

#11984

STUDENT WORKSHOP: LET'S TALK ABOUT RESPECT

SUNBURST VISUAL MEDIA, 2001

Grade Level: K-3

16 Minutes



CAPTIONED MEDIA PROGRAM RELATED RESOURCES

- [#11988 MAKING FRIENDS, KEEPING FRIENDS](#)
- [#12053 BUZZ, BUZZ, BUZZ: DID YOU HEAR ABOUT...?](#)
- [#12054 LEARNING ABOUT HONESTY](#)
- [#12056 DOING THE RIGHT THING: BUILDING CHARACTER](#)
- [#12060 I SAID I WOULD AND I WILL](#)
- [#12064 LET'S MAKE UP](#)

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This Program Contains

- 1 Teacher's Guide, 16 activities
- 1 videocassette, approximately 17 minutes

About the Program

Why Should Children View This Program?

“Respect” is a word that children hear very often. To most young children, it means something vague about being polite. But respect is a far broader concept than mere politeness; it is one of the building blocks upon which all our relationships rest. *Student Workshop: Let’s Talk About Respect* is designed to give children the opportunity to explore some of the concepts and applications of respect. Short, realistic vignettes present specific problems for them to think about and discuss—problems concerning respect for another’s feelings, respect for rules and authority, and respect for oneself. By getting involved with these situations, children begin to develop their own ideas about how people should treat each other. And in the process, they understand what it means to respect themselves.

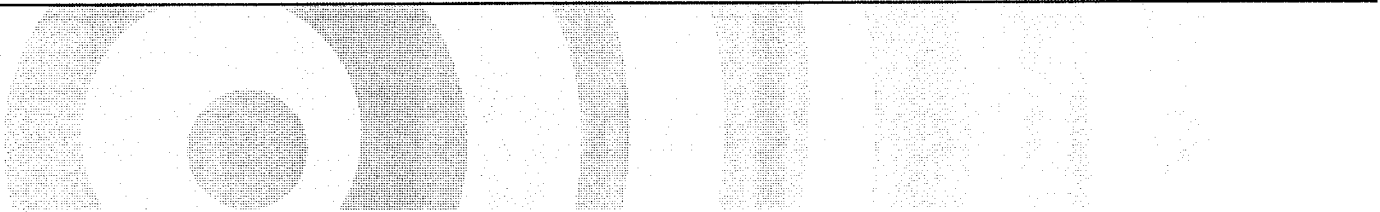
Learning Objectives

Children will:

- explore the meaning of the word “respect.”
- learn some ways that respect can be demonstrated.
- become more sensitive to the feelings of others.
- understand the kinds of problems that can arise when rules are not followed.
- see how respecting others leads to self-respect.

Program Content

- The host, a train conductor, takes viewers for a ride on the “Respect Railroad.”
- Realistic vignettes portray children in various situations that demonstrate various meanings of respect.
- After each of the three parts of the program, viewers are given the opportunity to complete activity sheets reinforcing what they have just seen.



Preview Questions

- What does the word “respect” mean to you?
- Why do you think it’s important to respect other people’s feelings, even if you don’t feel the same way?
- What do you think are some of the reasons for rules?

Program Summary

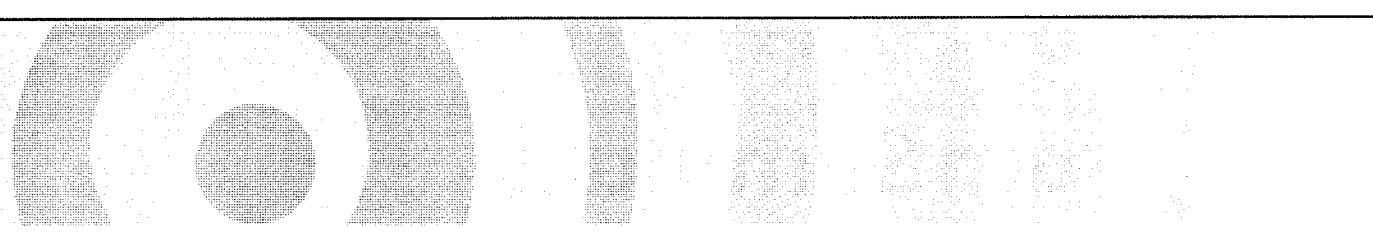
The action in this program is centered around a very special railroad train, the Respect Railroad. The conductor serves as the host, and her job is to help the young passengers learn some lessons about respect. At each stop the train makes, the program presents a vignette that demonstrates the importance of showing respect for one another, and for ourselves.

Part 1: Respecting People's Feelings

The train stops at a town called Respectville, and the camera zooms in on the elementary school, where a pet fair is being held. Each student has brought in his or her pet, and everyone is walking around the room looking at the different animals in their cages. Jill walks up to one of the cages and suddenly recoils in fright when she sees a snake inside. Billy proudly announces that this is his pet snake, Speedy, but Jill isn't interested—she is terrified and just wants to get away. Billy starts to tease Jill about her fear, and calls her a baby when she begins to cry. The teacher intervenes and explains to Billy that everyone has something that he or she is afraid of. When Billy boasts that he isn't afraid of anything, Jill recalls the time she met him in the dentist's office and he was terribly upset. Jill points out that she wasn't afraid of the dentist, but he was. Billy remembers the incident and acts very sheepish when the teacher asks him how he would have felt if Jill had made fun of him. The teacher points out that no one likes to be made fun of because of the way they feel, so we should all show respect for each other's feelings. When you treat someone with respect, they feel good and you feel good, too. Billy gets the point, he and Jill make up and the two of them run off to look at Jill's pet rabbit.

Part 2: Respect For Rules

The next stop on the train is "Respect Valley," and the conductor takes viewers to the nature center to learn about respect for rules. Ms. Baxter's class is here on a class trip and her students have been divided into small groups, with a guide escorting each group through the center. One guide, a young man named Tony, is going over some rules with his group before they begin the tour. The first rule is that the group must stay together; no one can wander around alone because of the possibility of getting lost. The second rule is that the children can only touch those plants that Tony says



they can touch. They start walking, and Kyle and Elena are at the back of the group. Elena stops to look at some buds, and Kyle reminds her that they have to stay with the rest of the group. Tony reminds them about staying together. Next, Elena decides to pick one of the pretty ferns but stops when Tony walks over to her. Tony goes over the rules again, explaining that some plants can be harmful, so the rule about not touching the plants is meant to protect the children. The group continues their tour, but just as they are finishing up Elena wanders off and no one knows where she went. Tony goes off to look for her, and by the time he finds her, she is lost and very frightened. Elena explains that she just wanted to look at some ducks and Tony comments that now she understands why its important to respect the rules and to respect the person who is there to enforce the rules.

Part 3: Self-Respect

The train makes a third stop, this time at a town called “Respect Falls.” The conductor explains that it’s also important to have self-respect, that is, to feel good about ourselves deep down inside. To illustrate this point he takes viewers on a visit to the town park where Janessa is riding her brand-new bike. When her mother says they can go for ice cream, Janessa leaves her bike leaning against a bench. Craig comes along, sees the bike, and decides to take it for a ride, thinking that Janessa won’t mind. But Craig accidentally rides over a piece of glass and cuts the tire. When he gets off the bike and sees the flat tire he knows Janessa will be mad, so he puts the bike back before she can find out he was riding it. Maggie comes along and stops to admire the new bike. Janessa comes back, sees the flat tire, and thinks it is Maggie’s fault. She yells at Maggie, who doesn’t know what she is talking about. Meanwhile, Craig is watching from a distance and sees that Maggie is being blamed for what he did. He feels terrible, and tries to make an excuse to himself that he didn’t do it on purpose. But he knows he was wrong for taking the bike without asking, and when he sees Maggie crying he feels even worse. After a while he realizes that the awful feeling won’t go away unless he admits what he did. He gets up his courage and tells Janessa what happened. Craig learned that when you do something that hurts someone else, you don’t feel very good about yourself—you don’t have much self-respect. Telling the truth wasn’t easy, but it was worth it. It made him like himself a lot more.

