
Introduction

How young people are treated, and how they learn to treat others, has been called the central educational issue confronting society. As educators see it, the issue is not so much a crisis in learning as a crisis in learning to care, a failure to understand and give respect. Respect is a quality that frequently eludes middle school students, most often because of their failure to appreciate that others deserve the same respect they themselves crave.

The lack of respect and tolerance for others that punctuates so many aspects of life today is hardly confined to young people. But if concerned adults ever hope to turn around this dismaying state of affairs and create a world in which respect is a given, the place to begin is in the classroom. Studies show that students who are helped to develop compassion and empathy for the needs of others not only do better in their schoolwork but also in their relationships with peers and family.

As a time of transition, middle school presents students with major changes in their lives. But because it is also a period of new and exciting challenges, these young people are highly receptive to positive intervention. Encouraged to think critically about respect, they can gain insight into the importance of treating others as they themselves want to be treated, and discover that respect returns as good as it gives.

Student Workshop: All About Respect is a hands-on workshop designed to help young teens understand what constitutes respectful as opposed to disrespectful behavior and arrive at solutions that can be applied to their own lives.

Using a four-part format, the video sets the stage for discussion by presenting short, engaging scenarios that middle schoolers can easily identify with. Each short scenario is followed by thought-provoking questions; each part is followed by handouts and activities.

What makes **Student Workshop: All About Respect** unique is its challenge to students to analyze the situations in the scenarios and come up with realistic definitions. Each of the four parts deals with a different aspect of respect:

Part One considers the role respect plays in the thoughts, feelings, dreams and personal boundaries of others.

Part Two explores whether it is necessary to always follow the rules and regulations of those in authority.

Part Three helps students gain insight into the need to value diversity and treat others with the same respect they want for themselves.

Part Four offers students the opportunity to examine self-respect from two perspectives: what happens when people are asked to compromise their values, and therefore their self-respect; and the important role self-respect plays in helping to meet life's challenges.

Student Workshop: All About Respect is meant to be used over several class sessions. The pauses between the parts allow ample time for students to discuss the on-screen questions that follow each scenario and work on the handouts that support each part. The handouts offer numerous individual and group activities, including role plays. They provide students with a host of opportunities to practice what they have learned.

Learning Objectives

This program is designed to help students:

1. understand why it is so important to show respect for ourselves and others.
2. develop an awareness and appreciation of the thoughts, feelings, dreams and personal boundaries of others.
3. examine the need to respect authority and rules and the vital roles they play in our lives.
4. value diversity and differences between people and cultures.
5. explore the positive and negative effects one's self-respect can have on meeting life's challenges.

Using This Program

This program is designed as a workshop to help middle school students think critically about the role of respect in their lives. Supplementing the video are a variety of handouts and questions that encourage students to analyze different situations.

The program is divided into four parts, each dealing with a different issue of respect: respect for feelings, respect for rules, respect for differences, and self-respect. A host introduces each part, which contains two or three short scenarios that investigate the main topic. The host returns at the end of each scenario to present questions for discussion.

- Part One - Respect For Feelings:* three scenarios dealing with respect for dreams, respect for fears, and respect for privacy and property.
- Part Two - Respect For Rules:* two scenarios dealing with respect for established rules and respect for authority.
- Part Three- Respect For Differences:* two scenarios dealing with respect for different opinions and respect for cultural differences.
- Part Four - Self-Respect:* two scenarios that look at self-respect from different angles.

The video may be stopped at the end of each part for class discussion and the distribution of handouts. The handouts are clear and easy to follow, and include individual and group activities. You will find them wide-ranging in content and level so that you can choose the materials appropriate for your group. Most of the handouts are meant for group use, but some you will want to permit students to keep private.

The questions that are presented at the end of each scenario are reprinted along with a summary of the scenario in the handout section entitled "Talk About It." You may prefer to stop the video when the host presents the questions and hold the discussion at that point.

For maximum benefit, the program may be used over several classroom periods. A bibliography and resource section lists background materials and provides a rich source of further activities.

Summary of the Program

The program opens with short scenes showing different kinds of respect: respect for ideas; respect for privacy; respect for rules. A host comments that while everyone wants to be treated with respect, not everyone is willing to treat others the same way. He also explains that the meaning of respect can be wide ranging. Sometimes being respectful is nothing more than being polite or considerate. Other times, not being respectful can have serious consequences (we see two middle schoolers being led into a police car by an officer who cautions them to learn respect for the law.) “When it comes to respect,” the host says, “you usually find that you get as good as you give.”

Part One: Respect for Feelings

Respecting My Dream

Lee is reading a college football magazine while he and Jason are on their way to football practice. When Lee reveals to Jason that he thinks he’s good enough to play for a major college team, Jason laughs and puts him down.

Respecting My Fears

Lori and Bonnie are on their way to the movies, when Bonnie asks to take a longer route. Reluctantly Bonnie explains that she’s afraid of the small dog that’s up ahead of them. After Lori makes fun of her, Bonnie asks Lori what she’s afraid of. The dentist, Lori says, like everyone. Bonnie says that while she doesn’t like going to the dentist, she isn’t afraid. Lori is amazed and tells Bonnie that she isn’t “normal.”

Respecting Privacy and Property

Marlee comes home from school to find her younger brother Nick looking for his CD in her room. She says that she loaned it to a friend, pushes him out of the room and slams the door in his face. She later discovers him listening in on her phone call and a fight ensues. Marlee accuses Nick of not respecting her privacy; Nick accuses Marlee of not respecting his property. Then she accuses him of not respecting her feelings by embarrassing her in front of a friend and he accuses her of the same thing for calling him names and slamming the door in his face.

The program pauses for handouts.

Part Two: Respect For Rules

Respecting the Rules

As Jenna leaves the house to go to the library to take out books for a social studies report, her sister asks if she ever returned the books she borrowed weeks before. When Jenna says no, her sister warns her that if she doesn’t return them, she won’t be allowed to borrow any other books. Jenna is certain that she won’t have any

trouble because she knows Ms. Gracer, the librarian. But she's wrong. Despite her pleadings and promises, Ms. Gracer insists that the library's rules have to be followed.

Respecting Authority

Evan, Sam and Lee are fooling around in the mall when the security guard warns them not to be rowdy or cause trouble. Lee says the guard thinks he can boss them around just because he wears a uniform, but Sam says the guard is only doing his job. The boys go into the music store, make a ruckus, and are thrown out. Running through the mall, the boys see the guard. Sam is worried that he'll make them leave, but Evan says the guard can't do anything because he isn't a real policeman. But Sam knows from another friend's experience that Evan is wrong. When the guard questions the boys about what went on in the music store, Sam apologizes and says they won't cause any more trouble. Evan accuses Sam of "kissing up" to the guard, but Sam insists that he is just showing him the respect his position warrants.

The program pauses for handouts.

Part Three: Respect For Differences

Respecting Different Opinions

Evan tells his friends Bonnie, Jenna and Sam he has heard that in order to graduate from middle school, they will all have to participate in community service. Bonnie says she thinks that's a good thing; Evan disagrees. They each voice their opinion but in very disrespectful ways. The conversation escalates quickly. Soon they are attacking each other. What started out as a discussion of community service ends up in a nasty argument.

Respecting Different Cultures

At a barbecue, Sam and Marlee ask their friend Rheka why she is only eating salad. When she explains that her religion prohibits her from eating beef, they laugh. Hurt and embarrassed, Rheka walks away. But her other friends, Bonnie, Jason and Jenna notice. They criticize Sam and Marlee, who insist they were only fooling around, for making fun of Rheka. Jason says being laughed at for being different isn't funny, and recalls a time in elementary school when he was ridiculed for his differences. Jenna and Bonnie also recall times that they were embarrassed for being different. And they all say how surprised they were to discover that their family's customs and traditions were considered strange by others.

The program pauses for handouts.

Part Four: Self- Respect

Lori's Self-Respect

Evan wants to borrow a bike to ride to town. He sees one and asks Lori if she knows to whom it belongs. She tells him it's Marlee's. Instead of asking permission, Evan just takes the bike. When he returns, it has a flat tire. Evan asks Lori not to tell Marlee that he used the bike. He says if Lori doesn't tell, Marlee will never know. But Lori says, what if Marlee asks her if she knows what happened? If she doesn't tell her, won't that be a lie? And what about Lori's self-respect? How will she feel if she lies to her friend?

Jason's Self-Respect

Ms. Brody offers Jason a job cutting her lawn. Jason knows that his friend Mark had the job the year before and asks why he still isn't doing it. Ms. Brody says that she hasn't been able to get in touch with Mark. Jason knows that Mark's family moved and that the telephone number has been changed, but instead of giving Ms. Brody the new number, Jason thinks about all the money he can make and accepts the job. Then he feels guilty. He asks his older brother, Chris, for advice. Chris says that Jason should speak to Mark and find out if he even wants the job. Jason might be feeling guilty for nothing. Chris stresses that it's important for Jason to find a solution to his problem; otherwise, he'll feel bad about himself and guilty about whatever he buys with the money he earns.

Suggested Reading

General

Commanday, Peter Martin. "To Get Respect, Give Respect FIRST." *The Education Digest*, April 1993, p.35. (Why educators should use "personal power" rather than "organizational power" to give respect and get respect.)

Damon, William. *The Moral Child: Nurturing Children's Natural Moral Growth*. New York: The Free Press, 1988. (Explores development of respect for parental authority and family rules, as well as empathy for and cooperation with peers.)

Kizzier, Janet and Judy Hagedon. *Search for Acceptance: The Adolescent and Self-Esteem*. Chicago: Nelson-Hall, 1979. (Explores issues relating to social acceptance and self-respect.)

Martin, Judith. *Miss Manners Rescues Civilization: From Sexual Harassment, Frivolous Lawsuits, Dissing and Other Lapses in Civility*. New York: Crown, 1996. (In this compendium of contemporary behavioral problems, the well-known columnist on manners maintains that the basis for a workable society is still consideration for others as well as for self.)

Phillips, Dr. Debora and Fred Bernstein. *How to Give Your Child a Great Self-Image: Proven Techniques to Build Confidence from Infancy to Adolescence*. New York: Random House, 1989. (Learning self-respect through the principles of behavior therapy.)

Fiction for Grades 5-9

Cleary, Beverly. *Strider*. New York: Morrow, Jr. Books, 1991. (In the summer before high school, 14-year-old Leigh Botts learns about responsibility to others, including his dog Strider, and builds self-confidence.)

Crutcher, Chris. *Athletic Shorts: Six Short Stories*. New York: Greenwillow, 1991. (Six tales that explore issues of self-respect, hate, racism, and cruelty.)

Greene, Betty. *Morning is a Long Time Coming*. New York: Dial Press, 1978. (A coming-of-age story that delves into rebellion against corruption and the importance of self-respect.)

Kerr, M.E. *The Son of Someone Famous*. New York: HarperKeypoint, 1974. (In the course of their struggles to measure up to parental expectations, two teenagers learn a lot about themselves.)

Koertge, Ron. *The Boy in the Moon*. Boston: Little, Brown, 1990. (Nick finds self-respect in his senior year in high school.)

Rana, Indi. *The Roller Birds of Rampur*. New York: Fawcett Juniper, 1993. (Caught between her upbringing in London and her love for the India of her heritage, Sheila must face the challenge of learning where she belongs.)

Shreve, Susan. *The Gift of the Girl Who Couldn't Hear*. New York: Tambourine Books, 1991. (Eliza learns self-acceptance and self-respect from her deaf friend Lucy.)

Soto, Gary. *Baseball in April and Other Stories*. New York: Harcourt Brace Jovanovich, 1990. (Eleven short stories about young Hispanics growing up in California.)

Soto, Gary. *Jesse*. San Diego: Harcourt, Brace & Company, 1994. (Two teenage Mexican-American brothers find meaning and self-respect in their struggle to educate themselves.)

Spinelli, Jerry. *There's a Girl in My Hammerlock*. New York: Simon & Schuster, 1991. (After failing to make the cheerleading team, 13-year-old Maisie opts to join the wrestling team, and earns respect and acceptance from her all-male teammates.)

Vail, Rachel. *Wonder*. New York: Orchard Books, 1991. (How Jessica survives the first year of junior high and learns self-respect as she deals with the loss of a best friend who abandons her for a clique.)

Woodson, Jacqueline. *The Dear One*. New York: Delacorte Press, 1991. (Feni's comfortable life in a wealthy black suburb is interrupted when 15-year-old Rebecca arrives to spend the last days of her pregnancy in Feni's house, with the result that both teens learn a lot about friendship and self-respect.)

Non-Fiction for Grades 5-9

Berry, Joy. *Every Kid's Guide to Handling Disagreements*. Sebastopol, CA: Living Skills Press, 1987. (What it means to disagree, what causes people to disagree, feelings caused by disagreements, and how to resolve disagreements.)

Booher, Dianna Daniels. *Making Friends with Yourself and Other Strangers*. New York: Simon & Schuster, 1983.

CityKids Speak on Prejudice. New York: Random House, 1995. (Series promotes an idea called “Safe Space,” which means “respect for yourself and others around you.” *Prejudice* identifies areas of teen life in which intolerance is common and offers examples of stereotyping.)

CityKids Speak on Relationships. New York: Random House, 1995. (Teens offer some telling opinions and comments that readers will find food for thought on some challenging issues.)

Cooney, Timothy J. *Telling Right From Wrong*. Buffalo, NY: Prometheus, 1985.

Downey, R.S. and Elizabeth Telfer. *Respect for Persons*. New York: Schocken Books, 1970.

Duvall, Lynn. *Respecting Our Differences: Getting Along in a Changing World*. Minneapolis: Free Spirit Publishing, 1994. (All about unlearning prejudices, developing appreciation for diversity, and cultivating the language of respect.)

