

# Character and Life Skills: Respect

## Lesson Title: Introducing My Friend

### Grade Level: 3-5



#### Project and Purpose

Students create a unique fictional character that is unlike them in at least two ways to practice respecting others' uniqueness.

#### Essential Question

How do we show respect for others' similarities and differences?

## Materials

- White board or chart paper
- **Introducing My Friend** worksheet (copy for every student)
- Crayons or markers

## Procedure

### Introduction

1. Ask students to define the word "respect".
2. Introduce today's activity. Say: We will be practicing respecting others' similarities and differences.

### Direct Instruction (I do)

1. Write the word "unique" on the white board or a piece of chart paper.
2. Define the word unique. (*definition: being the only one; have a distinctive characteristic that does not seem to be evident in anyone else*)
3. Tell students you are going to write a list of traits that describe you. These traits should be physical, social, and cultural.
4. Start writing descriptive traits on the board or chart paper that describe you.  
Examples:
  - Physical: Brown hair, blue eyes, 5'6", small feet, broad shoulders
  - Social: like to read, take Greek dancing lessons, don't like hamburgers
  - Cultural: **\*\*any family customs or traditions\*\***

## Guided Exploration (We do)

1. Have students brainstorm traits in all three categories that describe themselves for one minute.
2. Call on a few students to share responses aloud and add them to the board/chart paper.
3. Discuss with students: What does this list of traits tell us about our classroom? How are we similar? How are we different?
4. Showing respect for someone who is the same as you are is easy. How do we show respect for each other's differences? What are some of the words we say and the actions we do to show respect?

## Independent Practice (You do)

1. Distribute the **Introducing My Friend** worksheet to each student.
2. Explain that students are to draw a unique individual by adding physical characteristics, clothes, interests, and cultural traditions to their body outlines. Remind them to reference the list we created together for inspiration.
3. Encourage students to create individuals who are unlike them in at least two ways.
4. Allow time for students to decorate their body outlines using crayons or markers. Once each student finishes their drawing, instruct them to give their unique individual a name and autograph their drawing with their one-of-a-kind signature.

## Conclusion

Have students pair with a partner and share about their unique individual. Call on a few pairs to share their drawings aloud. Ask students to list things they could say and actions they could do to show respect for each of the characters. Discuss with the class why it is important to respect other's uniqueness.

## Vocabulary

### respect (n.)

**Definition:** valuing others; honoring differences; admiration for someone, especially because of his or her personal qualities, knowledge or skill

**Context:** Ophelia gained the respect and admiration of her classmates when she won the statewide spelling bee competition.

### unique (adj.)

**Definition:** unusually good and special; being the only one of its kind

**Context:** No two people are exactly the same, making each person unique.

### difference (n.)

**Definition:** a way in which two or more items or people are not like each other

**Context:** Alexandra and Burke remain best friends despite their differences, which include gender, race and age.

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**Activity: Introducing My Friend**  
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My Name

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My Friend's Name

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