



Students work in small groups to write a song or rap about what it truly feels like to be “RESPECTED” and to “SHOW RESPECT” to others, inspired by Aretha Franklin’s famous song, “R.E.S.P.E.C.T.”



Pencils or pens; Blank or lined paper; YouTube video of Aretha Franklin’s live performance of R.E.S.P.E.C.T. (<https://www.youtube.com/watch?v=EcGjZHvD5q4>, 3 mins; optional).

Total Prep Time: 5 mins.



As this is the second Monday of the month, please consider sharing or re-sharing the Monthly Kick-Off activity, and if appropriate, video at www.everymondaymatters.org. Additionally, a three-minute recap of the previous weeks may add extra context to this week and help connect the dots around the monthly theme.

4 C's	SOCIAL & EMOTIONAL LEARNING	SERVICE LEARNING
• Critical thinking	• Self-awareness	• Integrated learning
• Communication	• Self-management	• High quality service
• Collaboration	• Social-awareness	• Collaboration
• Creativity	• Relationship skills	• Student voice
	• Responsible decision-making	• Civic responsibility
		• Reflection
		• Evaluation

GOALS FOR THE WEEK

- Identify how it looks, sounds, and feels to give and receive “RESPECT”
- Practice fostering and “SHOWING RESPECT,” even when it is challenging to do
- Discover how “SHOWING RESPECT” can enhance our own sense of connection, community, and joy
- Understand how “SHOWING RESPECT” is an important part of this month’s theme, “MONDAY GETS HONORABLE”



STUDENT ACTIVITY:

“R.E.S.P.E.C.T.”

1) SHARE THE NAME OF THIS ACTIVITY WITH STUDENTS: “R.E.S.P.E.C.T.”

2) ASK 1-3 QUESTIONS FROM THE LIST BELOW TO WARM STUDENTS UP ON THE ACTIVITY’S FOCUS:

***NOTE:** *Choose questions appropriate to your students’ ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **What is “RESPECT”?**
 - Answer: Regard for the feelings, wishes, rights, or traditions of others
- **What are some ways you can “SHOW RESPECT”?**
- **What does it feel like when you “SHOW” someone “RESPECT”?**
- **What does it feel like when someone “SHOWS” you “RESPECT”?**
- **How does it feel when someone does not “RESPECT” you?**
- **What does it feel like when you do not “RESPECT” someone else?**
- **Who has heard Aretha Franklin’s song, “R.E.S.P.E.C.T.”?**
- **What are the lyrics of “R.E.S.P.E.C.T.” about?**
 - Answer: They are about “RESPECTING” people
- **Why do you think Aretha Franklin’s song, “R.E.S.P.E.C.T.” has remained so famous for so many decades?**
- **What would you include in a song or rap about “RESPECT”?**
- **Do you think working with a group to write and perform your own song or rap about “RESPECT” would help you learn a little more about what it means to “SHOW RESPECT”?**
- **How might learning more about how to “SHOW RESPECT” help you brainstorm ways to “GET HONORABLE”?**
- **How might creating a song or rap about “SHOWING RESPECT” and “GETTING HONORABLE” help you remember that WE all MATTER?**

3) SET UP THE “R.E.S.P.E.C.T.” ACTIVITY:

- **Explain:**
 - Aretha Franklin is a famous singer and is known as the “Queen of Soul”
 - One of her most famous songs is all about “RESPECT” and it is called “R.E.S.P.E.C.T.”
 - Today, we’re going to get inspired by Aretha Franklin’s song and write a song or rap about what it feels like to be “RESPECTED” and to “SHOW RESPECT” to others
- **Ask:**
 - Have you ever written a song or rap before?
 - Are you ready to learn more about “RESPECT” by writing a song or rap about it?