Kalb, Jonah and David Viscott. *What Every Kid Should Know*. Boston: Houghton Mifflin, 1976. (Discusses the problems of growing up and gives suggestions for coping with various emotions, understanding oneself, and getting along with others.)

McFarland, Rhoda. *Coping Through Self-Esteem*. New York: Rosen Publishing Group, rev. 1993. (Strategies for developing self-esteem, self-worth, appreciation, and acceptance.)

Paulsen, Gary. *Woodsong*. New York: Bradbury Press, 1990. (Recollections of life in the Minnesota wilderness reflect the author’s respect for nature and wildlife, especially the sled dogs he trains.)

Three Rivers, Amoja. *Cultural Etiquette: A Guide for the Well-Intentioned*. Indian Valley VA: Market Wimmin, 1991.

Script

Sam:

You like *them!* I thought you said you knew something about music.

•••

Bonnie:

Who opened this! This is addressed to ME!

•••

Jenna:

But we're not supposed to go in.

Evan:

I don't think anyone ever went to jail for breaking the "No Food Allowed" rule.

•••

Host:

The scenes you just saw— they all have something in common. Know what it is? They're all about respect... R-E-S-P-E-C-T. Respect! Respect for someone's privacy. Respect for someone's ideas. Respect for rules and regulations. Everybody wants to be treated with respect. That's easy, we all know that. But not everyone's willing to treat others with the same respect they want. How about you?

In this program we're going to look at different kinds of respect, because giving and getting respect covers a lot of territory. Sometimes respect involves a big time deal, with big time consequences. Take a look...

•••

Policeman:

You kids better learn to respect the law!

•••

Host:

Sometimes respect is nothing more than being polite, or showing some consideration. So let's get to it. Here's how this program works. It's divided into four parts. Each one deals with a different issue of respect. In each part you'll see a few short scenes followed by some discussion questions. That'll give you a chance to talk about the issues. Then, at the end of each section the tape will stop so you can do some activities — you know, handouts, role plays. That kind of thing.

What we hope is that this program will get you thinking about respect – respect for yourself and respect for others. Because when it comes to respect, you’ll usually find you get, as good as you give.

RESPECT FOR FEELINGS

Host:

Let’s start with three stories about respect for feelings that may get you thinking about how a remark, a way of speaking, or some small everyday action can be disrespectful, even if that’s not what you intended.

• • •

Jason:

Come on Lee let’s quit messing around. We’re going to be late. You know how the coach gets when we’re late.

Lee:

Look at these guys. Especially him. He’s so cool.

Jason:

Yeah, he’s the best. And you know what? He’s just a few years older than us.

Lee:

Imagine what it must be like to play for one of those teams – on TV– maybe in the Rose Bowl.

Jason:

Yeah, well you’ll never know.

Lee:

Why do you say that? Could happen.

Jason:

Wake up!

Lee:

How do you know? I think I maybe could do it.

Jason:

Do what? Play for one of those teams? That's like one step below the pros.

Lee:

So, why not? Don't you think I could do it?

Jason:

I know you couldn't do it.

Lee:

Why?

Jason:

Why? Let's see... you can't run— you can't block— you can't catch— and you throw like a girl! Wait 'til the guys hear this one!

•••

Host:

Jason certainly thinks Lee's dream is ridiculous. No doubt about that. But what about Lee? How do you think he feels? Do you think you should show respect for someone's dream, even if that dream seems silly or impossible to you?

•••

Lori:

Where are you going? The movie's this way.

Bonnie:

Um... I thought we'd go this way.

Lori:

But it's longer.

Bonnie:

Yeah, well... I want to go past the drug store.

Lori:

Why?

Bonnie:

Um... just that... what difference does it make?

Lori:

It's like three blocks longer, that's the difference. What is it with you?

Bonnie:

Can't we just go the other way?

Lori:

This is so stupid! It's twice as long and we're going to miss the movie.

Lori:

Now what? What is it?

Bonnie:

It's ... the dog.

Lori:

Yeah so?

Bonnie:

I'm afraid of dogs..

Lori:

That little thing? You're afraid of him? Don't be a jerk.

Bonnie:

I'm not a jerk. I'm afraid of dogs .

Lori:

I can't believe it.

Bonnie:

Well it's true.

Lori:

Come on, give me your hand. I'll protect from the great big doggie.

Bonnie:

Cut it out!

Lori:

Hey fine, we'll go the other way. I never knew you were such a baby! I just don't get how you could be afraid of something like that. What do you think's going to happen?

Bonnie:

Aren't you afraid of anything?

Lori:

Sure, normal things. Like the dentist. Everyone's afraid of the dentist.

Bonnie:

I'm not.

Lori:

You *like* going to the dentist?

Bonnie:

I didn't say I liked it, I said I'm not scared.

Lori:

Dogs – Yes? Dentist – No? You're not normal.

•••

Host:

Lori thinks her fears are okay, but Bonnie's aren't. Why do you think people feel that way? How important is it to respect the feelings of others?

•••

Marlee:

What do you think you're doing?!

Nick:

Looking for the CD I got last week. You see it?

Marlee:

The one you swapped Tony for?

Nick:

Yeah, I can't find it anywhere.

Marlee:

I let Kristin borrow it. Now, get out.

Nick:

What? You didn't even ask.

Marlee:

She's not moving to China, you know. She'll give it back. Now get out of here.

•••

Marlee:

Hold on a second. Nick is that you? Are you on the line? Nick if this is you on the phone I'm going to come in there and...I can't stand him! Listen, if you hear me say 'one, two' just start talking and don't stop. Just do it. If I say "One, two" you start talking. Now you're going to get it. You disgusting little creep. First I find you going through everything in my room. You have no respect for my privacy.

Nick:

Serves you right. You have no respect for my property. You let Kristin borrow my CD without even asking.

Marlee:

It's not the same.

Nick:

Yes it is.

Marlee:

And you have no respect for my feelings either. You know how embarrassing it is to have your stupid little brother listen in on your phone calls.

Nick:

Respect for feelings you want to talk about that! How do you think it feels to have someone call you names all the time and slam a door right in your face. Huh?

•••

Host:

Brothers and Sisters! Look familiar? Do you think Nick had a right to get back at Marlee? Do you think she had a right to call him names? Now we'll stop the tape and you can get some handouts. When you finish those we'll come back and look at some other stories.

RESPECT FOR RULES

Host:

Were you ever waiting on line – at the movies or a store – and someone tried to sneak ahead of you? They act like they're above it all. Like the big shot basketball star who mouths off at the referee. Both instances show a lack of respect – respect for the rules and respect for authority – and that's what we're going to talk about now.

•••

Jenna:

Tell Mom I went to the library. I'll be back by dinner.

Tisa:

The library? On a Saturday? I'm impressed.

Jenna:

Yeah, I have to get some books for my social studies report.

Tisa:

When's it due?

Jenna:

Monday.

Tisa:

Monday? And you're just starting it now?

Jenna:

Oh, it'll be okay. I've got today, tonight, and all day tomorrow.

Tisa:

Did you ever return those books you got when I took you to the library? When was it? Like two months ago? You must have taken out about eight books, at least.

