



Middle School

National FFA Organization

Lesson MS.10

SHOWING RESPECT

Unit.

Stage One of Development—ME

Problem Area.

What Foundational Skills Do I Need for Leadership?

Precepts.

D4 Respect others.

National Standards.

NL-ENG.K12.4 - Communication Skills - Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Understand the concept of showing respect.
- 2 Identify ways to show respect.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Komives, Susan R., Nance Lucas, and Timothy R. McMahon, *Exploring Leadership*. San Francisco, California: Jossey-Bass, 1998.

National FFA Organization's Essential Learnings, 2003.



Tools, Equipment, and Supplies

- ✓ Overhead projector
- ✓ MS.10.TM.A
- ✓ MS.10.TM.B
- ✓ MS.10.TM.C
- ✓ MS.10.Assess—one per student
- ✓ Index cards
- ✓ Markers
- ✓ Sound clip of Respect by Aretha Franklin



Key Term. The following term is presented in this lesson and appears in bold italics:

- ▶ Respect



Interest Approach

Play sound clip of the song "Respect" by Aretha Franklin, or write the word "respect" on the writing surface. Challenge students to guess the artist of the song. Ask students the following questions:



What is the artist of this song trying to convey?

Correct response: the desire to be respected by others.



Do you want respect from others?

Why should we value respect from others?

Why is it important to be respectful?

Explain that respect is the topic to be discussed today. Ask the students to close their eyes and picture themselves living the life of the person they admire the most.



Imagine how everyone would show you respect throughout the day: doors would be held open for you; a kind word would be spoken to you; everyone might stand as you entered the room.

Have students open their eyes. Ask the students what it felt like to be respected. Challenge students to remember those feelings of being respected as you focus on this topic.





Is respect a feeling, an emotion, something you do or say? What is it? If you couldn't see or hear would you know if someone was respecting you or not? That is something we are going to dive into today. What is respect? How can I show respect?

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Understand the concept of showing respect.

Activity: Set-up-Explain to the students that first they must understand what it means to be respectful. Divide the students into groups of five. Give each group an index card and a marker. Have the students write on one side the word "respectful," and on the other side the word "disrespectful." Groups are to hold the index card with the respectful side up when finished. The instructions are as follows:



I will give you a specific situation. Your group will decide if that situation is an example of being respectful or disrespectful. You will have 30 seconds to make your decision. Hold your card with the appropriate side up in the air when your group has decided. What questions are there?

Give students one of the following situations by reading out loud, or use MS.10.TM.A. They will have 30 seconds to decide as a group whether the situation is respectful or disrespectful. Be considerate of time and utilize as many given situations as necessary for students to grasp the concept. Be respectful of student discussion of the situations. However, be aware that there are numerous opportunities for discussion throughout the lesson.



- Two people meet for the first time. While introducing themselves and shaking hands, one remains seated.
- A student in class addresses a teacher by his or her first name.
- A student asks a foreign exchange student about his or her culture because of a desire to learn.
- A person stands up for someone who may have different religious views.
- Bowing to another is equivalent to a handshake in Japan. Two individuals visiting the country have knowledge of this practice, but choose not to bow while in Japan.
- It's the holiday season, and you are out shopping. Your hands are full with the gifts you bought. You do not make an effort to hold the door open for anyone behind you.
- One individual becomes violent or experiences feelings of hatred toward another because of different cultural beliefs.
- A visitor to a foreign country attempts to use the language of the host country.
- A person invited to be a dinner guest in the home of another follows the appropriate rules of etiquette.

Thank students for all their great work. Explain that you have a few questions to follow up that activity. Ask the following questions:



Based on the activity we just undertook, what is the difference between being respectful and being disrespectful?

How does the level or type of respect vary, depending on the situation?

Is it difficult sometimes to show respect? If so, explain.

Do you show the same level of respect to all people? Why or why not?

We are now going to define respect followed by four key points about respect that I want you to capture in your notebooks. Let's begin.

notebooks. Lets begin.

Display MS.10.TM.B on overhead or provide it on a writing surface and have students capture in their notebooks. Feel free to probe student thought by relating the following to current world events or personal experiences. Allow new and fresh discussion to take place if it arises. Move on if issues or questions being presented have been brought to the table.

I. Respect: to possess an appreciation of individual rights and differences.

- A. Involves recognizing views and beliefs may exist that are different from your own
- B. Involves accepting others without judging or comparing their beliefs to your own
- C. Involves being courteous and welcoming and embracing differences
- D. Involves not taking advantage of the rights of others

Have students answer in their notebooks:



If you meet someone who has different beliefs from yours, how should you act toward that person?

If you discover that a friend does not celebrate a tradition or a holiday that is celebrated in your family, would this impact your friendship? Why or why not?

