



Students Rebuild Water Challenge

Curriculum



charity: water

students
rebuild

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Curriculum



The Students Rebuild Water Challenge, in partnership with charity: water and Global Nomads Group, will help to bring clean, safe drinking water to those who need it most. This brief curriculum will introduce your students to the international water crisis and the ways they can get involved in making a difference.

“ We never know the worth of water till the well is dry.”

—Thomas Fuller

Subjects: Earth Science, Health, Social Studies, Art

Time: Three days to complete

Common Core State Standards English Language Arts:

1. Speaking and Listening: Comprehension and Collaboration (SL.9-10.1, SL.11-12.1)
2. Writing: Research to Build and Present Knowledge (WHST.6-8.7, W.9-10.7, W.11-12.7)

National Council for Social Studies' National Curriculum Standards Middle and High School:

1. Understand that science, technology, and their consequences are unevenly available across the globe.
2. Use diverse types of media technology to read, write, create and review a variety of messages.
3. Understand that the solutions to global issues may involve individual decisions and actions, but require national and international approaches.
4. Understand that individuals, organizations, nations, and international entities can work to increase positive effects of global connections and address the negative impacts of global issues.
5. Identify concerns, issues, conflicts, and possible resolutions related to universal human rights issues.

Students Rebuild Water Challenge

Curriculum

4-3

	ACTIVITY	ESTIMATED TIME
LEARN	Acquiring Background Knowledge	
	Activity 1: The Global Water Crisis	45 minutes
	Activity 2: Water Walk	45 minutes
	Activity 3: Taking a Closer Look— Tanzania Case Study/Calculate Personal Water Use	45 minutes
	Activity 4 (Optional): Webcast	60 minutes
ACT	Take the Challenge! Activity 1: Make Beads Download Student Toolkit	60 minutes
REFLECT	Share Your Message!	20 minutes

LEARN

The Global Water Crisis

Overview

Water: it's life's most basic need. But there's a water crisis in our world. It has many complex parts that are all related: drinking water scarcity, food insecurity, declining ocean health, gender inequality, and climate change— just to name a few.

Nearly 800 million people in the world live without clean water. Unsafe water and lack of basic sanitation kill more people each year than all forms of violence combined-- including war. **The water crisis is extensive, but we can face it together.** And you can be part of the solution.

Activity 1: The Global Water Crisis

1. Watch the video, "Water Changes Everything."

www.youtube.com/watch?v=VieZ3hqztIE&feature=c4-overview-vl&list=PLtaayxEPf2h4zsZsX6yBdQsaRi9Gr0bGR.

2. Use the video and your background knowledge to answer the following questions:

- Approximately how many people live without clean drinking water?

Students Rebuild Water Challenge

Curriculum



- b. Where is the water crisis occurring?
- c. What is impacted by the water crisis?
- d. What are some examples of things that women and children miss out on by spending time gathering water?
- e. What makes the walk to get water challenging?
- f. What could happen if someone drinks contaminated water?
- g. Who is most affected by germs from dirty drinking water?
- h. What are solutions to the water crisis?

For older students:

- i. Why are so many developing nations experiencing a water crisis at the moment?
- j. What social and environmental factors do you think are contributing to the global water crisis?

*Visit <http://pulitzercenter.org/downstream> to learn more.

J. Further reflection (for discussion or written response):

- a. Several trans-national organizations, including the United Nations and The World Bank, are currently addressing the water crisis. Select one to research and report out on how they are tackling this issue.
- b. Look up recent articles on water filtrations systems and other water innovations currently being developed and used in the field. What new systems and innovations seem the most promising, and most practical, to be used in the nations currently suffering the water crisis?

Students Rebuild Water Challenge

Curriculum

4-5

Water Walk¹

ALMOST ONE BILLION PEOPLE ON THE PLANET DON'T HAVE ACCESS TO SAFE AND CLEAN DRINKING WATER.

