

Seven Practices That Nurture Respect in Children



From guest contributor Dr. Michele Borba

Though most teachers admit that there are some students they never forget, the same is true about parents.

I vividly remember a mother of one of my students all because of the way she conveyed respect to her child. She did so beautifully in how she listened. I watched her several times throughout the year on our field trips and in our class parties or just those times she'd wait at the door to pick him up. Each time Ricky would talk, she'd stop what she'd do, get down to eye level, look into her son's eyes, and listen with genuine interest. She had this wonderful ability to block out everything—or at least make her child feel she was—and give her child her full presence. The time was brief – just a minute or so.

The mom's words usually were nothing more than repeating back small tidbits of what he just said just to let him know she was hearing him. Occasionally she'd add, "Uh-huh," or "Really?" She acknowledged him simply by saying how she thought he was feeling: "You seem so happy" or "Wow, you look proud."

The effect on her son was dramatic: Ricky's whole demeanor brightened when he realized his mom really heard what he had to say. I always wished I could have videotaped her listening skills to play back to other parents. The mom's behaviors were so simple, *but always conveyed respect to her child*. That mom exemplified one of the most powerful, tried-and-true character-building practices there is: "The best way to ensure that our kids are respectful is to treat them respectfully."

It should come as no surprise that her child turned out to be one of my most respectful students. He also grew to become a respectful adult.

That's because of this important principle: children learn respect best from witnessing and experiencing respect.

So Mom and Dad: Tune up respect in your own behavior. After all, it's a racy, raunchy world out there. I fear what our kids are witnessing and experiencing disrespect.

Seven Simple Respect-Building Parenting Practices

Here are seven simple parenting practices that help children see themselves as valuable human beings. The practices work to instill respect in your child all because your actions let them know you love, respect, and value them. Your child is also witnessing and experiencing respect with these practices so he is more likely to adopt and use the virtue.

1. Treat your child as the most important person in the world.

Here is a simple question to ask yourself: "*If I treated my*

friends the way I treat my child, how would my friends respond?" (Or would you have any friends left? Hmmm) Beware: very often we say and do things to our children that our friends would never tolerate.

If you want your children to feel valued, treat them as though they are the most important people in the world. One mom told me she asked herself the question so often it became a nighttime habit. It also helped her remember throughout the day to treat her children respectfully.

2. Give love with no strings attached.

No child should have to earn our respect and love; it should be guaranteed with birth. Unconditional love is about loving your kids with no strings attached. It is the kind of love that says: "I'll never stop loving you no matter what you do." Of course, that doesn't mean we're going to necessarily approve all of our children's behaviors.

In some cases when our kids' actions are inappropriate we may need to respond with clear and often passionate correction. But our kids know we'll always be there for them-no matter what-and that's the kind of love our kids need if they are to feel they are genuinely respected and valued. Make sure you give your child love that is unconditional and guaranteed, so no matter what he knows you love him.

3. Listen attentively and respectfully.

If there is one common finding from countless different studies it is that kids say they wish their parents would listen-*really* listen-to them. Attentive listening is a wonderful way to convey respect.

When your child talks, stop everything and focus completely so that she feels you really value her opinions and want to hear her thoughts. Stop what you're doing and give your child your full presence for the brief time.

Hint: Adolescent boys are often threatened by eye contact, so try sitting side to side.

4. Communicate respect with your whole body, not just with your words.

Most of the time our kids aren't listening to our words nearly as much as they are watching our posture, gestures, and facial expressions and hearing the tone of our voice. So make sure your whole body is communicating respect when you talk to your child. You may say, "I want to hear your ideas," but if your child sees you shrug your shoulders, raise your eye brows, smirk your mouth, or roll your eyes, he is likely to pick up a whole different meaning.

I've yet to meet parents who want their kids to think they aren't interested in their ideas or don't respect their kids' feelings. Yet those are the messages children pick up, all because of how parents react when their children talk.

5. Build positive self-concepts.

Labeling children with such terms as shy, stubborn, hyper, or clumsy can diminish self-esteem and become daily reminders of unworthiness. They can also become self-fulfilling prophecies.

Regardless of whether the labels are true or not, when children hear them they believe them. So only use labels that build positive self-concepts. *One good rule to remember about labeling is this: "If the nickname is not respectful, it's best not to use it."*

6. Tell them often why you love and cherish them.

The more you show your child you love her, the more your child learns to value and love herself. So tell your child often that you love her, but also tell her what you love about her

and express your gratitude that she is your child.

