

Teacher Lesson Plans

RESPECT: Becoming a STAR STUDENT with Jameel

A read-aloud and SEL/PBIS lesson packet for elementary classrooms

Teacher Note: These lessons are based on the attached story text in which Jameel narrates a school day and teaches students how to show RESPECT at the bus stop, on the bus, in the classroom, in school facilities, in the cafeteria, at recess, during conflict, in art class, and at dismissal.

Packet Overview

Area	Plan
Grade Band	Designed for Grades K-5; discussion prompts can be simplified or extended by grade level.
Instructional Purpose	Use the story as a social-emotional learning, PBIS, restorative practices, and school culture tool.
Big Idea	RESPECT is shown through words, choices, routines, responsibility, kindness, and repairing harm.
Core Student Product	Each student completes a STAR STUDENT Respect Pledge and contributes to a class Respect Matrix.
Suggested Pacing	Six 30-40 minute lessons, one culminating activity, and ongoing daily practice.

Teacher Goals

- Build a shared classroom definition of RESPECT using Jameel’s school-day examples.
- Teach and practice observable respectful behaviors in each school setting.
- Connect respectful behavior to safety, kindness, community, and responsibility.
- Use restorative language to help students apologize, repair harm, and change behavior.
- Create a classwide plan for practicing RESPECT at school, at home, and in the community.

Key Vocabulary and Student-Friendly Definitions

Word	Student-Friendly Meaning
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RESPECT	Treating people, places, and things like they matter.
STAR STUDENT	A student who makes positive choices and helps the school community.
Expectation	What we agree to do so everyone can learn and feel safe.
Facility	A place or part of the school building, such as the restroom or cafeteria.
Restorative Conversation	A talk that helps people understand harm, apologize, and make things right.
Apology	Words and actions that show you are sorry and ready to make a better choice.
Community	The people who learn, work, live, and care together.

Before Reading

1. Display or write the word RESPECT. Ask: What does respect look like? What does respect sound like? What does respect feel like?
2. Tell students that Jameel will take them through a school day and show how respect can happen in many ordinary moments.
3. Preview that respect includes greeting people, following rules, cleaning up, sharing, apologizing, and being a positive example.

Lesson 1: What Does RESPECT Mean?

Story Connection	Page 0: Jameel introduces himself as the narrator and explains that being a STAR STUDENT starts with showing RESPECT.
SEL/PBIS Focus	identity, expectations, and community
Suggested Time	30-40 minutes
Essential Question	How can we show RESPECT through identity, expectations, and community?

Learning Objectives

- Define RESPECT in student-friendly language.
- Explain what it means to be a STAR STUDENT.
- Identify respectful words and actions that can happen throughout a school day.

Vocabulary

respect, narrator, STAR STUDENT, school day, community

Materials

- Story text or projected page
- Chart paper or board
- Sticky notes or index cards
- Respect anchor chart template

Lesson Procedure

Hook: Ask students to silently show a respectful body. Then ask: What did you do with your eyes, hands, mouth, and body?

Read-Aloud: Read the opening page. Emphasize that Jameel is speaking directly to the reader.

Model: Create a four-column anchor chart: Looks Like, Sounds Like, Feels Like, Helps Because.

Guided Practice: Students offer examples, such as listening, using names, saying please, helping, including, and keeping spaces clean.

Independent Practice: Students draw or write one way they can be a STAR STUDENT today.

Share: Invite volunteers to share one commitment using the frame: I can show RESPECT by ____.

Formative Checks

- Students can define respect using words or pictures.
- Students name at least one respectful action.
- Teacher listens for examples connected to people, places, and things.

Differentiation and Supports

- Provide picture cards for bus, classroom, cafeteria, restroom, recess, and hallway.
- Allow oral responses, partner talk, drawing, or sentence frames.
- For older students, ask them to distinguish respect from compliance: How does respect help others?

Extension / Practice

Begin a class Respect Wall. Add student examples throughout the week.

Lesson 2: Respect on the Way to School

Story Connection

Pages 1-3: Jameel shows respect by arriving early, waiting safely, keeping quiet for neighbors, greeting Mr. Terry, thanking the driver, and greeting Dr. Matthews and staff.

SEL/PBIS Focus

safety, greetings, and appreciation

Suggested Time

30-40 minutes

Essential Question

How can we show RESPECT through safety, greetings, and appreciation?

Learning Objectives

- Identify safe and respectful behavior at the bus stop and on the bus.
- Practice greeting adults using eye contact, names, and polite words.
- Explain why respectful routines support school safety.

Vocabulary

bus stop, neighbor, driver, greeting, appreciation, safety

Materials

- Story pages 1-3
- Role-play cards
- Bus stop/bus/hallway expectation chart

Lesson Procedure

Hook: Ask: How can our choices before school affect other people?

Read-Aloud: Read pages 1-3. Pause after each setting to ask what Jameel did that showed RESPECT.

Teacher Think-Aloud: Name the pattern: respectful students are safe, polite, and aware of others.