THIS IS A JERRY CAN. TO US IT SAYS "GASOLINE" BUT FOR THE ALMOST BILLION PEOPLE ON THE PLANET, THIS REPRESENTS WATER. IT WEIGHS 40 POUNDS WHEN FULL, AND PEOPLE ALL OVER THE WORLD WALK UP TO 3 HOURS EACH DAY CARRYING IT. THE WATER THEY BRING HOME TO THEIR FAMILIES OFTEN MAKES THEM SICK. WOMEN AND CHILDREN ARE RESPONSIBLE FOR THIS DAILY TASK, WHICH PREVENTS THE KIDS FROM GETTING AN EDUCATION, AND THE WOMEN FROM EARNING A MUCH NEEDED EXTRA INCOME. WE BELIEVE WATER IS A BASIC HUMAN RIGHT, AND WE'RE DOING SOMETHING ABOUT THAT. CHARITY: WATER IS A NON-PROFIT WORKING TO BRING CLEAN, SAFE DRINKING WATER TO PEOPLE IN DEVELOPING NATIONS. WE GIVE 100% OF THE MONEY RAISED TO DIRECT PROJECT COSTS, FUNDING SUSTAINABLE FRESHWATER SOLUTIONS FOR PEOPLE IN NEED.



20 PAPER BEADS GIVES ONE PERSON ACCESS TO CLEAN WATER.

START BY HELPING ONE. JOIN THE STUDENTSBUILD.ORG WATER CHALLENGE TO BENEFIT CHARITYWATER.ORG.

¹ Global Concerns Classroom, A Walk in Citoy's Shoes.

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Curriculum

4-6

Overview-

In this activity, students will take part in their own “Water Walk” to experience for themselves some of the difficulties their peers face on a daily basis when collecting clean water

Activity 2: Water Walk-

1. Explain to students that they will participate in an activity to learn how the water crisis affects women and children around the world. State the following:

“Almost one billion people on the planet don’t have access to safe and clean drinking water. This is a jerry can. To us it says ‘gasoline,’ but for almost a billion people on the planet, this represents water. It weighs **40 pounds** when full, and people all over the world walk up to three hours each day carrying water from its source to their homes. The water they bring home to their families often makes them sick. Women and children are responsible for this daily task, which prevents the kids from getting an education and the women from earning a much needed extra income.”

2. Students should find items in the classroom that weigh up to 40 pounds. Students can either bring in old [1 gallon] milk jugs or stack up books or miscellaneous items.
3. Bring students to a large space to set up a Water Walk. You can use your school’s gym, football field, or, for easier access, a long hallway.
4. Decide the distance students will be walking with the gallons of water and measure it out ahead of time. The distance you have the students walk will depend on how much time and space you have. Keep in mind that their peers typically walk up to three hours a day, so if the Water Walk lasts five minutes, be sure to frame the reality of the walk.
5. Divide the students into groups of three or four, depending on the class size. Inform them that their task is to walk the distance you have measured out and that they must carry the buckets or jugs full of water. Everyone in each group must participate (unless there are health restrictions).

Students Rebuild Water Challenge

Curriculum



6. Facilitate a discussion with your students using some of the following discussion questions:
 - a. What was our Water Walk meant to simulate?
 - b. What words would you use to describe the Water Walk?
 - c. Was it easier or more difficult than you expected?
 - d. If you were walking to collect water in a country facing a water crisis, what other challenges might you face?

Further Reflection: (for discussion or written response)

Read the story of water walker Helen Apio and answer the following:

www.charitywater.org/projects/stories/i-feel-beautiful-for-the-first-time

1. What issues factored into Helen's decisions about where to collect her water?
2. How does Helen decide where to use her water, and what uses does she prioritize?
 - a. Would you make the same decisions?
3. Self-esteem is an important part of our well-being as humans. Having access to clean water has improved and benefited Helen's self-esteem in many ways.
 - a. Give three examples of these benefits.
 - b. Are these similar or different to issues that you associate with your own self-esteem? Explain.

