



# #respectmeans

A Learning Resource that examines  
how developing respectful  
relationships can help prevent bullying

## Lesson Plan

<b>Duration</b>	<b>45 mins</b>
<b>Training Aims</b>	<ul style="list-style-type: none"> <li>• To understand the meaning of respect, respectful behaviour and ways respect can be demonstrated</li> <li>• To understand the effects and consequences of our behaviour on wellbeing of others</li> <li>• To understand the contribution that respectful behaviour has towards developing healthy relationships</li> <li>• To understand that everyone shares responsibility for creating a climate of trust and respect</li> <li>• To promote inclusion and tackle prejudiced based attitudes and behaviour</li> </ul>
<b>Activity Duration</b>	<b>Activity</b>
	<p><b>Welcome</b> Explain what session is all about- meaning of respect, the role each of us has to play, respectful environments one of best strategies for prevention of bullying. Everyone’s right to be treated with dignity/respect</p>
<b>10 mins</b>	<p><b>Activity 1: What does respect mean?</b> Explain to the group that it can be tricky to describe what respect means exactly so this session is to help us gain a greater understanding.</p> <p>Ask whole group for ideas about what respect is. Write on flip chart as pupils give answers.</p> <p><b>Summarise by saying that respect can mean several things, different things to different people, It’s a combination of our behaviour towards others and how it makes them feel</b></p>
<b>20 mins</b>	<p><b>Activity 2: Looks like/sounds like</b></p>
<b>10 mins for discussion</b>	<p>Divide class into smaller discussion groups Give each group a piece of flipchart paper and ask them to draw a large stick figure on it On one half at top write “looks like” i.e. behaviours you can see/notice and other half write “sounds like” i.e. the kinds of things people say/how they say it</p> <p><b>Explain that this exercise is about exploring in our groups what behaving with respect actually means in practice. What does respectful behaviour look like and sound like? How would we know that respect was happening. Explain this can be online and offline. Record as many answers as possible on the paper to feedback</b></p>

<b>10 mins for feedback</b>	Ask each group to present back their findings and stick around the room with blue tac
<b>5 mins</b>	<p><b>Activity 3: Film</b></p> <p>Show film and discuss as whole group afterwards. Ask:          What did you take from the film?          What did you think of the film?          How has it made you think about your own behaviour?</p> <p>Summarise by saying it's ok not to like someone, agree with someone, enjoy different things but despite our differences we all share a basic human right to be treated with respect.</p> <p>It's not ok to bully someone because we don't like them or that they are different from us.</p> <p>Show poster and ask for suggestions where they can put it in their school</p>
<b>Activity 4: What respect means to me</b>	
<b>5 mins</b>	<p>Hand out the speech bubble templates to each person</p> <p>Get each individual to write down in large letters a word or phrase in the speech bubble that sums up the most important thing for them about what respect means or feels like</p> <p>Thank group for all their input/ideas to the discussion.          Ask group what they will take away from this session.</p>
<b>5 mins</b>	<p><b>Activity 5: Photo opportunity</b></p> <p><b>Arrange group for a photo holding up their speech bubbles. This can be a powerful image to share on social media to let people know the value of respect and what it means to us as individuals.</b></p>

# #respectmeans Lesson Plan

## How to Use This Resource

This resource has been designed for use in settings with young people e.g. classroom or youth groups. It can be used as an activity as part of anti-bullying week and at other times as part of wider learning about positive relationships and bullying behaviour.

It is suitable to be used with class sized groups of children aged 10-16 and the whole lesson can be covered in a school period of 45 minutes. . For younger pupils the session can be split over several sessions. It can equally be delivered with smaller groups of young people.

## Aims and Objectives

This lesson has been designed to enable participants to:

- Understand the meaning of respect and what respectful behaviour is and ways in which respect can be demonstrated
- Promote inclusion and tackle prejudiced based attitudes and behaviour
- Understand the effects and consequence of their behaviour on the wellbeing of others
- Understand the contribution that respectful behaviour has towards developing healthy relationships
- Understand that everyone shares the responsibility for creating a climate of respect and trust

## Facilitator Notes- Context

This session is designed to raise participants' awareness of how relationships based on respect are a key part of a preventative strategy towards bullying behaviour. Bullying happens where there is a lack of respect for an individual's right to be treated with respect and dignity.

It has been devised to help participants understand what respect is, what it means to treat others with respect and the impact on relationships when there is a lack of respect. It will also create an understanding that everyone has a role to play in behaving respectfully towards one another, to help create environments where it's difficult for bullying to thrive. Whilst we cannot always control other people's behaviour we must accept responsibility for our own behaviour.

It is unrealistic for individuals to like everyone they come into contact with; after all we are all unique with different values, attitudes, interests and personalities. It's ok to not like someone but it's not ok to treat them with a lack of respect.

## **Overview and resources**

To explore what respect means and how we all play our part in helping to create a positive environment in our school, community and whilst online.. Respect is a way of feeling and at the same time a way of behaving.

