

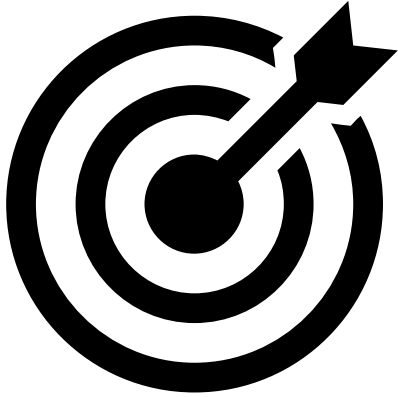
How I show respect

	Always	Mostly	Sometimes	Rarely	Never
I use the words please and thank you					
I help keep my bedroom tidy					
I share my toys with others					
I ask other children to play if they look lonely					
I help my teacher to keep our classroom tidy					
I am kind to other people					
If I see someone being unkind at school, I tell an adult straight away					
I don't judge people before getting to know them					
I pick up litter, even if it's not mine					
I tell the truth					
I try my best at school					
I do chores at home					

Respect - My top 3

1	2	3
This is important because	This is important because	This is important because

Respect - My goal for this term



Date:	Date:	Date:
Me:	Me:	Me:
My teacher:	My teacher:	My teacher:

Teacher tips:

Note: Step 4 may be quite challenging for some young students or for students with very low self-esteem.

Step 1 – Students complete the **how I show respect** worksheet individually, encourage students to be honest in their answers. It might be useful for the teacher to model this first. Students may have a need to please and therefore tick always for everything, remind students that no one is perfect all the time and it is OK to tick other boxes.

Step 2 – Have a brief discussion (remembering to show sensitivity to students who may not want to discuss their answers) The following questions might prompt discussion:

Why is it sometimes difficult to do the right thing?

How does it make you feel when you

How might it make others feel when you.....?

When was the last time you.....?

Step 3 – Ask students to consider what they feel are the most important things they can do to show respect. They can choose actions that are not on the original list. Students should discuss this in small groups. Once this has been explored verbally, students record their **top 3** on the worksheet provided. Allow for individual feedback.

Step 4 – Ask students to think about what they need to improve, in terms of how they respect others. This might be quite challenging for some students as they might not wish to show any flaws. Remind students that everyone is human and can't be perfect all the time, remind students that by thinking about how they could be even more respectful, this is showing a good sense of character and should be praised.

You may wish to hand out post it notes so that students can anomalously write their answer before sticking this on the board, these could then be read out and praised to encourage student participation.

Finally, the student writes their goal into the box on **my goal for this term** worksheet. These can be kept by the teacher and at 3 points during that half term, the teacher has a check in with the student to see how they are getting on, this allows the student to take time out to reflect on their personal behaviour. Both the teacher and student can make notes.

At the end of the term, students should be congratulated for the work they have done around personal respect and making positive behaviour choices.