"I love that you are so kind." "I'm so glad I have the fortune of being your mom." "I love you just the way you are." "I respect the way you never give up."

Never assume that your child knows what feelings you hold in your heart about her. Tell her.

7. Enjoy being together.

One of the best ways to help a child feel respected is to let her know how much you enjoy being with her. Put your child at the top of your schedule and set aside relaxed times together during which you can really get to know who your child is. Only then will you be able to let her know why you value, love, and respect her so.

A quick quiz is to ask yourself which traits you respect in your child. Would your child be able to name those traits as well?

So now the real parenting test: Think back over the last few days. What have you done that helps your children see themselves as valuable human beings because your actions let them know you love, respect, and value them? Don't forget that our simple day-to-day actions are often the most powerful ways to nurture respect in our children.

Michele Borba, Ed.D. is an internationally renowned consultant, educational psychologist and recipient of the National Educator Award who has presented workshops to over a million participants worldwide. She is a recognized expert in parenting, bullying, youth violence, and character development and author of 22 books including UnSelfie: Why Empathetic Kids Succeed in Our All-About Me World, The 6Rs of Bullying Prevention: Best Proven Practices to Combat Cruelty and Build Respect, The Big Book of Parenting Solutions, and Building Moral Intelligence. She has appeared over 130 times on the

TODAY show and is a frequent expert on national media including Dateline, The View, Dr. Oz, Anderson Cooper, CNN, Dr. Drew, and Dr. Phil. To book her for speaking or media even refer to her website: www.micheleborba.com. Follow her on twitter @MicheleBorba.

Learn more about character education.

Building Trust (Grades K-5)

Students develop and demonstrate the character trait trustworthiness. They understand that trust is an essential ingredient in meaningful and lasting relationships as well as school and career success and they strive to earn the trust of others by demonstrating the ethical virtues of integrity, honesty, promise-keeping and loyalty.

Seven Ways to Nurture Tolerance and Acceptance in Kids

One thing is certain, kids aren't born hateful. Prejudices are learned. Hatred and intolerance can also be learned, but so too can sensitivity, understanding, empathy, and tolerance. If today's children are to have any chance of living harmoniously in our multiethnic world, it is critical that parents nurture it.

Teaching Kids How to Be Upstanders



From our guest contributor, Dr. Michele Borba

Studies show that active bystanders can do far more than just watch. In fact, student bystanders may be our last, best hope in reducing bullying.

Active student bystanders can:

- Reduce the audience that a bully craves
- Mobilize the compassion of witnesses to step in and stop the bullying
- Support the victim and reduce the trauma
- Be a positive influence in curbing a bullying episode
- Encourage other students to support a school climate of caring
- Report a bullying incident since 85 percent of time bullying occurs an adult is *not* present. Students are usually the witnesses

When bystanders intervene correctly, studies find they can cut bullying more than half the time and within 10 seconds. [Pepler and Craig]

Borba's Six "Be a Bully B.U.S.T.E.R." Skills

There are parameters to activate student bystanders, so get educated! Here are a few facts to ensure success:

- To ensure success you must first mobilize students to be active bystanders.
- You must give students permission to step in.
- You must also teach specific strategies so they can step in.
- Each strategy must be rehearsed or role-played, until kids can use it alone. (I've had schools have students role-play these in assemblies, make them into chart-reminders that are posted around the school, and even have students create mini-videos of each strategy to share with peers).
- Not every strategy will work for every student, so you must provide a range of strategies.
- Ideally you must enlist your peer leaders – those students on the highest popularity tier who other students look up to – to mobilize other peers.
- Adults *must* be onboard with the approach and understand what bullying is and how to respond. Adults *must* listen to student reports on bullying and back students up. The biggest reason kids say they don't report: "The adult didn't listen or do anything to help." Step up adults!

The best news is that child advocates and parents can teach kids these same bystander skills. Doing so empowers children with tools to stop cruelty, help victims, feel safer and reduce bullying. Here are the three steps:

STEP ONE: Teach Students Tattling vs. Reporting

Kids must realize that safety is *always* the primary goal, so stress to students:

"If someone could get hurt, REPORT!"

"It's always better to be safe than sorry."

Teach students the crucial difference between "Tattling" and "Reporting" so they will know when they *should* step in because a child is bullied or when to step back and let two kids handle things for themselves because it's just friendly teasing. Also identify specific trusted adults children can go to and report bullying incidents if they do identify bullying. Here is the crucial difference:

Tattling is when you trying to get kids **IN** trouble when they aren't hurting themselves or other.

