

STUDENT WORKSHOP: ALL ABOUT RESPECT



#3519

OPEN-CAPTIONED
SUNBURST COMMUNICATIONS
1998
Grade Levels: 6-9
30 minutes
3 Instructional Graphics Enclosed

DESCRIPTION

This four-part presentation dramatizes different kinds of respect: for feelings, for rules and authority, for differences, and for self. Each scene illustrates a different issue and challenges young teenagers to analyze the situation. The host asks pertinent questions for discussion and encourages critical thinking about the role of respect.

ACADEMIC STANDARDS

Subject Area: Behavioral Studies

- Standard: Understands that interactions among learning, inheritance, and physical development affect human behavior
 - Benchmark: Understands that all behavior is affected by both inheritance and experience (See Instructional Goal #1 and #2)
 - Benchmark: Understands that language and tools enable human beings to learn complicated and varied things from others (See Instructional Goal #3 and #4)

INSTRUCTIONAL GOALS

1. To emphasize the importance of respect for self and others.
2. To create an awareness and appreciation of the thoughts, feelings, dreams, and personal boundaries of others.
3. To examine the need to respect authority and rules.
4. To illustrate differences between people and cultures.

VOCABULARY

1. authority
2. consequences
3. consideration
4. hassle
5. privacy
6. privileges
7. regulations
8. respect
9. self-respect
10. traditions

BEFORE SHOWING

1. Define *respect*. Compare individual definitions to one found in the dictionary. Decide which is better, and discuss.
2. Explain that the video has four sections interspersed with an opportunity to discuss the content of each.

DURING SHOWING

Discussion Items and Questions

1. View the video more than once, with one showing uninterrupted.
2. Pause at the conclusion of each of the four sections and discuss the questions presented.
3. Select appropriate handouts to complete (see INSTRUCTIONAL GRAPHICS), or defer activities until after viewing the video.

AFTER SHOWING

Discussion Items and Questions

1. Identify and discuss ways individuals can show respect to others.
2. Respect can be shown for someone's privacy.
 - a. How do people respect others' thoughts and feelings?
 - b. Why should people respect others' dreams?
 - c. Is respect of personal boundaries of others important? Why or why not?
3. Why does Lori think her fears are normal, but not Bonnie's?
4. After Nick finds out that his sister loaned his CD to a friend without asking, he eavesdrops on her private phone conversation. Discuss these privacy issues:
 - a. When did the situation become out of control?
 - b. How could each have made his or her point respectfully, without a fight?
5. Give examples of and discuss the importance of showing respect for rules and regulations of authority.
6. Explain Ms. Gracer's predicament and her actions.
7. Sam was trying to show respect to the guard, but Evan thought he was "kissing up." Explain the difference.
8. Discuss ways people respect others' religions, customs, and opinions in a healthy way.
9. Discuss various situations when it is appropriate to challenge authority.
10. Discuss the significance of having self-respect.

Applications and Activities

1. Respect is a two-way street.
 - a. Make a list of positive comments heard in a day.
 - b. Make a list of negative comments heard in a day.
 - c. Reword the negative comments to show respect or understanding.
2. Select one of the following "killer" statements and use it as the closing sentence in a short story or paragraph.
 - a. We don't have time for that now.
 - b. That's a stupid idea!
 - c. You're really weird!
 - d. Only boys/girls do that!
 - e. That's not how we do it here!
3. Role-play the scene depicting Bonnie and Lori going to the movies. Create positive conclusions by showing Bonnie's understanding of Lori's feelings.
4. "Knock before coming into a room" is a common rule. Discuss the following:
 - a. Explain feelings when the rule is ignored.
 - b. List possible reactions to the rule.

- c. Decide if the reactions are respectful.
5. Not following rules can have negative consequences.
 - a. List rules to be respected at home or school.
 - b. List negative consequences when the rules are ignored.
6. Name a rule in school that is often disobeyed.
 - a. Is it reasonable?
 - b. What happens when it is disobeyed?
 - c. Whose responsibility is it to enforce the rule?
 - d. Does it need to be changed? If so, how?
7. Divide into groups and debate these issues in a respectful way:
 - a. school uniforms
 - b. closed-campus lunch hours
 - c. required physical education classes
8. People use labels to describe each other:
 - a. create a list of labels for people
 - b. sort them as negative or positive
 - c. list personal descriptive labels
9. A *stereotype* is an oversimplified opinion or judgment that is applied to an entire group of people.
 - a. List common stereotypes.
 - b. Divide them into categories indicating obsolete or present usage.
10. Being respected is a wonderful feeling.
 - a. Write a paragraph about someone highly respected.
 - b. Write personal qualities admired by others.
11. A *role model* is someone respected by others.
 - a. Identify a role model.
 - b. Explain the role model's positive characteristics.
 - c. List any disliked characteristics.
12. Create a diamanté poem about self-respect and insecurity.
13. Write a paper on how respect affects lives.

