

What's Respect?

K-2

2552-03

1 videocassette 15 minutes



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Why Teach About Respect?

Respect is a fundamental element of self-esteem. Children who grow up understanding how to show respect and get it in return, will gain confidence, effective social skills and the ability to be tolerant.

These are all important skills to have as children mature and have to grapple with the increasingly complicated aspects of their changing worlds. Children will grow to recognize that respect can be applied to people, property, ideas and the environment. Once children have an awareness of these situations that require respect and they understand how to give and get respect, they will grow into very successful and confident adults.

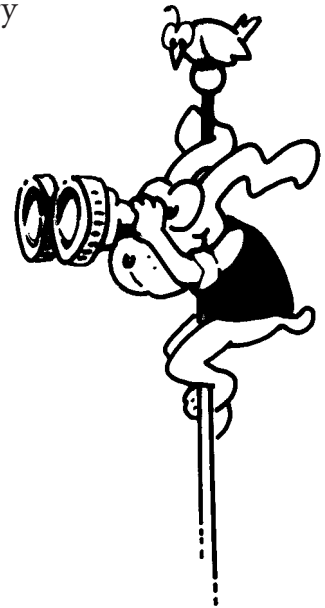
Learning Objectives

Children will:

- understand what respect means.
- understand the importance of giving and getting respect.
- learn the many ways respect can be demonstrated (*towards people, property, ideas and the environment*).
- be able to assess when respect is not being demonstrated.

Program Content

- five short realistic situations in which a boy named John learns different meanings for respect
- characters analyze each of the situations and learn why respect is important



Preview Questions

- What does the word respect mean to you?
- What are some ways that people can show respect?
- Have you ever had someone be disrespectful to you? How did it make you feel?

Guidelines for Discussion

Create a climate of openness and acceptance

- Encourage children to show respect for the opinions of others.
- Model this behavior yourself.

Establish Ground Rules

- Avoid put-downs, ridicule and sarcasm.
- Don't allow anyone to interrupt a speaker.
- Give students the option to pass if they don't feel like speaking.



Guard Against Inappropriate Self-Disclosure

- Be prepared to handle discussions without allowing students to expose too much personal information.
- Have strategies for moving the conversation along or for steering the discussion in a different direction.

Probe Beyond the Neat and Tidy Answers

- Children know how to tell adults what they think they want to hear. To find out what children really think, try prolonging a discussion to search for even greater depth.
- Remind children that there is no right or wrong feeling for any given situation.

Pause for Discussion

- Some children may benefit from pausing for discussion after each segment of the program. This gives them the opportunity to more immediately reflect on the content as well as their own experiences.

Viewing the Program



Discussion questions in boldface appear on the screen after each scene.

Scene 1

John uses his sister Kristen's new set of markers without her permission. When she arrives home and finds him, Kristen explains that he is not respecting her property.

Discussion Questions

- *Have you ever felt like someone did not respect your property? How did that make you feel?*
- *Why do you think it is important to respect other people's property?*

Scene 2

John is tapping on the cage of the class pet in order to get its attention. Mike and Sue see him and point out that he is not respecting one of the rules that has been posted for the rabbit. Mrs. Tyler interjects and explains that it is important to follow, or respect, the rules because they were made to protect the rabbit.

Discussion Questions

- *What does it mean to respect rules?*
- *What kinds of rules do you have to respect at school? How about at home?*
- *Why do you think we have to respect those rules?*

Scene 3

Not everyone thinks about things in the same way. John learned this during a game of four-square. One of the players is Adam, who is new at school. He has learned a different way of playing four-square than Amy. This causes a conflict over which way is correct. John suggests that the players ask Mrs. Tyler which way is right. Mrs. Tyler offers a solution—the children can try teaching each other their different ways of playing. The children learn that it is necessary to respect people's different ideas.

Discussion Questions

- *Have you ever felt like someone did not respect your ideas? How did that make you feel?*
- *Do you think Mrs. Tyler's suggestion was a good one? Why? Why not?*

Scene 4

When John and his friend Danielle decide to make a lemonade stand, they discover that they are both good at different things. John does not think the sign Danielle has made is very good and she thinks that his lemonade tastes terrible. Both grow frustrated with each other's criticisms and they decide to abandon their lemonade stand idea.

After discussing the problem with his mom, John realizes that people have different abilities and it is necessary to respect these kinds of differences. John and Danielle decide to give their lemonade stand one more try—only this time, they switch jobs. This approach is successful for both children.

Discussion Questions

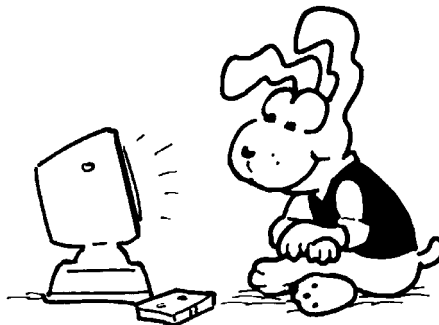
- *What do you do when someone criticizes you? Does criticism ever help you?*
- *What did John learn about respect during his argument with Danielle?*

Scene 5

John and Kristen are at the park. Kristen points out that the litter people have left behind is bad for animals and the environment. She explains that by littering, people are not respecting the environment.

Discussion Questions

- *What are some ways that people can show more respect for the environment?*
- *What could happen to the environment if we don't respect it?*



Suggested Activities



(Language Arts; Art) Give children paper, crayons and markers to create a book or signs with environmental rules that should be respected. The book can be displayed in your school library or you can loan it out to different classrooms. If your students choose to make signs, these can be posted in and around your school.



(Language Arts; Creative Expression) With children, brainstorm some ideas and words that capture the meaning of respect to them. Use these words to create and add new lyrics to the respect song from the program. Perform the song for other classes.



(Language Arts) Distribute books about respect to your students. The book list in the resource section may assist you in your search. Ask children to choose one or more of the books to evaluate whether or not the characters are being respectful. Ask children to make suggestions about how the characters who are being disrespectful can be more respectful.



