Respect

Our Young Kindness in the Classroom lessons teach kindness skills through a combination of literacy, math and science, citizenship, and music/movement activities that allow our youngest students a chance to explore difficult abstract concepts through a variety of concrete opportunities.

This unit is the first of our six-unit series, which lasts six months. If your school operates year-round, there is a second six-month cycle that will cover the same concepts, but at a higher level. The focus at this young age is exposure to three basic levels of respect and ample time to practice skills related to this concept.

Overview of Respect Unit

This packet contains everything you will need to complete this four-week unit. This is broken down into three core components:

- **Unit Overview**- This includes a snapshot of everything covered in the following four learning domains:
  - **Literacy**- There are 4 read-alouds PLUS activities and printables
  - **Math/Science**- Counting, Patterns, Experiments, etc.
  - **Citizenship/Social Studies**- Our themed RAK character will take students through community-based RESPECT activities
  - **Music & Movement**- Rhymes, fingerplays, chants, etc. to reinforce RESPECT
  - ONE **PROJECT** IS ALSO INCLUDED EACH WEEK!

- **Weekly Plans-** Each week includes all 4 domains and covers the following themes:
  - Week 1: **Feelings, Self-Respect, Kindness**
  - Week 2: **Self-Respect, Who am I?, Diversity**
  - Week 3: **Respectful Actions, Feelings, Respecting Others**
  - Week 4: **Friendship, Respectful Actions, Respecting Others**

- **Printables-** Each learning domain includes at least one printable to help reinforce the concept and practice basic fine and gross motor skills. The RESPECT unit includes the following:
  - R is for RESPECT coloring sheet **(Literacy)**
  - Good Seeds! **(Science)**
  - Respectful Raphael Stories **(Citizenship)**
  - Song Sheets & Simon Says **(Music & Movement)**
  - **And more..!**

Respect

RAK Concept: RESPECT	Read Aloud/ Literacy	Math/Science	Social Studies/ Citizenship RAK ANIMAL- Raphael the Dog	Music & Movement
Week 1 *Themes: Feelings, Self-Respect, Kindness* ***PROJECT:** Bubble Breathing*	*Today I Feel Silly* by Jamie Lee Curtis **https://youtu.be/Sr13 yipIToM**	Mood Chart	Raphael's Moods	Simon Says
Week 2 *Themes: Self-Respect, Who am I?, Diversity* ***PROJECT:** I Love My….*	*I am Perfectly Designed* by Karamo Brown **https://www.youtube. com/watch?v=k9UtYt bCQrk**	I Can… Chart	Treating Everything with Respect	I Am Special
Week 3 *Themes: Respectful Actions, Feelings, Respecting Others* ***PROJECT:** The Good Seed Experiment*	*The Bad Seed* by Jory John **https://youtu.be/uqs Goiz-ufg**	Good Seeds!	Using Kind Words	The Farmer Plants the Seeds
Week 4 *Themes: Respectful Words, Respectful Actions, Kindness* ***PROJECT:** Give a Hug*	*Tiny T-Rex and The Impossible Hug* by Jonathan Stutzman **https://www.youtube. com/watch?v=wYgO RrdXnvQ**	Happiness =	Practicing New Things	The More We Get Together

Respect Week 1

Theme: Feelings, Self Respect, Kindness
Book of the Week: *Today I Feel Silly & Other Moods That Make My Day* by Jamie Lee Curtis
Materials: Book of The Week, Respectful Raphael Script, Whiteboard, Dry Erase Markers, Bubbles

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Literacy

Share
Read *Today I Feel Silly & Other Moods That Make My Day* by Jamie Lee Curtis
Read Aloud Link: https://www.youtube.com/watch?v=Sr13yipIToM
Together, discuss all the different 'moods' the main character felt. What did she do when she was in those different moods? How do YOU feel today?