Discussion Questions

Part 1: Respecting People's Feelings

- How do you think Billy felt about his pet snake? How would you feel about having a snake for a pet?
- Is there something that makes you nervous or a little bit scared? Tell about it.
- Has anyone ever made fun of you for being afraid of some thing? How did you feel?

Part 2: Respect For Rules

- Why do you think Elena was not following the rules that Tony talked about?
- Would you like to work in a place like the nature center? What part of the job do you think you would like best?
- What would happen if nobody followed the rules in the nature center? Would it still be as nice to visit? Why?
- Do you think Elena had more respect for rules after that day? Why?

Part 3: Self-Respect

- How would you feel if someone rode your new bike without asking you? What would you have said to Craig?
- What should Craig have done as soon as he noticed the cut in the tire?
- Have you ever been blamed for something you didn't do? How did you feel?
- Do you think Janessa and Craig will still be friends?

Suggested Activities

Art

Ask the children to think about all the different kinds of pets that might be shown in a Pet Fair.

(Examples: Turtles, cats, dogs, hamsters, gerbils, birds, guinea pigs, fish, rabbits, snakes, etc.) Have each child choose one type of pet and draw a picture of it; try to have every type of pet represented. Display the pictures under the title *Our Pet Fair* and lead a class discussion on the characteristics of each type of pet.

Creative Expression/Movement

Choose one of the vignettes from the program, or let children make their own choices. Invite students to “act out” their own versions of the story, using their own words, movements, facial expressions, etc.

Language Arts

Lead a class discussion on different ways of showing respect. You may use examples from the program and also invite children to think of other situations and other forms of respect that they have learned about.

Communication

Invite children to tell about their own real experiences related to something they did that made them feel bad about themselves. Have each child tell what the problem was and how he or she resolved it. How did he or she feel afterward?

Reading/Language Arts

Ask each child to read one of the books in the Suggested Reading list on page 13, and to write or dictate a report on the book he or she has read.



Art

Make a "Shoebox Railroad." Ask each child to bring in an old shoebox. Provide paints, glue, colored paper, and assorted scrap materials and have each child decorate their "cars" any way they wish. Cut wheels out of heavy cardboard and glue them to the sides of the cars. The cars can all be connected by string and lined up on top of a bookcase or shelf. Have children decide on a name for their railroad and make up names for some of the towns where it might stop.

Field Trip

Plan a class trip to a botanical garden in your area. Prepare students for the trip by displaying pictures of some of the plants and trees they are likely to see there.

Language Arts

Start your own classroom respect patrol. Each day, assign a child to act as the respect recorder. This child could find at least one example of respectful behavior that they would tell the rest of the class about at the end of each day.

Language Arts

Work with the class to make a list of the rules in your classroom, or throughout the school. Write each rule on a slip of paper and put all the slips into a box. Have each child draw out a slip and think about the reason for that rule, and what might happen if people didn't follow the rule. Call on children to discuss the rule they have picked.

Language Arts/Art

Ask students to contribute adjectives that they would use to describe a respectful person. Make a list of these words. Help the class assemble a picture dictionary about respect by writing each word on a sheet of paper, illustrating it with drawings or cutouts, and assembling all the pages to form a book called "What's Respect?"

Creative Expression/Language Arts

Whenever there are rules to be followed, someone is usually in charge of seeing that they are. Teachers, crossing guards, park rangers, librarians, bus drivers, museum guards, and babysitters are a few examples. Ask children to go through old magazines and cut out pictures of people whose job it is to see that rules are followed. For each picture, ask children what rule or rules the person might have to enforce. Discuss the point that respect for rules also means respect for the person who has the job of seeing that they are followed.

Role Playing

Have children role play the following situations:

- Tanya is playing with a Beanie Baby that she really loves. Andrea comes along and makes fun of her for playing with such a silly toy.
- Jed and Cheryl are riding on the school bus. Jed doesn't have his seatbelt fastened and Cheryl reminds him that he's breaking the rules.
- It's Felicia's first day at a new school. At recess, all the kids are playing games and Felicia is sitting alone on a bench. Some of the kids call her "Stuck-up."

Bulletin Board Starters



Hold a “Pet Fair” on your bulletin board. Invite children to bring in photos of their pets and display them on the board. Under each photo the child can write the name of the pet and something funny that it does. (If a child doesn’t have a pet, s/he can draw one s/he would like to have.)



Give each child a large cutout of a railroad car. Ask children to think of a rule that must be followed in the classroom or in the school, and write it on the cutout. Then line up the cutouts and display the “Rule Train” on the bulletin board.



On a large strip of oak tag write the words “Following rules is important because...” Tack this to the top of a bulletin board and invite children to write their own endings for the sentence. Display all their ideas under the title.



Ask each child to draw a picture of something that he or she is afraid of or uncomfortable with. Children can write a sentence or two about their pictures, but they do not have to put their names on them.



Write the following words in large letters on a strip of oaktag: “Self-respect is important because...”. Place this on the bulletin board and tack a number of long, narrow strips all around it. Invite children to complete the sentence, writing their ending on one of the strips.



Inspire children to think creatively about the concept of respect. Encourage them to write poems about respect, illustrating them if they wish. Display the poems on the bulletin board and read one aloud each day.

Send-Home Page

Dear Family Member,

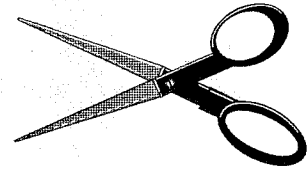
Your child viewed a program called *Let's Talk About Respect*. This program presented situations in which young children learned the importance of having respect for the feelings of others, respect for rules, and respect for themselves. Here are some ways you can help your child learn more about respect.

- Ask your child to tell you about the stories in the program, and the lessons that the various characters learned. Here are some of the main points that the program emphasized:
 - Everyone is different, and people have different feelings.
 - We should be considerate of each other's feelings and show respect for them.
 - When you treat someone with respect, they feel good and you feel good, too.
 - Rules are made for a reason, and it's important to respect the rules and the person whose job it is to see that they are obeyed.
 - When you do something dishonest, or something that hurts someone else, you don't feel very good about yourself.
- Ask your child what he or she learned from watching this program. Discuss how these examples of respect apply to situations in your home.
- Work together to write a list of ways respect is shown in your home. Discuss where you should post the list in order to remind everyone in your household.
- Talk to your child about situations in which he or she is having difficulty showing or getting respect. When you talk about these problems, your child will be better able to identify the cause of the problem and better understand the importance of respect. With your child, try role-playing various solutions to these problems.
- Together, read books that feature the theme of respect. This will help children further realize that respect is important and that there are many ways to show and get respect. Here are two books you might read:

Simon's Hook, by Karen Gedig Burnett.

The Crayon Box that Talked, by Shan Derlf.

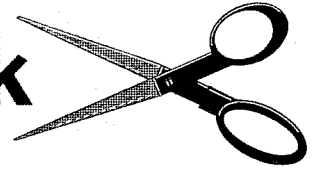
K-1 Take Home Book



Cut and staple the pages to make a book. Then draw pictures to go with the words.

1 Jan was playing outside.	2 It began to thunder and lightning.
3 Jan ran into the house, crying.	4 "Don't be afraid," her brother said. "It will stop soon."

Grade 2 Take Home Book



Cut and staple the pages to make a book. Then draw pictures to go with the words.

1 Respect means understanding that everyone is different.	2 It can mean caring about people's feelings.
3 It can mean feeling good about yourself.	4 It can mean following the rules.
5 It can mean taking care of other people's things.	6 I show respect by _____.

Suggested Reading

Aliki. *Feelings*. Greenwillow, 1984. Designed to help young children explain their feelings.

Avery, Charles. *Everybody Has Feelings (Todos Tenemos Sentimientos): The Moods of Children*. Using both English and Spanish text and children's photographs, explores a wide range of human feelings.

Berenstain, Stan and Jan. *The Berenstain Bears Lend a Helping Hand*. Random House, 1998. Brother and Sister find that helping out has its own rewards in increased self-respect.

Bunting, Eve. *The Wednesday Surprise*. Houghton Mifflin, 1989. When Grandma stays with Anna's family, everyone thinks *she's* teaching Anna to read.