INSTRUCTIONAL GRAPHICS

- R-E-S-P-E-C-T
- WHY SHOULD I LISTEN TO YOU ANYWAY?
- I AM A PERSON WHO...

RELATED RESOURCES

Captioned Media Program

- Connie Makes a Catch #2163
- I Like Being Me: Self-Esteem #2616
- Letter on Light Blue Stationery #2670

World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and “kid-safe” sites. However, teachers should preview them before use. The U.S. Department of

Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- KID INFO . . . UR ENVIRONMENT http://www.kidinfo.com/Science/Our_Environment.html
Provides numerous sites offering information, activities, and contests regarding respect for the environment.
- THE CHARACTER BUILDING SITE http://www.usoe.k12.ut.us/curr/char_ed/chbldr/update.html
Provides anecdotal stories, biographical sketches, and related sites to help build positive character traits.
- STRATEGIES FOR EMPOWERING STUDENTS <http://www.urbanext.uiuc.edu/ce/strat-index.html>
Provides a variety of activities, ideas, and lesson plans to promote self-worth, understanding of feelings, and respect.
- BANDAIDES AND BLACKBOARDS http://www.education-world.com/a_curr/curr008.shtml#sites
Offers explanations and solutions to teasing to help self-respect and self-worth.



1. How do YOU define *respect*?

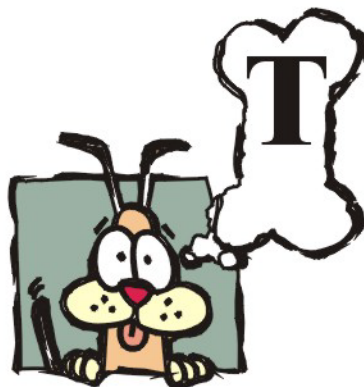
2. How does the dictionary define *respect*?

3. Of the two definitions, which one do you prefer?

4. Think about someone you respect. What feelings come to mind when you think of this person?

5. Think about someone you do not respect. What feelings come to mind when you think about this person?

6. How can you tell when someone respects you?





Why Should I Listen to You, Anyway?

Respect for authority is often a result of how we view those in power and on what basis they can demand that respect. Authority is given to people because of:

1. The meaningful relationship we have with them, our parents for example.
2. The position they hold in our community, like police officers.
3. Their ability to impact our lives in a positive way, for example, a coach or teacher.
4. Their accomplishments, like baseball stars.

Name those individuals you respect because of the relationship you have with them.

- 1.
- 2.
- 3.

Name those individuals you respect because of the title they hold.

- 1.
- 2.
- 3.

Name those individuals you respect because they have a positive influence on your life.

- 1.
- 2.
- 3.

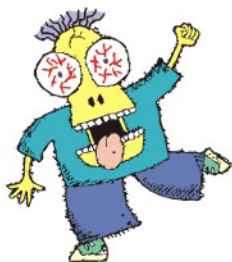
Name those individuals you respect because of their accomplishments.

- 1.
- 2.
- 3.

Directions: Complete the following statements about yourself.

I AM A PERSON WHO ...

Can ...



Cannot ...

Would never ...

Loves to ...

Wants to learn how to ...

Used to be afraid of ...

Would be better off if ...

Is really good at ...

Gets really angry when ...

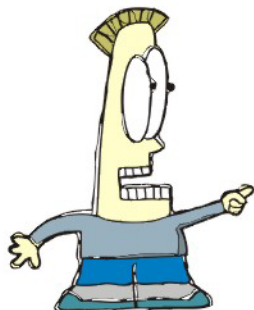
Has the good habit of ...

Has the bad habit of ...

Wishes I could change the way I ...

Wishes I could change the way other people ...

Will someday ...





**PLEASE RETURN LESSON GUIDE
WITH VIDEO**

**Lesson guide also available
online at *www.cfv.org***

National Initiatives Team

Research to Practice Division

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