(Language Arts) Work as a group or have children work in small groups to discuss some meanings for respect. Then assign groups a letter from the word respect. Ask them to think of a word that begins with that letter that could somehow be connected with the meaning of respect. Then use the letters of respect as an acronym for something that promotes respect. For instance:

Remember (*to be*)
Especially
Super
Polite (*to*)
Everyone (*and they will be*)
Courteous
Too



(Language Arts; Math) Ask children to evaluate the characters in the TV shows that they watch for whether or not they show respect. As a class, create a survey that children can use in conducting their evaluations. After children conclude their surveys, discuss the results as a class. Did anyone agree or disagree?



(Language Arts) Start your own classroom respect patrol. Each day, assign a child to act as the respect recorder. This child could find at least one sign of respectful behavior that they would tell the rest of the class about at the end of each day.



(Language Arts; Art) Give children colored construction paper, crayons and markers to design their own signs that talk about respecting the four major areas covered in the program: respect for people's property, respect for rules, respect for people's ideas, respect for the ways people are different, and respect for the environment. Encourage children to design their signs to look like different objects. A lightbulb could represent a sign that talks about respecting people's ideas and a chalkboard shape could represent a sign that talks about respecting rules.



(Creative Expression; Movement) Have children role play the situations from the program to show what they have learned about respect. They can use the script in this guide for help. Role plays are open-ended. The point is not a happy ending or a pat solution, but the process itself. Here are some guidelines that will assist you in facilitating successful role plays with your students.

- Create a positive climate by stressing that judging and criticism are not allowed.
- Set up the role play by asking children to think about the general theme.



- Choose participants who consent. If a student is reluctant to perform in front of a large group, try creating a minor role for him or her.
- Go light on props.
- Keep role plays brief. Two or three minutes is probably long enough.
- Guard against inappropriate self-disclosure. Stop the role-playing if students reveal things they might later regret.
- Follow up by discussing each role play when you finish. You can repeat the role play by switching actors or using new ones.



Once children have completed worksheet number six, collect their responses for display on a bulletin board. Ask children to bring in pictures of the people they wrote about to add to the display. The display could be titled *People Who Are Special to Us*.



In order to make children more aware of the importance of respecting differences, create a bulletin board display about how your students have different ways of doing things. It could be the different foods that children eat, the different holidays their families celebrate or the hobbies they have. Interview children about these differences and display their quotes on a classroom bulletin board.



Start your own classroom respect patrol (*as suggested in the Activities Section*). List the names of the children who are respect patrollers and the names of the children who were “caught” for being disrespectful. You can also ask respect patrollers to write or dictate a statement about why they felt the child they chose was being respectful. Display this information on a bulletin board.



Collect pictures or advertisements showing people acting in respectful ways. For example, a younger person spending time with an elderly friend or someone taking care of the environment in some way. Ask children to write or dictate captions for the pictures and display them on a bulletin board.



Inspire children to think creatively about the concept of respect. Display poems about this topic on the bulletin board. Read the poems with children and encourage them to write their own poems about respect. You may want to try using the words from the following song which is featured in the Sunburst Visual Media video entitled *Everybody's Different*:

*Everybody's different, no one's quite the same,
We all have different families,
We all have different names.
No one's quite like you, and no one's quite like me.
Being different makes us special.
I'm sure you will agree.*





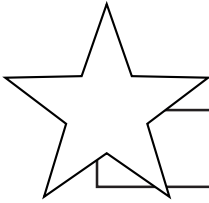
Activity Sheets Guide



Sheet	Suggested Use
1	<ul style="list-style-type: none"> • Children can complete this worksheet after viewing segment 1. • This worksheet can also be used as a discussion starter to familiarize children with the word “respect.”
2	<ul style="list-style-type: none"> • Children can illustrate pictures to accompany their definitions and then attach a cover and back page to make their own dictionaries. • This worksheet can also be done as a group activity.
3	<ul style="list-style-type: none"> • These titles can also be copied onto regular-size sheets of paper so children can manipulate them. • Use this worksheet as a discussion starter by asking children what they think they would find in book chapters with these titles.
4	<ul style="list-style-type: none"> • This worksheet can be done in a group if it is too challenging for your students. • Ask children to recite their sentences to the class. The rest of the class can tell if they think the sentences show respect.
5	<ul style="list-style-type: none"> • Post children’s responses on a classroom bulletin board or use them as pages in your own classroom book about respecting the environment. • This could also be used as the basis for group brainstorming and children could illustrate their ideas by working together on a mural. • This worksheet may be done individually or in a group.
6	<ul style="list-style-type: none"> • If this is too challenging for children to do on their own, try doing the worksheet as a group or assign to cooperative groups.
7	<ul style="list-style-type: none"> • If this is too challenging for children to write a response on their own, have them work in groups to solve Beth’s problem.
8	<ul style="list-style-type: none"> • If this is too challenging for children to do on their own, try doing the worksheet as a group or assign to cooperative groups.
9	<ul style="list-style-type: none"> • Ask children to go through the maze in order to review the more respectful ways in which each segment could have been played out. • Ask children to discuss or write about what can be learned about respect in each situation.