Role-Play: Students practice three scenarios: waiting on the sidewalk, greeting the bus driver, and greeting the principal or staff member.

Debrief: Ask students to explain how using a person's name can make a greeting more respectful.

Exit Ticket: Students complete: Tomorrow morning, I can show RESPECT by ____.

Formative Checks

- Students demonstrate or describe a respectful greeting.
- Students identify one bus or bus stop safety behavior.
- Students connect quiet conversations to respect for neighbors.

Differentiation and Supports

- Provide greeting sentence frames: Good morning, _____. Thank you, _____.
- Use nonverbal greeting options for students who are anxious or non-speaking.
- Challenge older students to create a mini-script for a bus safety announcement.

Extension / Practice

Create a class list titled “Respectful Ways to Greet People at School.”

Lesson 3: Respect in Shared School Spaces

Story Connection	Pages 4-6: Jameel follows classroom rules, uses kind words and caring actions, keeps the restroom clean, and leaves the cafeteria space clean for the next student.
SEL/PBIS Focus	responsibility and care for shared spaces
Suggested Time	30-40 minutes
Essential Question	How can we show RESPECT through responsibility and care for shared spaces?

Learning Objectives

- Describe respectful behavior in the classroom, restroom, and cafeteria.
- Explain how personal responsibility affects the whole school community.
- Practice matching respectful actions to school locations.

Vocabulary

rules, expectations, facilities, trash, kind words, caring actions

Materials

- Story pages 4-6
- School map or location cards
- Respect sorting cards
- Classroom/cafeteria/restroom matrix template

Lesson Procedure

Hook: Show or name three locations: classroom, restroom, cafeteria. Ask: What do all three spaces have in common?

Read-Aloud: Read pages 4-6. Ask students to listen for actions that help the next person.

Guided Sort: Students sort respectful actions under Classroom, Restroom, and Cafeteria.

Discussion: Ask: Why does Jameel tell a staff member when he sees a restroom mess instead of ignoring it?

Independent Practice: Students complete one row of the Respect Matrix: In the ____, I show RESPECT by ____.

Closure: Students turn and teach a partner one respectful action for a shared space.

Formative Checks

- Students correctly match actions to settings.
- Students explain why cleaning up is respectful.
- Students use the phrase “for the next person” or a similar idea.

Differentiation and Supports

- Use visuals of school spaces.
- Give students only two setting choices at first, then expand.
- Invite older students to write “because” explanations for each action.

Extension / Practice

Invite students to observe one shared space during the day and later report one respectful action they noticed.

Lesson 4: Respect at Recess and During Conflict

Story Connection

Pages 7-8: Jameel plays fair, includes others, lines up when called, and uses restorative conversation, apology, and changed behavior when he is wrong.

SEL/PBIS Focus

fairness, inclusion, restorative repair, and self-control

Suggested Time

30-40 minutes

Essential Question

How can we show RESPECT through fairness, inclusion, restorative repair, and self-control?

Learning Objectives

- Identify ways to show respect during play.
- Describe what a meaningful apology includes.
- Use a restorative sentence frame to repair harm after conflict.

Vocabulary

fair, include, disagreement, restorative conversation, apology, behavior

Materials

- Story pages 7-8
- Restorative conversation sentence frames
- Scenario cards
- Feelings chart

Lesson Procedure

Hook: Ask: Can you show respect when you are angry? Students give thumbs up, sideways, or down and explain.

Read-Aloud: Read pages 7-8. Highlight Jameel's Grammy's lesson that an apology should connect to changed behavior.

Mini-Lesson: Teach three parts of repair: name what happened, apologize, and choose what will change next time.

Role-Play: In pairs, students practice scenarios: not sharing a ball, excluding a classmate, cutting in line, or saying unkind words.

Restorative Frame: Students practice: I felt _____. I understand that _____. I am sorry for _____. Next time I will _____.

Closure: Students name one way to include someone at recess.

Formative Checks

- Students can name fair play behaviors.

- Students use at least one restorative sentence frame.
- Students distinguish “sorry” from changed behavior.

Differentiation and Supports

- Provide emotion cards for students to point to.
- Allow students to rehearse with a teacher before partner role-play.
- For upper grades, discuss the difference between intent and impact.

Extension / Practice

Create a classroom “Repairing Harm” poster with student-friendly steps.

Lesson 5: Respect Through Words: Please and Thank You

Story Connection

Page 9: In art class, Jameel asks a classmate to pass supplies by saying “Please Pass The Crayon” and responds with “Thank You.”

SEL/PBIS Focus

polite requests, sharing, and cooperation

Suggested Time

30-40 minutes

Essential Question

How can we show RESPECT through polite requests, sharing, and cooperation?

Learning Objectives

- Use polite request language when asking for supplies or help.
- Explain how tone and word choice can show respect.
- Practice sharing materials during a cooperative task.

