

Curriculum Guide



Respect

Character University: Respect

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To the Teacher:

Thank you for choosing “Character University: Respect,” by Syndistar, Inc., as part of your character education program. This videotape and accompanying study materials ask middle school students to think about and confront problems concerning respect.

Whether it's working with other students in a group, taking care of grooming matters, doing good work, or following the rules, young adolescents can be challenged by respect issues. Their conflicting feelings of dependency and desire for independence can lead to behavioral problems and disrespect. As they explore their boundaries, middle school students can step on a few toes. “Character University: Respect” gives them some things to think about when it comes to respect.

Your students will appreciate the time you allow for discussion and reflection before, after, even during the “Character University: Respect” videotape. We've provided a few ideas for discussion. You and your students will undoubtedly have ideas of your own and much to talk about.

Enjoy this opportunity to get to know your students better on a more personal level and to assist them in acquiring these valuable life skills.

Suggestions for Discussion

Allow as much time as you can for the warm-up discussion and small group problem solving, perhaps an entire class period.

Brainstorming Session: Before showing the videotape, begin by discussing respect.

- What is “respect”?
- What different kinds of respect are there?
- How does it feel to be respected by others?
- How does it feel to be disrespected?
- Who deserves our respect?

Encourage students to express all of their thoughts on the topic. Write students’ remarks on the chalkboard or overhead projector.

Small Group Problem Solving: After the brainstorming session, select several respect-related issues that the students have identified.

- Divide class into several small groups, one per issue.
- Assign one issue to each group. Give groups five minutes to discuss the issue and come up with a solution.
- Have groups present their solutions to the entire class.

Getting Started

Journal Writing: After the brainstorming session and/or small group problem-solving session, ask students to write in their journals on the topic of respect.

- Tell about a time that you were disrespected. How did it make you feel?
- Tell about a time that you were disrespectful toward someone else.
How do you feel about it now?
- Whom do you respect most of all and why?

View the Videotape

Following the warm-up discussion and activities, show the videotape, which is about 15 minutes long.

The video is designed to be viewed straight through, but you may choose to pause the tape from time to time to discuss what is happening. One effective strategy might be to pause the video after viewing the “problem” segment of each scenario. Ask the students at that time how the character in the video should solve his or her problem. After a brief discussion, start the video again. Following the “solution” segment of the video, pause the video once more and discuss the solution.

The scenarios in the videotape are meant to trigger thought and discussion. Encourage students to question or to improve upon solutions shown in the video, if they choose. Finding their own solutions to these problems will give students a sense of mastery.

The Workbook

Accompanying your “Character University: Respect” videotape is an 8-page workbook. The workbook begins with recall and analysis questions on the video. It provides information and food for thought on responsibility. Most of the questions are open-ended, without hard-and-fast, right-or-wrong answers. The following section contains sample responses for each of the questions and activities, along with the solution to the word search.

Think About It, Analyze It

1. Tommy was the boy with the messy bedroom and the helpful older sister. List two ways Tommy showed disrespect for himself.

Tommy kept his room a mess, didn't bathe and groom himself, didn't brush his teeth, handed in messy homework.

2. What is one way Tommy showed little respect for other people?

He made his sister late to school; he was late to class; his homework was a mess.

3. Why do you think the teacher handed back Tommy's homework without reading it? What does it have to do with respect?

The homework was crumpled and had pizza stains. The teacher only accepts neat homework because she wants students to show pride in their work. It is disrespectful to the teacher to expect her to read homework that looks trashy, and it shows poor self-respect too.

4. In what way(s) did other people show disrespect for Tommy? Why do you think they acted this way?

The other students rolled their eyes at his behavior. Lindsey, the girl he asked out, didn't even respond to him. Tommy showed so little self-respect that others didn't take him seriously.

5. What is the most important thing for Tommy to remember if he's going to keep up his new, self-respecting image? Explain.

Answers will vary. Keeping up his appearance may be a common response. Handing in better homework and being on time to school would help him.

6. Jennifer was the girl who wanted to do the social studies project on the history of fashion. List two ways Jennifer showed disrespect for other people.

Jennifer belittled her groupmates' ideas. She snapped at the cafeteria worker, Mrs. Carter.

Think About It, Analyze It *(Continued)*

7. Why do you think Jennifer acted in the disrespectful way she did?

Answers will vary. Jennifer is insecure and wants to make herself seem more important.

