

R.E.S.P.E.C.T

Introduction: Show the students the YouTube video, "Kid President"
<https://www.youtube.com/watch?v=l-gQLqv9f4o&list=PLAP-GCgBucFnuYfJ4z-EDunmM65NkMfdG>

Activity 1 Class Discussion

What does it mean to treat other people with respect? Have the class brainstorm a list of do's and don'ts for treating people with respect. Ask for specific examples of each behavior they identify. Hang the list up on the wall as a reminder.

Activity 2 Class Discussion

How is the issue of respect portrayed on television or in the movies? Think of a movie or TV show and write about how the characters interacted with each other. In what ways did they treat each other with respect or disrespect? (Give some specific examples.) Do you approve of the way they treated each other? Did you feel different toward characters who treated others with respect than those who didn't? Which did you like better? Why?

Activity 3 Class Discussion

Are some kids ridiculed at your school? Why? What do they get picked on about (height, weight, appearance, disability, accent, skin color, etc.)? Exactly how are they picked on? How do you think these kids feel about this? How do you feel about it? How does that kind

Concluding Activity: It's Who I Am (attached activity)

Character Attitude

Man in the Mirror

Introduction: As a class, discuss some of the events and ideas taking place in the world today that are concerns.

Activity 1.

Watch the video of Michael Jackson's man in the Mirror.

<https://www.youtube.com/watch?v=bwq2lv4G1Tc>

Activity 2

Listen to the song and review the lyrics of Michael Jackson's, "Man in the Mirror".

<https://www.youtube.com/watch?v=Zqe5NP86OCc>

Activity 3

Complete the, "Making a Change", activity. (attached handouts)

Closing: Decorate the CD as it relates to the change you want to make in the world.

Resource

<https://alwaysaleson.com/blog/man-in-the-mirror-what-are-you-reflecting/>

I Want to Make a Change



Man in the Mirror – Michael Jackson

Part One: Listen to the song again and fill in the missing lyrics:

I'm gonna make a _____ For once in my life. It's gonna feel real good.
Gonna make a _____, gonna make it right.

As I turned up the collar on my favorite winter coat

This wind is blowin' my mind.

I see the kids in the street, with not _____ to eat. Who am I to be blind, pretending not to see their _____?

A summer's disregard, a broken bottle top, and a one man's soul. They follow each other on the wind ya know, 'cause they got nowhere to go.

That's why I want you to know!

I'm starting with the man in the _____

I'm asking him to change his _____

And no message could have been any clearer

If you wanna make the world a _____ place take a look at yourself and then make a _____!

I've been a victim of a _____ kinda love.

It's time that I realize there are some with no _____ not a _____ to loan.

Could it be really me pretending that they're not alone?

A willow deeply scarred, somebody's broken heart

And a washed out dream.

They follow the pattern of the wind ya see

Cause they got no place to be

That's why I'm starting with _____!

I'm starting with the man in the _____

I'm asking him to change his _____

And no message could have been any clearer

If you wanna make the world a _____ place take a look at yourself and then make a _____!

Take a look at yourself and then make the change

You gotta get it _____, while you got the _____

Cause when you close your _____

Then you close your _____

Make that _____!



Part Two: With your partner, discuss the following questions:

1. What do you think Michael Jackson is talking about in this song?
2. Who is "the man in the mirror"?
3. What does he mean when he talks about the "wind"?

Character Organization

<https://www.overcomingobstacles.org/>

O is For Organization

Introduction: Ask students to think about the order in which they do things in the morning. Ask questions such as the following:

- Would you fix your hair before getting into the shower? Why not?
- Would you put on your shoes before putting on your pants? Why not?
- Would you butter your bread before putting it in the toaster? Why not?

Point out that what have become our everyday habits are really ways in which we organize ourselves. Explain to students that they will learn in this lesson habits of organization that can help them study and learn more successfully.

Activity 1: Class Discussion

Ask students to name the classes they are taking. List these classes on the board. Have students describe how they keep track of information, assignments, and materials for each class. Elicit their reasons. Ask students who keep notebooks or binders to explain why they are helpful organizational tools. Point out whenever possible the various organizational tools that students already have in place. Emphasize that one important tool is to keep notebooks for each class or a binder with different sections for each class.

Activity 2: Class Discussion

Ask volunteers to describe and to show how their notebooks/binders are organized. Point out individual differences. For example, some students may find that keeping a notebook works best for some subjects. Others may find that keeping a three-ring binder works best

because binders allow papers to be easily removed or inserted. Some students might even wish to use a combination of both notebooks and binders. Help students understand that when work is completed, it's often a good idea to keep the work so it may be reviewed later. Other times, work needs to be cleaned out. Ask for suggestions on how students might clean out their notebooks or binders. *(Students might respond: Go through the notebooks and binders and identify material that might be helpful when reviewing for tests or working on projects; find a place to keep these materials at home—on a bookshelf, for example. Loose papers could be filed in subject folders. After work is graded or evaluated, it may be cleaned out.)*

Concluding Activity:

Summarize your discussion by writing the following points on the board:

- Students should have a notebook or a section in a binder for each subject.
- Students should have a place to write assignments and notes, and a place to keep completed homework, handouts, returned homework, and returned tests.

Character Responsibility

https://www.goodcharacter.com/middle_school/responsibility/

Are You a Responsible Person?

Introduction:

Have the students complete the following self-evaluation.

Personal Responsibility:		
True	False	
<input type="checkbox"/>	<input type="checkbox"/>	I do what needs to be done.
<input type="checkbox"/>	<input type="checkbox"/>	I am reliable and dependable.
<input type="checkbox"/>	<input type="checkbox"/>	I never make excuses or blame others for my actions.
<input type="checkbox"/>	<input type="checkbox"/>	I always follow through on my commitments.

Social Responsibility:		
True	False	
<input type="checkbox"/>	<input type="checkbox"/>	I do my part for the common good.
<input type="checkbox"/>	<input type="checkbox"/>	I volunteer in my school or community.
<input type="checkbox"/>	<input type="checkbox"/>	I participate in community service.
<input type="checkbox"/>	<input type="checkbox"/>	I do what I can to help take care of the environment

Once the self-evaluation is completed, allow students to answer the question about themselves:

I am/ am not a responsible person because...

Activity 1: Writing Assignment and Class discussion:

Have each student write a response to the following questions.

How responsible are you? Review the self-evaluation quiz. For each question, rate yourself on a scale of one to five (1=awful, and 5=terrific). For each of these behaviors give an example of how you are either responsible or not, and what you could do to improve. Be prepared to share this information with the class.

Activity 2: Small Group or Partner Discussion:

Allow students to break into small groups and discuss a time they did something irresponsible? Describe it in detail. Why did it happen? How did you feel about it at the time? Did it affect anybody else? Did it cause any problems for you? How do you feel about it now? What did you learn from it? Or, perhaps you would prefer to write about something you did that was very responsible.

OR

As a group, identify some problems in your school or community. Come up with a plan for attacking one specific problem. Organize a community service project around it.

Concluding Activity:

Share Out your discussion with the class.