

ACTIVITY PACKAGE

Many of the undesirable behaviours displayed by students about which teachers complain stem from the child's lack of understanding of what constitutes respect. Treating oneself, others, and property with respect is a learned behaviour. The teacher's aim is to have students understand what comprises respect, namely, that

- Respect is treating others as you would be treated.
- Respect is being considerate of other people's feelings.
- Respect means recognising the value of people, property, the environment, and yourself.

Below are some activities you can do with students.

I Song of Respect

***Suitable for all age groups.**

Students will learn the song "Song of Respect". The song is sung to the tune of "He's Got the Whole World in His Hands."

Directions:

1. Write out the words to "Song of Respect" on chart paper or provide students with copies of the song, which you will have had typed.
2. For younger students, have them learn a verse each week.
3. **Extending the activity:** Students can make up additional verses.

Song of Respect

Verse 1:

I have respect for you and me
It can be easy, you will see.
Have respect for the things you see
Others, self, and property.

Verse 2:

I have respect for you and me
I show other people the best in me
I respect my friends and teachers, too.
It is the proper thing to do.

Verse 3:

I have respect for you and me.
And for others' property.
I respect the Earth and the animals, too
Respect in everything I do.

Verse 4:

I have respect for you and me.
It can be easy, you will see.
Have respect for the things you see:
Others, self, and property.

II Showing Respect

***For young students**

Find pictures of people showing respect as well as showing disrespect. Show the pictures to the students and have them say whether what they are seeing is a respectful behaviour or a disrespectful behaviour. Have them say why the behaviours are respectful or disrespectful.



III This is Me Showing Respect

*For young students

Directions:

1. Have students draw pictures of themselves showing respect.
2. Discuss the meaning of the word respect.

IV Ways to Show Respect

*For primary school age students.

Directions:

1. Have students draw and or write ways that they show respect in the middle of each of the circles according to the heading given for each circle. You may provide the students with a worksheet that has the circles or you may have the students create the worksheet, using their creativity to enhance the frame and the circles.
2. Invite the students to add other categories for which they would draw additional circles.

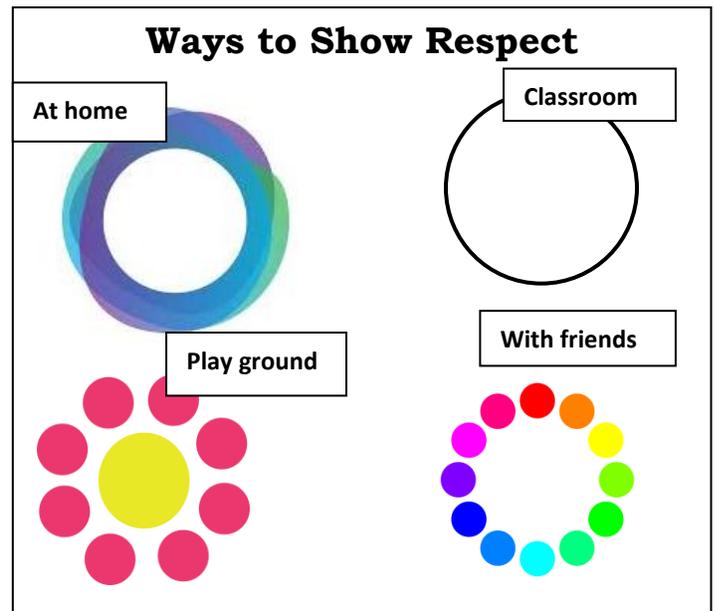
V Respect Your School

*This activity can be made age appropriate.

Purpose: To foster the understanding of the importance of respecting classroom and school property.

Directions:

1. Have the students look around the classroom and then around the school to point out areas where respectful behaviours have been used.
2. Have the students also point out areas where respectful behaviours have not been used.
3. Ask students why it is important to show respect for classroom and school property (*to keep it safe and pleasant, to show teachers and other students that you care about the property you share*).
4. After the discussion, return to the areas in the school where respectful behaviours may not have been used. Ask the students what they could do to correct the situations, and then allow them to put their plans into action.
5. **Extending the activity:**
 - a. The action plans can be written up as part of an English lesson.
 - b. Posters can be created as part of an art class.



