

**MODULE 1**

**RESPECT**

The authors of this manual recognize that you are the expert of your classroom and if you wish to add to this lesson any of your own activities or materials related to this module's theme, please feel free to do so.

## WHY RESPECT?

Respect involves behaving in a way that shows consideration or regard for the thoughts and feelings of others. This represents a complicated set of behaviours for children to learn, but understanding and applying this skill can have important implications for social development. Research shows that both boys and girls who show consideration for others behaviourally also show more empathy. In addition, children who are able to interpret social cues and regulate their behaviour accordingly are more likely to have successful social interactions. As such, learning to respect others is an essential skill for children to learn in order to help them develop socially and experience positive peer interactions.

## GOALS

To help your students learn what it means to be respectful.

To help your students understand what respectful behaviour looks like so they can recognize this behaviour and nominate each other appropriately.

To help your students challenge themselves to be more respectful as individuals, and contribute to a more respectful classroom and school.

## MATERIALS NEEDED

Chalkboard



BUILD CHARACTER  
BUILD SUCCESS

<sup>1</sup> Garaigordobil, M. (2009). A comparative analysis of empathy in childhood and adolescence: Gender differences and associated socio-emotional variables. *International Journal of Psychology and Psychological Therapy*, 9(2), 217-235.

<sup>2</sup> McKown, C., Gumbiner, L.M., Russo, N.M., & Lipton, M. (2009). Social-emotional learning skill, self-regulation, and social competence in typically developing and clinic-referred children. *Journal of Clinical Child and Adolescent Psychology*, 38(6), 858-871.

## Introduction

Ask your students if they know what respect means. Brainstorm together a definition for the classroom, along with examples of respectful behaviour. Organize these respectful behaviours in terms of how to be a more respectful a) individual, b) classroom, c) school (see table below). Post this list in your classroom over the next month to help the children remember what respect means. Here are some ways to help them define respect and respectful behaviour:

### For younger students

- Being considerate of others' feelings, differences and belongings
- Being polite and thoughtful
- Holding the door open for others
- Listening to others and giving eye contact

### For older students

- Showing regard or esteem for others
- Thoughtfulness or consideration for the feelings, rights, traditions or belongings of other people
- Showing appreciation



## What Respect Looks Like <sup>3</sup>

Respectful behaviours may include the following:

- Using good manners and appropriate language with those around you
- Taking care of your own belongings and those of others
- Being reliable: Keeping our promises is one of the easiest ways to show that we respect someone and that we mean what we say
- Obeying the law: Follow the rules, as they are often in place to protect us. If there is disagreement with a rule, discuss it as a group to create a greater understanding of the reason for the rule
- Help someone out without them even having to ask
- Asking permission before borrowing something
- Showing respect to your teacher or other adults by speaking politely
- Being inclusive by inviting others to join in a group or activity, despite personal differences
- Being considerate of the feelings of others
- Reacting calmly to anger, insults, and disagreements
- Showing someone your appreciation by saying thank you
- Showing respect for the environment by picking up after yourself or picking up garbage when you see it
- Showing respect for other people's differences by asking polite questions and showing interest
- Showing respect for yourself by speaking your opinions with kind words and engaging in fun activities
- Arriving to school and class on time



<sup>3</sup> Adapted from the Toronto District School Board (TDSB) Build Character Build Success website.

## CHALLENGE: HOW TO BE MORE RESPECTFUL AS A(N)...

### Individual

Taking turns

Telling others your opinions and feelings politely

Saying "Please" and "Thank you"

Leading by example by complimenting others and never putting anyone down

### Classroom

Showing respect to teachers by being polite and using appropriate language and tone of voice