Reporting is when you're trying to help keep kids **OUT** of trouble because they may get hurt (or they are). Report bullying to an adult you trust. If the adult doesn't listen, keep reporting until you find an adult who does listen.

STEP TWO: Teach What Bullying Looks and Sounds Like

The next step is to teach students what bullying behaviors look like so they will know when they should step in and not when the behavior is mere teasing.

1. Explain 3 parts of bullying:

1. Bullying is a cruel or aggressive act that is done on purpose. The bully has more power (strength, status, or size) than the targeted child who cannot hold his own.
2. The hurtful bullying behavior is not an accident, but done on purpose.
3. The bully usually seems to enjoy seeing the victim in distress and rarely accepts responsibility and often says the target "deserved" the hurtful treatment."

2. Teach: "Five Bullying Types": Depending on the child's age, bullying can take on difference forms including and children need to know what those forms. Bullying can be:

1. **Physical:** Punching, hitting, slamming, socking, spitting, slapping;
2. **Verbal:** Saying put downs, nasty statements, name calling, taunting, racial slurs, or hurtful comments, threatening;
3. **Emotional:** Shunning, excluding, spreading rumors or mean gossip, ruining your reputation;
4. **Electronic or cyber-bullying:** Using the Internet, cell phone, camera, text messaging, photos to say mean or embarrassing things;
5. **Sexual:** Saying or doing things that are lewd or disrespectful in a sexual way

3. Mobilize Student Compassion Students could make posters, power-point presentations, skits, or projects about bullying. The key is for students to understand the real definition of bullying. *And they must know that the staff is serious about supporting them and will back them up and respond.*

4. Use Literature or Videos: You might also use literature or video clips to help students understand the definition of bullying. Here are a few literature favorites: *Confessions of a Former Bully* by Trudy Ludwig; *Say Something* by Peggy Moss Gardiner; *Teammates* by Peter Golenbock; *The Bully Blockers Club*, by Teresa Bateman.

STEP THREE: Teach “Bully BUSTER Bystander” Skills

I teach the acronym **BUSTER** as a mnemonic to help kids remember the skills more easily. Each letter in the word represents one of the six bystander skills.

Not all strategies work for all kids. The trick is to match the techniques with what works best with the child’s temperament and comfort level and the particular situation.

Don’t forget to ask students for their input and additional ideas. Their creativity never ceases to amaze me!

1. B-Befriend the Victim

Bystanders often don't intervene because they don't want to make things worse or assume the victim doesn't want help. But research shows that if witnesses know a victim feels upset or wants help they are more likely to step in. Also, if a bystander befriends a victim, the act is more likely to get others to join the cause and stand up to the bully. A few ways bystanders can befriend victims:

- **Show comfort:** Stand closer to the victim.
- **Wave other peers over:** "Come help!"
- **Ask if the victim wants support:** "Do you need help?"
- **Empathize:** "I bet he feels sad."
- **Clarify feelings:** "She looks upset."

You can also encourage students to befriend a bullied *after the episode*. "That must have felt so bad." "I'm with you. Sorry I didn't speak out." "That happened to me, too." "Do you want me to help you find a teacher to talk to?" Though after the episode won't reduce the bullying at the moment, it will help reduce the pain of both the targeted child and the witness. It may also help other children recognize there are safe ways to defend and support a targeted child.

2. U-Use a Distraction

The right diversion can draw peers from the scene, make them focus elsewhere, give the target a chance to get away, and may get the bully to move on. Remember, a bully wants an audience, so bystanders can reduce it with a distraction.

One of the best distractions I've ever seen was a teen who saw bullying but did not feel safe stepping in to help (and most children as well as adults do not). So he got crafty. He unzipped his backpack and then walked nearby the scene and threw the backpack to the ground. Of course, he made it appear as though it was an accident, but it was a deliberate and brilliant act. "Oh no," he said. "All my stuff is on the

ground and the bell is going to ring. My grade will get dinged. Can anyone help?" And the teen drew the audience from the bully to help him pick up his papers. The target also had a chance to sneak to safety.

Ploys include:

- **Ask a question:** "What are you all doing here?"
- **Use diversion:** "There's a great volleyball game going on! Come on!"
- **Make up false excuse to disperse a crowd:** "A teacher is coming!"
- **Feigning interruption:** "I can't find my bus."

