

Respect

RESPECT means treating others as you want to be treated.

RESPECT means recognizing the value of all people, property and the environment.

Matthew 7:12

"Do for others what you would like them to do for you." This is a summary of all that is taught in the law and the prophets."

Luke 6:31

"Do to others as you want them to do to you."

In many religions it is stated negatively "Don't do to others what you don't want done to you." By stating it positively, Jesus made it more significant. It is not so hard to refrain from harming others. It is much more difficult to take the initiative in doing something good for them. The Golden Rule as Jesus formulated it is the foundation of active goodness and mercy – the kind God shows to us every day. This is a good and merciful action you can take today.

Lesson Purpose: To help students understand This scripture is commonly known as the Golden Rule. The Golden Rule, as Jesus formulated it, is the foundation of active goodness and mercy – the kind God shows to us daily.

Goals/Objectives

- The students will identify the characteristics and qualities of good role models
- The students will examine quotations on Respect and relate them to their own lives.
- The students will create profound quotes themselves to inspire others.

Respect

Activity 1

First, discuss what it means to be respectful. Emphasis that respect is a key quality in preventing disrespectful and bullying behaviors. Ask students by a show of hands how many of them would support a cause, which helped keep their classroom and school a bully free zone. Write the following pledge on the board: I _____, pledge to treat others the way I want to be treated by them. I further pledge to do my part to make my school safe and bully free. Ask students how many of them would be willing to take such a pledge. Encourage all students to take the pledge and write it on the first page of a Respect Journal or blank paper that can be inserted into a notebook. Then, either as a take-home or in-class assignment, have the youngsters write short entries in a "Respect Journal." Write down the following points on the chalkboard and tell them to list these on the first page of their journals as a reminder of what respect means: upholding the Golden Rule (treating others as you would like to be treated), resolving conflicts nonviolently, showing courtesy and consideration to everyone. This activity should be done on a regular basis, (every day, every other day, or once a week) and followed by a discussion about what they've written. Have them make journal entries about respect beginning with the following sentence starters:

- When talking with other people, I show respect by...
- I can be a better listener by....
- When people make fun of me, I feel...
- People show their respect for me when....
- Insulting others is . . .
- My parents know I respect them when . . .
- My parents respect me by . . .

Activity 2

Read and/or write the following quotes on the board (omit writing the author's names).

- "One of the most sincere forms of respect is actually listening to what another has to say." (Author: Bryant H. McGill)
- "Men are respectable only as they respect." (Author: Ralph Waldo Emerson)
- "The capacity for getting along with our neighbor depends to a large extent on the capacity for getting along with ourselves. The self-respecting individual will try to be as tolerant of his neighbor's shortcomings as he is of his own." (Author: Eric Hoffer)
- "Every human being, of whatever origin, of whatever station, deserves respect. We must each respect others even as we respect ourselves." (Author: U. Thant)
- "Let every man be respected as an individual and no man idolized." (Author: Albert Einstein) "To be one, to be united is a great thing. But to respect the right to be different is maybe even greater." - Anonymous

Respect

Call on students to select a quote and share what it means to them. Then, ask the class if they know the authors of the quotes. As they respond, write on the board the names of the authors and any information the class can give about each one. Fill in the information as needed. Explain (or have them identify) why the quotes are inspirational. Although it's difficult to teach inspiration, try to get the students to think about why some quotes are inspirational and others aren't. Use examples of regular sentences by writing on the board a quote from yourself, such as "Open your books" or "Please listen." Compare these examples to the quotes on the board and have them identify the differences. Ideas can include:

- *Inspirational quotes have a deeper meaning than regular quotes.*
 - *Regular quotes are about daily events; inspirational quotes are relevant to how people live their lives.*
- When the class has understood the differences, have them think of their own inspirational quotes. Tell the students to write them down on a piece of paper and move around the class to offer advice or get help. Once all the students have created an inspirational quote they are happy with, suggest they give it to someone they know who could use some inspiration.*

As an extended activity have students do some research into the authors and how their lives and quotes embody the quality of respect. Guide them to research sources such as the library or the Internet. You may want to provide some resources yourself. Tell them to write a one-page report on the person who wrote the quote.

Common Core English Language Arts Standards:
 SL.5.1, SL.5.1c, SL.5.1.d, L.5.1, L.5.5.a, L.5.5.c, L.5.3, L.5.4.b, L.5.5