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Lesson 7

The Power of Respect

TEACHER PREPARATION

KEY CONCEPTS

Everyone has the right to be respected and valued, treated with fairness and accepted for who they are as persons.

Respectful relationships contribute to growth, maturity and a sense of self-confidence.

You will have differences of opinion and disagreements with people, but in respectful relationships, you learn to deal with them in ways leading to a healthy understanding.

Cultural differences may lead to misunderstandings. It is important not to make quick judgments or stereotype people of another culture.

Learning to have self-respect and respect for others is an important part of a child's maturity.

Respect and respecting someone is the opposite of shame and shaming someone. Self-respect is the opposite of self-shaming.

OBJECTIVES

By the end of this lesson, students should be able to:

1. recognize being respectful to others is important to a person's growth and maturity.
2. realize how to handle differences of opinion respectfully.
3. recognize the importance of developing self-respect.

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KEY TERMS

Respect: thinking and acting in a positive way about yourself and others; thinking and acting in a way to show others you care about their feelings and well-being.

BACKGROUND INFORMATION

It is important for teachers to share with their students they can learn to show respect to someone regardless of how they feel about them. Respect is about valuing all people – those who are like you and those who are different. We live in a wonderful, culturally diverse world and students need to be taught to be respectful of different cultures and beliefs. Respect also means taking care of our environment and respecting the belongings of other people.

Children learn respect through observation, instruction and correction. Respect is portrayed by honoring other people and treating them with care, courtesy and kindness. While respect includes good manners, the core of the behavior is deeper than just being polite. We need to teach our students other people have worth and dignity just like they do and being disrespectful to others or their property is wrong. Respect needs to go beyond home and school. It needs to also be modeled and taught in our communities.

MATERIALS/PREPARATION

1. Optional: For the **Readiness** story, you could prepare a bottle with the note from the story inside it before you read to your students.
2. Students may use their journals in **Discovering the Lesson**.
3. Scenarios from **Applying the Lesson** should be written on paper for the groups.
4. For **Going Deeper**, you will need small, inexpensive wrapped “presents” the students have brought or you have provided (see note in **Going Deeper**) and individually numbered cards coinciding with the number of students you have in your class.

LESSON

BEGINNING THE LESSON

[Say to the students:] Do you remember at our previous meeting the Librarian told Hector, Dugan and Trish we often hide behind the opinions of other people and let them dictate who we are instead of standing up for what we believe is true and right in our world? We discussed how important peer pressure is in our lives in both positive and negative ways, and how we need to handle it. Let's see what happens when Trish gets swallowed by the map and starts learning more about herself.

READINESS (5 minutes)

[Read to the students:] **Chapter 7 — Trish's Deepest Question**

"Life influences you and you influence life," stated the Librarian. "Trish, do you mind if we start with you?"

"I guess not," replied Trish.

"Trish, are you beautiful?" asked the Librarian.

"My grandmother thinks I am," said Trish, a bit uncomfortably.

"I'm sure she does," replied the Librarian. "But that doesn't really answer the question, does it?"

"I'm okay, I suppose," offered Trish.

"That doesn't really answer the question either," smiled the Librarian.

"Well, what is beauty?" Trish said, a bit more defensively than she intended.

"Good! Now, we're getting somewhere," exclaimed the Librarian. "Please go find the answer to that question and report back to the rest of us."

"How am I supposed to do that?" gulped Trish.

"I think the Map of Wonders may be of some use in your quest. Why don't you ask it?" said the Librarian.

"I can talk to the map!" a surprised Trish exclaimed. "Wow! Okay, uh, Hello? May I ask you a question?"

The Map of Wonder's outer edges twinkled and its inner glow seemed to press closer to the surface.

"I want to find out what beauty is. Can you help me?" asked Trish.

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An emerald green island in the middle of the map began to pulse. As Trish looked closely, a wave materialized carrying a bottle right into her hands.

“Wow!” exclaimed Dugan, “I’ve really got to get one of these!”

