



*Peaceful Solution  
Character Education*  
PROGRAM



**RESPECT**

**To Change The Hearts And Minds**

# The Peaceful Solution

*Character Education Program*



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*Character Education Program*



## Teacher's Manual Respect Unit Unit Four

*By Yisrayl Hawkins*

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# The Peaceful Solution

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# Preface

## Influence From The Teacher

Thinking back on my early school years, I remember many of the things taught by my teachers that were not part of the regular curriculum. It was those teachings that influenced my thinking. Many of them still guide my actions today.

I remember very early in my childhood, even before my school years, things my parents taught me that actually guided my interaction with others. One statement that I heard more than once from my father, in the face of some frustrating event, was “Son, two wrongs do not make a right.”

Had my father’s words not been mentioned in my hearing, but other, more damaging words, such as “Get even!” “Fight back!” “I’ll never forgive you for that!” or, “I’ll get you for that!” I may have treated others differently.

In my lifetime, I have seen many people retaliate—children, adults and nations. However, I have never seen peace brought by someone doing wrong to another after that person did wrong to him.

Teachers greatly influence our future leaders. This means teachers have a major impact on the outcome of the world’s future. Just a few words placed in a person’s mind, at the proper time, can actually guide that person’s thinking for the rest of his or her life.

A morally sound, wise, caring teacher can help one, ten, or ten thousand students on their way to becoming morally sound, wise, caring adults.

Reading *The Peaceful Solution Character Education Program* to any student will mean a lot. Influencing the student with the personal determination to leave the classroom with the wisdom and knowledge found in these books will mean everything in the student’s life.

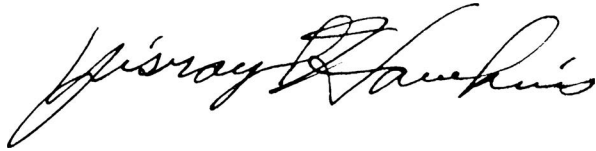
Everyone needs direction, but the early teen years are those when children actually seek direction primarily from those outside the home. Most children, during these years, feel that they know everything that their parents know. Therefore, they will listen more closely to those outside the home, thinking they will learn things that their parents don’t know.

The stage is therefore set because the teacher is exalted in their minds as the one having the answers. Hence, we dedicate these books to the teachers; the world leaders of tomorrow.

*Unit Four*

The trust we place in you is the ultimate sacrifice. We place our children's lives in your hands because we know you will influence them positively. We are confident that they will be the beneficiaries of *The Peaceful Solution Character Education Program* with your influence.

Respectfully,

A handwritten signature in black ink, reading "Yisrayl Hawkins". The signature is written in a cursive style with a large, sweeping initial "Y".

Yisrayl Hawkins  
Author and Promoter of  
*The Peaceful Solution Character Education Program*

# Introduction

*The Peaceful Solution Character Education Incorporated* is pleased to introduce you to the most unique, effective and practical character education program available today. You are holding a teaching tool that is guaranteed to minimize crime and violence, social disunity and moral degradation in the classroom, home and community.

Most people are involved in some kind of religion today, so when they express morality, they tend to be guided by what they have been taught by their churches, temples, synagogues or mosques. This is something we must guard against in public schools because of present laws concerning church and state.

We ask that you be aware of the fact that these lessons are designed only for the purpose of developing the student's character. These lessons teach proper, acceptable character education in a way that will penetrate and change the heart and mind of a student, or adult. This program will produce the result in young people that society desires to see.

We have noticed that these lessons are even more effective when the teacher encourages the practice of the principles of the lesson throughout the day as incidents arise between teacher and student, or student and student.

Please remember that your class will be an example, simply because character education is introduced into the school curriculum.

## Teachers Are The True Leaders Of The World

All teachers now have the opportunity to make a great change in the character of their students. With the use of *The Peaceful Solution Character Education Program*, you are not only teaching, you are actually molding leaders who will use what you are instilling in them to bring about better living conditions in this world.

We must not fail to build moral values in the students we are now teaching. This will not just reflect in the child but in the entire world around us. That is, your leadership will be reflected in the actions of the leaders you have taught and will teach.



# How To Use This Program

The *Peaceful Solution Character Education Program* consists of five units that cover *Character, Acceptance, Self-Control, Respect* and *Responsibility*. Each unit is designed and formatted to gently lead the student with the basic concepts of character development to becoming a responsible citizen in society. It is important that you (the teacher) work through these units in the order presented to obtain maximum benefit. As you explore each unit, you will realize that the issues covered are very relevant to our young people. Take as much time as you can to explain the concepts, reiterate where and when possible, and solicit as much student participation as possible.

## Teacher's Manual

The Teacher's Manual is comprised of seven lesson plans each followed by the corresponding chapter. These chapters are duplicated in the Student's Handbook.

## Purpose/Objective

The purpose/objective is your evaluation tool for what or how much the students should learn from the lesson taught. Most of our objectives are measured in behavioral changes. Please watch for these changes as your indicator of which concept might need reinforcement.

## Procedure

The steps outlined in the procedures are for flow and continuity. We ask that you read the procedures prior to presentation, in order to guide the students more effectively. Try to become very familiar with all the steps and the main ideas involved. Ask questions periodically to be sure your students understand what is being presented. If your objective is not adequately met, repeat it or use the Enrichment Activities, found in the handbook section of your manual, to increase understanding of the lesson. Enrichment Activities are also great for reinforcing the concepts taught.

## Student's Handbook

The Student's Handbook is a replica of your manual, except that the student's handbook has the answers in the back. Encourage students to read their handbooks before class so they can contribute to discussions or help in problem solving. The activities are designed to help students apply the concepts taught in real life situations. Encourage students to complete the activities.

## **The Role Of The Teacher**

As educators, it is extremely important that we understand the tremendous role we play in the lives of our students. Therefore, our participation in this program is essential to its success. Review the concepts every time a situation arises and not just when the lesson is presented. As significant influences in the lives of our students, we can lay the foundation to help them build strong moral character.

There is a solution to the problems in today's society. *The Peaceful Solution Character Education Program* has provided you with the solutions needed to make a difference through educating our children, on the values and morals they will need for a lifetime.





# UNIT FOUR

## Respect

### Introduction To The Unit

The *Peaceful Solution Character Education Program* is designed to teach a person how to develop a positive character. When applied, this program can improve every aspect of life.

In this unit, “**Respect,**” students will learn the importance of showing care and concern for others, themselves, society, and the environment. We live in a world where disrespect has become commonplace. People sometimes value their possessions more than the life of a fellow human being. We witness this behavior in the forms of violent acts and vulgar language on television, at the movies, in video games and in songs. The entertainment industry seems to promote the misconception that such disrespect is normal and is simply a sign of our changing times.

Without appropriate role modeling of what respect is, and how it should be applied to every interaction, our youth then practice this disrespect displayed in entertainment and other aspects of their everyday lives. The results are homes where parents no longer have authority and schools where there is disruption in learning because of teasing, bullying, and physical or verbal assaults.

As educators, we have a responsibility to teach our students that disrespect is harmful and can result in many negative consequences.

Some issues presented in this unit are:

- All life deserves respect.
- Self-respect is gained by recognizing one’s worth and one’s potential to contribute to society.
- Appropriate ways to respond to disrespect.
- The importance of treating the environment with respect.

When the concept of respect is fully explored, students will have the tools necessary to practice respect for themselves, others, and the environment; thereby, improving their quality of life

and the lives of those with whom they interact. They will also learn that by practicing self-control they will be better able to cope with those who show disrespect.

An excellent way to begin the unit is by reviewing the list of negative and positive character traits (found on **pages 203-208**). Encourage students to become people of integrity by developing positive traits and eliminating negative traits from their character. Teach each lesson with zeal and excitement, and use the enrichment activities to solidify the concepts of respect in the minds of your students.

As students grasp and understand the importance of obtaining a positive moral character, as taught by the *Peaceful Solution Character Education Program*, they will develop traits that will lead them into becoming true role models. Therefore, it is our responsibility as teachers and educators to guide them into that direction, which will benefit not only themselves, but all their interactions.

# Chapter One

## The Value Of Respect

### Note To The Teacher

It is no longer shocking to hear about or witness our youth displaying disrespectful behavior. Verbal or physical abuse, and defacing and destruction of property are common within our schools and neighborhoods. How did disrespect for people and their possessions become so rampant in society? How can we, as educators and role models, discuss these concerns with our students?

The sad fact is that many people perceive disrespectful behavior as normal in today's world. Students see nothing wrong with demonstrating their opposition to authority, ignoring instructions or damaging the property of others. Left unattended, this attitude only leads to large scale social problems and increasing numbers of juvenile delinquents.

This chapter will enable students to have a greater understanding of how respect can improve the overall quality of life.

Included in this chapter are discussions on:

- Basic fundamentals of respect which must be applied to all life.
- The importance of valuing and appreciating others and their property.
- How to avoid disrespect.

*Unit Four*

# Lesson Plan

## The Value Of Respect

### PURPOSE/OBJECTIVE

Students will understand that respect begins with value and appreciation. Students will also understand that all people and their possessions deserve to be treated with respect.

### MATERIALS

- *Teacher's Manual Audio Lessons*
- CD Player
- Students' handbooks

### PROCEDURE

1. Tell students that they are beginning Unit Four of the *Peaceful Solution Character Education Program* entitled “**Respect.**” Explain to students that in this unit they will explore the importance of respect in regards to themselves, others, society, and the environment. In today’s lesson, they will learn that respect begins with understanding the concept of value and appreciation for other people, possessions, and how we treat them.

2. Ask students for their ideas of what respect means. Discuss the meaning of the word respect. **Respect** means *to value or regard the worth of people and things and to treat them with consideration, care and concern*. Have students turn to **page 3** in their handbooks and read the “**Introduction.**”

3. **Activity:** Tell students that the first step to developing respect for others is to acknowledge that all things have value.

Divide class into groups of 4-5 students. Allow at least 5-7 minutes for students to brainstorm and list various ways we can show respect and why. Have one student from each group report their findings to the class. Note the similarities and differences.

4. Have students turn to **pages 4-6** in their handbooks and read the sections entitled “**Different Strokes For Different Folks**” and

**“Steps To Showing Respect.”** Tell students that value leads to appreciation. When they appreciate their belongings, they will want to take care of them and expect others to do the same. Have students do the corresponding activity found on **page 6**.

Discuss with students some of their special possessions. Ask the following questions:

- a. How do you take care of them?
- b. What rules have you made regarding how other people should respect them?

5. Explain that although we live in a society where possessions can be more highly valued than individuals, people are more valuable than any possession. Stress that in the same way they value their possessions, they must learn to value themselves and others. Guide class discussion by asking students the following questions:

- a. Who deserves respect? (*Answers will vary.*)
- b. What should respect be based upon? (*Answers will vary.*)

Explain to students that all people deserve to be shown respect and that respect must be based upon our shared humanity. Have students turn to **pages 7-9** in their handbooks and read the section entitled **“Appreciate People—They Have Value Too.”**

6. Inform students that respectful interactions lead to meaningful relationships. Guide class discussion by asking students how respect improves the quality of relationships. (*Answers will vary, but may include the following: respectful interactions bring kindness, honesty, and care to relationships.*) Have students read the section, **“Getting To Know You,”** found on **page 10** and do the accompanying activity on **page 11**, then discuss their answers.

7. Explain to students that when we interact in a disrespectful manner, it causes resentment and hurt feelings. Have students turn to **page 13** in their handbooks and read the section entitled **“Disrespect Is Not Normal.”** Tell students that by seeing and hearing so many forms of disrespect, they could misjudge this type of behavior as normal. Stress that disrespect is not normal and should never be accepted as such.

8. **Optional Activity:** Instruct students to turn to **page 14** in their handbooks and read the section entitled **“The Question Of The Day...”** Then play the song entitled **“Respect,”** from the *Teacher’s Manual*

*Audio Lessons.* Allow students to discuss the section and tell how it relates to the words of the song found on **page 15**. Have students take turns reading the scenarios found on **pages 16-18** and allow time for students to answer and discuss the questions.

9. Have students turn to **page 20** in their handbooks and do the activity entitled **“What I Know About Respect.”** Have students share with the class what they have learned about respect from this lesson.

10. Conclude the lesson by having students read the section, **“What I Have Learned,”** found on **page 21** of their handbooks. Encourage students to practice respectful interactions by valuing and appreciating all people and caring for their possessions.

*Unit Four*

# Note To The Student

**D**oes everyone deserve respect? The answer to this question is a resounding “Yes!” In fact, not only do people deserve respect, but so does everything within our environment, regardless of whether it is as small as a pencil or as large as a tree. Whether it is alive or dead, yours or someone else’s, respect must be shown.