Activity Sheets Guide

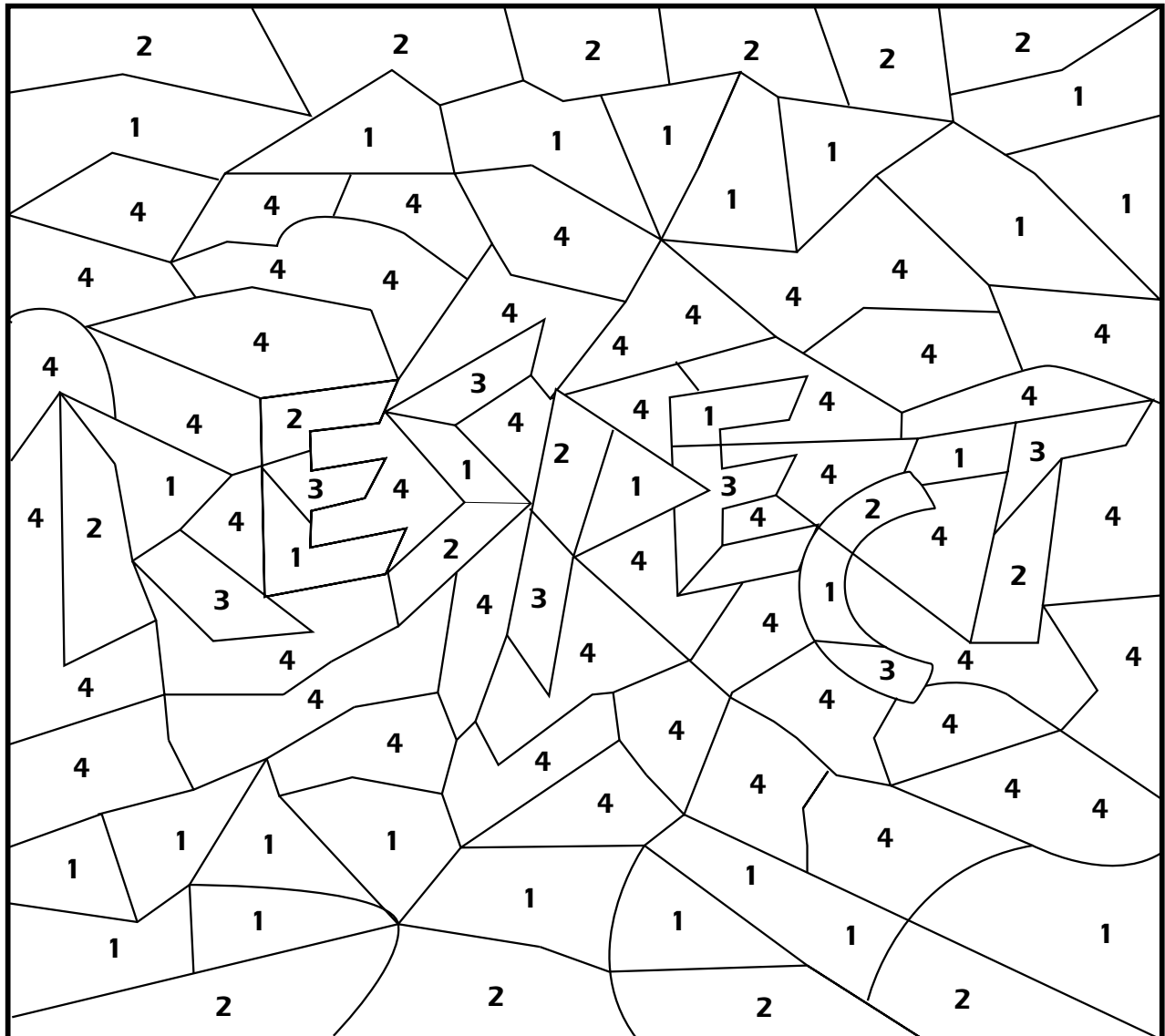
Sheet	Suggested Use
10	<ul style="list-style-type: none">• <i>You may want to give students some examples of appreciation before you start this activity.</i>• <i>Make classroom Appreciation Certificates for students to give each other.</i>
11	<ul style="list-style-type: none">• <i>This worksheet can be done in a group if it is too challenging for your students.</i>• <i>Ask children to recite their sentences to the class. The rest of the class can tell whether they think the sentences show respect.</i>• <i>This worksheet can be used with worksheet #4.</i>
12	<ul style="list-style-type: none">• <i>Children can draw pictures to illustrate how you show respect to others and how others show you respect.</i>
13	<ul style="list-style-type: none">• <i>Have children agree on classroom respect rules. make a book or poster that can be available in the classroom.</i>
14	<ul style="list-style-type: none">• <i>Post children's responses on a classroom bulletin board or use them as pages in your own classroom book about pride.</i>• <i>This could also be used as the basis for group brainstorming and children could illustrate their ideas by working together on a mural.</i>
15	<ul style="list-style-type: none">• <i>If this is too challenging for children to do on their own, try doing the worksheet as a group or assign to cooperative groups.</i>

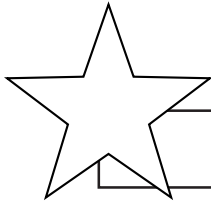


What Is It?

Use the chart to color the shapes.

1 = blue
2 = red
3 = green
4 = yellow





What Does Respect Mean?

Make your own respect dictionary.

Write meanings for all of the kinds of respect below.

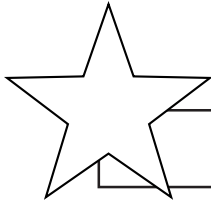
Use another piece of paper to make a cover for your dictionary.

1. **Respect** for people's things: _____

2. **Respect** for rules: _____

3. **Respect** for the way people do things: _____

4. **Respect** for the environment: _____



Does It Belong?

Read the titles of the book chapters below.
Circle the chapters that would belong in a
book about respect.

How to Be
Mean to Your
Sister

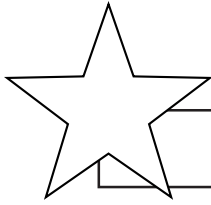
Listen to a Friend

Tips for Saving
the Earth

Talk Back to
Grown-ups

Always Follow
the Rules

10 Ways to Make
Noise in the
Library



Talk About Respect

Put an **R** next to the sentences that show respect.

Then, on another piece of paper, rewrite the other sentences to make them show respect.

_____ Thank you for helping me.

_____ I had the swing first and you can't use it!

_____ Your shirt is very ugly.

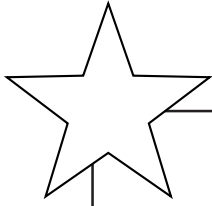
_____ I can help you carry those boxes, Mr. Smith.

_____ I don't care if your feelings are hurt.

_____ May I use your bike?

_____ How could you be so stupid?

_____ No one will see you. Just throw your trash on the ground.



How Do You Respect the Environment?

Write 5 ways you respect the environment.
Then draw a picture of yourself doing one of these things.

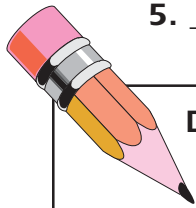
1. _____

2. _____

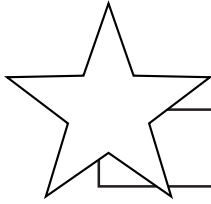
3. _____

4. _____

5. _____



Draw your picture here:



Someone I Respect

Answer the questions about why you feel this way.

