

Student Workshop
Respect:
It's Starts With You!

432240

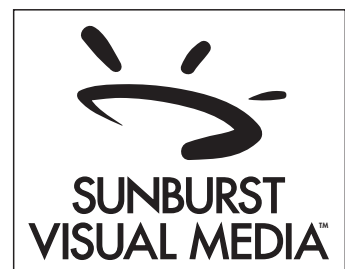


Table of Contents

Introduction.....	3
Learning Objectives.....	4
Using the Program.....	5
Program Summary.....	6
Guidelines for Discussion.....	9
Discussion Questions.....	10
Suggested Activities.....	12
Bulletin Board Starters.....	14
Suggested Reading.....	17
Script.....	21
Activity Sheets (<i>may be copied for class distribution</i>)	
Table of Contents.....	35
Part 1: Respect for Feelings.....	36
Part 2: Respect for Differences.....	42
Part 3: Respect for Rules	50
Part 4: Self-Respect.....	56

This program contains:

1 video or DVD (*running time approximately 20 minutes*)

1 Teacher's Guide, with 24 Activity Sheets

About the Program



Introduction

Respect. It's a word children hear frequently, although the great majority have no more than a hazy idea of how it applies in their lives. What they do know is that they themselves want to be treated with tolerance and understanding. But, not surprisingly, many don't extend the same courtesy to others.

According to psychiatrist and Harvard professor Robert Coles, the years between kindergarten and sixth grade are the ideal time to teach children values like respect. These are the "age of conscience" years, he contends, during which children are highly receptive to moral values, eager to figure out how and why they should behave in various situations, and enthusiastic about deciding what kind of people they are going to be.

The goal of *Student Workshop Respect: It Starts With You!* is to enable educators to seize this "classic teachable moment," as Dr. Coles terms it, and impress upon students that they are responsible for their own behavior, that respect starts with them. Taking off from the premise that respect imposes on everyone an obligation to treat others the way we would like them to treat us, the program does not offer up specific behaviors to follow. Instead, it seeks to engage students in deep, critical thinking about the importance of respect for feelings, for differences, for rules, and for self, and the roles all of these play in their lives.

When students are challenged to grapple with such issues, then real learning can take place. Using a four-part format, the program sets the stage by presenting short, attention-grabbing scenarios that children in Grades 3 to 5 can easily identify with. Each scenario is followed by thought-provoking questions, handouts, and activities. Through the give-and-take of lively discussion, plus the follow-up activities, *Student Workshop Respect: It Starts With You!* provides viewers with a unique opportunity to explore the meaning of respect, understand that respect for others, as well as self-respect, starts with them, and begin to think about what sort of person they want to be.

Learning Objectives

This program is designed to help students:

- explore the meaning of respect and why it is important in their lives.
- distinguish between respectful and disrespectful behavior.
- learn that disrespectful behavior can have serious consequences.
- develop respect for individual differences in people.
- discover that the way to gain self-respect is to behave in ways that make them feel good about themselves.
- recognize that they are responsible for their own behavior, that respect begins with them.
- understand that everyone wants respect, and that when they give respect, they get it back in turn.



Using the Program

The goal of this workshop is to help students understand the importance of respect and of taking responsibility for their own behavior. The material, which explores how respect affects them, their family, their friends, and the other people in their lives, is designed to bring home to students the concept that respect begins with them. Short scenarios, the comments of the program's young host, and numerous discussion questions and activities serve to help students distinguish between respectful and disrespectful behavior in regard to other people's feelings, individual differences, the rules they live by, as well as their own self-respect.

The program is divided into four parts. In the first part, "Respect for Feelings," Katie learns that even though she's the best chess player, she can't win the respect of the other chess club members until she learns to respect their feelings. Part 2, "Respect for Differences," makes clear the need to respect others who may be different. In Part 3, "Respect for Rules," viewers learn the reasons for rules and the importance of respecting them. Part 4, "Self-Respect," deals with how Sean first lost and then regained his self-respect. In exploring these four facets of respect, viewers learn not only that to get respect they have to give respect, but that respect starts with them. After each part, viewers are asked to complete Activity Sheets that supplement and reinforce the ideas and concepts presented in that part.

Each part runs approximately 5 minutes. The most effective way to ensure maximum understanding and retention of the ideas and concepts is to show the parts separately over the course of several class periods, which allows time for students to discuss the relevant questions and use the Activity Sheets.

Taking part in discussion and completing the Activity Sheets provides students with rich opportunities to think and talk about what respect means, and why it should start with them.

A copy of the script is included for reference. To further extend the workshop's scope and usefulness, the bibliography and resource section on pages 17 to 20 offers numerous background materials for further reading and activities.



Program Summary

After a music program about respect, the host poses a question: What does it mean to have respect or to show respect? She says that respect can be as simple as being polite, but not showing respect can have serious consequences. The host tells viewers, “Respect starts with you.” In the four age-appropriate scenarios that follow, viewers learn the importance of respect for feelings, differences, rules, and self-respect.

Part 1: Respect for Feelings

Katie is very good at chess and knows it. But she also makes all the other kids in the chess club feel bad by making comments about the way they play. When the kids vote for Jenny instead of her to represent their school in a chess tournament, Katie is upset. After all, as she tells the teacher, “I’m the best player.” Her teacher explains that even though she thinks she’s helping the other players, she’s not showing respect for their feelings. Ask yourself, the teacher tells her, “Is this how I want someone to talk to me?” Before offering an opinion, ask the players if they want your help, she adds, and be respectful—polite and considerate, not angry and mean. The music program highlights respect for feelings. Next, a brief scenario in which Greg criticizes Tracy for choosing a “baby book” at the library is followed by discussion questions about respect for feelings. *The program stops at this point to enable students to discuss the questions and to work on the “Respect for Feelings” Activity Sheets.*

Part 2: Respect for Differences

To Josh and Morgan, the new student in their class looks like a boy, but has pinned-up long hair like a girl and wears something on his head. Their teacher explains that Jagtar Singh is from India, and tells the class to make him feel welcome. But Josh, to Morgan’s amusement, can’t resist making fun of Jagtar, even though Amy asks how Josh would feel if someone made fun of him. The host points out that Josh’s disrespect makes Jagtar feel bad. To show respect toward someone different, the host goes on, get to know the person better by asking questions and being friendly and polite. Josh, Morgan and Amy



learn that Jagtar wears his hair long as part of his religion, and that his last name, Singh, means “lion,” which Josh says is cool. The music program highlights respect for differences. Discussion questions follow a brief scenario in which Greg makes fun of Tracy for being a vegetarian. *The program stops at this point to enable students to discuss the questions and work on the “Respect for Differences” Activity Sheets.*

Part 3: Respect for Rules

In this scenario, Gina discovers that not respecting rules or the people who see that rules are followed can have serious consequences. On a class trip to a museum of antique carousel horses, the kids are told by the museum guide not to touch the horses. Emphasizing that she doesn’t want to sound mean, the guide tells the group that anyone who touches anything will have to spend the day in her office, with no second chances. But Gina not only touches some horses, she sets off a Wurlitzer organ. As a result, she spends the rest of the day in the guide’s office and misses out on riding the new carousel. A music program highlights respect for rules. Next, in a brief scenario, Greg flouts library rules by not removing his rollerblades as the librarian asks him to, and knocking over a stack of books. Discussion questions follow. *The program stops at this point to enable students to discuss the questions and work on the “Respect for Rules” Activity Sheets.*

Part 4: Self-Respect

As he and Sean look in a shop for ideas for Halloween costumes, Mike finds some monster masks he thinks would work. When Sean points out that they don’t have enough money for the masks, Mike simply takes one, sticks it under his coat and tells Sean to do the same. The two walk out without paying. Sean realizes immediately that what he did was wrong and doesn’t feel very proud of himself. In other words, the host tells viewers, Sean lost his self-respect. When Danny comes to deliver the newspaper, he notices that Sean is feeling down in the dumps. Sean tells Danny what happened. Danny explains that Sean feels that way because he knows what he did was wrong—he lost his self-respect. Later that night, out trick-or-treating with Mike and Kyle, Sean refuses to go along with them in throwing eggs at a neighbor’s house because she gave them raisins and carrots. He walks away, feeling proud of himself for not going along. He gets his self-respect back.