## It’s About Respect

Having respect for yourself and others is vital to the way you choose to live your life, as well as how you interact with your friends, family members, and teachers. When people respect themselves, they will not destroy their minds or bodies with drugs or engage in any other risk-taking behavior. When people respect each other, there are less conflicts, disagreements, and misunderstandings. Think about the last time you witnessed a conflict, or were involved in one. Was respect shown? Was the conflict resolved without name-calling or put-downs? If put-downs were used, did they help the situation or make it worse? The likelihood is that disrespectful words and actions contributed to the conflict, and caused hard feelings to linger. Although we know that name-calling and other disrespectful behavior only make problems worse, many people resort to such behavior when angry, or accept them as a normal way to interact.

## What Is The Right Way?

Sometimes it’s hard to figure out the right way to behave, because we now live in a society where both verbal and physical disrespect have become part of everyday life. You see it on TV and the Internet, read about it in books and experience it in real life. In fact, the line between acceptable and unacceptable behavior has become so blurred that those who show respect for themselves and others by dressing appropriately, speaking politely to others, and studying hard are often ridiculed and hassled. There are people who even think it’s fun to steal or damage property. Before we go any further, let’s set the record straight. Making fun of others, stealing or destroying their property is not funny or cool. It’s just disrespectful and wrong.

## There’s A Purpose To It All

This leads us to why learning about respect, as part of the *Peaceful Solution Character Education Program*, is so important. Many people do not think about respect until someone disrespects them or their

belongings. But as you will learn, respect is a quality that we should be constantly aware of. This unit will help you understand how developing respect as a character trait can enable you to have regard for your health and well-being as well as compassion for others. You will also learn about the importance of respect in our society and for our environment.

So pay close attention during these classes. Participate in the activities and class discussions so you can get maximum benefits from the Chapters. What you will learn in the next several weeks will only serve to improve your character for the rest of your life. By learning all you can about how to develop a respectful character, you will have the opportunity to become the best adult you can be and determine your quality of life now and for the future.

“What each person in the world needs right now is a perfect guide for human behavior.”

~The Peaceful Solution

# Chapter One

## The Value Of Respect

### Introduction

**H**ave you ever heard the saying “You must stand for what is right or you will fall for anything”? What this means is that you have to know what is the proper way to conduct yourself so that you are not influenced to do something that is morally wrong. This takes different traits such as honesty, compassion, responsibility and respect. Developing these traits will enable you to stand for what is right and treat others with care and concern.

In this unit of the *Peaceful Solution Character Education Program*, you will learn how to develop the positive character trait of respect. **Respect** means *to recognize the value of people and things and to treat them with consideration, care and concern*. Respect can apply to many things. You can show respect to yourself and others. You can show respect for your own possessions as well as someone else’s. You can show respect for the environment. The foundation of respect is constant, regardless of whether you are demonstrating respect for a person, an object, or our planet.

One important aspect of developing a positive character is learning to show respect to all things for their inherent value. As you will see in this chapter, value is measured in many different ways. Some things have value because of their function, some for their beauty, and some things have value simply because they exist.



*People Respecting People  
Makes The World Go Round.*

# DIFFERENT STROKES FOR DIFFERENT FOLKS



Have you ever heard the saying, “One man’s junk is another man’s treasure”? What do you think this means? This saying points out an important characteristic of respect. What you consider useful and important may not be the same to others. Because we are a society of diverse people, cultures, and ethnic backgrounds, our upbringing and experiences differ. Our likes and dislikes vary depending on what we consider valuable. Understanding the concept of respect takes into consideration that although something may not be valuable to you, it may be valuable to someone else, and therefore, we should show respect towards that thing.

People value different things for many different reasons. When you regard something as valuable, you take into consideration its worth as measured in usefulness or importance. For example, although you may not be old enough to drive, you can understand the value of having a car. A car is very useful and convenient. Other things are valuable because they are beautiful. This is called aesthetic value. For instance, you can value your rock collection of quartz and crystal because they are beautiful, or you may value a painting because of its beauty.

The important thing to remember is that some values are based upon personal preference. Although values are different, respect must remain constant. Just as you would want others to treat your belongings with respect, you must also treat their belongings with respect.



**“Mutual regard for the possessions of others is part of the foundation of respect.”**

**~The Peaceful Solution**

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# STEPS TO SHOWING RESPECT



Showing appreciation for your belongings begins by first recognizing their value. You might value one of your possessions because you worked hard to earn it, or it was a reward for achieving “A’s” on your last report card. Sometimes, people value something because it has been in their family for a long time and has sentimental value. For example, you may have an old T-shirt that you wore when you and your family went on vacation. To your friends it is just an old T-shirt, but to you it represents a special memory.

After you have recognized that your possessions have value, the next step is to appreciate them. To appreciate something is to be thankful for it. For instance, you may not appreciate the value of a winter coat in the summer, but in the winter, you are thankful and appreciative that you have a warm coat to wear.

Thankfulness and appreciation lead to the next step, respect. You show respect for your possessions by taking care of them. Taking care of your belongings includes:

1. Not abusing them.
2. Keeping them clean and orderly, in their appropriate places.
3. Being sure that others who may use them, take care of them as well.

People have rules regarding their possessions. For instance, does your mom ask you not to walk on the carpet with your shoes on, or do you ask your brother or sister not to eat while using your computer? Has your dad ever told you not to play ball in the driveway, because the ball could break the car's windshield? When we make rules regarding our possessions, we are, in effect, telling others how we want them to respect our belongings. Rules show that we care about what we own and that we expect others to care as well.

## I Value My Belongings

List five things you own and value. Why do you value them? What rules do you have regarding them?

What I Own	Why I Value It	What My Rules Are

**"It's not hard to take care of something when you see the value in it."  
~The Peaceful Solution**

# Appreciate People



## They Have Value Too

It is very easy to identify why you value your possessions, such as a computer, CD player or clothes, but did you know that people are even more valuable than any possession you can have? Sometimes, however, we place a high value on our belongings yet treat each other in a disrespectful way. Respect for people begins by realizing that everyone, including yourself, has value.

Appreciating yourself begins when you realize that you are a unique person with many ideas and qualities that can be beneficial to your life and others. This is called self-respect. People who have self-respect, that is based on true morals, can develop a positive character and make decisions that will keep them safe and healthy.

## STRAIGHT TALK

Recognizing your value as an individual should never be confused with being conceited. Appreciating your value simply means to acknowledge your talents and potential and to make every effort to live up to your potential. You can do so confidently knowing that your values reflect true positive character.

Recognizing your value leads to self-respect. People who have self-respect are more likely to avoid risk-taking behavior. They strive to develop a positive character and do not succumb to negative pressure and influences.

You can show appreciation for all people by understanding that there is a fundamental value to life. Keep in mind that appreciation is a part of respect. It helps you to care for others and to treat them the way you would like to be treated.

**Fundamental respect for all people is shown when we:**

- ☺ Avoid violent verbal or physical behavior.
- ☺ Interact with consideration of others' needs.
- ☺ Accept that people are unique and have different beliefs and values.

**Here is an example of how someone can demonstrate fundamental respect for all life.**

Charles passed the homeless man on the corner every day as he walked to school. Sometimes the man asked for money, but Charles would not speak to him. At school, there is a special program about the homeless. Charles remembered the homeless man and mentioned him to the counselor from the Homeless Shelter. The counselor thanked him for his concern and said he would send someone to help the man.

\* \* \* \* \*

**Here is an example of not demonstrating fundamental respect for all life.**

Bill passed the homeless man on the corner every day as he walked to school. Sometimes when the man asked for money, Bill would make fun of him, and mock him. Sometimes Bill and his friends played tricks on the man and threw garbage and rocks at him when he was sleeping.

\* \* \* \* \*

From these two scenarios, it is clear to see that basic respect must be shown to all people, regardless of their circumstances. No one deserves to be ridiculed or treated cruelly. In the first scenario, Charles was not verbally or physically abusive, and he showed compassion by telling the counselor about the homeless man. Because of Charles's thoughtfulness and consideration, maybe the homeless man was able to get the help he needed to improve his life. In the second scenario, Bill was both verbally and physically abusive. He showed no compassion. He and his friends were disrespectful and cruel.

Although these are only scenarios, this type of disrespect often occurs in real life.

Read the excerpt from the following article.

### Band Of Teens Sought In Fatal Beating Of Homeless Man

Las Vegas (AP)—A band of teenagers was being sought Monday in the fatal beating of a homeless man who had been assaulted repeatedly in recent weeks, police and an acquaintance said.

Police found the victim about 8 a.m. Sunday in a vacant lot a few blocks west of downtown near Valley Hospital Medical Center.

Lt. Wayne Petersen said the man apparently died of blunt force trauma. His name was not released.

The same homeless man had been treated at nearby University Medical Center in Las Vegas after being beaten March 12 by three or four teenagers,

police said.

A resident in the area reported hearing shouts early Sunday and saw three or four males walking away, police said. One was described as wearing a long, white robe.

A woman who said she often talked to the slain man at a bus stop in the area said he also was assaulted by three teenagers last Monday and Wednesday.

Deanna Sawyer said she knew the man as “Rusty.” She said he told her he didn’t know the reason for the attacks, but believed the same teenagers were involved each time.

4/21/01 geocities.com

Appreciating the value of life means realizing that life, all life, is valuable. In fact, each person is like a diamond. A diamond is valuable; however, the more polished it is, the more valuable it becomes.

Each person’s potential may not be immediately apparent, but with the right environment and encouragement to build a positive character, everyone can develop their full potential over time.

The important thing to remember is that each person deserves to be treated with respect. Such a person is better able to develop into the most productive person he can be. When we show disrespect to others, we are, in effect, saying that they do not deserve to be part of the human race. This way of thinking is wrong. As you will see later in this unit, when people are not given the basic respect that all life deserves, the result can be hatred and war.

## Basic Rules For Respecting All People

Always remember that people have value and must be respected because:

- ✓ They are living, breathing members of the human race.
- ✓ They have goals, abilities, and potential.
- ✓ They can build a positive character and be productive members of society.

**“Each person has goals, desires, and the potential to contribute something of value to the needs of others.”**

~ The Peaceful Solution

# *Getting To Know You*

Another important reason for relating to people respectfully is that it allows you to get to know them. Respectful interactions involve not only the basic respect for all life, but also the following:

## *Courtesy*

You can be courteous in many ways. For example, we show courtesy by not interrupting when someone is speaking or by saying, “Please” and “Thank you,” when appropriate.

## *Kindness*

Treat others with concern for their feelings. Do not speak or act in a way to intentionally hurt them.

## *Fairness*

Treat another’s possessions the way you would want him to treat yours. This means asking permission before touching another’s belongings and respecting the answer given, even if it is “No.” You must also follow the rules they have set concerning their possessions.

## *Honesty*

No one wants to be lied to or dealt with dishonestly. You show respect to others by being honest in your words and actions. Be responsible for your words and let them be something others can rely on.



## *Obedience*

If someone in authority is telling you or asking you to do something that is not harmful or immoral, use a courteous tone of voice, be obedient, and follow instructions.

By interacting in respectful ways, you can develop meaningful relationships. Think of one of your friends. How did you become friends? What kind of interaction did you have that lead to a bond of friendship? When you consider the positive relationships in your life, your parents, siblings, friends, and teachers, you can clearly see the important role respect plays in forming positive social relationships.

