

Lesson Plan: Respect

Key Concepts:

Respect
Disrespect
Intolerance
Prejudice
Discrimination

Materials:

- White board, chalkboard, overhead projector or easel with chart paper
- Downloadable testimony clips:
Testimony - Respect
- TV and DVD player and/or a computer with a broadband connection is recommended for viewing directly from the online resource *Creating Character*
- Student Handouts:
Sentence Starters – Respect
Viewing Guide – Respect
Independent Practice – Respect
(Possible alternative: use a transparency of the above student handouts in lieu of individual copies.)

Time Required:

1-2 Class Periods

Objectives:

- Students will develop an understanding of the concept of respect.
- Students will identify respectful behaviors and the impact of such behaviors.
- Students will work with visual history testimony.
- Students will use visual history testimony to identify examples of respect and disrespect by evaluating the actions of others.
- Students will evaluate their own beliefs regarding respect.

Procedures:

1. Distribute the Student Handout: *Sentence Starters - Respect* to each student. Ask students to individually think about the idea and the word “respect” as they complete the handout.
2. Allow a few minutes for students to record their responses. Divide the class into pairs. In this “Pair-Share” exchange, each student should choose four or more completed sentences to share with his or her partner. Inform students that following the “Pair-Share” each student will briefly share with the whole class one of the ideas generated by his or her partner.
3. After student pairs have completed sharing their ideas, quickly allow students to share with the whole class one idea about respect that their partner generated.
4. Conduct a large class discussion based on student responses to the sentence starters using some or all of the following questions as a guide:
 - Why is outwardly demonstrating respect important?
 - In any given situation, who is affected by respect? Is the person demonstrating respect more affected than the person being respected?
 - How are others who witness these events affected? For whom is demonstrating respect most important — those involved or those who witness an incident?
 - What is the difference between respecting someone or something and fearing someone or something? Does this difference affect your behavior?
 - When have you felt like someone disrespected you, someone you care about, or something you care about? What were the circumstances involved? What were the effects it had on you and the other people involved?

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5. Inform students that they are about to watch testimony clips taken from testimonies given by Holocaust survivors and witnesses. Explain to students that the following clips are brief excerpts from longer interviews.

*NOTE: Some background knowledge of the Holocaust is necessary for students to understand the context of the visual history testimony clips. Some general resources are available on the USC Shoah Foundation Institute website at www.usc.edu/vhi or in the bibliography listed in the Additional Resources section. In addition, comprehensive classroom lessons that provide historical context on the Holocaust are included in **Echoes and Reflections – a multimedia curriculum on the Holocaust**, available at www.echoesandreflections.org.*

6. Distribute copies of the Student Handout: *Viewing Guide - Respect*.

*ALTERNATIVE: You may want to display a transparency of the **Viewing Guide** using the overhead projector and allow students to create their own replica.*

7. Play testimony clips: *Testimony - Respect*.

8. Inform students that as they are watching the video, they should look for demonstrations of respect or disrespect as described by each interviewee. Students should write these demonstrations in the “demonstrations” column.

Note: For clarification, you may want to pause the video after playing each testimony clip or play the clips more than once.

9. After viewing the three testimony clips, students should write what the interviewee’s viewpoint is concerning the respectful or disrespectful behavior. Students should record their answers in the “viewpoint” column.

10. Conduct a large class discussion using some or all of the following questions as a guide:
 - Felix Spark’s message is “Let everybody live their own life.” Do you agree or disagree with this statement? Explain.
 - Why do you believe Michael Abend becomes emotional during his testimony?
 - Sarah Friedman says she couldn’t imagine treating another human being the way she was treated. Have you ever purposely been hurtful to another human being? If yes, how do you feel about the incident now?
 - Are there some people, ideas, or things that are respected universally in various places and times? If so, what are they?
 - Are any of these examples cited by the interviewees in the testimony clips?
 - Are some people, ideas, or things respected as a function of a specific culture or a particular time period? Explain.
 - How do you define disrespect? Give some examples.
 - What is intolerance and how does disrespect contribute to it?

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11. In the last column of the *Viewing Guide*, students will explain whether they agree or disagree with the viewpoints of respect the interviewees express in their testimony.

12. For homework or independent practice, assign one or more of the following activities:

ALTERNATIVE: Have students choose the activity they would like to do for homework or practice.