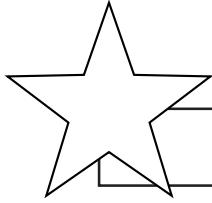
On the back of this page, draw a picture of the person you chose.

1. Who did you choose? _____

2. How do you know this person? _____

3. Why do you respect this person so much? _____

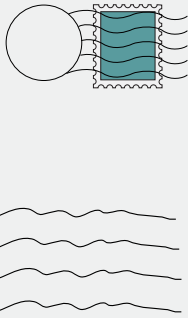
4. How do you show this person respect? _____



Solve the Problem

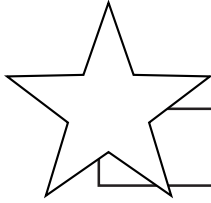
Beth wrote this letter to tell you about a problem.

Write an answer to help her solve it.

<p><i>Dear Friend,</i></p> <p><i>I have to share my toys with my sister, Stacy. I take good care of all of our stuff. Stacy does not. She broke our video game. She also lost our rollerblades in the park.</i></p> <p><i>How can I get Stacy to show more respect for our things?</i></p> <p><i>From,</i> <i>Beth</i></p>	
--	---

Dear Beth,

From,



Show Some Respect

Read the sentences.

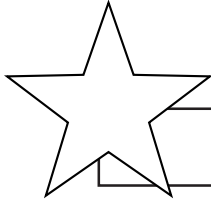
Choose a word from the word box that is the **opposite** of each underlined word.

Write the words on the lines.

Word Box

please	nice	fixed
follows	like	helped

1. Kevin was mean to Keisha. _____
2. I hate your new dress. _____
3. Hector broke Kendra's new toy. _____
4. Give me my book now! _____
5. Sarah hit Jenny. _____
6. Amber breaks the rules. _____

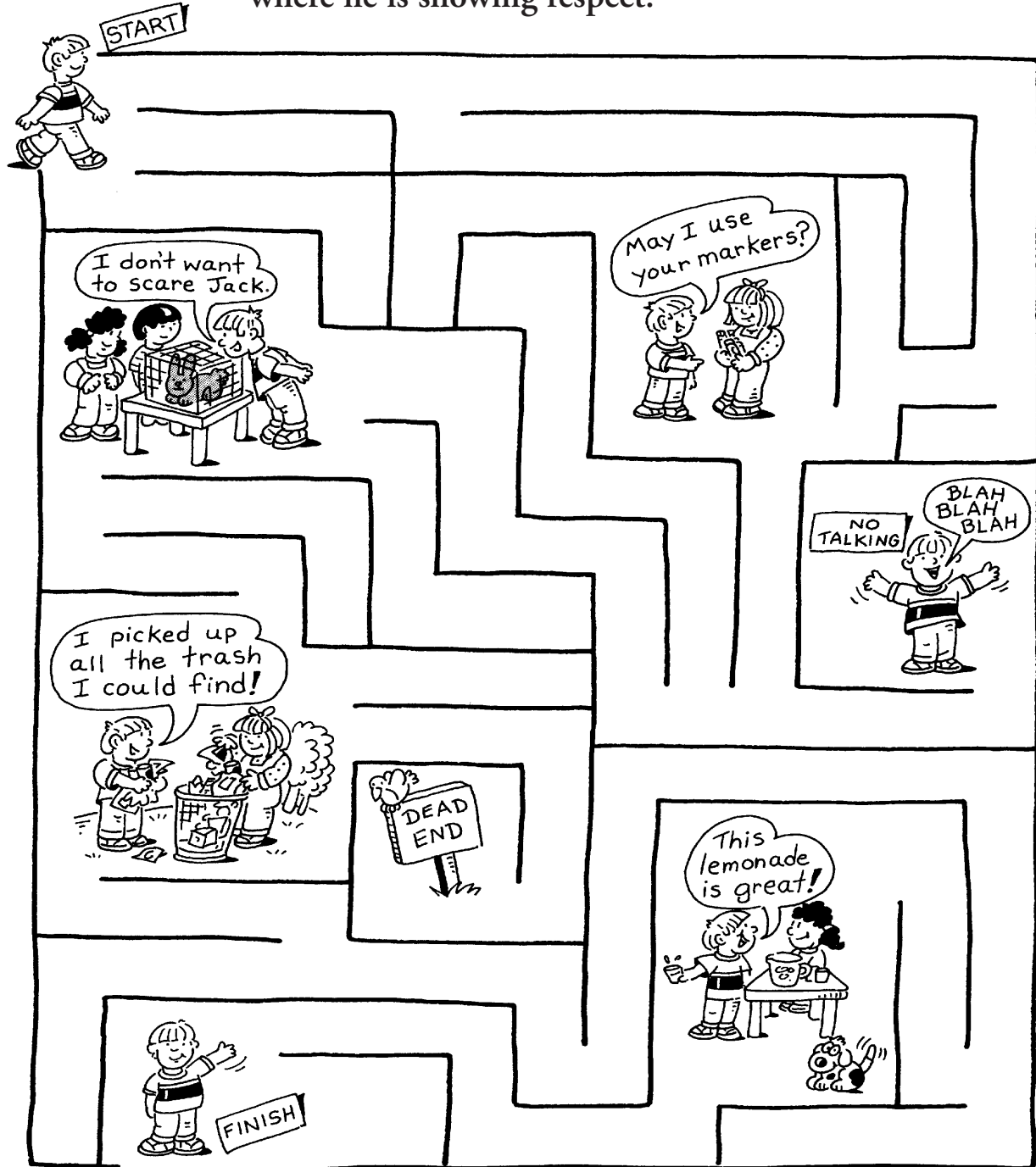


Help John

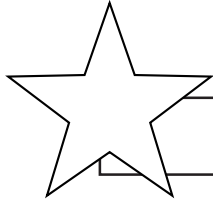
John is learning about what respect means.

Help him get through the maze.