## Respect is the foundation of all positive relationships.

**On the lines below, write about a positive relationship you have. It could be with a parent, friend, sibling, or teacher. List the ways you show each other respect.**

Name of person: \_\_\_\_\_

Ways respect is shown to each other: \_\_\_\_\_

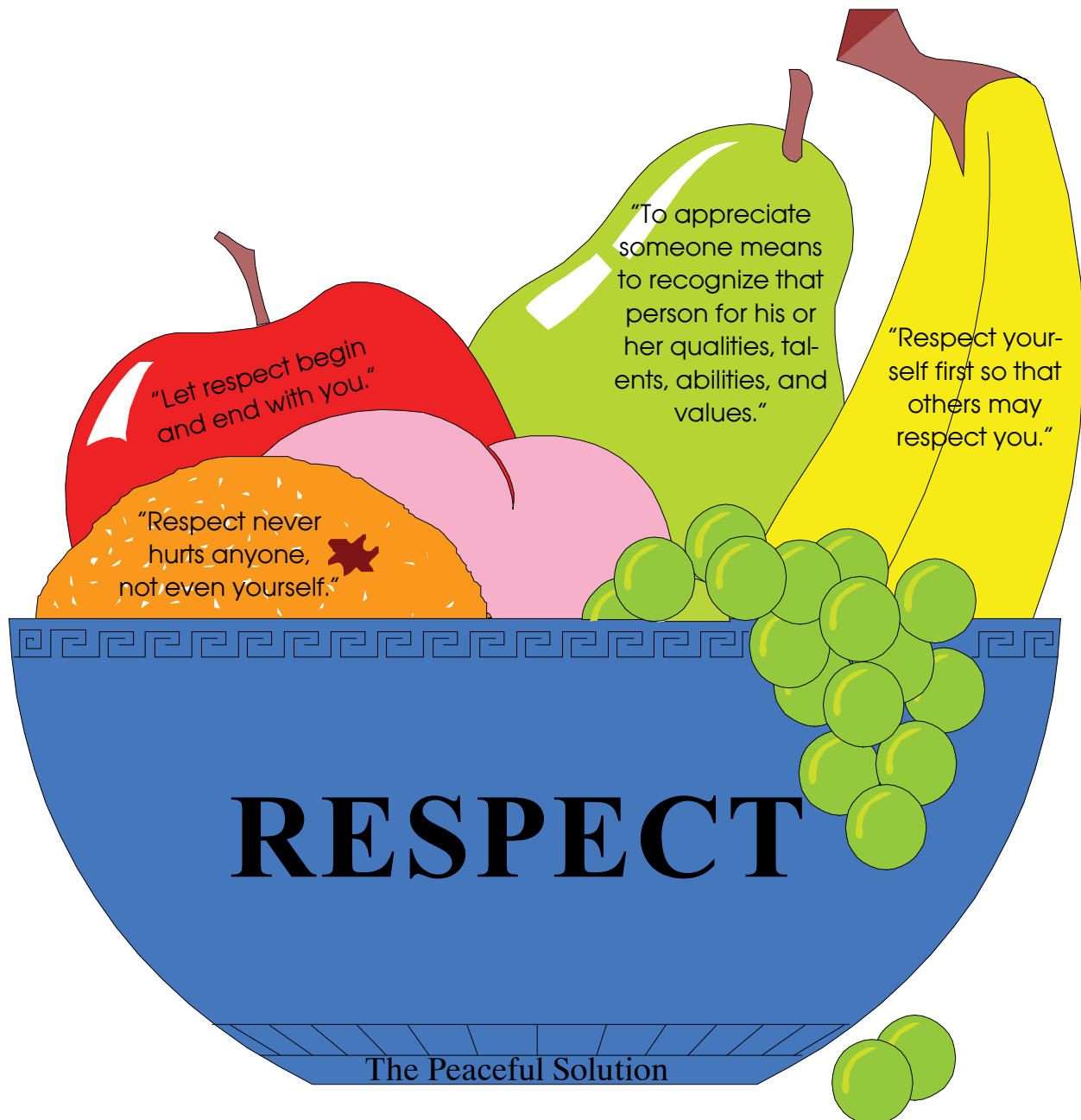
*(Answers should reflect a demonstration of behaviors such as courtesy,*

*kindness, fairness, honesty, and obedience in this interaction.)*

*“Showing respect is to recognize the qualities and worth of others and to treat them the way you would want to be treated.”*

*~ The Peaceful Solution*

# Food For Thought



## Did You Know?

# DISRESPECT IS NOT NORMAL

If respect leads to positive interactions, what do you think disrespect will lead to? Disrespect is the foundation of all negative and abusive interactions and relationships. In our society, disrespect is seen in many different forms, but one thing is certain, it can result in hurt feelings, resentment, verbal and physical aggression, violence, war, and even death.

Examples of disrespect are so common in our society that they are often considered to be a normal part of life. The fact is, it is not normal to interact with others in disrespectful ways. Disrespect should never be accepted as just a part of life.

The following is a list of some of the common forms of disrespect that are widespread within our society.

☒ **Verbal disrespect** includes not saying “please,” “thank you,” or “excuse me”; cursing; name-calling; teasing; bullying; threatening to hurt someone; and sarcasm.

☒ **Physical disrespect** includes assault with a weapon, hitting, pushing or kicking as well as touching someone’s body inappropriately.

☒ **Self disrespect** includes not taking care of yourself by not keeping yourself clean, abusing alcohol, experimenting with drugs, engaging in premarital sex, and even dressing and acting inappropriately.

☒ **Disrespect for the environment** includes littering, polluting and harming animals and plants.

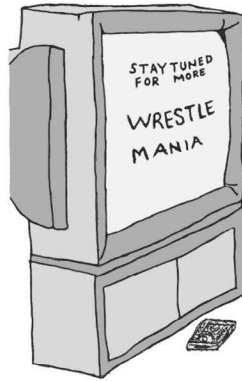
☒ **Disrespect for property** includes stealing, and defacing property as in the case of graffiti.

☒ **Other forms of disrespect** include rude or vulgar gestures and inappropriate public behavior such as playing songs with vulgar language in a public place.

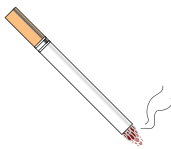
## The Question Of The Day...

### *Why do people choose to disrespect themselves and others?*

There are many reasons why disrespect seems to be a “normal” part of society. One reason is the entertainment industry. Did you know that what you see on television and in the movies influences your thoughts and interactions? We see disrespectful behavior on television talk shows, sitcoms, dramas and even commercials. In movies, aggression and retaliation are often the main theme with plots that focus on the hero’s quest for vengeance. We also hear disrespectful language in songs and music videos. Cursing, name-calling, murder, and violence are presented for our “enjoyment.” These are only some examples of how disrespectful behavior has become a part of the entertainment industry. Many studies have proven that repeatedly witness-



ing acts of violence, aggression, and inappropriate sexual conduct, as they are presented on television and in the movies, desensitizes or makes one unaware of appropriate, moral behavior. This makes people more likely to respond with violence when they get angry and to engage in premarital sex, because the media gives the false impression that “everybody is doing it.”



Another reason why people are disrespectful is that they act impulsively and do not practice self-control. Controlling anger and other emotions by carefully considering the possible consequences of your actions leads to positive, respectful choices. Yet, the tendency in society today is to respond with disrespect when negative emotional situations arise.





# Respect

## Verse One

Society teaches disrespect but it's not right  
 'Cheating and stealing will only cause a fight  
 It's respect that we must always show  
 No matter who you are or where we go  
 Be honest, truthful, faithful and fair  
 When we show respect, it proves how much we care.  
 We show love by the way we treat others  
 If we respect one another  
 We need to love so we can turn away hate  
 And rebellion against authority is a huge mistake  
 Many try to love but they don't know how  
 So they try to confuse you with a hug and a smile  
 Love is respecting each other and if it comes down to it  
 Love is protecting one another  
 My respect flows like a river and if I see someone in need  
 Then respect is what I give them

## Chorus

Respect is the right way  
 Let's show respect every day  
 To everyone that you see  
 To your friends, neighbors and society  
 So we can all live peacefully  
**(Repeat Chorus)**

## Verse Two

When I look around it's disrespect I see  
 No peace, love or harmony  
 Always remember to show honesty  
 Obeying rules guards one's safety  
 Don't let anyone guide you to do wrong  
 Show respect for yourself and stand strong  
 Friends could lead you away but not bring you back  
 Self-control, think before you act  
 Dressing modestly is the right decision  
 Cause your body is your special possession  
 Don't let anyone touch without asking  
 If they do, then they will be trespassing  
 Let's respect others privacy, then we all will live peacefully  
 So hold on to the Peaceful Solution and that's my conclusion.

**(Repeat Chorus four times)**

R  
E  
S  
P  
E  
C  
T

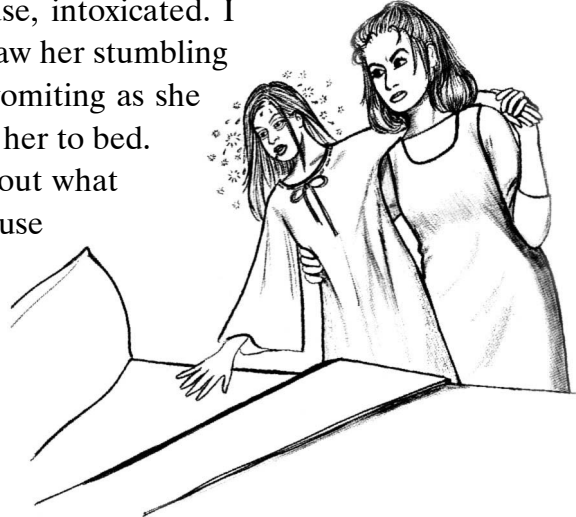
# Scenarios

Read the following scenarios and discuss the questions that follow.

## SCENARIO 1

It was around two-thirty in the morning when I caught my teenage daughter, Trisha, creeping into the house, intoxicated. I was shocked and lost for words when I saw her stumbling down the hallway barely able to walk, vomiting as she went along. I cleaned her up and helped her to bed.

The next day I questioned Trisha about what had occurred the night before. Her excuse was that all her friends were drinking and she did not want to be left out or be considered a geek. When I pointed out the seriousness of what she had done, sneaking out at night and getting drunk, she argued that it was okay and “no big deal.” She said she knew that I would be upset and would not understand.



1. Did Trisha show respect for herself? Explain your answer.  
(No, Trisha showed no respect for herself. She gave in to peer pressure by partaking in risky behavior and abusing alcohol.)  
\_\_\_\_\_  
\_\_\_\_\_
2. Was Trisha respectful to her mother? Explain your answer. \_\_\_\_\_  
(No. She was not. She left the house without her mother's permission, then argued with her mother rather than apologizing for her behavior.)  
\_\_\_\_\_  
\_\_\_\_\_
3. How could Trisha have shown respect to her mother and herself?  
(Answers will vary but may include: following the rules of the house, not sneaking out, not arguing, not abusing alcohol, not giving in to peer pressure, and choosing better friends.)  
\_\_\_\_\_  
\_\_\_\_\_

## SCENARIO 2

Ron and Jeff were at the park roller-blading. Feeling tired, they decided to sit on a park bench to cool off. Jeff pulled out his pocketknife and started carving his name into the bench. Ron asked if he could have a turn because it looked like fun. Jeff handed him the knife.

Just then, a park ranger came by in his truck and saw what Ron was doing. The park ranger explained to Ron and Jeff that they were defacing public property and that they would be liable for the damages. After explaining what they had done wrong, the park ranger politely asked the boys for their addresses and phone numbers so that he could make out a citation. Ron got angry and started yelling at the park ranger, calling him names. Jeff told Ron that he was making the situation worse and asked Ron to be quiet, but Ron started yelling at Jeff too.



1. Did Jeff and Ron respect the park property? Explain your answer.  
(No. They did not respect the park property because they damaged the park bench with a pocketknife.)  
\_\_\_\_\_
2. Did Ron show respect to the park ranger? Explain your answer. \_  
(No. He did not show respect because he started yelling at the park ranger.)  
\_\_\_\_\_
3. Did Jeff show respect to the park ranger, Explain your answer.  
(Yes. Jeff asked Ron to be quiet and did not yell at the park ranger.)  
\_\_\_\_\_
4. What could the boys have done to show respect? \_\_\_\_\_  
(Answers will vary but may include: they could have not damaged the park bench, Ron could have been polite to the park ranger as well as to Jeff.)  
\_\_\_\_\_

The following article is an example of not controlling your temper and how this can lead to disrespecting others.

### **Be True To Your School!**

June 1998

In a New York public school, several students who were upset with their 6th grade teacher attacked her. It seemed that the teacher would not allow the class to see a “Jerry Springer Show” on TV. The students “slapped, kicked, punched, and spat” on the teacher! The preteen students were outraged at the minority teacher, because she wanted the class to watch an educational film on TV rather than the more entertaining Springer Show.

This event of classroom anarchy says volumes about the deplorable state of the nation’s public school system. Not only is the watching of television common in public schools, instead of the traditional three R’s, but the students felt that it was their right to revolt in class and attack the teacher like a pack of wild dogs to satisfy their desires.

#### Questions For Discussions

1. How would you describe the behavior displayed by these students?

(Answers will vary but should include: they showed disrespect for the teacher by being rude, violent, and by reacting in a negative way to her decisions as the authority figure.)

2. How do you think the teacher felt towards the students who disrespected her?

(Answers will vary but may include: she will no longer respect these students. Her disappointment in their behavior can lead to hate.)

3. What could be some of the consequences to the students for their actions?

(Answers will vary but may include: they could be suspended or expelled from school. Their parents could be notified and establish some kind of consequence such as grounding them. The teacher may press charges against them for physical harm.)