Math & Science

Inspire
Mood Mirrors
Put students in partner pairs, standing back to back. When you say an emotion, students turn to face each other and make a face that represents that emotion. Ex: When you say, "Happy!" students turn to face each other and will likely have big smiles on their faces. When you say, "Sad!" students turn to face each other and have frowns and sad eyes. This helps students see how others show emotions.

Citizenship & Social Studies

Empower
Introduce RAPHAEL the RESPECTFUL Dog. Raphael always shows respect. Raphael will follow us this entire month. Whenever we see RAPHAEL (choose a DOG that will become Respectful Raphael), we think RESPECT. Raphael shows respect. How can you? **Read Part 1 of the RESPECTFUL RAPHAEL script located at the end of this unit.**

Music & Movement

Reflect
Simon Says: Feelings Edition
Play several rounds of Simon Says. Each time Simon says to express a 'mood' (happy, sad, angry, surprised, grumpy, etc.), students should make a face, sound, or body movements that represent that mood. Example: "Simon says, 'You're happy!'" If Simon doesn't "say", and students react, they need to sit down.

OPTIONAL PROJECT

Project
Bubble Breathing
Have students make their own bubble solution or bring in bubbles for the class. Either outside or in the classroom (or in the hallway for others to enjoy), have students practice taking big, deep breaths (slow inhale through the nose, big exhale through the mouth) while blowing their bubbles. Taking deep breaths helps calm our moods and blowing bubbles is a great way to cheer anyone up!

Respect Week 2

Theme: Feelings, Self-Respect, Who am I?
Book of the Week: *I am Perfectly Designed* by Karamo Brown
Materials: Book of the Week, Respectful Raphael Script, Whiteboard, Dry Erase Markers, Mirror

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Literacy

Share
Read *I am Perfectly Designed* by Karamo Brown
Read Aloud Link**: https://www.youtube.com/watch?v=k9UtYtbCQrk**
Encourage the class to yell out "I am perfectly designed" when cued by the author. In the end, ask students to share one thing they love about themselves.

Math & Science

Inspire
I Can... Chart
Draw a T-Chart on the board. Go around the room and ask each student about something they can do all by themselves. On the left side of the chart, list the students' names and on the right side, list the things they say they can do.

Citizenship & Social Studies

Empower
Bring RAPHAEL the RESPECTFUL Dog to circle time. Raphael always shows respect. Whenever we see RAPHAEL (choose a DOG that will become Respectful Raphael), we think RESPECT. Raphael shows respect. How have you shown respect? **Read Part 2 of the RESPECTFUL RAPHAEL script.**

Music & Movement

Reflect
Using the Sing-Along sheet at the end of the unit, sing the following song:

I Am Special
Original Author Unknown
(Tune: Frere' Jacques)

I am special, I am special (point to self)
If you look, you will see
Someone very special, someone very special,
It is me, it is me!! (Point to self)

Look who's special.
Look who's special.
Is it her, you, or me?
No, it's all of us, you see!
We're all so special as can be!

OPTIONAL PROJECT

Project
I Love My....
Bring in a mirror and, at the start *and* end of each day for a week, have students look in the mirror and say one thing they love about what they see.

Respect Week 3

Theme: Respectful Actions, Feelings, Respecting Others
Book of the Week: *The Bad Seed* by Jory John
Materials: Book of the Week, Respectful Raphael Script, Sunflower Seeds, Soil, Plastic Cups, Water, Spray Bottle, Plastic Wrap

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Literacy		**Share**

Share
Read *The Bad Seed* by Jory John
Read Aloud Link: https://youtu.be/uqsGoiz-ufg
What kinds of things did the 'bad seed' do to others? Why did the sunflower seed become a "bad seed"? How did the bad seed become a good seed?

Math & Science

Inspire
Good Seeds!
Follow the instructions on the Good Seeds instruction sheet and have students each plant their own sunflower.

