

## Lesson 24

### *Respect In Relationships*

#### TEACHER PREPARATION

##### KEY CONCEPTS

All people are created equally. All people have different abilities and personalities.

It is important to handle boy-girl relationships with complete respect.

Your body belongs to you and you have the right to say no to anyone who is disrespecting it.

##### OBJECTIVES

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

1. realize some differences between the way boys and girls think, act and respond.
2. appreciate the differences between boys and girls and learn how to be respectful to each other.
3. recognize there are good touches and bad touches and how to respond if bad touches occur.

##### KEY TERMS

**Personal space:** the physical space immediately surrounding someone into which an encroachment feels threatening or uncomfortable to them.

**Sex abuse:** unwanted sexual activity forced on a person.

##### BACKGROUND INFORMATION

In Lesson 7, we learned about the value of respecting others in our lives. As we discuss relationships between boys and girls in this lesson, respect will once again be a valuable character trait for you to teach and reinforce. Elementary school is such an important time to teach children to respect each other's similarities and differences. If they can learn to appreciate both while they are young, the hope is they will continue to do so when they are in high school and throughout life.

How will a child learn to respect people of the opposite sex? We all know respect is learned. We hope it is modeled at home and among the adults who students see and interact with at school. Sadly, respect between the genders is not always portrayed well on television and in movies. Your lesson on this topic may be one of the few truly respectful voices students will hear about this subject. They will take their cues from you. As you talk to them about respecting people of the opposite sex, here are some tips:

1. Model it – Being a role model is key to teaching respect. Students are always watching you and how you treat others.
2. Expect it – Most of your students will respond well if you set your expectations high.
3. Teach it – Give them tools to use as they learn to be respectful of the opposite sex.
4. Praise it – Be sure to notice when you see someone being respectful.
5. Correct it – If a student is being disrespectful to someone of the opposite sex in front of you, it is important to correct the behavior immediately.
6. Reinforce it – Remind your students of times when they showed respect or were shown respect by someone of the opposite sex. Remember how good it felt and the happiness that came from giving and receiving respect.
7. Reward it – Sometimes you may have the opportunity to reward respectful behavior to a class or to an individual. We want to encourage respect without being rewarded, but it is nice to be surprised with a reward sometimes.

The second topic covered in this lesson is a hard one to discuss, yet it is so prevalent all over the world, it cannot be ignored. It connects directly with respecting each other's bodies. Sexual abuse occurs in every country. As teachers, we need to do our best to protect our students from predators. Sometimes peers are abusing peers; sometimes it is taking place in homes or extended family homes. Be aware of any signs abuse is occurring. If a child is acting differently, seems scared, fretful or is fearful about a situation involving people of the opposite sex, you may need to talk to the student individually. Sadly, abuse often begins to happen when children are young. As a teacher, keep your eyes and heart open and always be available to listen and help.

## MATERIALS/PREPARATION

1. In **Discovering the Lesson** for **older elementary students**, you will need a board and chalk.
2. In **Sharing the Lesson**, the **younger elementary students** will need the coloring sheet about 'No, Go and Tell' (Appendix 24a). **Older elementary students** will need paper and pencil.
3. In **Exploring the Lesson** and **Going Deeper**, if you have access to two magnets, you may choose to use them in these sections.

## LESSON

### BEGINNING THE LESSON

*[Say to the students:]* It is important to have friends. We can have friends who are boys and friends who are girls. Being respectful and kind to each other is the beginning of friendship. Trish, Hector and Dugan are children who are good friends. Let's listen as they remember how they became friends.

### READINESS (5 minutes)

*[Read to the students:]* **Chapter 24 — Do Opposites Attract?**

Edgar was enjoying all the loving attention after his encounter with the other dog. Whenever Trish stopped stroking his head, he would whimper ever so faintly and Trish would start rubbing him again without even thinking about it. Life was good.

"When the three of us scared that dog away, I was reminded of how much I like you guys," said Dugan

"I know what you mean," added Hector. "When you two started yelling and waving your arms, I thought, 'Yeah, I'm glad I'm not here on my own.'"

"That's because we are friends," smiled Trish.

Then they did something few folks ever do – they took the time to really look at each other. And as they did, a warm feeling wrapped itself around them like a blanket on a cold day. Without knowing it, they each began to think along the same lines – of course, we're friends. How in the world did that happen? When did it all start?

"Do you remember when you first met?" asked the Librarian.