3. S-Speak Out and Stand Up!

Speaking out can get others to lend a hand and join you. You must stay cool, and *never* boo, clap, laugh, or insult, which could egg the bully on even more. Students also must learn how to assert themselves and say that speaking up to a bully is the hardest of the six Bully Buster Strategies. The students in the photo are learning my "CALM Approach" when speaking up to a bully. Best yet, older students are teaching the skill to younger students. Stress that directly confronting a bully is intimidating and it's a rare kid who can, but there are ways to still stand up to cruelty. Here are a few possibilities:

- **Show disapproval:** Give a cold, silent stare.
- **Name it:** "That's bullying!"
- **Label it:** "That's mean!"
- **State disapproval:** "This isn't cool!" "Don't do that!" "Cut it out!"
- **Ask for support:** "Are you with me?"

4. T-Tell or Text For Help

Bystanders often don't report bullying for fear of retaliation, so make sure they know which adults will support them, and ensure confidentiality. You *must* give students the

option of anonymous reporting. An active bystander could:

- **Find an adult** you trust to tell. Keep going until you find someone who believes you
- **Call for help** from your cell.
- **Send a text** to someone who can get help. Many schools now have a text service.
- **Call 911** if someone could be injured.

5. E-Exit Alone or With Others

Stress that bullies love audiences. Bystanders can drain a bully's power by reducing the group size a few ways. Students bystanders could:

- **Encourage:** "You coming?"
- **Ask:** "What are you all doing here?"
- **Direct:** "Let's go!"
- **Suggest:** "Let's leave."
- **Exit:** If you can't get others to leave with you, then walk away. If you stay, you're part of the cruelty. Leaving means you refuse to be part. Just quietly leave the scene.

6. R-Give a Reason or Offer a Remedy

Research finds that bystanders are more likely to help when told *why* the action is wrong or *what* to do. Students could:

- **Review why it's wrong:** "This isn't right!" "This is mean!" "You'll get suspended." "You'll hurt him."
- **Offer a remedy:** "Go get help!" "Let's work this out with Coach."

Final Thoughts

The right comments and behaviors can make peers stop, think, consider the consequences, and even move on. Those seconds are crucial and enough to stop the bullying or mobilize other students to step in and help.

Bystanders can make a difference. They can be mobilized to step in and reduce bullying-that is *if* they are taught how.

But it's up to adults to show students safe ways to do so, help them practice those strategies so they are comfortable using them in the real world, and then support and believe them and acknowledge their courageous efforts.

Hundreds of students today skipped school because of peer intimidation and bullying. It's time to rethink our strategies and teach bystanders how to step in safely and speak out against peer cruelty.

For specific ways educators can create a caring, inclusive schools refer to my book, **End Peer Cruelty, Build Empathy: The Proven 6Rs of Bullying Prevention That Create Inclusive, Safe and Caring Schools** (from Free Spirit Press, on sale in February 2018).

Michele Borba, Ed.D. is an internationally renowned consultant, educational psychologist and recipient of the National Educator Award who has presented workshops to over a million participants worldwide. She is a recognized expert in parenting, bullying, youth violence, and character development and author of 22 books including UnSelfie: Why Empathetic Kids Succeed in Our All-About Me World, The 6Rs of Bullying Prevention: Best Proven Practices to Combat Cruelty and Build Respect, The Big Book of Parenting Solutions, and Building Moral Intelligence. She has appeared over 130 times on the TODAY show and is a frequent expert on national media including Dateline, The View, Dr. Oz, Anderson Cooper, CNN, Dr. Drew, and Dr. Phil. To book her for speaking or media even refer to her website: www.micheleborba.com. Follow her on twitter @MicheleBorba.



Learn more about character education.

Caring for Others (Grades K-5)

Download a PDF of this game card.

Character Education Objective:

- Students will engage in conversation with another student to talk about their own experience with random acts of kindness

Content Goal:

- Students will be able to understand their moral duty to care for one another.

Language Goal:

- Students will journal about the personal benefits of performing random acts of kindness.

Purpose:

Random acts of kindness are some of the simplest ways to say you care. Not only do these acts benefit those who need it, but it has a huge benefit for those performing those acts. When you care for others, your own happiness levels increase!

Filling the bucket of someone else also helps to fill your own. This lesson is designed for students to engage in random acts of kindness throughout the day and allows classrooms to celebrate those acts in a fun and exciting way!

Lesson:

1. Watch: <https://www.youtube.com/watch?v=nwAYpLVyeFU>
2. Ask students to find a partner and answer the following questions:
 1. What are some random acts of kindness you have seen?
 1. How does it feel to have someone do something kind for you?
 1. How does it feel to do an act of kindness for another person?
3. As a class, complete the empty squares on the Random Acts of Kindness Bingo with actions specific to your day.
4. Decide on the classroom celebration when you complete a bingo.
5. Play Random Acts of Kindness Bingo!
6. Have students journal about how it felt to do acts of kindness for others and the benefits you feel of being the one who helps.