“There’s a message inside!” exclaimed Trish.

“Well, open it and find out what it says,” demanded Dugan.

Trish worked the cork out of the bottle’s neck and tipped out a rolled up piece of paper. She spread the paper out on the map table and read the following:

Beauty is in the eye of the beholder.

Beauty is only skin deep.

Beauty is as beauty does.

Beauty is the power to heal or hurt.

Take this paper to the Isle of Beute.

*The one who takes it from your hand
knows the answer to your question.*

“Where is the Isle of Beute and how do I get there?” asked Trish. The words were no sooner out of her mouth than the pull of the map drew her into the pulsating green island far to the north — and she vanished. Edgar, the dog, let out a yelp.

Trish awakened to find three figures standing in front of her on the shoreline of the Isle of Beute. The first was a knight in full armor with his visor closed. The second was a maiden wearing a silk gown with her face partially covered by her cloak. And the third was a bearded man of undetermined age wearing a hooded robe made of some coarse weave. All three reached out their hand to accept Trish’s paper. Trish stood there wondering. Who should she choose? Who should she trust? What would she want to know about each of the three before making up her mind?

EXPLORE (10 minutes)

For Younger Elementary Students

[Say to the students:] **Trish is wondering what real beauty means. What do you think is beautiful? Can you always see beauty? What does it mean to say someone is beautiful on the inside?**

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Trish has a decision to make. **Who would you trust? If you were Trish, what would you want to know about each of the three people before making up your mind?** *[Give students time to answer and discuss each question together as a class.]*

For Older Elementary Students

[Ask your students to Think/Pair/Share and say:] **Pick one of the three characters in the story to answer the question about true beauty. Think of what your character would say. Be ready to defend your answer.** *[Give students time to discuss their answers with each other. Have several partners share their answers with the class, then continue with the story.]*

[Continue reading the story to students:]

Trish looked at the three strangers. A knight was supposed to defend beauty, at least that is what they did in the old stories, unless they happened to be the Black Knight, and fortunately, this knight wore blue. The maiden would, in all likelihood, live in a castle near the queen where she would be surrounded with beauty. And she seemed to remember something about age and beauty, but couldn't put it into words. But which one knew the answer? Then she remembered the instructions on the paper — "The one who takes it from your hand knows the answer to your question." She didn't have to decide at all! She wasn't to give the paper to anyone. It would be taken. Her relief over not having to choose caused her whole body to relax and, in that moment, the paper slipped from her grip and was caught in the breeze.

"Oh no!" she cried as she ran after the floating paper. She almost fell as she ran over the rocky terrain trying to keep the note in sight while watching where she stepped. She finally lost sight of it as it sailed over a small hill and into a valley. A small campfire greeted her as she crested the hill. By the fire sat a bent figure warming itself near the flames. Trish's paper was caught on a branch next to the bent figure. It twisted in the pull of the air toward the fire.

"You might as well catch your breath. You can't catch the wind. It blows where it wills." The voice was of an old woman whose head had turned as she spoke.

"Can you get my paper before it blows into the fire?" pleaded Trish.

“Yes, I most certainly could,” replied the old woman who made no move to retrieve the paper. “Do you remember what is written on the paper?” she asked.

“Yes, I remember,” said Trish.

“Then the paper is of little worth. It was only the means to convey the message. The real value is in the message.” As she spoke, the paper finally freed itself from the branch and drifted into the fire. There was a brief moment when the writing on the page turned dark brown before the fire flamed and reduced it to ash. “It is amazing how many of us mistake the outside packaging for the treasure inside. Real worth, or beauty, if that is what you are looking for, is always hidden. It comes forth when it is welcomed and put to good use.”

“How can beauty be put to good use? I thought beauty helped you get what you want. You know, the cute boy or the popular crowd,” said Trish as she processed her thoughts.

“When beauty is misused, it quickly loses its value,” mused the old woman. “Real beauty may be awakened anywhere — in anyone. Every woman is beautiful on the inside, but not every woman believes it.”