At this time, allow students to walk around the room with their notebooks and discuss their ideas with their classmates.



Great, everyone back to your seats. We are now going to identify some specific ways we can demonstrate respect to others. Please capture the following list in your notes.

Objective 2. Identify ways to show respect.

List the following actions for showing respect on the writing surface or display MS.10.TM.C and have students capture in their notebooks. Consider sharing any real life situations, or invite the students to share situations in which they may have used these or similar ideas.

II. Actions that show respect

A. Observing rules of common etiquette

- 1. Holding doors open
- 2. Standing to introduce yourself
- 3. Shaking hands
- 4. Showing appreciation verbally or in writing
- 5. Addressing adults by the appropriate title
- 6. Being an active listener

B. Observing the rights of other individuals

- 1. Accepting others, regardless of skin color, religion, beliefs, or other cultural differences
- 2. Possessing a desire to learn about a new culture
- 3. Understanding the rights of other individuals to observe certain events and holidays

At this point, challenge the students to generate three additional actions that show respect and to share the responses with the entire class





Review/Summary

Have students finish the following statement: It is important for me to show respect because...

Explain the Bob the Weather Guy Moment. Have students refer to their notes on the topic of respect and on the actions that show respect. Use the following as examples:



To wrap up today we are going to each develop a weather report based on respect. I will give an example and then I want you to come up with a short weather report and be ready to read to your classmates. Questions? Begin.

This afternoon, the gray clouds of disrespect will begin to dissipate, and middle school students will add some sunshine to the lives of those around them by using common etiquette. Our radar shows that disrespectful attitudes are moving out of our geographical area, soon to be replaced by the courteous, respectful attitudes of the class, who by this afternoon, will have learned to treat everyone the same.

Give students five minutes to complete. Have volunteers share weather reports when done. Give MS.10. Assess to assess students' understanding of the word respect.



Application

►Extended Classroom Activity:

Encourage students to immediately put into practice actions that show respect. Be sure to recognize students when you see them putting into practice what they learned in this lesson, especially if it is days or weeks later.

►FFA Activity:

Challenge students to include diversity initiatives in planning chapter activities.



►SAE Activity:

Have students send a letter of appreciation to people who have provided assistance with their SAE.

✓ Evaluation

MS.10.Assess is provided to measure Objectives 1 and 2.

Answers to Assessment:

Part One: Short Answer

1. Any three of the following:

- Accepting others regardless of skin color, religion, beliefs, or other cultural differences
- Possessing a desire to learn about a new culture
- Understanding the rights of other individuals to observe certain events and holidays
- Holding doors open
- Standing to introduce yourself
- Shaking hands
- Showing appreciation verbally or in writing
- Addressing adults by the appropriate title
- Being an active listener

2. To possess an appreciation of individual rights and differences.

Part Two: True or False

Part Two: True or False

1. True
2. False
3. False
4. True
5. True



SHOWING RESPECT

►Part One: Short Answer

Answer the following questions with information from the lesson on showing respect.

1. Describe three ways to show respect.

2. What does it mean to show respect.

►Part Two: True or False

Read each statement. Determine if it is true or false. Write the word “true” or “false” beside each statement.

_____ 1. Respect deals with individual rights.

_____ 2. Respect is nothing more than being kind.

_____ 3. We should not recognize different views, because to do so is to adopt them as our own.

_____ 4. It is correct to respect the rights of others to observe special events.

_____ 5. Respect involves accepting others for who they are, not for what they believe.



SHOWING RESPECT

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- ◆ One individual becomes violent or experiences feelings of hatred toward another because of different cultural beliefs.
- ◆ A visitor to a foreign country attempts to use the language of the host country.
- ◆ A person invited to be a dinner guest in the home of another follows the appropriate rules of etiquette.



RESPECT

Respect: to possess an appreciation of individual rights and differences

- ◆ **Involves recognizing views and beliefs exist that may be different from your own**
- ◆ **Involves accepting others without judging or comparing their beliefs to your own**
- ◆ **Involves being courteous and welcoming, and embracing differences.**
- ◆ **Involves not taking advantage of the rights of others**



ACTIONS THAT SHOW RESPECT:

Observing rules of common etiquette

- ◆ Holding doors open
- ◆ Standing to introduce yourself
- ◆ Shaking hands
- ◆ Showing appreciation verbally or in writing
- ◆ Addressing adults by their appropriate title
- ◆ Being an active listener

Observing rights of other individuals

- ◆ Accepting others, regardless of skin color, religion, beliefs, or other cultural differences
- ◆ Possessing a desire to learn about a new culture
- ◆ Understanding the rights of other individuals to observe certain events and holidays