Vocabulary

please, thank you, pass, share, tone, cooperate

Materials

- Story page 9
- Art supplies or classroom objects
- Polite request cards
- Small group art or building task

Lesson Procedure

Hook: Hold an object just out of reach and ask students to suggest respectful ways to ask for it.

Read-Aloud: Read page 9. Emphasize the difference between demanding and requesting.

Model: Teacher demonstrates two versions of a request: a demanding version and a respectful version. Students identify which one builds community.

Practice: Students sit in small groups with shared materials. They must use please, thank you, and a calm voice to request objects.

Reflection: Ask: How did respectful words make the activity easier?

Exit Ticket: Students write or draw one respectful phrase they will use this week.

Formative Checks

- Students use polite request language during practice.
- Students can explain why demanding words hurt cooperation.
- Teacher observes tone, turn-taking, and appreciation.

Differentiation and Supports

- Use visual phrase cards for younger students.
- Provide AAC-compatible choices such as pointing to “please” and “thank you” symbols.
- Ask older students to rewrite demanding statements as respectful requests.

Extension / Practice

Add a “Respectful Request” routine to small-group activities and centers.

Lesson 6: Respect at Dismissal and Beyond School

Story Connection

Page 10: Jameel is quiet in the hallway, models positive behavior for younger students, and reminds readers that respect works at school, home, and in the community.

SEL/PBIS Focus

leadership, transfer, and daily practice

Suggested Time

30-40 minutes

Essential Question

How can we show RESPECT through leadership, transfer, and daily practice?

Learning Objectives

- Explain how students can be positive examples for others.
- Identify respectful behavior at dismissal and in hallways.
- Create a personal respect pledge for school, home, and community.

Vocabulary

dismissal, hallway, example, community, practice, trait

Materials

- Story page 10
- Respect pledge sheet
- Respect Matrix from previous lessons
- Optional certificate template

Lesson Procedure

Hook: Ask: Who watches what older students do at school? Why does our example matter?

Read-Aloud: Read page 10. Discuss how Jameel connects school respect to home and community respect.

Guided Review: Return to the class Respect Matrix. Add any missing school settings.

Independent Product: Students complete the STAR STUDENT Respect Pledge with one action for school, one for home, and one for the community.

Partner Share: Students share pledges with a partner and give one encouraging comment.

Celebration: Class recites a short respect chant or pledge together.

Formative Checks

- Students can name one hallway or dismissal expectation.
- Students complete a pledge with specific actions.
- Students explain how respect transfers beyond school.

Differentiation and Supports

- Allow drawing, dictation, or sentence stems.
- Pair students for peer support.
- Challenge older students to write a short paragraph explaining how respect builds trust.

Extension / Practice

Send the pledge home and invite families to add one household respect goal.

Culminating Activity: STAR STUDENT Respect Walk

Students walk through or review pictures of school settings. At each stop, they name one respectful behavior, one respectful phrase, and one reason the behavior matters. End with students signing the class Respect Pledge.

Ongoing Morning Meeting Prompts

Use one prompt each day: How can we show respect before school? What does respect sound like in the cafeteria? How can we repair harm after a conflict? Who helped our class by showing respect yesterday? Where can we show respect outside of school?

Family Connection

Send home the Respect Pledge and ask families to discuss respectful actions at home, in the neighborhood, in stores, at places of worship, at practices, and during family events.

Class Respect Matrix Template

Setting	Respect Looks Like	Respect Sounds Like	Why It Matters
Bus Stop			
Bus			
Hallway/Arrival			
Classroom			
Restroom			
Cafeteria			
Recess			
Art/Special Area			
Dismissal			
Home/Community			

Quick Assessment Rubric

Skill	Beginning	Developing	Secure
Defines RESPECT	Needs support to define respect.	Defines respect with a simple example.	Defines respect and explains why it matters.
Names respectful actions	Names actions only with prompting.	Names one or two actions in a setting.	Names specific respectful actions across settings.
Uses respectful language	Needs reminders to use polite words.	Uses polite words during structured practice.	Consistently uses respectful words and tone.
Repairs harm	Needs adult support to apologize.	Can apologize with a sentence frame.	Apologizes, explains impact, and names a changed behavior.
Transfers learning	Needs help connecting respect across places.	Names respect in school settings.	Explains respect at school, home, and community.

Printable Student Reflection

One way I showed RESPECT today was:

One person I can show RESPECT to tomorrow is:

One place I will keep clean is:

When I make a mistake, I can repair harm by:

My STAR STUDENT respect goal is:

Teacher Read-Aloud Question Bank

- How does Jameel show respect for neighbors at the bus stop?
- Why is it respectful to greet Mr. Terry by name?
- How can students show respect to the principal and school staff?
- What classroom behaviors help everyone learn?
- Why does keeping the restroom clean show respect?
- How does cleaning your cafeteria space help the next student?
- What does it mean to play fair at recess?
- Why is changed behavior important after an apology?
- How do “please” and “thank you” help classmates work together?
- How can you be a good example to younger students at dismissal?