Including everyone in classroom activities, despite any differences

Being careful with other people's belongings

Not crowding others, giving everyone personal space

Keeping your voice down during classroom activities

### School

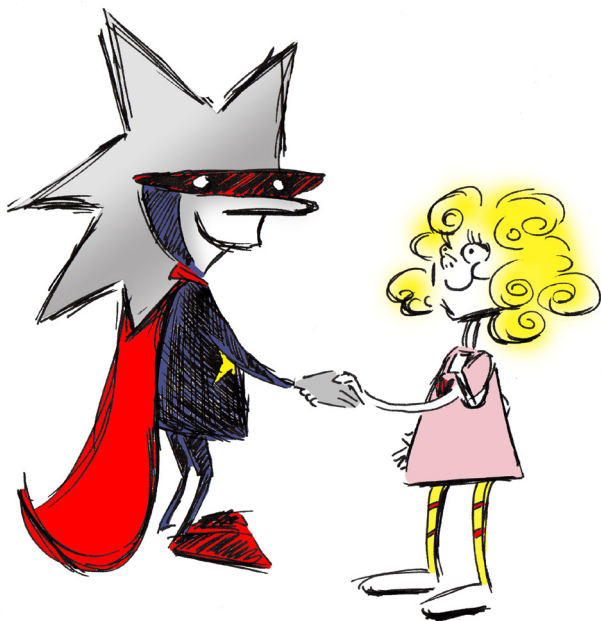
Sitting quietly during assemblies and guest speakers

Welcoming visiting sports teams with kind words and polite behaviour in the stands

Allowing personal space for others in the hall with no pushing or insults

Lining up quietly and walking quietly down the hall

Picking up garbage and placing it in the proper receptacle





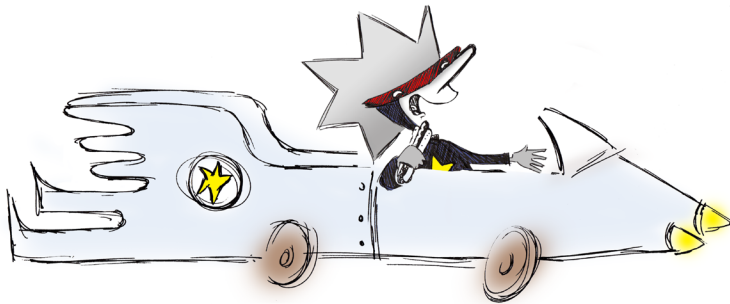
## Quazar Video Questions

NOTE: These video clips are snapshots of the character attribute. They are not meant to be complete lessons, but simply to bring awareness of the attribute to your students.

Here are some follow-up questions, as well as possible answers for the second Quazar video's questions to help your students think about respect:

### Video 1 Questions

- 1) Why does keeping our promises, like keeping a promise to play with a friend at recess, show respect to others?
- 2) What are some ways we can look out for the feelings of others?
- 3) Can it be difficult to take other's thoughts and feelings into consideration? Why?
- 4) How can we show respect to one another in our classroom? In our school?



