

ID Plan
Unit: Respect

1. The Problem.

My students are not respectful to each other. I noticed through student observation that many of them did not know how to share, listen to one another, or say nice things to each other. The students were not demonstrating appropriate respectful behavior towards one another.

Our school has a strict bully policy and encourages teachers to teach character development each month. Since being respectful is a very wide range, I chose to model and present this trait to my students. I want students to understand that respect starts with them and can spread respect when they act upon it. I want my students to independently do the right thing without my guidance. This will help them become life long respectful learners.

2. The Need.

- *Students need to learn appropriate social skills in order to interact with one another.*
- *Students need to know what Respect looks like, sounds like, and acts like (behaviors)*
- *Students need to demonstrate being respectful to one another.*

I chose these needs because I wanted to focus on students demonstrating these traits. Students need to understand what respect looks like, before they can internally understand it. I am hoping students can see that being respectful makes you feel valuable and that being a bully is very hurtful.

3. The Audience.

*My **audience** consists of seventeen third grade students ranging in ages of 7-9. There are eight girls and nine boys. Nine of the seventeen students are slightly to severely below reading grade level. Five of the eight students receive Tier 2 intervention services for reading instruction. One student is identified as an English Language Learner (ELL) and receives services. 14 of the 17 students receive free and/or reduced lunch. Eight of the seventeen students come from one parent homes. The rest of the students come from either a blended or nuclear family.*

My students come from different backgrounds and ethnicities. I believe many of my students act the way they act because they have learned these behaviors from home. My focus is to teach respect so they can internalize it and pay it forward outside the classroom. I will continue to spiral these lessons and revisit being respectful throughout the year.

4. Objectives/Assessment.

- *The objective of the program is for students to demonstrate respectful behaviors towards one another.*
- *The students should be able to apply respect when problem solving with*

classmates.

- **Assessment:**
 - Student observation through morning meeting, recess, and classroom
 - Students' reflection journal
 - Bucket Filler note cards to one another
 - Verbal praise and language
 - Classroom discussions

5. Content.

These lessons are based on character traits students learn in school. Every month my principal chose a character trait to focus on and the one students struggle most with is respect. Due to the alarming rates of bullying in school, I wanted to raise the awareness of being respectful to others early in the year.

Character Education Quality Standards

- *The school uses a comprehensive, intentional, and proactive approach to character development.*
- *The school defines "character" comprehensively to include thinking, feeling, and doing.*
- *The school community promotes core ethical and performance values as the foundation of good character.*
- *Character education should strive to develop students' intrinsic motivation.*

6. Instructional Strategies.

- **Story telling (Initiate)**-*I will start off the lesson with telling stories about the need of respect in our classroom.*
- **Student Observation**- *I will be able to see if the modeling and the lessons are working for my students. I can see if the students need to continue to work on their behaviors.*
- **Jig Saw Instruction (Give students different scenarios to solve)**-*students will work out each scenario and present their findings to the class.*
- **Direct Instruction**- *direct modeling of instruction by using the presentation tools.*
- **Small/ Whole Group discussion**- *everyday I will use this time to discuss respect and work out scenarios.*
- **Respect Video/ Song**- *I will use the videos to embed in the presentation tools.*
- **Role playing**- *Students will be able to act out respectful scenarios as well as discussing how to show respect.*
- **Websites (TumbleBooks- reading about respect)**-*students will be able to independently listen to literature that will help them probably solve.*
- **Guided Discovery (through Responsive Classroom)**- *I will use morning meetings to model and demonstrate respect.*

7. Additional Materials.

If I had the proper technology and time, I would have students create and perform “respect” plays. Students would work together and create a script to demonstrate respect. I would also give them scenarios they can work together and solve. I would then video tape them to show to other classroom and/or school.

I would also want to start a “First Friend” club to show and teach new students how to be respectful in our school. I feel this program will encourage students to demonstrate respectful behavior because it would be rewarding to help someone in need. This program will help students utilize their respectful behavior hopefully without guidance. In order to do this, I need to have the principal’s approval and time to create the club.

8. Program Use.

These lessons will be used at the beginning of the year to set the tone for the classroom environment. I will continue to use the Respect module throughout the year as a reminder on how we should act in school and the classroom. I would like my students to use what they have learned about respect into their daily lives.

The lessons will be also used through the grade level. I would like to continue to add more lessons to this unit and continue to teach the respect trait every year. The program should have students thinking about their social decisions. I would like to show other grade levels in my school so we can work on creating a school wide Respect curriculum.

9. Summative Evaluation.

- *Student observation through morning meeting, recess, and classroom*

Morning meetings will help students model and demonstrate respect. Students will observe the appropriate behaviors and utilize them during meeting, recess, and the classroom.

- *Students’ reflection journal*

Students will be able to personally write their reflections about respect. I will be able to see if the students are intrinsically using respect in their thinking.

- *Bucket Filler note cards to one another*

The bucket filler note cards help students track their respectful behavior with one another. Students will be able to compliment each other and observe their respectful behavior.

- *Respect Survey*

Students will complete this survey at the end of the unit and year to see the progress they have made with being respectful.

10. Appendix-

With each lesson I used a different presentation tool learned in class. The first day of introducing Respect I used a power point presentation to initiate thinking

and start discussing how respect looks like in our room. The second day I used a task oriented power point, to continue interacting with respect. The third day, I created a Prezi presentation that brought up scenarios that students can discuss and respond to. The fourth day, I created a Google Docs presentation tool that included a YouTube video about being a Buddy not a Bully. The last day, is a collection of posters and pictures of the unit for students to reflect on what they have learned.