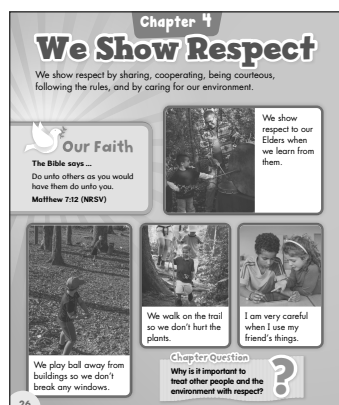


We Show Respect

Big Book page 26



Many Gifts Resources

- Big Book page 26
- ✓BLM 21: I Show Respect
- ✓BLM 22: What Respect Looks, Sounds, and Feels Like
- ✓BLM 23: Gathering Evidence A4
- Unit Poster: What Are Your Roles and Responsibilities?
- Picture Card 10: Respecting Our Elders
- eBook DVD

Classroom Resources

- camera (optional)
- a Bible

Vocabulary

cooperating
courteous
environment
respect
sharing

Purpose

This text uses a variety of photographs that depict people showing respect for others and the environment. Students will have an opportunity to identify some elements of respectful behaviour such as sharing, cooperating, following the rules, being courteous, and not harming the environment. They will be introduced to Jesus' "golden rule" of treating others as we would like to be treated, which will guide them in their words and actions toward others and the environment.

Unit Question: How do your roles, relationships, and responsibilities help make you the person you are?

Chapter Question: Why is it important to treat other people and the environment with respect?

Lesson Planning Chart

Social Studies Expectations	Ontario Catholic School Graduate Expectations
<p>Application: Why Roles and Responsibilities Change</p> <ul style="list-style-type: none"> • describe the impact that people can have on each other in some different situations; describe some of the ways in which interactions between people can affect sense of self <p>Inquiry: Roles, Responsibilities, and Identity</p> <ul style="list-style-type: none"> • gather and organize information about events, people, and/or places in their lives that affects their roles, relationships, responsibilities, and sense of self • communicate the results of their inquiries, using appropriate vocabulary and formats <p>Understanding Context: Roles, Relationships, and Respect</p> <ul style="list-style-type: none"> • identify some respectful behaviour that they can practise in their everyday life and/or that other people practise • demonstrate an understanding that it is important to treat other people and the environment with respect 	<p>I AM A BELIEVER!</p> <ul style="list-style-type: none"> • I believe in the stories of the Bible. • I believe in the stories of Jesus' life, death, and resurrection. <p>I HAVE A VOICE!</p> <ul style="list-style-type: none"> • I respect all people and their languages. • I listen to the Word of God. <p>I HAVE RESPONSIBILITIES!</p> <ul style="list-style-type: none"> • I respect and protect the world and all that is in it.
Concepts of Social Studies Thinking	Catholic Social Teachings and Virtues
<ul style="list-style-type: none"> • Continuity and Change • Interrelationships • Significance 	<p>Social Teachings</p> <ul style="list-style-type: none"> • The Dignity of the Human Person • The Person as God's Manager, Worker, and Steward of Creation <p>Virtues</p> <ul style="list-style-type: none"> • Love • Justice

Many Gifts 1 Sample Lesson Plan

Cross-Curricular Expectations

Language

- extend understanding of texts by connecting the ideas in them to their own knowledge and experience
- choose appropriate words to communicate their meaning accurately and engage the interest of their audience

The Arts

- demonstrate an understanding of the element of character by adopting thoughts, feelings, and gestures relevant to the role being played
- create two- and three-dimensional works of art that express feelings and ideas inspired by personal experiences

Religious Education

- identify some natural actions of human beings (e.g., eating, sleeping, running), and other actions that we can think about before we act and that can be good or harmful to others and to ourselves
- understand that, as human beings made in God's image, we are called as individuals and as a community to offer friendship and charity to all people

Family Living

- recognize that everyone has feelings
- identify and name some common feelings
- recognize that everyone is responsible for caring for the world

BEFORE

Building Background Knowledge

Make multiple copies of BLM 21: I Show Respect, which has sentence starters about showing respect. Distribute the various cards and have students work in pairs to complete the statement; for example, "I show respect to my family when I ... stop playing my game to help clean up." Then have all the student-pairs who have the same card share their responses with each other.

After all groups have had an opportunity to share their thinking, tell students that they have all given examples of how to show respect. Ask:

- **What does *respect* mean?** (*being kind, doing what parents tell us, etc.*)

Record student responses. Throughout the lesson, return to this definition and refine it based on the shared reading text.

DURING

Our Faith

Display Big Book page 26 and read the title, We Show Respect.

Read the Our Faith quote and explain to students that those are the words that Jesus said to us when he was here on Earth. Jesus told us that we are supposed to treat other people the way we would like to be treated. Invite students to share some examples showing what Jesus meant by these words. Review the responses that students provided to define *respect*. Ask students to explain how the words of Jesus might fit with their definitions of respect. Add the words of Jesus to the definition of respect.

Prayer Table

Print "Do unto others as you would have them do unto you" on a strip of paper and display it at the Prayer Table. Open the Bible to Matthew 7:12, and place a special bookmark there. Read the Bible's wording of the Golden Rule to students. Frame the passage by using sticky notes around the text. When students visit the Prayer Table, they can use both the framed Bible passage and the posted quote as reminders to think about how they can apply the Golden Rule in their lives.

