Respecting Yourself And Others

**Essential Understanding:**
Respect means showing consideration towards other people, their feelings and possessions, and expecting them to behave in the same manner towards you.

**Learning Outcome(s):**
- Students will be able to identify and articulate respectful actions and behaviors.
- Students will understand being respectful is just as important online as it is in real life.

**Common Core Standard(s):**
- RI.1.1. Ask and answer questions about key details in a text.

**IFC Skills:**
- Restates/retells and asks questions about the topic, problem or question with guidance.
# Digital Citizenship Strand: Responsibility

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| Read excerpts from the book, *Respect*, by Lucia Raatma or create a customized version of the ideas using [www.storybird.com](http://www.storybird.com). | *Respect* by Lucia Raatma  
[http://www.storybird.com](http://www.storybird.com) |
| Elicit the understanding that being respectful means to be mindful of other people’s feelings, space, and belongings and to expect them to show the same mindfulness towards you. |  |
| **Guided Practice** | **RESOURCES** |
| How do we show respectful behavior? Pass out copies of the book or have students look at the storybird.com book on a computer.  
Model for students how to answer this question with a scenario listed on the left, and on the right side, show the respectful behavior.  
For Example:  
Someone is talking = Listening well. Do another example, if needed. | T-chart graphic organizer:  
On the left side, write out a scenario (ex. Someone is talking);  
On the right side, show the respectful behavior (ex. Listening well). |
| **Independent Practice/Check for Student Understanding** | **RESOURCES** |
| Students work independently or in groups to finish the graphic organizer with the following scenarios listed on the left; their own examples of respectful behavior on the right:  
**SCENARIO**  
 Someone is using the computer for school and you really want to use it.  
Your teacher is giving directions.  
You are at a friend’s house and want to play with their new computer game.  
Someone is looking up a book or website on the computer and you are curious about what it is.  
A classmate is making fun of another classmate because of the game he/she is playing (saying it’s too babyish). |  
**RESPECTFUL BEHAVIOR (Possible Answer)**  
Be patient and wait to use it after he/she is finished.  
Listen well and follow the rules.  
Ask your friend if you can use the game before doing so. Treat the game with care.  
Ask the person what they are looking for without leaning over his/ her shoulder to see.  
He/she will tell you if he/she wants you to know.  
Tell the classmate who is teasing to stop or tell a teacher or other adult what is happening. |
| **Sharing/Reflection** | **RESOURCES** |
| Students share out their responses to compare with one another. Discuss. The respectful behaviors listed above serve as possible answers for the students.  
Capture the class responses on chart paper or a whiteboard. |  |
| **Assessment** | **RESOURCES** |
| Completed T-Chart |  |