4. On many TV talk shows, the guests can be extremely disrespectful towards each other. At any given time during the show, they may curse one another, fight, and expose their private body parts on national TV. Do you think students should watch these shows at school? How could these shows influence disrespectful behavior?

(Answers will vary but may include: these shows should not be shown at school. These shows model disrespectful behavior as if it were a normal part of society.)

# *Think About It...*



Can you imagine a school without teachers, or a home without parents or guardians? Respect those in authority.



Imagine a world without the things you own—no food, clothes, shoes, or home. Respect your possessions.



Can you imagine a world without trees or flowers or clean air to breathe? What if there were no wildlife? Respect the environment.

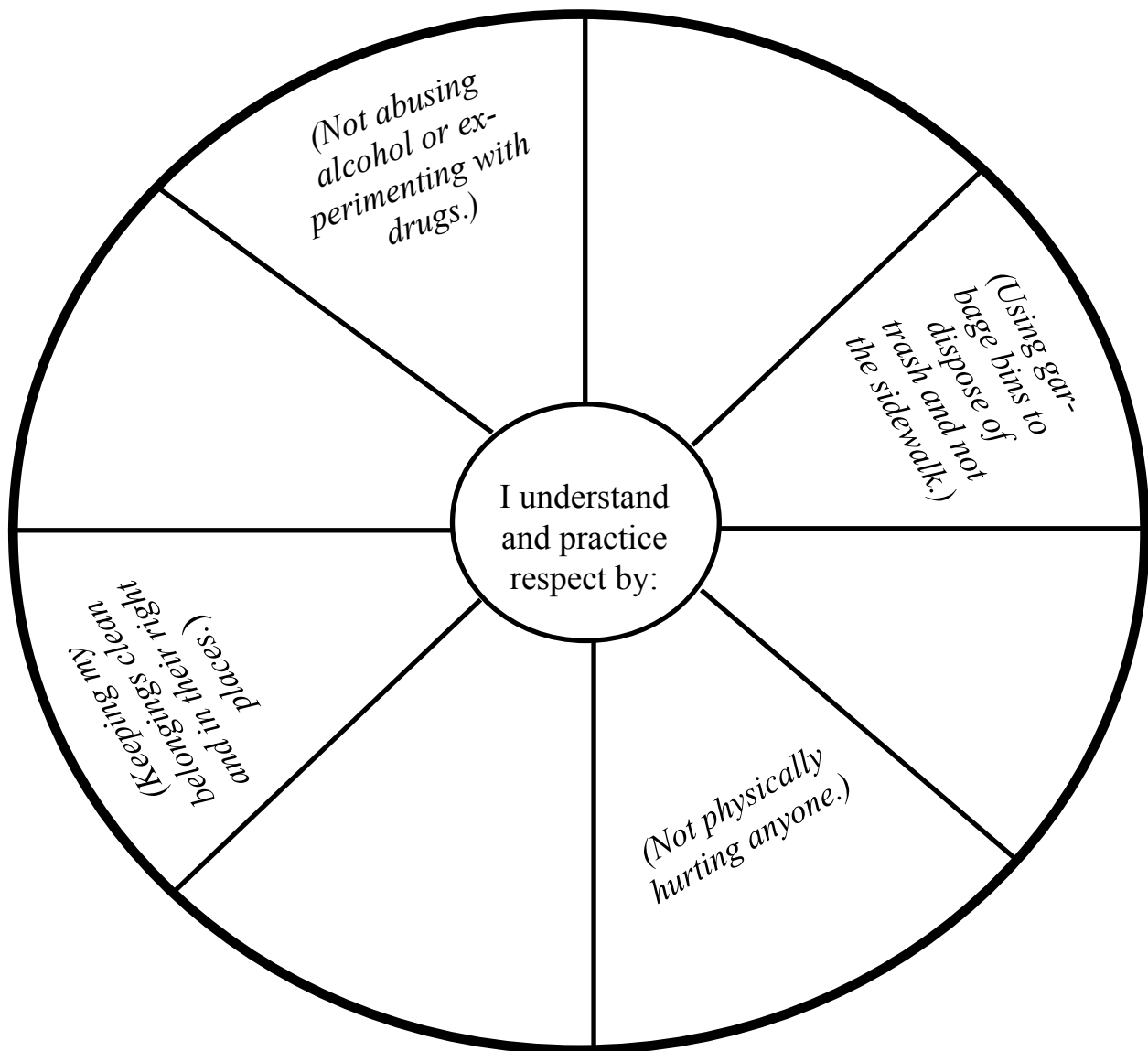


Would you like to live alone with no means to communicate with anyone? Respect all people.

***How Important Are People, Things,  
And The Environment To You?***

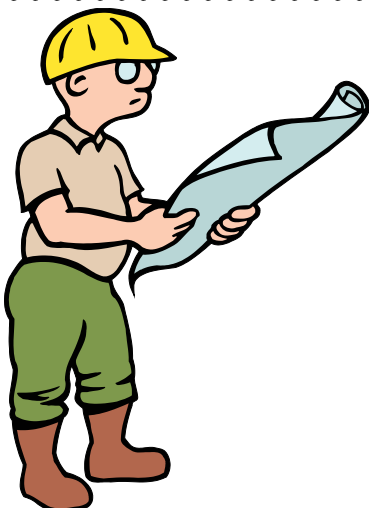
# What I Know About Respect

Using the diagram below, write in each section some ways you show respect for yourself, others, your belongings, and the environment. The following are sample answers.



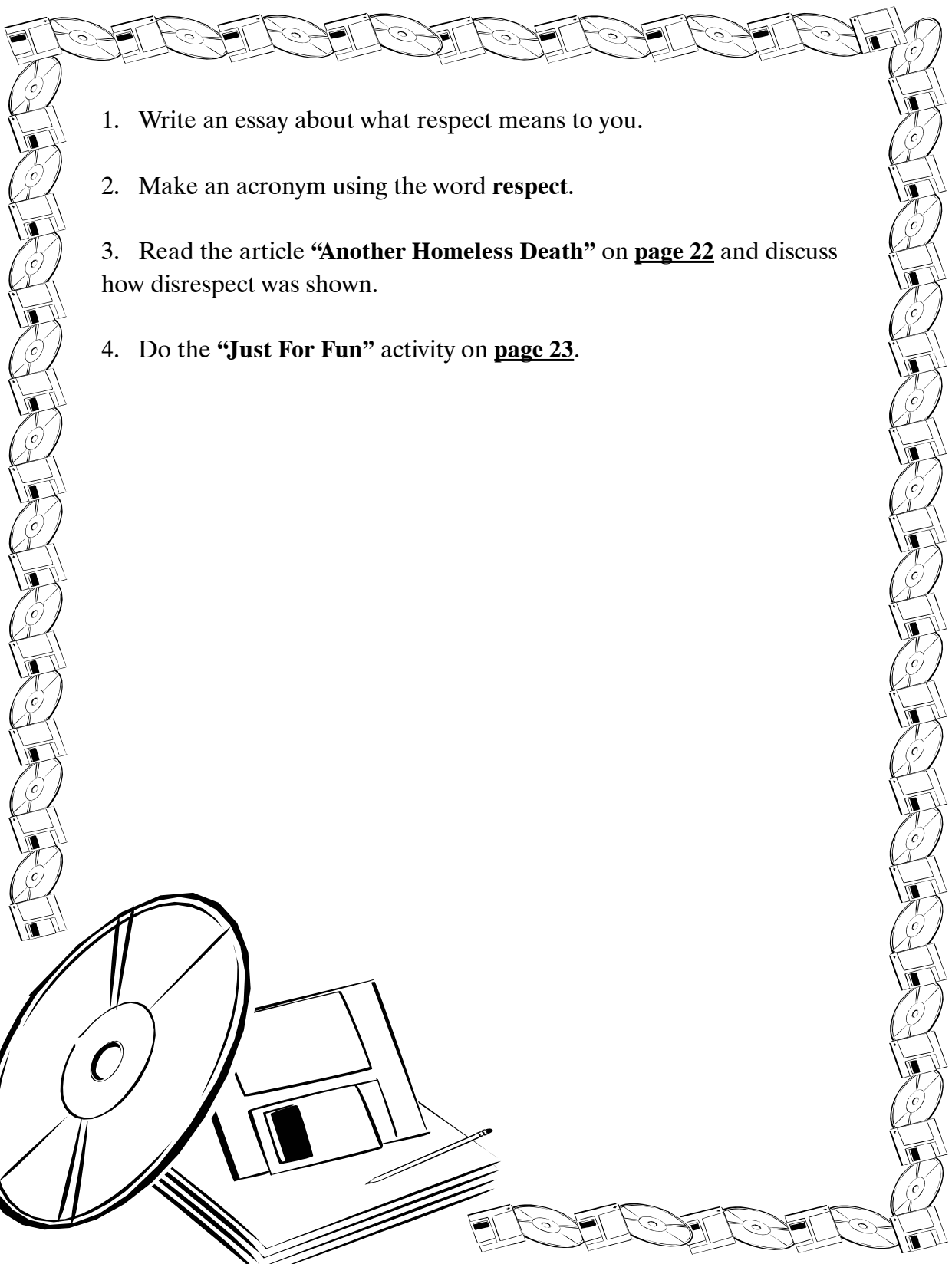
# What I Have Learned

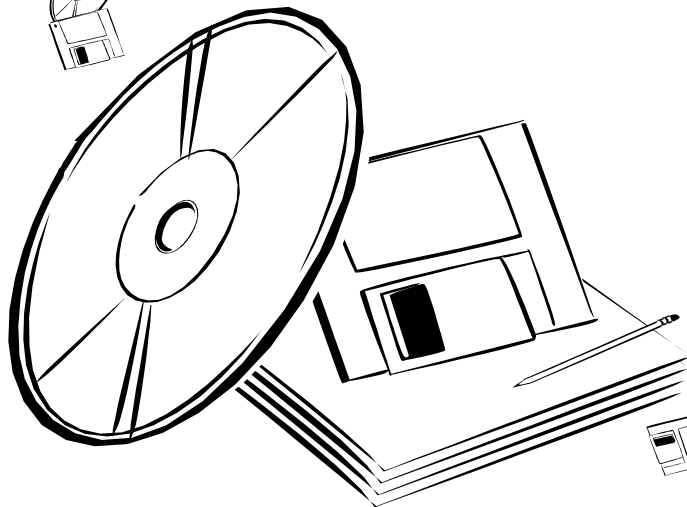
- ☑ Respect is the same regardless of whether it is respect towards me and my belongings or someone else and their belongings.
- ☑ Respect is to show care and concern towards all.
- ☑ Respect is the foundation of all positive interactions.
- ☑ Respect is treating others the way I want to be treated.
- ☑ A respectful person appreciates and values all life and the environment.
- ☑ A respectful person shows care and concern for himself by making choices that will keep him safe and healthy.
- ☑ We should treat everyone respectfully, by not abusing them verbally or physically.
- ☑ Treating others with respect helps them reach their potential.
- ☑ Disrespect has become so common that it is often considered a normal part of life.
- ☑ Disrespect comes in different forms, but the result is always the same—hurt feelings, anger and hate.



“Choose to be a part of the construction crew that builds respect, not part of the disrespectful demolition derby that tears you and others down.”

## Enrichment Activities

- 
1. Write an essay about what respect means to you.
  2. Make an acronym using the word **respect**.
  3. Read the article “**Another Homeless Death**” on **page 22** and discuss how disrespect was shown.
  4. Do the “**Just For Fun**” activity on **page 23**.



## Additional Reading

### Another Homeless Death

FORT WORTH—When Gregory Glenn Biggs’ body was found in October in Cobb Park, evidence pointed to a hit-and-run. But in the past two weeks, police have learned that Biggs lived for two or three days after he was hit, lying on a car hood in a southeast Fort Worth garage, his body trapped in the windshield.

Despite Biggs’ pleas, police said, the driver refused to help and left him to die. Afterward, the body was dumped in the park.

“I’m going to have to come up with a new word. Indifferent isn’t enough. Cruel isn’t enough to say. Heartless? Inhumane? Maybe we’ve just redefined inhumanity here,” said Richard Alpert, a Tarrant County assistant district attorney.