"Funny you should ask," said Hector. "I was just thinking that same thing."

They all laughed and turned to the Librarian who smiled and raised one eyebrow.

“Let’s see,” began Hector, again. “We met in health class ... What? One year ago?”

“That’s right,” affirmed Dugan. “We happened to be sitting next to each other.”

“And the teacher assigned us to the same study group,” added Trish.

“I did not like the thought of studying the differences between boys and girls with a girl,” remembered Dugan shaking his head.

“You felt uncomfortable!” said Trish. “I was mortified!”

“I have a big and little sister, so I guess I should have been less embarrassed,” said Hector. “But I wasn’t.”

“I figured some things ought to remain a mystery,” stated Dugan. “And girls were at the top of that list.”

“Thank you ever so much,” laughed Trish.

“We had a lot to learn,” added Dugan.

“So, your relationship with the opposite sex began like two magnets that repel each other,” stated the Librarian.

“Yes, I guess so. But I seem to remember it is the similar poles of a magnet that repel each other and opposite poles attract,” said Dugan.

“Quite true!” encouraged the Librarian. “And even though my analogy with the magnets doesn’t work on all levels, or all the time, it does point out the fact we humans, male and female, find ourselves attracted and repelled by each other. Why do you suppose that is?”

### **EXPLORE** (5 minutes)

*[Say to the students:]* **Hector, Dugan and Trish have learned to like each other as friends even though they are different sexes. [If you have access to two magnets, you could reinforce the thought in the story about how magnets repel and attract each other depending on if you place the positive ends together or a positive and negative end together.] Each one of you was created exactly right ... exactly like you are supposed to be! I am so glad you are you! I like each of you just the way you are! It is special we have boys and girls in our world. I imagine most of you hope to grow up, get married and have boys and girls of your own one day. That is a wonderful dream. It may have been one of your dreams and goals at the beginning of these lessons. All of those dreams start forming right now, while you are young. You are learning now what kind of person to look**

for when you grow up and what kind of person you need to be when you grow up. You are becoming stronger and making wise choices every single day. I am proud of how I see you developing into boys and girls who know right from wrong and how you are making right decisions about your character.

Today, we are going to talk about how good is it we have friends who are boys and friends who are girls. It is important for you to know you can be friends with a boy or a girl without being boyfriend or girlfriend. It is good to have relationships with each other that are just friendships. We are going to talk about the right way to treat each other. We are also going to learn that sometimes people try to do wrong things to us. We will learn how we can stop unwanted attention.

**DISCOVER** (10 minutes)

*[Say to the students:] Let's think about how we treat our friends. First, answer this question for me. How can boys show respect to girls? [Discuss answers together.] Now, let's answer another question. How can girls show respect to boys? [Discuss these answers together. Expect answers like, being considerate, listening, having good manners, being fair, taking care of each other, being understanding, not treating each other roughly, respecting his or her privacy and private body parts, etc.]*

*[Say to the students:] Some of the things you mentioned were character traits we have been learning about this year. Those qualities are exactly the character traits you should be choosing to develop in your own life. You should be looking for those traits in a good friend. There is a "Golden Rule" we should all practice. "Treat others the way you want to be treated." That is such a good rule to remember when you think of your friends who are the opposite sex.*

One way you can show respect is to always remember you must be respectful, not just with your words and manners, but you must also respect their physical bodies. Never touch their private parts. That is their personal space and no one is allowed in their personal space.

Part of respect is our own responsibility. We need to dress respectfully. Honor your body by covering it correctly and not wearing clothes that are inappropriate. Choose to be respectful of yourself.

### For Older Elementary Students

*[This would be an activity you could do to extend the learning. Say to the students:]* I am going to write some things on the board and want to discuss them with you. Researchers have found through the years there are specific differences between boys and girls. We are all unique. No one is made exactly alike, so while these differences are not true for everyone, it does seem to be true for most boys and girls.

