

# Culture of Respect Lessons

based on Steps To Respect (Committee for Children)

*This unit to be taught to all students before \_\_\_\_\_ (date). The unit should be adjusted to make it appropriate to the age and ability of your students. Classroom meetings are an ideal format for this instruction although the lessons can be taught in a lecture-discussion format as well.*

*Now that all staff members have been trained to accept reports of discrimination, harassment and bullying, you are ready to let all the students know what to do when they see them happening. The goal of this unit is to teach students how to recognize these behaviors, how to respond when they happen, and how to report incidents. Here are some topics to discuss with students:*

## Lesson 1 - Recognizing Respect and Disrespect

When a people are respectful to others, they consider their needs, listen when they speak, respond politely even in disagreement, and understand that differences are OK. It is respectful to include those who are different in activities and to refuse to let others to exclude them. Respectful kids don't talk behind others' backs and don't participate in discussions where that happens. *(Model some of these examples and ask the students how you showed respect.)*

Grade K	1	2	3	4	5	6	7-8
You look nice today.	My name is John, what's yours?	Are those new shoes? They are really cool!	Where did you go to school before?	Are you OK?	Are you going to the baseball tryouts tomorrow?	What elementary school did you go to?	I'm not going to talk about her behind her back.
Is that a new bike? I like it.	What would you like to do?	That must hurt!	What is your favorite sport?	Where do you live?	Did you see that movie yet?	That is such a great top! Where did you get it?	Are you new here? My name is Alice.
Would you like to play with us?	I like it when you come over.	What do you think?	Would you like to eat lunch with us?	I like your hat!	Which parent are you spending this weekend with?	What did you do over the weekend?	I dropped all my stuff yesterday. Can I help you pick it up?

Other examples of showing respect are any common courtesies or kindnesses.

Disrespect is shown when people exclude, ignore, insult (whether the person is present or not) or interrupt someone. Sometimes disrespect is purposeful; sometimes just thoughtless. (*Model some of these examples and ask how you showed disrespect*).

Grade K	1	2	3	4	5	6	7-8
We don't like you.	You can't play with us.	Eww! Not you!	That seat is saved.	What a baby!	What a pig she is!	I hope that shirt was cheap! It sure looks like it.	Nice shoes! (sarcastically)
Freckle-face!	You're funny-looking.	Don't talk to him. He's not cool.	Crybaby!	What are <i>you</i> doing here?	Loser!	Can you believe he likes that geek?	What a tramp!
Don't let her play with us.	Don't invite him to your birthday party.	He has cooties.	Let's give her the silent treatment.	Can you believe how stupid she is?	I'm not listening.	Whatever!	Who asked you?

### When Does Disrespect Become Discrimination, Harassment or Bullying?

Disrespect is discrimination, harassment or bullying when someone is targeted to be hurt, frightened, or left out because s/he is different from or less powerful than the person or persons doing it. The behavior is usually repeated and is meant to hurt or humiliate the target or make him/her feel bad. Discuss.

*Model your grade's example (IMPORTANT: If you use real students in role plays, do not use real attributes or make it humorous or seem like fun.)*

Grade K	1	2	3	4	5	6	7-8
Why are you so fat?	What a crybaby! Just because you're so ugly. That's not our fault.	Hey, shrimp! Why don't you go play with the other Kindergartners?	It's fun to flip up the girl's skirts. They tell us to stop but they don't mean it.	We don't play with your kind of people!	Why should we give you back your hat, geek?	We always do "Indian whoops" when she walks by.	Gimme your lunch or we'll pound you.

*For practice, have the students tell which situations are examples of discrimination, harassment or bullying? Why?*

- Σ Abe tells Ayisha to "go fly a kite" when she is bugging him. (no)
- Σ Diane keeps pinching Allie, who is smaller, until she cries. (yes)
- Σ Bill and John will not ever let Art join the football game. (yes)
- Σ Joan calls Daniel a racist name. (yes)
- Σ William calls Sam "fag". (yes)

- Σ Ellen calls her friend Joann "retard". (yes)
- Σ Amanda says, "That's so gay." (yes)
- Σ Tammi kicks Lena. Lena tells her to stop but she doesn't. (probably not)
- Σ *If you want more, use the appropriate examples on the workshop handout "Discrimination, Harassment and Bullying Pretest".*

## Lesson 2-1 - What Should You Do When Someone Is Respectful to You or Respectful to Someone Who Isn't Often Treated with Respect?

When you see respectful behavior, tell the person you noticed and thank them for doing it. If it is appropriate, you might also tell an adult or bring it up at a class meeting. People don't usually do nice things to be noticed but they do appreciate it when someone does. Being thanked makes it more likely that they will do it again. *Have students practice responding to these examples:*

Grade K	1	2	3	4	5	6	7-8
You don't know how to do what the class is doing. Eric shows you how.	You are a new student and Amy asks you if you'd like to play with her.	You skinned your knee on the playground. William gets you an ice pack.	Carissa asks a kid who uses a wheelchair if he'd like to play basketball.	Kevin tells you he likes your new haircut.	Rebecca asks if you'd like to have lunch with her and her friends.	On the first day of school you can't figure out where your next class is. Ray shows you.	Four girls won't stop teasing Sue. Kim tells them to stop and walks away with her.

## Lesson 2-2 - What Should You Do When You Are Discriminated Against, Harassed or Bullied?

Targets of these behaviors need to make a quick choice to 1) refuse to be treated that way or 2) get away from the situation. If you feel it is safe to refuse to be bullied, refuse in a firm, polite, assertive voice. "That is harassment (or discrimination or bullying). I want you to stop!" is an appropriate phrase. Then report to an adult. The adults in this school know what to do to help keep you safe and to help solve the problem. If you choose to get away, move calmly toward an adult supervisor, students you feel safe with, or the office.

There is a difference between tattling (trying to get someone in trouble) and reporting (trying to keep someone from getting hurt physically or emotionally). Reporting is encouraged; tattling is not.

*Role-play one of the previous or following examples with you playing both parts or a previously coached student doing the refusing and reporting.*

*Have students practice assertive refusing and appropriate reporting to an adult using these situations or others suggested by students.*

Grade K	1	2	3	4	5	6	7-8
An older kid keeps tripping you on the playground. Then he and his friends laugh at you.	Kate tells her friends not to talk to you or let you play with them.	Thomas and his friends know they have to let you play soccer but they make sure you never touch the ball.	Every day Allie and her friends won't let you sit at their cafeteria table even though there is room. They say it is the "popular kid" table.	Andrew calls you "fag" when you choose the swings instead of basketball at recess.	Gayle keeps teasing you about how you look and what you wear. You've told her to stop but she keeps doing it. Her friends all laugh when she does it.	When you pass him, John uses racial slurs in a really low voice. Says, "What? I didn't say anything," when confronted.	Lawrence puts his arm around you and brushes up against you even when you tell him to stop. He also says disgusting things.

### **Lesson 3 - What Do You Do When You See Discrimination, Harassment or Bullying?**

When you see these behaviors, you become a "bystander". By just watching, bystanders actually help the person doing the bullying because they serve as an audience. A bystander has the duty to stop being a bystander and get involved by either 1) helping the person being harassed or bullied refuse to be treated that way or 2) reporting the incident immediately to an adult. It is NOT OK to just watch or ignore (*emphasize*). When someone does act to stop bullying, support them! It is a brave action and there is strength in numbers.

*Model bystander refusing and reporting and have students practice with the situation above. You might put them in the position of an uninvolved onlooker, a friend of the target, or a friend to the person doing the harassing or bullying. Getting bystanders to act in these cases is the key to an effective harassment prevention program so this is a very important topic.*