


OVERVIEW

Even young students understand the implications of self-respect. This lesson encourages students to work in groups under controlled circumstances to help them exercise self-control over their impulses and to respect the decisions of their fellow group members. Respecting rules, along with the differences of others, helps youngsters learn respectful behavior and self-respect.

MATERIALS

-  Rule Cards for each group member
- Enough of the following items for each group to collect *one*: red pencils, blue pencils, green pencils
- Enough of the following items for each group to collect *two*: yellow crayons, black crayons, red crayons

We all want to be ourselves, make decisions, be accepted, and be treated in a polite, decent way.

Respectful people give others the information they need to make decisions about their life.

Ethical people are respectful; they treat others with consideration. They do what is tasteful and proper in dealing with others. They don't stoop to violence, meanness, or rudeness.

Ethical people accept individual differences without prejudice and tolerate other's beliefs as long as those beliefs don't hurt other people.

LEARNING OBJECTIVES

In this lesson, students will learn respect by:

- Understanding that self-respect is an important part of one's self-image
- Learning how to control impulses
- Learning the importance of respecting others and themselves
- Learning how to work well in groups under adverse circumstances

ACTIVITY

1. Explain to the class they're going to play a game, but it has some rules that will be different for different groups of people.
2. Divide the class into groups of four by numbering the whole class off. Ask all the Ones to gather together in one area, all the Twos in another, and so on.
3. Before distributing the rules, explain that each number has a different rule. They are not allowed to share their rule with anyone from any other number group, but they can talk about it to people of the same number if they need to. The game depends on the rules being kept secret.
4. Distribute the rules to each of the number groups. Allow them some time to familiarize themselves with their rule. When they all understand their rule, create teams with one representative from each of the numbers.
5. Remind everyone that they must follow their individual rule at all times.
6. Allow 10 minutes for the first round. Monitor the teams and help out with any serious conflicts, otherwise allow them to come to solutions on their own.
7. Stop them when time is up. Before you count the number of items collected, ask them what they thought was happening in their groups.
8. Count the items. Have the second highest group explain what happened. Next, have the lower end group (but not the last one) explain how their team worked. Finally have the winning team explain what they did to collect their items.
9. Talk about how they managed to collect the items they needed and still show respect for the members who had different rules. What was difficult about it? Explore their reactions.
10. Play the game again, but this time with everyone knowing the rules and the best way to collect the items.

FOLLOW-UP IDEAS

- Have the students make a list of respectful ways to communicate in the classroom. Make the list into a poster that can be displayed prominently in the class.
- Encourage students to recognize respectful and disrespectful behavior according to the poster.
- Have them think of how they felt about the team game when they couldn't communicate and what this means for communicating between different groups of people outside school. What did they learn from the game that can be applied to other areas? Encourage them to talk about feelings of frustration and annoyance in this context, too.
- Make a mural of the different groups of people they communicate with every day. Include all the different positions in the school and in their community. Remind them that everyone deserves to be treated with respect. Now that they've played the game, they understand how it feels when respect isn't shown.

OTHER RESPECT ACTIVITIES

- Create a Hall of Fame for people the class respects. Let the students bring drawings of or about the people they respect. (Depending on their development level, they may also write a paragraph about these people.) Let them interview people they respect, then have them share their stories with the others. As a group project, create a "Who's Who in Our Hearts" book (or another title).
- Play the song "Respect". After explaining what respect is, let teams of students create lyrics that explain respect. Then let them perform it!
- Have the children develop personal codes of conduct for home, school, and club, detailing how they will show respect to other people.
- Ask parents to reinforce this lesson by noticing respectful behavior at home and rewarding it with hugs, stickers, or privileges.

LINKS TO USEFUL WEBSITES

<http://content.scholastic.com/browse/article.jsp?id=3499>

Article from Scholastic regarding the vocabulary and language that should be used when talking about respecting others.

http://news.bbc.co.uk/2/hi/uk_news/4685676.stm

Case study in the UK about how one school tries to teach its students respect. Can help develop your own program of respect in the classroom.

http://www.humanityquest.com/topic/art_activities/index.asp?theme1=respect

Selection of links to help you teach respect to your students.

<http://charactercounts.org/>

Visit our website for free teaching resources, lesson plans, ideas, and much more to help you incorporate character education into your classroom and school.



STANDARDS

WORKING WITH OTHERS

Standard 3

Works well with diverse individuals and in diverse situations.

LEVEL IV [Grades K-12]

Benchmark 2

Works well with those from different ethnic groups, of different religious orientations, and of cultures different from their own.

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VOCABULARY TERMS

diversity
communication
self-respect

respecting others
tolerance
understanding

differences
impulse control
respectful behavior

RULE CARDS

Rule Card One	Rule Card Two
<ol style="list-style-type: none"> 1. Your group has to collect one green pencil, one red pencil, and one blue pencil. 2. Your group has to collect two crayons of each of the following colors: yellow, black, and red. 3. You cannot touch any pencils, but you can touch crayons. 4. You can only say yes or no. 	<ol style="list-style-type: none"> 1. Your group has to collect one green pencil, one red pencil, and one blue pencil. 2. Your group has to collect two crayons of each of the following colors: yellow, black, and red. 3. You cannot touch any crayons, but you can touch pencils. 4. You can ask questions to people with Rule Card one, but you can't answer questions.

RULE CARDS

Rule Card Three	Rule Card Four
<ol style="list-style-type: none"> 1. Your group has to collect one green pencil, one red pencil, and one blue pencil. 2. Your group has to collect two crayons of each of the following colors: yellow, black, and red. 3. You can touch pencils and crayons. 4. You can't speak at all! 	<ol style="list-style-type: none"> 1. Your group has to collect one green pencil, one red pencil, and one blue pencil. 2. Your group has to collect two crayons of each of the following colors: yellow, black, and red. 3. You cannot touch any pencils or crayons. 4. You can ask questions to anyone in your group and you can answer questions.