

Return to Learn: Respect

Every school stakeholder – students, parents, educators, and administrators – have a key role in the success of each school year. How well these stakeholders work together and treat each other with respect ultimately determines how successful the year will be.

A Compact for Excellence is a simple tool to help groups of people agree on what they need to do in order to do their best work and treat each other with care and respect. To use a Compact, create a list of expectations (see sample below) that outline what every stakeholder needs to do in order to ensure their best work can be done and everyone is treated well.

Then, ask all stakeholders the following questions:

1. Is there anything else that needs to be added to this list?
2. Is there anything that needs to be clarified?
3. Is there anything that you cannot or will not do?
4. Do we agree to work with these guidelines?

COMPACT FOR EXCELLENCE

In order to do our **best work** and treat each other with **respect and care**,
we each agree to/not to:

- » 1) Assume best intentions – everyone is doing their best to make the right decision in a constantly changing situation
- » 2) Focus on both academic growth and student mental health
- » 3) Maintain clear and open lines of communication
- » 4) Prioritize health and safety by following current guidelines
- »



Adapted from Lickona & Davidson (2005).

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Respect for Educators: At the beginning of each school year, educators set classroom rules and expectations. This year is no different, but due to the COVID-19 pandemic you may need to update these expectations to address online learning, following health guidelines at school, or even create a Compact with parents and families so all stakeholders have clear guidelines for how everyone can do their best work and treat each other with care and respect.

Respect for Students: Whether working at home, in school, or in a hybrid setting, think about what is needed for you to do your best work and treat others well (teachers, parents, siblings, other students, etc.). Create a Compact for Excellence that outlines what all parties agree to do in order to do your best work and treat each other well, no matter the environment. You can also create a Compact with your group before beginning a new group project.

Respect for Families: Create a Compact for Excellence with your children that outlines how you will work together to ensure that everyone can do their work effectively and treat each other well. Agreements could be: 15-minute active break for every 60 minutes of work, only engage on social media during breaks, negotiate who utilizes work spaces (at home), maintain social distance and wear a mask (if back at school), and so on.

Download a Compact for Excellence

Learn more about character education.

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.

Making Good Decisions in Tough Times



We all make countless decisions every day. Should you wear a face mask while out in public? Attend a social justice protest? Confront someone you disagree with?

Some of these decisions have relatively minor consequences (good or bad), while other decisions could have significant implications for us and others. A tool like the Character-in-Action Checklist (below) can help you navigate complicated choices and make the right decision.

When making a decision, ask yourself:

- Will my words and actions be honest, sincere, and reliable?
- If the situation was reversed, is this how I would hope to be treated?
- What are the consequences of my words and actions if I make this choice?
- Is my decision fair to everyone involved in and affected by my actions?
- Is my decision expressing compassion and kindness?

- Would I want to live in a world where everyone makes this choice?

Not every decision will align with each of the Six Pillars of Character. They can come into conflict with each other and even themselves. For example, sometimes the right decision isn't fair to everyone involved. However, by identifying that a decision may not be fair, you can address the issue, explain why you made the decision, and provide support to those who perceive the decision as unfair. Or, sometimes the right choice may be contrary to a previous commitment, thus not in alignment with the trustworthiness test. Knowing this can help you determine how to honor your word when your decision doesn't allow you to keep your word.

We're facing troubling times and we can all contribute to the greater good by making sound decisions that reflect our best selves.

CHARACTER-IN-ACTION CHECKLIST: SIX PILLARS



When faced with a choice or dilemma, consider the following:

Would my decisions pass each of these tests?	Yes	No
Trustworthiness Test: Would my words and actions be honest, sincere, and reliable?	<input type="checkbox"/>	<input type="checkbox"/>
Respect Test: If the situation was reversed, is this how I would want to be treated?	<input type="checkbox"/>	<input type="checkbox"/>
Responsibility Test: What would be the consequences of my words and actions and would I do the right thing?	<input type="checkbox"/>	<input type="checkbox"/>
Fairness Test: Would this be fair to everybody involved in and affected by my actions?	<input type="checkbox"/>	<input type="checkbox"/>
Caring Test: Would my words and actions express compassion and kindness?	<input type="checkbox"/>	<input type="checkbox"/>
Citizenship Test: Would I want to live in a world where everybody did this?	<input type="checkbox"/>	<input type="checkbox"/>

What if it's still not clear what to do?