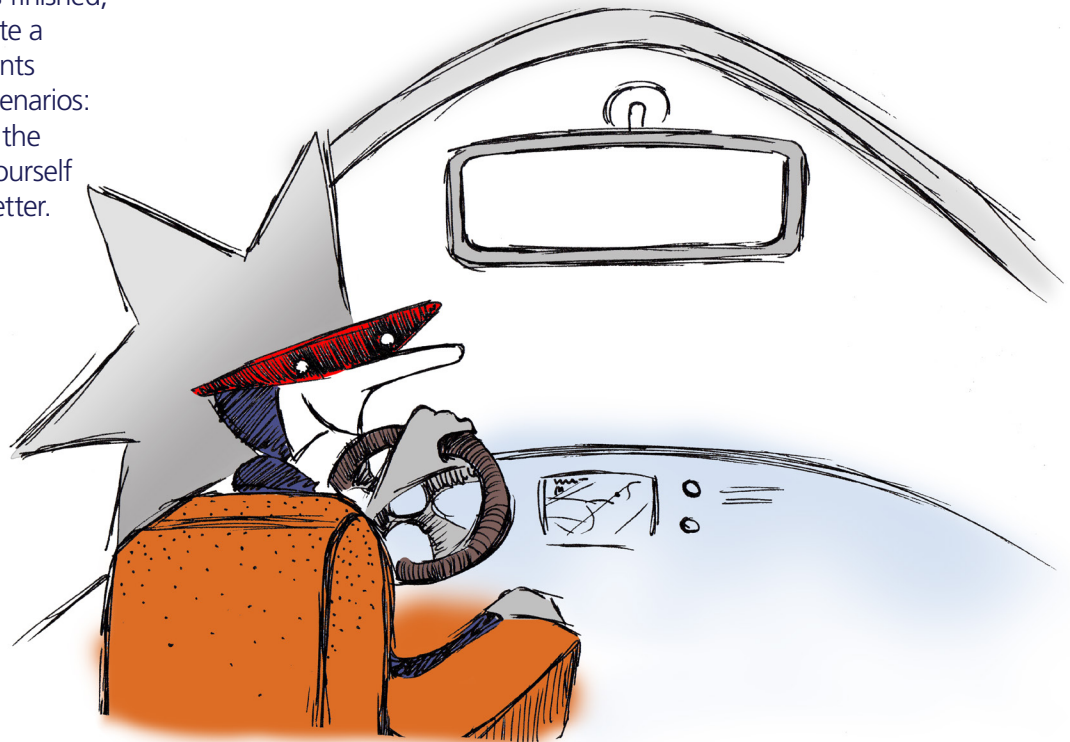
### Video 2 Questions

- 1) In the video, the planet Torontis welcomes people from all over the galaxy. How does welcoming many different types of people show respect?  
*A: By welcoming many different types of people, Torontis is showing that it appreciates different points of view. By welcoming everyone and not leaving anyone out, you are acknowledging people's differences and being kind.*
- 2) The Gymballkey members were doing things their own way and not acknowledging each other's different approaches. How is this disrespectful?  
*A: This was disrespectful because the players were acting as if each of their approaches was the best and they were not appreciating that others may have some good ideas. They were being selfish and not being open-minded to other people's opinions.*
- 3) Quazar says you can show respect by seeing how other people are doing things rather than just focusing on the way you're doing things. What are some advantages of doing this?  
*A: Some advantages are: you can get good ideas about a different way to do something; you can learn a new skill; you can learn ways to improve on what you're doing; you can make someone feel good by showing interest in their ideas.*
- 4) How did the Gymballkey players show respect for each other in the end?  
*A: They made suggestions about ways to combine their skills and they discussed solutions politely and co-operated with one another. They compromised, they did not insult each other, and they showed respect by acknowledging other people's opinions.*

## Classroom Activities

### For younger students

- 1) Explain to students that the simple ways we act towards others can show respect or disrespect. One of the ways to show others respect is by showing them that we are listening carefully. Tell them that you will be doing a demonstration about the do's and don'ts of showing respect while someone else is talking and that they will be giving you tips about what you are doing that is showing disrespect. Ask for a volunteer and invite this student to the front of the class to help you with your demonstration. Tell the student to talk to you about a topic they are interested in (e.g., favourite movie, TV show, sports). As they are talking, show numerous different signs of not listening including looking away, interrupting, looking at your watch, being distracted, fidgeting, rolling your eyes, muttering something under your breath, and changing the topic. Once you are finished, ask your students to list all of the ways you were showing disrespect during the conversation and write these on the board. Have them generate a list of things you could have done instead to show respect during the conversation. Once the list is finished, have another pair of students come to the front and demonstrate a respectful conversation by incorporating all of the tips the students have brainstormed. This activity can be completed with other scenarios: showing the respectful way to sit while listening to the teacher; the respectful way to walk by others in the hallway, etc. The sillier yourself and the students can be with the disrespectful examples, the better.
- 2) This activity is meant to demonstrate to students how we sometimes show different people different levels of respect. Ask your students to name some celebrities they think are very important. They can name athletes, actors, singers, etc. Ask them how they think they would act if one of these celebrities entered the classroom. Have them describe their behaviour: how would their voices change? How would their actions change? Have your students do a role-play, with one student being the celebrity who enters the classroom and interacts with two other students. Now have the student acting as the celebrity act as the school secretary entering the room. Discuss with the students the difference in their behaviour in the two situations. Highlight to the students that everyone should be treated with the level of respect that the 'celebrity' was shown and that they should make an effort to show that same level of respect to all of the people they encounter.



