

Lesson 6

The Respect Effect - Respect for Self and Others

Rationale

The capacity to assess one's own strengths and weaknesses and the effect of one's thoughts on feelings and behavior enhances self-respect, promoting a can-do attitude. Self-respect and self-confidence together with a respect for others promotes a greater capacity to build empathy, diffuse conflict, and develop stronger relationships.

Character Education

This lesson promotes these character traits:

Respect

Cooperation

Fairness

Responsibility

Objectives

Following this lesson, the student will be able to:

- Define respect
- Recognize the positive effects of self-respect on attitudes, behaviors, and relationships
- Discuss the role of cooperation, respect, and communication in friendships
- Identify that people can have different points of view about the same situation
- Demonstrate respectfully listening to and responding to different points of view

Activities

1. **Diagramming Our Differences**15 minutes
2. **Opposite Day**10 minutes
3. **Formula for Respect**15 minutes
4. **Building a Strong Social Fabric**5 minutes

Materials

In this lesson, you will need:

- Student Workbook pages 16-18
- Home Workout 6, Teacher's Manual page 86
- Optional: Nametag Card, Teacher's Manual page 127

Before You Start

- Distribute the Student Workbooks at the beginning of the lesson.
- Optional: For Section 2: Opposite Day, invite student volunteers to the front of the classroom to read the role play from their workbooks. Make nametags for each reader using the Nametag Card, and write the characters' names on the cards. Run twine or yarn through the card so the student readers can wear their nametags.
- To reinforce the skills taught in this lesson, prepare journal activities or lesson extenders from the **Looking for More?** section to assign at the beginning or end of your classes throughout the week.
- Make a copy of **Home Workout 6** for each student. Distribute at the end of the lesson.

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1. Diagramming Our Differences

In our last lesson, we talked about building healthy friendships. Knowing healthy friendship qualities helps you choose good friends and be a good friend to others. What are some of your healthy friendship qualities? 🗨️ *Responsible, cooperative, encouraging, caring, etc.* What qualities do you look for in a friend? 🗨️ *Helpful, good listener, courageous, etc.* What is the benefit of having a friend with these qualities? 🗨️ *Good friends care for one another, give each other support, and make life more fun.*

Okay, now I'm going to ask you a question. Take a moment to think about your answer, and when you know it, raise your hand. Don't yell out loud. Here's the question: If you could make a wish and get any present you want right now, what would you wish for? ✂️ *Call on one student to answer.* Does everybody want that same present? 🗨️ *No!* Why not? 🗨️ *Because we like different things!* Of course! We don't all like the same things. Sometimes we have disagreements because we think other people are, or should be, just like us.

Open your workbooks to page 16 to the section titled "My Favorite Things." In the chart, write one of your favorite things for each category. For example, your favorite color, animal, and so on.

✂️ *Allow time for students to complete the chart.*

Excellent! Now, look at the next section titled "Diagramming Our Differences." I am going to send you on a mission to diagram the differences in our class. Your goal is to find out how many classmates are exactly like you, similar to you, or totally different.

✂️ *Point to the sections of the diagram as you explain the activity.*

The diagram is divided into three sections. You are going to fill in a small circle in the appropriate section for each classmate who has the exact same favorite things as you, totally different favorite things, or shares some of the same favorite things as you. You will have just a few minutes to complete the activity. When I say, "Begin," stand up and take your workbook and a pencil with you. When you are done, return to your seat. Ready? Begin!

✂️ *Allow time for students to complete the activity and return to their seats.*

Raise your hand if you discovered someone who has the exact same favorite things as you.

✂️ *Encourage student response.* Raise your hand if you discovered someone with some of the same favorite things as you. ✂️ *Encourage student response.* Raise your hand if you discovered someone who doesn't share any of your favorite things. ✂️ *Encourage student response.*

Which section had the most circles filled in? ✂️ *Encourage student response.*

We just discovered that we have many differences. Did you discover some similarities, too?

