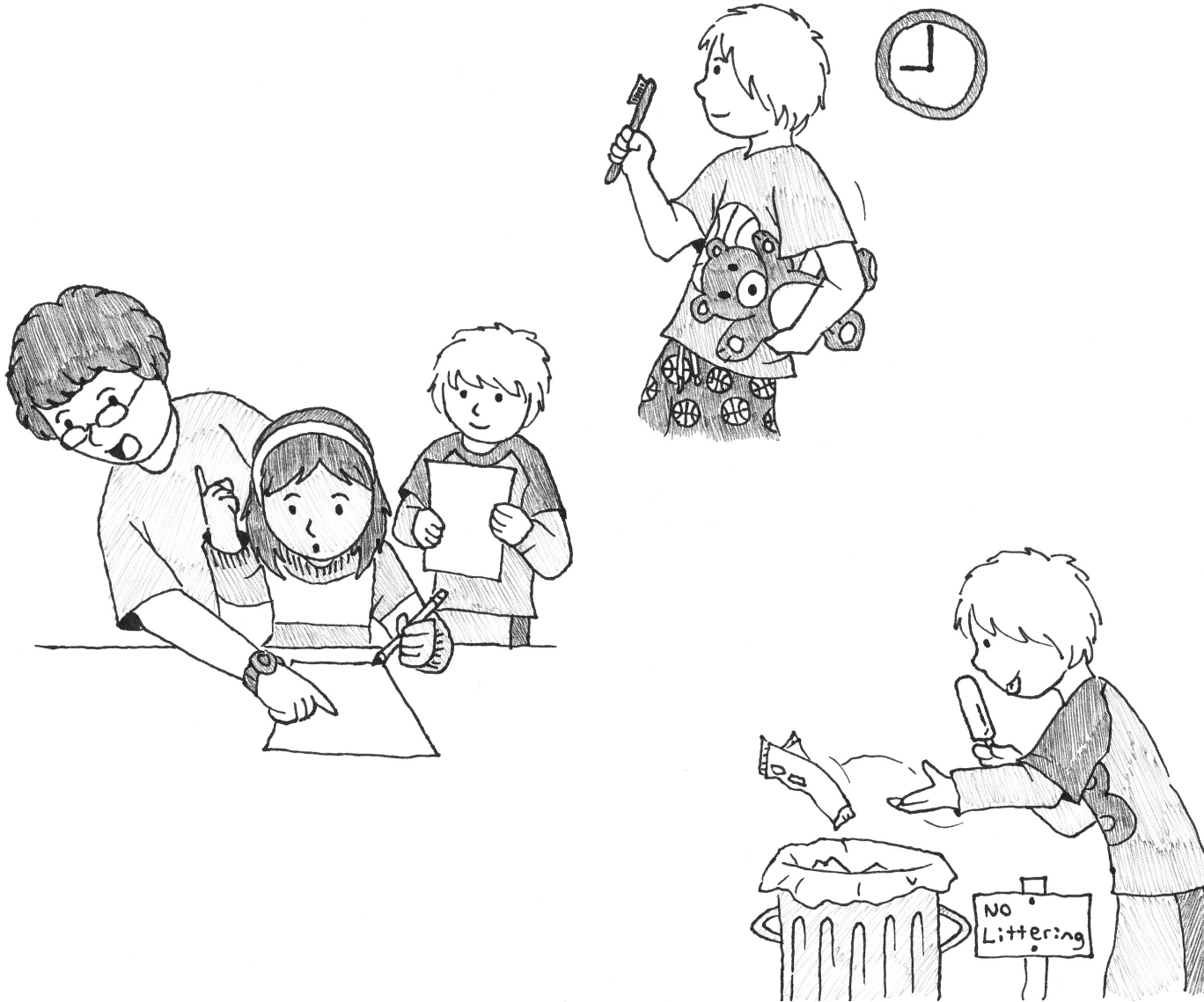
A: Respectful behavior is shown in the first set of examples; disrespectful behavior is shown in the second set of examples.

## **Variations/Extensions**

1. Have the students role play different examples of respect and disrespect.
2. Use the students as ‘people puppets’ where you give them the words to say and they do the actions.

## **Conclusion**

Say, “By a show of hands, who would like to live in a world without respect? How many of you would prefer to live in a world that does have respect? How many of you are willing to use respect in our classroom? Everyday?... and never forget? It’s okay if you forget sometimes because we are all human.”



July 22,  
2009  
Lucas Sanchez  
Holt

**How is Lucas, the blond-haired boy, showing respect to himself, others and the environment?**

# Introduction to Love & Respect

## Objectives/Aims

By the end of this unit, your child will be able to tell what the words *respect* and *love* means in their own words, know the difference between romantic and brotherly/sisterly love and recognize that not liking somebody simply because of their sex is a form of prejudice.

## Background Information for Parents

Respect and love are the foundational principles that engender a caring, supportive and fulfilled community (classroom).