Jenna:

I meant to. I just kept forgetting.

Tisa:

They are way over due. You better get them.

Jenna:

They're buried somewhere in my room. I don't have time to look.

Tisa:

But they're not going to let you take out any more if you don't return those.

Jenna:

Yes they will.

Tisa:

No they won't. Believe me, I know the rules.

Jenna:

Well, if it's a rule, it's a stupid one. Anyway Ms. Gracer's so nice and she knows me, she'll let me take them, okay.

•••

Ms. Gracer:

Hi Jenna, how're you doing?

Jenna:

Hi Ms. Gracer.

Ms. Gracer:

These look interesting. Are they for a project?

Jenna:

Yeah. Social studies. I've got to get home and start working fast. I kind of left it to the last minute. Not too swift, huh?

Ms. Gracer:

I'm sure you'll get it done. Oh dear, looks like we have a problem.

Jenna:

What?

Ms. Gracer:

You have several books that are overdue... very overdue.

Jenna:

Yeah I know. I'll bring them back as soon as I return these.

Ms. Gracer:

I'm afraid I can't let you take these out.

Jenna:

Huh? Why not?

Ms. Gracer:

Because the library suspends borrowing privileges when you have too many books overdue.

Jenna:

Can't I just take these? Please. You know I'll bring everything back— I always do. Promise. Please Ms. Gracer! You don't understand. I *really* need these.

Ms. Gracer:

I'm sure you do. Just like someone else might need the books you never returned. That's why the library has rules.

Jenna:

Yeah, but....

Ms. Gracer:

Did you forget the books were out?

Jenna:

Well, not really...

Ms. Gracer:

Why didn't you return them?

Jenna:

I don't know.

Ms. Gracer:

I see you received several overdue notices.

Jenna:

Yeah, but what good does that do me now?

Ms. Gracer:

Well, we're open for another hour.

•••

Host:

Rules and regulations! Why do you have to show respect for rules, even the ones you think are stupid or petty? Can you think of other situations where obeying a simple rule, would have helped you avoid a big problem?

•••

Guard:

Hey guys! How about keeping it down? I said, let's keep it down. Now I don't want to hassle you guys, but I can't have you disrupting things, so how about you just tone it down a little.

Evan:

That guy is such a pain.

Lee:

Yeah, he thinks just cause he has a uniform on he can boss us around.

Sam:

He's not so bad. He's just doing his job.

Evan:

Listen to him.

Sam:

Knock it off

Lee:

Let's got to the record store.

•••

Manager:

Can I help you with something?

Evan:

No, we're just looking.

Manager:

Well you can look all you want. Just don't make a racket – or mess anything up, all right?

Evan:

Sure.

Manager:

Excuse me could you put that down please?

Sam:

Come on guys, we're going to get kicked out!

Lee:

I was just trying it.

Manager:

All right, let's go! Out! Now! Let's go! And I don't want to see you kids back in this store again!

• • •

Lee:

Man, there's that cop again!

Evan:

Big deal. What's he going to do.

Sam:

Keep it down. I don't want to get in trouble.

Evan:

He can't do anything.

Sam:

Yes he can. He threw Richie and some other guys out and now they're not allowed back in for like a month.

Evan:

Stop worrying.. It's not like he's a real cop. He's just a security guard.

Guard:

Hey guys, hold on a second. I thought I told you guys to be cool.

Evan:

It was an accident. It just like happened.

Lee:

The guy threw us out for no reason.

Evan:

Yeah, that's how the thing got knocked over.

Guard:

That's not what he told me.

Sam:

Listen, we're sorry. Really.

Guard:

Well don't let anything else happen, understand. Next time I have to talk to you guys you're out of here. Got it.

Sam:

We got it. No problem.

Evan:

Boy, you really know how to kiss up. "I'm sorry, Mr. Guard. We'll be good little boys."

Sam:

I'm not kissing up, I'm just trying to show him some respect. I mean he *is* in charge – and we don't want to get thrown out.

• • •

Host:

What's the difference between what Sam calls "showing respect" and what Evan calls "kissing up"? Can you think of a situation where it would be appropriate to challenge authority?

Now we're going to stop the tape and you'll get some handouts. When you finish those we'll come back and look at some other stories.

RESPECT FOR DIFFERENCES**Host:**

Have you ever listened to those television programs where two people are supposed to be discussing some issue and all they're doing is screaming at each other? Or, how about one of those comedians whose whole act involves making fun of people – putting them down because they're different? Maybe you never stopped to consider what's really behind all that so called "entertainment." Well, here are some situations to get you thinking...

• • •

Evan:

Hey guys, you know what I heard? Next year at school, everybody's going to have to do community service.

Jenna:

What's that?

Bonnie:

Volunteer work.

Evan:

Yeah, we're going to have to *work* after school in order to graduate.

Bonnie:

So, I think that's a good thing, I mean – if everybody does something for somebody else.

Sam:

Like what kind of work?

Evan:

At a homeless shelter or a day-care center.

Bonnie:

Well, that's not the only thing. You can work at the library or in the park. The idea is to do something good for the community.

Evan:

Why? What'd the community ever do for me? Besides, you don't get paid.

Bonnie:

Well, that's kind of what volunteering's all about.

Evan:

Volunteering is when you do something because you *want* to, not because you *have* to. We're being forced to do this.

Bonnie:

Well, it's still a good thing.

Evan:

And suppose you don't have the time?

Bonnie:

That's ridiculous.

Evan:

No it's not. I have school and soccer practice and music lessons and homework.

Bonnie:

So do it on the weekends and don't be so selfish.

Evan:

I'm not selfish, I just want some time for myself.

Bonnie:

You're so spoiled! Can't you do something for somebody else?

Evan:

I'm not spoiled! You just want to do it so you'll have *something* to do.
You don't do anything else anyway.

Jenna:

Quit it. What's with you two?

Sam:

So you have different ideas about this, big deal.

Bonnie:

Listen, anyone who isn't for community service is selfish and mean and spoiled.

Evan:

I guess you want to do it so you can boss everybody around.
That's what you're really good at.

Jenna:

Can't you just respect each other's opinion?

Bonnie:

I can't respect the dumb things he says.

Evan:

Listen, I have the right to say whatever I want.

•••

Host:

Wow, that got out of hand! How do you think Bonnie and Evan could have discussed the same issue in a respectful way? What is the difference between respecting someone's opinion and respecting their right to voice that opinion?

•••

Father:

What can I give you? Hamburger or hot dog?

Marlee:

Burger, please.

Sam:

Hot dog for me.

Father:

How about you? Hamburger or hot dog?

Rheka:

Oh, nothing thank you.

Father:

Are you sure?

Rheka:

I'll just take some salad.

Marlee:

Is that all you're going to have?

Rheka:

Yes. It's okay.

Sam:

How come?

Rheka:

Well, I can't eat beef.

Sam:

Why?

Rheka:

It's against my religion. We don't eat it.

Sam:

What do you think's going to happen? Your stomach's going to fall out or something?

