

#8882

RESPECTING YOURSELF

Grade Levels: 3-8

20 minutes

HUMAN RELATIONS MEDIA 1998

3 Instructional Graphics Enclosed

DESCRIPTION

A teenaged commentator explores self-respect and how to acquire it. Stories, interviews, and rhymes get the message across: self-respect means accepting things about yourself you can't change, being all you can be, and taking responsibility for your own actions. How you see yourself affects how others see you.

ACADEMIC STANDARDS

Subject Area: Self-Regulation

- ♦ Standard: Maintains a healthy self-concept
 - Benchmark: Analyzes self-statements for their positive and negative effects
 - Benchmark: Understands that mistakes are a natural consequence of living and of limited resources
 - Benchmark: Analyzes criticisms to determine their accuracy and identifies useful lessons learned

INSTRUCTIONAL GOALS

1. To practice how to strengthen one's self-image.
2. To investigate strong feelings such as anger, sadness, joy and love.
3. To discover healthy and unhealthy habits and their effects on daily life.
4. To emphasize that good character is more important than looks, money, fame, others.
5. To explore the importance of honesty in its many forms.
6. To relate one's lessons to real-life situations.

BACKGROUND INFORMATION

The link between what a child sees and what a child does is one of the strongest, most influential factors of development. This trend can be damaging in an unstable home, but it also gives educators a vital opportunity. Many students see teachers as much, if not more, than family members. Every moment a teacher shares with students is an invaluable chance to demonstrate the importance of kindness, courtesy,

honesty and fairness. Everything that is done in the school environment sends a signal to students—how sports teams are chosen, how grades are judged, how adults speak to one another. By creating a caring environment that is safe, fair and enjoyable, schools can pick up where so many other segments of society have failed.

This video contains the tools needed to help students recognize and respect the goodness in others. It helps young people practice acts of virtue until these acts become daily habits.

BEFORE SHOWING

1. Discuss the meaning of the word *respect*.
2. Create a list of behaviors that show respect. Categorize these behaviors into three areas: Respecting Yourself, Respecting Others, and Respecting Your World.

DURING SHOWING

Discussion Items and Questions

1. Pause the video after the “Lion Kingdom” skit. What were the people in the story waiting to find? Three people claimed to have the “Gift of the Lion”—a woman with beautiful hair, a woman with pride and riches, and a man with large muscles. What outer quality did each of these people have? Who had the true “Gift of the Lion”? What qualities did this person have? Why is inner beauty more important than outer beauty?
2. List outer qualities and inner qualities. Discuss which can and cannot be changed and which are greater in importance.

AFTER SHOWING

Discussion Items and Questions

1. Discuss the skit “Consuelo’s Mirror.” Review the mistakes that Consuelo made. What did the magic mirror show her? How did she feel when she looked in the mirror? How do you feel when you make a mistake? Name three funny things that you can think of whenever you are having a bad day.
2. Discuss the difference between an honest mistake and a character-related mistake. List examples of both and respectful ways to deal with them.
3. Discuss the characteristics of a hero. List popular heroes and indicate if they are worthy of their status. Explain why they would or would not make a good hero.



Applications and Activities

1. Identify pictures of individuals showing respect for themselves, respect for others and respect for the world in “The Great Respect Hunt” activity. (See INSTRUCTIONAL GRAPHICS.)

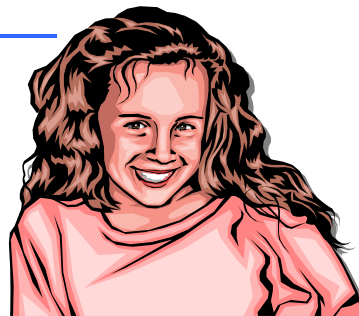
2. Write about your hero. Indicate good traits as well as bad in "The Hero Page" activity. (See INSTRUCTIONAL GRAPHICS.)
3. Select from a list of traits, those that best describe you. Analyze your choices in "It Adds up to You" activity. (See INSTRUCTIONAL GRAPHICS.)
4. Research your family history. Discover the origin of your last name. Discuss your cultural heritage with your family.

RELATED RESOURCES



Captioned Media Program

- Respecting Others #8880
- Respecting Your World #8881
- Student Workshop: All About Respect #3519



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.

- **WHOOTIE OWL'S STORIES**

<http://www.familyinternet.com/storygrowby/index.html>

Click on the castle to enter the site under "Parents!" to read various stories related to different character traits such as friendship, honesty, kindness, and more. Stories are from countries all over the world, reflecting diversity. "Kids!" and age groups are also offered.

