

Lesson Title: Showing Respect & Responsibility

Grade Level: 5th-12th

Lesson Frame:

We will define respect and responsibility and how it applies to our life.

I will make a commitment to show respect and responsibility to myself and others.

Materials Needed:

- [Riding for the Brand Handout](#)
- Wylie Way Brand Merchandise to give to each kid (temporary tattoo)
- [Google Slides Presentation](#)
- Chromebooks

Lesson:

1. Play "[Respect](#)" by Aretha Franklin as the students walk in.
2. Defining "respect" and "responsibility", and revisiting "KULEANA".
 - a. Go through slides 3 & 4
 - i. Read over the definition of **RESPECT** and **RESPONSIBILITY**, and discuss their meanings.
 - ii. On slide 5, Read over the definition of the Hawaiian term (**KULEANA**) for both of those terms.
 - b. On slide 6, play (click on) the embedded [YouTube video](#) which explains what **KULEANA** means (*revisiting the topic from 2015*)
 - c. On slide 7, reiterate the importance of RESPECT & RESPONSIBILITY and how they go together (feel free to elaborate...)
3. The Brand
 - a. [Play video of Riding for the Brand](#)
 - b. Explain and discuss the different ranch brands and their meanings
 - c. Show them the New Wylie ISD Brand
 - i. Kids, families, teachers, bus drivers, principals, superintendents, secretaries, everyone, is better when they feel a sense of connection. When we feel love and support, we become hopeful. In Wylie ISD, we want everyone to have that feeling. From these connections, we have created our own brand. This is what we stand for.
 - d. Students play Kahoot Game
 - e. Students will spend 30 secs to a minute reflecting over logos of major companies and what those companies stand for
 - f. Have students popcorn read the mission statements out loud (or pick a few to read)
 - g. Teacher will then lead a discussion over each company's mission statement, values and ties to the community.
 - h. What do all these companies have in common?
 - i. What is your personal brand?

- i. Jr. High/High School: your students can discuss this out loud
 - ii. Intermediate Activity: your students can draw out their personal brand since your class time is longer
- 4. Brand of Wylie ISD--You are a part of the family
 - a. What does it mean to be a respectful and responsible member of the Wylie ISD family/team?
 - i. Teachers- discuss with students the purpose of the Wylie Way and why we teach these lessons. Include the core tenets of the Wylie way present on this slide.
 - b. What are your values?
 - i. Have students think about and list the traits that they value in their family members and friends, and why they value those traits.
 - c. What are the values of our family/district?
 - i. Have students discuss the question "is respect earned or should it be freely given?" expect answers to vary and be ready to have a constructive discussion around this issue.
 - ii. Have students think about a time where they were showed respect (by a peer, teacher, administrator, or other adult). What did that look like, and how did they know they were being respected? (This would be a good opportunity to share with students about a time where you have felt respected and how you knew it). Invite a couple of students share their stories with the class. Next have students think about a time where they felt disrespected, and how they knew that they were being disrespected. Discuss with students that they might run into people who are not respectful, and provide helpful tips for them to navigate those situations. This discussion will lead into how they can demonstrate respect within Wylie ISD.
- 5. Activity: Circles
 - a. Facilitate a class or partner discussion for students to brainstorm ways to show respect and responsibility in a variety of ways. (Or pass out Post-Its or write the categories on anchor chart paper to get students up and moving.)
 - i. How do you define respect/responsibility for:
 - 1. Yourself
 - 2. Others
 - 3. Your school
 - 4. The District
 - 5. Your family
 - 6. Society as a whole
 - b. What can you practically do to show respect and responsibility in your life?
 - i. Example: Civic responsibilities
 - ii. Coming up with specific ideas to share:
 - 1. Showing respect for yourself and others
- 6. Have the students write a commitment to be a respectful and responsible member of the Wylie ISD family this year, both to others and themselves.**
 - a. Have them either write on their Riding for the Brand Handout**
- 7. As each student leaves, give them the Wylie Way brand/product to take with them! Now they are carrying the Wylie Way brand with them wherever they go!
- 8. Extension Activities: Team-Building activity that illustrates respect or responsibility
 - a. Team Juggling
 - i. <http://www.championsofcharacter.org/fls/27910/1NAIA/doc/NAIAChampion>

b. Self-Respect Skits (seen below)

Self-Respect: “To Thine Own Self Be True”

Activity is appropriate for large groups

Objective: To practice resisting pressure to make decisions that are not compatible with individual personal values.

Time Estimate: 15 minutes

Materials Needed: Paper, pencils or pens, markers, board or flip chart on which to write

Leader’s Guide:

- 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.”
- Have the group either write a paragraph, talk with a partner, or talk with the entire group about a time when their values conflicted with the values of someone close to them. Discuss ways to resolve the conflicts.