VI Respect Our Differences

***This activity can be made age appropriate.**

Purpose: To foster the understanding that one aspect of respect is showing understanding and acceptance of differences.

Directions:

1. Place students in pairs.
2. Tell students that they are to find out three things about them both that are the same and three things that are different.
3. Allow 10 minutes.
4. Have the class reassemble and share their findings.
5. **Extending the activity:**
 - a. Have students brainstorm similarities and differences between boys and girls, young and old people, Jamaicans and people from other countries, and so on.
 - b. This activity could be transformed into a writing activity.

VII Nicknames of Respect

***Suitable for all age groups.**

Purpose: To foster the understanding that when we call people a name that is hurtful, it is being disrespectful.

Materials: Cartridge paper circles for each students, hole punch, yarn, markers or crayons

Directions:

1. Invite students to say whether they have a nickname.
2. Say that sometimes, our parents or friends call us by nicknames but that it is not respectful to call someone a name that is hurtful or unkind.
3. Have the students create positive nicknames for themselves by thinking of a word that begins with the first letter of their names and that exemplifies a respectful behavior, e.g. "Kind Kelly", "Helpful Helen", "Attentive Adam".
4. Tell students that these new names are their nicknames of respect.
5. Have students
 - a. Write their respectful nickname on a paper circle and decorate the circle using markers or crayons;
 - b. Punch a hole at the top of the circle and thread a length of yarn through the hole;
 - c. Tie the yarn to make a necklace.
6. Allow the students to wear their name tags throughout the week or throughout the month of March.

VIII Developing Self-Respect

***For high school and can be adapted for upper grades in primary school.**

Behavioural objective: Students will learn how to develop self-respect and respect for others.

This lesson is premised on the notion that young people need to learn to develop respect for themselves and for others. The lack of self-respect in many youth is evident from their participation in activities such as drug abuse and gang initiations and relates to asocial behaviours. By learning to respect themselves, students will be better prepared to respect others and less likely to join groups that commit illegal acts.

Procedure:

1. Tell students that you will be doing a lesson on self-respect with them.
2. **Discussion: (Use the following questions to guide a discussion with the students.)**
 - a. What behaviours would suggest that a young person has little self-respect?
 - b. Why would someone not respect himself or herself?
 - c. Why should you respect yourself?
 - d. Why should you respect others?
 - e. How do you think you can gain self-respect and respect for others?
3. **Role play:**
 - a. Prepare role play scenarios, or invite students to do describe scenarios that they would like to do, that will demonstrate both lack of self-respect and self-respect behaviours.
 - b. Have students act out the role plays and engage in discussion of the role plays with a view to reinforcing the notion of respectful behaviours.

IX Dealing with Dissin'

***For high school and can be adapted for upper grades in primary school.**

Behavioural objective: Students will learn how to react to a disrespectful situation in a positive manner and maintain an acceptable level of self-respect.

Sometimes students use violence as a tool for responding to persons who they believe have been disrespectful. To disrespect, or to "dis", can easily lead to an assault, fight, stabbing, or even a shooting. Students must learn to be able to respond to disrespectful remarks in a constructive, non-violent matter.

Procedure:

1. Tell students that they will be doing an activity that looks at how we behave when we have been embarrassed.
2. Invite students to relate a recent television show, or movie, or newspaper article, or an event they witnessed in which violence was used in response to someone being disrespectful. (If there is no response, the teacher should relate such a happening.)
3. **Discussion: (Use the following questions to guide a discussion with the students.)**
 - a. What was done to embarrass the person?
 - b. What behaviours would you define as being disrespectful?
 - c. How did the person respond to the embarrassment?
 - d. How would you handle an embarrassing situation?