The host then summarizes what viewers have learned: that respect never sounds mean or hurtful, that it means treating others the way you'd like them to treat you, and that self-respect makes you proud of the person you are. Remember, she says, "To get respect you have to give respect. Respect! It starts with you." *Students complete the "Self-Respect" Activity Sheets.*



Guidelines for Discussion

Group discussion is an invaluable way to explore ideas and issues, foster creativity, and build communication and social skills. The following guidelines can help you maintain a “discussion-friendly” classroom:

- **Create a climate of openness and acceptance.** Encourage students to show respect for the opinions of others and model this behavior yourself.
- **Establish ground rules.** Students can participate in formulating the rules for discussion. Rules will vary, but should include some of these general principles:
 - No putdowns, ridicule, or sarcasm.
 - Everyone may speak without interruption.
 - Everyone has the right to pass.
- **Guard against inappropriate self-disclosure.** An intense discussion may lead students to reveal inappropriate information about themselves or others. Sensitivity and vigilance can help you head off such revelations.
- **Probe behind the neat and tidy answers.** Children are good at telling adults what they think adults want to hear. To find out what students really think, it is often helpful to prolong discussion time and encourage greater depth. Offer a “What if...?”; bring out issues such as fairness, justice, intent or lack of it, and so on. Children have a remarkable capacity to discern complexities and subtleties, and their discussions can be very rich.



Discussion Questions

*Please note: Questions marked with an * appear on-screen at the end of each of the first three scenarios.*

Part 1: Respect for Feelings

1. Why is respect for feelings important? In what ways did Katie show a lack of respect for the other chess club members' feelings?
2. Discuss why, despite being the best player, Katie would not have been the best representative of her school at the chess tournament.
3. How could Katie help the other kids become better at chess and at the same time show respect for their feelings?
4. How can what you say and how you say it show respect or disrespect?
5. Has anyone ever acted disrespectfully toward you? What was the outcome?
6. * Is Greg showing respect for Tracy? How do you know? How would you feel if you were Tracy?

Part 2: Respect for Differences

1. Why do some kids make fun of people who are different? Why is it important to respect differences?
2. Suppose someone made fun of you. How would you feel?
3. Everyone in the world is different from everyone else, but also similar in many, many ways. Name some of the differences and similarities between people.
4. What are some ways to show respect to people who are different from you?
5. *How do you think Tracy feels?

- 
6. * What could Greg have said to show respect?

Part 3: Respect for Rules

1. What are some of the reasons we have rules? Why is it important to respect rules?
2. Who are some of the people whose job it is to see that rules are followed? What can happen when rules are broken?
3. Why do you think Gina broke the rule of not touching anything? Do you think her punishment was fair? Why or why not?
4. Once in the library, what made Greg think he could get away without taking off his rollerblades?
5. * How do you react when people ask you to follow rules? Do you show respect? What happens when you don't?

Part 4: Self-Respect

1. What do you think was going on in Sean's mind when he put the monster mask under his jacket? What would you have done if you were Sean?
2. What do you think was going on in Sean's mind when he got home?
3. What is meant by self-respect?
4. How did Sean manage to get back his self-respect? Is it hard to go against something your friends want you to do? Why or why not?
5. "Treat others the way you'd like them to treat you." Explain what this means.
6. "To get respect, you have to give respect." Explain what this means.
7. The name of this program is, **Respect: It Starts With You!** Explain what this means to you.

Suggested Activities

Language Arts; Creative Expression

To get your students thinking about what respect means to them and to learn in advance what they already believe about the subject, try this activity before showing the program. You will gain valuable information about the areas of respect your students need to work on. Write the following set of statements on the chalkboard. First, tell children that these statements are not necessarily true or false, and then have them vote on whether they agree or disagree with each one. Invite them to support their positions, which should lead to interesting class discussions.

- When you show respect to someone, it shows you care about their feelings.
- When someone is different from you, it's disrespectful to ignore the difference.
- If someone is disrespectful to you, then you don't have to be respectful back.
- Rules don't always have to be respected.

Language Arts; Communication

On the chalkboard, make a chart with three separate headings: Friends, Parents, Teachers. Ask students to suggest ways they can show respect to the people who play such large roles in their lives. Write each suggestion under its appropriate heading. When students are out of ideas, ask them to discuss the part respect plays in each suggestion.

Art; Creative Expression

What does a healthy self-respect look like? Ask students to draw a picture of how they think they look when they feel proud of something they have done. Have them write a brief explanation of their drawing at the bottom of the picture describing what they did and why they are proud of it. Display the pictures on the bulletin board.



Language Arts; Math

Children's television shows are full of incidents in which characters engage in disrespectful behavior. Have students watch a favorite half-hour cartoon or other show for a week. Tell them to be on the lookout for examples of respectful and disrespectful behavior. Have them mark down the number of times each kind of behavior occurs. At the end of the week, have them report back to the class with a graph rating the incidence of each behavior. If students wish, they can combine their results in a whole class graph. Were there more incidents of respectful behavior than disrespectful? Or the other way around? Lead a class discussion of the results.

Music; Creative Expression

Invite students to compose a song or poem that tells people what they need to know about respect. They can work on their own, with a partner, or in a group. If they wish, they can add a dance or include the song in a brief skit. Have them perform their creation for the class.

Language Arts; Reading

Ask students to select and read one of the books of fiction on pages 17 to 19, or a book of fiction on respect or self-respect suggested by the school librarian, and give an oral report to the class. Tell students that as they read they should think about the following questions:

- What kind of respectful or disrespectful behavior occurred in the story?
- What was the reason the respectful or disrespectful behavior took place?
- What were the feelings of the character who was at the receiving end of the behavior?
- Did the behavior affect this character's self-respect? Explain.
- What was the outcome of the story?

Bulletin Board Starters

- ◆ Lead a discussion of how people might show respect for other people's feelings. Have students draw a picture or cut out pictures from a magazine to illustrate one of the suggestions that result. As students finish their pictures, have them go up to the bulletin board a few at a time and construct a class collage. Explain that since a collage is composed of many pieces that overlap, they will need to be respectful of feelings and not cover too much of anyone else's artwork. Everyone should have a place on the board for their work.
- ◆ Create a tree of respect on the bulletin board out of construction paper. Give each student a leaf-shaped piece of paper and have them write slogans illustrating ways of showing respect for other people. Tell them to use "do's" instead of "don'ts." Instead of "Don't hurt someone else's feelings," they could write, "Find something nice to say about someone." Display the slogans on the branches of the tree.
- ◆ Make a semantic web about respect for rules. Using large construction paper, cut out one large circle and four smaller ones. Label the large piece "Respect for Rules" and the other four "Home," "School," "Playground," "Library." Hang the large circle in the center of the bulletin board with the other four around it, connecting the four to the center circle with yarn. Have students pick one of the four categories and on small slips of paper, compose a rule that they think is not only respectful but needs to be respected. When they are finished, have them read their rule aloud and then place it in the appropriate category on the board.
- ◆ Have students create posters that "sell" respect for differences. Tell them to look at advertisements in magazines and newspapers for ideas. They can work on their own or with a partner. Display the finished posters on the bulletin board.



- ◆ Let students create their own “Self-Respect” poster, decorating it with any of the following: a photo of themselves or their family, a poem or short story about something they like to do, a list of their favorite foods, books, music or animals, drawings of places they have been, or samples of schoolwork or artwork they are especially proud of. Display the finished posters on the bulletin board or on the classroom walls.

