



Students play a game to see who can become “Rich in Respect” the fastest.



Pencils or pens; Two copies of the “Rich in Respect” Handouts for each student, cut up and ready to use, or pieces of paper for students to cut or tear up (see special note below); Scissors.

Total Prep Time: 10 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](http://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.

**SPECIAL NOTE:** If you prefer not to print the “Rich in Respect” handouts, you or your students can cut or tear small pieces of paper to use as fake “Rich in Respect” money.

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:** **“RICH IN RESPECT”**

### **1) SHARE THE NAME OF THIS ACTIVITY WITH STUDENTS: “RICH IN RESPECT”**

### **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 does it mean to be “RICH”?**
  - Answer: Having a lot of money or things
- **Do you think you can be “RICH IN RESPECT”?**
- **What might it mean to be “RICH IN RESPECT”?**
- **Have you ever felt “RICH IN RESPECT”?**
- **If you were “RICH IN RESPECT,” how might you feel?**
  - How would you make others feel?
- **Have you ever met someone who is “RICH IN RESPECT”?**
  - What were they like?
- **How might someone become “RICH IN RESPECT”?**
- **What is the opposite of feeling and acting “RICH IN RESPECT”?**
- **What could you start doing today to become “RICH IN RESPECT”?**
- **How might becoming “RICH IN RESPECT” help you to “GET HONORABLE”?**
- **How can being “RICH IN RESPECT” help you connect with how much YOU and others MATTER?**

### **3) SET UP THE “RICH IN RESPECT” ACTIVITY:**

- **Explain:**
  - When we “SHOW RESPECT” to others and act with integrity, we are acting in a really “HONORABLE” way
  - The more “RESPECT” that we “SHOW” others, the “RICHER” we are in “RESPECT”
  - It’s important to find ways to “SHOW RESPECT” to others and be “RICH IN RESPECT” in our own lives
  - Because the “RICHER” in “RESPECT” that we all are, the more others know that they MATTER, which makes a stronger, happier, and more “HONORABLE” world
- **Ask:**
  - How “RICH IN RESPECT” do you think you are?
  - Are you ready to learn how you can be even more “RICH IN RESPECT”?

### **4) START THE “RICH IN RESPECT” ACTIVITY:**

- **Distribute pencils or pens and cut-up “Rich in Respect” handouts to each student**
  - Or, distribute pieces of paper, either cut up already or ask students to quickly tear or cut up with scissors
- **Explain:**
  - Today, we’re going to play a game to see who can earn the most “money” to show that they’re “RICH IN RESPECT”
  - In just a moment, each person will write down as many actions as they can that earn “RESPECT”
  - On each piece of fake money, you will write one action that earns “RESPECT”
  - You can write actions you have done yourself, actions you have witnessed others do, or any action you can think of that would earn “RESPECT”
  - When time is up, you will each count your money to see who is the “RICHEST IN RESPECT”
- **Tell students that this game is all about brainstorming actions that earn “RESPECT” by acting with integrity and “HONOR,” as well as “SHOWING RESPECT” to earn “RESPECT”**
- **Make sure students understand the instructions, and remind students that they will be writing as many actions that earn “RESPECT” as possible on their “money” before time is up**

- Then, set a timer for 2-5 minutes (depending on student ability and engagement) and ask them to begin
- While students are working, circulate to support as helpful and necessary
- When time is up, instruct students to count their “RESPECT” money to see who is the “RICHEST IN RESPECT”
- Then, have students take turns sharing their list of actions (like in Scattegories)
  - Have students cross out all duplicate answers to see who has the most unique ideas and discover who is the most uniquely “RICH IN RESEPECT”
- If time remains, see the “Extension Ideas” section to play multiple rounds with a focus on celebrities, politicians, classmates, and personal actions that earn “RESPECT”

**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.*

- What was it like to come up with ideas to be “RICH IN RESPECT”?
- How many unique ideas did you come up with?
- Do you feel “RICH IN RESPECT” after this activity?
- Did you think of some new ways to earn and “SHOW RESPECT” that you never thought of before?
  - Or, did you learn some new ideas from your classmates on how you can “SHOW RESPECT”?
- Did this activity change your perspective on what it means to “SHOW” or earn “RESPECT”?
  - How so?
- Was there anything challenging about this activity?
  - Why was this challenging?
- What was the most unexpected or important lesson you took away from this activity?
- How will you use what you learned today to “SHOW RESPECT” to others?
- How do you plan to use your words, actions, or general presence to become “RICH IN RESPECT” in the future?
- How would your life change if your primary goal was to become “RICH IN RESPECT”?
- How would becoming “RICH IN RESPECT” enhance your sense of community, joy, and self-respect?
- How might becoming “RICH IN RESPECT” help you become the best version of yourself?
- How will striving to be “RICH IN RESPECT” help you “GET HONORABLE”?
- How will it help you remember that YOU and others MATTER?

**6) THANK STUDENTS FOR PLAYING “RICH IN RESPECT” TODAY AND FOR SHARING THEIR IDEAS AND REFLECTIONS WITH THE CLASS. REMIND STUDENTS THAT EARNING “RESPECT” MEANS SHOWING THE “RESPECT” THEY WANT TO RECEIVE THEMSELVES. IT ALSO MEANS ACTING WITH “HONOR” AND INTEGRITY WHETHER OR NOT ANYONE ELSE IS WATCHING.**

**7) ENCOURAGE STUDENTS TO SHARE THEIR “RICH IN RESPECT” MONEY AND IDEAS WITH FRIENDS AND FAMILY. REMIND STUDENTS TO EARN “RESPECT” BY “SHOWING RESPECT” TO OTHERS IN THE WAY THEY THEMSELVES WANT TO BE “RESPECTED.”**



## EXTENSION IDEAS:

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

- 1) Challenge Round:** In an additional round to the original game, have students write ways they personally strive to earn “RESPECT” when interacting with people and situations that they normally judge, feel superior to, or do not “RESPECT.”
- 2) Community Round:** In an additional round to the original game, have students write how specific classmates, teachers, school staff, and/or community members have earned their “RESPECT.”
- 3) Celebrity Round:** In an additional round to the original game, have students write how specific politicians, actors, athletes, musicians, and other pop culture icons have earned their “RESPECT.”
- 4) History Round:** In an additional round to the original game, have students write how specific historical figures have earned their “RESPECT.”
- 5) “Get Rich Quick” Challenge:** On their “Rich in Respect” dollars, have students write specific ways that they personally can earn “RESPECT” in the upcoming days and weeks. Then, for the rest of the month or year, students can meet with the teacher to collect their dollar(s) whenever they perform one of their actions to earn “RESPECT.”
- 6) Peer-to-Peer Payments:** For the rest of the month or year, whenever students witness their classmates doing something that earns their “RESPECT,” they can fill in and give out a “Rich in Respect” dollar to reward classmates for their specific “RESPECTFUL” action.

**“ MAKE IMPROVEMENTS,  
NOT EXCUSES. SEEK RESPECT,  
NOT ATTENTION. ”**

- ROY T. BENNETT

# RICH IN RESPECT



## SHOW RESPECT

Cut into eight pieces and give at least 16 (2 pages total) to each student.

Rich in Respect

WRITE ONE ACTION THAT EARNS RESPECT.

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EARN RESPECT:

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