Family Connection:

Encourage families to watch the following video: <https://www.youtube.com/watch?v=nwAYpLVyeFU>.

Ask families to create a list of possible random acts of kindness they could do as family. Plan to do one act every month. This website could help families think of some good ideas:

<https://www.care.com/c/stories/3757/101-random-acts-of-kindness-ideas-to-practice/>

CLASSROOM RANDOM ACTS OF KINDNESS BINGO

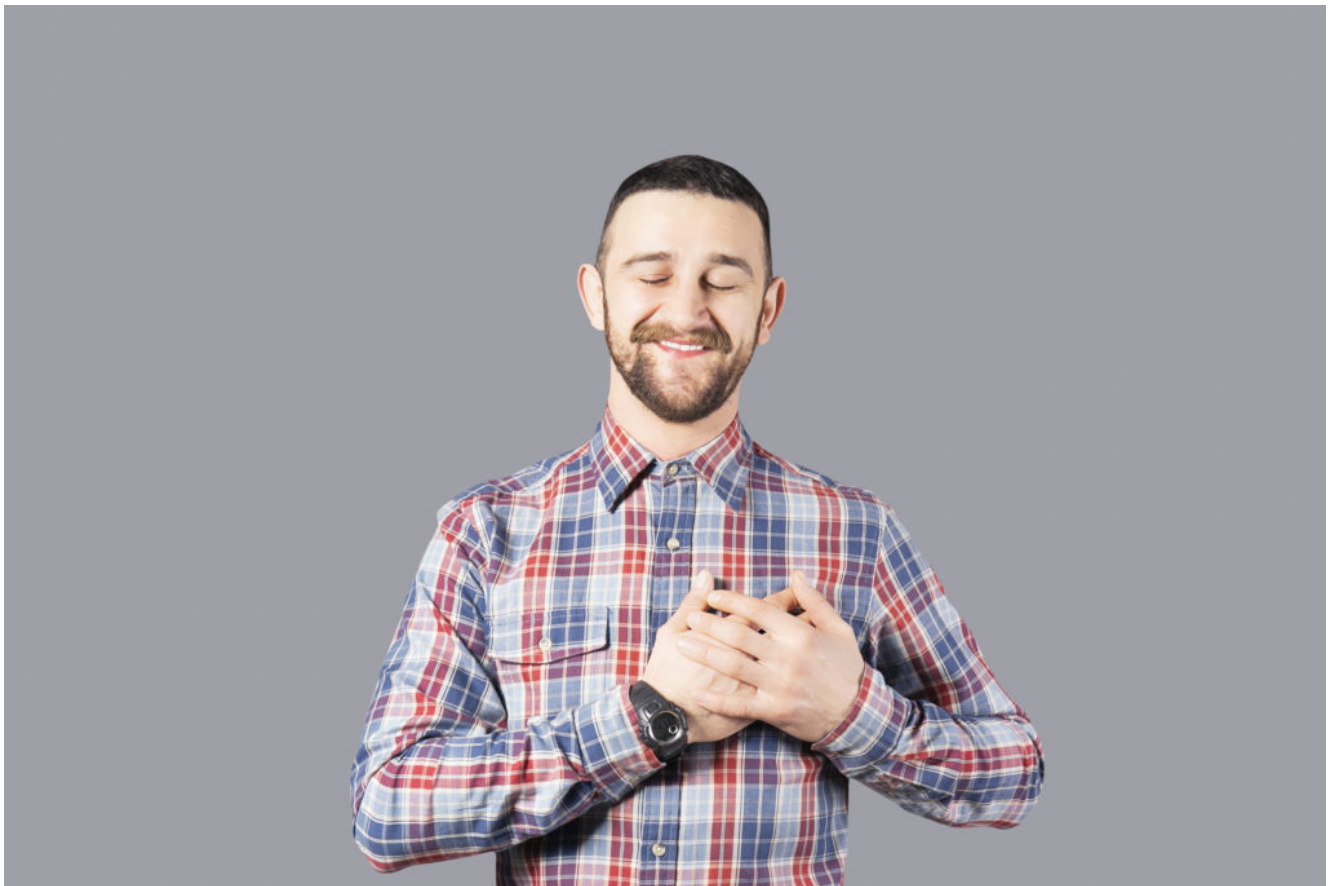
	Cheer someone on			
		Give a compliment		Offer to help someone
Let someone go first				
			Sit with someone new	
		Clean up someone else's mess		



The Robert D. and Billie Ray Center

Learn more about character education.