Citizenship & Social Studies

Empower
Take time to talk with RAPHAEL the RESPECTFUL Dog. Raphael always shows respect. Whenever we see RAPHAEL, we think RESPECT. Raphael shows respect. How do you show respect in our class? **Read Part 3 of the RESPECTFUL RAPHAEL script located at the end of this unit.**

Music & Movement

Reflect
Using the Sing-Along sheet at the end of the unit, sing the following song

The Farmer Plants the Seeds
The Kiboomers (to the tune of "The Farmer in the Dell")

The farmer plants the seeds, the farmer plants the seeds
(kids make planting motions with hands)
Hi-ho the derry-o, the farmer plants the seeds.

The sun comes out to shine, the sun comes out to shine
(kids make a big circle with their arms over their heads)
Hi-ho the derry-o, the sun comes out to shine.

The rain begins to fall, the rain begins to fall
(kids raise arms and wiggle fingers as they lower their arms)
Hi-ho the derry-o, the rain begins to fall.

The seeds begin to grow, the seeds begin to grow
(kids crouch down and then slowly "grow" as they rise on their tip-toes and reach to the sky)
Hi-ho the derry-o, the seeds begin to grow.

Follow the YouTube link for more verses

OPTIONAL PROJECT

Project
The Good Seed Experiment

Conduct an experiment by dividing the plants into two groups: one group, take care of as instructed but do nothing extra or special to that group; the second group, take care of as instructed and also have students speak kind words to the seeds and, if desired, play soft soothing music to this seed group.. See if the 'good seed' group grows differently than the other seed group that doesn't get extra special attention.

Respect Week 4

Theme: Respectful Words, Respectful Actions, Kindness
Book of the Week: *Tiny T-Rex and The Impossible Hug* by Jonathan Stutzman
Materials: Book of The Week, Respectful Raphael script, Thumbs Up for Respect Handout, Basic Art Supplies, Yarn

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Literacy

Share
Read *Tiny T-Rex and The Impossible Hug* by Jonathan Stutzman
Read Aloud Link**: https://www.youtube.com/watch?v=wYgORrdXnvQ**
What was Tiny's problem? How did he get better at hugging? What is something you have had to practice?

Math & Science

Inspire
Happiness =
Have students make their own happiness equation. What equals happiness to them? Coloring? The Playground? Their Family? Write out the equation "**Happiness =**" on the board and then go around and ask each student what happiness is to them. Write down their answers after the equal sign. Then, have students draw a picture of what makes them happy.

Citizenship & Social Studies

Empower
Talk with RAPHAEL the RESPECTFUL Dog about how much your class has learned about respect. Raphael always shows respect. Whenever we see RAPHAEL, we think RESPECT. Raphael shows respect. Even though this is our last week on respect, Raphael will stay with us this year to remind us to always be respectful.
Read Part 4 of the RESPECTFUL RAPHAEL script below.

Music & Movement

Reflect
Using the Sing-Along sheet at the end of the unit, sing the following song

The More We Get Together
(Author unknown)
The more we get together, together, together,
The more we get together, the happier we will be.
Because your friends are my friends,
And my friends are your friends.
The more we get together, the happier we will be.

OPTIONAL PROJECT

Project
Give a Hug
Give every student a medium-sized heart cut-out and two strips of paper. See Give a Hug Handout. Help students do accordion folds in each strip. Then, help students glue each "arm" on either side of their heart. The heart will be the body and head and the paper strips will be the arms. Let students decorate their hearts and arms, and invite them to give their "hug" to their parents, guardians, or other special friends.