#### *Make two lists:*

Boys	Girls
Sense of self comes from achievement	Sense of self comes from relationships
Self-reliant	Asking for or offering help is a bridge to others
Focuses on one thing at a time	Usually a multi-tasker
Tends to be goal oriented	Enjoys the journey to the goal
Competitive	Cooperative
Action oriented	Verbal

*[Enjoy discussing the differences between boys and girls with your class. Remind them, not all girls are this way and not all boys are this way, and that is a good thing. Our similarities and differences help us become more sensitive to each other. Continue to point out it is good we are different because we complement each other. Families need both kinds of personalities. Businesses need both kinds of personalities. Society needs both kinds of personalities. We need both kinds of friends. Teach your students to value, respect and appreciate the differences.]*

#### **APPLY** (10 minutes)

*[Say to your students:]* Sadly, there may be people who will not respect your body. They might be people you know, maybe even your friends or family members. They might be complete strangers. This is a hard topic to discuss, but we need to talk about it. I want you to know if something bad like this ever happens, you can come and talk to me about it.

There is a difference between a good touch and a bad touch. An example of a good touch is when someone who loves you gives you a hug. An example of a bad touch is when someone touches the parts of your body that are private. How do you know if it is a bad touch? The parts of your body your swimsuit covers are private. No one should be seeing or touching those areas. Any touch that makes you feel uncomfortable is wrong. I have a question for you: What does your body do when you are scared? [You may hear answers like I get sweaty, I shiver, my heart beats fast, I get butterflies in my stomach, etc.] If you are uncomfortable because someone is touching you, you will feel those same feelings. It is your body's way of telling you something is not right. Trust your feelings. Say "no" and immediately go where there are other people. Then, go tell a trusted adult. If for some reason, that adult does not listen to you, go tell another trusted adult. Some situations cannot be handled by a child. An adult needs to handle it.

Don't ever get in a car with someone you don't know. Even if you do know him or her, be sure you check with your parents or another trusted adult before you go. Sadly, some people will use tricks to try and make you think it is okay to go with them. They might offer you candy or tickets to a game. They might even lie and tell you your mother has been in a car accident and they have come to take you to the hospital. Always make sure you have checked with a grown-up who knows you and you trust before you say okay. It could just be a trick.

Sometimes people will touch you and then tell you to keep it a secret or they may threaten to hurt a family member if you tell someone. There are good secrets, like a surprise birthday party for someone, and there are bad secrets. Good secrets make you feel happy; bad secrets make you feel sad or afraid. Please know you can always tell a trusted adult if someone has made you promise to keep something a secret and you are feeling bad about it. That is your body's way of telling you it isn't right.

Sometimes, you may see something on television or at the movies that is inappropriate for children to see. Don't let that influence you in a bad way. Remember, you are perfectly made and your friends are perfectly made. Everyone deserves to be treasured and respected. Be the one who

stands up for what is right. Treat all of your friends, boys and girls, with complete respect. You will be happier and your friends will be, too.

**SHARE** (15 minutes)

**For Younger Elementary Students**

*[Say to your students:]* I have a coloring sheet to remind you what to do if you ever feel uncomfortable when someone touches you. It is important for you to say “no” and then, go to a safe place with other people and tell a trusted adult. When you get home, you can share it with your parents and tell them what you learned today in class. *[Hand out Appendix 24a.]*

**For Older Elementary Students**

*[Say to the students:]* We have talked about a lot of important things today. This is a hard topic to discuss. You may have some thoughts or questions you want to share with me. I would like for you to take a few minutes and write down anything you want to tell me today about what we have talked about. You can hand it to me after you finish. If you finish before time is up, you could think about some ways we might help our younger friends learn about respect.

### **ENDING THE LESSON**

*[These are hard topics – teaching children to be respectful in a world that is becoming less and less respectful of others and teaching them to be aware of the difference between good and bad touches. This lesson can open the door for some of your students coming to you to talk about inappropriate situations going on. It is important you handle them with a caring heart. Remind your students you will always be there for them to talk to about any concerns they have in this area.]*

**GOING DEEPER** (optional)

*[In the story, the children talked about how similar poles of magnets can repel each other and opposite poles attract each other. If you have access to two magnets, you may choose to do the following experiment in the next paragraph. If not, skip this experiment and teach this concept using the activity in the following paragraph.]*

*Tape a large piece of paper to the top of a table. Invite two students to come to the table. Place one magnet in the middle of a table and hand the*



*other magnet to a student and say:] Let's see how close you can get your magnet to the other one before there is any effect. [The student moves one magnet close enough to the stationary one to either attract it or repel it. Mark that spot with a marker or pen. Then, say:] Let's see how much space our magnet needs to keep from being influenced by the other magnet. [Have the first student move the magnet toward the other magnet again and ask the second student to mark the spot where the magnet begins to move. Continue doing this from several directions around the magnet. The marks should create a rough circle or oval around the magnet. Say to the students:] This is the space our magnet needs in order to stay where it is.*