Burnett, Karen Gedig. *Simon's Hook: A Story About Teases and Putdowns*. GR Publishing, 1994. Grandma Rose gives Simon a wonderful life lesson on how to handle teases and putdowns.

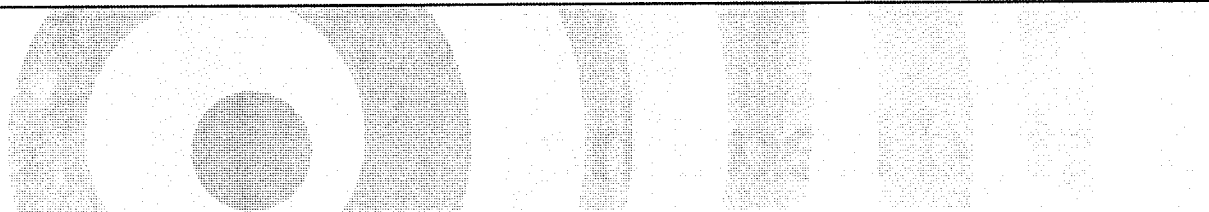
Carlson, Nancy L. *How to Lose All Your Friends*. Puffin, 1994. Humorous advice about what kids can do if they don't want to have any friends.

Carlson, Nancy L. *I Like Me!* Viking Press, 1988. Provides a wonderful lesson in learning self-respect.

Derolf, Shane. *The Crayon Box That Talked*. Random House, 1997. A child's box of crayons conveys a simple but powerful message of self-acceptance, no matter what your skin color is.

Estes, Eleanor. *The Hundred Dresses*. Econo-Clad Books, 1999. Deals with moral courage and friendship in the face of peer pressure.

Flournoy, Valerie. *The Patchwork Quilt*. Dial, 1985. Tanya helps her grandmother make a quilt that tells her family's story.



Grifalconi, Ann. *Osa's Pride*. Little, Brown, 1990. Osa's grandmother tells her a tale about the sin of pride.

Lovell, Patty. *Stand Tall, Molly 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, in a most satisfying way.

Kachenmeister, Cheryl. *On Monday When It Rained*. Houghton Mifflin, 1989. Help for children in learning to express themselves.

Tafari, Nancy. *Do Not Disturb*. Greenwillow, 1987. A family camps out, unaware that they are disrespecting the wildlife around them.

Waber, Bernard. *But Names Will Never Hurt Me*. Houghton Mifflin, 1976. How Alison got her name and learned to live with it.

Waber, Bernard. *Ira Sleeps Over*. Houghton Mifflin, 1973. Ira is embarrassed to take his toy animal with him on a sleepover, until he discovers his friend sleeps with one, too.

Winthrop, Elizabeth. *That's Mine*. Holiday House, 1977. After knocking down the other's block castle, two boys discover that together they can build something more beautiful than either has ever built before.

Additional Materials from Sunburst Visual Media, a division of Global Video, LLC

"What's Respect?"

13-minute program for Grades K-2

"Student Workshop: Respecting Differences"

18-minute program for Grades K-2

"Doing the Right Thing: Building Character"

16-minute program for Grades K-2

Script

Student Workshop: Let's Talk About Respect

Conductor:

All aboard! All aboard! We'll be pulling out in five minutes.

Welcome Aboard. I'm so happy you could join me on this special train. It's called the "Respect Railroad." On this trip, we're going to make a few stops at stations along the line so we can learn all about respect. No time to waste. Get your tickets out. The Respect Railroad is on the way.

Part 1: Respecting People's Feelings

Whoa! That was a sudden stop! Well, here we are at our first station—Respectville. This is where we can talk about respect for feelings. Let's see now, where can we find a good lesson in respecting someone's feelings? I know. That school over there. A very special event's going on there today.

It's the Pet Fair. There's Jill.

Jill:

That's a snake!

Billy:

Yeah. His name's Speedy.

Jill:

I hate snakes.

Billy:

Why? He's cute. Want to touch him?

Jill:

Get him away from me!

Teacher:

Billy. Jill doesn't want to see Speedy.

Billy:

But why? He's just a little old snake. He won't bite her.

Teacher:

That's not really the point. Jill is uncomfortable with snakes. So you shouldn't force him on her.

Billy:

But why is she such a "fraidy-cat"?

Teacher:

Well, we all have something that makes us nervous or a little bit scared. Some people don't like thunderstorms, or crossing bridges, or being in the dark. Me...spiders give me the shivers. And I wouldn't like it if someone stuck a spider in my face.

Billy:

I'm not afraid of anything.

Teacher:

Really! That's hard to believe.

Jill:

I know something you're afraid of.

Billy:

What?

Jill:

Remember—the other day—at the dentist?

• • •

Bye Dr. Simon.

Dr. Simon:

Bye Jill.

Billy:

I'm not going in there.

Mother:

Dr. Simon is only going to have a look.

Billy:

I want to go home.

Mother:

He's going to take some x-rays—you know what they are—and then clean your teeth.

Billy:

And give me a shot.

Mother:

Not today. He's only going to look at your teeth and clean them.

Billy:

And put that nasty stuff in my mouth?

Mother:

Probably.

Billy:

It tastes disgusting.

Mother:

Well, let's think of something really nice that we can have afterwards to take the taste away. Should we get some ice cream?

Billy:

Will you stay with me in there?

Mother:

Of course...and you keep thinking about what kind of ice cream you want.

Billy:

Okay, but I'm still going to hate it.

• • •

Jill:

You were afraid, but *I* wasn't.

Teacher:

Billy do you remember that?

Billy:

Yeah... sort of.

Teacher:

How do you think you would have felt if Jill made fun of you for being afraid?

Billy:

I dunno...I guess...not so good.

Teacher:

That's right. No one likes to be made fun of because of the way they feel. That's why we should all be considerate of each other's feelings. And show respect for each other's feelings. And you want to know something else?

Billy:

What?

Teacher:

When you treat someone with respect, they feel good and you feel good, too.

Billy:

Sorry Jill.

Jill:

That's okay. Want to see my rabbit, Lucinda?

Billy:

Sure. I'll just leave Speedy here.



Conductor:

So at our first stop we learned some important lessons about respect for feelings. We learned that not everyone feels the same way about things—Billy likes snakes, but Jill is afraid of them. Jill doesn't mind going to the dentist—Billy minds a lot. In other words, people have different feelings.

We can show respect for someone's feelings by not making fun of them, or calling them names, or trying to make them uncomfortable. And when we treat each other with respect, we all feel good.

MUSIC VIDEO

There are many ways that we can show respect for one another.

Respect in what we say and what we do.

So let's ride the train and learn about respect at every turn.

You respect me and I'll respect you!

Conductor:

And now, while we head to our next stop, you can do the Respect for Feelings Activity Sheets.

ALL ABOARD! ALL ABOARD!

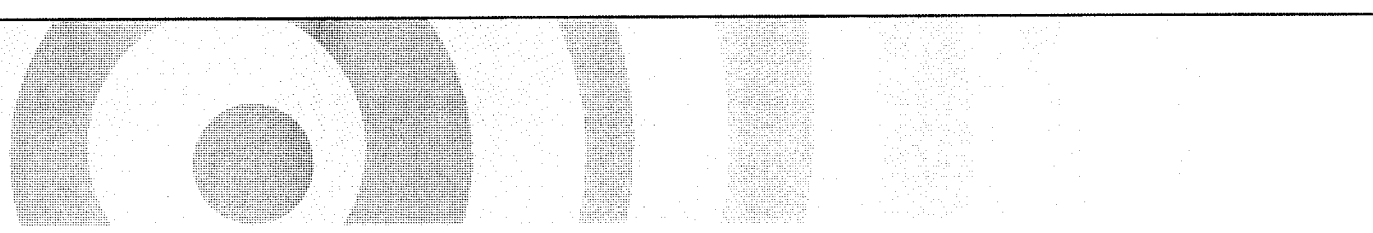
Stop the tape here for "Respect For Feelings" Activity Sheets.