Respectful Raphael Script- PART 1

Meet Raphael, a 4-year-old dog that is part of our RAK family! Raphael always shows respect. Raphael will follow us this entire month. Whenever we see RAPHAEL (show dog), we think RESPECT. Raphael shows respect. Respectful Raphael loves to find ways to show respect to himself, others, and his things. But sometimes Raphael isn't in a very happy mood. Sometimes Raphael feels angry, or scared, or sad, or annoyed. Sometimes Raphael doesn't feel like talking to anyone. Sometimes he feels like crying, yelling, or stomping his paws. And you know what, that is ok! We all feel like this sometimes, don't we? But you know what, Raphael still tries to show respect to himself and to others. When Raphael isn't feeling very happy, he shows respect to himself by taking a break. He goes to a quiet spot and takes a nap or reads a book or just spends time thinking. He shows respect for other animals on the farm by telling people about his mood and asking for a little space to feel his feelings. And, if he does yell or stomp his paws, he says "I'm sorry. I'm just not in a happy mood today." All the animals understand because all the animals go through these moods, too! Have you ever felt these moods before? What do you do when you aren't in a happy mood that still shows respect for yourself and for others?
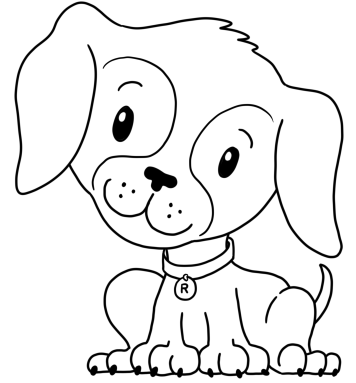
Respectful Raphael Script- PART 2

Ok, everyone! Remember Raphael? Whenever we see Raphael (show dog), we think about what? RESPECT! Like we talked about last week, Respectful Raphael loves to find ways to show respect to himself, others, and his things, even if he isn't in a very happy mood. Raphael makes sure to treat the other animals on the farm with respect, but you know what - he treats the plants and the tools on the farm with respect too because he knows that everything is perfectly designed! How does Raphael do this? Any ideas on how Raphael treats the plants and tools on the farm with respect? *Invite students to share ideas.* *How do we treat people and things in our classroom with respect?* *Invite student responses.* *These are all great ideas! It is especially important to speak kindly about everyone in our class because kind words make us all feel happy. And, we need to take care of what we have so it will last a long time - that makes the teacher and school principal feel happy that we are taking such good care of our classroom.*

Respectful Raphael Script- PART 3

*Let's check back in with Raphael, shall we? Oh no! Raphael is sad. Why are you sad Raphael? *Pretend Raphael whispers in your ear.* Class, Raphael says he is feeling sad because he overheard the chickens talking about him in a mean way - kind of like the sunflower seed overheard other seeds say mean things about him. It makes Raphael want to say mean things about the chickens, but he knows that is not a kind or respectful thing to do. What should Raphael do instead? I think he could tell the chickens, "Those mean words hurt my feelings." What else could Raphael say to the chickens so they know how he is feeling? *Invite* student responses.* These are all great ideas! Now, what if we were on the farm and we heard the chickens say something mean about Raphael? What could **we** say? *Invite student responses.* Yes! We could ask the chickens to only use nice words about the other animals on the farm. It is important to remember that everyone is special and deserves to be treated with kindness and respect. Let's remember this important lesson in our classroom this week and only use kind words when speaking about our friends and classmates.*

Respectful Raphael Script- PART 4

Hi, Raphael! Good to see you again! What have you been up to lately? *Pretend Raphael whispers in your ear.* *Boys and Girls - guess what? Raphael says the farmer has asked him to do a very important job on the farm. He is supposed to help herd all of the sheep back into their pens at night. During the day, the sheep are out in the fields grazing but at night, the farmer wants them back in their pens so they stay safe. Raphael is nervous, though. He says he doesn't know how to herd sheep. What should Raphael do?* *Invite student responses - guide them toward the idea of practicing, as we read about in the story this week.* *Great ideas! I think if Raphael practices his herding skills, he will feel more confident about helping the farmer. What are some things that you might want to practice so you feel more confident or get better at doing that thing?*

Class, we are all done hearing from our friend Raphael about Respect - but, don't worry! We will keep our eyes on him at the Kindness Farm and whenever we see him, let's remember to be kind, respectful people. We will meet a new Kindness Friend when we begin our next unit.

Simon Says: Feelings Edition

Play several rounds of Simon Says. Each time Simon says to express a 'mood' (happy, sad, angry, surprised, grumpy, etc.), students should make a face, sound, or body movements that represent that mood.

