Monthly Observances:
• National Blood Donor
• National Mentoring
• Florida Jewish History

Weekly Observances:
• No Name Calling Week (January 16th – 20th)
• Healthy Weight Week (January 16th – 20th)

Day Observances:
• January 1 – Global Family Day
• January 11 – Human Trafficking Day
• January 18 – No Name Calling Day
• January 27 – International Holocaust Remembrance Day

Inside this issue you will find:
• Alignment to Prevention Calendar.
• A variety of lessons and activities for all grade levels.
• Links to multiple additional resources and helpful websites.
• Social Emotional and Learning alignment.
**DEFINITIONS**

**Ideas on How to Use:**
- Post character trait & definition around the school campus.
- Teachers use definitions to help students understand the meaning of the character development trait.

Respect is essential for becoming a healthy, happy, and productive person, and it is the basis for a free and civil society where each person does what he or she is expected to do. Following the Golden Rule of treating others with respect, being tolerant and accepting of differences. Respect is using good manners, not bad language. Respect is finding ways to deal with anger, insults, and disagreements ‘Peacefully’, and not being threatening, hitting or hurting others.

**Definitions:**
- Showing consideration, understanding, and regard for people, places and things.
- Courteous expression (by word or deed)
- Courteous regard for people’s feelings
- A feeling of friendship and esteem
- Taking someone’s feelings, needs, thoughts, ideas, wishes and preferences into consideration

**Words of Wisdom**
- Respect is something that is earned.
- Respect seems to be like a boomerang in the sense that you must sent it out before it will come back to you.
- Treat other people the way you want to be treated.
- Listen to what other people have to say.
- Don’t judge people before you get to know them?
- You don’t have a necessarily love everyone but try and respect them.

**QUOTATIONS**

**Ideas on How to Use:**
- Display a quote each week. Share on morning announcements.
- Teachers post quotes in classrooms.
- Have students write about what the quote means to them.
- Have primary students draw a picture to go with the quote.
- Encourage students to create their own ‘quote’ that promotes monthly trait.

“Wise men appreciate all people, for they see good in each and know how hard it is to make anything good.”
– Baltasar Gracian

“A positive attitude helps others to respect you more.”
– Donna B. Forrest

“Self-respect is the fruit of discipline; the sense of dignity grows with the ability to say ‘no’ to oneself.”
– Abraham Heschel

“The highest result of education is tolerance.”
– Helen Keller

“Character do not change – Opinions alter, but characters are only developed.”
– Benjamin Disraeli

“Never accept ‘putdowns’ by others toward you.”
– Donna B Forest

“Treat people exactly as you would like to be treated by them.”
– Golden Rule
Activities

- Read Aesop’s fable *The Two Crabs* to the class. Discuss the statement, “Example is the best precept” with the class. Point out that this is true with respect also. Ask the class to give examples of how showing respect will also gain respect.

- *The Giver*: Students will examine elements of plot, compare and contrast characters, make predictions while reading, and write another final chapter to the book.

- *Exploring Friendship with Bridge to Terabithia*: Students make predictions about the book and its main characters, complete character studies as part of an in-depth look at Jess and Leslie’s friendship, and relate the characters’ experiences to their own as they define friendship and identify ways to make and keep friends.

- *Exploring Free Speech and Persuasion with Nothing But The Truth*

- *Dragonwings Unit*: Students will review important skills while reading independently. All three lessons can be applied to any novel study.

Book List

**Ideas on How to Use:**

- In media center, designate a character trait “Featured Readings” section where books promoting the month’s theme are displayed and available for checkout.

- Have students read books, and then depict how the book exemplified the character trait.

*Hoot* by Carl Hiaasen
Interweaving incidents with a school bully and a barefooted boy trying to protect burrowing owls impact Roy Eberhardt, a new Florida resident.

*Marvin and the Meanest Girl* by Suzy Kline
Marvin, who says mean things in class, thinks he made a mistake about the new girl and tries to correct it.

*Flame* by Hilari Bell
In a fantasy that is based partly on a Persian legend, the lives of three teens intertwine despite the differences in their social classes and societies.

*Rules to Be Cool, The Etiquette and Netiquette* by Karla Dougherty
Teens will learn the reasons and rules for being nice and having good manners, including showing respect for themselves and others in person as well as in emails, chat rooms, and instant messages.

*Wringer* by Jerry Spinelli
At ten, boys in Palmer’s town are expected to shoot pigeons and wring their necks, but he doesn’t want to. Nevertheless, he wants to be accepted and must decide what to do.