### **Resources & Materials needed:**

- Flipchart stand and marker pens
- Blank flipchart paper
- Whiteboard
- Projector /screen with audio to show film
- Coloured pens
- Blue tack or drawing pins
- #respectmeans video – view here: <https://youtu.be/EOyJpKqm704>
- respect*me* poster ‘#respectmeans’
- RESPECT letters for colouring
- Speech bubble templates- “#respectmeans” download and print copies from the respect*me* website: [www.respectme.org.uk](http://www.respectme.org.uk)

**Total time needed for all activities: 45 minutes**

## **Part 1: What does respect mean? (10 mins)**

Respect can mean different things to different people but there are certain common characteristics of respectful behaviour that exist. Having a common understanding of what these basic principles are is important to knowing how to build relationships based on respect.

**Key message:** *Relationships come in many different shapes and sizes – including online relationships – but respect is fundamental to them all and it should be at the heart of how we treat each other. By role-modelling respectful relationships, you can help prevent bullying.*

***The following steps will work best with a Primary School-aged group. If using with older children, start from Part 2.***

### **Step 1.**

Divide the class into 7 smaller roughly equal sized groups. Hand each group one of the seven letters that make up the word Respect. Give the group a couple of minutes to colour the letter in using coloured pens. Collect these once coloured in and arrange them randomly whilst blue tacking them up on the wall or whiteboard.

### **Step 2.**

Ask the group for a volunteer to unscramble the letters to spell a seven letter word that means “having consideration for others.” Rearrange the letters correctly to spell “respect.”

### **Step 3.**

Explain to the group that it can be difficult to describe what respect means exactly and so this session is all about considering what respect means to each of us to help us better understand the idea of respect.

Ask the whole group for ideas about what respect is. Record on the flipchart for everyone to see.

Suggestions: Consideration, acceptance, caring, kindness towards others, good manners etc.

**Summarise by saying that respect can mean several things and that it can mean different things to different people. It is a combination of our behaviour towards others and how it makes them feel.**

## **Part 2: Respect looks like/sounds like (20mins: 10 minutes for discussion/10minutes for feedback)**

Staying in the same groups give each group a blank sheet of flipchart paper and marker pen and ask them to draw a large stick figure on it.

**Explain that this activity is all about exploring what behaving with respect towards a person actually means in practice. Tell them that we are going to discuss the kinds of things that we can do and say to each other that show respectful behaviour and make others feel respected.**

Ask them to write at the top on one side of the paper "Looks like" and on the other side of the paper "sounds like"

- Discuss how can you tell when you are receiving respect from others by the things they do/actions they take? Record under "Looks Like"
- Discuss the kinds of things people say to each other when they are showing respect. Record under "Sounds like"

Get them to write down any points on the flipchart paper around the stick figure in order to feedback to the main group afterwards

**Examples for "looks like" could be:**

*They show interest in what I am saying by listening to me and including me*

*They accept me for who I am and don't try to change me*

*They include me if I look left out*

**Examples for "sounds like" could be:**

*They ask me "How are you doing?"*

*They recognise when I've done something good. "Well done you!"*

**Get each group to stick their flipcharts up on the wall.** Ask groups to present their thoughts about how we show respect back to the main group.

**Make the point that respectful behaviour is important in our face to face AND online relationships with others. Also that we all have a responsibility to behave respectfully and to expect to be treated with respect by others.**

### **Part 3. Film: (5 mins)**

Explain that you are going to show them a short film about the need to respect others and that you will discuss the film afterwards.

Lead a whole group discussion and start by asking participants to share what they have taken from the film.

**Summarise by saying that it's ok not to like someone, agree with someone or enjoy the same things that they do but regardless of this everyone deserves to be treated with respect.**

**It's not ok to bully someone because we don't like them or because they are different from us i.e. we don't share the same opinions, values, interests, culture as them. We all have a human right to respect.**

You could at this point show them the *respectme* poster and ask them for suggestions for a good place to put it in school.

**Reiterate the key message:** *Relationships come in many different shapes and sizes – including online relationships – but respect is fundamental to them all and it should be at the heart of how we treat each other. By role-modelling respectful relationships, you can help prevent bullying.*



#### **Part 4: What respect means to me – 5 mins**

This final activity gets participants to reflect on the connection between respectful behaviour and the impact it has on them as individuals.

Hand out blank copies of the speech bubble template.

Ask each person individually to write down in large letters a word or phrase in their speech bubble that best describes for them personally what respect means or feels like to them.

#### **Part 5: Photo Opportunity for Social Media – 5 mins**

Encourage your class/group to join the national conversation in Scotland by sharing what respect means to them. Arrange the whole group for a photo. Choose 7 taller people to hold up one of the coloured in letters up high at the back so that they spell out “respect”.

Get the remaining participants to stand in front holding up their “respect means” speech bubbles.

Take a photo of the whole group and with appropriate permissions share on your school’s social media channels using #respectmeans tagging @\_respectme\_ and #ABW17

You could either ask the group to keep their speech bubbles and share a picture of them on their own social media channels, or gather them in and display them somewhere prominent within the school.

## **Supporting Information**

### **Curriculum for Excellence**

The lessons support the experiences and outcomes within the Health & Wellbeing part of the Curriculum for Excellence and promotes Children's Rights and Wellbeing.

### **Mental & Emotional Wellbeing**

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships I care and show respect for myself and others **HWB 0-05a**

### **Social Wellbeing**

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. **HWB 0-10a**

### **Relationships, Sexual Health and Parenthood**

I recognise that we have similarities and differences but are all unique **HWB 0-47a**