Suggested Reading

Suggested Reading

Reading for Educators and Parents

Coles, Robert . *The Moral Life of Children*. Atlantic Monthly Press, 1986.
A searching inquiry into the moral awareness of children.

Duvall, Lynn. *Respecting Our Differences: A Guide to Getting Along in a Changing World*. Free Spirit Publishing, 1994. About unlearning prejudice, developing an appreciation of diversity, and cultivating the language of respect.

Stillwell, Barbara M., M.D. *Right vs. Wrong: Raising a Child With a Conscience*. Indiana University Press, 2000. A guide for parents for helping their children acquire conscience-building strategies; describes how conscience becomes an internal authority and how children learn to sense and evaluate the moral issues in new situations.

Fiction for Grades 3 to 5

Blume, Judy. *Otherwise Known as Sheila the Great*. Yearling, 1976.
Facing some of her worst fears, Sheila must decide between being the outgoing, witty Sheila the Great or the secret Sheila with her feelings of inferiority.

Carbone, Mary. *Starting School With an Enemy*. Knopf, 1998. New to her school, fifth-grader Sarah finds herself forced to learn the hard way not to provoke a conflict with others.

De Paola, Tomie. *Oliver Button is a Sissy*. Econo-Clad Books, 1999.
Oliver won't let his classmates' taunts stop him from reading, drawing, or even dancing.

Estes, Eleanor. *The Hundred Dresses*. Harcourt Brace, 1994. Maddy reluctantly joins in her classmates' teasing of Wanda, an outsider in the class, but her conscience needles her too late, after Wanda has moved away.

Floca, Brian. *The Frightful Story of Harry Walfish*. Orchard Books, 1997.
After Ms. Leonard-Brakthurst's class fails to respect the rules and acts up in the natural history museum, she gives them something to think about by relating the cautionary story of Harry Walfish,



whose behavior in the museum was so bad his teacher didn't bother to find him at closing time.

Hansen, Joyce. *The Gift Giver*. Houghton Mifflin, 1980. Amir, a fifth-grader living with a foster family in the Bronx, reacts with maturity and intelligence when the other kids on the block subject him to ridicule, and eventually earns their respect. Sent to another foster family, he leaves his peers the gifts of self-confidence and strength to ease the pain of growing up.

Herrera, Juan Felipe. *The Upside-Down Boy/El niño de cabeza*. Children's Book Press, 2000. Told in both English and Spanish, a Hispanic-American boy who feels that he does everything upside-down is helped by an understanding teacher to find success at his new school.

Hoffman, Mary. *Amazing Grace*. Dial, 1991. Assured by classmates that she can't play the role of Peter Pan because she's a girl and black, Grace's grandmother tells her, "You can be anything you want to be, Grace, if you put your mind to it."

Holmes, Barbara Ware. *Charlotte Shakespeare and Annie the Great*. Harper & Row, 1989. Charlotte's nose is out of joint because although it's her Halloween play that's being produced, the leading lady is getting all the attention.

Horvath, Polly. *Everything on a Waffle*. Farrar, Straus & Giroux, 2001. A funny, heartwarming story about an 11-year-old girl who maintains her self-respect and never gives up hope despite everyone else's doubt that her missing parents will turn up one day, alive and well. A Newbery Honors Book for 2002.

Hurwitz, Johanna. *Class Clown*. Scholastic, 1995. Rambunctious third-grader Lucas Cott is the class clown until he learns the hard way that there's a respectful way and a disrespectful way to use humor.

Lovell, Patty. *Stand Tall, Mary Lou Melon*. Putnam Publishing Group Juveniles, 2001. Having learned from her grandmother to walk proud, smile big, and sing loud, Molly Lou knows how to put a bully in his place.

Mazer, Anne. *The Declaration of Independence*. Apple, 2000. This book in the popular "Amazing Days of Abby Hayes" Series details Abby's unsuccessful attempts to shine at soccer.



Mills, Claudia. *Lizzie at Last*. Farrar Straus & Giroux, 2000. Feeling set apart by her braininess, Lizzy compromises her self-respect to try to be like everyone else in her 7th-grade class, but realizing what's happened, decides to be herself again.

Mills, Lauren A. *The Rag Coat*. Little, Brown & Co., 1991. Disrespected at school because the coat she wears is made of rags, eight-year-old Minna wins her classmates' respect by showing them that the coat's many pieces hold bits of their own histories.

Orgel, Doris. *Nobodies and Somebodies*. Puffin Books, 1993. In Ms. Tatus's fifth-grade class, the girls in the in-group rule.

Sachar, Louis. *There's a Boy in the Girls' Bathroom*. Random House, 1994. Fifth-grader Bradley Chaulkers is always in trouble, always hyper, and always late. With the help of his guidance counselor, Bradley slowly begins to earn the respect of his classmates, while the classmates in turn begin to see him in a more tolerant and understanding light.

Nonfiction for Grades 3 to 5

Gainer, Cindy. *I'm Like You, You're Like Me: A Child's Book About Understanding and Celebrating Each Other*. Free Spirit Publishing, 1999. Helps young readers to understand and appreciate those different from themselves while at the same time discovering and developing their own unique traits and skills.

Kaufman, Gershen, Ph.D., Lev Raphael, Ph.D. and Pamela Espeland. *Stick Up for Yourself: Every Kid's Guide*. Free Spirit Publishing, 1999. Help for kids in developing a healthy sense of self and the world.

Kuklin, Susan. *How My Family Lives in America*. Macmillan, 1992. Three children—an African-American, Hispanic-American, and Chinese-American—talk about their families and their pride in their ancestors.

Mosatche, Harriet, Ph.D. *Girls: What's So Bad About Being Good? How to Have Fun, Survive the Preteen Years, and Remain True to Yourself*. Prima Publishing, 2001. Help for girls in figuring out what's really important in life and how they can become the person they want to be.

Moser, Adolph T. *Don't Feed the Monsters on Tuesday: The Children's Self-Esteem Book*. Landmark Editions, 1994.



Related Materials from Sunburst

“Respect Yourself and Others, Too”
17-minute program for Grades 3 to 5

“No One Quite Like Me...or You: Respecting Differences”
16-minute program for Grades 3 to 5

“What It’s Like to Be Different”
14-minute program for Grades 3 to 5

“Respect: Give It, Get It!”
15-minute program for Grades 3 to 5

“Building Blocks of Good Character”
pamphlet for Grades 3 to 5

“All About Respect”
pamphlet for Grades 3 to 5

Online Resources

The Character Education Pages, produced and maintained by:
Craig A. Cunningham, Ph.D.
Director of Curriculum
Chicago Public Schools/University of Chicago Internet Project
Chicago, Illinois
<http://cuip.uchicago.edu/~cac/chared/>

The Character Education Partnership
1600 K Street NW, Suite 501
Washington, DC 20006
202.296.7743 800.988.8081
Fax: 202.296.7779
<http://www.character.org>

Josephson Institute of Ethics
4640 Admiralty Way, Suite 1001
Marina del Rey, CA 90292-6610
310.306.1868
Fax: 310.827.1864
<http://www.josephsoninstitute.org>

Script



SONG

*Respect, it's what everyone wants
It's what everyone needs
And that is so true!
Respect, it's important to know
And it's how you show
What respect really means.
Respect, learn what to do.
Respect, it starts with you!*

RESPECT: IT STARTS WITH YOU!

HOST

Respect! It's something everybody wants. But what does it mean to have respect or to show respect? Well, respect can be as simple as being polite and considerate.

STUDENT

Sorry.

HOST

But not showing respect can have some very serious, consequences.

Respect affects your school, your family, your friends and you—everyone! In this program, we're going to take a close look at respect and discover why it's such an important part of our lives. We're going to show different stories about respect. After each story, there'll be some questions to talk about, and some activities to help you explore what respect is and what it means to "you"... because after all—"respect starts with you."