- Distribute the Student Handout: *Independent Practice - Respect*. Respond to each question by writing a few sentences that explain why you agree or disagree with each of the given statements.
- Write a journal entry or reflection defining respect. You may want to consider the following questions as you begin to craft your response:
 - What does the word “respect” mean to you?
 - How do you exemplify respect in your life?
 - How does respect differ from tolerance?
 - How do disrespect, intolerance, prejudice, and discrimination differ from one another?
 - Why is respect important in our world today?
 - Who deserves respect but often does not receive it? Why is this the case?
- Choose one of the following quotes and write a response to its author that explains why you either agree or disagree with the quote. In your response, reference your own experiences, the experiences exemplified in the testimony clips viewed, and/or the outcomes and insights garnered from class activities and class discussions of respect.
 - **No one can make you feel inferior without your consent.**
— *Eleanor Roosevelt (Former First Lady)*
 - **We hate someone because we do not know them; and will not know them because we hate them.**
— *Charles Caleb Colton (English writer)*

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Extension Activities:

1. In groups of three to five students, identify a campus problem caused by a lack of respect. Research the causes of the problem, the extent of the problem, and the impact of the problem. How many people does this problem affect? How are people affected? Does this problem cost the school money each year? How much? Why should people care about this problem?

Brainstorm possible solutions to the problem. Who can solve this problem? What can students do to aid in this solution? Evaluate the alternatives discussed. Is there a solution that can be implemented?

As a group, select the best alternative and propose a plan to combat this problem. Create a presentation describing the impact of the problem, the proposed solution, and the action plan for implementing the solution. Make sure to concentrate on investigating who needs to approve this action plan. Elect a set of student representatives to make a presentation to the appropriate governing body. Upon approval of the plan, create and implement a new program to improve respect on campus.

2. Have students write a letter to a person whom they respect and admire. The letters should reference why the student respects this person, the impact the person has had on the student, and the way in which the student would like to honor this person, if they could. Share the letters with the class. If possible, have students send the letter to the person. As a class, track reactions and responses to the letter campaign.
3. In small groups, create a “How to Respect” educational display or pamphlet for use either at school, with younger children, or in the community. Possible topics could include “How to Respect: the Environment, School Property, Parents and Family Members, School, the Public Library, etc.”

Sentence Starters: Respect

Complete the sentences below by filling in the blanks and finishing the sentences.

Name _____

1. The person I respect most is _____ because ...
2. My parents taught me to respect _____
I show respect to this person/place/thing/idea by doing ...
Respecting this person/place/thing/idea is important because ...
3. I demonstrate respect for my parents when I ...
4. I demonstrate respect for myself when I ...
5. I demonstrate respect for my heritage when I ...
6. I demonstrate respect for my country when I ...
7. I demonstrate respect for my religion when I ...
8. I will teach my children to respect _____
I will teach them to show their respect by ...
It is important for children to show their respect because...
9. I wish people were more respectful of _____ because ...
10. When people do not respect _____ I feel _____ because ...
11. The character trait I respect most in a person is _____ because ...

Viewing Guide: Respect

Name _____

As the testimony clips for *Respect* are viewed, complete the three columns below:

Interviewee	Demonstration of respect OR disrespect	Viewpoint of respectful OR disrespectful behavior	Agree OR disagree with interviewee's viewpoint
Felix Sparks			
Michael Abend			
Sarah Friedman			

Viewing Guide: Respect

Teacher's Answer Key

Name _____

As the testimony clips for *Respect* are viewed, complete the three columns below:

Interviewee	Demonstration of respect OR disrespect	Viewpoint of respectful OR disrespectful behavior	Agree OR disagree with interviewee's viewpoint
<p>Felix Sparks</p>	<p>Respect: Felix is not going to criticize others for their beliefs, even if he disagrees with them.</p> <p>His message is "Let everybody live their own life."</p>	<p>Felix believes the world has made some strides but is far from perfect with regards to tolerance.</p>	<p><i>Students' answers will vary.</i></p>
<p>Michael Abend</p>	<p>Disrespect: Michael's refined teacher was forced to do "something private" in his presence.</p> <p>Respect: Michael and others stood around her to try and protect her privacy.</p>	<p>It upsets him emotionally to recall how demeaning the incident was for his teacher.</p>	<p><i>Students' answers will vary.</i></p>
<p>Sarah Friedman</p>	<p>Disrespect: When Sarah and the other Jews were marched along, young kids would stick out their tongue or throw things at them.</p>	<p>She couldn't imagine ever treating another human being that way.</p> <p>Getting revenge on these kids never occurred to her.</p>	<p><i>Students' answers will vary.</i></p>

Independent Practice: Respect

Name _____

Respond to each statement by writing an explanation as to why you agree or disagree.

1. It is important to respect people who are older than you are.

I agree/disagree because:

2. When you do not respect your family heritage, you do not respect yourself.

I agree/disagree because:

3. It is important to respect your community.

I agree/disagree because:

4. Respecting yourself is more important than respecting others.

I agree/disagree because:

5. Students at this school are respectful.

I agree/disagree because: