

Weaving Well-Being Positive Relationships Programme Samples

Teacher Guide - Y5/P6

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Lesson 2: Respect

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Lesson 2: PowerPoint Slides

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Lesson 2: Supplementary Worksheet

Different Opinions, Same Respect! - SW2

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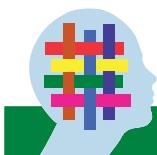
Lesson 2: Class Poster

Showing respect to others - (CP2)



Weaving Well-Being

THE MORE YOU WEAVE...
THE BETTER YOU FEEL!



Part 3

Lesson Plans and PowerPoint Slides

Lesson 2: Step 1 - Respect

England

Wales

Scotland

Northern Ireland

Core Theme 2: Relationships

Respecting Self and Others - *Pupils should have the opportunity to learn:*

- R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online
- R31. To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
- R32. About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

Skills - *Learners should be given opportunities to:*

- Express their views and ideas confidently through a range of appropriate methods

Active Citizenship - *Learners should be given opportunities to:*

- Develop respect for themselves and others
- Value diversity and recognise the importance of equality of opportunity
- Understand how injustice and inequality affect people's lives

Mental, emotional, social and physical well-being

Mental and emotional well-being

- 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 2-05a

Social well-being

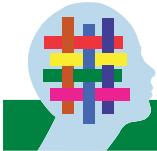
- As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 2-09a
- I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 2-10a

Strand 2: Mutual Understanding in the Local and Wider Community

Relationships with Family, Friends and at school

Children should have opportunities to explore:

- Understanding the need for rules and that they are necessary for harmony at home and at school
- Exploring and examining the rules within their families, friendship groups and at school
- Considering the challenges and issues that can arise at home, at school between friends and how they can be avoided, lessened, or resolved



Part 3



Lesson Plans and PowerPoint Slides

Objectives

1. That the children will understand two particular meanings of the word 'respect'-
 1. A feeling of admiration for someone.
 2. A way of treating others which is based on equality.
2. To give the children the opportunity to explore and discuss the concept of respect as referred to in meaning 2 above.
3. To allow children to reflect on the role of respect in nurturing positive relationships with others.
4. To introduce the concept of self-respect to the children.
5. To give the children an opportunity to identify a number of guidelines for establishing and nurturing respect for others.
6. To give children the opportunity to reflect on times when they were or were not treated with respect, and how that made them feel.
7. To give the children the opportunity to actively engage with these guidelines and explore any benefits this brings to their personal relationships.

Development

- Show and discuss PowerPoint slides.
- Discuss and complete one or both of the activities in the children's book.
- Discuss and set the homework page.
- Look for informal opportunities to embed the concept of respect inside and outside the classroom. Remind children of the guidelines and comment on respectful interactions. Give the children opportunities to discuss how these interactions make them feel.

Cross-curricular Links / Supplementary Activities

- **Different Opinions, Same Respect** - Supplementary Worksheet - SW2 (page 59)
This activity gives children the opportunity to share different opinions and to respond to each other in a respectful way. Full instructions are included on the worksheet.
- **Drama** - In groups, allow the children to write and perform two scripts of the following scenarios using the guidelines to demonstrate:
 - a) A respectful way b) A disrespectful way
 - *A difference of opinion over what game to play*
 - *A disagreement about a game or PE activity*
 - *Asking someone to stop doing something that is annoying you*
 - *Discussing with your parents the reasons why you should be allowed to stay over at your friend's house*

- **Circle time - Discussion** - *Have you ever felt disrespected? Talk about what happened and how you felt.* Alternatively, children can write this down anonymously and the examples can be read aloud and discussed. Ensure every child is given a sheet of paper to write on and hand up to make the sharing process easy and in case children do not want to be identified. If they don't want their contribution read out they can say this on their page.

Discussion - What did anyone learn from this? How can we use what we have learned going forward?

- **Creative Writing** - Write poems or composition in the title of '**What Respect Means to Me**'.
- **Visual Art** - Design posters of the '**Guidelines for Respectful Relationships**'.

