

The Respect Compass: Finding Your True North

Materials Needed

- Notebook or paper and writing utensil
- Dictionary (physical or digital)
- Index cards or sticky notes (5-10)
- Scenario Cards (Instructor Prep: Print or write out the scenarios listed in the 'We Do' section)
- Large piece of paper or poster board (for the final contract)
- Optional: Timer

Learning Objectives (SWBAT)

By the end of this lesson, learners will be able to:

1. Define respect using the three core pillars (self, others, and environment).
2. Analyze real-life scenarios and articulate respectful responses.
3. Demonstrate active listening techniques during conversation.
4. Create a personal "Respect Contract" detailing actionable behaviors.

Success Criteria

You know you have succeeded when:

- You can explain the difference between respecting a person's ideas and agreeing with them.
- You successfully apply the "Echo and Expand" listening technique during practice.
- Your Respect Contract includes at least one specific action for Self, Others, and Environment.

Phase 1: Introduction (10 minutes)

Hook: The Invisible Code

Educator Talking Point: Imagine you are playing a game of basketball, or maybe a video game, with a group of people. If everyone suddenly decided to ignore all the rules, what would happen? Chaos, right? Respect is like an invisible code of conduct—it's not always written down, but it's the most important rule for making every relationship, group, or project run smoothly. It guides us like a compass.

Activity: Quick Definition Check

1. On an index card or in your notebook, quickly write down what the word "Respect" means to you right now.
2. Use a dictionary (physical or digital) to find a formal definition. Compare your initial thought to the formal definition.
3. **Discussion Question:** Is respect something you earn, or is it something you should automatically give to everyone? (Allow time for reflection and discussion.)

Transition to Body:

We've got a working definition. Now, let's break respect down into the three essential areas where we need to apply it every single day.

Phase 2: Content Delivery and Modeling (I Do) (15 minutes)

The Three Pillars of Respect

I Do: Educator Presentation/Modeling

Respect doesn't just point outwards; it has three important directions. Think of these as the three pillars that hold up a respectful life:

1. Pillar 1: Self-Respect (Your Relationship with You)

- **What it looks like:** Taking care of your body (eating well, sleeping enough), setting boundaries, standing up for what you believe is right, and forgiving yourself when you make a mistake.
- **Example:** Even when stressed about a project, choosing to take a 10-minute break instead of pulling an all-nighter.

2. Pillar 2: Respect for Others (Your Relationship with People)

- **What it looks like:** Listening carefully, using polite language, acknowledging other people's differences (even if you don't understand them), and treating others' property with care.
- **Example:** When someone is sharing an idea you disagree with, waiting until they finish speaking before you state your counter-point.

3. Pillar 3: Respect for the Environment (Your Relationship with the World)

- **What it looks like:** Treating shared spaces (libraries, parks, your home) well, conserving resources (water, electricity), and appreciating nature.
- **Example:** Turning off lights when you leave a room, or returning borrowed items to their proper place immediately.

Formative Assessment Check

Quick Check: Ask Walker to quickly assign one action (e.g., recycling, giving a high-five, getting eight hours of sleep) to its correct pillar.

Phase 3: Interactive Practice (We Do) (20 minutes)

Activity: Respect in Action Scenario Cards

We Do: Guided Practice

In this activity, you will read a scenario and decide which pillar of respect is being challenged, and what the most respectful response would be.

Scenario Cards (Read aloud and discuss the proper response for each):

1. **Scenario A (The Frustration):** You are working on a complicated math problem. You mess up and immediately say out loud, "Ugh, I'm so stupid, I'll never get this."
 - *Pillar Challenged:* Self-Respect.
 - *Respectful Response:* Rephrase the thought. Instead of calling yourself stupid, say, "This is hard, but I will take a short break and try again with a clear head."

2. **Scenario B (The Disagreement):** Your friend (or classmate) suggests a way to complete a group project that you know is much more complicated than necessary. You are sure your way is better.
 - *Pillar Challenged:* Respect for Others.
 - *Respectful Response:* Listen fully to their idea first, then say, "That's an interesting approach. Have you considered [your idea] because it might save us time on [specific task]?"
3. **Scenario C (The Shared Space):** You are the last person to use the common area/kitchen table to work on a messy art project. You are tired and want to leave the cleanup until tomorrow.
 - *Pillar Challenged:* Respect for Environment/Others (Shared Space).
 - *Respectful Response:* Clean up immediately, even if tired, knowing that others might need the space or knowing that respecting shared resources is important.

Transition:

Respect often starts with how we communicate. Let's practice the most important communication skill for respect: listening.

Phase 4: Skill Application (You Do) (15 minutes)

Activity: The Echo and Expand Drill

You Do: Independent Practice (or Partnered with Educator/Parent)

Goal: To practice active listening, which means listening to understand, not just waiting for your turn to talk.

1. **The Rules:** One person (Speaker) talks about a casual topic (e.g., what they had for breakfast, their favorite video game, a goal for the week) for 60 seconds.
2. **The Listener (Walker):** Must listen without interrupting, preparing to "Echo and Expand."
3. **Echo:** After the Speaker finishes, the Listener must accurately repeat the Speaker's main point in their own words. (e.g., "So, if I heard you correctly, you are really excited about the new level in [Game Name].")
4. **Expand:** The Listener then asks a follow-up question based *only* on the information the Speaker shared. (e.g., "What specifically makes that level so challenging?")

Practice Rounds: Complete 2-3 rounds, swapping roles if possible. Focus on eye contact and non-verbal cues (nodding, leaning in).

Formative Assessment Check

After the drill, discuss: How did it feel to be truly listened to? Did the skill of echoing make you concentrate harder?

Phase 5: Closure and Assessment (20 minutes)

Recap and Review

Review the three pillars: Self-Respect, Respect for Others, and Respect for the Environment. Remind the learner that respect is a constant choice, like setting a compass.

Summative Assessment: The Respect Contract

Task: On a large piece of paper or poster board, create a personal contract detailing how you commit to showing respect in the coming week. This contract serves as your final, measurable output.

Instructions for the Contract:

Title the document: "**Walker's Weekly Respect Contract**"

Fill in a commitment for each pillar. These must be specific and measurable:

I Commit to Self-Respect By: (e.g., I will spend 30 minutes reading for fun instead of checking my phone before bed every day.)

I Commit to Respect for Others By: (e.g., When I am working with my parent/teacher, I will always use the Echo and Expand technique before responding to instructions.)

I Commit to Respect for the Environment By: (e.g., I will ensure my workspace is cleared and wiped down after every lesson/meal.)

Sign and date the contract. Display it where it can be reviewed daily.

Differentiation and Extensions

Scaffolding (For learners needing extra support):

- **Simplified Pillars:** Focus only on Respect for Others first. Use concrete phrases like "Don't interrupt," and "Use 'please' and 'thank you.'"
- **Contract Prompts:** Provide sentence starters for the contract ("I will respect myself by saying something positive about myself once a day.")

Extension (For advanced learners or further exploration):

- **Cultural Research:** Research how different cultures (e.g., Japan, Native American tribes, European traditions) show respect through non-verbal actions (bowing, use of names/titles, hand gestures). Present findings.
- **Digital Respect Code:** Draft a "Digital Respect Code" for online interactions, considering how anonymity changes behavior and how we can be respectful when we can't see the other person's face.