

Lesson Plan 2 The Letter R: 'R' is for Respect

Resources

Safe Space: Exploring the principle of Respect

This lesson explores the first tenet in F&BF's Safe Space, Respect.



Learning Objectives

- To explore the principle of Respect
- To learn about respectful and disrespectful behaviours
- To be able to explain the different ways we can show Respect

KS3 Curriculum Mapping

- PSHE: relationships; it is vital to create relationships in order to really understand people and diversity
- Relationships and Sex Education (RSE): Respectful relationships, including friendships
- RE / Philosophy: utilitarianism and situation ethics, impacting how and why respect can be a key concept
- Citizenship: Follows on from nature of law

Preparation

- PowerPoint 2 (included)
- F&BF 'Safe Space' film (included)
- Safe Space Agreement
- 4 × sheets of A2 paper with Respect definitions
- 'Is this Respectful?' worksheet, one per pair
- Ball of string

Running time

50 mins

Slides 1–3

Explain that for this first lesson, we'll be looking at the first aspect of RADIO. Discuss the learning objectives. We may be discussing some sensitive topics and we want to ensure everyone feels comfortable sharing.

Slide 4 / Safe
Space Agreement
Slide 5

Recap your own **Safe Space Agreement** with your class.

Write the word **Respect** on the board. Ask your class what it means and take a few suggestions. Give students one minute to write a quick definition of the word, conveying where their understanding is currently at. We'll return to this at the end of the lesson.

4 × sheets of
paper with
Respect definitions

Explain that laid out across the room are four large sheets of paper which each have a different definition of Respect written on them. The class must go around and read them all, and then individually decide to stand by the definition they think is most appropriate. The definitions are as follows:

- Respect is a way of outwardly being; towards yourself, others, property, the planet.
- Respect is shown by the way you speak; using kind and polite words, avoiding derogatory or stereotypical vocabulary.
- Respect is simply NOT disrespect: it's when you aren't rude, violent or dismissive towards others.
- Respect is when you admire someone and think good thoughts about them. This also applies to yourself.

Once they have done this, ask one person from each 'group' to read the definition out and explain why they think this is. Allow for a discussion to ensue.

Slide 6

Ask the class to sit down and go through the definitions with the PowerPoint, picking out key aspects which we'll be exploring today. Explain that Respect, as they've probably by now concluded, can be defined in every one of these ways.

'Safe Space' film

Watch the Respect segment of F&BF's Safe Space Film.

Main Activity What does Respect look like? / 30 mins

Slide 7

Explain to your class that now we've discussed what respect means, we'll be exploring how it shows up in our everyday life. Ask your students the question 'What does Respect look like?'. They may draw on the definitions we examined in the introduction or from their own everyday experiences.

Slides 8 / 9

Go through the slide with examples of what we can respect and how, which essentially answer the question of what respect looks like. Take time to discuss with your class and ensure they are comfortable with how each element is, leads to or shows respect. Feel free to take comments and more suggestions, and if relevant, explore how signs of respect can differ from person to person or culture to culture (e.g. handshaking when you meet someone new is something very polite and respectful for some, but uncomfortable or inappropriate for others).

Slide 10 /
'Is this
Respectful?'
worksheet

Hand out the 'Is this Respectful?' worksheet and ask the class to get into pairs. Explain that the worksheet contains three testimonies from fictional characters. Students must work together to read through these, and circle the words, phrases or described incidences they find respectful. They must number these circles and then explain below what they are. [If your learners need extra support, you can adapt the worksheet to include suggested words under each circle. They can then tick the ones they find and cross out the ones they don't]. Give them 15–20 minutes to do this.

Main Activity What does Respect look like? / continued

Testimony 1 Kalil

Last Saturday my friends and I went to our local shopping centre for some fun. We decided to get some lunch and most people wanted to go to the chicken place. I tried to kindly point out that Ruby will struggle to find something to order because the chicken isn't halal. Christina rolled her eyes a bit most people said things like 'oh absolutely, of course, let's go somewhere else!'. Ruby was really grateful and once we were sat down ordering our pizza Christina apologised and told her 'I didn't mean to be rude, I was just really hungry!'. Ruby told her not to worry, she feels the same sometimes!

[Examples of respect: accepting and celebrating difference, being respectful of people's religion/ background / choices, helping people, being kind and polite, apologising, telling the truth and being honest]

Testimony 2 Meera

We had just finished a lesson in the library today. It was lunchtime so I decided to stay there for a while, and as Mr. O'Leary was leaving he dropped his planner on the floor. When it picked it up it was open, and Casper took it from me and started turning the pages. I felt really uncomfortable and tried to take it back from him. 'Don't look through his stuff', I said, 'it might be private – how would you like it?' but Casper laughed and began asking me jokingly 'What are you gonna do, what are you gonna do?'. We got some sharp looks from some other students at a nearby table so we quietened down and he gave it back to me. I wrote a Post-it Note to say 'You left this in the library, hope nothing fell out. Meera' and left it at the staff room for him.

[Examples of respect: respecting other's privacy, acting with integrity and self-respect, keeping quiet / respecting rules of public spaces, listening, using polite language, helping other people, etc.]

Testimony 3

The other day I was in the park with my sister and Andrew. I gave my sister some pieces of bread to feed to the ducks in the pond but she was throwing the bread at the ducks quite aggressively! She's only young so I laughed a little and showed her how to gently toss them into the water near the ducks. When she finished she just dropped the bread packet on the ground, so Andrew went over and picked it up and put it in the bin. He said 'You know actually, feeding the ducks bread is stupid, it's not even good for them! They can't digest it!'. He must've seen I looked a little hurt because he continued 'I'm not saying YOU are stupid, sorry. It's sweet of you to want to feed them, I just think we should bring grapes next time!'. I took my sister into my lap on the bench and said that sounded like a good idea!

[Examples of respect: being kind and understanding, not being violent towards creatures, taking care of the environment, using kind words and apologising for mocking people, etc]

Slides 11–13

Quickly go over the some of the key examples of respect in each of the testimonies. Did they pick out any language, behaviours, attitudes or mindsets? How did everyone treat each other and the things around them? The testimonies are in the PowerPoint, you can use a pen to circle the things your students pick out.

Main Activity What does Respect look like? / continued

At this point, ask if students noticed any examples of disrespect? As students are giving their feedback about each scenario, ask them questions such as:

- How do you think X feels in this situation?
- What might they be thinking?
- What would have been a better way of saying it?
- What would you have done if you were there?

Add anything new to the board around where you've written Respect. If you have time, ask students to review their initial attempt at a definition and add anything new. They should give these to you for review of how they compare.

Reflection Activity / 5 mins

Slide 14 /
ball of string

Ask your group to all stand up in a circle. Explain that you are holding a ball of string, that you will mention one practical way to show respect or make a relationship more respectful, before throwing it to someone else who has to do the same.

At the end you will have a web of respectful attitudes, behaviours and words. Point out that this demonstrates how respect cultivates respect, and a respectful environment depends on the commitment of everyone involved!

Slide 15

Take any closing reflections and then explain that next lesson we'll be looking at the second aspect of the RADIO acronym: **A for Active Listening**