1. Stop!
2. Think it over some more.
3. Seek additional insight from individuals whose integrity you respect.

Adapted from Lickona & Davidson (2005).

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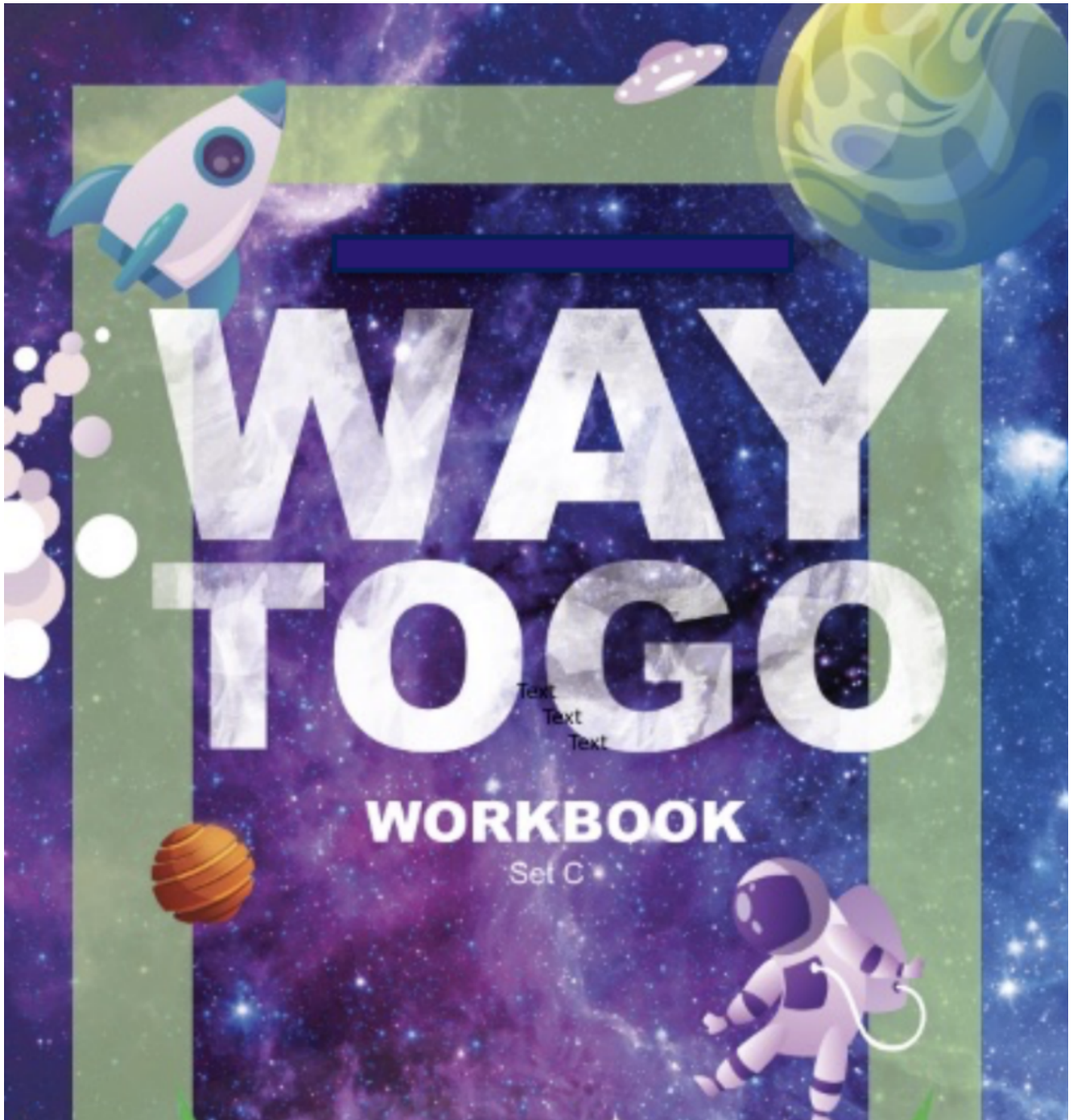
Character During Crisis

We are living through challenging and turbulent times. Americans are facing an international health pandemic, financial uncertainty, racial tensions, and civil unrest. It can be easy to feel helpless – wondering what possible impact someone like me can have on such great problems?