Rheka:

No. We don't kill cows. We believe they are sacred.

Sam and Marlee:

Cows? Like MOOOOOO? Those kind of cows?

Jenna:

What's up with Rheka? Why's she all by herself?

Sam:

I don't think she can eat with us. Something about cows?

Bonnie:

Don't be so stupid. What're you talking about?

Marlee:

She said she couldn't eat hamburgers – something about worshiping cows.

Jenna:

She doesn't worship cows.

Sam:

That's what she said.

Bonnie:

It has something to do with her religion. I'm not sure I understand it, but whatever. Did someone say something to make her feel bad?

Marlee:

We were only kidding around.

Sam:

I guess she can't take a joke.

Bonnie:

Well, what did you say?

Marlee:

Nothing. Okay, maybe we laughed a little.

Jenna:

You made fun of her because of her religion? 'Cause it's different? Oh, that's nice.

Marlee:

We weren't making fun of her.

Jason:

But you laughed at her, right? Listen I know how that feels.

Marlee:

Who laughed at you?

Jason:

You – that's who!

Marlee:

Me!?

Jason:

Yeah, and you too.

Sam:

When?

Jason:

In elementary school when we were in Mrs. Barkley's class and we were learning about how different people celebrate holidays.

Sam:

Oh yeah, I remember that.

Jason:

And I told about how in our family on Christmas Eve you eat seven different kinds of fishes – it's an Italian tradition.

Sam:

Yeah, well.

Jason:

And you two and a bunch of other kids starting laughing and saying dumb things.

Sam:

Well it sounded weird and funny. What's the big deal?

Jason:

It wasn't funny to me.

Jenna:

You weren't the only one who got laughed at. I told how in the Philippines – we lived there when my father was in the Army – on Christmas Eve, the kids put their shoes in the window and in the morning they're filled with presents and stuff.

Sam:

Shoes! Come on. Now that's funny!

Jenna:

No it's not!

Bonnie:

The thing I remember about that day is how bad I felt when a bunch of kids stared at me 'cause I said we didn't celebrate Christmas.

Jason:

When you guys were laughing at me I was upset, but I was surprised, too. It took a minute to realize you thought I was different.

Bonnie

Yeah, I mean, you always figure what you do in your family, is the way everybody does it.

Jenna:

But it's not. That's the point.

•••

Host:

Do you think it matters that Marlee and Sam weren't being disrespectful to Rheka on purpose ? What do you think they could say to her to explain their behavior? When do you think a joke turns into disrespect? Now we're going to stop the tape and you'll get some handouts. When you finish those we'll come back and look at some other stories.

SELF-RESPECT

Host:

Now let's talk about a different kind of respect. It's the respect you have for yourself. It's about how you feel about the person you see when you look in the mirror.

•••

Evan:

Do you know whose bike that is?

Lori:

Yeah, it's Marlee's.

Evan:

Listen I have to go into town to pick up something for my mother. Think she'll mind if I use it.

Lori:

I don't know. Ask her.

Evan:

Where is she?

Lori:

Over at the snack bar.

Evan:

Thanks.

Lori:

No Problem.

•••

Lori:

Wow, what happened?

Evan:

I don't know. I left the bike outside Henderson's and when I came out the tire was flat.

Lori:

You must have gone over a nail or something.

Evan:

Yeah, I guess. I checked, but I can't see anything.

Lori:

Marlee's going to be real upset. The way she takes care of that bike. I was surprised she even let you use it.

Evan:

Yeah, well, would you do me a favor and not tell her it was me.

Lori:

What?

Evan:

Just if she asks, tell her you don't know what happened.

Lori:

Are you kidding?

Evan:

No.

Lori:

But she's going to know it was you. The tire was okay before she let you use it.

Evan:

See, that's part of it.

Lori:

What?

Evan:

She doesn't know I took it.

Lori:

But you told her. You did tell her, didn't you?

Evan:

Not exactly. I looked for her, she wasn't there, so ...

Lori:

So you just took it! That's awful.

Evan:

Well it really makes it easier for you not to tell her.

Lori:

Wait a second. First, you take Marlee’s bike – without asking her– now you want me to lie to her about it.

Evan:

Not lie, exactly, just don’t say anything.

Lori:

And what if she asks me straight out, “Do you know what happened?” and I don’t tell her. Isn’t that a lie?

Evan:

Don’t you get it –if you don’t tell her, she’ll never know

Lori:

Yeah, but what does that say about me? How am I going to feel?

•••

Host:

Do you think Lori has to tell Marlee what Evan did? What if Marlee doesn’t ask her? Where do you think Lori’s self-respect comes in?

•••

Ms. Brody:

Hi Jason.

Jason:

Hi Ms. Brody

Ms. Brody:

I brought your mom’s book back – is she home?

Jason:

Yeah, she’s downstairs doing the laundry.

Ms. Brody:

Oh, before I see her I wanted to ask you something. I was wondering if you’d like a job mowing my lawn? \$5.00 an hour – every week. It should take you about an hour and a half to two hours.

Jason:

I thought Mark cut your grass.

Ms. Brody:

He did last year and I thought he would again. He hasn't come around. I even tried to call him, but I can't seem to get through.

Jason:

Well see Mark moved. So the number got changed.

Ms. Brody:

Oh Hi Sue... here's your book...

Jason :

Five bucks an hour, an hour and a half to two hours once a week, from now 'til the Fall. That's more than enough to get a stereo. I could give her Mark's new number but, ah, forget it. He'll never know. If he wanted the job he would've called her.

Ms. Brody:

So you were saying? About Mark?

Jason:

It's nothing. I can do it. Sure. When do you want me to start?

Ms. Brody:

How about tomorrow?

Jason:

Okay.

Ms. Brody:

That would be terrific.

...

Jason:

Hey!

Lee:

What's up?

Jason:

Nothing much.

Lee:

Can you go to the movies tonight?

Jason:

I'll ask. Who's going?

Lee:

Everyone.

Jason:

How about Mark?

Lee:

Yeah, he'll be there.

Jason:

'Cause I haven't seen him.

Lee:

He's been busy helping his parents move.

Jason:

Oh...

Lee:

What's wrong?

Jason:

Um... nothing. I'll ask about the movies. I'm not sure.

Lee:

All right, I'll call you later.

Jason:

See ya.

•••

Chris:

What's up?

Jason:

I need to ask you something.

Chris:

Shoot.

Jason:

If someone offered you a job that you thought your friend had first, but the person couldn't get in touch with your friend and you knew the number but you didn't...

Chris:

Whoa! Forget the "my friend, your friend," Just spit it out.

Jason:

See I was working outside...

Chris:

Tell me while you walk me to the kitchen.

•••

Chris:

So, you knew Mark's number, but you didn't give it to Ms. Brody so you could get the job.

Jason:

Yeah.

Chris:

And now...

Jason:

And now I'm going to see Mark tonight and I don't know what to say or what to do. I mean I want the money, but I feel like a real cheat.

Chris:

So tell him what happened.