Example: "Simon says, 'You're happy!'" - If Simon doesn't "say", and students react, they need to sit down.

Simon Says Prompts:
*Add "Simon Says" at random....

- You're happy!
- You're sad!
- You're angry!
- You're surprised!
- You're strong!
- You're tired!
- You're awake!
- You're scared!
- You're excited!
- You're mad!
- You're proud!

sad

shocked

happy

afraid

exhausted

surprised

I Am Special

Original Author Unknown
(Tune: Frere' Jacques)

I am special, I am special (point to self)
If you look, you will see
Someone very special, someone very special,
It is me, it is me!! (Point to self)

Look who's special.
Look who's special.
Is it her, you, or me?
No, it's all of us, you see!
We're all so special as can be!

The Farmer Plants the Seeds
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(kids make planting motions with hands)
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The sun comes out to shine, the sun comes out to shine
(kids make a big circle with their arms over their heads)
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The rain begins to fall, the rain begins to fall
(kids raise arms and wiggle fingers as they lower their arms)
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The seeds begin to grow, the seeds begin to grow
(kids crouch down and then slowly "grow" as they rise on their tip-toes and reach to the sky)
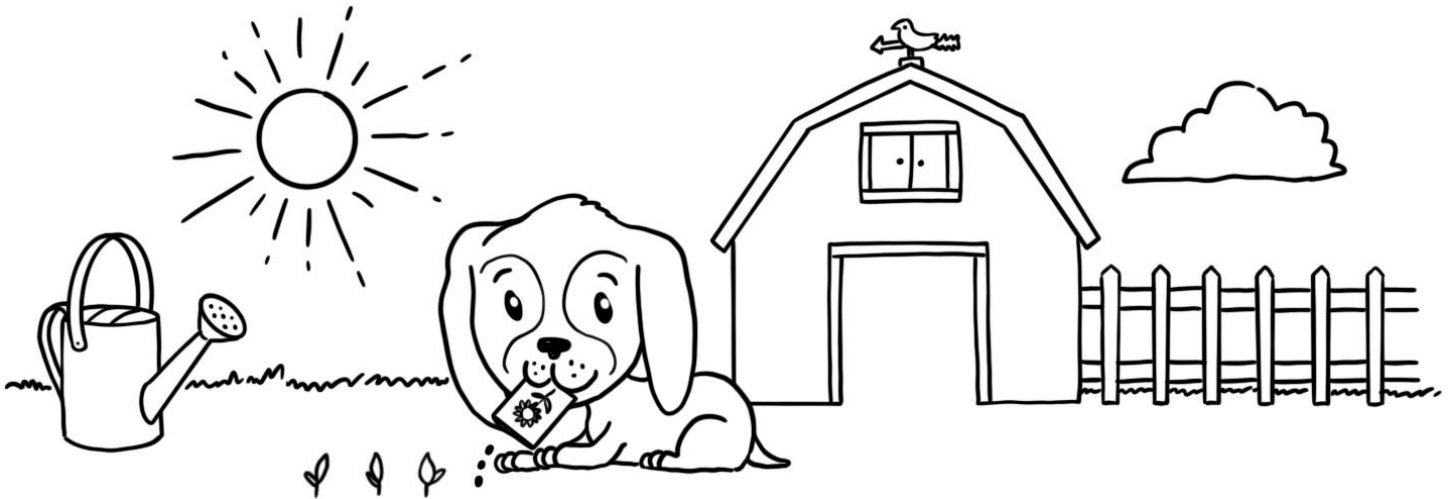Hi-ho the derry-o, the seeds begin to grow.

