



Key to Character- August 2011

Definitions

Elementary: Respect is showing a high regard for people, property and community.

Secondary: Respect is consideration of others showing an understanding that all people have value as human beings.

Related Words

authority	regard	obedience	manners
attribute	politeness	conform	valuable

WHAT RESPECT LOOKS LIKE!

R— Rights—consider the rights of others before your own
 E— Esteem—compliment positive characteristics of others
 S— Self-respect—take pride in doing the right thing
 P— Politeness—use your manners
 E— Everyone—be considerate of other cultures
 C— Cooperation—obey the rules
 T— Tolerance—show consideration for other cultures

Rules for Respect

1. Everyone has dignity and worth. Human beings are valuable and unique. "Each person is an unrepeatable miracle woven together like no other person!"
2. Acknowledge and validate others' feelings and ideas. "Kindness is the language the deaf can hear and the blind can see!"
3. Focused eye contact and the ability to repeat what others share demonstrates active listening. "The first step to effective listening is to stop talking!"
4. When exchanging ideas with another person seek first to understand by asking clarifying questions. "Seek first to understand then be understood!"
5. Recognize that your body language communicates as much as your words. "Your actions speak so loudly, people can't hear you!"
6. Recognize that every person has something to teach "To teach is to learn, to listen is to learn more!"
7. The way you treat others is proof of the respect you have for yourself "Treat others the way you want to be treated!"
8. Express generosity and kindness to those in need. "Love never fails"

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Websites

- ⇒ <http://www.havefunteaching.com/songs-for-kids/character-education/respect-song>—Respect song with printable lyrics and music to download
- ⇒ <http://www.rudebusters.com/RBkidWin.htm>—Free Junior Rude Buster Award
- ⇒ <http://www.parentingbookmark.com/pages/ArticleAL11.htm>—Parenting tips including excerpts from "Building Moral Intelligence"
- ⇒ <http://www.educationworld.com/acurr/curr232.shtml>—Article with links to other resources on manners.



"Give to every other human being every right that you claim for yourself." Thomas Paine

Sunshine State Standards



Kindergarten—

SS.K.C.2.1—Demonstrate the characteristics of being a good citizen (e.g., taking turns, sharing, taking responsibility, following rules, understanding the consequences of breaking rules, practicing honesty, self-control, participating in classroom decision making).

SS.K.C.2.3 Describe fair ways for groups to make decisions (e.g., voting, taking turns, coming to an agreement).

Grade—1

SS.1.C.1.1—Explain the purpose of rules and laws in the school and community (e.g., keeping order, ensuring safety).

SS.1.C.2.2 - Describe the characteristics of responsible citizenship in the school community (e.g., follow rules, care about the environment, respect others).

SS.1.C.2.3—Identify ways students can participate in the betterment of their school and community (e.g., responsible decision making, classroom jobs, and school service projects).

HE.1.B.2.2—Describe good listening skills to enhance health. (e.g., positive body language; don't interrupt; focus on the speaker)

Grade 2—

SS.2.C.2.2—Define and apply the characteristics of responsible citizenship (e.g., respect, responsibility, participation, self-reliance, patriotism, honesty).

Grades 3-

SS.3.C.2.1 - Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism and other civic virtues (e.g., food drives, book drives, community clean-up, voting)

Grade 4—

HE.4.B.2.3—Discuss nonviolent strategies to manage or resolve conflict. (e.g., resource officer; "cool off" period; physical activities; quiet time; compromise)

Grade 5—

SS.5.C.2.4—Evaluate the importance of civic responsibilities in American democracy (e.g., respecting the law, voting, serving on a jury, paying taxes, keeping informed on public issues, protesting).

Grades 6-8

HE.8.B.2.3—Examine the possible causes of conflict among youth in schools and communities. (e.g., relationships; territory; jealousy)

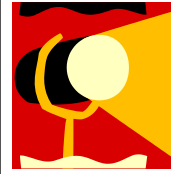
SS.8.C.1.5—Apply the rights contained in the Constitution and Bill of Rights to the lives of citizens today.

Grades 9-12

SS.912.A.1.7—Describe various socio-cultural aspects American life including arts, artifacts, literature, education, and publications.

SS.912.C.2.6—Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights

SS.912.C.4.3—Assess human rights policies of the United States and other countries



Spotlight on Schools

It is back to school and all schools are teaching respect the third day of classes during bullying prevention activities. This sets the standard of respect that we expect for and from our students. Lesson plans provided by the district remind students that everyone who observes a bullying incident is involved. Bystanders also have a role to play and need to:

- ◆ support the victim of the bully.
- ◆ let the bully know that bullying behavior will not be supported by peers.
- ◆ report observed bullying to an adult, or through a school wide reporting system.