## For older students

1) This activity is meant to help your students brainstorm ways to show respect in situations when most people would choose to be disrespectful. Tell your students that in many situations, there are two ways you can choose to behave: with respect or with disrespect. Read each of the scenarios to your students and have them provide both the disrespectful behaviour as well as the respectful behaviour. For each, have them discuss how the people around them might feel or react in each situation. Have any of these situations happened to them? Are there any possible negative consequences to choosing to be disrespectful? What are the positive consequences of choosing to be respectful? Here are the example scenarios (students can also give their own examples):

- At the movie theatre, you get popcorn for your friends and come back into the theatre during the previews when it is dark. You cannot remember where your friends are sitting and you can't see anything. How do you find them?

-You arrive late to the airport and your flight leaves in 20 minutes. You need to cut in line for check-in or you will miss the plane. How do you do this?

-You are talking to someone and they have a big piece of food stuck in their teeth. They are in the middle of telling you a very important story. What do you say?

-The teacher is giving a lesson that will be on tomorrow's test and she is speaking very softly. You are sitting in the back of the room and can't hear what she is saying. What do you do or say?

-You slept in before school and had to get a drive to school with your parents. Classes have already begun when you arrive to school. How do you enter the classroom?

-You notice someone at lunch is eating a type of food you have never seen before. You don't think it smells very good and you don't know the ingredients. What do you say to them?

2) This activity is meant to demonstrate the importance of showing self-respect in addition to showing respect towards others. Explain to students that often, showing self-respect can make it easier to show respect for other people in our day-to-day lives. Brainstorm with the class different ways we can show respect for ourselves during our day. Then, for each self-respect activity, have them brainstorm how not doing this activity could lead to feeling bad and showing others disrespect. Highlight the fact that showing self-respect is the first step towards feeling good and in turn showing respect towards others. Here are some examples:

### **-Eating breakfast every morning:**

If DON'T do it, may be hungry when get to school and act cranky towards your friends or teachers.

### **-Taking good care of your belongings at school:**

If DON'T do this, may lose something and may be frustrated and take someone else's things without asking.

### **-Spending time with friends:**

If DON'T do this, might get lonely and feel sad at home and speak rudely to your parents.

### **-Wearing clothes that make you feel comfortable:**

If you DON'T do this, you might feel self-conscious and avoid or ignore others.

### **-Laughing at yourself from time to time:**

If you DON'T do this, you might start to take things too seriously and say something rude to your friends.



## **Quotations About Respect**

These quotations can also be posted in the classroom to remind students about the importance of being respectful:

**"Respect for ourselves guides our morals; respect for others guides our manners."**

~ Laurence Sterne (English novelist)

**"I must respect the opinions of others even if I disagree with them."**

~ Herbert Henry Lehman (Politician)

**"If someone were to pay you ten cents for every kind word you ever spoke and collect five cents for every unkind word, would you be rich or poor?"**

