


## Family Life and Comprehensive Sexual Health Education (4<sup>th</sup> Grade) Lesson Plan

	<p style="text-align: center;">Topic: Respecting Myself and Others</p>	<p>Date:</p>
<p>Objectives</p>	<ol style="list-style-type: none"> <li>1. Students will analyze reasons people show respect.</li> <li>2. Students will identify actions that show respect.</li> </ol>	
<p>State Standards</p>	<ul style="list-style-type: none"> <li>• Physical Development and Health             <ul style="list-style-type: none"> <li>○ Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.</li> </ul> </li> </ul>	
<p>Content</p>	<p>Respect for self and others.</p>	
<p>Time</p>	<p>One 35-minute session</p>	
<p>Materials</p>	<p>Copy student pages: “R-E-S-P-E-C-T” (one for each student), “Self-respect” (one for each group), “Respect Cards” teacher page</p>	
<p>Learning Activities</p>	<ol style="list-style-type: none"> <li>1. Students complete sentences about respect.             <ol style="list-style-type: none"> <li>a. Have students complete the sentences on the “R-E-S-P-E-C-T” student page and discuss their responses.</li> </ol> </li> <li>2. Discuss ways to show respect to others.             <ol style="list-style-type: none"> <li>a. Ask volunteers to read their responses to sentences 2 and 3 on the “R-E-S-P-E-C-T” student page and list the responses on the board.</li> <li>b. Have students brainstorm additional ways of showing respect and add these to the list.</li> </ol> </li> <li>3. Students explore self-respect.             <ol style="list-style-type: none"> <li>a. Divide class into groups of three to four students and have them complete the “Self-Respect” student page together.</li> <li>b. Discuss self-respect.</li> </ol> </li> <li>4. Students play a game to identify actions that show respect.             <ol style="list-style-type: none"> <li>a. Divide class into small groups, providing each group with “Respect Cards”. Instruct groups to divide the cards into two stacks. One stack will contain cards that describe actions that show respect. One stack will contain cards that describe actions that do not show respect.</li> </ol> </li> <li>5. Reflect, summarize and discuss.             <ol style="list-style-type: none"> <li>a. Ask volunteers to read the cards from the “respect” stack and discuss why these actions show respect.</li> <li>b. Ask volunteers to read the cards from the “no respect” stack and discuss why these actions fail to show respect.</li> </ol> </li> </ol>	