✂️ *Encourage students to share similarities.* Even though we may have things in common, no two of us are exactly the same. Accepting differences and finding similarities shows that you have respect for each other.

What does respect mean? 🗨️ *Treat others the way you want to be treated. You look up to someone and admire them.* Respect means to care about and value someone or something. To respect other people means to care about them and value them because they are people, like we are. All people have feelings, thoughts, and opinions, even though theirs may be different than mine or yours.

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What happens when people think negatively about each other's differences? 🗣️ *It causes a problem or hurt feelings.* Would you want other people to view your differences as positive or negative? 🗣️ *Positive.* Why? 🗣️ *Because I want to feel comfortable being myself.* That's right; it's okay to be yourself and to feel proud of your own thoughts and opinions. In fact, when we feel confident and respect ourselves, other people are more likely to respect us, too.

2. Opposite Day

Usually, likes and dislikes are easier to accept than different opinions, so let's test our respect and find out how different our opinions are. I will make a statement. If you agree, silently stand up. If you disagree, remain seated.

- Homework should not be graded.
- Recycling is too much trouble.
- Reading a book is better than watching TV.
- Kids should be allowed to ground their parents.
- Science is the best subject.
- Girls write neater than boys.
- Going to the zoo is more fun than going to the museum.
- We should have recess every day.

Do you all have the same opinions? 🗣️ *No.* Do you have to have the same opinions as your classmates? 🗣️ *No.* How about your friends? 🗣️ *No.* Your family? 🗣️ *No.*

Just because you disagree with someone doesn't mean you can't get along. It's normal for people to have different feelings, thoughts, and opinions about the same thing. It's only a problem when people think someone has to be right and someone has to be wrong.

Turn in your workbooks to page 17 to the section titled "Opposite Day." We are going to meet two friends with different opinions. I need two volunteers to read the roles of the characters listed in the box at the top of the page.

✂️ *Call on two student volunteers to read the roles of the characters. The student readers may read their lines from their desks. Optional: Invite student readers to the front of the classroom to read the Opposite Day Role Play. Distribute the character Nametag Card to each student reader.*

Take One. Lights, camera, action!

Cast of Characters:

Charlotte • Amelia

Charlotte: *Brrr! Summer is so much better than winter. There's no school, I can go to the pool, and I don't have to wear a big dumb coat. And look! I always lose one glove. Now my left hand is freezing, and my mom's going to be mad because this is the second pair she bought me this year.*

Amelia: *You're crazy! Winter is waaay better than summer. I get bored when school's out. Plus, it's so hot I don't even want to go outside. In winter, you can go sledding; have snowball fights; and ice skate. I also really like ...*

Charlotte: *(Interrupting Amelia) You're so weird. You like freezing? You like going to school? You must be a nerd!*

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Amelia: You're just lazy. That's why you like summer. You like to lie around and do nothing.

Charlotte: Nobody would agree with you! Everybody would be on my side. Do you really want to be the only person in the whole world who likes winter more than summer? You better change your mind or we can't be friends.

Charlotte and Amelia have different opinions. Did they share the reasons for their opinions? 🗣️ Yes. **Did they still disagree even after hearing each other's side?** 🗣️ Yes. **Did Charlotte and Amelia show respect for each other?** 🗣️ No. **Exactly; even though they shared their opinions, they did not show respect.**

Circle the ways they showed disrespect in the script in your workbook. ✂️ Allow time for students to circle the disrespectful actions and statements. **What did they do to disrespect one another?** 🗣️ Interrupted, called each other names, used put-downs, and made fun of the other's ideas. **Is it okay to use put-downs, name call, or interrupt someone if they don't agree with you?** 🗣️ No.