- e. What are the consequences of a violent response to a disrespectful person?
- 4. **Skills needed:** This discussion is aimed at having students recognise that in order to be respectful, certain skills are needed.
 - a. Invite students to define “disrespect”.
 - b. Have students share what they find disrespectful to them.
 - c. Have students give examples of situations that cause disrespectful remarks.
 - d. Have students describe what would be some best responses.
- 5. **Worksheet activity – Directions:**
 - a. Create a worksheet as shown below and distribute to students. (Alternatively, have students create the worksheet in their notebooks.)
 - b. Invite students to add their own scenarios and have them share their responses.
- 6. **Role play:** The teacher can enhance any of these suggested activities by adding role play.

DEALING WITH DISSIN'

Directions: For each embarrassing situation below, explain what you would *feel* like doing and then what you *should* do.

1. You are walking in to the building at the start of school. As you start up the stairs, someone accidentally bumps into you. You fall down and your books drop to the ground. Everybody, including your friends you are walking with, laughs.

- a. What might you *feel* like doing?

- b. What *should* you do?

2. You are walking with some friends and a “bully” who has been harassing you walks past and says, “What are you looking at, gyal/bwoy?” People around you get quiet and look at you as the bully continues walking on.

- a. What might you *feel* like doing?

- b. What *should* you do?

X Miscellaneous Activities Reinforcing Respectful Behaviours

The following activities can be adapted to be made age appropriate, e.g., with younger students providing the information orally.¹

- **One a Day.** Students are to give a compliment to someone every day for one week. Extend the activity by having older students record the compliments they gave and received and have them describe both theirs and the reactions of others.
- **Acting respectfully.** Students are to create a journal – for a week or longer - in which they record ways that they have acted respectfully. For younger students, this can be done orally.
- **Respectful People I Know.** Have students make a list of people they think are respectful and why they find them to be respectful. Younger students can do this orally. Have younger students say why a person they have identified as being respectful would be a good friend.
- **Respect Rap.** Have students work alone, or with a partner, or in small groups to create a song, a rap, or a chant about respect. The lyrics should say why respect is important and how it could make the world a better place. Students should be prepared to perform their rap.
- **TV time.** Watch a half-hour TV show, which you will have chosen specifically for purposes of talking about respect. Discuss who was respectful or disrespectful, and why?
- **Respecting the Environment.** Have students list five - or more – ways they could show greater respect for the environment. This activity can be integrated with a social studies or science lesson and or an art lesson.
- **Bumper Sticker.** Have students design a bumper sticker about respect. Include on the bumper sticker the word “Respect” and a slogan that describes respect.
- **Respect Poster.** Have students make posters about respect.
- **Respect Chain.** Have students find at least 10 words that mean almost the same thing (synonyms) as “respectful.” Have them write each synonym on a paper strip, link the paper strips together to make a chain, and staple the ends of each link.
- **Respect Sparkle Statements.** Have students write on bright-coloured paper a few statements that respectful people would say to put a smile on someone’s face. Have them carefully sprinkle the statements with glitter glue. Younger students could write single words.
- **Respect Mobile.** Have students design a mobile using paper, string, and a clothes hanger. The mobile must show at least four different ways that students can show respect for themselves, other people, and property.

¹ Adapted from 35 Activities Your students Can Do to Learn Respect, at <http://www.micheleborba.com/Pages/BMI05.htm>.

- **Respect Banner.** Have students make a respect banner from cardboard, burlap, wallpaper, or construction paper. Have them decorate the banner with pictures and word cut-outs that show respect.
- **Respect Commercial.** Have students create a commercial for radio or TV about respect. They need to try to “sell” the notion of respect, e.g., by demonstrating the positive things that would happen in the world (or Jamaica) if more people showed respect to one another.
- **Spelling “Respect”.** Have students write a word for each letter in the word “respect” that means almost the same thing.
- **Respect Collage.** Have students make a collage of pictures that shows different ways respect can be shown.
- **Respect Recipe.** Have students create a recipe for respect.