*[Activity — Say to the students:] We are going to reenact a magnet experience using people. I'll need two volunteers. One of you will be the stationary magnet — you stand right here with your arms at your side. [Place Student 1 standing in an open space.]*

*Now, (Student 2's name) you are the moving magnet. I want you to walk slowly toward (Student 1's name) with your arms at your side and, (Student 1), you tell us when (Student 2) is too close for comfort — when you'd rather not have him (or her) come any closer. [Have Student 2 approach Student 1 from different directions and put a book or object to mark the places when Student 1 indicates a sense of being uncomfortable. These objects should end up in a circle (or oval) around Student 1, which would indicate his or her personal space. One rule, you cannot bump or touch the other student. You may wish to try this with different pairings (boy/boy, girl/girl, boy/girl, girl/boy).*

*For older elementary students, you may want to add:] We are replicating scientific studies showing most of us want more personal space in front of us and behind us, but we are comfortable with less space to the side.*

*[Say to the students:] What have we learned about our personal space? We are uncomfortable when someone enters our personal space. We have learned a lot about respect this year. It is a two-way street. When we respect someone else, we will respect their personal space. When we respect ourselves, we will expect others to respect our personal space.*

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In the Bible, we read this advice from Jesus: “You must love your neighbor as you love yourself” (*Matthew 22:39b, New Life Version*). Jesus also gave a longer version of the same idea: “Do for other people whatever you would like to have them do for you” (*Matthew 7:12, New Life Version*).

We have talked about this before. What do you think it means to do for others what we would want them to do for us? It means you should say and do for other people what you would want them to say and do to you. It also means you shouldn’t say or do to someone else anything you would not want said or done to you. Remember, this is often called the “Golden Rule” which we mentioned earlier in the lesson. When we do this, we are showing respect to others in all situations.

## **PARENT-TEACHER CONNECTION**

We have talked about some important topics this week in our lesson. We reminded our students how important it is to be respectful of their own bodies and respectful of the opposite sex.

As parents, you are your child’s first and most important teacher. Family life is the best place for children to learn about being respectful of each other. Parents who value, love and show respect to each other are modeling for their children what it means to be respectful to someone of the opposite sex. Our actions sometimes speak louder than words. You are your child’s best role model.

We also talked about bad touches and good touches this week. Our world has become a dangerous place for our children. Society, the media, the Internet – all are trying to influence our children. We need to be sure they are hearing truth. Your children need to be constantly reminded their body belongs to them and no one else. We asked them to respect themselves and others. We encouraged them to know to always say “no” if someone is making them feel uncomfortable, to leave and go where people are and to tell a trusted adult. Our children are so precious! We want them to be protected and to feel cherished by us. You need to be a safe place for your child to come and be protected.

It is hard to have these conversations with our children, but it is very important to do so. We encourage you to find a quiet moment when you can talk openly with your child about these subjects. Encourage them to always be respectful of others. Be sure they know they can always come and talk to you if they are ever uncomfortable about a situation with someone of the opposite sex. They need our open hearts, our love and our protection.

### **Questions you might ask your child:**

1. Can you tell me the story your teacher read? As the three friends talked about how they became friends, why did they talk about magnetism? (They talked at first about how they repelled each other, then as they got more acquainted how they were attracted to each other like magnets repel similar polarities and attract opposite polarities.)

2. Obviously, there are a lot of differences between boys and girls. What shows respect and what shows disrespect? (Allow your child to share his or her thoughts about being respectful and disrespectful to the opposite sex.)
  
3. Do you remember some of the things your teacher talked about at the end of the lesson? (Your child might talk about some of the following points the teacher discussed. If you will reinforce these principles, you can go a long way toward helping your child achieve their dreams and avoiding many dream breaker situations:
  - There are some people who do not respect your body.
  - There is a difference between a good touch and a bad touch, and you can know the difference.
  - Don't ever go somewhere with someone you don't know.
  - Please know you can always tell a trusted adult if someone has made you promise to keep something a secret and you are feeling bad inside about it. That is your body's way of telling you it isn't right.
  - Everyone deserves to be treasured and respected in this world. Be the one who stands up for what is right. Treat all of your friends, boys and girls, with complete respect.)



Appendix 24a

# Say **NO** GO and TELL



