Lesson #T10 Respect Comes From Within

Time: 50 minutes

Subject

Respect Comes from Within

Quote: “The greatest foes, and whom we must chiefly combat, are within.” - Miguel de Cervantes, Spanish author

Lesson Plan

Recognize signs of disrespect & potential consequences – to – Understand rule: “Respect Comes from Within” – to – Develop skills that deepen self-respect (in context of thriving indicator “Confidence”)

Goals

1. Understand concepts of respect & disrespect
2. Learn how “Respect Comes from Within”
3. Apply learning to real-life: How to “protect” and “develop” one’s sense of respect

Overview

Students learn that respect of oneself is a cornerstone of confidence, an indicator of thriving. Students often hear that they must give respect to get it. While this lesson promotes treating each other with respect, it emphasizes that respect is within each of us, and not something that can to be taken away by the behavior of others.

Students are taught that people often misinterpret others’ behaviors as disrespectful, when in reality, these behaviors are actually benign, accidental or representative of cultural differences. Once students learn to hold on to their respect, experts tell us to encourage youth to shape the positive lens of their brains by:

#1: Distinguishing between accidental, helpful and deliberately harmful intentions by observing nonverbal cues (body language covered in earlier lesson).

#2: Practicing a presumption of accidental causes at first glance.

#3: Checking in with personal bad feelings that taint accurate readings of others.
Lesson Objectives for Teachers & Students

By participating in this lesson, young people will:
• Recognize signs of disrespect and potential consequences of disrespectful behaviors
• Understand the rule: “Respect Comes from Within” (origin of “respect”)
• Develop skills for deepening self-respect (in context of thriving indicator “Confidence”)

By participating in this lesson, the adult facilitators will:
• Understand students’ perspective on respect and disrespect
• Empower youth with the skills to build self-respect

Anchor Vocabulary

Benign – Harmless or inoffensive
Confidence – Confidence is believing in yourself and valuing your talents and abilities; applying your strengths to areas of self-doubt or things that are hard to change; working to enhance skills; and standing up for what you believe. It is having a realistic and optimistic awareness of yourself and your opportunities.
Foe - Enemy
Response - Answer
Respect - Answer for the feelings, wishes, rights or tradition of others
Disrespect – (noun): Rudeness or discourtesy; verb: To insult

Materials

• Thriving Indicators Wheel (this lesson builds skills in the Confidence domain).
• Tips for Brain Re-thinking handout

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<th>Lesson Outline</th>
<th>What is teacher doing?</th>
<th>What are students doing?</th>
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<td><strong>Settle-in</strong></td>
<td><strong>Quote sets the context for the lesson.</strong></td>
<td>Students open their binders to today’s Learning Log. They journal: “What does this mean? Do you believe it? There is no wrong or right answer. Today’s quote: “The greatest foes, and whom we must chiefly combat, are within.” Miguel de Cervantes, Spanish author</td>
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<td>(5 min)</td>
<td>Quote written on board. Teacher greets students as they arrive, encouraging a sense of belonging.</td>
<td>Students participate in class brainstorm.</td>
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<td><strong>Tapping Prior</strong></td>
<td>Today’s focus is on: “Respect Comes from Within”. Show students the Thriving Indicators Wheel and the focus on confidence as an essential component of reaching their full potential. Ask students: “Can you be confident if you don’t respect yourself?”</td>
<td>Students share real life examples of how behaviors can be interpreted differently.</td>
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<td><strong>Knowledge</strong></td>
<td>Ask students: “What could someone do to take your respect away?” Allow students to grapple with the question and then ask students again: “How can I take your respect away?” Capture students’ answers on the board.</td>
<td>Students share real life examples of how behaviors can be interpreted differently.</td>
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<td><strong>(10 min)</strong></td>
<td>Ask: “What are the consequences of these disrespectful behaviors? Are any of these offenses worth being suspended for? Getting kicked out of school? Going to jail? Are any of these offenses worth killing another person?”</td>
<td>Students share real life examples of how behaviors can be interpreted differently.</td>
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<td>Teacher notes: “Generally, we don’t set out to disrespect one another; however, what feels like disrespect varies from person to person. Here is an example: In South Asian cultures, direct eye contact is considered”</td>
<td>Students share real life examples of how behaviors can be interpreted differently.</td>
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aggressive and rude. Yet Arab cultures are just the opposite. They want a lot of eye contact and think you are disrespectful if there isn’t enough. English people start with some eye contact and then they tend to let their gaze drift to the side periodically to avoid staring the other person out. Knowing this, how would an Arab man interpret an Asian man avoiding direct eye contact? Was this what the Asian meant to communicate through his body language?”

Ask students: “Can we come up with a way to effectively communicate when we feel disrespected by others in your group? How might you explain to people who don’t know you what behaviors feel disrespectful?”

(E.g., Wear Post-Its on the front of our shirts stating what makes us feel disrespected; or establish a clothing color coding for disrespectful actions.) Test student ideas. (E.g., “What happens if the post-it comes off, or if your shirt color is a color that “disrespects” another person?”)

“If everyone agrees to the system, it could work in our class. However, what happens about outside of the group/classroom? Will the method(s) of communication still work? How will you know how others are offended, and vice versa?”

Explain to students: “There is no method by which everyone can know how to give you respect. …that is why we must be sure that we understand and practice RESPECT comes from within, not from a other person. No one can take your respect away. That doesn’t mean things won’t hurt you. It means that respect comes from inside of you.”