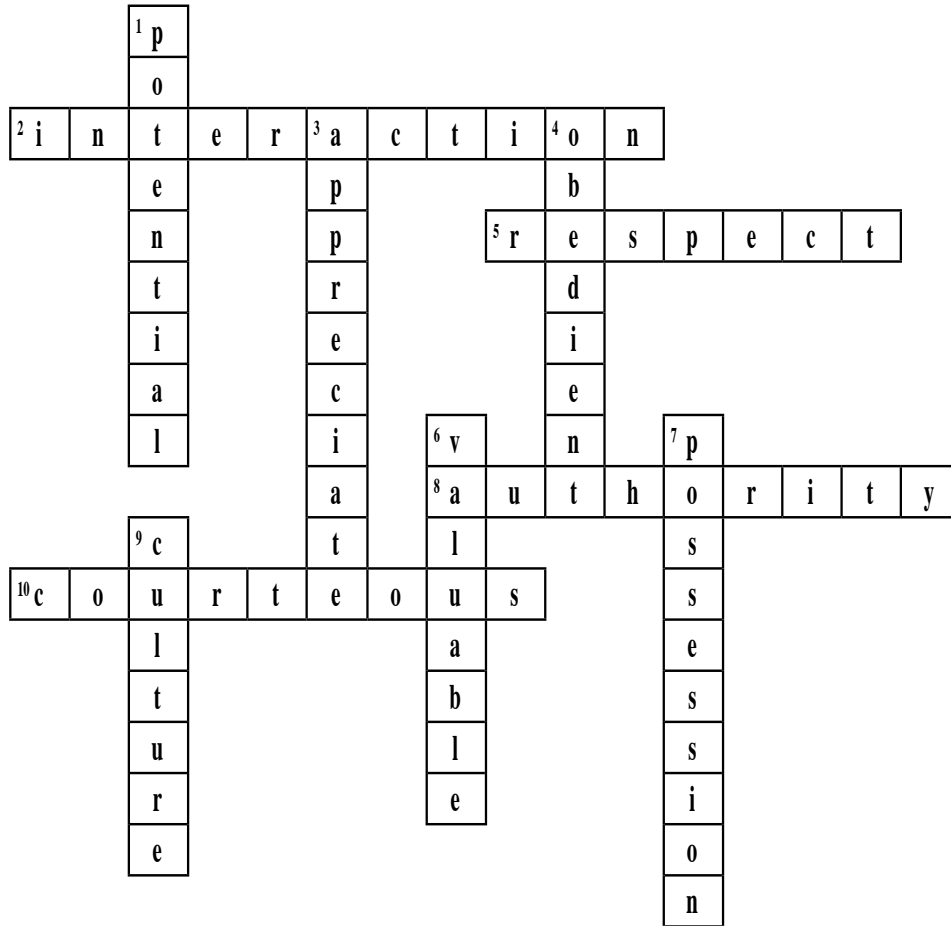
What happened to 37-year-old Biggs, police said, was not a simple case of a driver’s failure to stop to help an injured man. It was homicide, they said.

“If he had gotten medical attention, he probably would have survived,” traffic investigation Sgt. John Fahrenthold said.

[www.geocities.com](http://www.geocities.com)

# Just For Fun

Use the clues to complete the puzzle.



- | Words       |  |
|-------------|--|
| appreciate  |  |
| authority   |  |
| courteous   |  |
| culture     |  |
| interaction |  |
| obedient    |  |
| possession  |  |
| potential   |  |
| respect     |  |
| valuable    |  |

### Down

- Existing in possibility; capable of development into actuality. (*potential*)
- To admire greatly; to recognize the quality, significance or magnitude of. (*appreciate*)
- Submissive to the restraint or command of authority; willing to obey. (*obedient*)
- Having worth in usefulness or importance to the possessor, utility or merit. (*valuable*)
- Ownership; something owned. (*possession*)
- What makes up a society or a group of people; the behavioral patterns, art, beliefs, institutions, and all other products of human work and thought. (*culture*)

### Across

- Mutual or reciprocal action or influence. (*interaction*)
- To feel or show deferential regard for; esteem; to show care and concern for. (*respect*)
- The power to exact obedience, command, determine, or judge. (*authority*)
- Marked by respect for and consideration of others. (*courteous*)

# Chapter Two

## Respect For Myself

### Note To The Teacher

Someone once said “If we are to achieve real peace in the world, we shall have to begin with our children.” For many reasons true peace does not exist within our world today. Our children are suffering, and as parents and educators, we suffer with them. We cannot be there to protect our children at all times, so we need to instill in them a sense of worth. By doing so, we can give them the skills to make moral, respectful choices to cope in a disrespectful society.

This lesson, “**Respect For Myself**,” will focus primarily on the importance of acquiring self-respect as an essential part of positive moral character development. Children often devalue their own worth as human beings, and this lack of self-respect sometimes results in choices that lead to risk-taking behavior. The latest report from the book *Teen Sex*, by Julie K. Endersbe states, “The AIDS virus is practically common among young people. One fifth of all people in the United States who have AIDS are in their twenties. These people were most likely infected with HIV in their teens. Teaching children to value themselves will give them the ability to preserve their health, safety and well-being.”

For some students, this may be the first time they receive any information on how to develop respect for themselves. This is basic groundwork that is necessary for their success in life.

Other topics that will be presented in this lesson are:

- The power of optimistic thinking.
- The importance of having positive internal language.
- Specific skills for replacing negative self-talk.

Our suggestion is to pay attention to the needs of the students, emphasizing and reiterating where necessary, to ensure that students end the lesson with a firm understanding of how to develop and improve their self-respect.

*Unit Four*

# Lesson Plan

## Respect For Myself

### PURPOSE/OBJECTIVE

Students will learn what self-respect is and how to respect themselves. They will also learn that a lack of self-respect can leave them vulnerable to risky behavior.

### MATERIALS

- *Teacher's Manual Audio Lessons*
- CD player
- Students' handbooks

### PROCEDURE

1. Review with students the previous lesson, “**The Value Of Respect,**” by asking the following questions:
  - a. Who deserves to be shown respect? (*All people deserve to be shown respect.*)
  - b. How does showing respect to others improve the quality of a relationship? (*Answers will vary but may include: respectful interactions bring kindness, honesty, and care to relationships.*)
2. Inform students that in this lesson they will learn about the importance of having self-respect. Ask students to explain in their own words what self-respect is. Take as many answers as time permits. Tell students that **self-respect** is *the care and concern we show to ourselves*. Ask students to brainstorm ways we show self-respect. (*Answers will vary but should include: practicing proper hygiene, dressing appropriately, avoiding risky behavior, and getting a proper education.*) List their responses on the board, and as the lesson progresses, note the similarities between their answers and the text.
3. Tell students that one of the most fundamental ways we can demonstrate self-respect is to value our lives and not take

them for granted. Have students turn to **page 25** in their handbooks and read the “**Introduction.**” Ask students to share some of the things they enjoy in life. (*Answers will vary but can include: being outdoors, spending time with family and friends, learning, helping others, reading, and eating.*)

4. Explain to students that an important aspect of valuing their lives and having self-respect is to avoid peer pressure and negative conformity. Stress that peer pressure, although subtle, is nonetheless powerful. Instruct students to turn to **pages 26-27** and read the section entitled “**Self-Respect Is...**” Have students complete the accompanying exercise and share with the class the role of conformity in their lives.

5. Explain that conformity in many cases can be positive and is a normal part of the way we socialize and make friends. Stress that it is important to learn how to distinguish between positive and negative peer pressure. Have students read the section entitled “**The Dark Side of Conformity And Peer Pressure**” and choose volunteers to read “**Kasha’s Story**” and “**Steve’s Story**” on **page 28** of their handbooks. Discuss the stories based on the following points:

- a. Was self-respect displayed by either Kasha or Steve? (*No, they made choices that compromised their safety and well-being.*)
- b. Why did they feel that they had to go along with their peers? (*They thought their friendship would be jeopardized.*)
- c. What might be some of the consequences of their choices? (*Answers will vary but may include: addictions, STDs, and unwanted pregnancy.*)

6. Explain to students that self-respect is an important positive character trait that they should strive to develop. They can do so by appreciating that they are all unique individuals with talents and potential. Have students complete the exercise on **page 31** of their handbooks. Have students share some of their talents and abilities as well as what positive character traits they value and why. Have students read “**Self-Respect Can Be A Part Of Your Character,**” found on **page 32** of their handbooks.

7. Tell students that another important aspect of developing self-respect involves controlling their self-talk or what they say to themselves and about themselves. Have students read the sections entitled “**A Penny For Your Thoughts**” and “**Optimism, Pessimism, And Your Thoughts**” on **pages 33-34** of their handbooks. Stress that negative thoughts can ultimately affect their choices and actions.

8. Explain to students that the way to eliminate negative self-talk is to learn how to with commitment and practice, replace their negative thoughts with positive ones. Have students turn to **page 36** in their handbooks to the section entitled **“Replace Those Thoughts”** and do the exercise, **“Replacement Thoughts,”** on **page 37**. Allow them to share their answers with the class.

9. Introduce the idea of practicing proper hygiene and dressing appropriately as another step in the development of self-respect. Have students turn to **page 38** in their handbooks and read the section entitled **“Taking Care Of Yourself Physically.”** Have students complete the activity on **pages 39-40** and then discuss their answers as a class. Explain that we often form opinions about the character and personality of others based on their manner of dress. Emphasize that the clothes they choose to wear will help to define their self-respect and who they are as individuals.

10. Conclude the lesson by emphasizing that having self-respect is a combination of many different factors, such as, valuing life, avoiding risky behavior, thinking positively, and dressing appropriately. Encourage students to diligently strive to develop the trait of self-respect and value themselves as unique human beings with unlimited potential, as long as they base their decisions on true moral values. Allow students to read **page 42**, **“Respect For Myself Means...”** then listen to the poem entitled **“Respecting Me”** from the *Teacher’s Manual Audio Lessons*. The poem is found on **page 43** of their handbooks. Let them briefly discuss their content.

*Unit Four*

I am part of the human race. I belong to the most intelligent life form on planet Earth. I am special and unique. I am worthy of respect.

# Chapter Two

## Respect For Myself

### Introduction

The greatest thing you can value is life. When you value your own life, you have respect for yourself. Having self-respect will enable you to handle life's challenges in a positive way and avoid making choices that could have a negative impact on your life. Developing self-respect is much like a muscle that grows stronger from regular exercise. One of the best ways to start respecting your life is to value it. So, let's say it together: **"IT'S GREAT TO BE ALIVE!"**

When you learn how to respect yourself, you will have an even greater appreciation of the need to respect others. The combination of respecting yourself and others will enable you to interact in healthy, meaningful ways.

In this chapter, you will learn that self-respect includes controlling your thoughts, feelings, and actions. You will also learn that you demonstrate self-respect by the way you dress, walk, and talk. Your ability to respect yourself should be clearly seen in your every action and interaction.



*" I am willing to improve myself, aiming to be my very best. "*

## **SELF-RESPECT IS...**

Knowing who you are, what you stand for, and what you value. Self-respect also involves caring about yourself physically and mentally to promote positive growth and development.

### **The Question Of The Day...**

## ***Why is learning to respect myself important?***

The ability to respect yourself is important for your growth and development. Without self-respect, you could be prone to make choices that can have negative consequences. Many of these choices will come from a need to fit in with friends in order to feel a sense of belonging.

It is a fact that everyone needs friends that are supportive, caring and accepting of each other. It is also a fact that the greatest influence to conform comes from friends. **Conformity** means *changing the way you think and act in order to fit in*. One of the most common reasons for conformity is peer pressure, and it is a major test of your ability to respect yourself.

By now you are probably thinking, “My friends don’t pressure me to do anything. I make my own choices.” Peer pressure is often subtle. Surely, none of your friends force you to act, speak, or dress in a certain way in order to feel as if you belong. However, in order not to feel left out, you might adopt a specific style of dress or way of speaking as a means of fitting in with your friends. For example, what type of clothes do you prefer? Do your friends dress in the same way? What is the latest slang that’s going around school? Slang words like “cool” or “phat” became popular because people conformed to using these words as a normal part of their speech.





# THE DARK SIDE OF CONFORMITY AND PEER PRESSURE

Having friends with whom you are comfortable is an important part of growing up, and for the most part, conformity can be harmless and even positive in some cases. It becomes a problem when you feel pressured to act in a way that could jeopardize your health and safety.

**Read the following article about the negative effects of peer pressure and conformity.**

The life stage called adolescence, which spans the years from about eleven to eighteen, has been blamed by numerous researchers as a breeding ground for risky behavior. The influence of peers is considered the single most important factor in determining when and how cigarettes, drugs and sex are first tried.

The following are two real life experiences of young people who felt pressured to engage in risky behavior.

## Steve's Story



“Drinking and smoking weed is no big deal. It’s like all my friends do it. It’s not like I’m going to sit there while everybody else is having fun. Besides, my friends are cool, and we’re tight and all. But if you don’t go along with them, they will laugh you right out of the room.”

