



Rights, respect & responsibilities

L Lower

- Lesson 1: The rights of the child
- Lesson 2: Bare necessities – basic rights for everyday life
- Lesson 3: Responsibilities
- Lesson 4: A child's point of view


LU Lower/Upper

- Lesson 5: What is respect?
- Lesson 6: Respecting oneself
- Lesson 7: Respecting others

U Upper

- Lesson 8: Rights, duties and responsibilities
- Lesson 9: Children's rights
- Lesson 10: Knowing your rights
- Lesson 11: Rights for all

Lesson 7: Respecting others

LU  45-60 mins

Aim

To recognise the importance of treating other people with consideration and respect.

Learning outcomes

Children should be taught:

- to talk and write about their opinions, and explain their views, on issues that affect themselves and society;
- to reflect on ... social and cultural issues, using imagination to understand other people's experiences;
- to appreciate the range of national, regional ... and ethnic identities in the United Kingdom;
- that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;
- to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours ... ;
- that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

Resources

- **Activity sheet RRR7a:** *Respectful and disrespectful behaviour*

Activity

Begin by recapping on what the children already know about respect, summarising some of the lessons learned. Remind the children that it means never being mean or hurtful; treating others in the way that you would like them to treat you; and that therefore the best way to tell whether you're being respectful of other people's feelings is to ask yourself: 'Is this how I'd want someone to talk or behave towards me?'

Ask:

Key Questions ?

*What does it mean to respect the feelings of other people?
How, in practice, could you show respect for other people's feelings?*

Discuss the responses.

Point out that:

- some people are not always shown respect in this way. This may happen for a number of reasons; often it is because of things over which they have no control, such as their ethnicity, their gender or their sexual orientation;
- whether in our families, school or communities, there will be many times when children come across people with a different background, life experience and way of life to themselves.

Invite ideas on how members of the class should deal with such situations. Ask them to consider how they would feel if someone spoke to or behaved towards them in a disrespectful, hurtful, inconsiderate or unkind way. Ask them to imagine how it would feel to be different – the victim might be isolated, lonely, sad, etc. This point can be developed by mentioning teasing, taunting or bullying other children because of disability, skin colour or sexual inclinations.

Explain that everyone has the same capacity to suffer pain; emotional or physical – and that before saying or doing anything that might make someone feel worse, it is a good idea for any of us to try to 'walk in their shoes'. This will remind us of the need to be respectful of others.

Ask:

Key Questions ?

How might you show respect towards someone who is a newcomer to the class or is in some way different to other people?

(NB: You may wish to phrase this question differently depending on the composition of the class.)

Look for responses such as trying to include and involve them in activities; being friendly, polite and thoughtful. Write on the board the suggestions made, leading children to the idea that the way to deal with the situation is to try to get to know and understand the person better. They will come to realise that – whatever their differences – in most respects children are all the same.

Remind the children that in behaving respectfully towards other people, they are really practising the message in the Golden Rule, which by this time they are likely to have come across and discussed. Ask:

Key Questions ?

*What is the Golden Rule?
How might you try to follow it in your life at home, at school and in the community?*

Discuss the answers, encouraging children to a definition such as ‘treating others as we ourselves would like to be treated’. Ask them for examples of how this applies in the three situations in the second question.

Suggest some ways of showing respect to other children and following the Golden Rule that have not been mentioned – you might make use of the ‘dos’ and ‘don’ts’ list on **Activity sheet RRR7a: Respectful and disrespectful behaviour**.

Explain that the Golden Rule is what respect is all about and that respect needs to start with the individual. There is an old saying that ‘to get respect, you have to give respect’.

Refer again to the activity sheet. Discuss the statement at the top of the page to illustrate the importance of us all showing respect to each other. Then, operating in pairs with a copy of the sheet, the children should discuss the issues raised in the rest

of the sheet, reporting back to the rest of the class.

In a plenary session, remind the class about the theme of the lessons on Respect, everyone’s right to be treated with respect. Reinforce why this is important and why we should be able to accept points of view and lifestyles which are different to our own. Devise a working agreement, to be applied in all future lessons, that children always listen to, and respect, each other’s views and opinions and show equal regard to everyone in the class.

You may also wish to consult the Guidelines for handling SRE lessons in Part 1 (pages 140 and 181).

Further suggestions

Ask the children to bring into school any articles or pictures from catalogues, magazines and newspapers that show people of any disability, gender, colour or creed taking part in activities which suggest they are getting on or working well together – in other words, showing respect. Some of these items can be discussed in a follow-up lesson or a spare few minutes. They could be displayed on a classroom banner or board space, with a heading such as *Respect in action*.

To promote an understanding of, and respect for, the diverse backgrounds of people in the locality, children could design a flyer to inform parents and friends that there will be a multi-cultural exhibition in school. This would invite parents to send in examples of their cultures and faiths to display on a class table, such as food, drink, clothing and accessories, aids to worship, holy works, etc. Some parents might be willing to come into school to talk about their lifestyles and beliefs, or give a cookery or dancing demonstration. Any money raised from these activities could go to the school to purchase equipment and games that promote multicultural understanding and respect (or to a charity of this type).

Choose a scenario or invite children to choose one that involves someone showing respectful behaviour at home, in school or in a public place such as a café, a shop or a music festival. They write a story based around their chosen situation. Some SEN children might prefer to draw a picture instead of writing a story.

Differentiation

By outcome.

Name: _____

Date: _____

Respectful and disrespectful behaviour

A world based on mutual respect

During the United Nations 2002 Special Session on Children, the children involved agreed this statement:

We promise to treat each other with dignity and respect. We promise to be open and sensitive to our differences. We are the children of the world, and despite our different backgrounds, we share a common reality. We are united by a struggle to make the world a better place for all. You call us the future, but we are also the present.

The whole statement explores how respect affects children, their families, their friends, and other people in their lives. It was intended to remind young people that creating a world in which people show respect for one another depends on them.

'Dos' and 'don'ts' about how we treat other children

- Don't tease or taunt children or make fun of them.
- Don't talk about them behind their backs.
- Listen to them when they speak and value their views.
- Be considerate towards them, showing interest in their likes and dislikes.
- Have regard for their feelings.
- Don't pressure them into doing something they do not want to do.
- Find out more about what makes them different and respect, rather than fear, them.
- Show interest and appreciation for other people's cultures and backgrounds.
- Try to learn something from them.
- Don't go along with prejudices and racist attitudes.
- Don't stereotype children, by repeating such comments as 'girls are no good at sport', 'boys who like cooking are sissies', etc.

Issues for discussion

Jot down any ideas you have on the following questions:

1. For each of the following groups, list any ways in which some people show disrespect in words or actions towards them:

the disabled _____

the elderly _____

members of ethnic minorities _____

people who are LGBT _____

2. Why do you think some people make fun of people who are different from the majority?

3. Why is it important to respect differences?

4. Every individual is different – but all individuals are alike in other ways. What do all people have in common?

5. How can children show more respect towards grown-ups?

6. How can grown-ups show more respect towards children?

7. Just as you are different in some respects, so your families are different in some ways from other families. Think of what all families have in common and then think of ways in which your families are different from some others in the community – e.g. ways of celebrating birthdays or special occasions, family customs or habits, the food you eat and how or where you worship – if you do so.

8. How could you show more respect to your teachers?

9. How could you show more respect to your families?

10. How could you show more respect for the environment?