One student draws a picture of a Christmas tree on the board.
Draw a picture (or ask a student to draw a picture) of a Christmas tree on the board. Have students list tree characteristics. Write the list next to the drawing. (e.g., dead, holds decorations, smells good in the beginning, pretty, etc.)

Continue this exercise by drawing a fruit tree. Ask students to share characteristics of fruit trees. Write these on the board next to the fruit tree. (e.g., alive, nurtured from the ground, bears fruit, sheds leaves which grow back, etc.)

Ask students to compare the similarities and contrast the differences of the two trees.

Tell them: *Nothing done to the outside of a tree can change its identity.*

**Christmas Tree**
Teacher says: “The Christmas tree has been cut from its roots; it’s dead with no nourishment from the inside. Even with water and sunlight, the needles will eventually fall off, and broken branches and twigs will not grow back. Decorating the tree does not change the fact that the tree is dead.”

“Ornaments placed on the tree give it value. This is like when we, as people, get a feeling of respect from the outside or others: how THEY treat us, how THEY view us, how THEY speak to us determines how much respect we feel we have. Just as we can remove decorations we placed on the Christmas tree, if we get our respect from others, it is their respect to take from us.”

**Fruit Tree**
Teacher says: “The fruit tree is alive; nourishment will help it...
to grow and be strong. Lost fruit, leaves, twigs and branches will be replenished in the natural development process. When these things are lost, the tree is not any less alive.”

“The tree’s beauty on the outside is a result of what’s on the inside. Its’ own fruit, produced from within, decorates it. No one had to put the fruit on the tree. When the fruit is picked, it will grow back. Even if the leaves turn in the fall, it’s only for the season. They will return green and full in the spring. Likewise, respect comes from within a person. What others do may affect us – our feelings can be hurt, egos can be bruised and even crushed – but these situations do not take away from the respect within.”

Teacher asks students to now describe things that are external concepts of RESPECT…such as clothes, shoes, gang favors (e.g., things that can be put/taken on or off…) And things that are within (character, kindness, intelligence, creativity, will power…etc.)

Teacher asks students: “Do you understand that respect comes from within, and that it cannot be given to or taken away from you?”

<p>| Get Real (18 min) | Brain Re-thinking Instruction (3 min) | Teacher says: “Now that you hold on to your respect, let’s practice three tips to help you with real-life scenarios where respect becomes an issue. We call these tips Brain Re-Thinking. (You actually learn to shift your brain’s perception.) #1: Check body language (social cues) to find out whether the behavior is accidental, trying to be helpful or deliberately harmful. #2: Presume accidental or humor causes first! | Students listen. |</p>
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<td>Brain Re-thinking Dyad (2 min)</td>
<td>First assume that the offending behavior could be simply an accident, a cultural difference, or due to something you don’t know. Assess body language and check the facts. Only judge it negative as a last resort.</td>
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<td>#3: Pause to check your own bad feelings.</td>
<td>Bad feelings interfere with the accuracy of detecting someone else’s true intentions.</td>
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<td>Brain Re-Thinking Exercise: Pairs</td>
<td>Have students form dyads and have them discuss responses to this scenario using the Brain Re-thinking Tips: (15 sec) #1: Two friends of yours walk by you and keep on going without saying eye or looking at you. However, you instantly believed that they saw you. What are the options that you could think before and after brain re-thinking?</td>
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<td>Human Sculptures Game (13 min)</td>
<td>Teacher: “Now we’ll play the Human Sculptures Game to help us remember these Brain Re-thinking tips. In this game, you will work in four groups to each think of a teen scenario where respect could be an issue. You are going to write the scenario on a sheet of paper with at least 2 points from the lesson that you are going to use. Turn the paper into your group leader. That leader’s job is to check to insure the idea is appropriate for use. (If you aren’t sure, bring it to me for verification.) Then each group creates a sculpture using their bodies and every member of the group has to comprise some part of the sculpture. After five minutes, Group A and Group B work together to guess each other’s sculptures. Team members have to collectively agree to offer a guess and they get 2 guesses.</td>
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<td>- 2 min instruction</td>
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<td>- 2 min thinking</td>
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<td>- 5 min sculptures</td>
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<td>- 2 min guess</td>
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<td>- 2 min closure</td>
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<td>Student pair up and discuss how to use Brain Re-thinking tips in real-life scenarios.</td>
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| **The Wrap-Up**  
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<td><strong>Quote Revisited (2 min)</strong></td>
<td>only. (Group C works with Group D in the same way.) The winner is the Group AB or CD combo that comes up with the most points for guessing each other’s sculptures accurately. Groups only get points if they highlight today’s lesson and explain the lessons/tips that are brought out in the sculpture. (2 min) <strong>Reflect/Pair/Share Exercise:</strong> Teacher revisits meaning of today’s quote with the class. Teacher asks each student to get a partner and spend 15 seconds each, sharing how the quote relates to the lesson. Volunteers share out.</td>
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| **The Wrap-Up**  
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| **Students journal answers.** | Have the students journal on one of the following prompts:  
• Identify a time when you gave your respect away, or felt like you allowed someone to “take” your respect. What might you do better next time?  
• Share a “bright spot” when you showed your self-respect in a situation when you could have given it away. |  | Students journal their answers to questions in Learning Log. |

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