~ Unknown

**"When you are content to be simply yourself and don't compare or compete, everybody will respect you."**

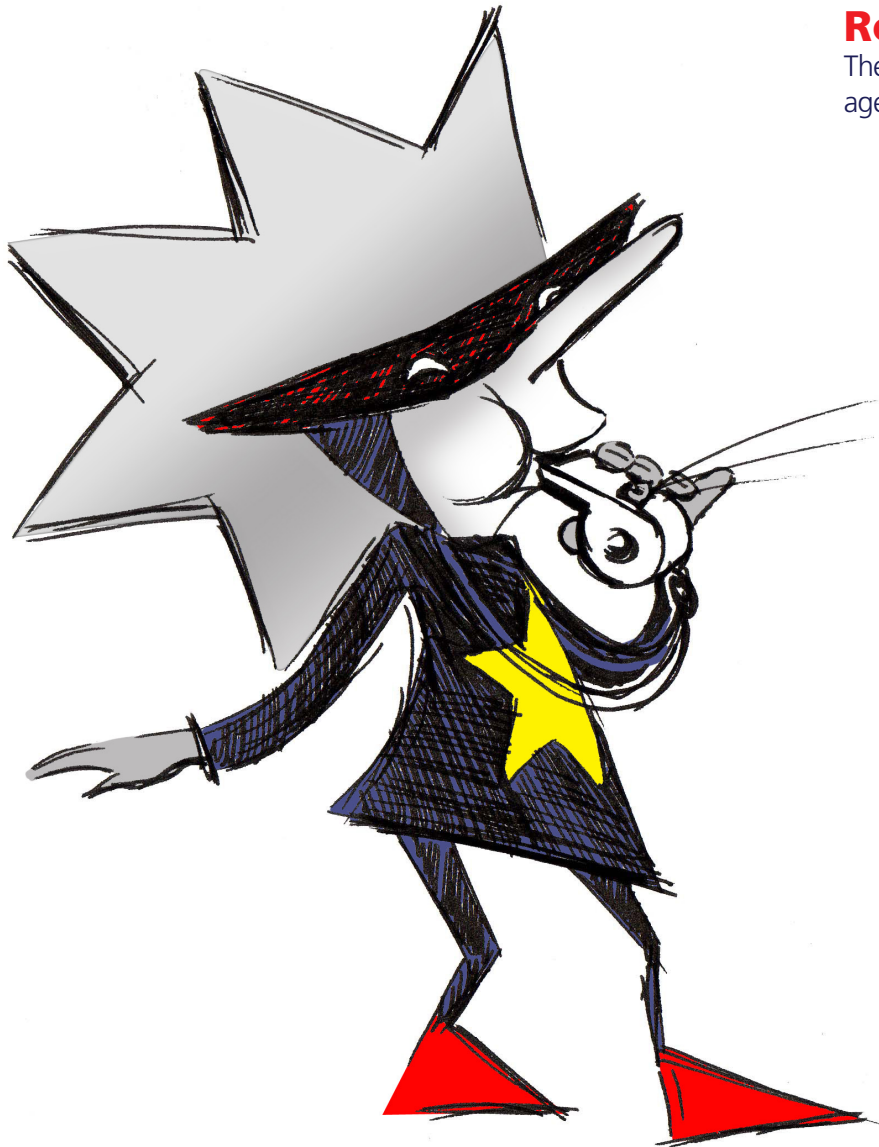
~ Lao Tzu (Chinese philosopher)

**"I'm not concerned with your liking or disliking me... All I ask is that you respect me as a human being."**

~ Jackie Robinson (First African-American professional baseball player)







## Respect Reading List

The following books explore the theme of respect for children of different ages and can also be used to help teach students about respectful behaviour:

### Grades K-3:

- *The Berenstain Bears Forget Their Manners* by Stan and Jan Berenstain
- *The Grouchy Ladybug* by Eric Carle
- *Clifford's Manners* by Norman Bridwell

### Grades 3-5:

- *The Recess Queen* by Alexis O'Neill
- *Give Maggie a Chance* By Frieda Wishinsky
- *Enemy Pie* by Derek Munson
- *Lily and the Paperman* by Rebecca Upjohn
- *Suki's Kimono* by Chieri Uegaki

### Grades 6-8

- *Wilfrid Gordon McDonald Partridge* by Mem Fox
- *The Librarian of Basra: A True Story from Iraq* by Mark Alan Stamaty
- *The Crazy Man* by Pamela Porter
- *Riding the Tiger* by Eve Bunting
- *The Night Spies* by Kathy Kacer

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