He can only get to the end by passing the places where he is showing respect.



Art: Steve Henry



Appreciation

When you show appreciation, you show respect.

Has anybody done something that you appreciate? Has someone acted in a way that you respect. Give them a Certificate of Appreciation. If you run out of certificates, design and make your own.

Certificate of Appreciation

To:

From:

For:

Certificate of Appreciation

To:

From:

For:

Certificate of Appreciation

To:

From:

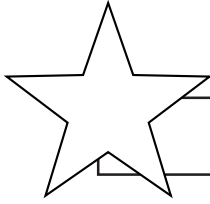
For:

Certificate of Appreciation

To:

From:

For:



Two-Way Talk

How you **talk** can show respect. It also can show disrespect.

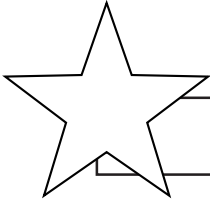
Here are some two-way sentences. Say each one two different ways: with respect, and disrespectfully. Work with a partner. Take turns.

- 1.** Thank you very much.
- 2.** I'm sorry.
- 3.** Excuse me, that's my pencil you're using.
- 4.** Here, let me help you.
- 5.** Is that how you do it? I do it a different way.
- 6.** I see you got your hair cut.
- 7.** Is that your brother?
- 8.** I hear you're trying out for the team.
- 9.** Hey, pass the ball to me.
- 10.** I wish you would ask before you borrow my stuff.

Now make up some two-way sentences of your own. Give your sentences to your partner. Ask your partner to say them two different ways.

1. _____

2. _____



Show Respect

What are some ways people show **respect** to you?
Write a sentence about it.

What are some ways you show **respect** to other people?
Write a sentence about it.



Rules for Respect

Can you think of some **rules** that would help people treat each other with respect? For each item below, write three rules. Work with a partner or a small group.

Rules for:

Respecting other people's property

Rules for:

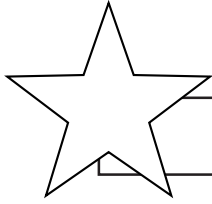
Respecting other people's ideas

Rules for:

Treating others respectfully
in the classroom

Rules for:

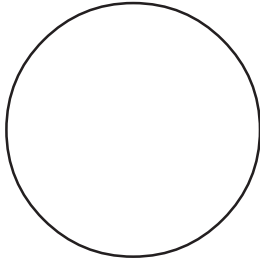
Treating others respectfully
on the playground



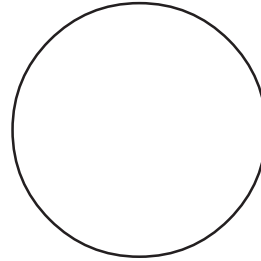
Feeling Proud

Pride is part of self-respect. When you feel proud, you respect yourself for what you do or how you act.

Here are two people who feel **proud**. Draw their faces to show how they feel.



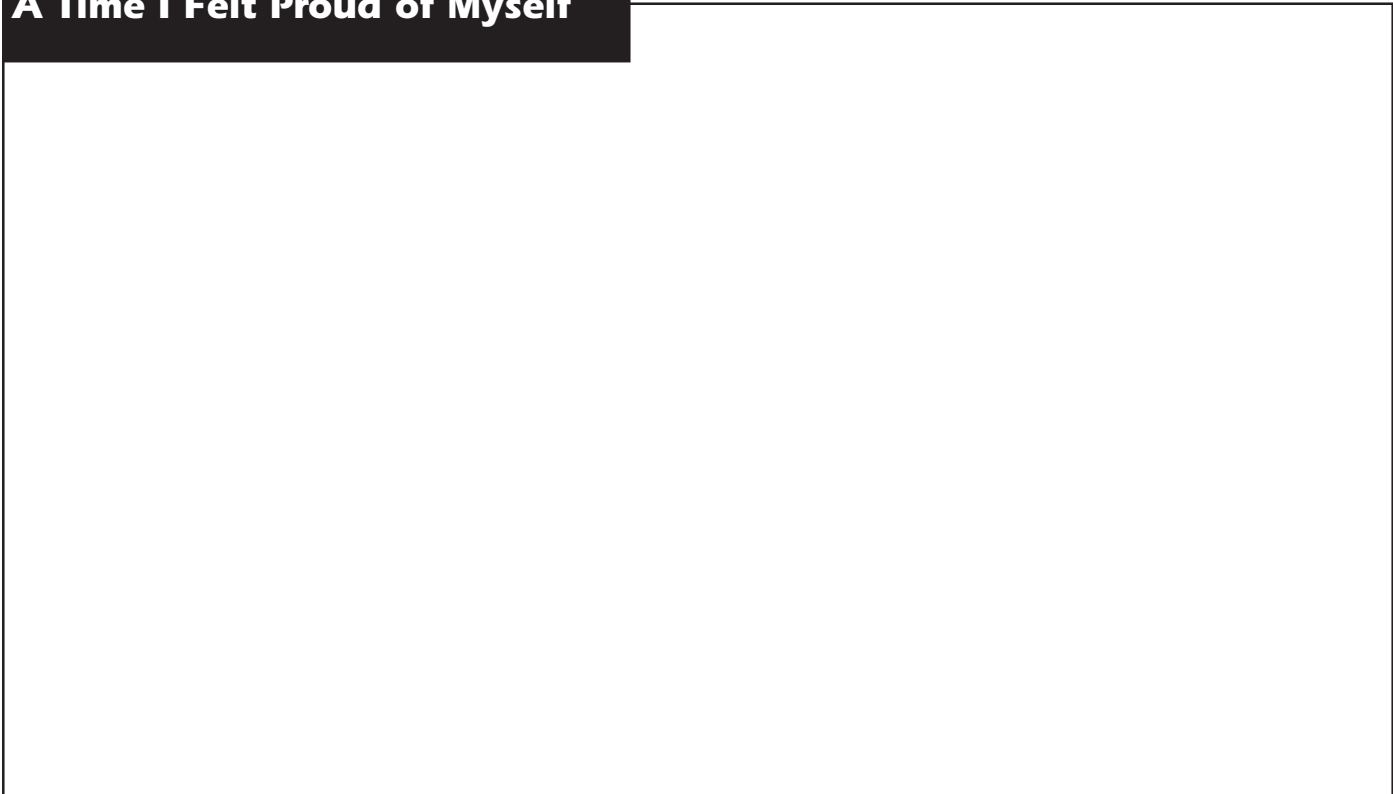
**Hector feels proud.
He helped the new kid in class.**

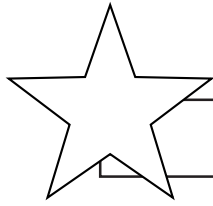


**Alexa feels proud.
She did a good job
on her science project.**

What makes you feel proud of yourself? Draw a picture about a time you felt proud of yourself. Write about it.