Follow the YouTube link for more verses

The More We Get Together
(Author unknown)

The more we get together, together, together,
The more we get together, the happier we will be.
Because your friends are my friends,
And my friends are your friends.
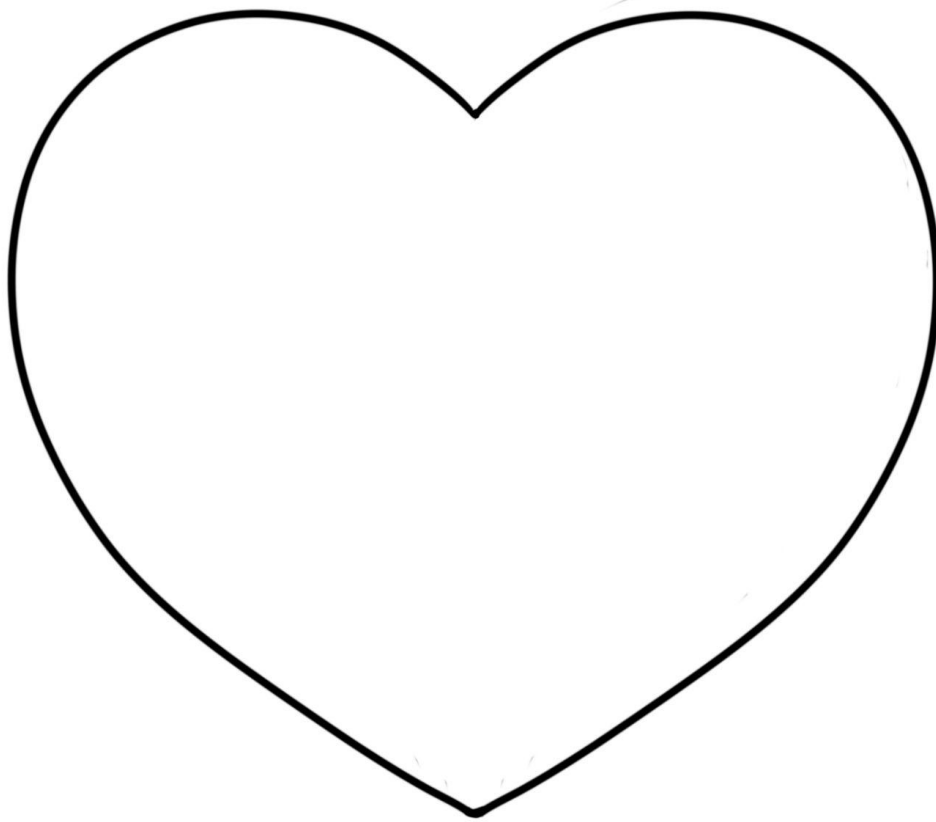The more we get together, the happier we will be.

Materials:
- Packet of sunflower seeds - enough for one seed per student
- Soil, dumped into a shared bin or in a bag large enough to scoop from
- Small scoop or serving spoon
- Small, plastic cups - enough for one cup per student
- Permanent marker to label each cup with student name
- Water
- Spray bottle
- Plastic wrap and rubber bands (or "Press & Seal" wrap works well)