Jason:

Suppose he gets mad or calls Ms. Brody and gets the job back. Where's that leave me?

Chris:

Hey, for all you know Mark doesn't even want the job and wouldn't be mad at you for taking it. You could be beating yourself up over nothing.

Jason:

I hate this!

Chris:

Listen, I'm not going to tell you what to do, because *you* have decide that. But I'll tell you this much. Find a way to work it out. Because no matter how much money you make it isn't going to be enough to make up for feeling bad about yourself. That's all you're going to see every time you look at that stereo.

• • •

Host:

Do you agree with Chris that the money Jason will earn won't make up for the self-respect he'll lose? Why is it so important to have self-respect?

Well that's about it – except of course for the handouts you'll get when the tape is finished. We hope this program got you thinking about how respect affects our lives. Remember everyone is entitled to be treated with respect– and it all starts with YOU!

THE END

Respect For Feelings

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R-E-S-P-E-C-T

1. How do you define respect?
2. How does the dictionary define respect?
3. Of the two definitions, which do you prefer? Why?
4. Think about someone you respect. What feelings come to mind when you think about 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?

Respect Is A Two-Way Street

Part One

Make a list of the negative remarks you hear in one day: in school; at lunch; at home; on the ball field; at the park. Write down what each person said. Put a “D” in front of the remarks that you would call disrespectful. Pick at least two to rewrite, offering the same idea but in a way that shows respect for the person. Do you think the person who made the negative comment is respected by others?

Part Two

Now, keep a record of the positive comments you hear in one day. Write down what each person said. Put an “R” in front of the ones you would call respectful. Do you think the person who made the comment is respected by others?

Stating My Feelings While Respecting Others

We all face situations that make us irritated or angry, yet it is important to communicate our feelings in a respectful way. For example, consider this situation:

You come home from school and find your sister going through your drawer, looking for a sweater she desperately wants to wear to a party.

A respectful response would be:

Sally, I want you to know that it's not okay with me for you to take my things without asking. Next time, I'd like you to ask me before you take anything of mine.

Now choose five situations from the list below and write your response in a positive way, so that you state your feelings without attacking the other person.

1. A friend makes you the butt of a joke.
2. Your mother forgets to pick you up after soccer practice.
3. Your neighbor falsely accuses you of knocking over his garbage.
4. Your sister accidentally deletes your report from the computer.
5. Your brother embarrasses you in front of his friends.
6. A friend is an hour late and you miss the movie.
7. Your best friend reveals a secret you told in confidence.
8. Your brother wears your perfectly good, but old, shirt to paint his room.
9. Your grandmother calls you by a "baby" name at your birthday party.
10. The bus driver embarrasses you in front of everybody.

Killer Statements Hurt

Have you ever worked very hard at something you felt was not understood or appreciated? Have you ever wanted to share an idea, your feelings or something you have written or made, but were afraid people might put you down?

All of us have many feelings, thoughts and creative ideas that are killed off by other people's negative comments. You could call these "Killer Statements." Some typical killer statements are:

We don't have time for that now.

That's a stupid idea. You know that's impossible.

You're really weird!

Are you crazy? Retarded? Kidding me? Serious?

Only boys/girls do that!

Wow! He's strange, man, really strange!

That's not how we do things around here!

Pick one of these statements and write a short story or paragraph that ends with the killer statement. Then have the person to whom the killer statement is addressed write a journal entry describing how he/she feels.

Talk About It

Here are some questions about the stories in Part One for you to talk about.

Respecting My Dream

Summary of the story:

Lee is reading a college football magazine while he and Jason are on their way to football practice. When Lee reveals to Jason that he thinks he's good enough to play for a major college team, Jason laughs and puts him down.

Questions:

How do you think Lee feels? Do you think you should show respect for someone's dream, even if the dream seems silly or impossible to you?

Respecting My Fears

Summary of the story:

Lori and Bonnie are on their way to the movies, when Bonnie asks to take a longer route. Reluctantly Bonnie explains that she's afraid of the small dog that's up ahead of them. After Lori makes fun of her, Bonnie asks Lori what she's afraid of. The dentist, Lori says, like everyone. Bonnie says that while she doesn't like going to the dentist, she isn't afraid. Lori is amazed and tells Bonnie that she isn't "normal."

Questions:

Lori thinks her fears are okay but Bonnie's aren't. Why do you think people feel that way? How important is it to respect the feelings of others?

Respecting My Privacy, My Property and My Feelings

Summary of the Story

Marlee comes home from school to find her younger brother Nick looking for his CD in her room. She says that she loaned it to a friend, pushes him out of the room and slams the door in his face. She later discovers him listening in on her phone call and a fight ensues. Marlee accuses Nick of not respecting her privacy; Nick accuses Marlee of not respecting his property. Then she accuses him of not respecting her feelings by embarrassing her in front of a friend and he accuses her of the same thing for calling him names and slamming the door in his face.

Questions:

Do you think Nick had a right to get back at Marlee? Do you think she had a right to call him names? At what point did the argument get out of hand? How could each have gotten their point across without a fight?

My Rules

1. List a rule that you have established. For example:
 - **Knock before you come into my room**
 - **When someone calls and I'm not home, be sure to get their name.**

2. How do you feel when someone disrespects your rule?

3. What do you say?

4. Do you think your response is respectful? Yes _____ No _____

5. If your answer was "yes," how do you think the person who disrespected your rule feels?

6. If your answer was "no," rewrite your response so that you tell the other person, in a respectful way, that you want your rule honored.

7. Do you think responding in a respectful way makes it more likely that the person will honor your rule in the future? Why?

Following the Rules

Sometimes not obeying a small rule can have big consequences. For example, not putting 25¢ in a parking meter can end up costing a \$25.00 parking ticket, or not totally extinguishing a campfire can cause a major fire. Think of some of the other rules that are easy to obey, but have significant consequences if you don't respect them. The first rule has been filled in for you.

Rule- "Fasten Your Seatbelt"

Consequences-

Rule-

Consequences-

Rule-

Consequences-

Rule-

Consequences-

Rule-

Consequences-

Rule Report

List some rules you must respect at school, at home and on a team and tell how you feel about them.

	<i>School Rules</i>	<i>Fair or Unfair?</i>	<i>Why?</i>
School Rules	1.		
	2.		
	3.		
	4.		

	<i>Home Rules</i>	<i>Fair or Unfair?</i>	<i>Why?</i>
Home Rules	1.		
	2.		
	3.		
	4.		

	<i>Team Rules</i>	<i>Fair or Unfair?</i>	<i>Why?</i>
Team Rules	1.		
	2.		
	3.		
	4.		

Interview your parents to find out some rules they have to follow at work. Ask them how they feel about them.

	<i>Work Rules</i>	<i>Fair or Unfair?</i>	<i>Why?</i>
Work Rules	1.		
	2.		
	3.		
	4.		

Changing Rules

1. Name a rule in your school that is often disobeyed.
2. Do you think this rule is reasonable or unreasonable? Why?
3. What is the result of this rule being disobeyed?
4. Whose responsibility is it to enforce this rule?
5. How might the rule be changed to encourage students to obey it?
6. How might you go about getting it changed?
7. How do you feel when someone breaks the rules that you obey?