PART 2: RESPECT FOR RULES

Conductor:

All aboard! All aboard! Next stop—Respect Valley. Here we go! I wonder who dropped this apple? See that sign over there? It means that you shouldn't litter. Unfortunately, not everyone has respect for rules.

Whoever dropped this doesn't understand that rules are made for a reason. One reason for the "No Littering" rule is because someone can slip on trash and hurt themselves. And who wants to look—and smell—someone else's garbage. Phew!



Well, here we are at Respect Valley. This is a great place to learn about respect for rules. And I know just the place for us to visit—the Nature Center.

The Nature Center is a beautiful place where they have all sorts of plants and flowers. Ms. Baxter’s class is here on a field trip. The students are divided up into small groups and each group is being shown around by a guide. Let’s look in on one group.

Tony:

Hi everyone. My name is Tony and I work here at the gardens. We’re going to have a really fun time today. I’m going to show you all kinds of plants and animals. But before we begin, I want to remind you of a few rules.

The first rule is that you have to stay together. No one can walk away or wander off alone, because it’s easy to get lost on these paths. The second rule is that you can only touch the things that *I* say you can touch. Does everyone understand?

Kids:

Yes.

Tony:

Okay, let’s get going.

Elena:

Look at those birds.

Kyle:

He said we shouldn’t stop.

Elena:

I’m just looking.

Kyle:

Come on.

Tony:

Come on guys. Remember, I said we had to stay together.

Kyle:

I told you.

Elena:

This would make a great fan.

Kyle:

He said not to touch anything.

Tony:

You didn't pick anything did you?

Elena:

No.

Tony:

Or touch anything?

Everybody listen up. Come on. I want to take a seat on the bench. The first two benches. Guys sit down. Everybody listen up. I better go over the rules again. Remember, I said you shouldn't touch anything. Well see, we don't have that rule just to be mean. Sure, we want to protect the plants and flowers—that's one reason— but we also want to protect you. Now you may not know it, but some plants can be dangerous to eat. So you shouldn't taste anything. Also, some plants can be dangerous to touch. Did anyone here ever get a rash from poison ivy?

Beth:

I did. It was so itchy.

Tony:

Well good, then you know what I mean. So, once more. Rule one: stay together. We don't want to lose anyone. And it's easy to get lost on the paths. Rule two: don't touch anything unless I say it's okay. Got it?

Kids:

Got it.

Tony:

Great! Come on guys.

Looks like it's lunch time. So I'm gonna have Eric take you to the Visitor's Center. Let's count your heads real quick. Who's missing?

Allen:

Elena's not here.

Tony:

Does anyone see her?

Kyle:

No.

Tony:

Did anyone see her walk away?

Kyle:

She was just here.

Tony:

All right. Can you take them back to the Visitor's Center?

Eric:

Okay boys and girls come with me, we are going to have lunch.

Tony:

Elena!

Elena:

Tony!

Tony:

Where did you go?

Elena:

I just wanted to look at the other ducks and then I couldn't find you.

Tony:

You must have been scared.

Elena:

I was.

Tony:

Me too! We didn't know where you were. You see what can happen when you don't follow the rules.

Elena:

I'm sorry.

Tony:

I bet you won't do that again.

Elena:

No, I won't.

Tony:

Okay. Let's go eat lunch.

Conductor:

Elena learned a very important lesson. So did everyone else. They learned how important it is to respect the rules, and to respect the person in charge. Rules help keep us safe—and the person whose job it is to see that those rules are obeyed is there to help keep us safe, too.

MUSIC VIDEO

There are many ways that we can show respect for one another

Respect in what we say and what we do.

So let's ride the train and learn about respect at every turn

You respect me and I'll respect you!



Conductor:

And now, while we head to our next stop... you can do the Respect for Rules Activity Sheets.

ALL ABOARD! ALL ABOARD!

Stop the tape here for “Respect For Rules” Activity Sheets.

Part 3: Self-Respect

Conductor:

All aboard! All aboard! Is everyone on board? Good, here we go!

So, we’ve learned that we should all show respect for other people’s feelings. And we know why it’s important to respect the rules and the people whose job it is to see that we follow them.

But there’s also another kind of respect we should talk about, and that’s self-respect. Self-respect has to do with the way we feel about ourselves, deep down inside. Do we feel good about the things we do, or do they sometimes make us feel bad?

Luckily, there’s another stop coming up—Respect Falls. Maybe we can learn something there about self-respect.

Oh look, the Respect Falls Park, and there’s Craig. I know a really interesting story about Craig and self-respect. It involves his friends Janessa and Tanya. In fact, Janessa and Tanya got into a fight because of what Craig did. Here’s what happened.

Not long ago, Janessa got a new bike. She loved it. One day when she was riding her bike in the park, she heard the ice cream truck. So, she left her bike leaning against a bench and went with her mom to get some ice cream. Just then Craig came along. He saw the bike sitting there and he decided to go for a little ride.

Craig:

This must be Janessa’s new bike. She won’t care if I take a try.



Conductor:

Craig was having fun. What he didn't realize was that he rode over a piece of glass and got a hole in the tire.

Craig:

On no, Janessa's going to be so mad! I better go put it back where it was before she sees.

Conductor:

So Craig put the bike back and went on the swings. No one saw what happened.

Craig:

No one saw—that was lucky.

Conductor:

He figured that was the end of that. Then Tanya came along. She didn't realize the tire was flat.

Janessa:

My bike! It has a flat tire. What did you do to it?

Tanya:

Me! I don't even know what you're talking about.

Janessa:

You big liar! You broke my bike!

Tanya:

I did not.

Janessa:

Look at the tire!

Conductor:

Craig was standing near the swings and he saw what was happening. Tanya was being blamed for what *he* did.

Janessa:

You were the only one here. It had to be you.

Conductor:

Craig tried not to feel bad. But he did. So, first he made an excuse to himself.

Craig:

It was just an accident. I didn't do it on purpose.

Conductor:

But he still felt pretty bad. And he had to admit that he had taken the bike without asking. He knew it wasn't right. But he didn't know what to do.

So, he started to walk away. Then he saw Tanya crying. Now he really felt bad—not only for Tanya and Janessa—but deep down inside himself, too.

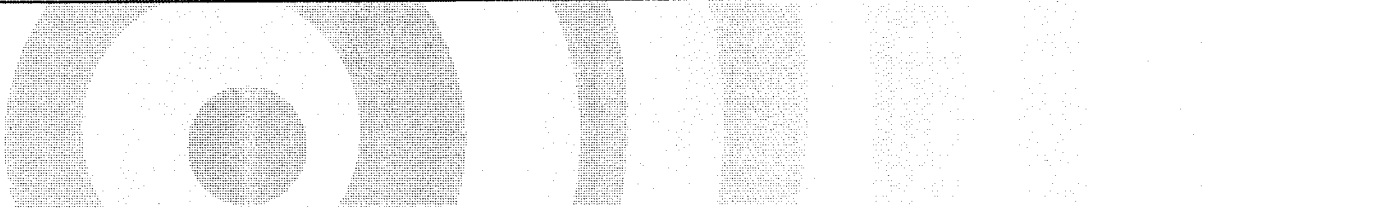
He went back on the swings and tried to forget about it. But after a little while he realized that the feeling wasn't going to go away unless he admitted what had happened. So he took a deep breath and got up his courage and told Janessa what happened

Craig:

Janessa... listen...it wasn't Tanya. It was me.

Conductor:

Craig learned an important lesson about self-respect. When you do something dishonest, or something that hurts someone else, you really don't feel very good about yourself. You don't have much self-respect. Telling the truth wasn't easy for Craig, but in the end it was worth it. He liked himself a lot more.



MUSIC VIDEO

There are many ways that we can show respect for one another

Respect in what we say and what we do.

So let's ride the train and learn about respect at every turn

You respect me and I'll respect you!

Conductor:

Well, here we are. The end of the line. The last stop on our train ride for today. I hope you learned some lessons about different kinds of respect. And remember, you're always welcome to come back again and ride on the Respect Railroad. So long!