Directions:
1. Set out the cups, bin of soil and scoop, seeds poured out into a bowl, and a spray bottle full of water in a spread-out assembly line.
2. Invite students one at a time to start going through the line.
3. Write their name on their cup and then have them scoop soil into their cup, about ¾ the way full.
4. Next, have them pick **two** seeds from the bowl of seeds (in case one seed doesn't take).
5. Ask students to use their fingers to poke two holes into their cup of soil.
6. Have students drop their seeds, one each, into the holes they just made and then gently cover them up. Have them lightly pat the soil with their fingertips to tamp down the soil.
7. Have students spray the top of their soil with water.
8. Cover the cups with plastic wrap and set in the sun.
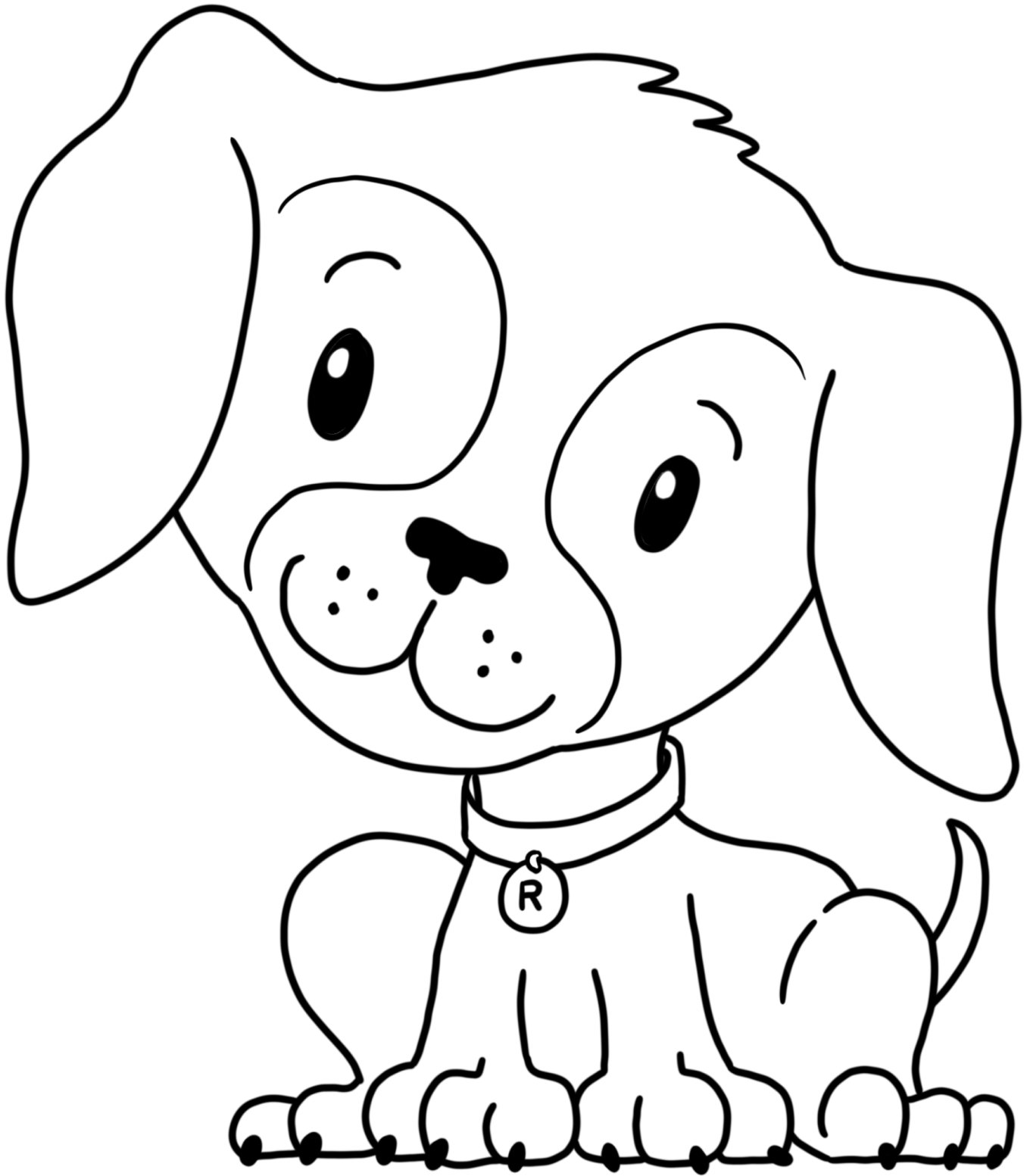9. Conduct "The Good Seeds" experiment if desired.

The Good Seed Experiment

Conduct an experiment by dividing the plants into two groups: one group, take care of as instructed but do nothing extra or special to that group; the second group, take care of as instructed and also have students speak kind words to the seeds and, if desired, play soft soothing music to this seed group.. See if the 'good seed' group grows differently than the other seed group that doesn't get extra special attention.

'R' is for RESPECT