A Time I Felt Proud of Myself





Respect Request

Do you want more **respect** from someone? Use this form to write a letter. Give it to the person. Read it together, talk about it, and reach an agreement.

Dear _____ ,

Here is a way I would like you to show your respect for me.

Sincerely,

Resources / Book List

Books/On-Level

Gornall, Joe. *Stanislaus Mouse Learns How to Fly*. Los Angeles: Price Stern Sloan, 1987.

Hamanaka, Sheila. *Screen of Frogs: An Old Tale*. New York: Orchard Books, 1993.

Kroll, Steven. *Branigan's Cat and the Halloween Ghost*. New York: Holiday House, 1990.

Seuss, Dr. *Horton Hears a Who*. New York: Random Books, 1954.

_____. *Horton Hatches the Egg*. New York: Random Books, 1940.

_____. *The Lorax*. New York: Random House, 1971.

Ungerer, Tomi. *Allumette: A Fable With Due Respect to Hans Christain Anderson*. New York: Parents Magazine Press, 1974.

Books/Above-Level

Berry, Joy Wilt. *Every Kids Guide to Being Special*. Chicago: Children's Press, 1987.

Carrick, Carol. *Stay Away from Simon*. New York: Clarion Books, 1985.

Keller, Beverly. *Only Fiona*. New York: Harper & Row, 1988.

Orgel, Doris. *Nobodies and Somebodies*. New York: Puffin Books, 1993.

Orr, Katherine Shelley. *Story of a Dolphin*. Minneapolis: Carolrhoda Books, 1993.

Scribner, Virginia. *Gopher Takes Heart*. New York: Viking, 1993.

Seattle. *Brother Eagle, Sister Sky: The Words of Chief Seattle*. New York: Dial Books, 1991.



Books/Teacher

Leman, Kevin. *Bringing Up Kids Without Tearing Them Down*. New York: Delacorte Press, 1993.

Milford, Susan. *Hands Around the World: 365 Creative Ways to Build Cultural Awareness*. Charlotte, VT: Williamson Publishing, 1992.



SEND-HOME



SECTION

Your child viewed the program What's Respect?. Here are some things that you can discuss with you child in regard to this topic.

- Ask your child what he or she learned from watching this program. Discuss how these examples of respect apply to situations in your home.
- Work together to write a list of ways respect is expected in your home. Discuss where you should post the list in order to remind everyone in your household.
- Talk to your child about situations in which he or she is having difficulty showing or getting respect. By discussing these problems, your child will be able to identify the cause of the problem and better understand the importance of respect. With your child, try role-playing alternative solutions to these problems.
- Together, read books that feature the theme of respect. This will help children further realize that respect is important and that there are many ways to show and get respect. Here are two you might use:

Horton Hears a Who

Nobodies and Somebodies



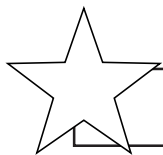
*Su hijo vio en clase el video, “¿Qué es el respeto?”
Le ofrecemos los siguientes temas y actividades
que usted puede hacer con él o ella.*

- Hágale preguntas sobre lo que aprendió él o ella al ver este video. Háblele de cómo estos ejemplos de respeto tiene significado en situaciones en su propia casa.
- Escriba con su hijo una lista de las maneras en que el respeto es necesario en su casa. Decidan donde pueden colgar la lista para que todos en la casa la vean.
- Háblele de situaciones en que él o ella tiene dificultades con el respeto. Al hablar de estos problemas, su hijo podrá identificar la causa del problema y entender mejor la importancia del respeto. Con su hijo, trate de hacer el papel de varias personas en situaciones diferentes para explorar varias maneras de resolver el problema.
- Juntos, lean libros que tratan del respeto. Los niños verán que el respeto es importante y que hay muchas maneras de indicar y de sentir el respeto. Aquí dos libros:

Horton Hears a Who

Nobodies and Somebodies





Take-Home Book

Cut and staple the pages to make a book.

Then draw pictures to go with the words.



Jenny shows respect.

(1)

She follows the rules.

(2)

She listens to people.

(3)

She asks to use her mom's things.

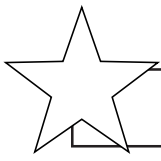
(4)

She helps her friend learn a game.

(5)

Here is how I show respect.

(6)



Take-Home Book

Cut and staple the pages to make a book.

Then draw pictures to go with the words.



Respect can mean many things. (1)

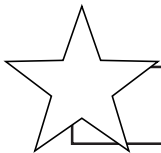
Respect can mean following rules. (2)

It can mean asking to use people's things. (3)

It means listening to people's ideas. (4)

Respect means understanding that people have different ways of doing things. (5)

Respect means _____ to me. (6)



Un Libro Para Ti

Recorta y cose con grapa las páginas para hacer un libro.

Haz dibujos para ilustrar las palabras.



Juanita tiene respeto a otros. (1)

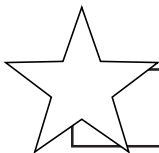
Respeto las reglas. (2)

Escucha a otros. (3)

Pide permiso antes de usar las cosas de su mamá. (4)

Ayuda a su amiga a aprender un juego. (5)

Así es como yo respeto a otros. (6)



Un Libro Para Ti

Recorta y cose con grapa las páginas para hacer un libro.

Haz dibujos para ilustrar las palabras.