The old woman took a live ember from the fire and cradled it in her hands. “Give the Librarian my greetings,” she said as she blew on the ember, sending its warm fragrance toward Trish.

Trish felt the warmth of the old woman’s breath mingled with the heat of the ember on her cheek. She closed her eyes and took a deep breath. When she opened her eyes again, she was back in the library with her friends, who were eager to hear what she had learned.

“So, do you now think you are beautiful?” asked Hector.

“Of course I am beautiful,” laughed Trish. “Every woman is beautiful! But there’s an even better question to ask.”

“What would that be?” prompted Dugan.

“Do I truly respect myself and others?” replied Trish. “In other words, can I look past the surface opinions and judgments of others and see the remarkable person waiting to be discovered?”

There was more to their conversation but Trish could never wrap it back into words. She’d smile and grow silent with her memories, fold her arms and get this far away look that awakened a beauty in her. The beauty spread a peaceful joy to any who happened to notice.

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DISCOVER (15 minutes)

[In the story, Trish was learning to respect herself and others as she learned real beauty is what is inside all of us. Have students share their thoughts on what the word respect means to them. Write their thoughts on the board or on a large piece of paper. Lead students into a discussion about how we show respect for ourselves, respect for peers, respect for adults, respect for our environment and respect for things.]

Optional: *[Have students write in their journal a definition of respect and why respect for self, peers, adults, environment and things are important.]*

APPLY (20 minutes)

[Divide the class into teams of three to five students. Let each team choose a scenario from out of a container. Give them 10 minutes to develop two skits based on their scenario: one showing a negative, disrespectful response; and one showing a positive, respectful response. You can choose from these scenarios or create some of your own.]

*Be sure to select scenarios appropriate for your grade level. For **younger elementary students**, you might let this be a class activity by choosing a few students to come to the front of the room and giving them a scenario to act out.]*

Scenarios:

- Your mom just walked into the room, turned off the television and told you it was time for bed.
- Your teacher is unhappy with you for not doing your homework.
- A group of boys is talking about a girl.
- A group of girls is talking about a boy.
- You are looking in the mirror.
- You just finished eating and need to throw your trash away but you don't see a trash can.
- You are using someone else's schoolbook and accidentally left it outside while it was raining.
- An older woman asks you to help her get across a busy street.

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- Someone from another country has come into your class and can't speak your language very well.
- A new student comes into your class who has a physical disability. Your teacher asks you to show him or her around for the day.
- A big storm breaks windows in several stores in town leaving all the products exposed to the people in the street.
- You are looking at a pretty vase in the store and then accidentally drop and break it.

SHARE (15 minutes)

[Provide time for groups to present their skits to the class or to other classrooms.]

ENDING THE LESSON

[Review what the students have learned about respect during this lesson. Remind them showing respect fosters better relationships and more successful work and play environments.]

GOING DEEPER (optional)

[A week before this lesson, encourage your students to bring to class a wrapped, inexpensive gift. It can be a silly gift (a rock, a broken toy, etc.) or a serious gift (a drawing, a flower, a piece of candy, etc.). It is important you tell your students all the gifts must be inexpensive or cost-free. Each student is to wrap their gift in such a way it is not possible for the other



students to tell what is inside without opening the wrapping. The wrapping can be as simple or as fancy as the student desires and is able to do. You may want to suggest a plain grocery bag or newspaper can be made into a wrapper.

You will probably need to bring a number of extra pre-wrapped gifts in case someone is not able to bring a gift. You need one gift for every student. Make sure at least one of your nicely wrapped gifts is a worthless gift (like a rock) no student would want. Also make sure one of your gifts is a desirable one (candy, gum, etc.) and make sure to wrap it in an unattractive way.

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Prepare slips of paper with the sequence of numbers equal to the number of students in your class (1 through 30, etc.). Fold each paper so the number is hidden until unfolded.]

[Say to the students:] In recent lessons, we read things written by King David and his son, King Solomon. Today, we want to talk about an earlier king, King Saul. He was the first king of the Hebrews. The Bible describes him as handsome and as taller than any of the other men in his country ... a perfect look for a king — or is it?