*The Skin I’m in* by Sharon Flake
Maleeka, thirteen and uncomfortable because of the darkness of her skin, learns to accept herself with the help of her teacher who has a birthmark on her face.

*Tangerine* by Edward Bloor
Paul is legally blind but gets to play on the school’s soccer team. He “sees” the truth about his disturbed, football-hero brother in Tangerine, Florida.

*The Shadow Club Rising* by Neal Shusterman
Fourteen-year-old Jared is the former leader of the now extinct Shadow Club, whose members harassed their “superiors” in harmless ways. He becomes a chief suspect when Alec Smart, the new kid at school, becomes the victim of capers the Shadow Club might have tried. Discovery of the wrongdoers results in the birth of good acts instead of harmful ones.
Prevention Ideas

Monthly Observances:
- National Blood Donor
  The Gift of Life
  My Blood Your Blood
- National Mentoring
  Toolkit
- Florida Jewish History
  Jewish Museum of Florida

Weekly Observances:
- No Name Calling Week (January 16th – 20th)
  GLSEN
  Gear Up for No NameCalling Week
- Healthy Weight Week (January 16th – 20th)
  Weight Control
- The Great Kindness Challenge (January 23rd – 27th)
  Register for the challenge

Day Observances:
- Global Family Day (January 1)
  Do One Thing
- Human Trafficking Day (January 11)
  Slavery and Human Rights
  What is Trafficking?
  What is Child Labour?
  Slavery and What we Buy
  Child Trafficking
- No Name Calling Day (January 18)
  See above No Name Calling Week
- International Holocaust Remembrance Day (January 27)
  The International School for Holocaust
  United States Holocaust Memorial Museum

School-wide

Ideas on how to use:

- Use suggested school-wide ideas to create a culture of character and address your schools need for a RTI Tier I – universal strategy.
- Any teacher or staff members that work with students can incorporate classroom ideas.

1 PA Announcements

Student’s Working Together
Have your student council identify “A Day for Change”. This is the day that the entire student body will work together towards helping one selected local or world charity.

Community Members Interviews
Have members of the community address classrooms with the emphasis on, how working together is a key for success.

2 School Displays

- Building a Community
  Have a contest where each classroom designs a poster, which depicts our school as a community. All posters will be displayed at the school. Student council reaches out to dignitaries who will select the winning posters. Contact your Partners in Education for donation.
RESPECT/MIDDLE

JANUARY

SUBJECT AREA LESSON PLANS

Ideas on How to Use This Page: Integrate character trait lesson plans into all subject area instruction. Lesson plans are specific to language arts, social studies, math/science, arts, health & physical education.

LANGUAGE ARTS
• School or Community Unity
  Have students write essays, which suggest ways, their school or community could be more respectful.
• Resolving Conflicts
  Have students write stories where characters have disagreements with each other yet they respect each other to resolve their conflicts.

SOCIAL STUDIES
• Cooperation and Exploitation
  Discuss how the principle of respect is essential in all human societies. Discuss how respect can help resolve conflicts.
• Current Events
  Have students’ research and share about current events where issues are being discussed and resolved respectively.

MATH
Have the class discover and discuss how mathematicians have been respected (or not) throughout history. You might choose one of the following: Pythagoras, Euclid, Archimedes, Descartes, George Boole, Newton, Pascal, Omar Khayyam

ARTS
• VISUAL ARTS: Cooperation
  Have students paint or draw an illustration of people doing something positive together.
• VISUAL ARTS: Portrait
  Have students photograph the people in their lives that support them. Include something that illustrates how this person helps and supports them.

School-wide [cont’d]

3 Special Events & Programs
• Mix it up Day
  Have your school participate in the National, “Mix it up at Lunch” day. Students identify the lunchrooms as the most segregated place in the school. Cafeteria tables are designed as cities around the world. Students are randomly assigned a city to visit for their lunch period. They meet new students and learn about the city. The Internet has more information about this national school activity.

4 Class Activities
• Have students learn how to brainstorm. Remind them what group dynamics and rules are necessary for group brainstorming. Students will learn how to come to a consensus.
• Have students write a short essay or paragraph about what they could do cooperatively to try to realistically solve one problem in their community.
Lesson Plans [cont’d]

HEALTH & PHYSICAL EDUCATION

• Resolving Conflicts
In small groups have students discuss conflicts they have resolved while playing a sport or game. Emphasize cooperation and respect strategies used.