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.

Way To Go Lesson Plans



CC! can help schools with a resource to provide online lessons for use during this time that schools are closed.

Teachers can share with students a 10-12 minute lesson incorporating compelling images, quotations and thought-provoking short writing and discussion activities that focus on each of the three core domains of student development: academic, social/emotional and character.

We are providing a number of these lessons free to any teacher that would like to incorporate character into their online

learning experiences.

Elementary School Way To Go Lessons

Middle School Way to Go Lessons

High School Way to Go Lessons

Learn more about character education.

Small Acts of Kindness and Citizenship (Grades 6-12)

Students can learn how to model good citizenship in the way they care for the members of their school. Students will develop tangible habits that show how to increase awareness of citizenship and good character. This lesson will explore ways to support the citizens and take care of the community of learners within the building.

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.

The Six Pillars of Character and the Holidays



As we gather around those who are most important to us this holiday season, we should keep in mind the Six Pillars of Character. Each Pillar can offer a new way to spread holiday cheer and joy to friends, family, coworkers, neighbors and even strangers.

Trustworthiness It can take a lot for us to put our trust in someone and for someone to trust us, and the holiday season is a great time to work on building trust. The most simple and straightforward way to build trust is to keep your word. If you say you'll do something, do it. If you make a promise, keep it. During the holidays, we often count on one another to get the gifts, make the food, send the cards out or put up the

decorations. By keeping track of and completing your holiday responsibilities you become dependable and build trust. Trust can even be built by inviting new people to your holiday gatherings, cooking a dish for a family in need or shoveling snow for a neighbor.

Respect Sometimes respect can get lost in the shuffle of the hectic holidays. When we are in crowded stores it can be easy to get frustrated with store employees or other shoppers. We need to remember that we are all doing our best, but sometimes stress can get the best of us. In these times, we should remember to always treat others how we would want to be treated. Being kind and forgiving to overworked retail employees, letting a busy family go ahead of us in line or using reusable shopping bags shows that we have respect for those around us and the environment. The holidays are all about being grateful, so show those around you that you respect them by following the golden rule.

Responsibility If you're the one hosting a holiday gathering, you have a lot of responsibility on your shoulders. Always keep your word and do what you said you were going to do, but don't be afraid to ask for help. If you need friends or family to bring a dish, help you clean up or watch your kids or pets, reach out to them. This can help you meet your responsibilities, but also help show you how responsible others in your life are.

Fairness It's always the thought that counts. The holidays are not about comparing gifts that you have given or received. The holidays should be focused on celebrating the relationships of those closest to us. It can be easy to get caught up in the material things and the gift-giving, but making sure that we treat those around us with fairness should be at the forefront of our minds.

Caring There are countless ways that we can show that we care this holiday season. We usually show that we care by giving

gifts to our loved ones, but we can show that we care in other ways as well. By donating our unused clothing, donating blood, cooking for a family in need or simply sending holiday cards we can show that we are thinking about all members of our community. For those that don't have close families or don't have the means to buy gifts, the holidays can be a difficult time. So, let's show them that we care and want them to have a merry holiday season.

Citizenship The holidays are a great time to show that we are dedicated citizens. One of the best and easiest ways we can do this is by supporting local businesses and local restaurants. We can show our support of our communities if we do our holiday shopping at local stores that are run by our neighbors. Going to events put on around the neighborhood is also important. Whether it's a craft fair, a holiday light show or an ice skating event, we can connect with members of our community while supporting those who make our communities so special.

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.