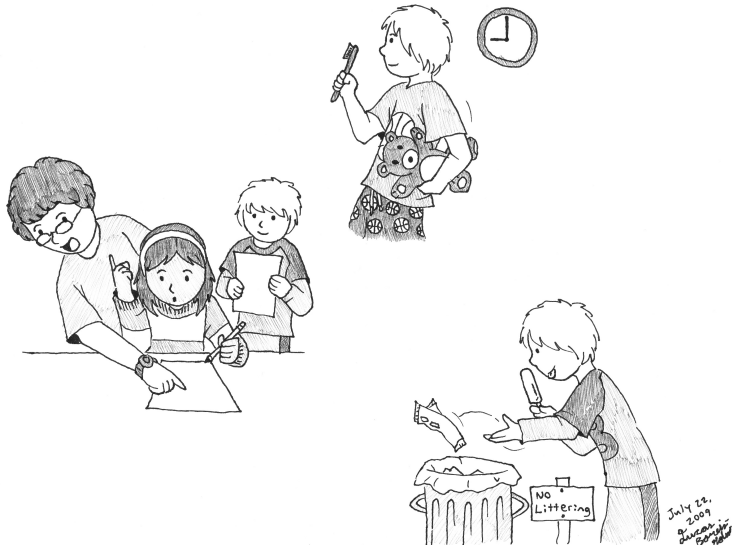
The American Heritage Dictionary defines *respect* as:

- a. To feel or show deferential regard for; esteem
- b. To avoid violation of or interference with

The author's definition of *respect*:

Recognizing that another is separate and distinct yet similar, endowed with unique gifts, characteristics and challenges; has the right to make choices and to self determination and is endowed with inherent worth.

(Definition aimed primarily at others, but how we treat the environment also affects others.)



## **Note to parents:**

- First graders can answer questions by using invented spelling if they know how. Otherwise, they can dictate the answers to their parents and then trace over their parents' writing to make it their own.
- The abbreviation 'P.I.' doesn't stand for a private investigator, but for the parents' initials when they sign-off on their child's work. :)

## Day 1

1) Put a square around the picture where Lucas (the blond-haired boy) is showing respect for himself. How is he showing respect for himself? \_\_\_\_\_  
\_\_\_\_\_

2) Put a circle around the picture where Lucas is showing respect for others. How is he showing respect for others? \_\_\_\_\_  
\_\_\_\_\_

3) Put a triangle around the picture where Lucas is showing respect for the environment. How is he showing respect for it? \_\_\_\_\_  
\_\_\_\_\_

4) Tell your parents, in your own words, what the word *respect* means. P.I. \_\_\_\_\_ (over)

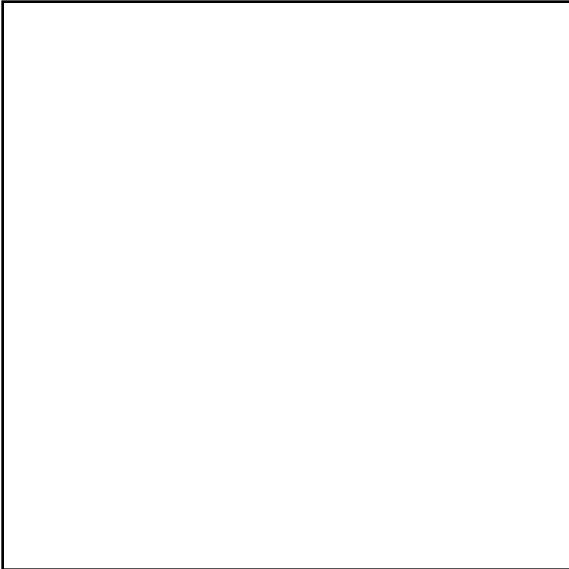
**Background Information for Parents**

The Webster's Dictionary defines *love* as:

- a. Intense affection for another arising out of kinship or personal ties
- b. A strong feeling of attraction resulting from sexual desire

The author's definition of brotherly/sisterly love:

- a. A commitment (based primarily on a conscious choice rather than a transitory feeling) of caring with an emotional and/or spiritual connection



**Day 2**

- 1) Draw a picture in the square showing an example of brotherly/sisterly love. Explain the picture to your parent. P.I. \_\_\_\_\_
- 2) Tell your parents what the difference is between romantic and brotherly/sisterly love. P.I. \_\_\_\_\_
- 3) Is it okay to not like someone else simply because they are a boy or girl? (Circle) Yes No

**Day 3**

- List and explain 3 acts of respect that you did this last week. (If you haven't done any, or only some of them so far, do them today.)

- 1) Respect for: self, others or environment (Circle one.) Explain what you did that showed respect:

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- 2) Respect for: self, others or environment (Circle one.) Explain what you did that showed respect:

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- 3) Respect for: self, others or environment (Circle one.) Explain what you did that showed respect:

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- List and explain 2 acts of love that you showed during this last week. (If you haven't done any, or only some of them so far, do them today.)

- 1) \_\_\_\_\_

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- 2) \_\_\_\_\_

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