El tener respeto significa muchas cosas. (1)

El tener respeto puede significar obedecer las reglas. (2)

Peude significar pedir permiso antes de usar las cosas de otros. (3)

Significa el escuchar las ideas de otras personas. (4)

El tener respeto significa que uno entiende que otras personas tienen distintas maneras de actuar. (5)

El tener respeto significa _____ para mí. (6)

SCRIPT



JOHN: Respect. I'm sure you've heard the word before. But what does it mean? Well, I found out that respect can mean a lot of things.

Like one day my older sister Kristen got a new set of markers. What are you making?

KRISTEN: A card for Mom's birthday.

JOHN: Can I use some of your markers?

KRISTEN: Yeah, just let me finish this and then you can use them.

JOHN: So, Kristen let me use her markers. I drew all kinds of pictures. It was fun.

A couple of days later I wanted to use Kristen's markers again. But, she wasn't home from school yet.

I thought that since she let me use the markers before, it would be okay to use them, again.

KRISTEN: John! What do you think you're doing? Who said you could use my markers?

JOHN: You let me use them before.

KRISTEN: Well, you asked me then. You shouldn't use my stuff without asking me!

JOHN: But you weren't here and I wanted to draw.

KRISTEN: That doesn't matter. You should've waited.

JOHN: But I didn't know when you were coming home. And anyway, it's not like I would break them or anything.

KRISTEN: That doesn't matter. You're not supposed to use other people's things without asking.

JOHN: What's the big deal?

KRISTEN: Because you have no respect for my stuff.

JOHN: Respect?

KRISTEN: Yes—you didn't respect my property—my markers. You used them without asking. Before you use something that's not yours, you should ask permission...that shows respect.

SONG *So, what's respect?
What does it mean?
It can mean, lots of different things.
When you want to use someone else's things,
you just ask first,
that's what respect means.*

JOHN: So, respecting people can be asking permission to use something that belongs to them. But, one day in school, I found out something else that respect can mean.

MIKE: Hey, John, you're not supposed to tap on Jack's cage.

SUE: Yeah. It's the rule.

JOHN: But I'm only playing.

TEACHER: What's going on here?

SUE: John's tapping on Jack's cage and he's not supposed to.

JOHN: But I was only playing with him.

TEACHER: But John, we have to follow the rules. We made the rules to help keep Jack safe.

JOHN: Tapping on the cage can't hurt Jack.

TEACHER: Well John...it actually can.

JOHN: How?

TEACHER: Tapping on the cage scares Jack. That's one reason he's not letting you play with him.

JOHN: Oh. I didn't think of that.

TEACHER: Well, there are reasons we have rules and you have to *respect* those rules.

JOHN: Yeah, I guess you're right. Sorry Jack.

SONG *So, what's respect?
What does it mean?
It can mean, lots of different things.
When you follow rules at school and play that shows
respect in another way.*

JOHN: Respect rules—that's important. But I learned that respect can mean even more than that, too.

One day, we were playing Four Square. There was me, a few friends and a new kid in school—Alan.

ALAN: What are you doing? That's not the way you play. I'm supposed to go to the second square.

AMY: That's not right. Whoever is out takes the square of the person that missed, and then everybody moves to the square on their left.

ALAN: Well, that's not how we played it at my old school.

AMY: That's the way we play it here.

ALAN: But it's wrong.

AMY: No it's not. Your way is wrong.

ALAN: No. Your way's wrong.

JOHN: Let's go ask Mrs. Tyler.

ALL: Yeah!!

TEACHER: Timmy, wait your turn.

ALAN: Mrs. Tyler, what's the right way to play Four square?

TEACHER: Well—I think there are lots of ways to play. Why?

AMY: Because we play one way and Alan plays a different way.

TEACHER: So you have different ideas about how to play. How about this—Alan can teach you his way and you can teach him your way. That will show that you respect each other's ideas.

JOHN: So we learned to play four square Alan's way—and we showed him our way. We learned that it's good to respect other people's ideas.

SONG *So, what's respect?
What does it mean?
It can mean, lots of different things.
When people have ideas different than your own,
when you listen to them,
respect's what you've shown.*

JOHN: Respect different ideas—I never thought about it that way before—but later on I learned that

you have to respect people who are different from you, too. Because everybody is different in some way.

One day I decided to make a lemonade stand. My friend Danielle wanted to help. Danielle made the sign and I was in charge of making the lemonade.

DANIELLE: What do you think of my sign?

JOHN: The letters are too small. Nobody will be able to read the words.

DANIELLE: Yes they will.

JOHN: I don't think so. Here try some of my lemonade.

DANIELLE: Yuck...that's the worst lemonade I've ever tasted. No one will drink that.

JOHN: No one will be able to see your sign anyway. I could have made a better sign.

DANIELLE: And I could have made better lemonade than you.

JOHN: Yeah. Right.

DANIELLE: Well, this was a stupid idea, anyway. I've got to go.

MOM: Where did Danielle go?

JOHN: She left.

MOM: What happened?

JOHN: She made a stupid sign and I made rotten lemonade. She said she could make better lemonade than me.

MOM: Well, maybe she's right.

JOHN: What do you mean?

MOM: Well, some people are good at some things and some people are good at others—that's what makes people different. And you have to respect what each person is good at doing.

JOHN: Oh. I get it.

MOM: Maybe Danielle can make better lemonade, and maybe you can make a better sign, but that's okay. You don't have to put each other down. Why don't you give it one more try?

JOHN: You mean I make the sign and Danielle makes the lemonade?

MOM: You could try.

JOHN: Okay. I think I will.

JOHN: So I did. This time I made the sign and Danielle made the lemonade. She liked my sign and she made great lemonade.

JOHN: What do you think?

DANIELLE: It looks great. You can see it all the way up the street.

JOHN: Your lemonade is delicious.

DANIELLE: Thanks.

JOHN: Later on that day we learned that Danielle wasn't very good at pouring the lemonade. But I was. And Danielle was great at getting people to stop—I wasn't because I was too shy. We learned that we were each good at some things and not so good at others—and Danielle and I learned to respect each other for what we could do best.