Only by creating a "Bully Free Zone" in each school do students feel safe and free to grow, learn and develop their highest potential. Let's begin the year emphasizing that to get respect we must give respect.

RESPECT

Respect is feeling good about myself.

*Respect is knowing I am
unique and valuable.*

*Respect is knowing I am
lovable and capable.*

*Respect is listening to others.
Respect is knowing others are
valuable too.*

Respect is treating others nicely.

Source: Living Values

Measure of Character



“When William McKinley was President of the United States, he had to make a decision about the appointment of an ambassador to a foreign country. Two candidates were equally qualified.

While McKinley was still a Congressman, he had observed an inconsiderate action by one of the men. He recalled boarding a streetcar at the rush hour and getting the last vacant seat. Soon an elderly woman got on, carrying a heavy clothesbasket. No one got up to offer her a seat, so she walked the length of the car and stood in the aisle, hardly able to keep her balance as the vehicle swayed from side to side.

One of the men McKinley was later to consider for ambassador was sitting next to where the woman was standing. Instead of getting up and helping her, he deliberately shifted his newspaper so it would look like he hadn't seen her. When McKinley noticed this, he graciously took her basket and offered her his seat.

The man was unaware that anyone was watching, but that one little act of selfishness would later deprive him of perhaps the crowning honor of his lifetime.

The measure of a person's character is what he would do if he thought he would never be found out.”



The Gossiper

A woman repeated a bit of gossip about a neighbor. Within a few days the whole community knew the story. The person it concerned was deeply hurt and offended. Later the woman responsible for spreading the rumor learned that it was completely untrue. She was very sorry and went to a wise old sage to find out what she could do to repair the damage. “Go to the marketplace, purchase a chicken and have it killed,” he said. “Then on your way home, pluck its feathers and drop them one by one along the road.” Although surprised by this advice, the woman did what she was told.

The next day the wise man said, “Now, go and collect all those feathers you dropped yesterday and bring them back to me.”

The woman followed the same road, but to her dismay the wind had blown all the feathers away. After searching for hours, she returned with only three feathers in her hand. “You see,” said the old sage, “it's easy to drop them, but it's impossible to get them back. So it is with gossip. It doesn't take much to spread a rumor, but once you do, you can never completely undo the wrong.”

Source: Author Unknown—From [Chicken Soup for the Teenage Soul](#)

The Beauty Contest



Once, in a lovely garden, lived the most beautiful butterfly in the world. She was so pretty, and had won so many beauty contests, that she had become vain. So much so, that one day, the cheeky cockroach got fed up with her showing off, and decided to teach her a lesson.

She went to see the butterfly, and in front of everyone she told her that she wasn't really that beautiful, and that if the butterfly won contests it was because the jury had been bribed. In reality, the cockroach was the most beautiful.

The butterfly was furious, and with laughter and disdain told the cockroach, “I'll beat you in a beauty contest, with whichever jury you yourself choose.”

“OK, I accept. See you on Saturday,” answered the cockroach, without waiting for a reply.

That Saturday everyone went to the beauty contest, the butterfly arriving completely confident of victory until she saw who was on the jury panel: cockroaches, worms, beetles, and nits. All of the judges preferred the creepy-crawliness and bad smell of the cockroach, which easily won the contest.

The butterfly was left sobbing and humiliated, wanting never to enter another beauty contest in her life. Fortunately, the cockroach forgave the butterfly for her vanity, and they became friends. Some time later the butterfly even won the Humility Contest.

Author: Pedro Pablo Sacristan

Source: <http://freestoriesforkids.com/children/stories-and-tales/>

Subject Level

Lesson Plans/Activities



Social Science:

- ◇ Invite a Law officer to speak to the class or take a field trip (virtual if necessary) to a courtroom or jail. Discuss respect for the law and the chaos that would result if everyone made their own rules.
- ◇ Invite an older person to speak to the class and discuss the changes in respectful behavior in our society over time.

Science:

- ◇ After a discussion on the importance of respect for the environment, ask students to participate or interview someone who did participate in a community clean up activity. Divide them into groups of four to share their experiences. Allow the group to choose one and create a group presentation to share with the class that would include items found and how the lack of respect shown by humans for the environment can affect others.

Math:

- ◇ Direct students to keep a respect log for 48 hours listing every example they see of people showing respect, then in small groups or individually, create a bar or line graph of the results.