- **KIDSHEALTH**

<http://www.kidshealth.org/kid/feeling/>

Confused, sad, mad, glad? Click on the "Dealing with Feelings" button to know how to deal with these emotions. Many topics are covered, including "Staying Healthy," "The Story on Self-Esteem," and more.

INSTRUCTIONAL GRAPHICS

- THE GREAT RESPECT HUNT
- THE HERO PAGE
- IT ADDS UP TO YOU

Name _____ Date _____

The Great Respect Hunt

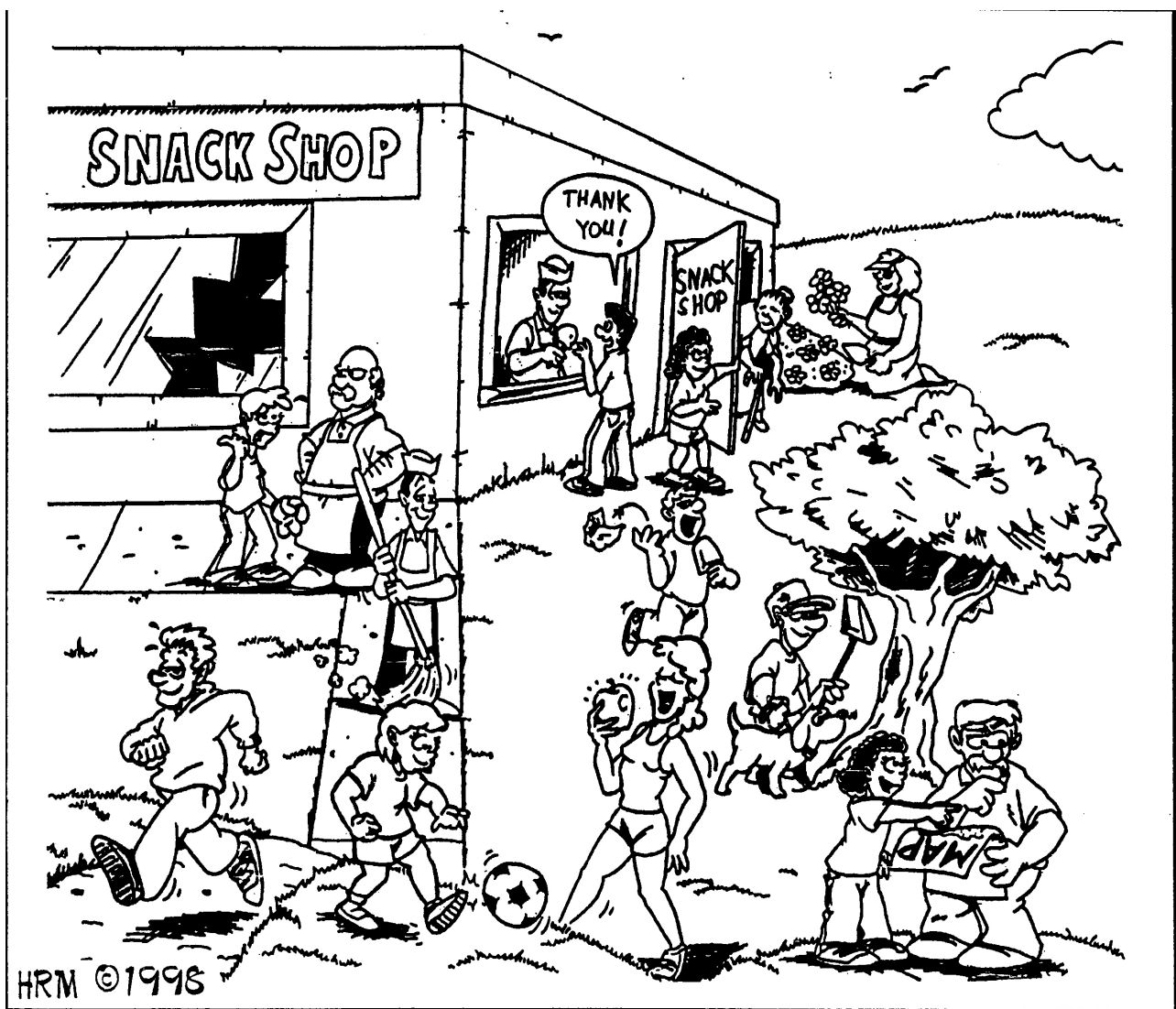
Respect is a lot like air... it's all around us, even though we don't always notice it. The more we look for respect, the more chances we'll see to use it in our daily lives.