## Kasha's Story



“**In my school, everyone has a group they hang out with. When I first came to this school, I was an outsider. When I finally found a group of girls who wanted to hang out with me, I didn’t want to lose their friendship, even if it meant sneaking out at night to go to some guy’s house that I didn’t even know.**”

# JUST THE FACTS

**Review the following fact sheet about various forms of risky behavior that teens face.**

**ALCOHOL:** Abusing alcohol is just as dangerous as abusing drugs. Alcohol intoxication impairs judgment and coordination. This leads to memory lapses. It can also distort vision, cause blackouts, and can damage every organ in the body.

**MARIJUANA:** This drug negatively affects the parts of the brain that control emotions, memory, and judgment. Smoking marijuana can impair short-term memory and block the pathway to long-term memory. It can lessen one's ability to solve problems.

**ECSTASY:** Use of this amphetamine causes difficulty in telling the difference between reality and fantasy. It causes problems concentrating. Ecstasy destroys brain cells. It impairs memory and can cause paranoia, anxiety, and confusion.

**INHALANTS:** When sniffed, the vapors of glue, gasoline, hair spray, and paint thinner destroy the fatty tissues protecting the nerve cells in the brain. They can slow down or even stop neural transmissions causing diminished ability to learn, remember, and solve problems.

**PREMARITAL SEX:** Having sex before marriage opens the door for teenagers to begin worrying about STDs, abortion, and feelings of neglect and abuse. Many teens experiment with sex while under the influence of alcohol and drugs. Fifty-five percent of teens believe their unplanned pregnancy was the result of having sex while drinking or on drugs. They may not even remember having sex.

**DID YOU KNOW...** that you could acquire sexually transmitted diseases (STDs) by having sex just one time with someone who is infected? People infected with an STD still look healthy and normal. You wouldn't know whether the person was infected until you became infected. By that time, it will be too late. Some of these diseases can cause health problems for the rest of your life.

**“When it comes to your mind and body, there are no exchanges and no refunds. Take care of them because they are all you are going to get.”**

*~The Peaceful Solution*

People who respect themselves will not be pressured into doing something that is morally wrong.

## Here's The Bottom Line

Negative conformity in the form of peer pressure can cause you to make choices that you would not make on your own. When you choose friends who have positive goals and respect your opinions, you will be less likely to be pressured into doing something that is wrong. If your “friends” cannot respect your decisions, then reevaluate your friendships.

A real friend will encourage you to respect your mind and body by not smoking, abusing drugs and alcohol, or engaging in premarital sex. A real friend will warn you of the risk of sexually transmitted diseases and the consequences of unwanted pregnancy. Do not put aside your self-respect and other positive character traits in order to fit in with the crowd.

Make every effort to develop the positive character trait of self-respect. Hang on to it as if your life depended on it—the truth is ...IT DOES!



**NEGATIVE PEER PRESSURE**

## ***THERE IS ONLY ONE YOU***

When you take the time to evaluate who you are as an individual, as well as what you value, you are less likely to make choices that could result in risky behavior such as premarital sex, abusing alcohol or using illegal drugs. When someone firmly believes that he should build a positive moral character and have positive values, he is less likely to give in to negative influences.

The process of learning to show respect for yourself begins when you appreciate that you are a unique individual. Although you and a sister, brother, or friend might have similar characteristics, there is only one you. Who you are is a combination of your physical traits, character, personality, and abilities. When you stop to consider all the things that make you who you are, you will find that there is more to you than you realize.

**Complete the exercise below by filling in the blanks. Think about the questions carefully before writing down a response. You might find out something new about yourself.**

### ***THERE IS ONLY ONE ME***

My full name is \_\_\_\_\_.

I am \_\_\_\_\_ years old.

The color of my eyes is \_\_\_\_\_.

The foods I like best are \_\_\_\_\_.

The colors I like best are \_\_\_\_\_.

My hobbies are \_\_\_\_\_.

I am really great at \_\_\_\_\_.

I don't like to \_\_\_\_\_.

Some of my abilities and talents are \_\_\_\_\_

\_\_\_\_\_.

A positive character trait that I value is \_\_\_\_\_

Explain why \_\_\_\_\_

\_\_\_\_\_.

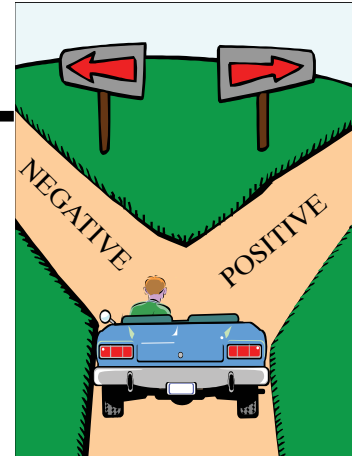
If I could change one thing about my character, it would be \_\_\_\_\_

\_\_\_\_\_.

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**Remember, this is your life we are talking about. You are in the driver's seat now. Consider which direction you want your life to go.**

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# SELF-RESPECT CAN BE A PART OF YOUR CHARACTER

Evaluating yourself and what is important to you, as an individual, is essential in achieving self-respect. Remember, people who have self-respect will not allow others to talk them into doing something that is morally wrong.

● **You can begin to acquire self-respect by setting high standards and living up to them.** Moral standards include not cheating, lying, or stealing. Be honest and fair with others. Be honest and fair with yourself. For example, if someone asks you to do something you know is wrong or you do not feel comfortable doing, then be honest by first admitting to yourself, then to your friend, that you do not agree with his or her suggestion. Stand up for what is positive and morally correct.

● **You demonstrate self-respect by being humble and seeking ways to improve yourself.** Self-respect means accepting that you do not know everything. This is a healthy attitude that will enable you to continue learning new things about yourself, others, and the world around you. A humble person is also willing to accept being wrong and learn from his or her mistakes. So, respect yourself enough to remain humble and teachable.

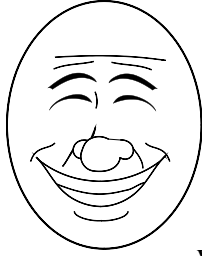


# A PENNY FOR YOUR THOUGHTS

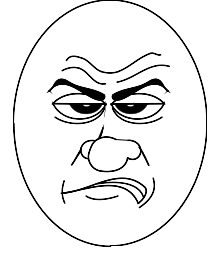
● **Another aspect of developing self-respect is to be aware of your thoughts.** What have you been thinking lately? Are they positive thoughts that help to build and maintain your positive character, or are they negative thoughts that make you feel bad about yourself? Whether you realize it or not, you are always talking to yourself. Thoughts run in and out of your mind constantly. This process is called self-talk, and contrary to popular belief, it's not just “crazy” people who talk to themselves. People who are perfectly sane talk to themselves all the time.

● **Negative thoughts will lead to negative self-talk or self-criticism.** We process our feelings within our minds. For instance, what do you say to yourself when you make a mistake and you feel terrible about it? Do you call yourself stupid? Do you say, “I can't do anything right”? The problem with negative self-talk is that after a while we begin to believe what we tell ourselves. Since thoughts lead to actions, negative self-talk can lead to negative actions.

Negative self-talk can leave you vulnerable to the influences that lead to risky behavior. Whether or not you recognize your own value determines much of your self-worth. Too often, there will be people who will put you down by teasing you or calling you names. Until everyone learns the value of respect and learns to practice The Peaceful Solution, bullying, teasing, and “put-downs” will continue. There will be enough external forces to chip away at your self-worth without you contributing to them. When you bombard yourself with negative self-talk you devalue and disrespect yourself.



# Optimism, Pessimism, And Your Thoughts



Although thinking positively is important to how you treat yourself and others, many people must learn how to be optimistic, positive thinkers. Being optimistic is a positive character trait that will enable you to expect the best, possible outcome from a situation. Optimistic people are hopeful and encouraging to themselves and others.

Pessimism, on the other hand, is a negative character trait. A pessimistic person will always see what is wrong in a situation. He usually has a problem with almost everything and jumps to conclusions without getting all the facts. Pessimistic people are negative thinkers. A pessimistic thinker has a tendency to feel badly about himself and the world around him. Pessimistic people are negative self-talkers and are more likely to find external ways to try to make themselves feel better. Often these ways are negative and you guessed it... risky.

When interviewed, many people who have had drug and alcohol addictions reported feeling as if they had no reason to be thankful. They hated themselves and could find no joy in the world around them. As a result they turned to illegal drugs, alcohol abuse, and premarital, illegal sex as ways to solve their problems.

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**WARNING! WARNING!**  
**WARNING!**

**Doing something that is morally wrong will never make you feel better about yourself or solve your problems. Negative thinking and negative self-talk lead to negative choices and negative choices can destroy your life.**

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# Think About It!

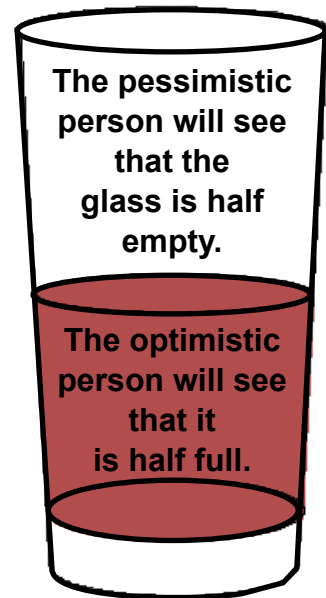
Becoming an optimistic, positive thinker takes practice, practice, and more practice. However, you must first become aware of some of the differences between a negative and a positive thinker before you can begin training yourself to think positively.

## Negative Thinkers Have:

- ☒ Self-criticism or negative self-talk—“I’m so stupid.”
- ☒ Pessimistic expectations—“I’ll never figure this out.”
- ☒ Low self-worth—“I can’t do anything right, no wonder nobody wants to be my friend.”

## Positive Thinkers Have:

- ☒ Positive self-talk—“I can learn from my mistakes. I will do better next time.”
- ☒ Optimistic expectations—“Things will work out okay.”
- ☒ Confidence—“As long as I continue to build a positive character I will make the right choices.”



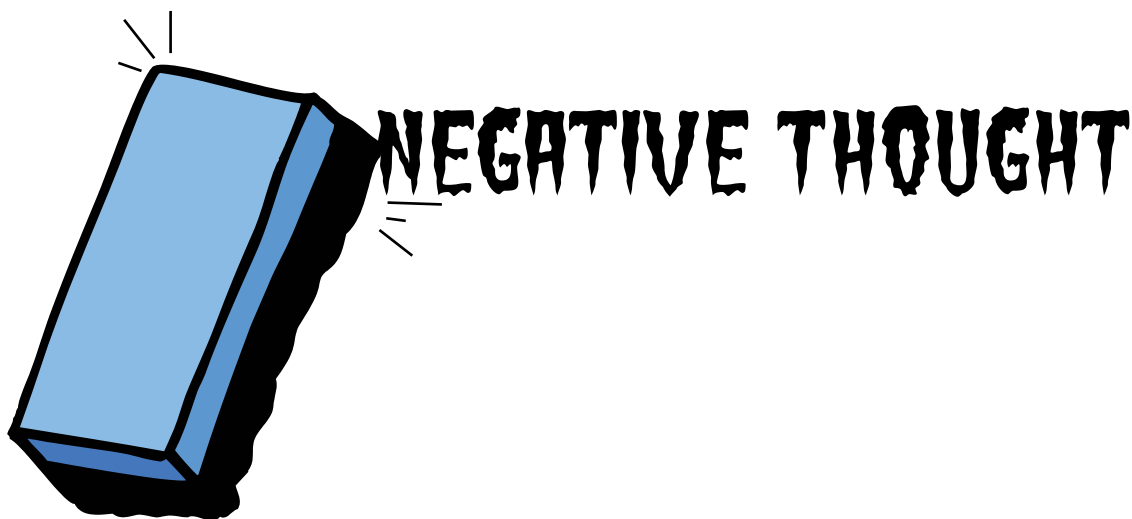
## BE CAREFUL!

**What you think to yourself and about yourself  
plays a major role in whether or not  
you respect yourself.**

# Replace Those Thoughts

No one is immune to having negative thoughts. Everyone must deal with disappointments, setbacks, and making mistakes. This is part of the process of growing up. Just remember, as long as you continue to build a positive moral character, you can minimize major mistakes that involve taking risks with your health, safety, and well-being. If you make a mistake however, it does not mean that you are a failure. Don't beat yourself up by saying mean and hurtful things to yourself.

The best way to handle pessimistic thoughts, negative self-talk and self-criticism is to learn how to replace those negative thoughts with positive ones. To do this, imagine a big eraser in your mind that simply erases any negative thoughts about yourself as easily as chalk from a blackboard. If you don't erase the negative thoughts completely on the first few tries, do not give up. Just keep practicing.



Developing the right thoughts  
every day can keep trouble away.