MUSIC VIDEO

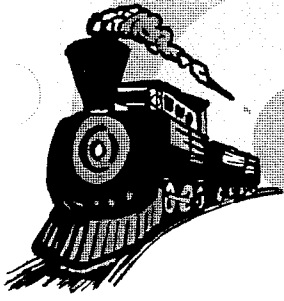
There are many ways that we can show respect for one another.

Respect in what we say and what we do.

So let's ride the train and learn about respect at every turn.

You respect me and I'll respect you!

The End



Activity Sheets

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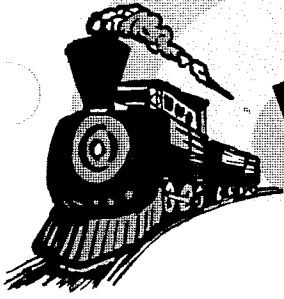
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Name: _____

Date: _____

Part 1: Respecting People's Feelings
Activity Sheet 1

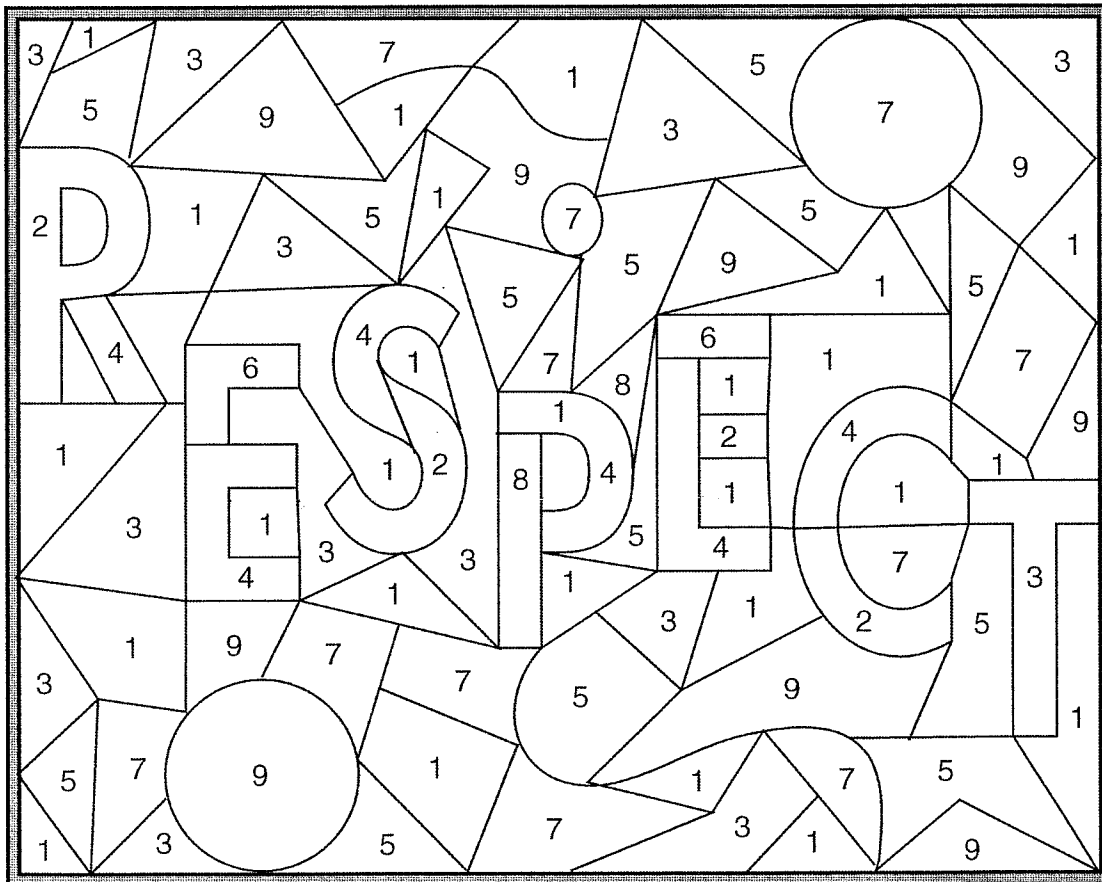


Word-In-A-Window

There's a word hidden on the page below. In order to find it you will have to color all the spaces.

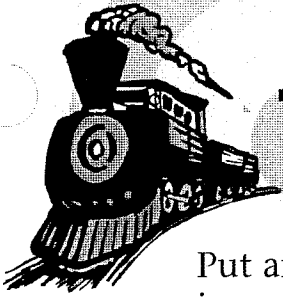
Color the odd-numbered spaces in any color except red. Use a different color for each number.

Color the even-numbered spaces in red. When you're finished you will be able to read the word....and your page will look like a stained glass window!



Name: _____

Date: _____



Talk About Respect

Put an R next to the sentences that show respect for people's feelings. Then, on the lines below, rewrite the other sentences to make them show respect.

_____ I'm sorry you don't like my pet.

_____ Only scaredy-cats are afraid of snakes!

_____ That's the silliest toy I've ever seen.

_____ That shirt is really ugly.

_____ I hope I didn't hurt your feelings.

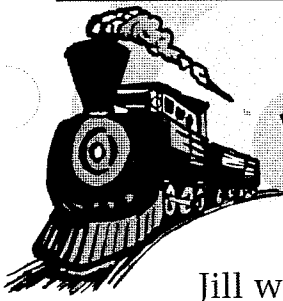
_____ Where did you get such a stupid toy?

_____ Please don't be afraid to go to the dentist.

_____ Don't start to cry, you big baby.

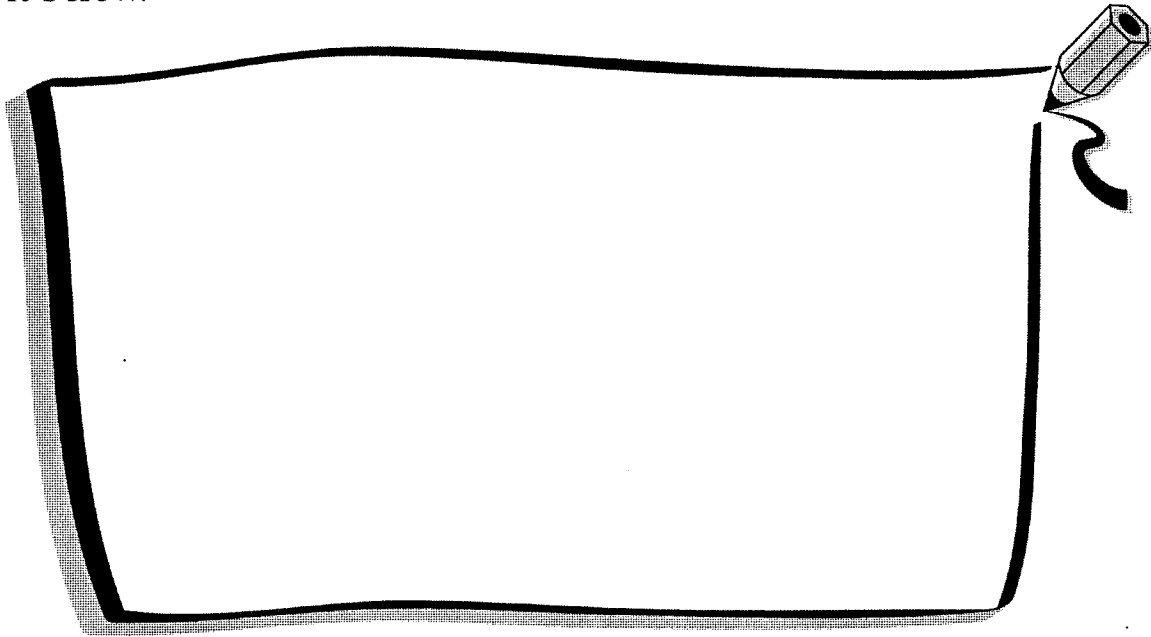
Name: _____

Date: _____



What Are You Afraid Of?

Jill was afraid of snakes. Billy was afraid of going to the dentist. Is there something that gives you the creeps? Draw a picture of it below.



Write a sentence that tells how it makes you feel.

How would you feel if someone made fun of you for feeling this way? Circle five words in the list below that tell how you would probably feel.