PART 1: RESPECT FOR FEELINGS

HOST

Did anyone ever speak to you in a way that made you feel foolish and hurt your feelings? Perhaps you never thought about this, but



the way you speak to other people—what you say and how you say it—can either show respect for that person or show disrespect. That’s what Katie found out.

Katie loved to play chess and she was very good, too. In fact, she was just about the best player on the school chess club. But most of the kids didn’t like to play with her. Not because she usually won—which she usually did—but because of what she’d say during the games.

KATIE

I can’t believe you did that! Thank you. Checkmate.

HOST

What the kids hated even more was when Katie would butt into the games she wasn’t even playing.

KATIE

I wouldn’t do that. That’s not much better.

HOST

Katie made all of the other kids feel bad. She really hurt their feelings. So, when it came time for everyone to vote on the player to represent the school in the chess tournament, she wasn’t the one they picked.

TEACHER

The votes are all in, and the player who’s going to represent our school in the tournament is going to be...Jenny.

HOST

Everyone congratulated Jenny. Everyone, that is, except Katie. She just didn’t understand why she wasn’t picked.

KATIE

I can’t believe they picked Jenny. I’m the best player. Everybody knows that.

TEACHER

Being the best player and being the best representative from this school are two different things.



KATIE

What do you mean?

TEACHER

Well Katie, you don't always show respect for other people's feelings.

KATIE

Huh?

TEACHER

What I mean is that the way you speak to the other kids often isn't very nice.

KATIE

I'm just trying to help them.

TEACHER

But when you say things like, "that's a dumb move" or "that's stupid," you're not being helpful—you're hurting their feelings.

KATIE

So if they're making bad moves, what should I say?

TEACHER

First, ask if they want your help. And you can't just barge in and take over. Here's a good way to tell if you're being respectful. Ask yourself, "Is this the way I'd want someone to talk to me?" And if it is, then you're going in the right direction.

KATIE

Okay.

TEACHER

Here's something else to remember: Respect never sounds angry or mean. Respect is always polite and considerate.

KATIE

I think I get it.

TEACHER

Good.



HOST

That's a real good point. It's easy to tell if you're not showing respect for someone's feelings. Does what you say sound mean or nasty? If someone said that to you, would it hurt your feelings?

SONG

*Respect, it never sounds mean.
It never should be,
Hurtful or sad!
Respect, it always sounds nice
Makes you feel good inside
And makes you feel glad.
Respect, you know what to do.
Respect, it starts with you!*

HOST

Okay, it's time to put what you've learned to the test. Pay close attention to this next scene. Then, I'll have some questions for you to think about.

TRACY

Hey, I think I found a book to help us with our report.

GREG

This baby book? It's for second graders. Sometimes you come up with the lamest ideas.

QUESTIONS TO THINK ABOUT

- Is Greg showing respect for Tracy's feelings? How do you know?
- How would you feel if you were Tracy?

**STOP HERE FOR QUESTIONS
AND "RESPECT FOR FEELINGS" ACTIVITY SHEETS**



PART 2: RESPECT FOR DIFFERENCES

HOST

So we've talked about showing respect for the feelings of others. Now we're going to talk about a different kind of respect. Different, that's the key word. You know, sometimes when people see someone who's different in some way—maybe it's the way they talk, or the way they dress, or the color of their skin—they don't treat that person with respect. They don't ask themselves that all important question, "How would I like it if someone treated *me* that way?" Well, here's a story about that...

One day in school, Josh and Morgan's teacher asked them to take some papers to the principal's office. When they got there they saw a kid about their age sitting on the bench.

JOSH

Who was that?

MORGAN

Was it a boy or a girl?

JOSH

He kind of looked like a boy, but he had really long hair.

MORGAN

And it was pinned up. And what was that thing on his head?

JOSH

Pretty weird.

HOST

Well, they didn't think much more about it until later that day when they saw the same kid come into their classroom.

TEACHER

Jagtar's going to be in our class. His family just moved here from India. That's all the way over here.

MORGAN

Do you believe it? It's that kid with the weird hair!



TEACHER

So let's all make Jagtar feel welcome.

HOST

Unfortunately, not everyone treats people who are different with respect. They think it's funny to make fun of them.

JOSH

Hey Morgan, look at this... Hello, me Jagtar.

AMY

Why are you making fun of Jagtar?

JOSH

Look at his hair. It's so weird. And besides, he doesn't know what we're talking about.

AMY

He speaks English you know.

JOSH

Yeah, but he can't hear me. He doesn't know what I'm doing.

AMY

He knows you're making fun of him.

MORGAN

She's right. He looks really upset.

AMY

How would you like it if someone was making fun of you?

HOST

There's that question again. "How would you feel?" Well, Jagtar felt hurt and sad. So, what can you do to show respect? Well, one thing is to get to know them better. Being friendly and polite is the first step to showing respect. Let's see what happens when Josh, Morgan, and Amy try to get to know Jagtar better.

AMY

Hey Jagtar, why do you wear your hair like that?



HOST

So Jagtar explained that in his religion boys don't cut their hair.

TEACHER

How is everybody getting on with their projects?

ALL

Good.

TEACHER

Josh did you know that in Jagtar's religion all the men have the same last name, Singh—it means lion.

JOSH

Really? That's cool.

SONG

*Respect, it means that you treat
The people you meet
With kindness and care!
Respect people who aren't like you
It's what you should do
It's only fair.
Respect, you know what to do.
Respect, it starts with you!*

HOST

So, you saw that making fun of someone who's different doesn't show respect. But finding out more about them not only shows respect, it can be interesting and fun too. Now, it's time to put what we've learned to the test. Let's catch up with Tracy and Greg. They're at Greg's house.

GREG

I'm starving.

TRACY

Me too.

GREG

Let's see what we've got. How about sandwiches?



TRACY

Sure. What is that?

GREG

Bologna.

TRACY

Oh...no thanks.

GREG

What do you mean? You just said you were starving.

TRACY

Yeah, well I don't eat meat.

GREG

What?

TRACY

My family...we don't eat meat. We're vegetarians.

GREG

You're joking—right?

TRACY

No.

GREG

Weird! Are you sure you don't want just a little bit? It's really good...yum!

HOST

Okay, here are some questions to think about.

QUESTIONS TO THINK ABOUT

- How do you think Tracy feels?
- What could Greg have said to show respect?

Let's stop here so you can discuss these questions and do some handouts.

**PAUSE FOR QUESTIONS AND
"RESPECT FOR DIFFERENCES" ACTIVITY SHEETS**

PART 3: RESPECT FOR RULES

HOST

Rules are a part of life. Don't Run. Wait Your Turn. Stay Seated. Sometimes they seem like a big pain. But rules have a purpose. Some rules keep us safe. Other rules protect property. But sometimes people don't respect the rules—or the people whose job it is to see that the rules are followed. And that can have consequences.

That's what Gina found out on her class trip. Gina's class was taking a trip to a special museum. This museum had a collection of antique carousel horses.

GUIDE

I can't emphasize enough how important it is that you don't touch or play around with any of the horses or other objects. I don't want to sound mean, but if you touch anything you'll have to spend the rest of the day in my office. But we're going to have a great time. And after we see all of these old carousels, we'll go out the back and everyone can have a ride on a new one. Okay, let's get going.

HOST

Everyone was having a great time.

GUIDE

I want you to notice, many of these handpainted horses are over 120 years old.

GINA

Feel how smooth this is. I can't believe it's over 100 years old.

JASMINE

Gina, you're not supposed to touch.

GINA

I'm being careful.

JASMINE

She said not to.

GINA

I'm not hurting it.



JASMINE

Come on.

GUIDE

Now this is one of the oldest carousel Wurlitzer organs in the world. Watch this.

HOST

See what happens when you don't respect the rules and the person whose job it is to see that the rules are followed—the consequences usually aren't fun.