Directions: In the picture below:

3 people are respecting themselves. Color them orange.

4 people are respecting others. Color them yellow.

3 people are respecting the world around them. Color them green.



Hmmm ...

One person in the picture is showing disrespect. Color that person purple.

The Hero Page:

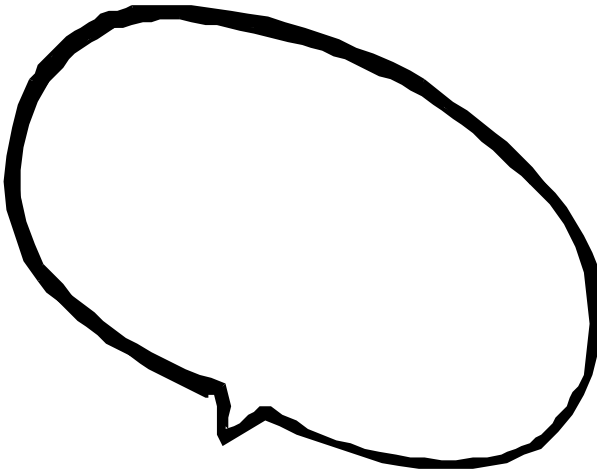
Part 1

Name _____ Date _____

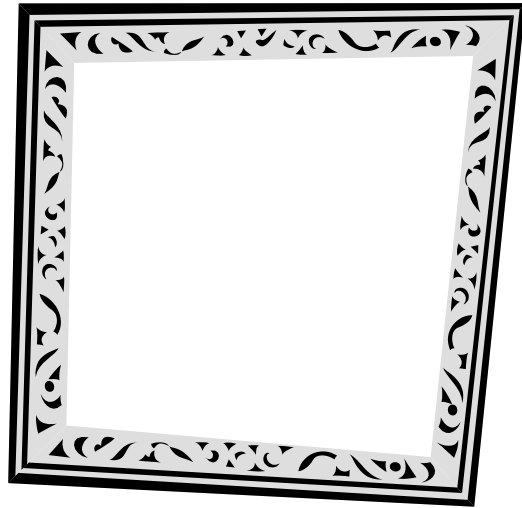
Now it's time to think about who your favorite hero is. Who do you look up to more than anyone else? It can be someone you know or someone you've never met. You can pick someone who lived a long time ago, or someone who's still alive today. Just make sure it's a person who has traits you really respect.

Directions: Fill in the spaces below to let the world know more about your hero. If your hero is someone well-known, look through encyclopedias and library books to find out more information.