Language Arts:

- ◇ After talking about what respect does mean, brainstorm what respect does not mean as a large group. List actions that could be considered disrespectful (and synonyms for the word disrespect (rudeness, dishonor, ridicule, scorn, ignore, disdain, etc.)
- ◇ Write an article for the school newspaper giving directions for creating an atmosphere of mutual respect.

Drama:

- ◇ Direct the class to write a skit or play about animals who discuss how humans can show more respect to them. Include animals in the wild, in captivity, work and companion animals. Design costumes and perform it for a younger grade level.
- ◇ From role play cards dealing with issues of respect, students can do impromptu monologues giving logical solutions. Classmates can critique the presentation and add their ideas to solve the problem.

P.E.

- ◇ Discuss team sports and the respect for other team members and coaches needed for success.

Art:

- ◇ Students could create posters for the cafeteria with slogans about being respectful at lunch.



Activities

Students Learn Respect
Thanks to Good Manners

R-E-S-P-E-C-T-- Aretha Franklin sings for it. Rodney Dangerfield never gets any. Educators who teach good manners find it every day in student behavior. Could mastering manners make a difference in your classroom? Included: Web resources for teaching respect and good manners through stories, poems, songs, games, biographies, lesson plans, and activities.

WHY SPEND TIME ON MANNERS?

Although character education is a hot topic in schools across the nation, education in manners generally receives scant attention. With growing demands on teaching time, etiquette is rarely a priority. But it might be a mistake to ignore the adage that actions speak louder than words.

In "Teaching Children Manners" (from the *Better Homes and Gardens* Guide to Parenting), psychologist John Rosemond declares that manners and respect are inseparable. He believes children can never learn to respect themselves unless they learn respect for others-- beginning with adults. His suggestions that can help teach manners are as follows:

- Work on one skill at a time.
- Give immediate positive feedback for manners success.
- Be tolerant of children's mistakes, but do not overlook them.
- Give a noncritical prompt when children forget social rituals.
- Set a good example-- manners are not a one-way street.

Etiquette author Letitia Baldrige shares a strong opinion on the value of manners training. In "Manners for the Modern Child," she reports her admonition to teach good manners to children to help them develop self-esteem and self-confidence. Baldrige links manners with kindness and good human relations. Much of her advice promotes taking advantage of teachable moments, including the following instructions:

- Advise children of behavioral expectations ahead of time.
- Point out to children observed acts of kindness and manners.
- Admit your mistake if a child catches you using bad manners; discuss other ways you could have handled the situation.

According to the National Association of Elementary School Principals, lack of good manners is a growing problem in classrooms and playgrounds. It addressed the widespread problem of disrespect in a "Good Manners" report to parents. Tips for adults interested in improving children's social behavior included the following:

- Stress to children the importance of treating others the same way they like to be treated.
- Help children understand the harm caused by thoughtless, unkind words and actions.
- Role-play difficult situations for children in order to demonstrate appropriate responses.
- Establish a politeness policy for basic manners.

Teach children the importance of thinking of others; write thank-you notes.



ADDITIONAL RESOURCES ON MANNERS

Minors in Possession of Bad Manners Students designed this site providing a teenage perspective on past and present etiquette standards. Don't miss the Education World BOOKS IN EDUCATION story, Mind Your Manners: New Books Help Out! Three books use popular formats to remind students of good manners they already know! Use the books with kids of all ages, and then let them create their own imitation manner manuals. Your students are sure to say thank you for a fun-- and educational-- classroom lesson!

Joan Luddy

Source: Excerpt from Education World - for the full article link to http://www.educationworld.com/a_curr/curr232.shtml

Reading List



Primary:

- ◇ **The Mightiest**—Keiku Kasza. The lion bear and elephant compete to see who can do the best job scaring a little old lady, but learn a valuable lesson—a modern day fable to teach respect.
- ◇ **Quiet Wyatt**—Bill Maynard. Wyatt always gets the same answer when he asks something—“Quiet Wyatt!” This book is a reminder that children have a voice that should be recognized.
- ◇ **Where the Wild Things Are** - Maurice Sendak. Max is sent to bed without supper and dreams of the land of wild things where he is made king. This book deals with love and respect within a family as Max learns to be in charge.