SONG

*Respect, it means you obey
The rules that are made
Rules are part of our life!
Respect the people who keep
The rules that we need
To keep us safe.
Respect, you know what to do.
Respect, it starts with you!*

HOST

Okay, now that we've learned about respect for the rules, let's go back to Tracy and Greg at the library.

LIBRARIAN

Young man. I'm afraid you can't wear those skates in here. You'll have to take them off. Do you have shoes?

GREG

In my backpack.

LIBRARIAN

Please put them on.

TRACY

You better take them off.

GREG

It's okay.



TRACY

She's going to make us leave.

GREG

Don't worry. Nothing's going to happen—and anyway, she can't see me.

QUESTIONS TO THINK ABOUT

- How do you react when people ask you to follow the rules?
Do you show respect?
- What happens when you don't?

Let's stop here so you can discuss these questions and do some handouts.

**STOP FOR QUESTIONS AND
"RESPECT FOR RULES" ACTIVITY SHEETS**

PART 4: SELF-RESPECT

HOST

So far, we've talked about respect for other people's feelings and respect for rules. Now let's talk about another kind of respect. Self-respect. Self-respect has to do with how you feel about yourself. It's something Sean learned about.

On Halloween, Sean and his friend Mike were at the store where Mike found something he thought would be great.

MIKE

Hey Sean, look. We could really use this.

SEAN

But I don't have enough money.

MIKE

That's okay. Look how many they have. They'll never know if two are missing.

SEAN

That's stealing.



MIKE

That's okay. They won't miss it. Hurry up, my mom's calling!

HOST

As they were leaving, a little voice in Sean's head kept telling him that what he did was wrong.

SEAN

That was really stupid. Why did I listen to Mike?

HOST

You see, self-respect means being proud of the person you are. And right now, Sean wasn't feeling very proud of himself. He was thinking about what happened when Danny the paperboy came to deliver the newspaper.

DANNY

Hey, Sean.

SEAN

Hi, Danny.

DANNY

You getting ready for Halloween?

SEAN

Yeah.

DANNY

You don't seem too excited. What's that? Cool. Something bothering you? Anything you want to talk about?

HOST

So Sean told Danny what happened. How he took the monster mask even though he knew it was wrong.

DANNY

And now you feel bad about yourself, right?

SEAN

Yeah.



DANNY

That's what happens. They call it losing your self-respect.

So, next time when someone asks you to do something you know isn't right, think about how it'll make you feel inside.

SEAN

I will.

DANNY

How about this? Tomorrow we can go to the store and see about giving it back.

SEAN

Really? Thanks, Danny.

• • •

HOST

That night he dressed in a different costume...

BOYS

Trick or treat.

MIKE

Hey, she gave us carrots! And raisins! Yuck...let's get 'em back. Look what I brought.

SEAN

You're gonna egg their house?

MIKE

Yeah, their cars, too!

HOST

Sean remembered how he felt when he stole the monster mask. And he thought about what Danny had said. Sean knew that egging the house would make him feel bad.

KYLE

Where you going?



SEAN

The next house.

HOST

It was hard not to go along with his friends, but Sean knew he was doing the right thing. How did he feel about himself? Sean felt proud. That's having self-respect!

SONG

Respect makes you feel proud

Not to follow the crowd

When it's not right for you!

Respect the person you are

You're your own shining star

Believe it, it's true.

Respect, you know what to do.

Respect, it starts with you!

HOST

So let's see what we've learned...

We know that respect never sounds mean or hurtful.

We know that being respectful means treating others the way you'd like them to treat you.

We understand about respecting the rules.

And we know that self-respect makes you feel proud of the person you are.

Respect...it starts with you!

THE END

Table of Contents

Part 1: Respect for Feelings

How Does It Feel?.....	Activity Sheet 1
I Know!.....	Activity Sheet 2
How to Tell.....	Activity Sheet 3
Showing Respect.....	Activity Sheet 4
Agree or Disagree?.....	Activity Sheet 5
It Starts With You!	Activity Sheet 6

Part 2: Respect for Differences

I Remember the Time	Activity Sheet 1
Learning About Differences.....	Activity Sheet 2
Same and Different	Activity Sheet 3
Alike Yet Different	Activity Sheet 4
Respecting Differences	Activity Sheet 5
Stereotypes	Activity Sheet 6
Agree or Disagree?	Activity Sheet 7
It Starts With You!	Activity Sheet 8

Part 3: Respect for Rules

What Are Rules For?	Activity Sheet 1
Rules Are Everywhere	Activity Sheet 2
What Gina Did	Activity Sheet 3
Answer Key	
Agree or Disagree	Activity Sheet 4
It Starts With You!	Activity Sheet 5

Part 4: Self-Respect

Self-Respect Quilt	Activity Sheet 1
Lost and Found	Activity Sheet 2
What Might Have Happened?	Activity Sheet 3
Word Scramble	Activity Sheet 4
Answer Key	
It Starts With You!	Activity Sheet 5

Activity Sheets may be copied for class distribution.

©Sunburst Visual Media, a division of Global Video, LLC

Part 1

Respect for Feelings

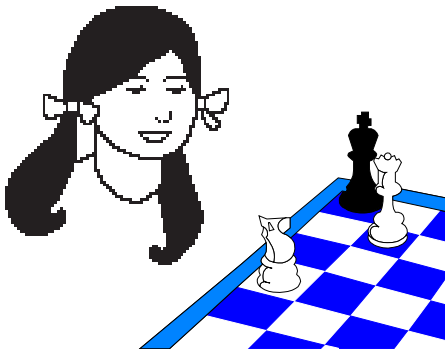


How Does It Feel?

How do people feel when someone fails to show them respect? Here are some descriptive words:

upset	angry	nervous
embarrassed	sad	humiliated
foolish	resentful	offended
ashamed	irritated	hurt

Choose and write down words from the list that you think describe how Katie's teammates in the chess club felt when she didn't show respect for them.

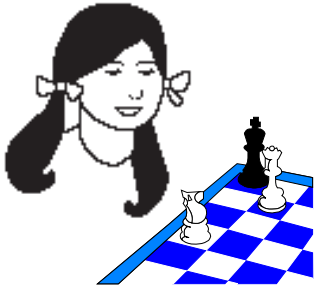


Choose and write down words from the list that you think describe your feelings when someone doesn't show respect for you.





I Know!



Katie was good at chess and knew it. But because she didn't know there was a difference between being the best player and thinking it was her job to improve the other club members' chess skills, she was disrespectful of their feelings.

Read each of the statements below.

If you think a statement is **Respectful**, put an "R" in the space.

If you think it is **Disrespectful**, mark it with a "D."

- _____ 1. Can't you figure out what move to make next?
- _____ 2. Would you like my help? I know a good way to break the check.
- _____ 3. What's taking you so long to make up your mind?
- _____ 4. That's the dumbest move I ever saw.
- _____ 5. Maybe I can show you how to get out of trouble.
- _____ 6. That's your idea? Now I'll tell you mine.
- _____ 7. Would you mind if I made a suggestion?
- _____ 8. Everybody knows you have to protect your queen!
- _____ 9. Can't you remember anything I tell you?
- _____ 10. You know what? How about if you moved your knight over here?
- _____ 11. Can I explain why that's not such a good opening?
- _____ 12. You know I know more about chess than you do!