What did Charlotte say to try to force Amelia to change her mind? 🗣️ You better change your mind or we can't be friends. **Would forcing your friend to agree with you by making them feel bad about their opinion strengthen or weaken your friendship?** 🗣️ Weaken. **That's right; in a balanced friendship, both people feel comfortable being themselves.**

If Charlotte and Amelia respectfully listen to each other and still disagree, is that okay? 🗣️ Yes.

Let's rewind the clock and see what happens when Charlotte and Amelia show each other respect.

✂️ Allow time for students to review the script.

Take Two. Lights, camera, action!

Charlotte: Brrr! Summer is so much better than winter. There's no school, I can go to the pool, and I don't have to wear a big dumb coat. And look! I always lose one glove. Now my left hand is freezing, and my mom's going to be mad because this is the second pair she bought me this year.

Amelia: I disagree. I think winter is better than summer. I get bored when school's out. Plus, it's so hot I don't even want to go outside. In winter, you can go sledding; have snowball fights; and ice skate. I also really like hot chocolate.

Charlotte: I like hot chocolate and ice skating, too, but the sun goes down so early in winter. There's barely enough time to play outside after school. That's why summer is awesome. The days are really long.

Amelia: That's a good point, but I still like winter more than summer.

Charlotte: And I still like summer more than winter. How about we agree to disagree?

Amelia: That sounds like something we can agree on!

Excellent! ✂️ Thank the student volunteers for their participation. If student volunteers came to the front of the classroom to read the role play, have them return to their seats.

Did Charlotte and Amelia show respect for each other? 🗣️ Yes. **How did they show respect?** 🗣️ They didn't call each other names. They listened to each other respectfully instead of interrupting. They didn't change their opinions, but they found things they could agree on. **Exactly; they respectfully communicated their opinions and listened to each other's ideas. Did either Amelia or Charlotte**

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change her mind? 🗣️ *No.* Did either person try to force the other to change her mind? 🗣️ *No.* Exactly; Charlotte and Amelia still don't agree, but they are still friends.

How can respectfully disagreeing strengthen friendships? 🗣️ *Because you get to know each other better and understand each other's point of view; you can be honest with each other. That's right; when you respectfully listen to someone else's point of view, you can learn why they feel the way they do. You don't have to agree, but you can respect that, just like you, they have a right to their own opinion.*

3. Formula for Respect

✂️ *Teacher Tip: Emphasize that the point of this activity is not to debate the issues or reach an agreement, but to practice listening respectfully to others' opinions.*

Turn to page 18 of your workbook to the section titled "I Mustache Your Opinion." Silently read each statement. If you agree with the statement, circle "AGREE." If you disagree with the statement, circle "DISAGREE." Then write one reason why you feel that way about the statement. Do not discuss your opinion with your classmates.

✂️ *Allow time for students to complete the activity.*

Now, you will have the opportunity to share your opinions about these statements and the reasons for your opinions with the class. We will use the Formula for Respect at the bottom of the workbook page to practice respectfully disagreeing. The formula goes like this. First, state the person's name, their opinion, and one reason for their opinion. Then state that you disagree and give your opinion and one reason for your opinion. Here's an example.

Darius thinks puppies are cuter than kittens because he's allergic to cats. I disagree.
I think kittens are cuter than puppies because I like meowing more than barking.

Do you have any questions? ✂️ *Encourage students to ask questions.*

Let's get started with the first statement: Your friend should always tell you the truth even if it hurts your feelings.

Raise your hand if you agree. ✂️ *Allow time for students to raise their hands. Keep your hand raised if you'd like to share your opinion with the class.* ✂️ *Select two students to come to the front of the room with their workbooks.*

Raise your hand if you disagree. ✂️ *Allow time for students to raise their hands. Keep your hand raised if you'd like to share your opinion with the class.* ✂️ *Select two students to come to the front of the room with their workbooks.*

✂️ *Have the four volunteers stand side-by-side in alternating order starting with a student who agrees.*

The first person in line will state their opinion and one reason for that opinion. The second person will use the Formula for Respect to re-state what the first person said and then state their own opinion and one reason. We will continue down the line until each student has shared their opinion.