Ten Ways to Pay it Forward This Holiday Season



The holiday season is often filled with gift-giving, hot chocolate and twinkling lights. Those things are all a beautiful and wonderful part of the holiday, but this time of year is truly about selflessness, kindness and compassion. What we do for others brings us joy and cheer, it makes us feel good knowing that we can make someone else feel special. It only takes one act of kindness towards your friends, family or a stranger to show that you care and want to spread joy. So, remember that during this holiday season you have the power to pay it forward and brighten someone's day.

1. **Pay for another person's meal in the drive-thru.** This simple and unexpected act of kindness can brighten

someone's day and remind them that they are cared about.

2. **Donate blood.** Taking an hour out of your day to donate blood can make a huge difference in the lives of people who may be unable to be home with their families during the holidays.
3. **Clean out your closet and donate.** We all have those few items of clothing that sit in our closet waiting to be worn all year long. Clear out those unused clothing items and bring them to a local youth center or homeless shelter. Warm items are especially appreciated during the winter.
4. **Compliment a stranger.** Do you like someone's sweater? Tell them! Do you like someone's shoes? Tell Them! Do you appreciate someone? Tell them!
5. **Invite your neighbors or someone you lost touch with out for coffee.** Life is busy for everyone and we can lose touch with those who were once so close to us. Reach out to someone you've been growing distant from to catch up and reminisce.
6. **Shovel snow or mow the lawn for someone.** If you have some extra time, show your neighbors you appreciate them and help them out with some yard work.
7. **Take someone's dog for a walk.** Get some exercise and puppy time for yourself by helping a friend by taking their dog for a walk around the block.
8. **Give a generous tip to your waitress or waiter.** Servers work super hard, especially during the busy holiday season. By leaving a generous tip you're letting your server know you appreciate their hard work and you'll boost their mood for the rest of their shift
9. **Leave a positive review of a local business or restaurant.** Local businesses rely heavily on positive word of mouth to spread the news about their businesses. By giving a 5-star review on Yelp or Google, you can help out a small business.
10. **Buy a reusable shopping bag for someone behind you in**

line. Help be more environmentally responsible and make someone's day by gifting them a bag they can keep in their car to continuously reuse.

The holidays are a great time to get started on paying it forward as we reflect on all of the great times of the past year. Often, paying it forward can set forth a chain reaction. If you do something nice for someone else, they might just pay that kindness forward to another person. If you do something nice for two people, and those two people do something nice for two new people, the chain reaction could be endless. You have the power to set a powerful chain in motion by starting with any one of the simple ways to pay it forward above.

Learn more about character education.

Interpersonal Skills (Grades 6-12)



Character Education Objective:

- Students will discuss how to develop and maintain positive relationships in their lives.

Content Objective:

- Students will define, establish, and maintain healthy relationships.

Language Objective:

- Students will employ strategies to promote positive relationship building and connections.

Purpose:

Human beings need opportunities to build and maintain positive relationships in all stages of life. Providing teens with opportunities to develop a clear definition of what healthy relationships look and sound like is important to help ensure health development, physically, socially, and emotionally. Creating positive models and situations to practice healthy boundaries and communication is important to grow relationships and social connections.

Lesson

Independent

- Who do you have a healthy, positive relationship within your life?
- How does this connection with this individual make you feel?

Productive Group Work:

- Read this article and/or infographic about connection and the impact on health.
- List the impact of human connections on health

Whole Group Discussion:

- What did you learn?
- What are some ways to spend more time with friends?

Reflection Journal (Independent task)

- Compare and Contrast the feelings/benefits of social media time with friends and in-person time with friends
- How will you get out from behind the screen and be seen this week?

#BeSeen

#CharacterCounts

Learn more about character education.

Interpersonal Skills (Grades K-5)



Character Education Objective:

- Students will discuss how connection increases

communication and collaboration.

Content Objective:

- Students will discuss what the Six Pillars look like in them, their friends and the people they admire.

Language Objective:

- Students will journal about how they can actively work to connect with one another.

Purpose:

Including intentional connection time with your students is a great way to show the importance of connecting with one another. When we are connected we communicate better, collaborate more successfully and assume better intentions in one another. We often think of connection as something to check off the list at the beginning of the year or getting to know you activity, but in reality it is something that needs to happen regularly. The following activity will allow students to connect over character traits they see in themselves and those that are important to them.