Name _____

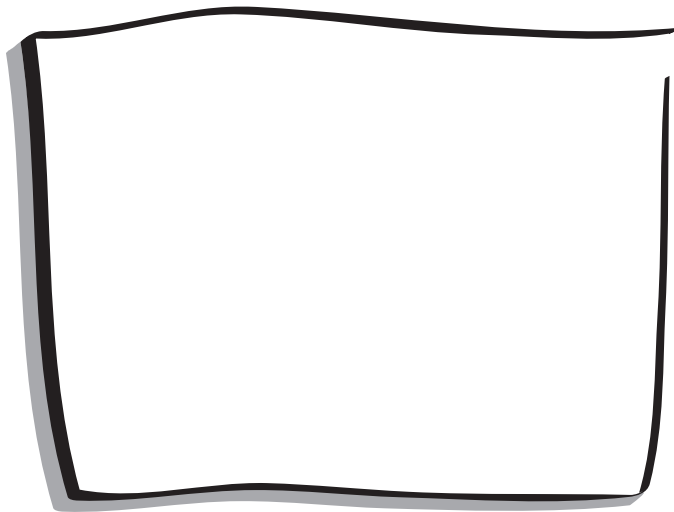


How to Tell

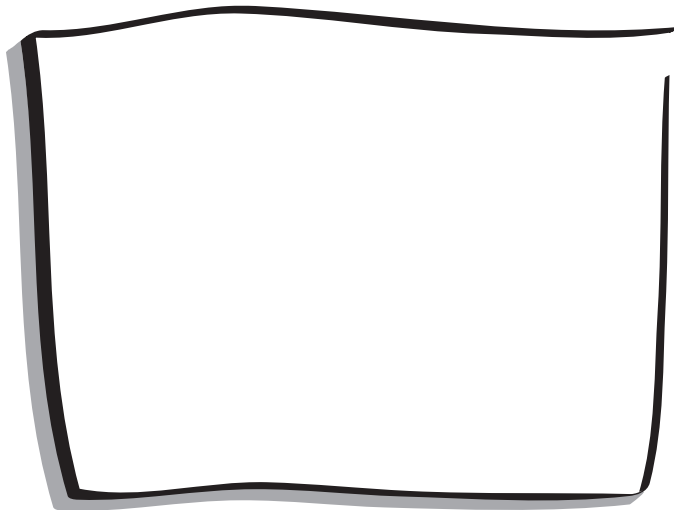


The best way to tell whether you're being respectful of other people's feelings is to ask yourself, "Is this how I'd want someone to talk to me?"

In the box below, draw a picture of how you would feel if someone told you, "You're wrong!" Alongside, name the feelings you are expressing in the picture.



In the box below, draw a picture of how you would feel if someone were to say to you, "I'm sorry!" Alongside, name the feelings you are expressing in the picture.



Name _____



Showing Respect

In what ways can kids show respect for adults' feelings?

Work with a partner and list your ideas below.

Kids can show respect for adults' feelings by:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

In what ways can adults show respect for kids' feelings?

Work with a partner and list your ideas below.

Adults can show respect for kids' feelings by:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



Agree or Disagree?

What does respect mean to you? Mark each statement below **Agree** or **Disagree**. Then get together with a partner or small group and discuss your answers.

Agree Disagree

☐☐

1. To get respect, you have to make people afraid of you.

☐☐

2. If you're big and strong, people will respect you.

☐☐

3. Even if you disagree with someone, it is still important to show respect.

☐☐

4. Respecting adults means doing everything they tell you to do.

☐☐

5. Putting yourself in someone else's shoes will help you show respect for that person.

☐☐

6. Everybody deserves respect.

☐☐

7. If someone makes a mistake, it's important to let them know about it.

☐☐

8. Listening attentively to someone shows you respect them.

☐☐

9. To get respect, you have to earn respect.

☐☐

10. If you talk about your feelings, no one will respect you.

☐☐

11. Not treating people with respect is certain to affect their behavior toward you.

☐☐

12. Being respectful means being polite and considerate.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Part 2

Respect for Differences

I Remember the Time...

Think about a time when someone you know was made fun of because he or she was different in some way. Write a story about it.



Now draw a picture of what happened.





Learning About Differences

Customs, languages, foods and holidays differ from country to country. Choose a country you would like to know more about and find out the answers to the questions below.



Name of Country _____

Language(s) Spoken _____

➡ Name three foods that are special to this country.

➡ Name two holidays that are celebrated in this country. Give the dates they are celebrated.

➡ Describe one custom or tradition unique to this country or to people born there.

➡ Describe another interesting fact you learned about this country.



Same & Different

You are unique. That means there's no one in the world exactly like you. But other people are like you in many ways. Use the chart below to see how many students there are for the following characteristics.

Characteristic		Number in Class
	BOYS	
	GIRLS	
	BLUE EYES	
	BROWN EYES	
	OTHER COLOR EYES	
	RED HAIR	
	BROWN HAIR	
	BLONDE HAIR	
	SHORT HAIR	
	LONG HAIR	
	CURLY HAIR	
	STRAIGHT HAIR	
	LESS THAN 52" TALL	
	BETWEEN 52" & 60" TALL	
	BETWEEN 60" AND 66"	
	TALLER THAN 66"	
	WAIST 20" OR LESS	
	WAIST 20 - 25"	
	WAIST 25 - 30"	
	WAIST 30" PLUS	
	SHOE SIZE 6 OR LESS	
	SHOE SIZE 6 - 8	
	SHOE SIZE 8 +	



Alike Yet Different



Just as you are different in many ways, so is your family different from other families in many ways. But families also have a lot in common. List some things your family does that you are sure other families also do.



Now list some of the things you think make your family different from other families, that make it unique—the special way your family celebrates birthdays, for example, or special customs that your family observes, or particular foods served at special times.



Respecting Differences



Check the best answer for each question.

1. If you had a classmate who didn't speak much English, how would you show respect for him?

___ Laugh at the way he talks.
___ Tell him he shouldn't come to class until he learns to speak better.
___ Offer to help him learn to speak better English.

2. If you and your friend play chess together and you beat him all the time, how would you show respect for his feelings?

___ Suggest he play with someone else.
___ Ask if he would like you to help him with his game.
___ Refer to him as a "loser."

3. If you had a classmate who always came to class wearing a scarf that covered her hair, how would you show respect for her?

___ Get to know her better and learn the reason she wears the head scarf.
___ Make fun of her for wearing a scarf all the time.
___ Ignore her.

4. If you had a friend who was a vegetarian, how would you show respect for her?

___ Offer to share your meat sandwich with her.
___ Tease her about eating "rabbit food."
___ Ask her to tell you about her favorite vegetarian foods.

Stereotypes



A stereotype is a mental image or opinion formed in advance about a particular group of people. It's putting labels on people, forgetting that everyone is different. For example, the statements "All jocks are dumb," or "All second-graders are babies," are stereotypes.

Each of the statements below is a stereotype. Choose one to write about, describing why you think it is unfair.

- ➡ Boys who like to cook are sissies.
- ➡ Kids who listen to that kind of music are all dweebs.
- ➡ All brainy people are bad at sports.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Agree or Disagree?

What does respect for differences mean to you? Mark each statement below **Agree** or **Disagree**. Then get together with a partner or small group and discuss your answers.

Agree

Disagree

☐☐

1. People who are different from everyone else should change.

☐☐

2. If you don't like the way somebody does something, it's not important to respect them.

☐☐

3. People who are different can help you learn about their differences.

☐☐

4. If people are different, it's disrespectful to make fun of them.

☐☐

5. If people are different, it's a good idea to be patient and considerate of them.

☐☐

6. If you're different in any way, making people afraid of you is one way to make them respect you.

☐☐

7. If a classmate's religion prevents him from eating foods you eat, you shouldn't ask him to sit with you at lunch.

☐☐

8. If a classmate is handicapped, you can't be friends with her.

☐☐

9. If you see a strange food on someone's plate and you're curious about it, you should ask politely what it is and what it tastes like.

☐☐

10. You should only be friends with people who are exactly like you.

It Starts With You!

Define what you think is meant by the phrase:

“Being respectful means treating others the way you would like them to treat you.”



[illegible]

Part 3
Respect for Rules

Name _____



What Are Rules For?