Students Rebuild Water Challenge

Curriculum

4-8



ABOUT TANZANIA

Population: 47,780,000

47% lack access to water

88% lack access to sanitation

33.4% live below poverty line

Tanzania Case Study

Overview

Tanzania is known for its beautiful parks, expansive lakes, and the soaring Mount Kilimanjaro-- the highest mountain in Africa. Tanzania is the largest country in East Africa and is home to over 46 million people.

Despite recent growth in its economy, Tanzania remains one of the world's poorest countries. Most of the country is too dry and scarce of water to support agriculture. It is one of many nations facing a water crisis. Although water issues affect the majority of the country, the problem is especially severe in northern Tanzania.

In northern Tanzania, water and sanitation systems in schools are either highly overburdened or non-existent. The region's lack of clean water, hygiene, and sanitation at schools is increasingly causing students to miss class or altogether abandon their education. Women and children spend up to four hours per day collecting water from sources likely to make them sick; in fact, roughly 200,000 children die each year after contracting waterborne diseases. And all that time women and children spend collecting water could be spent doing other work, attending school, or caring for families in other ways.

Activity 3: Calculate Personal Water Use

Have students use the below chart to estimate their daily water use.

Directions: Fill out column A with the number of times you do each action in one day. Then, multiply columns A and B to determine the estimated gallons of water you use per day for each activity. Place that answer in column C. Add the subtotals in column C, and write the final total in the box at the bottom right.

Students Rebuild Water Challenge

Curriculum

4-9



ACTION	NUMBER OF TIMES PER DAY	ESTIMATED AMOUNT OF WATER USED (GALLONS)	TOTAL GALLONS OF WATER USED EACH DAY FOR THIS TASK
Washing face/hands		1	
Taking a shower (standard shower head)		50	
Taking a shower (low flow shower head)		25	
Taking a bath		40	
Brushing teeth (water running)		2	
Brushing teeth (water turned off)		.25	
Flushing the toilet		4	
Shaving		1.5	
Drinking a glass of water		2	
Washing dishes by hand		.25	
Running a dishwasher		3	
Doing a load of laundry		30	
Watering lawn		300	
Washing car		50	
TOTAL	Add up all subtotals from Column C: _____		

I use _____ gallons of water each day.

The average African family uses five gallons of water each day. If you had access to only five gallons of water a day, how would you change the way you use water? Use the information from the above Personal Water Use Chart to determine what a day's worth of water usage would look like if you only had access to five gallons.

Students Rebuild Water Challenge

Curriculum



Further Reflection:

Watch Christiana Peppard's video, "Where We Get Our Fresh Water." <http://ed.ted.com/lessons/where-we-get-our-fresh-water-christiana-z-peppard>

Answer the following based on the video and suggested web resources:

1. There are three sources of fresh water on earth. What are these, and what percentages of fresh water do they each account for?
2. What sources of fresh water is charity: water, and soon- the Students Rebuild Water Challenge, helping communities in Tanzania access?
 - a. Visit www.charitywater.org/projects/completed-projects and locate Tanzania on the interactive map to find examples.
3. Select one of the water methods being used by charity: water in Tanzania for further investigation. How does this system work, and what source of fresh water does it specifically use? Does this water need to be filtered? Why or why not? Use the internet for assistance.
4. What percentage of over-all global water use does 'personal' water use actually account for?
5. According to Peppard's video, what uses the most fresh water globally, and why? Is this surprising? Please explain.
6. Based on your response to question five, what practices and innovations in this sector are necessary to reduce water use and preserve fresh water sources?