SONG *So, what's respect?
What does it mean?
It can mean, lots of different things.
If someone's not good at something and you don't
put them down that shows you understand,
respect I've found.*

JOHN: Another thing I found out we have to respect is all the stuff around us—you know, animals, trees, water, stuff like that. It's called the environment.

One day my sister Kristen and I went to the park and brought some bread crumbs so we could feed the ducks. We had lots of fun.

KRISTEN: Would you look at that.

JOHN: What?

KRISTEN: The garbage over there. Let's go. Look! Some people can be so stupid.

JOHN: What's wrong?

KRISTEN: Somebody threw this in the water. Ducks can get stuck in these things and die.

JOHN: Really?

KRISTEN: Yeah. People have to learn to respect the environment.

JOHN: You mean that would be like throwing trash in a trash can instead of the pond.

KRISTEN: That's right. Come on. Let's go throw this stuff away.

JOHN: So that day I learned that when you keep places like the park clean and safe for everybody, including the animals, that shows respect for the environment.

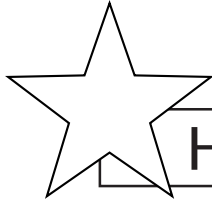
SONG *So, what's respect?
What does it mean?
It can mean, lots of different things.
When you think about nature, animals and trees,
and try to protect them that's what respect means.*

JOHN:

Respect. You can show it lots of ways. You can show respect by asking permission before you use somebody else's things. When you follow rules, that shows respect, too. Letting people have their own ideas is another way to show respect. You can show respect by not putting people down because they're different. Everybody is different, and that's a good thing. And you can show respect by helping to keep places like the park clean and safe for everybody—including the animals.

So, what is respect? It's showing that you care, it's making other people feel good and doing what makes you feel good about yourself. That's respect.

THE END



How to Use the Image Cards

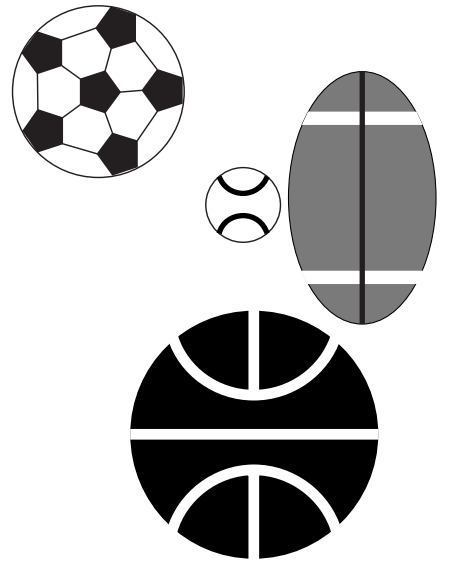
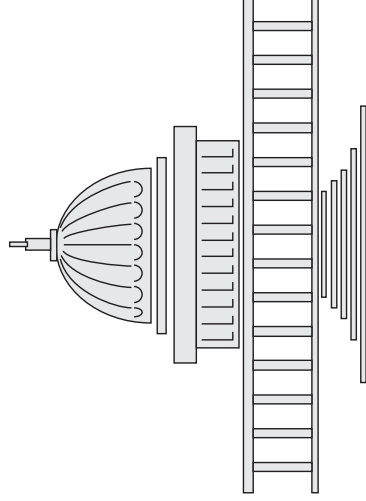
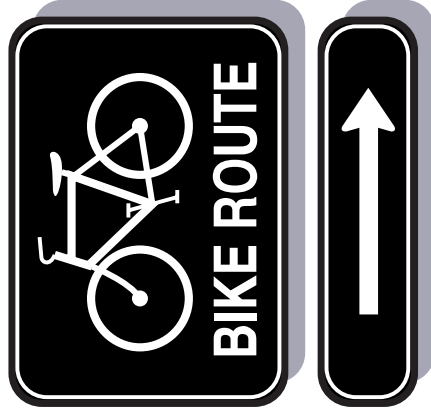
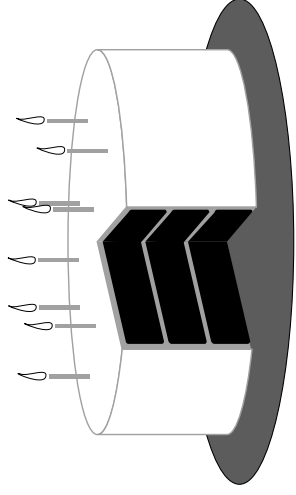
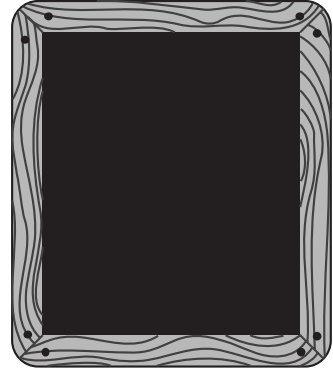
The image cards can be used as a warm-up exercise to begin talking about respect or as writing and sharing exercises. You may think of other ways to use the cards. Sunburst Communications allows you to reproduce these cards. A sheet of blank cards is included for children to make their own Image Cards.

Writing Activities

- Students can draw two to five cards at random, then weave together the images they picked in a story, essay, or poem.
- Each student can pick one card at random. Students can then count off in groups and each group can write a story incorporating all the images in the group.
- Students can deliberately choose several images that they believe relate to each other in some way, then write about the relationship or incorporate the interrelated images in a story, essay, or poem.
- Students can each choose a card and tell a partner, a small group or the whole class, what the card they chose says about respect.

Storytelling/Discussion Activities

- Students can do a storytelling activity in "story chain" groups of 3-5. The group forms a circle and each student draws two or three cards. One person begins a story, incorporating the image on one card in some way. The story then continues around the circle, with each person adding a piece to the story using the image on his or her cards, until all the cards have been used.
- Students can each choose a card and tell a partner, a small group or the whole class, what the card they chose says about respect.
- Working in pairs, students can take turns choosing a card, free-associate the image on the card to something in their own experience, and tell their partners about it.
- Students can work individually, in pairs, or in small groups to sort the cards in any way that makes sense to them. When they have finished sorting, they can explain how they arrived at their groupings.



CHANUKAH

*Merry
Happy
Christmas*