Think of three reasons why we have rules:

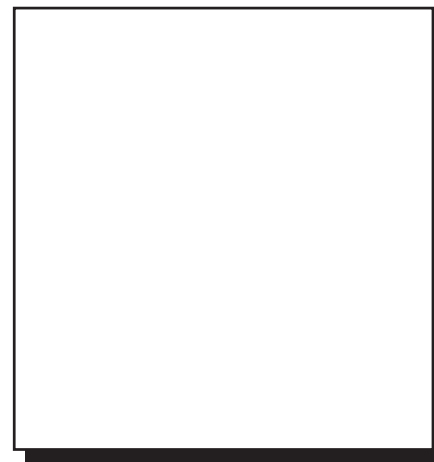
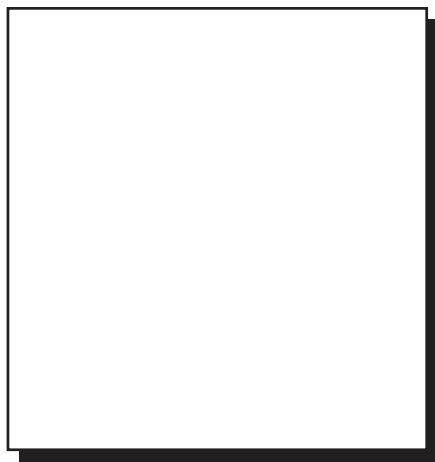
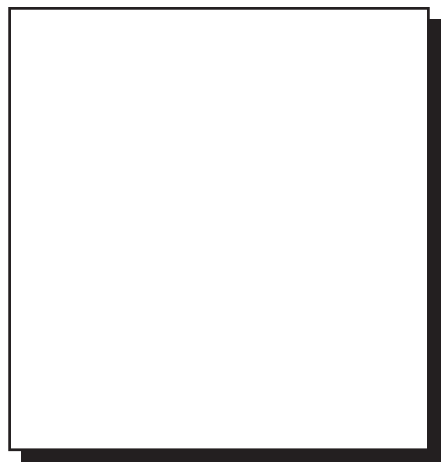
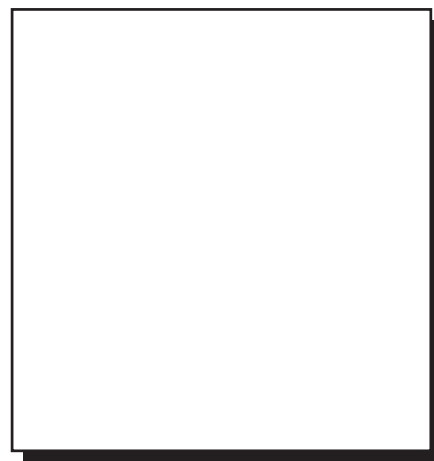
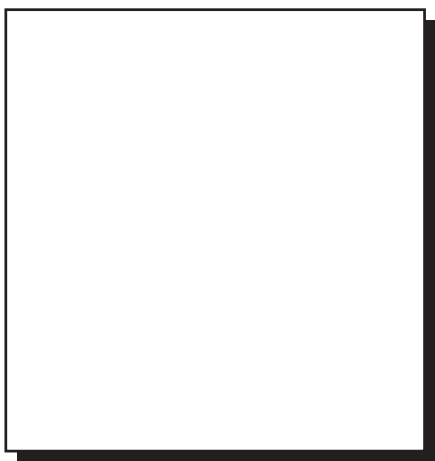
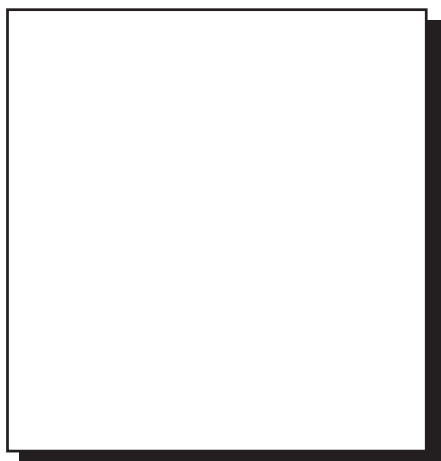


Reason 1 _____

Reason 2 _____

Reason 3 _____

Think of a time when you didn't respect a rule and found out there were consequences. Create a comic strip in the boxes below, telling what happened and using balloon captions to create a running picture story.



Name _____



Rules Are Everywhere

Everywhere you go there seem to be rules. Respecting them shows consideration for others. Write some rules for each place listed here.

Home



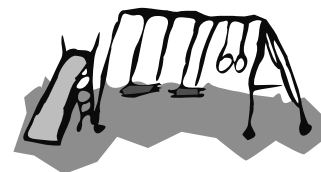
Classroom



School Bus



Playground



Mall



Library





What Gina Did

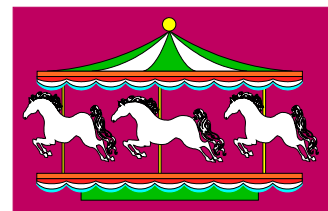
Use the words in the Word Box to re-tell what happened when Gina didn't respect the museum's rules and the museum guide.

Word Box	broken	rules	office
	touching	antique horses	emphasized
	valuable	carousel	second chances
	consequences	display	playing
	found out	respect	mean
	museum guide	replaced	not touch
			careful

Gina's class went on a _____ to a special museum where many _____ were on _____. The _____ told the class that all the things in the museum were old and fragile, and very _____, which meant that they could be easily _____ and they could not be _____. She _____ that everyone was to be _____ and _____ anything. She said she didn't want to be _____, but said there wouldn't be any _____. But Gina didn't _____ the _____ and kept on _____ things. She even touched the antique _____. When it stopped _____, she _____ that not respecting rules has _____. She had to stay in the guide's _____ while her classmates had fun riding the new _____.



On the back of this sheet draw a picture of Gina sitting in the museum guide's office while her classmates ride the carousel.





What Gina Did - Answer Key

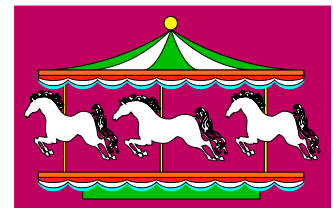
Use the words in the Word Box to re-tell what happened when Gina didn't respect the museum's rules and the museum guide.

Word Box	broken	rules	office
	touching	antique horses	emphasized
	valuable	carousel	second chances
	display	pipe organ	playing
	respect	trip	mean
consequences	replaced	not touch	careful
found out			
museum guide			

Gina's class went on a trip to a special museum where many antique horses were on display. The museum guide told the class that all the things in the museum were old and fragile, and very valuable, which meant that they could be easily broken and they could not be replaced. She emphasized that everyone was to be careful and not touch anything. She said he didn't want to be mean, but said there wouldn't be any second chances. But Gina didn't respect the rules and kept on touching things. She even touched the antique pipe organ. When it stopped playing, she found out that not respecting rules has consequences. She had to stay in the guide's office while her classmates had fun riding the new carousel.



On the back of this sheet draw a picture of Gina sitting in the museum guide's office while her classmates ride the carousel.





Agree or Disagree?

What does respect for rules mean to you? Mark each statement below **Agree** or **Disagree**. Then get together with a partner or small group and discuss your answers.

Agree Disagree

☐☐

1. It's always important to respect rules.

☐☐

2. Respecting rules makes life difficult.

☐☐

3. If rules didn't exist, somebody would create them.

☐☐

4. Respecting rules shows consideration for others.

☐☐

5. If you don't respect a rule and nobody sees you, then it's all right.

☐☐

6. If you don't respect a rule and somebody sees you, it's all right to make up an excuse.

☐☐

7. If you forget and don't respect a rule, you shouldn't have to suffer any consequences if you say you're sorry.

☐☐

8. If you think a rule is unfair, you don't have to respect it.

☐☐

9. If you think a rule is unfair, you should respect it anyway.

☐☐

10. If you think a rule is unfair, you should see what you can do to have it changed.

Name _____



Self-Respect Quilt

What qualities do you have that contribute to your self-respect? Describe one quality in each of the squares, and color in a design around it to make a self-respect quilt.