Intermediate:

- ◇ **A River Runs Wild**—Lynne Cherry. This book is a step by step portrayal of man’s harm to the Nashua River.
- ◇ **Amanda Pig On Her Own**- Amanda Pig is left to entertain herself as her big brother goes to Kindergarten and makes new friends.
- ◇ **The Ant Bully**—John Nickle. Story of a child who picked on by the neighborhood bully picks on the ants. They shrink Lucas to their size to teach him a lesson about respect.
- ◇ **Between Earth and Sky**—Joseph Bruchac—This book is an overview of many native cultural traditions.

Secondary:

- ◇ **Ella Enchanted**—Newberry book—Gail Carson Levine. (Fantasy) A misguided fairy, Lucinda, gives Ella gifts of obedience which turns out to be a curse as others take advantage of her. She learns many lessons and finally breaks the spell living happily ever.
- ◇ **Child of the Owl** -Laurence Yep. When twelve year old Casey’s dad is injured she is sent to live in Chinatown with her grandmother. Through many difficult adjustments it becomes her home also.
- ◇ **Sea Glass**—Laurence Yep. When Craig Chin’s family moves from San Francisco to the small California town of Concepcion, he has trouble fitting in. His dad pushes him in sports to no avail. When his odd old uncle shows him a secret sea garden his life changes.
- ◇ **Cat Ate My Gymsuit**— Paula Danzinger. Marcy hates school and especially gym. Overweight and misunderstood she just wants to be “normal.” A new outspoken English teacher makes school fun for her and, when called upon to defend the teacher, she learns what is really important.
- ◇ **Contender**— Robert Lipsyte. Albert, a 17 year old high school drop out, learns to get in shape and strive for something as he escapes the violence and drugs of his neighborhood through boxing at the neighborhood gym. He learns to set priorities as he goes back to school to finish his education.



Respect Bulletin Boards

- ◇ Using the title “Respect Is...,” allow each student to illustrate or write a paragraph that describes their view of respect or a time when someone showed them respect.
- ◇ Place a cloud at the top of the bulletin board and grass and flowers at the bottom. In the grass place the title “Respect Rains.” After brainstorming ways to show respect to each other in the classroom, school and community, give each student a raindrop on which they will write one way they plan to show respect during the year. Place the raindrops on the board falling from the cloud to the grass.
- ◇ Positive Behavior Management Bulletin Board—Follow the link below for a great idea using the book Have You Filled Your Bucket Today. <http://bulletinboardideas.org/1048/positive-behavior-management-bulletin-board/>

FCAT Power Writing Prompts

- ◆ Think about a time when you or someone close to you felt insulted. Was it an insult or a “put down?” Write a paragraph that explains the difference.
- ◆ Think about a person that you do not like. Write a paragraph that describes how you can show respect to them .
- ◆ Think about the advantages and disadvantages of getting to know someone different than you. Write a paragraph that gives directions for showing respect for their culture.
- ◆ Think about signs of respectful behavior at your school. Write a paragraph that describes how students at your school show respect.
- ◆ Think about the importance of self-respect. Write a paragraph that gives directions for developing self respect.

Quotes About Respect

<p>Week 1</p> <p>"Respect for ourselves guides our morals; respect for others guides our manners." Laurence Sterne</p> <p>"Love is honesty. Love is mutual respect for one another." Simone Elkeles</p> <p>"Respect is a two-way street, if you want it you have to give it." R,G, Risch</p> <p>Respect your efforts, respect yourself. Self-respect leads to self-discipline. When you have both firmly under your belt, that's real power." Clint Eastwood</p> <p>"We can really respect a man only if he doesn't always look out for himself." Johann von Goethe</p>	<p>Week 2</p> <p>"Self-respect is the fruit of discipline; the sense of dignity grows with the ability to say no to oneself." Abraham J. Heschel</p> <p>"I am not concerned with your liking or disliking me....All I ask is that you respect me as a human being." Jackie Robinson</p> <p>"Respect for one's parents is the highest duty of civil life." Proverb</p> <p>"Respect is what we owe; love is what we give." Philip James Bailey</p> <p>"The words you speak today should be soft and tender ... for tomorrow you may have to eat them." <i>Unknown</i></p>	<p>Week 3</p> <p>"No one respects a talent that is concealed." D. Erasmus</p> <p>"I speak to everyone in the same way, whether he is the garbage man or the president of the university." Einstein</p> <p>"It is better to be respected than it is to be popular. Popularity ends on yearbook day, but respect lasts forever." John Bytheway</p> <p>"There is a secret pride in every human heart that revolts at tyranny. You may order and drive an individual, but you cannot make him respect you." <i>William Hazlitt</i></p> <p>"When we show our respect for other living things, they respond with respect for us. " Arapaho Proverb</p>	<p>Week 4</p> <p>"When we treat people merely as they are, they will remain as they are. When we treat them as if they were what they should be, they will become what they should be." Thomas S. Monson</p> <p>Football is like life. It teaches work, sacrifice, perseverance, competitive drive, selflessness, and respect for authority. <i>Vince Lombardi</i></p> <p>"Respect the rights of others, and you will have peace." <i>Mexican Proverb</i></p> <p>"I'm not concerned with your liking or disliking me... All I ask is that you respect me as a human being." Jackie Robinson</p> <p>"Respect yourself and others will respect you." <i>Confucius</i></p>
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Teacher's Corner