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, eg: our parents.
2. the position they hold in our community, eg: police officers.
3. their ability to impact our lives in a positive way, eg: a coach or teacher.
4. their accomplishments, eg: 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.

Challenging Authority

Many great changes have come about because people were willing to challenge authority and break rules that they believed were unjust. Below is a list of people, each of whom took a stance against authority and rules in order to further an ideal. Select two of these people— or others of your own choice— and write about the issue that caused them to challenge authority. Be sure to include the principle for which they stood as well as the consequences they encountered in fighting for their case.

- ☆ Anne Hutchinson

- ☆ John Peter Zenger

- ☆ Samuel Adams

- ☆ Nelson Mandela

- ☆ Elizabeth Cady Stanton

- ☆ Rosa Parks

- ☆ Martin Luther King, Jr.

- ☆ Florence Nightingale

Talk About It

Here are some questions about the stories in Part Two for you to talk about.

Respecting the Rules

Summary of the Story

As Jenna leaves the house to go to the library to take out books for a social studies report, her sister asks if she ever returned the books she borrowed weeks before. When Jenna says no, her sister warns her that if she doesn't return them, she won't be allowed to borrow any other books. Jenna is certain that she won't have any trouble because she knows Ms. Gracer, the librarian. But she's wrong. Despite her pleadings and promises, Ms. Gracer insists that the library's rules have to be followed.

Questions

Why do you have to show respect for rules, even the ones you think are stupid or petty? Can you think of other situations where obeying a simple rule would have helped you avoid a big problem?

Respecting Authority

Summary of the story

Evan, Sam and Lee are fooling around in the mall when the security guard warns them not to be rowdy or cause trouble. Lee says the guard thinks he can boss them around just because he wears a uniform, but Sam says the guard is only doing his job. The boys go into the music store, make a ruckus, and are thrown out. Running through the mall, the boys see the guard. Sam is worried that he'll make them leave, but Evan says the guard can't do anything because he isn't a real policeman. But Sam knows from another friend's experience that Evan is wrong. When the guard questions the boys about what went on in the music store, Sam apologizes and says they won't cause any more trouble. Evan accuses Sam of "kissing up" to the guard, but Sam insists that he is just showing him the respect his position warrants.

Questions

What's the difference between what Sam calls "showing respect" and what Evan calls "kissing up"? Can you think of a situation when it would be appropriate to challenge authority?

Let's Debate The Issue

It's important to be able to express differences of opinion in a respectful way. Select a partner with whom you can debate the following issue. Each of you will present a different side of the question— one in favor, the other opposed.

A member of the school board in your community has proposed that students should be required to wear school uniforms. The issue will be taken up at the next school board meeting. Two students will be allowed to present their opinions on the issue. You and a partner have been selected, one to represent the case for, and the other to represent the case against the idea.

Choose a side. Then use the space below to write down the points you want to make. You and your partner can then present your sides of the issue to each other or to your class. Discuss whether you were able to keep the debate respectful. Was it easy? Difficult? How could you improve?

My Unique Family

Just as each individual is different, each of our family is different from others in some ways. Yet families also have a lot in common. List eight things your family does that you are sure other families also do.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Now, list five things your family does that you feel are unique—things you believe other families do not do. For example, a special way your family celebrates birthdays. Explain what makes each thing unique from your point of view, and indicate whether it is related to a specific custom or religious tradition.

1. _____

2. _____

3. _____

4. _____

5. _____

Learning About Differences

Sometimes people are disrespectful of the traditions and customs of others because they don't understand the meaning behind them. Pick a tradition or custom you are unfamiliar with from a classmate's answer to Handout #2. Then use the space below to write a short essay explaining the tradition or custom, including its history and meaning. You can interview the classmate and his/her family and do some research in the library.

Now that you know more, has your opinion of the tradition or custom changed? In what way?

Putting Labels On People

People often use labels to describe each other. Look at the list of labels below. What characteristics or pictures come to mind when you hear these words? Next to each label, write an adjective that you think describes it. Put a ✓ next to each label you think of as positive and an ✗ next to each label you think of as negative.

Jock	_____	Brain	_____
Airhead	_____	Geek	_____
Nerd	_____	Stoner	_____
Schoolboy	_____	Punk	_____
Teacher's Pet	_____	Dweeb	_____

1. What label might your family put on you? Do you think it describes you accurately?
2. What label might one of your teachers put on you? Do you think it describes you accurately?
3. Do you think it's fair to label people? Why or why not?

Stereotypes

A stereotype is an oversimplified opinion or judgment that is applied to an entire group of people. For example, “All jocks are dumb” or “All brains are unathletic.” Of course, neither of these statements is true. They are stereotypes, but many people use them and believe them. Here are some questions about stereotypes.

1. What stereotype do you believe?
2. What stereotype might your family believe?
3. What stereotype might one of your teachers believe?
4. What stereotype might most of your classmates believe?
5. What stereotypes were common in a previous generation that are no longer accepted today?
6. What are some common stereotypes that exist today in our society?
7. What stereotypes bother you the most, or do you think are most unfair?
8. Can one effectively use stereotypes in getting a point across or making a statement? Explain your answer.

Talk About It

Here are some questions about the stories in Part Three for you to talk about.

Respecting Different Opinions

Summary of the Story

Evan tells his friends Bonnie, Jenna and Sam he has heard that in order to graduate from middle school, they will all have to participate in community service. Bonnie says she thinks that's a good thing; Evan disagrees. They each voice their opinion but in very disrespectful ways. The conversation escalates quickly. Soon they are attacking each other. What started out as a discussion of community service ends up in a nasty argument.

Questions

How do you think Bonnie and Evan could have discussed the same issue in a respectful way? What do you think is the difference between respecting someone's opinion and respecting their right to voice that opinion?

Respecting Different Cultures

Summary of the Story

At a barbecue, Sam and Marlee ask their friend Rheka why she is only eating salad. When she explains that her religion prohibits her from eating beef, they laugh. Hurt and embarrassed, Rheka walks away, but her other friends, Bonnie, Jason and Jenna notice her embarrassment. They criticize Sam and Marlee, who insist they were only fooling around, for making fun of Rheka. Jason says being laughed at for being different isn't funny and recalls a time in elementary school when he was ridiculed for his differences. Jenna and Bonnie also recall times that they were embarrassed for being different. And they all say how surprised they were to discover that their family's customs and traditions were considered strange by others.

Questions

Do you think it matters that Marlee and Sam weren't being disrespectful to Rheka on purpose? Why? What do you think they could say to her to explain their behavior? When do you think a joke turns into disrespect?

Winning The Respect Of Someone You Admire

Being respected makes you feel terrific. This is especially true when you feel respected by someone whom you respect and admire. Write a short description of a person you know and respect. Then write three things that you respect in yourself that you hope that person sees.

The person I respect is: _____

I respect _____ because:

Here's what I hope _____ sees in me:

Mutual Dependency/ Mutual Respect

We all depend on others for certain things and others depend on us. Dependability is a quality that we respect. It's important to know we can count on people to do the things they say they will. How do you count on these special people? How do they count on you? Answer at least four of the following by completing the sentences:

I depend on my mother to:

My mother depends on me to:

I depend on my father to:

My father depends on me to:

I depend on my teacher to:

My teacher depends on me to:

I depend on my friends to:

My friends depends on me to:

I depend on my brother or sister to:

My brother or sister depends on me to:

Another person I count on is: _____ for:

This person counts on me to:

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... _____

“Bugs” other people 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... _____

Did you learn anything about yourself that you didn't know before?
How would you like to use what you learned?

A Role Model: Someone You Respect

A role model is someone you respect and whom you want to be like. Decide on a role model, then answer the following questions. Your role model could be a historic figure, a current famous person, a family member, a friend, even a fictional character—anyone!

My role model is:

In what ways would you like to be like this person?

In what ways would you not like to be like this person?

How did you meet or discover this person? (If this is a historic figure, or someone you've never met, tell how you first learned about him/her. For example, did you read about the person?)

What steps would you be willing to take to make yourself more like this person?

"Self-Respect and Insecurity" Diamonte

Create a diamonte about your own feelings of self-respect and insecurity. Diamonte poetry is written in the shape of a diamond. Lines 1 and 7 have been filled in for you.

A Diamonte is written as follows:

Line 1: One word (a noun or pronoun)

Line 2: Two Words (adjectives describing line 1)

Line 3: Three Words ("ing" verbs showing action, related to line 1)

Line 4: Four Words (nouns: the first two relate to line one, the last two to line 7)

Line 5: Three words ("ing" verbs showing action, related to line 7)

Line 6: Two Words (adjectives describing line 7)

Line 7: One word (a noun or pronoun, often the opposite of the word in line 1)

Self - Respect

Insecurity

Losing Your Self-Respect

It's easy to lose your self-respect when you do something that's contrary to your values and beliefs. But sometimes it can be difficult not to get talked into doing what you don't want to do, especially if the person pressuring you is a friend.

For example, suppose your parents aren't home and a group of friends want you to have a party at your house. You don't want to go along with them, but you can't think of a way to tell them how you feel.

Have you ever been in this kind of position? What happened? What did you do? How did it make you feel? Write a short story answering those questions. (You do not have to share this story with the class if you don't want to. You can keep it private.)

Keeping Your Self-Respect

Keeping your self-respect by doing what you believe is right in the face of pressure, especially from friends, can be difficult, but not impossible. Here are a few techniques that will help you act in your best interest, not do things that will lower your self-respect, and allow you to let others know how you feel, without attacking them. So, you can keep your self-respect and keep your friends.

1. State your position, but only give one reason for your decision.

Using the example in Handout 6, where your friends want to have a party at your house and you don't want to do that, just say, "Sorry. I can't, because I'm not allowed to have friends over when no one's home." You don't have to say anything else, that's reason enough. If you keep giving reason after reason, or excuse after excuse, it sounds as if you are making them up.

2. Try to stop the conversation as soon as you can.

That's also why you don't want to give more than one reason— it just makes the conversation go on and on. The longer you talk, the better chance the other person has of talking you out of your decision.

3. Once you state your position, repeat it over and over.

Just keep saying, "Sorry. I can't, because I'm not allowed to have friends over when no one's home." If nothing else, the other person just might lose interest and give up.

4. Try to take the offense by putting the other person on the defense.

For example, if your friend says, "I don't understand why you won't let us have the party at your house," you could say, "I don't understand why you won't take no for an answer!"

5. Look the person in the eye and speak in a friendly but firm voice.

Looking directly at the person shows that you are serious. Being friendly and firm shows that you don't want to have a fight, but you mean what you say.

6. Refuse to talk about it any more or walk away.

If the person just won't take NO for an answer, say that you won't discuss it anymore. If that doesn't work— or if the situation is dangerous or illegal— walk away.

7. Don't let someone make you feel guilty or responsible for solving his/her problem. You're not!

Very often people try to make others feel guilty or responsible for solving their problems. They say things like "I'd do it for you"... "I thought you were my friend"... "You have to do this for me or else I'll get in trouble."

Self-Respect Role Plays

Now using the techniques in Handout 7, role play the following situations.

- The soccer coach has a rule that any player who misses practice without a written excuse can't play in the game. Pam wants to skip practice, but doesn't want to miss the game. She asks Kate to write a note and forge her mother's signature. Kate doesn't want to.
- Matt and Joe are hanging out at Joe's house. As a practical joke, Matt wants to call the Pizza Palace and have three pizzas delivered to another kid. He says it will be fun. Joe doesn't think this is a practical joke; he thinks it's a dirty trick. He's also afraid the Pizza Palace will be able to trace the call and find out that the order was placed from his house.
- Jane needs \$5.00 to buy a sweater that's on sale. Her best friend, Chris, has the money, but doesn't want to lend it to Jane. The sale is going to end in two days. Jane calls and pesters Chris about it, saying, "I really want this sweater. If I miss the sale it'll be your fault."
- Paul and Jackie are friends. Paul is going to a costume party and wants to wear Jackie's brother's football uniform. Jackie asks her brother and he says no. But it turns out that the party is on a weekend when her brother will be away. Paul asks Jackie to get the uniform for him. "Your brother won't even know," he says. "I'd do it for you."

Talk About It

Here are some questions about the stories in Part Four for you to talk about.

Lori's Self-Respect

Summary of the Story

Evan wants to borrow a bike to ride to town. He sees one and asks Lori if she knows to whom it belongs. She tells him it's Marlee's. Instead of asking permission, Evan just takes the bike. When he returns, it has a flat tire. Evan asks Lori not to tell Marlee that he used the bike. He says if Lori doesn't tell, Marlee will never know. But Lori says, what if Marlee asks her if she knows what happened? If she doesn't tell her, won't that be a lie? And what about Lori's self-respect? How will she feel if she lies to her friend?

Questions

Do you think Lori has to tell Marlee what Evan did? What if Marlee doesn't ask her? Where do you think Lori's self-respect comes in?

Jason's Self-Respect

Summary of the Story

Ms. Brody offers Jason a job cutting her lawn. Jason knows that his friend Mark had the job the year before and asks why he still isn't doing it. Ms. Brody says that she hasn't been able to get in touch with Mark. Jason knows that Mark's family moved and that the telephone number has been changed, but instead of giving Ms. Brody the new number, Jason thinks about all the money he can make and accepts the job. Then he feels guilty. He asks his older brother, Chris, for advice. Chris says that Jason should speak to Mark and find out if he even wants the job. Jason might be feeling guilty for nothing. Chris stresses that it's important for Jason to find a solution to his problem; otherwise, he'll feel bad about himself and guilty about whatever he buys with the money he earns.

Questions

Do you agree with Chris that the money Jason will earn won't make up for the self-respect he'll lose? Why is it so important to have self-respect?

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