Something that's important to me.

Something I do well.

Something I like about myself.

Something other people like about me.

Name _____



Lost and Found

**Write a story about someone who lost his or her self-respect.
Write about what happened and tell about how you think the person felt.**

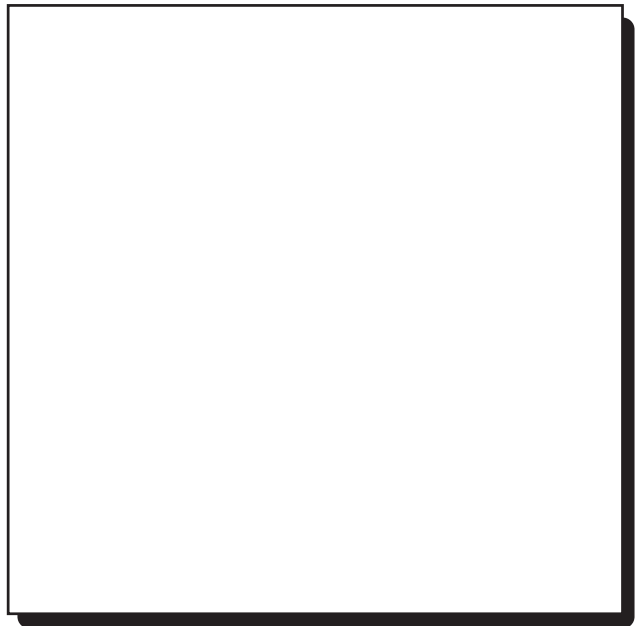
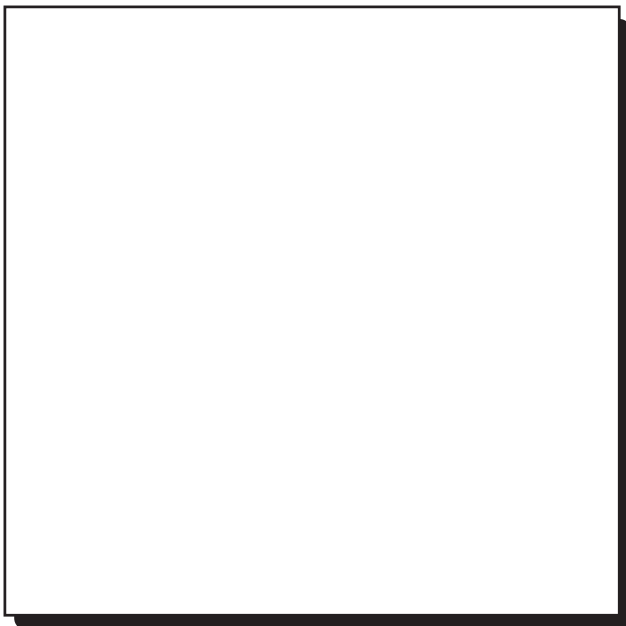
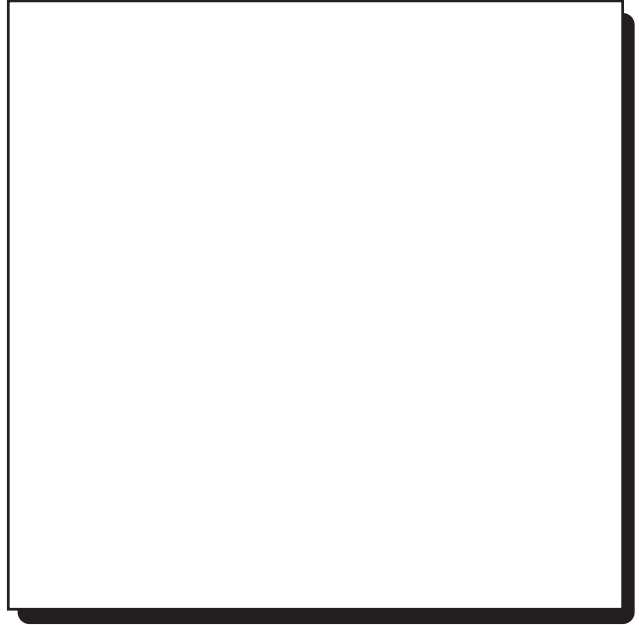
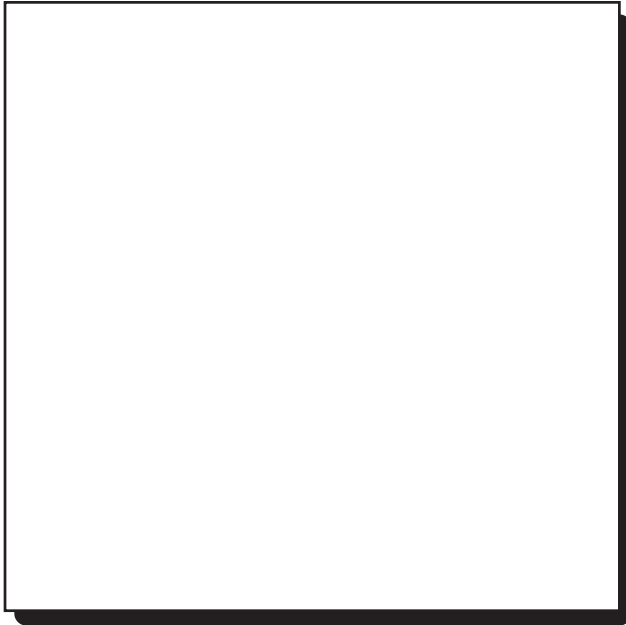
**End your story by telling how the person got his or her self-respect back.
How do you think the person felt then?**



What Might Have Happened?



It's hard to go against something a friend wants you to do. Suppose Sean had told Mike he wasn't going to steal the monster mask? What might have happened? Show Sean and Mike in action in the shop, having an argument. Put in "speech bubbles" to show what they are saying to each other.





Word Scramble

Replace all of the numbers in this puzzle with the correct letters. To help you out, all of the vowels have been done for you. When you uncover the code, you'll discover something important about respect you should always remember.

O
20 15

E
7 5 20

E
18 5 19 16 5 3 20'

O **U**
25 15 21

A **E**
8 1 22 5

O
20 15

I **E**
6 9 22 5

E **E**
18 5 19 16 5 3 20 **!**

Name _____



Word Scramble - Answer Key

Replace all of the numbers in this puzzle with the correct letters. To help you out, all of the vowels have been done for you. When you uncover the code, you'll discover something important about respect you should always remember.

<u>T</u>	<u>O</u>	<u>G</u>	<u>E</u>	<u>T</u>
20	15	7	5	20

<u>R</u>	<u>E</u>	<u>S</u>	<u>P</u>	<u>E</u>	<u>C</u>	<u>T</u>
18	5	19	16	5	3	20

<u>Y</u>	<u>O</u>	<u>U</u>	<u>H</u>	<u>A</u>	<u>V</u>	<u>E</u>	<u>T</u>	<u>O</u>
25	15	21	8	1	22	5	20	15

<u>G</u>	<u>I</u>	<u>V</u>	<u>E</u>	<u>R</u>	<u>E</u>	<u>S</u>	<u>P</u>	<u>E</u>	<u>C</u>	<u>T</u>	!
6	9	22	5	18	5	19	16	5	3	20	

Credits



Executive Producer

Susan Eikov Green

Video Production

Mazzarella Brothers Productions
Bristol, CT

Writer

Tony Mazzarella

Teacher's Guide

Ruth Grossman

© 2002 Sunburst Visual Media, a division of Global Video, LLC
Pleasantville, NY 10570

ISBN 0-7805-3847-1