HAPPY

EXCITED

SAD

HURT

PROUD

ASHAMED

ANGRY

SCARED

UPSET

LONELY

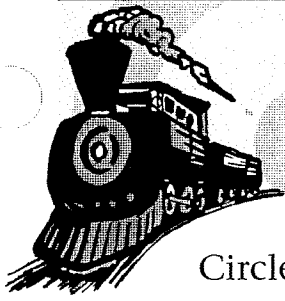
SILLY

GUILTY

Name: _____

Date: _____

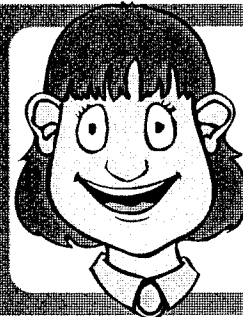
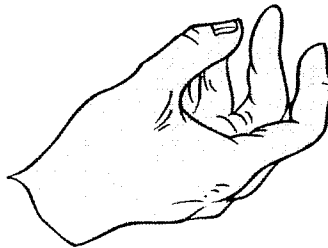
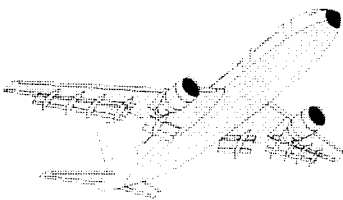
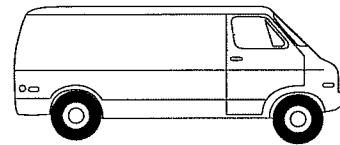
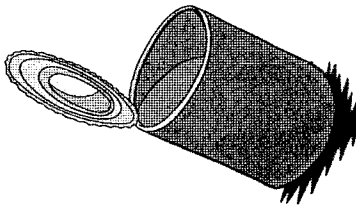
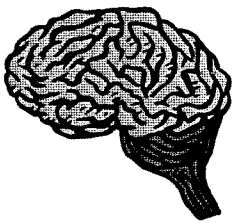
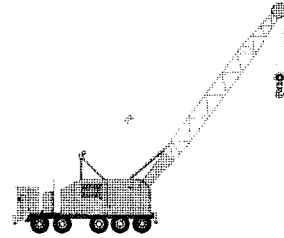
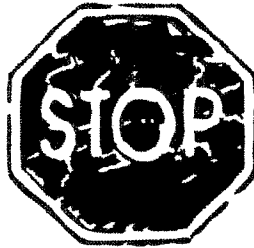
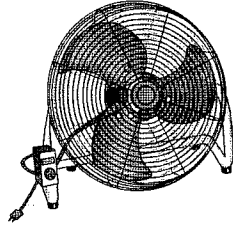
Part 1: Respecting People's Feelings
Activity Sheet 4



Rhyme Time

Circle all the things that rhymes with **TRAIN**.

9

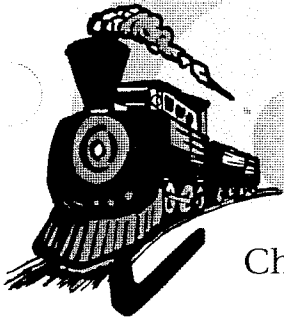


Jane

Name: _____

Date: _____

Part 1: Respecting People's Feelings
Activity Sheet 5



Remembering Details

Check the best ending for each sentence below.

1. The school was having a

___ book fair.

___ pet fair.

___ cake sale.

2. Speedy was

___ a boy in Jill's class.

___ Jill's pet rabbit.

___ Billy's pet snake.

3. Billy made fun of Jill because

___ she was afraid of snakes.

___ she had a pet rabbit.

___ she had to go to the dentist.

4. Jill thought of something that

___ Billy liked a lot.

___ Billy was afraid of.

___ Billy forgot to do.

5. Billy learned a lesson about

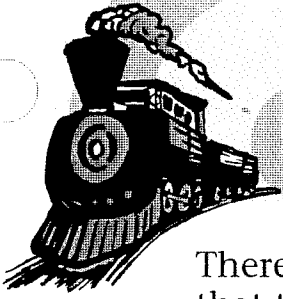
___ respect for animals.

___ respect for people's feelings.

___ respect for rules.

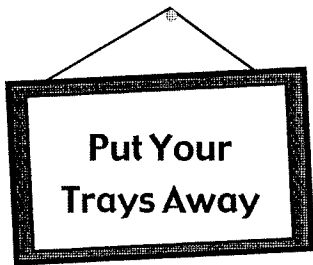
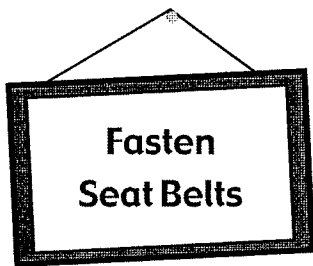
Name: _____

Date: _____



Rules Are Everywhere

There are rules to follow everywhere we go. Often there are signs that tell you what the rules are. Read each sign below and think about where you might see this sign. Write a place under each sign. Use the words in the box to help you.