ICT Poetry - Search the internet for the powerful poem '**What Everybody Knows Now**' by Jacqueline Woodson. Discuss the lack of respect in this poem in terms of racial discrimination.

Links to the videos used in this lesson, can be found on the digital companion page for this taster book on: www.otb.ie/well-being-taster

Links to the videos used in all ten lessons as well as other recommended third-party videos that support the delivery of the lessons are available on the digital companion page of the **Positive Relationships Teacher Guide**.



Part 3

Lesson Plans and PowerPoint Slides



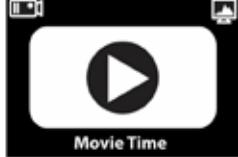
Lesson 2: PowerPoint Slides Respect

PP Lesson 2 PowerPoint is available to download on the digital companion page for this taster book on: www.otb.ie/well-being-taster

PowerPoints for all ten lessons are available on the digital companion page of the **Positive Relationships Teacher Guide**.



<p>Slide 16 Positive Relationships</p>  <p>Lesson 2 Step 1: Respect</p> <p>Weaving Well-Being</p>	<p>Slide 17 Respect</p> <p>What do you think the word 'respect' means? We can think of respect in two ways:</p> <ol style="list-style-type: none"> 1. A feeling of admiration for someone you really look up to. 2. A way of treating people based on the idea that we are all equal and important. This means accepting people as they are and recognising their rights and needs. <p>This programme is based on the second meaning.</p> <p>Weaving Well-Being</p>	<p>Slide 18 Treating Others with Respect</p> <p>Let's think about what it means to show others respect.</p> <p>When we show respect to others, we value their rights and feelings. We show that we understand that we are all equally important. We can accept that others are different and may have different opinions to us.</p> <p>Weaving Well-Being</p>
<p>Slide 19 Why is Respect so Important in Relationships?</p> <p>Why do you think that respect is so important in relationships? Respect is important in relationships because it is an attitude and a way of behaving which values people's feelings. Everybody has the right to feel equal and important in their own way.</p> <p>Weaving Well-Being</p>	<p>Slide 20 How Does it Feel?</p> <p>Now think about a friend who treats you with respect. Remember this means they show you that you are important and equal to them. Think for a minute... How does this make you feel? Share your thoughts in pairs or with the class. It can make you feel... Important, valued, accepted, equal, strong, like you matter...</p> <p>Never think you are worth any more or any less than another person</p> <p>Weaving Well-Being</p>	<p>Slide 21 What Does Disrespect Feel Like?</p> <p>Have you ever felt disrespected by someone? Think for a minute... How did that make you feel? Maybe it made you feel... Small, useless, weak, unimportant, worthless, unaccepted...</p> <p>Weaving Well-Being</p>
<p>Slide 22 Respectful Relationships</p> <p>We can see how respect and disrespect make people feel. So for healthy and positive relationships with others, we need to start with an attitude of respect. Next we are going to look at a list of guidelines (do's and don'ts) for treating others with respect. Before we do that, what do you think should be on the list?</p> <p>Weaving Well-Being</p>	<p>Slide 23 Guidelines for Treating Others with Respect</p> <p>Do:  Treat others the way <i>you</i> would like to be treated. Remember that everyone is equal and important, even if they are different to you. Listen carefully. Think about how people feel. Remember the rights of others.</p> <p>Don't:  Make people feel small or bad about themselves.</p> <p>Weaving Well-Being</p>	<p>Slide 24 Self-Respect</p> <p>Don't forget to treat yourself with respect too!</p> <p>How can you treat yourself with respect?</p> <ul style="list-style-type: none"> - Make good choices about your health and well-being. - Act in ways which make you happy about the kind of person you are becoming! <p>Weaving Well-Being</p>

<p>Slide 25 Have a look!</p> <p>Here are some American high school students performing a rap about respect which they wrote themselves! (3:41)</p>  <p>Movie Time</p> <p>Weaving Well-Being</p>	<p>Slide 26 Pupil Book Time</p> <p>Now it's time to do some activities in our Weaving Well-Being Pupil Books. We will also have a homework challenge to try this week to help us to create our own well-being.</p>  <p>Weaving Well-Being</p>
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