• Creating a Cooperative Team
Have students demonstrate cooperation with teammates when playing a game or sport by accepting the calls of the official in a sports setting, by congratulating an opponent on a good play, scoring a point, or by waiting one’s turn to use a piece of playground equipment.

FOREIGN LANGUAGE

• Current Events
Have students research a current social issue or problem in the country whose language they are studying. Have students include information about efforts that were used to try and solve the problem.

Activities

• Listen to the Aretha Franklin song entitled “RESPECT.” Ask students to write their own words for this song while still staying with the theme of “RESPECT.”

• Divide the students into dyads and have each team read about two non-fictional people, such as Mahatma Gandhi and Martin Luther King, Jr., who are considered heroes as a result of one or more special accomplishments. Have student use a Venn Diagram or a compare and contrast chart to show the similarities and dissimilarities between the two, using teacher-made categories such as dates of birth and death, professions or vocations, genders, ethnicity, accomplishments, and contributions to society. Discuss the differences and similarities with the class.

LEAPS

Leaps Lesson on Respect
Service Learning

Ideas on How to Use this Section:
• Promote school-wide service learning initiative/campaigns using provided ideas. (Do a ‘service day’; encourage classes to do random service acts of kindness to other classes/staff, etc.)
• Engage school clubs/student council to lead service projects.

School Service-Learning
• Peace Rocks, a year-long service-learning project. Students write fables around the theme of peace and compile them into a book for younger children. They also write poetry and take photographs documenting peaceful locales in the community to create an exhibit that chronicles the history of the community. And the students develop and lead their peers in No Name-Calling Week activities. (No Name-Calling Week is January 16–20)
• Take your recycling program to the next level by asking students to **create video or audio podcasts** discussing the importance of recycling and waste reduction. Post the podcasts on your school website for the wider community to learn from.
• Have students think about ways they show respect for the environment. What would happen if no one recycles or respected the environment? Envision the way our community would look if everyone were to recycle and show respect for our environment. Create a watercolor or mixed media composition that reflects the way our community could look if we all worked together.

Hands-on Activities/Projects

**RESPECT**
Students should think of some of the disrespectful words they’ve called themselves or others, such as “Dumb”, “ugly”, or “unpopular.” They should write them down and throw them out! Then, they should discuss some of the positive things they might say instead that would show respect. Keep a receptacle in a central place at home or school so students can throw disrespectful words into it.

Classroom Ideas

Class Discussion Topics
• Hold a respectful listening session with the students by having two students prepare and present two different points of view on a hot issue. Ask the students to listen and summarize both points of view non-judgmentally. Lead a discussion about the difference between listening and hearing.
• Discuss with the class the meaning of “self-respect.” Ask each student to list the three most important ways to show self-respect. Have the students’ share and compare.

Creative Expression
• Have students write a skit regarding ways they can show respect for themselves and how this can result in others treating them with more respect. Perform the skit in class or for the school.
• Have students create posters for the cafeteria with slogans about being respectful in the lunchroom
Family Newsletter

Dear Parent:

Respect is a critical element in all healthy relationships. When children respect others, they treat people with consideration and courtesy and do not violate them physically or verbally. Respect for others should be woven into the fabric of each student’s life and characterize all of their relationships. It is a fundamental character quality that prepares children to live productive lives as they relate to and work with others.

Respect for others is based on self-respect and self-respect in children comes from being treated with respect by their parents and other adult role models. Teaching children self-respect does not mean complimenting everything they do. They also need honest criticism. When we do criticize, we should focus on things they have done, not on them personally.

What You Can Do:

• Encourage your child to build a positive identity that focuses on his/her integrity and talents.
• Emphasize that character is built upon the decisions and actions a person takes.
• Help your child reach his/her full potential by encouraging him/her to develop their talents, set reachable goals and honor themselves as a unique person.
• Teach your child how to choose good values.

Six Ways to Teach Respect:

Do as I do – Children learn from the example show them.
Do as I say – Do as I say will be better received after “do as I do” has been taken care of.
Show them respect – Respect is not only about showing people who are older than you regard. It’s about establishing in everyone’s mind the dignity of the human person.
Teach them at an early age – It’s never too late to teach and model respectful behavior but always start as soon as possible.
Negative and Positive Responses – Learn to show disapproval when they talk or act disrespectfully to others. When they act respectfully ALWAYS show your appreciation or approval of their actions.
Monitor their environment – When people come to your house, let them know that bad manners are strongly discouraged. The goal of your home is to make everyone feel respected.