~The Peaceful Solution

# Replacement Thoughts

The following scenarios will give you practice avoiding negative self-talk. Use the lines to write down your positive replacement thoughts.

1. Although you studied hard, you failed the test. You began to think to yourself, *I'm a failure. I'll never pass this class.* Then you realized that your thoughts were negative. You decided to replace the thoughts with something more positive and respectful. What would you say?

(Answers will vary but may include: I did the best I could. I can ask the teacher if I can make up the grade with extra credit. One bad grade won't affect my overall grade for the class. I can make it up on the next test. I will get tutoring for this class, so I will be prepared for the next test.)

2. The debate team was counting on your presentation to raise the team's combined score and put your school in the running for regional competition. When it was your turn to compete, you realized you had left your note cards on the bus. All the facts and proof for your presentation were on those cards. The judges wouldn't wait for you to get your cards, so you clumsily gave your presentation. Your score was low and it prevented the overall team score from being high enough to make it to regional competition. You think, *I can't believe I left those cards on the bus. I am so stupid. They're going to kick me off the team for this.* Then you remember to replace your thoughts with something more positive, and you immediately think: \_\_\_\_\_

(Answers will vary but may include: I didn't forget the cards on purpose, and I did the best I could from my memory. I will apologize to my teammates and tell them that for the next competition, I will be more prepared for my presentation.)

3. You just found out that two of your friends will be going to the mall to see a movie tomorrow night. You feel hurt that they didn't ask you to go. You start sulking and thinking, *They don't like me. They don't want to be with me.* Then you stop yourself, and you begin to replace those thoughts with: \_\_\_\_\_

(Answers will vary but may include: there must be a reason why they didn't ask me. I will just ask them if I can come along, after I check with my parents. I know they care about me. There must be some misunderstanding. I know they wouldn't do anything to intentionally hurt me. I will go and talk to them.)

# TAKING CARE OF YOURSELF PHYSICALLY

Along with being careful about your thoughts and what you conform to, another important aspect of learning to show respect is to care for yourself physically. Taking the time to practice proper hygiene and wearing clean clothes daily are sure signs that you are taking care of yourself and that you respect yourself.



You are also approaching an age where physical and chemical changes within your body may mean wearing deodorant or taking an extra shower during the day.

That's okay. The process of growing up means making adjustments and getting used to the new person you see every time you look in the mirror.

In fact, at this time in your life you might not feel comfortable with all of the physical changes you are experiencing. Give yourself time. Although it may seem like forever, the physical changes you are going through are only temporary. So, in the meantime, don't put yourself down or alienate yourself from your friends and family because you are uncomfortable with your appearance. Just be patient and continue to build a moral character and have positive values.

Taking care of yourself physically involves not only cleanliness and acceptance of your physical changes, but it also involves the way you dress. Dressing appropriately or modestly is crucial to your self-respect.

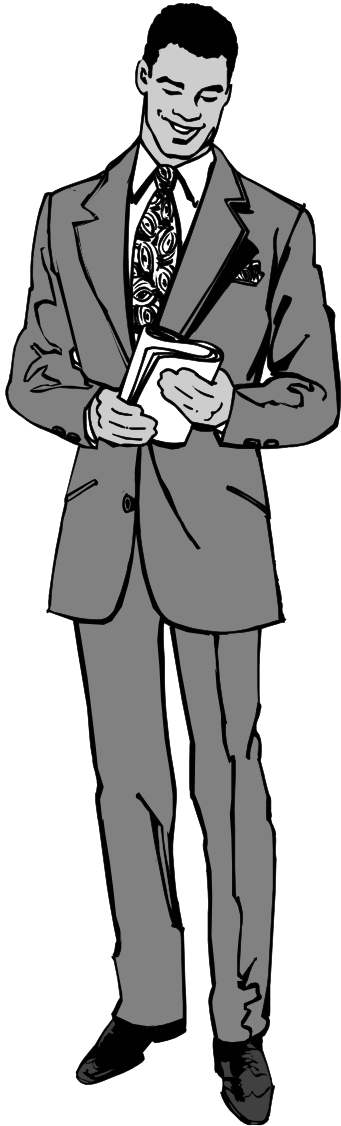


The fashion industry depends on people to conform to the latest styles in order to "fit in." Girls, be careful about the style of clothes you wear. If they are skimpy or short, you will be compromising your self-respect. Boys tend to think that girls are "easy" if they dress inappropriately. Boys, you too, have an obligation to dress appropriately. Using a belt, when necessary, to hold your pants in place shows respect for yourself. Baggy pants that fall below the hips and display your undergarments are not appropriate, neither is being in a public place without a shirt. Both males and females have a responsibility to respect themselves and each other by dressing appropriately.



# How You Dress Leads To First Impressions

Look at each of the following pictures. Based on the style of dress, write on the lines provided what you think each person's character and personality are.



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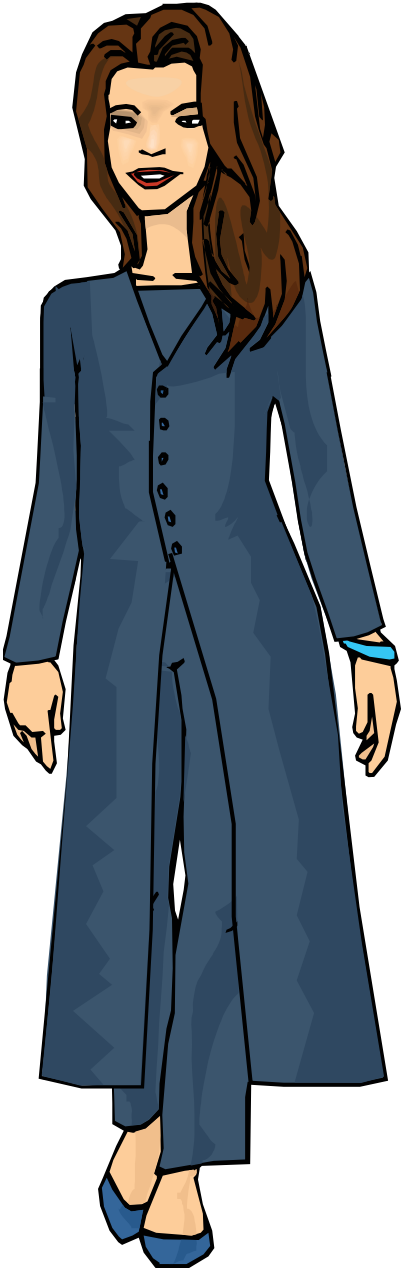
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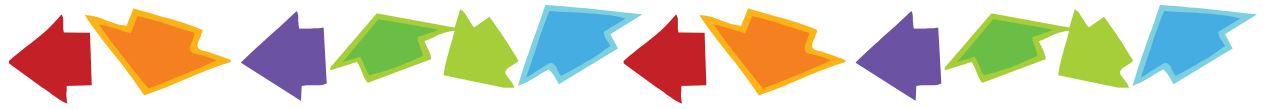
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# Try These On For Size...





## Respect For Myself Means...

- Learning to value and appreciate that there is only one me.
- Recognizing that I have many talents and abilities.
- Not falling for negative conformity and peer pressure.
- Choosing friends who share my interests and respect my goals.
- Being an optimistic, positive thinker.
- Avoiding risky behavior.
- Keeping my decisions based on true moral values
- Taking care of myself physically.
- Wearing appropriate, modest clothes.





Listen to the following poem in order to discuss its content.

## Respecting Me

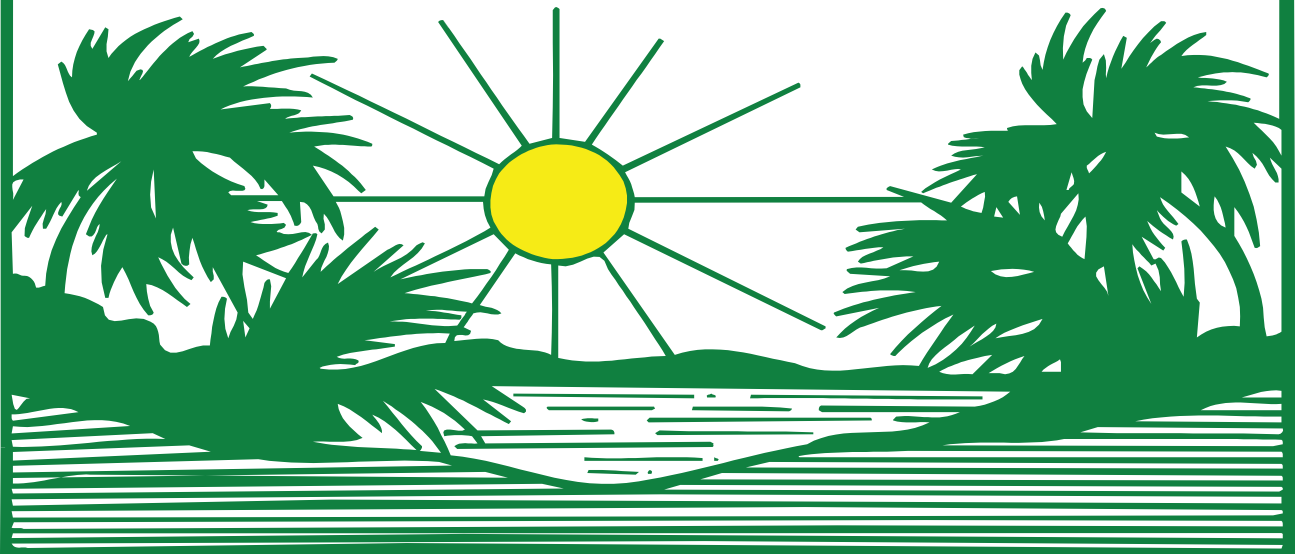
*Every form of life is valuable— both new and old,  
but as a human being, my life is more precious than fine gold.  
Of all the billions of people on the earth, it's clear to see  
that I am special and unique because there is no one else like me.*

*My physical attributes distinguish me from my siblings and classmates,  
but what makes me different is based on my character traits.  
It's not only the color of my eyes, skin, or things you see,  
it's also my thoughts and the choices I make... this is the true me.*

*There is a true saying that as a man thinks so is he;  
therefore, I must be aware of what I'm thinking. Is it negative or positive?  
Negative thoughts can affect the choices I make;  
this can lead to regret and put my future at stake.*

*Because I respect myself, I will conform to what is morally right;  
when there is negative pressure I will resist with all my might.  
I'll choose friends who promote positive moral ways;  
this is my affirmation for my youth and for my older days.*

*I therefore make self-respect a part of my character and personality,  
so I resolve not to do drugs or take part in behavior that is risky.  
This is how I respect myself; I value being me  
by treasuring my life, my health, my thoughts, and upholding true morality.*



# What I Have Learned

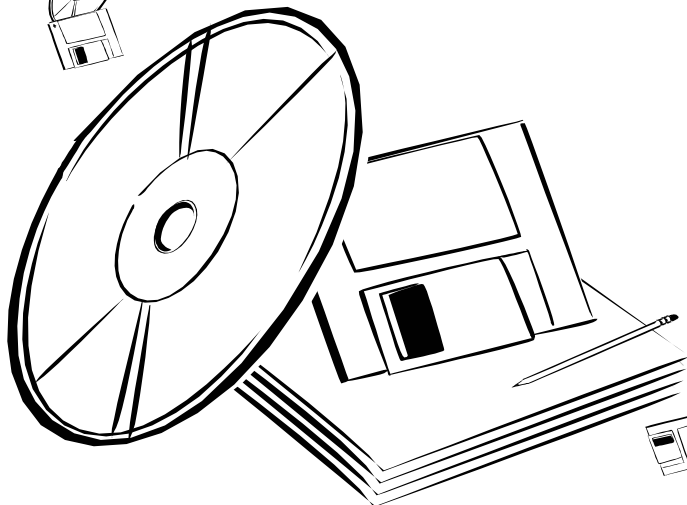
- Self-respect is an important part of building a positive moral character.
- I will value myself as a unique individual.
- Recognizing that I am a valuable person will help me avoid negative conformity and peer pressure.
- Acquiring self-respect will enable me to set positive standards for myself and help me stand firm on a moral choice, even when pressured by others.
- By being an optimistic thinker and using positive self-talk, I am showing respect to myself.
- My thoughts affect the way I view myself and others.
- By thinking positively and seeking ways to continuously improve myself, I am demonstrating self-respect.

**Life is fragile:  
Handle with care.**  
~The Peaceful Solution



## Enrichment Activities

1. Do the activity sheet, “**There is Always Room For Improvement,**” on **pages 46-48.**
2. Write a research report on the effects of illegal drugs, alcohol abuse, and premarital sex on the lives of young people within the age group of 11-13.
3. Do the “**Just For Fun**” activity on **page 49.**



# There's Always Room For Improvement

Do the activities as instructed.