Activity 4: Webcasts (Optional)

Webcasts are special events live-streamed through the Internet from Tanzania. During the webcasts associated with the Students Rebuild Water Challenge, students will learn about the challenge, charity: water, and the global water crisis. Through a live-stream video and live chat function, youth participants will gain a better understanding of Tanzania's water issues and learn about the country's culture with guest experts from Concern Worldwide Tanzania and their Tanzanian peers. Three

Students Rebuild Water Challenge

Curriculum



webcasts will take place between January 2014 and October 2014 to highlight different stages of the Students Rebuild Water Challenge. Tentative schedules and information is below.

PREPARING FOR THE PROGRAM

If this is your first time viewing a Google Hangout On Air program, please review this FAQ for Connected Classrooms educators. As far as technology, be sure you have the following:

- Google+ account
- Reliable high-speed internet connection
- Projection system to display the Hangout On Air for students
- Webcam & Microphone

TENTATIVE EVENTS

- **Webcast 1 (winter 2014):** Introduction to the challenge: What is the Global Water Crisis and what can I do to help?
- **Webcast 2 (spring 2014):** Case Study- Tanzania: How are communities in Tanzania affected by the water crisis and what are they doing to respond?
- **Webcast 3 (fall 2014):** The outcomes of the SR challenge: The Bead Effect—How your beads funded 41 water projects in Tanzania

TENTATIVE PROGRAM OUTLINE

- **Segment 1: Introduction (5-7 minutes)**

GNG will introduce the topic and the participants. Feel free to introduce your school in the Q&A box with the following information: Name of School, State/Province, Country

- **Segment 2: Global Water Crisis (20 minutes)**

Staff from Concern Worldwide Tanzania and charity: water will explain the science and politics behind the current global water crisis. Tanzanian youth from areas impacted by charity: water projects will share their experiences dealing with this crisis.

Students Rebuild Water Challenge

Curriculum

4-12

- **Segment 3: Students Rebuild Water Challenge (20 minutes)**

Learn how you can make a difference by taking part in the Students Rebuild Water Challenge and how you can help bring clean, safe drinking water to the people who need it most.

- **Segment 4: Conclusion (5 minutes)**

A brief conclusion to the program.

ACT

The water crisis is extensive, but we can face it together. And you can be part of the solution. The Students Rebuild Water Challenge, in partnership with charity: water and Global Nomads Group, will help bring clean, safe drinking water to those who most need it.

Here's how: make a paper bead and mail it in to generate funding for water projects in Tanzania. Every 20 handmade beads will provide access to clean water for one person in a village. This school year, your handmade beads can provide clean water to over 16,000 Tanzanians because the Bezos Family Foundation, through Students Rebuild, will match your beads with funding for 41 water projects that serve schools and communities.

This will mean more than clean water— it will mean opportunity. Access to clean water not only allows people the freedom to go to school and get an education, but it also means less disease and more money for books and other needs.

Water affects everything: education, health, economic prosperity, and prospects for both women and children. It also affects you— even if you're not yet feeling the effects of the water crisis in your own backyard.

Take the Challenge now to help communities and schools in Tanzania get clean water and healthier communities! Take action. See change.



Students Rebuild Water Challenge

Curriculum



Watch this video to learn more: <http://youtube/BBIzb2tMGdg>

Download the STUDENT TOOLKIT and start making beads!

REFLECT

Read the following quotes and select one to reflect upon.

“Alone we can do so little, but together we can do so much.” – *Helen Keller*

“When we make something with our hands, it changes the way we feel, which changes the way we think, which changes the way we act.” – *Carl Wilkens*

How do these quotes relate to your experience participating in the Students Rebuild Water Challenge? You may write, discuss, draw, perform, or suggest another medium to express this relationship. Please be detailed, diligent and thoughtful in your responses.

Continue your conversation and share what you've done! Students Rebuild offers unique opportunities to directly connect with humanitarian staff, other Water Challenge participants, and young people in Tanzania through blogs, interactive programming, live webcasts, photo sharing, video, and more.