Many Gifts 1 Sample Lesson Plan

Making Meaning

Read the opening sentence on Big Book page 26. Provide an opportunity for students to talk about each of the actions that define respect to ensure they know the meaning of words such as *courteous* and *environment*.

Invite students to look at the photographs and suggest how the people in them might be showing respect. Encourage them to use words such as *cooperating*, *sharing*, and so on, in their responses.

Point to the photograph of boys playing baseball and read the caption. Ask:

- **How does the caption fit with our discussion about the photo?**
- **How do you think the boys are showing respect by playing ball away from the buildings?** (*They are being careful about people's property.*)
- **How are the boys following the words of Jesus?**
- **What other words might we add to our definition of *respect* after reading about this photo?**

Repeat with each photo, using similar questions to promote discussion.

AFTER

Making Connections

Review Big Book page 26 by asking students to recall how people in the photos showed respect for one another and for the environment. Remind students that making connections to texts can help them understand the texts better. Encourage them to share personal experiences of when they showed respect (e.g., by caring for the property of others, by listening to their teacher, etc.).

Making a Photo Essay

Revisit how Big Book page 26 is organized using photos and captions. Students can make a photo essay of themselves showing respect to others and the environment. Help them generate ideas by reviewing the personal connections they made to the photos in the Big Book and the responses they made to “What does *respect* mean?” If appropriate, students can take photos using the class camera. Alternatively, they can draw pictures. They should include a caption that explains how they are showing respect.

When their photo essays are completed, have students work in pairs. Each partner provides feedback about their partner's photo essay, using prompts such as:

- I see that you are showing respect by ...
- I like how you ...
- What words were you saying in this picture to show respect?
- A question I have about your picture ...

Unit Poster Connection

What Are Your Roles and Responsibilities?





Display the Unit Poster, What Are Your Roles and Responsibilities? Have students look at the thought bubbles. Prompt students to make connections to what they have learned about respect by asking: “Where do you see a child showing respect for others or for the environment?” Ask them to explain their thinking. Encourage students to use vocabulary such as *respect*, *courteous*, *sharing*, *cooperative*, and so on.

Responding to the Chapter Question

Read the Chapter Question at the bottom of Big Book page 26: “Why is it important to treat other people and the environment with respect?” Ask students to share their initial thoughts about the question. Record their responses so students can refer to them throughout the chapter as they develop a better understanding of respect. The recorded responses will allow students to compare their prior knowledge with their understanding of the importance of respect at the end of the chapter.

Responding

The following activities provide opportunities for students to respond to the text. They may be self-selected, teacher assigned, or made available at learning centres.

 Create It	 Picture Card
<p>Illustrate the Golden Rule</p> <p>Reread the Our Faith feature on Big Book page 26. Ask students to illustrate an example that shows them treating others as they would like to be treated. Students might sit in the “artist” chair and explain how their drawing shows them following Jesus’ rule. Encourage students to use words that describe how they and others in the illustration felt.</p>	<p>Picture Card 10: Respecting Our Elders</p> <p>Students work in small groups with Picture Card 10: Respecting Our Elders. Included on the card are suggestions for student talk and related activities.</p>
 Act It Out	 Our Faith
<p>Role-Play a Scene</p> <p>Have students work in small groups. Present the following scenario, or suggest that students develop their own scenario, based on their personal experiences.</p> <p><i>Scenario: You are playing with your friends in the park. There is a sign on the splash pad that says “Closed. Under Construction.” One of your friends takes a marker and starts to write on the sign. What should you do?</i></p> <p>Students can role-play how they would show respect for property and what they might say to their friend.</p>	<p>Reread the Our Faith quote on Big Book page 26. Point out that the source of the quote is the Bible. Remind students that parts of the Bible tell us about Jesus’ life when he lived on Earth.</p> <p>We learn about how to live our lives as Jesus did from the stories in the Bible. Read Matthew 7:12 to students.</p>

Assessment for Learning

Assessment opportunities may be used with individual students, small groups, or the whole group, as appropriate for the expectation and the student.

Assessment Opportunities		
Task	Look Fors	Assessment Tools
<p>Assessment <i>for</i> Learning (whole class, individual):</p> <p>What Respect Looks, Sounds, and Feels Like</p> <ul style="list-style-type: none"> Students review and revise the meaning and connections of the word <i>respect</i> on their Word Walls. Using pictures and/or words, students complete BLM 22: What Respect Looks, Sounds, and Feels Like. After completing BLM 22, students share their ideas about why it is important to show respect. 	<ul style="list-style-type: none"> identifies some elements of respectful behaviour explains why treating others with respect is important 	<ul style="list-style-type: none"> BLM 22: What Respect Looks, Sounds, and Feels Like BLM 23: Gathering Evidence A4
Link to Unit Inquiry Task		
<p>The completed BLM 22: What Respect Looks, Sounds, and Feels Like can be stored in students' portfolios. Students will use their portfolios both for self-assessment purposes and as a starting point to review activities from the lessons to support their investigations for the Unit Inquiry Task.</p>		

Name: _____ Date: _____

I Show Respect



I show respect to my family when I ...

I show respect to my teacher when I ...

I show respect to God when I ...

I show respect to my friend when I ...

I show respect to my priest when I ...

I show respect to the environment when I ...

BLM 22

Name: _____ Date: _____

What Respect Looks, Sounds, and Feels Like

Jesus said, "Do unto others as you would have them do unto you."

Jesus was telling us that we should treat others the way we want to be treated. I know that I can show respect in my words and my actions.

Respect looks like this	
Respect sounds like this	Respect feels like this