Remember to listen respectfully when others are speaking and respond respectfully to others' opinions. It's okay to disagree strongly with some of your classmates. We are not trying to reach an agreement. The point of this activity is to respectfully listen to different opinions.

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✕ *Encourage the four volunteers to share their opinions. After everyone has shared, thank them for participating and have them return to their seats.*

Good job!

For the second statement, we are going to take a class poll. Instead of calling you to the front of the room, I will select someone who circled “AGREE” to state a reason for that opinion. Then I will ask everyone who circled “DISAGREE” to raise their hands. The first student will choose a classmate whose hand is raised. The student who is chosen must use the Formula for Respect to disagree. We will continue alternating between those who agree and those who disagree until everyone has shared their opinion.

Here’s the statement: Girls and boys should be allowed to play sports on the same team.

Raise your hand if you agree. ✕ *Select a student who circled “AGREE” to state a reason for that opinion.*

Raise your hand if you disagree. ✕ *Have the first student volunteer choose a student whose hand is raised. That student must use the Formula for Respect to disagree. Continue alternating between students who agree and students who disagree until everyone has shared their opinion.*

Excellent!

4. Building a Strong Social Fabric

Raise your hand if you changed your opinion after listening to another point of view. ✕ *Encourage student response. Sometimes we change our minds after hearing other ideas.*

Raise your hand if you felt even stronger about your opinion after listening to another point of view. ✕ *Encourage student response. Sometimes we feel even stronger about our opinions after we listen to another point of view.*

No matter how strong the difference of opinion is, we have a responsibility to listen with respect because we can learn from other people’s ideas, and they can learn from ours. Who can tell me one thing they learned today? ✕ *Encourage student response.*

Today we learned that having respect helps you get along better with others. Now, it’s your turn to spread the word. Whether you’re in the classroom, the cafeteria, on the playground, or on the bus, use the Formula for Respect. When you show your peers respect, they will do the same for you. We share a responsibility to keep our school a respectful and caring place.

In our next lesson, we will talk about how having respect for ourselves and respect for others can help us resolve conflicts peacefully.

✕ *Collect Student Workbooks.*

✕ *Distribute Home Workout 6.*

Looking for More?

Supplemental Activities & Resources

Journal Assignments

3-2-1: Summary: Write three things you learned about self-respect and respect for others. Then, list two things about respect you will share at home. Finally, write one way you will help make your school a peaceable and respectful place to be.

Social Studies Extender

There are different ways to show respect in different countries. Choose two countries and research how different cultures show respect. What gestures or nonverbal communication are traditionally considered respectful or disrespectful in each culture? How do these cultures show respect when greeting each other or saying goodbye? What about eating at the dinner table? Write a report of your findings and share it with your classmates so everyone can respectfully communicate with people from different countries and cultures.

Language Arts Extender

Write a paragraph describing a vase with flowers. Where is the vase? What color is it? What kind of flowers are in the vase? Are they fresh or old? Once you've written your description, you will share it with the class. Then we will discuss why different people see the same thing in different ways. Can having a room full of people with different points of view cause a conflict? Why is it a good idea to respectfully listen to someone else's point of view?

Art Extender

Trace your right or left hand on a blank piece of construction paper. Where you've traced the palm of your hand, write the word "respect." Next, take a moment to think of things you say or do to show respect. On the paper, where you've traced your fingers, write one way you show respect for yourself and others on each finger. Then decorate the blank paper around your hand. Display your helping hand somewhere in the classroom to remind everyone that this is a peaceable and respectful place to be. Can you guess whose hand is whose?

Around Town

Join a community clean up! One way to show that you respect your neighborhood is to help keep it beautiful. Volunteer to pick up trash, plant flowers, or paint over unwanted graffiti. Encourage your friends and family to volunteer with you.