Share Your Voice

Take a picture of the bead(s) you created and share a message about why it's important to you to engage with this issue and take a stand against the water crisis. Students Rebuild has several social media channels you can use to share your message, including Facebook, Instagram, Google+, YouTube, Twitter, Pinterest, and Tumblr.



Becoming aware of the Japanese American Internment Camp Experience

Level

Elementary (Grades 2-8)

Objective

To help students become aware of, and sensitive to, the Japanese American internment camp experience. They will develop a sense of empathy by simulating the situations which Japanese American children faced.

Description

This set of lessons is divided into three parts. It requires writing and discussion.

Materials

Computer access to A More Perfect Union Web site,
<http://americanhistory.si.edu/perfectunion>

Method

Prior to the lesson, give no explanation of why or what students are doing. The lessons will be most effective if no background information is given. If students are curious, tell them they will find out later. Choose a few questions from the list in each section, or assign certain questions to different sections of the class.

In **Part I** (30 – 45 minutes), students will write lists of things we often take for granted—things Japanese Americans were often deprived of when they were interned.

Part II (30 – 45 minutes) calls for responses from students to situations similar to what Japanese Americans faced.

Part III (15 – 20 minutes) provides the teacher with a brief conclusion and a summary of the lesson.

PART I

Writing Exercise

Without explaining the purpose of this lesson, ask the students to do the following, allowing a few minutes for answering each question:

1. Write a list of all your possessions (including things like toothbrushes, underwear, etc.).
2. Write a list, by name, all the people you enjoy spending time with, or people you see regularly (family members and other relatives, friends, classmates, etc.).
3. Describe your daily routine, things you do regularly on a weekly or daily basis. (What, where, when, with whom do you do these things?)
4. Describe your bedroom. How big is it? Do you share it with anyone?

What is in it?

5. How far is it (minutes/seconds, feet/yards or number of steps, from your bedroom to: a) the bathroom; b) the kitchen; c) the dining room or place where you eat?
6. How long does it take you to get something to eat in your house?

Name some of your favorite foods.

7. What do you hear/see/smell outside the front door of your house?
8. Describe your pets, if you have any. Write something funny or interesting about your pet.

PART II

Discussion

Ask the students to respond to the following situations:

1. Imagine you were going away-you don't know where, how long or under what conditions. Out of the list you have made (in Question 1 of Part I), take anything you want and need, as long as you can carry them.

What would you take?

How would you feel?

Was it difficult/easy to decide what to take?

How would you feel about the things you had to leave behind?

2. Imagine that you will not be able to see any of those special people again (Question #2).

What would you do?

How would you feel?

Who will you miss the most and why?

3. You cannot take your pet with you where you are going.

What do you do with it?

How do you feel?

4. In your new "home" you smell horses and manure. You notice that a barbed wire fence surrounds the buildings you and other people like you live in. You see that you cannot get out.

What do you do or say?

How do you feel?

5. Your new "home" is one room, where all of your family must live. There are only some cots to sleep on, nothing else.

How do you feel?

How does your room feel/smell?

How do you feel about living in this room?

6. In your new "home" you cannot do any of the things you do regularly.

What things would you miss the most?

7. Imagine getting up in the morning. You have to go to the bathroom, but you have to walk about a half a block to get there.

Describe the bathroom. (100 people in your block of houses must use the same bathroom.)

How do you feel? Is it cold?

8. It's breakfast time, served exactly at 7 am. If you miss breakfast, you must wait until noon for any food. (You have no refrigerator, nor is there a store nearby.) You must walk outside your "house" again to the Mess Hall to eat. You have to wait in line, along with about half of the hundred people who live in your block of buildings. You have to eat what is served in the Mess Hall. This morning, it is the usual powdered eggs and powdered milk, or oatmeal mush.

What do you choose?

How does it taste?

PART III

Web Site Exploration and Discussion

1. Have students explore the Story Experience section of the More Perfect Union Web site (<http://www.americanhistory.si.edu/perfectunion>) concentrating especially on the "Removal" and "Internment" sections. Have students spend time clicking images reading the text panels, and listening to first-person audio clips in detail.