8. In what way(s) did other people show disrespect for Jennifer? Why do you think they acted this way?

Maria and Keisha talked about Jennifer behind her back, making fun of her and agreeing on how rude she was.

9. If you were one of the girls in Jennifer's social studies group, how would you have handled Jennifer's behavior? What would you have said to her?

Answers will vary. Less favorable responses include meeting rudeness with rudeness, or cutting her out of the group. More favorable responses include confronting her and asking her politely to be more polite herself and to be a better teammate.

10. Billy's friend Jason didn't do the things Billy did, but he didn't do anything to stop Billy, either. What could Jason have done better when Billy was being disrespectful?

Jason might have been more forceful in telling Billy to act appropriately. He didn't make it clear to Billy how much he disapproved of Billy's behavior.

11. Do you think that the punishment Billy received will change his disrespectful behavior in the future? Why or why not?

Answers will vary. Most will likely say that his behavior will change because he doesn't want to get into trouble. Some may realize that Billy needs to make an internal change in his attitude, not just a trouble-avoiding change in his behavior.

Categorize It (Matching) *(Answer Key)*

Type of Disrespect

Who/What is Harmed

G Disrespect to peers

(People with criticized ideas)

C Disrespect to self

(Self)

E Disrespect to the public

(People who want a peaceful park)

B Disrespect to other cultures

(People from other countries)

F Disrespect to people in authority

(Teacher and self)

I Disrespect to those who help us

(Worker in service profession)

H Disrespect to safety laws

(Public at large)

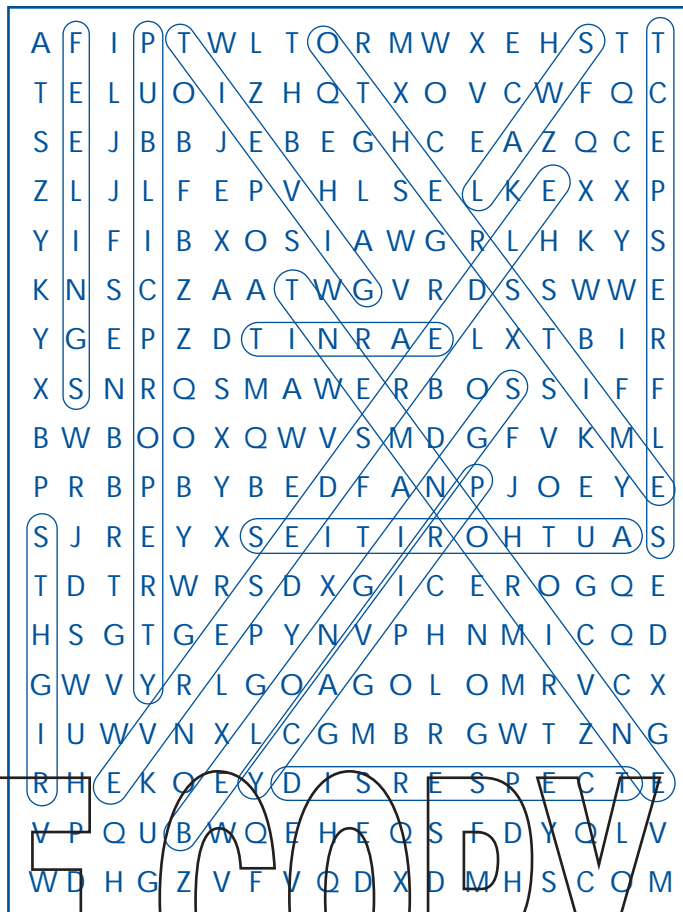
D Disrespect to environment

(Animals, environment, public)

SAMPLE COPY

Solution to Respect Word Search

	Over	Down	Direction
AUTHORITIES	17	11	W
BELONGINGS	5	17	NE
DISRESPECT	8	16	E
EARN IT	12	7	W
ELDERS DESERVE	15	4	SW
ENVIRONMENT	18	16	NW
FEELINGS	2	1	S
GIVE IT	10	6	NW
LAWS	13	4	NE
OTHERS' TIME	9	1	SE
PRIVACY	13	10	SW
PUBLIC PROPERTY	4	1	S
RIGHTS	1	16	N
SELF-RESPECT	18	11	N



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