Respect is the basis of all classroom relationships, therefore, the beginning of a new school year is a great time to establish a classroom climate of respect. As classroom routines are established, emphasize the three categories of respectful conversations:

- ◆ **Interruptions:** Teach students to respect others when they are talking and not to interrupt unless a true emergency. If you are interrupted, you might say, "Stan, I was not asking for input. Please hold your comments until I am finished." If students are interrupting each other, you might say, "Let's respectfully listen to Kelly. You can have a turn when she is finished."
- ◆ **Kind words:** A carefully chosen word can empower or deflate someone. Teach students to think before they say something, to be positive, and never use negative words like "dumb," "stupid," "ugly", "retarded," etc. If used, these words should result in an apology.
- ◆ **Tone of voice:** Our tone of voice says a lot regardless of the words we choose. Focus on loudness of voice and model for students a way to speak with emotion and intensity without shouting. Shouting should be reserved for safety issues ("stop—a truck is coming" for example).

Be sure you make adjustments for cultural expectations among ethnic groups.



The Respectful Prince and the Dwarves

By Pedro Pablo Sacristan



Once upon a time, the King's two Princes were playing in a forest, and - meeting one at a time -, they came across four dwarves who asked them to be more careful.

The first dwarf had a headache and he asked them not to shout. The second dwarf was painting a landscape, and he asked the children to move away because they were blocking out the light. The third dwarf was doing a giant jigsaw puzzle in the middle of the road, and he asked the children not to tread on it. The fourth dwarf was watching a butterfly and he asked them not to frighten it away.

The Prince who respected others did as the dwarves asked, but the disrespectful Prince ignored the dwarves' pleas, and kept bothering them. In the evening, both boys had become separated and lost. They needed to get back to the palace quickly.

Each of them separately came across the four dwarves again, and asked for their help. They refused to help the disrespectful Prince, but with the respectful Prince they did whatever they could to help, and took him along some secret tracks which led right to the palace.

The other Prince arrived much later, and was punished for it. He now understood that it's much better to respect everyone if you want to have friends.

Source: <http://freestoriesforkids.com/children/stories-and-tales/respectful-prince-and-dwarves>



The Mysterious Juggling Clown

By Pedro Pablo Sacristan

Once upon a time, a juggling clown came to a village. The clown went from town to town, earning a little money from his show. In that village he began his act in the square. While everyone was enjoying the show, a naughty boy started to make fun of the clown, telling him to leave the village. The shouts and insults made the clown nervous, and he dropped one of his juggling balls. Some others in the crowd started booing because of this mistake, and in the end the clown had to leave quickly.

He ran off, leaving four of the juggling balls. But neither the clown nor his juggling balls were in any way ordinary. During that night, each one of the balls magically turned into a naughty boy, just like the one who had shouted the insults. All except one ball, which turned into another clown. For the whole of the next day, the copies of the naughty boy walked round the village, making trouble for everyone. In the afternoon, the copy of the clown started his juggling show, and the same thing happened as the previous day. But, this time, there were four naughty boys shouting, instead of one. Again, the clown had to run off, leaving another four balls behind.

Once more, during the night, three of those balls turned into copies of the naughty boy, and one turned into a clown. And so the same story repeated itself for several days, until the village was filled with naughty boys who would leave no one in peace. The village elders decided to put an end to all this. They made sure that none of the naughty boys would disrespect or insult anyone. When the clown's show began, the elders prevented the boys even making a squeak. So the clown managed to finish his show, and could spend that night in the village.

That night, three of the copies of the naughty boy disappeared, and the same happened until only the clown and the original naughty boy remained.

The boy, and everyone in the village, had been shown just how far they could go. From then on, instead of running visitors away, that village made every effort to make sure that visitors would spend a nice day there. The villagers had discovered just how much a humble travelling clown can teach with his show.

Source: <http://freestoriesforkids.com/children/stories-and-tales/mysterious-juggling-clown>