Students will now likely identify with the fact that Japanese Americans were stripped of their homes, possessions, friends and sometimes, families. They didn't know where they were going, or how long they would stay. They had to adapt to a new routine and a new, restricted way of life.

2. Encourage students to ask questions and discuss the event.

3. Conclude the sessions by telling the students that, after close to fifty years, the U.S. government decided they had made a terrible mistake in putting Japanese Americans into camp. They decided to send an apology and a check to each of the survivors beginning in 1990. (Only half of the original camp population are now living, the majority in their late 60s and 70s.) They did so only because thousands of Japanese Americans and their friends spent over ten years persuading the government. As an extended activity, students can review the Story Experience "Justice" section.

Lesson adapted from the JACL Curriculum and Resource Guide
(<http://www.jacl.org/>)

Sponsored by The California Civil Liberties Public Education Program
(CCLPEP)

Character Lesson: Teaching Positive Traits

Grades: K-8

Brief Description: Students learn about positive character through discussion, reading, writing and performing skits.

Materials Needed

- Dry-erase board, blackboard or large (easel) paper; markers or chalk
- Paper and pencils

Lesson Plan

Preparation

Begin by selecting one or more character traits for class discussion. If desired, teachers can devote an entire class session to each trait over the course of the school year. Suggestions include:

- | |
|-------------------|
| 1. Honesty |
| 2. Kindness |
| 3. Teamwork |
| 4. Responsibility |
| 5. Respect |

Part 1 (Grades K-8) 15 - 20 minutes

As a class, discuss and define what each character trait means. The teacher can write the class lists/comments on a board or large paper. (Large paper has the ability to be posted on classroom walls or in school hallways for later reflection or reading by others.) Here are some sample discussion questions:

- What does it mean to show/be/act with [Responsibility, respect, etc.]?
- What does this trait look and sound like in real life?
- What are some ways that students in this school can show this trait?
- What behaviors are the *opposite* of this trait?
- (For older students) Is there anyone famous you can think of who *has* this trait or *does not have* this trait?

Part 2 (Grades 4th-8th) 15 - 20 minutes

Have each student choose a trait and write a short description of a time when s/he or someone s/he knows exhibited the trait. Teachers may wish to model first by sharing a personal story. After screening the writing, teachers may choose to have students read their work aloud. Or, have students trade papers with a partner who chose a different trait, and then ask each student to orally summarize what his/her partner wrote.

Part 3 (Grades 4th-8th) 30 minutes

Have students read over Respect or Not? Skit, Have student choose or assign roles. Give students time to practice their roles. Students will then perform the skit for their group. Expand the experience by bringing in younger students as an audience, and/or making video recordings of the skits to share with other students.

Part 4 (Grades 4th-8th) 45 minutes to 1 hour

In small groups (4-5), have students write brief dialogue for a five-minute skit about a situation where someone exhibited a particular character trait. Each skit should include dialogue for a narrator and at each student. Ask students to perform their skits for the class. Expand the experience by bringing in younger students as an audience, and/or making video recordings of the skits to share with other students. If students have learned about multiple character traits, ask them to avoid mentioning the character trait by name in the skit, and ask the class/audience to guess the character trait being illustrated.

Part 5 (Grades K-8th)

Re-activate learning and reinforce positive behavior by publicly acknowledging (and encouraging classmates to acknowledge) when students display desired traits throughout the school year. As student show these positive traits they could earn the corresponding character tags. Once they have received all 5 tags they can receive the STEP Up tag.