Saul looked good on the outside, but the longer he was king, the more he did bad things and displeased God. Eventually, God told his prophet Samuel to go and choose someone else to take Saul’s place as king. God told Samuel the new king was to be one of the many sons of Jesse. When the prophet came to Jesse’s house, the first son he saw was Eliab. He was tall and good looking. Samuel thought, “This must be the one — he looks like a king.” But let’s read what the Bible says next:

But the Lord told him, “Samuel, don’t think Eliab is the one just because he’s tall and handsome. He isn’t the one I’ve chosen. People judge others by what they look like, but I judge people by what is in their hearts” (1 Samuel 16:7, Contemporary English Version Translation).

What do you think it means, “People judge others by what they look like?” What do you think it means when God says, “But I judge people by what is in their hearts?” What do you think God wants our hearts to be like? Your hearts are lovely and please God when they are filled with things like love, kindness, courtesy, bravery and selflessness. [With younger students, you may need to define those heart qualities with examples of what a person with that heart attitude might do to show what was in their heart.]

[Say to the students:] I asked you to bring a simple wrapped gift. Now, we are going to play a trading game. [Have each student take one of the numbers from a container and open it.] We will play the game in the order

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of your number. *[Have the gifts spread out on a table or on the floor, where all the students can see and reach them.]*

Here are the rules of the game:

- **Whoever has #1, you will choose a present from the pile, but do not open it.**
- **#2 student has the choice to either pick another present from the pile or take the present from #1.**
- **If #1 has his or her present taken, then #1 will choose another present from the pile.**
- **#3 can take the present from #1 or #2 or take a new one from the pile.**
- **If #1 or #2 has his or her present taken, they can choose to take one from the pile or take one from another student, but not the present just taken from them.**
- **Whenever a present is taken from someone two times, it becomes “safe” and nobody can take it again.**
- **When everyone has taken a turn, #1 gets one final chance to take someone else’s present or take the last one from the pile.**

Are there any questions on the rules? *[Answer questions until you are confident the students understand the rules. If you have a larger class, you may want to play the game in several shifts (1-10, 11-20, etc.) The students who are not playing the game could stand around and give suggestions to the person who is taking their turn. When everyone has had a turn, say to the students:]* **Now, you can open your present.** *[Wait for the presents to be opened.]*

[Ask the students:]

- **Since you didn’t know what was in any of the presents, how did you choose which one to take?**
- **Were any of you surprised by what was in your present? If you were surprised, raise your hand.** *[Ask some of the ones who raised their hands to tell what surprised them. If no one brings up the contrast between the outside of the package and what was inside,*

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ask a student who has a poor present with good wrapping and one with a good present in plain wrapping, if they were surprised or if they expected what they got.]

[Say to the students:] As you have probably realized, the point of this game is sometimes the things that look good on the outside are not good on the inside. Sometimes, things that look plain or uninteresting on the outside turn out to be wonderful. That is true of people, not just presents.

PARENT-TEACHER CONNECTION

Our class discussion this week focused on a discussion of the importance of being respectful to others. We talked about the importance of valuing the people who are like us as well as those who are different from us.

Questions you might ask your child:

1. Can you tell me the story your teacher read? Do you remember what Trish wanted to know and how she discovered the answers to her questions? (Trish wondered what was the meaning of real beauty. She met a knight, a maiden, a bearded man and later an old lady on her adventure into the Map of Wonders. Ask your child what Trish found out about real beauty.)
2. Ask your child what the word “respect” now means to them. (We respect a person when we treat him or her as more important than ourselves. Self-respect means we treat ourselves as someone worthwhile.)
3. You may want to ask your child to tell you about a time when he or she was not respected by someone? (Describe a time with your child when you were not respected and how it made you feel.)
4. Ask your child how he or she can show more respect to others and to you as parents. (Discuss ways your family can show respect to each other and those around you.)