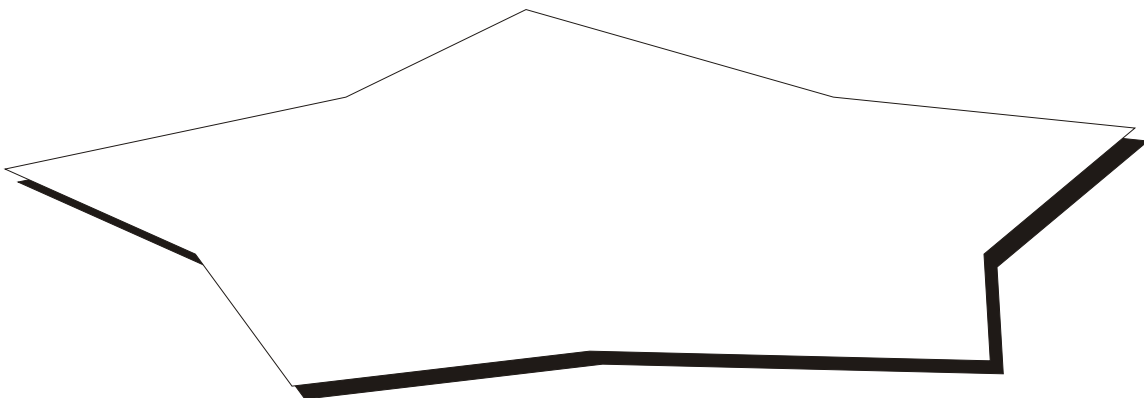
my hero's full name



something cool my hero said



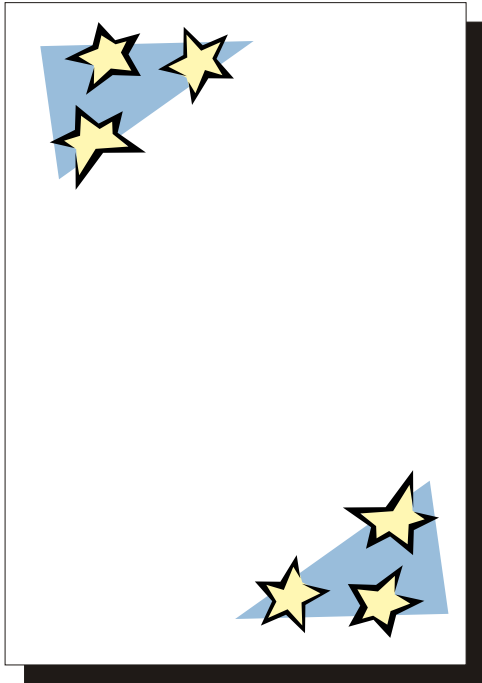
a photo or drawing of my hero



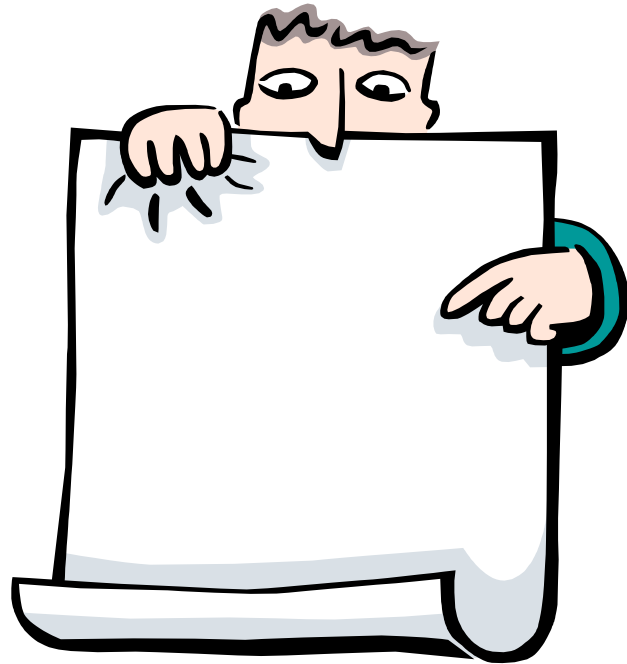
something cool my hero did

The Hero Page: Part 2

Name _____ Date _____



3 of my hero's good traits



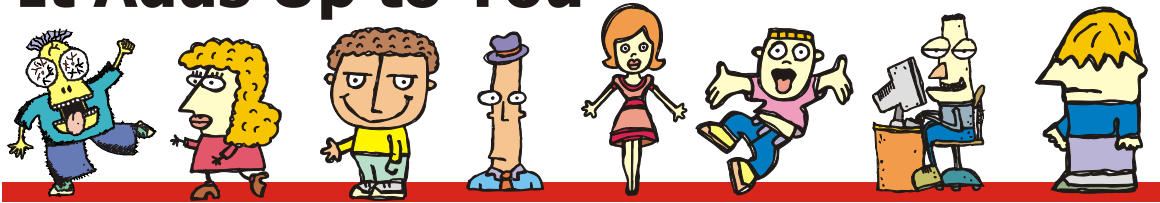
1 of my hero's bad traits
(we all have a few bad traits)



how I would like to be more like my hero

It Adds Up to You

Name _____ Date _____



Directions: You're made up of lots and lots of parts... your favorite ice cream flavor, your middle name, your hat size. To find out more about your parts, circle 10 (and only 10) traits below that best describe you.

| | | | |
|--------------|--------------|--------------|------------|
| tall | quiet | brown-eyed | kind |
| long-haired | responsible | math-loving | polite |
| pale-skinned | trustworthy | hard-working | pretty |
| honest | blue-eyed | patient | generous |
| short-haired | dark-skinned | talkative | handsome |
| funny | wealthy | athletic | green-eyed |
| light-haired | book-loving | freckled | strong |
| smart | brave | dark-haired | |

1. Which traits did you choose based on the way you look?
2. Which traits did you choose based on the way you act or feel?
3. Which traits do you think are more important, the ones listed under question #1 or under question #2?
4. Would it be easier to change the traits listed under question #1 or the ones under question #2? Why?