Respect or Not? Skit

Rita Respect: Female game show host

Ricky Respect: Male game show host

Bob: Male game show contestant

Tom: Male game show contestant

Sally: Female game show contestant

Sarah: Female game show contestant

Teachers: 1, 2, and 3

Students:

- Group 1: 1, 2, 3
- Group 2: 4-7
- Group 3: 8-11

Props:

- Microphones
- Podium or music stand
- 4 Yes/No signs
- 4 chairs
- 4 books
- 1 social studies map
- 4 homework papers
- Homework bin

Rita and Ricky Respect: Hello _____ School! Welcome to Respect or Not! The game show that shows respect!

Rita Respect: We've got a great show ahead of us today!

Ricky Respect: Let's meet our new contestants. Give it up for....

Rita: Bob!

Ricky: Sally!

Rita: Tom!

Ricky: Sarah!

Rita: Welcome everyone! We are glad you could be here today to help our audience learn more about respect.

Ricky: Before we begin, let's go over the rules. There are three rounds: Respect Yourself, Respect Others, and Respect the School.

Rita: During each round, we will show you some students in a classroom who are either showing respect or not showing respect.

Ricky: After you see the students, you will decide if they were being respectful or not. You will show your answers to us and the audience.

Rita: Everyone who answers correctly gets a point. Any questions?

Ricky: No. Great! Let's get started. Round One: Respect Yourself

Rita: Watch these students to see if they are respecting themselves or not.

(Teacher 1 and student group 1 come to center stage. Students are holding books. Students stand in front of teacher.)

Teacher 1: We are going to do some silent reading time now. Please take your books to your book nooks and start reading.

(Students take their books and sit down to read in various spots.)

Student 1: *(looking around the room, not reading)* This is so boring! I hate reading!

Student 2: *(getting up and going to teacher)* Can I get a drink? I'm so thirsty. I really need a drink.

Teacher 1: No, not right now. Please keep reading.

(Student returns to reading spot.)

Student 3: (*getting up and going to teacher*): Can I go to the bathroom? I really have to go. I can't wait.

Student 1: (*getting up and going to teacher*): When's recess? Can we be done reading now? When's dismissal?

Teacher 1: No! No! No! Please keep reading!

Student 2: (*getting up and going to teacher*): John poked me!

Teacher 1: Did he really?

Student 2: Yes, he did! Right here!

Teacher 1: All right, all right, reading time is over.

(*Class leaves the center stage.*)

Rita: Wow! That was an interesting class.

Ricky: Now, it's time for our contestants to decide if the students were being respectful or not.

Rita: Please show yes or no on your boards now.

Ricky: Time's up! Show us your answers!

Rita: Bob, tell us your answer!

Bob: (*showing a "no" answer*) No! They were not showing respect.

Ricky: Correct! Sally what did you answer?

Sally: (*showing a "no" answer*) No. They definitely were not respecting themselves!

Rita: Another correct answer. Tom, what is your answer?

Tom: (*showing a "no" answer*) No! They were being disrespectful because they weren't working hard and doing their best. They weren't helping themselves learn and get better at reading because they weren't trying.

Ricky: Correct again! Sarah, you said "no" too. Why were they not showing respect?

Sarah: (*showing a "no" answer*) They were not being honest and telling the truth. Megan lied about John poking her!

Rita: Exactly! Great answers!

Ricky: Let's try that scene again and see what happens.

(Class comes back out)

Teacher 1: We are going to do some silent reading time now. Please take your books to your book nooks and start reading.

(Students take their books and sit down to read in various spots. They stay quiet and do not interrupt the teacher.)

Rita: Wow! What do you think contestants? Was that more respectful?

(Contestants show "yes" answers)

Ricky: All yeses! Audience, what do you think? Were they showing respect?

Audience and Contestants: Yes!

Ricky: All right, round 2: Respect Others.

Rita: Contestants watch to see if these students are being respectful.

(Student group 2 and teacher 2 go out to center stage.)

Teacher 2 *(passing out a map)*: It's time for social studies. I am going to give each group a map to share.

Student 4: I want to hold the map!

Student 5 *(grabbing the map)*: No, I want to hold it!

Student 6 *(tugging on the map)*: Let me see it! I want to see it!