4) START THE “R.E.S.P.E.C.T.” ACTIVITY:

- **Watch the YouTube video Aretha Franklin’s live performance of R.E.S.P.E.C.T. so students have a reference point (<https://www.youtube.com/watch?v=EcGjZHvD5q4>, 3 mins; optional)**
- **Then, divide students into groups of 2-6 and distribute paper and pencils or pens to each group**
- **Explain:**
 - In just a moment, you and your group will work together to write a song or a rap about “RESPECT”
 - It can sound however you want, just make sure to include what “RESPECT” is, what it feels like to “SHOW RESPECT,” what it feels like to receive “RESPECT,” and why “RESPECT” is important
- **Make sure students understand the instructions and ask them to begin**
- **While students are working, circulate and support as helpful and necessary**
- **Allow up to 10 minutes for students to discuss and write their song or rap**
- **When time is up, as for a group or two to volunteer to share out their song or rap to the group**
- **If more time allows, see the “Extension Ideas” sections for ideas on how students can perform and share their songs and raps even further**

5) AFTER THE ACTIVITY, ASK 1-3 OF THE FOLLOWING QUESTIONS TO HELP STUDENTS REFLECT ON WHAT THEY'VE ACCOMPLISHED AND HOW THEY CAN TAKE THIS FORWARD:

***NOTE:** *Choose questions appropriate to your students' ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- Did you enjoy writing your song or rap today?
 - What are some things you included in your song or rap about “RESPECT”?
 - Did you learn anything about “RESPECT” from your classmates’ ideas, raps, or songs?
 - What did you learn?
 - If you could share your song or rap with others, what do you hope they would learn about “RESPECT”?
 - What do you hope they would put into action in their own lives based on your song?
 - Did working with your group inspire you to start “SHOWING RESPECT” in new and creative ways?
 - How will you prioritize “SHOWING RESPECT” going forward?
 - Did you learn any ways to ask for “RESPECT” from others, like Aretha Franklin does in her song?
 - How will you “SHOW RESPECT” to yourself going forward?
 - Do you plan to share your “RESPECT” song or rap with friends and family outside of class?
 - How might sharing your “RESPECT” song or rap enhance your sense of self-respect, joy, and community?
 - How does “SHOWING RESPECT” help you “GET HONORABLE”?
 - How did you remember that you and others MATTER in this activity?
- 6) THANK STUDENTS FOR CREATING THEIR “R.E.S.P.E.C.T.” SONG OR RAP TODAY, AND FOR SHARING THEIR IDEAS AND REFLECTIONS WITH THE CLASS. REMIND STUDENTS THAT EVERYONE WANTS TO FEEL “RESPECT” AND TO GIVE IT AS MUCH AS POSSIBLE TO OTHERS.**
- 7) ENCOURAGE STUDENTS TO SHARE THEIR “R.E.S.P.E.C.T.” SONGS OR RAPS WITH THEIR FAMILY AND FRIENDS, AND TO DISCUSS WITH THEIR FAMILY AND FRIENDS WHAT “RESPECT” MEANS TO THEM.**
- 8) CONTINUE EXPLORING HOW TO “SHOW RESPECT” BY LEADING ONE OR MORE OF THE FOLLOWING EXTENSION IDEAS.**



EXTENSION IDEAS:

DO ONE OR MORE OF THESE EXTENSION IDEAS TO BRING THE LESSON FROM 15 MINUTES TO 30 MINUTES OR MORE.

- 1) Student Performances:** Make time throughout the week for students to perform their songs and raps for the rest of the class. Make sure students are “RESPECTING” their fellow classmates as they perform and find ways to cheer each other on.
- 2) Music Videos:** Work with students over the next week or month to create and perform a live or recorded music video of their “R.E.S.P.E.C.T.” songs and raps. When all are finished, screen them for students and cheer each other on.
- 3) Lip Sync:** Have students watch the video of Aretha Franklin’s live performance of R.E.S.P.E.C.T. and perform their own silly, lip-syncing rendition of the song (<https://www.youtube.com/watch?v=EcGjZHvD5q4>).

**“WE ALL REQUIRE AND WANT RESPECT,
MAN OR WOMAN, BLACK OR WHITE.
IT'S OUR BASIC HUMAN RIGHT.”**

- ARETHA FRANKLIN