WORD BOX

Beach

Cafeteria

Park

Airplane

Library

Zoo

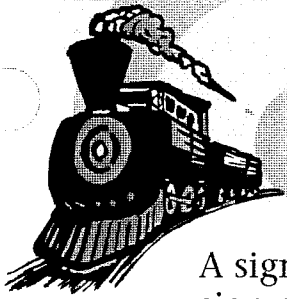
Museum

Supermarket

Name: _____

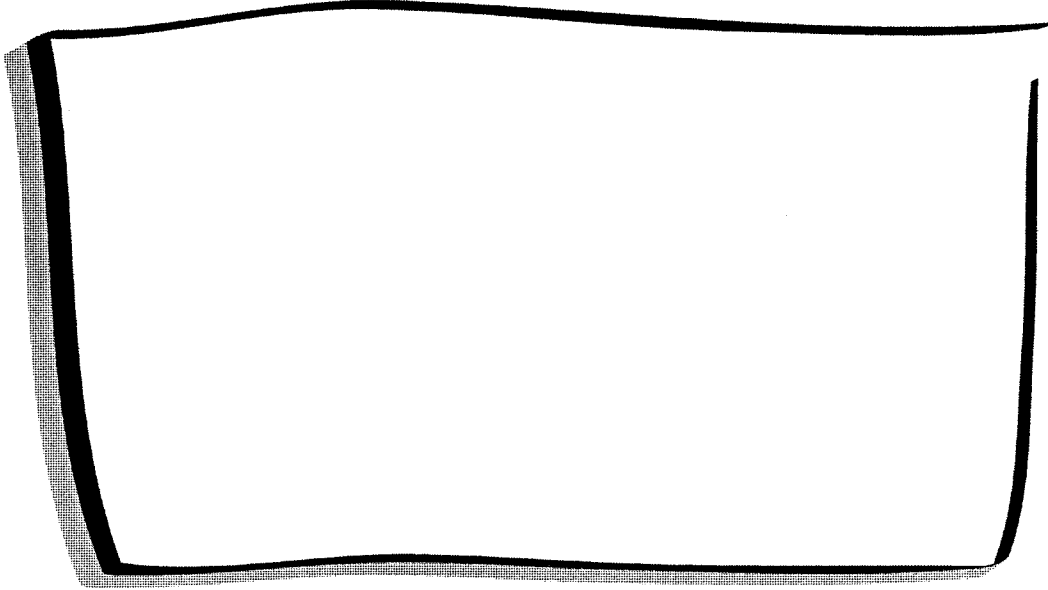
Date: _____

Part 2: Respect for Rules
Activity Sheet 7

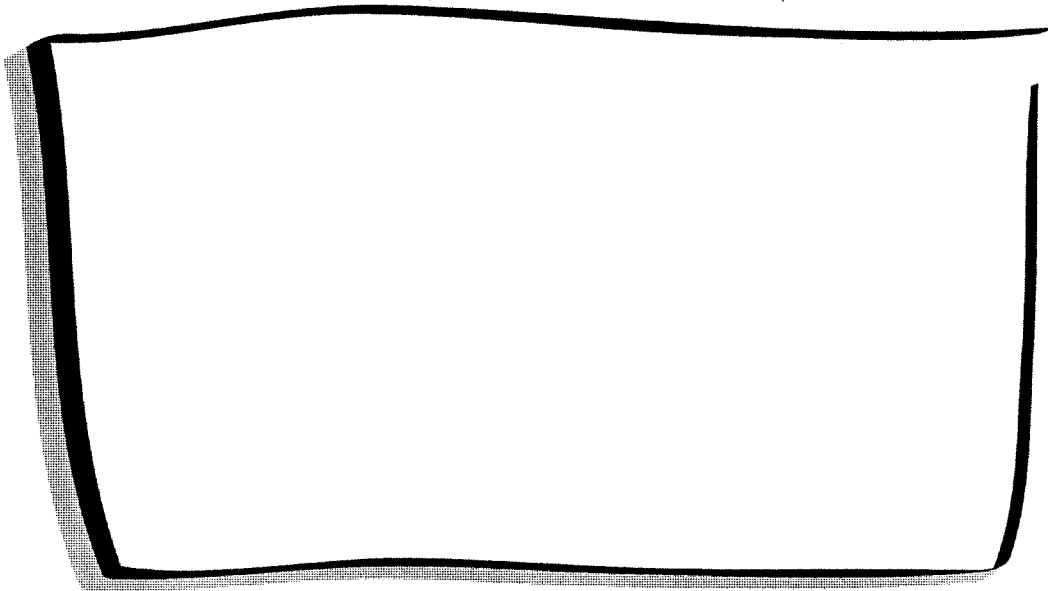


Rules Keep Us Safe

A sign on the train said, "No Littering." But someone ignored the sign and threw an apple core on the floor. Draw a picture that shows what might have happened because someone didn't obey the rule.

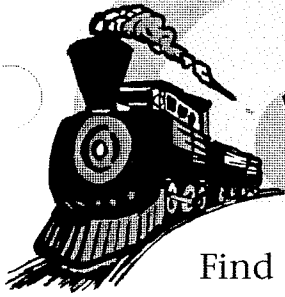


The guide at the nature center told the kids to stay together and not wander off alone. Elena didn't obey this rule and went off on her own. Draw a picture that shows what could have happened to Elena because she disobeyed the rule.



Name: _____

Date: _____



Where's the Word?

Find the words from the Word List in the puzzle and draw a circle around them. If you want the puzzle to look pretty, use different colored pencils to draw the circles.

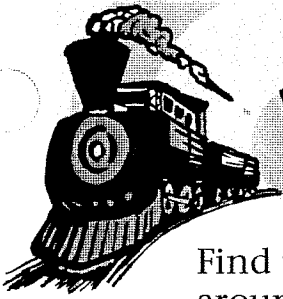
F	E	E	L	I	N	G	S	C	O	S	T
A	F	R	A	I	D	M	I	H	E	C	T
A	P	L	V	T	S	Z	T	L	E	N	S
A	D	U	E	N	F	U	U	P	E	H	T
Q	C	M	W	Z	R	R	S	R	E	O	A
L	O	C	I	T	Y	E	E	I	G	N	T
E	B	G	I	T	R	F	S	P	V	E	I
S	V	K	M	D	F	T	H	U	U	S	O
S	I	W	E	I	E	O	R	C	O	T	N
O	Z	F	D	Z	Y	N	B	A	T	X	H
N	A	C	B	T	J	N	T	E	I	F	M
S	G	U	I	L	T	Y	W	S	Y	N	Q

- ACCIDENT
- ADMIT
- AFRAID
- DIFFERENT
- FEELINGS
- GUILTY
- HONEST
- LESSON
- OBEY
- RESPECT
- RULES
- SAFE
- STATION
- TRAIN
- TRUTH

Write a sentence using at least four of the words you found in the puzzle.

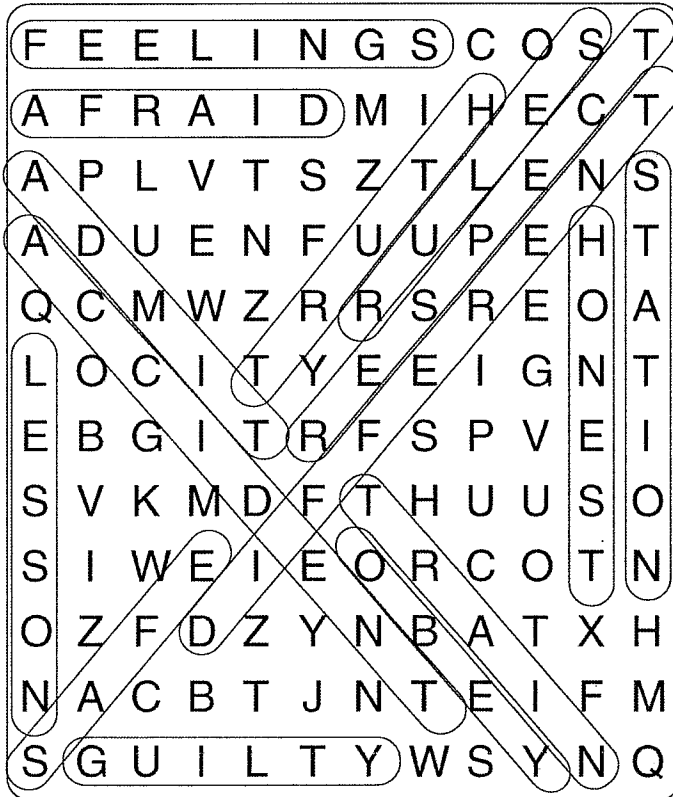
Name: _____

Date: _____



Where's the Word?

Find the words from the Word List in the puzzle and draw a circle around them. If you want the puzzle to look pretty, use different colored pencils to draw the circles.

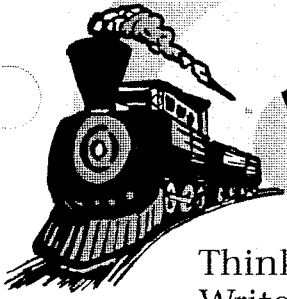


- ACCIDENT
- ADMIT
- AFRAID
- DIFFERENT
- FEELINGS
- GUILTY
- HONEST
- LESSON
- OBEY
- RESPECT
- RULES
- SAFE
- STATION
- TRAIN
- TRUTH

Write a sentence using at least four of the words you found in the puzzle.

Name: _____

Date: _____



What Are Rules For?

Think of three reasons why it's important to have rules.
Write your reasons below:

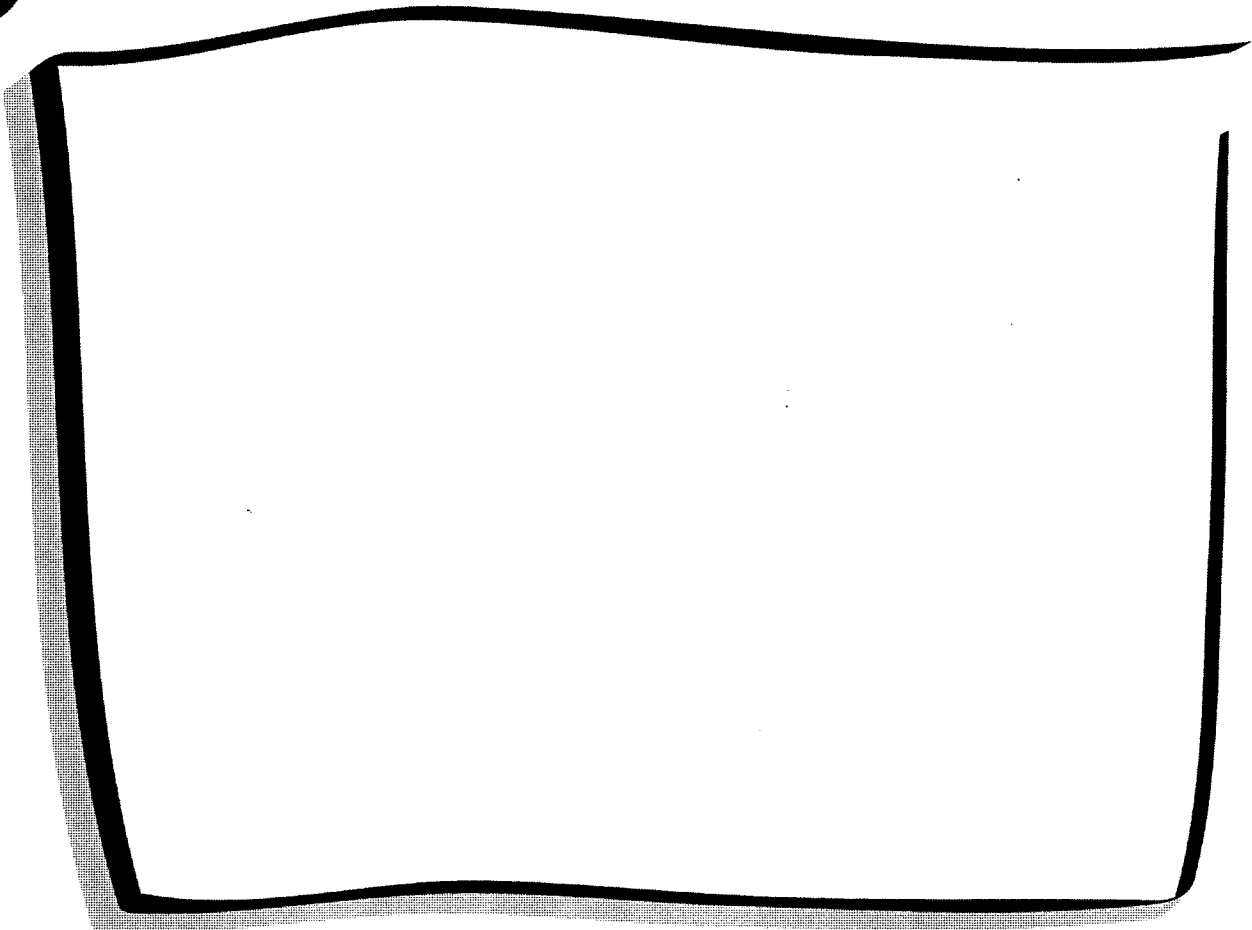
Reason 1: _____

Reason 2: _____

Reason 3: _____

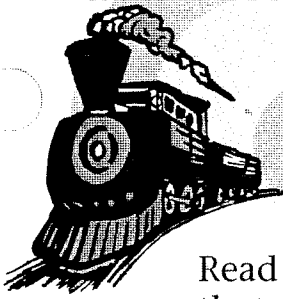


Think of a time when you didn't follow the rules and you
were sorry afterward. Draw a picture below of what happened.



Name: _____

Date: _____



Does It Belong?

Read the titles of the book chapters below. Circle the chapters that would belong in a book about respect.

**Why Rules
Are Silly**

**I Care
How You
Feel**

**Everyone
Is
Different**

**10 Ways to
Make Noise
in the
Library**

**Rules Keep
Us Safe**

**Listen to
the Person
in Charge**

**My Way
Is the
Best Way**

**Name-
Calling
Isn't Nice**

**Don't Let
Anyone Tell
You What
To Do**

Draw a picture to put on the front cover of the book.
(you can use the back of this page)

Name: _____

Date: _____



Self-Respect

Write what you think "self-respect" means.

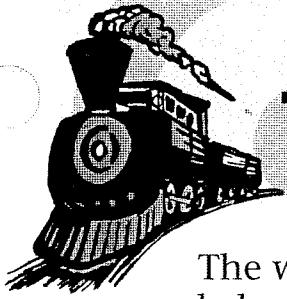
What are some of the things that make you feel good about yourself? Write three things below.

Can you think of a time when you didn't feel good about yourself? Write the reason below.

Name: _____

Date: _____

Part 3: Self-Respect
Activity Sheet 12



Train, Train or Train?

The word *train* can have different meanings. Read each sentence below. Then draw a picture to illustrate the meaning of *train* in that sentence.



1. Bobby was trying to train his dog to do tricks.



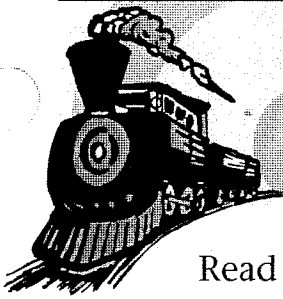
2. Mom rides the train to work every day.



3. Jennifer walked behind the bride and held up the train of her gown.

Name: _____

Date: _____



Opposites

Read the sentences. Choose a word from the word box that means the *opposite* of each underlined word. Write the words on the lines.

WORD BOX

fixed

under

old

laugh

came

good

hated

lost

1. Janessa loved her new bike.

2. She left the bike and went to get ice cream.

3. Craig saw the new bike and went for a ride.

4. He rode over a piece of glass and got a hole in the tire.

5. Craig put the bike back where he found it.

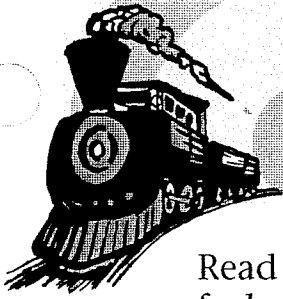
6. Janessa thought that Maggie broke the bike.

7. Maggie started to cry when Janessa yelled at her.

8. Craig was feeling very bad about himself.

Name: _____

Date: _____



How Do They Feel?

Read each story. Then color the box RED if you think the kids feel good about themselves. Color the box BLUE if you think they feel bad.

1. Fred saw Danny drop some money. He picked it up and didn't tell Danny he found it.

2. Sandra borrowed Mia's new video and broke it. She used her allowance to buy Mia a new video.

3. Tanya's mother asked her if she had walked the dog. Tanya said "yes," even though she hadn't done it.

4. Shari accidentally let the hamster out of its cage. She let her little brother take the blame.

5. Casey and Ben were playing checkers. Ben moved one of the pieces when Casey wasn't looking. He admitted he did it and they started a new game.

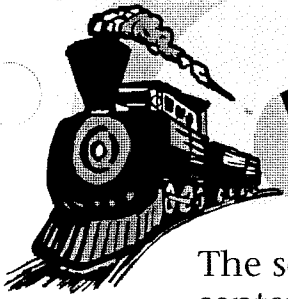
6. Tisha was good in math and Vinnie was not. During a math test, Vinnie looked at Tisha's paper and copied her answers.

7. Ms. Grady called Tom to ask him to rake her leaves. Tom wasn't home, so she asked Pedro instead. Pedro knew Tom needed the money, so he told him about the job.

Name: _____

Date: _____

Part 3: Self-Respect
Activity Sheet 15



What Happened First?

The sentences in each group are out of order. Number the sentences 1, 2 and 3 to show the order in which they really happened.

1. ____ She left the bike and went to get ice cream.
____ Janessa was riding her bike in the park.
____ Craig saw the bike and went for a ride.

2. ____ He put the bike back where he found it.
____ Craig rode over a piece of glass.
____ He saw that the bike had a flat tire.

3. ____ Maggie was looking at Janessa's bike.
____ Janessa started to yell at Maggie.
____ Janessa came back and saw the flat tire.

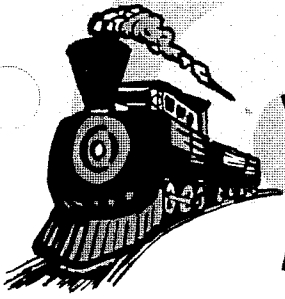
4. ____ Maggie said she didn't touch the bike.
____ Maggie started to cry.
____ Janessa called her a liar.

5. ____ Craig told Janessa that it was all his fault.
____ Craig saw Maggie getting blamed for what he did.
____ This made him feel very bad about himself.

Name: _____

Date: _____

Summary: Let's Talk About Respect
Activity Sheet 16



What Does Respect Mean?

Make your own respect dictionary. Write meanings for all of the kinds of respect below. Draw a picture to go with each one.

Make a drawing to put on the cover of your dictionary.

1. Respect for people's feelings: _____

2. Respect for rules: _____

3. Self-Respect: _____

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