Student 7 *(reaching for the map)*: Hey, give it to me! I can't see it!

Student 4: *(holding the map up in the air)*: Hey! Stop it! I had it first!

Student 5: *(fighting over the map)* Stop hogging it! You have to share!

Teacher 2: Okay, okay, stop fighting, stop fighting! Give me the map. We are done with social studies.

(Students and teacher leave center stage.)

Ricky: That didn't look good. Time to show your answers contestants.

Rita: Were they being respectful or not?

Ricky: Show us your answers!

(All contestants show their "no" answers on their boards.)

Rita: No, no, no, and no!

Ricky: All correct!

Rita: Bob. Tell us why they were not respecting others.

Bob: They weren't sharing and taking turns nicely.

Ricky: Correct! They were not doing that.

Rita: Let's see what happens this time.

(Student group 2 and teacher 2 come back out.)

Teacher 2 *(passing out maps)*: It's time for socials studies. I am going to give each group a map to share.

Student 4: Why don't we sit in a circle and put the map in between us.

Student 5: That way we all can share!

Students 6 and 7: Great!

(Students sit down in a circle and look at the map.)

Teacher 2: Good job students. Time to clean up. Thanks for sharing so nicely.

(Students and teacher leave center stage.)

Ricky: What do you think contestants? Respectful or not?

(Contestants show "yes" answers)

Rita: All yeses again! Audience, what do you think? Were they showing respect?

Audience and Contestants: Yes!

Rita: Fantastic! Time for the last round: Respect the School.

Ricky: Here come the students. Let's see if they are being respectful of the school or not.

(Student group 3 comes running into the room yelling and shoving. Teacher 3 hurries behind them trying to calm them down.)

Teacher 3: Good morning! Come on in, calm down, and turn in your homework.

Student 8: What homework?

Student 9: Oops! I didn't do my homework.

Student 10: Homework? We had homework?

Student 11: I left it at home! Can I bring it tomorrow?

Teacher 3: How did you all forget your homework? I guess you will have to do it tonight.

(Students and teacher leave center stage.)

Rita: Contestants, show down your answers. Were they respecting the school or not?

Ricky: Time's up! Show your answers!

Rita: Bob, what do you think?

Bob: *(showing a "no" answer)* No way!

Ricky: Sally?

Sally: *(showing a "no" answer)* They were definitely not showing respect.

Rita: Tom and Sarah? *(both contestants show "no" answers)*, you both said no too. How were they not showing respect?

Tom: They were running and yelling.

Sarah: They didn't turn their work in on time.

Ricky: Exactly. Let's see if they can do it better.

(Teacher leads in student group 3. Students walk in a straight, quiet line. They are all holding homework papers)

Teacher 3: Good morning boys and girls. Please come on in and turn in your homework.

(Students put their papers in the homework bin.)

Teacher 3: Thanks for coming in quietly. I am so glad you all did your homework.

(Students and teacher leave center stage.)

Rita: Contestants show your answers. Were they respectful or not?

(Contestants show “yes” answers.)

Contestants: Yes!

Ricky: Audience? What do you think?

Audience: Yes!

Ricky: Correct! They were definitely respectful.

Rita: Well, that brings us to the end of our show. Great job everybody! You really know what showing respect looks like!

Ricky: I hope you will all remember to respect yourselves, respect others, and respect the school every day!

Rita: Let's close it out by singing our respect song.

All: Sing Respect Song

Respect Song

Respect Yourself by working hard and doing what's right
Being honest with yourself and telling the truth

Respect Yourself, Respect Others, Respect the School
That is just what we do

Respecting Others by taking turns and sharing our things
Treating others with love and all together we sing

Respect Yourself, Respect Others, Respect the School
That is just what we do

Respect the School by cleaning up and walking in a straight line
Staying quiet in the hall and handing work in on time

Respect Yourself, Respect Others, Respect the School
That is just what we do