Lesson

- Watch “Six Pillar Shuffle” and encourage the students to dance along.
- Electricity Split the students in two equal groups. Each group will be a team. Encourage them to get together and create team names. One team will get in a line standing shoulder to shoulder and all facing one way. The other team will get in another line shoulder to shoulder and facing the other team. The lines should be a few feet apart. There should be an aisle between the lines.
- If students point directly in front them, they should be pointing at only one student and one student should be pointing at them. This is their partner for the first round. Have students discuss the following question with

their partner: What's your favorite cartoon character? Now, students will play a game to get their next partner. To set up, you keep the teams in their lines and determine which side will be the start and which side will be the end of the line. At the end of the line, place an item on the ground evenly between the last two players of each team. The game is passing a high five down their team's line from the starting side until it gets to the last person. The only rule is that you may not pass the high five until the high five is given to you.

- Once the high five hits the last person then the last person will grab the item from the ground. The first team to grab the item is the winner. The team that lost will move one person to the left. The person on the furthest left spot will walk down the aisle to the other end of the line. If you want, encourage the students to do a little Six Pillar Shuffle down the aisle! This should give students a new partner. With their new partner, have students discuss: What makes a person trustworthy? Have the students get ready to pass along the high five again.
- Once the winning team is determined, have the team that lost move one to the left again. This will give the students a new partner. Have the new partners discuss a question and then repeat the game and questions until you have answered all of them: How do you respect your friends? Who is someone in your life you think is responsible? Why? Was there a time in your life when something was unfair? How did you handle that? How has someone show you they cared for you? Who is someone you admire that shows good citizenship?
- When the game is done, talk about the power of connection. When we do these games, we are connecting with one another and finding things we have in common or how we think similarly. When we find that connection with someone we are kinder, more respectful and work

better together. It's important to take the time to connect with each other and it doesn't always take a game. Encourage students to take the time to connect to someone they don't know well during lunch, recess, group projects or collaboration times in the classroom.

- Have the students journal about ways they can make connections throughout the day. Connection is not something you can do just once and check it off the list. It must be done continually. Connection is also something that doesn't always come naturally and sometimes needs to be intentionally planned. During this journaling time, you should encourage students to think about those two things and how they will work in connection into their day more frequently.

Family Connection

Give a brief overview of the importance of connection. Encourage families to watch a video about the power of connecting with those who may look and think differently than you: <https://www.youtube.com/watch?v=sQuM5e0QGLg>

Give the families the following prompts to connect around character development:

- What makes a person trustworthy?
- How do you respect your friends?
- Who is someone in your life you think is responsible? Why?
- Was there a time in your life when something was unfair? How did you handle that?
- How has someone show you they cared for you?
- Who is someone you admire that shows good citizenship?

Learn more about character education.

No Gossip (Grades 6-12)



Character Education Objective:

- Students will discuss the impact of gossip on individuals, teams, friend groups, and families.

Content Objective:

- Students will commit to a No Gossip challenge to show respect.

Language Objective:

- Students will share ideas about spreading the #NoGossip

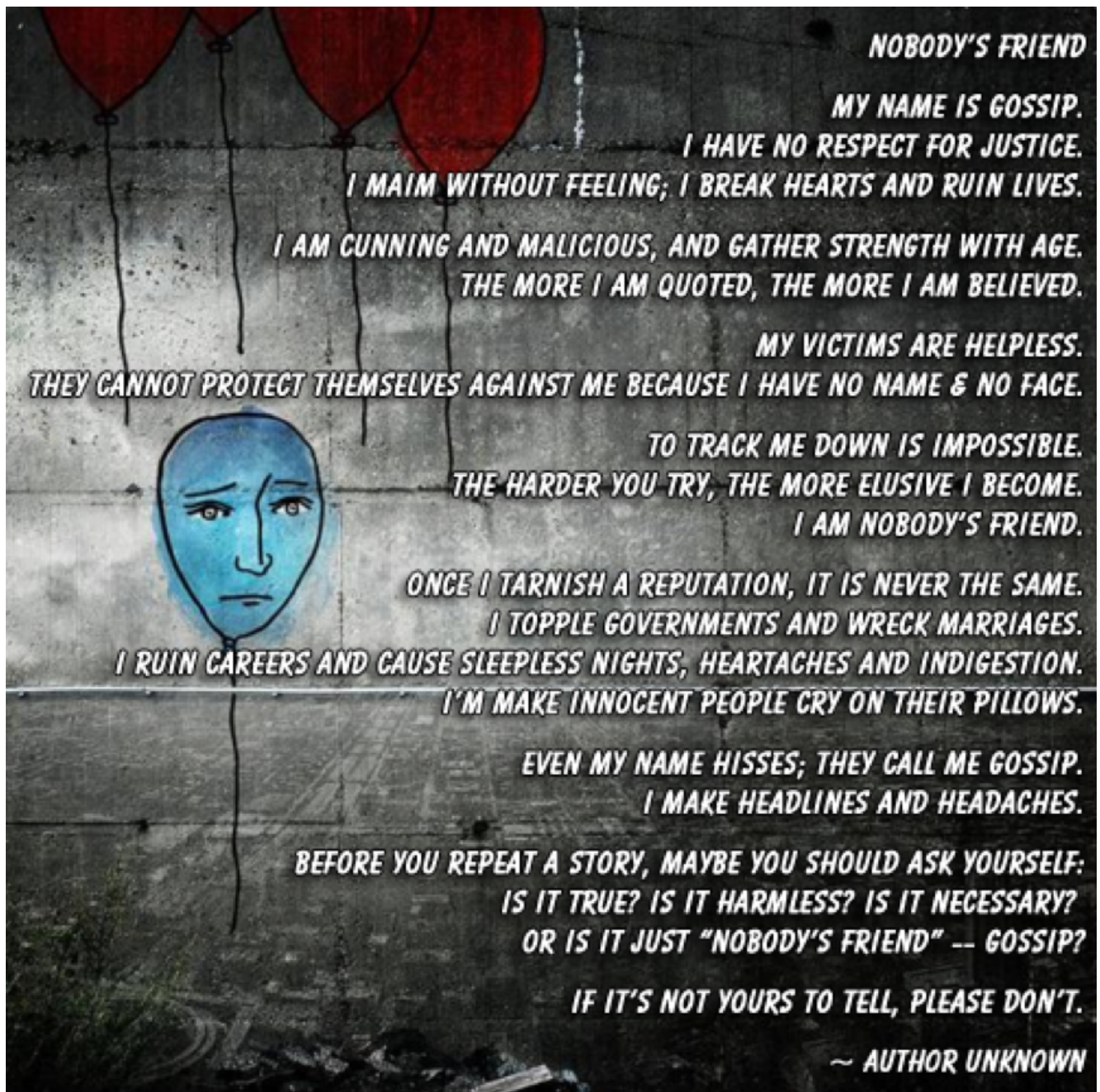
Purpose:

Gossip is a toxic cloud that spreads darkness around the globe and runs rampant in schools and communities. Creating a culture of respect is vital to ensure learners feel safe and like they belong. So, let's build a 40 Day No Gossip Campaign

to empower students, teachers, administrators and families to stand for respect.

Lesson:

- Independent (3 mins)
 - Write about a time you have heard, been part of, or were gossiped about in school or on social media.
 - How did it make you feel?
 - Write one feeling on a sticky note and add it to the whiteboard or post on social media: Instagram/Twitter/Facebook #NoGossip #CHARACTERCOUNTS
- Vocabulary (2mins): What do these words mean? (Optional)
 - Gossip
 - Maim
 - Tarnish
 - Elusive
- Productive Group Work (10mins):
 - Read the poem (or print image of poem below)
 - List the attributes and impact of *gossip* you find?
 - What are some respectful statements you can use to stop gossip you might hear?
 - Make a plan about how your group will spread the #NoGossip



- Whole Group Discussion (3 mins):
 - How can showing respect to others stop gossiping behavior?
 - What will your group do to spread the #NoGossip?
- Reflection Journal (Independent task 2 mins)
 - Post on social media and/or in planner
 - #NoGossip #CHARACTERCOUNTS! #Respect

**Family
Connection**

- Tech Support
 - Friend your child and follow their social media profiles
 - Share out a social media post as a family with #NoGossip #CHARACTERCOUNTS!
- Pillar Time
 - Share ways to stop gossip in your household
 - Practice ways to lovingly hold one another accountable to no gossip
 - Invite extended family to join your family in the #NoGossip #CHARACTERCOUNTS!
- Dinner Discussion
 - What is harmful about gossip?
 - How is gossip disrespectful?
 - What feelings do you associate with gossip?

Learn more about character education.

Nine Habits of Empathetic Children

Did you know that empathetic children share nine habits that they developed? Empathy can be cultivated and we have work to do. Here are the 9 habits of empathetic children.