**1. Develop a self-improvement plan.**

On the lines below, write some ways you would like to improve yourself. Consider areas such as character, personality, grooming, health, style of dress, and manners.

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**2. Rate your ideas according to their importance.**

Using the list above, write on the lines below some of your ideas in order of priority. This means to list by order of importance the areas you want to work on. Focus on what is most important and only work with one or two at a time. For example, you may want to make character development the highest priority, then health or style of dress and so forth.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

f. \_\_\_\_\_

g. \_\_\_\_\_

**3. Encourage yourself and others to succeed in life.**

When life hands you lemons, you have to learn to make lemonade. This is how positive people deal with setbacks and disappointments in life. When these occur, you can endure difficult times when you learn to be encouraging to yourself and others. Write an encouraging statement to yourself and to someone you know.

Yourself:

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Others:

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**4. Develop your sense of humor.**

Laughter relieves stress and helps you to keep what is occurring in your life in perspective. Finding humor in some situations will also help you to keep your emotions under control. Write about a situation in your life where humor helped you to cope.

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**Life can be full of toils and troubles, but two things stand like stone, kindness in another's troubles, courage in your own.**

**5. Recognize and reach out to the needs of others.**

A great way to improve yourself is to help others. Find ways to be more helpful at home and at school. When you care about the needs of others, you are building character traits like compassion and consideration. In what ways are you helpful to others? How can you be more helpful?

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**6. Learn to appreciate and affirm yourself.**

Know your strengths. Knowing your strengths is as important as knowing which areas you need to improve. As you strive to improve yourself, never lose sight of the things you can do well. Remember that with determination, the areas you are trying to improve can become your strengths. Use the lines below to write a list of your strengths.

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# Just For Fun

Find the hidden words.

Q	X	R	Z	E	X	P	E	R	I	E	N	C	E	K	F
T	G	M	G	B	E	H	A	V	I	O	R	V	R	P	P
S	H	H	M	A	L	B	N	C	L	H	I	Y	E	L	Q
E	Y	X	G	T	D	B	W	J	L	T	W	E	A	I	J
C	F	T	N	N	D	A	R	W	R	R	R	N	D	N	P
N	D	N	I	M	I	M	P	O	K	P	J	C	O	F	Z
E	R	E	M	M	Z	G	P	T	R	N	H	P	L	L	M
U	V	H	V	H	R	P	A	E	I	A	G	C	E	U	N
Q	D	D	X	E	U	O	S	R	R	N	K	H	S	E	O
E	K	N	D	S	L	S	F	A	U	J	G	X	C	N	I
S	M	T	J	F	U	O	C	N	P	O	T	M	E	C	S
N	M	R	Z	R	M	T	P	G	O	R	C	M	N	E	I
O	C	W	E	M	E	W	L	M	J	C	W	N	C	K	C
C	J	R	P	R	H	P	X	M	E	M	Z	T	E	H	E
S	E	C	I	O	H	C	M	X	B	N	L	C	B	T	D
T	V	X	Y	A	B	I	L	I	T	Y	T	G	H	R	T

ABILITY	ENCOURAGING	CHOICES
DECISION	BEHAVIOR	PEER PRESSURE
ADAPTING	EXPERIENCE	CONFORMITY
DEVELOPMENT	CHARACTER	SUPPORTIVE
ADOLESCENCE	INFLUENCE	CONSEQUENCES



# Chapter Three

## Respect Others

### Note To The Teacher

Showing respect for others is the foundation of a civilized society. The fact that even complete strangers are required to show basic respect towards each other is an important lesson to teach the youth of today. If respect is required and expected from strangers, how much more must those who are acquainted be respectful of each other?

In this chapter, students will gain a deeper appreciation of what it means to respect others and how it can be demonstrated. Students will also learn:

- Steps to respecting diversity.
- How to communicate respectfully.
- That authority is to be respected.
- The importance of respecting the opposite sex.

Our desire is to set the foundation so students can recognize the fundamental importance of valuing human life and showing respect to others. This lesson will assist you in establishing that foundation.

The enrichment activities can be used to reiterate key points and help students to remember the basics of respect for others as an everyday part of their lives.



# Lesson Plan

## Respect Others

### PURPOSE/OBJECTIVE

Students will learn the importance of showing respect to others.

### MATERIALS

► Students' handbooks

### PROCEDURE

1. Review with students the previous lesson, “**Respect For Myself**,” by asking them the following questions:
  - a. Why is it important to show respect to yourself? (*Answers will vary, but should include: because life has value and when you can see the value in life you will make better choices and avoid risky behavior.*)
  - b. What are some ways you can respect yourself? (*Answers will vary, but should include: caring for yourself physically, focusing on positive thoughts and attitudes, replacing negative thoughts and avoiding risky behavior.*)
  - c. What are some consequences of not respecting yourself? (*Answers will vary, but should include: making bad choices that could be dangerous, such as premarital sex, using illegal drugs, alcohol abuse, and inhalants.*)
2. Tell students that they will explore several ways they can show respect for others, and they will also learn that respect is the foundation of all positive interactions. Have students turn to **pages 51-52** in their handbooks and read the sections entitled “**Introduction**” and “**I Have A Responsibility To Show Respect To Everyone.**” Have students do the accompanying exercise on **page 52** and allow time for students to share their answers with the class. Stress that fundamental respect and courtesy contribute to a civil society.

3. Explain to students that although a basic level of respect is required for all interactions, it takes an even greater understanding of respect in order to develop and maintain positive relationships. Have students turn in their handbooks to pages 53-54 and read the sections entitled “**Familiarity Breeds Respect**” and “**Get To Know Others.**” Have students complete the activity entitled “**The Do’s And Don’ts Of Respect.**” Allow students to share their answers with the class.

4. **Activity #1:** Inform students that another important aspect of respecting others involves how they communicate. Tell students that communication incorporates body language, facial expressions, and tone of voice. Have students turn to page 55 in their handbooks and read the section entitled “**Communicate Respectfully.**”

Prior to this activity write down instruction cards for the “listeners.” Have these instructions be things like: the listener should roll their eyes or fold their arms, the listener should seem distracted or uninterested in what the speaker is saying. Divide students into pairs and assign them the role of speaker and listener. Hand out an instruction card to each “listener” and tell them to follow the instructions on the card while the “speaker” is talking. Instruct the “speaker” to talk for two minutes on a subject that matters to him/her. At the end of the allotted time, guide class feedback by asking the following questions:

To the speaker:

- a. Did you feel that the listener was listening respectfully?
- b. How did their actions make you feel?

To the listener:

- a. What should you have done to listen respectfully? (*Answers should include: display proper body language such as leaning forward to show that you are listening, look at the speaker, not interrupt and not make distracting movements.*)

Conclude the activity by telling students that we show respect when we demonstrate appropriate facial expressions, body language, and refrain from interrupting in order to listen attentively.

5. **Activity #2:** Tell students that they can also show respect to others by the way they respond to those who upset them. Explain that when others say or do things that we disagree with, we tend to retaliate by making disrespectful comments. However, saying hurtful words that put others down will only make the problem worse. Have students turn to pages 56-57 in their handbooks and read the section entitled “**The Language**

### **Of Respect.”**

Scenarios on **page 58** can be dramatized. Have students read the scenarios and then instruct them to first role-play the scene without the “Language of Respect.” Point out to students that when both characters in the scenario are being disrespectful, the situation can easily become problematic. After a brief discussion, have students role-play the scenario again where respect is shown and a peaceful solution is reached.

6. Tell students that along with positive, respectful communication they can show respect to others by appreciating diversity. People come from different countries, have different values, and are different sizes and shapes, but regardless of our differences, everyone deserves respect. Guide class discussion by asking the following questions.

- a. What would be some of the negative consequences of not respecting people with different cultures and nationalities? *(Answers should include: the development of behaviors as bitterness, anger, hate, and even war between people or nations.)*
- b. What are some of the benefits derived from respecting and appreciating diversity? *(Mutual respect that breeds healthy and productive relationships.)*

Have students turn to **pages 60-61** in their handbooks and read the section entitled **“Respecting Diversity.”**

7. Explain to students that acknowledging those in authority and following instructions with a positive attitude demonstrate respect. Have students turn to **pages 62-63** in their handbooks and read the section entitled **“Who’s In Charge?”** Have students read the scenarios aloud and take turns answering and discussing the questions that follow each scenario.

8. Tell students that showing respect to the opposite sex is also an important aspect of positive relationships. Explain to students that part of growing up is accepting that there will be physical changes in both males and females. Respecting those of the opposite sex includes not making comments about their body or touching them inappropriately. Have students turn to **pages 64-65** in their handbooks and read the sections entitled **“How To Show Respect To The Opposite Sex”** and **“Straight Talk.”** Tell

students that disrespecting the opposite sex is called sexual harassment. It is immoral and against the law.

9. Have students complete the activity on **page 67** and briefly discuss their answers. Conclude the lesson by encouraging students to make respecting others a top priority in their lives. Have students turn to **page 68** in their handbooks and read the section “**What I Have Learned.**” Remind students that respect for others is the basis of all positive interactions and helps to build strong relationships. Stress that as people, we need to know that others value and appreciate us, and by the same token, we need to show value, appreciation, and respect for others.

**“Respect others...  
the benefits are unlimited.”  
~The Peaceful Solution**

# Chapter Three Respect Others

## Introduction

**H**ow many people have you had contact with today? Did you interact with family members? Did you walk with friends to school or did you take the school bus? If you live in a big city, you probably saw hundreds of people on your way to school. We see so many people every day that sometimes we forget that every person we see has value.

Can you imagine how your life would be if you had no family or friends? What if there was no one to talk to or interact with in any way? Life would not only be lonely, it would be unbearable. When we imagine not being able to interact with anyone, we can begin to comprehend just how valuable human life is.

There is no doubt that people need people. We need to know that someone cares about our health, safety, and well-being in order to have joy and reach our full potential in life. We convey care and concern through positive interactions. For any interaction to be positive, there must be respect.

In the previous chapter, you learned about the value of self-respect and how to show respect to yourself. In this chapter, you will continue to explore the value of all human life and how to show respect towards others.

# I Have A Responsibility To Show Respect To Everyone!

In Chapter One you learned that basic respect must be shown to all people and that everyone has a right to be respected.

List below the three basic rules of respect for all people.

1. (Be polite and courteous.)

2. (Recognize the value and worth of all people.)

3. (Accept that people are unique and have different beliefs and values.)

These three rules of respect can be demonstrated to everyone you come in contact with. Respecting all people on this basic level keeps our society civil. The word **civil** means *adequate in courtesy, polite and mannerly*. There are many other ways you can show that you are respectful to people you know casually or may not know at all. For example, the cashier at the store, the security guard at the mall, the bus driver, or the conductor on the train are people just like you. You may not know them personally, but they, too, have value. They have families, talents, goals and potential. You, and the countless other people you may see every day, have a responsibility to show respect to each other.

Have you ever noticed that when you purchase an item from a store, the cashier will hand you your change and receipt and say, “Thank you and come again”? Most people will then respond with, “Have a nice day.” This is one of the ways that even people who do not know each other can demonstrate respect. There are many other ways that even strangers can be civil to one another in their daily interactions.

Write on the lines below some other ways you can show respect to others:

(Answers will vary but may include: do not verbally or physically abuse anyone, be honest, treat others fairly, be kind, obey instructions given.)

“It only takes a few seconds longer to show respect towards someone. Take the time to show someone respect, even if you don’t know them.”

~The Peaceful Solution

# Familiarity Breeds Respect

Respecting the people you know personally helps to build strong positive relationships. A relationship is simply the way you relate to and interact with others.

There are many different kinds and levels of relationships. For example, you and your parents have a relationship. Relationships also exist between you and your siblings, friends, and teachers; that's just to name a few. Obviously, having grown up with your family, you will feel more comfortable around them than with your baseball coach. You will also feel more comfortable around a friend you have known all your life than a person you have just met.

Becoming more familiar or comfortable with someone doesn't mean that you should ever lose respect, although some people tend to become less courteous, caring, and polite to others who they become very familiar with. This is unhealthy for any relationship. Remember that respect in all interactions promotes the relationship.

Familiarity should breed respect. So, regardless of how well or how little you know someone, regardless of whether they are your parent, teacher, friend, or sibling, there must always be a basic level of respect demonstrated in order for a relationship to be positive.

## All Positive Relationships Are...

### SUPPORTIVE

People support and encourage each other to build positive character traits and to set and achieve positive goals.

### CARING

People take the time to be concerned about each other's feelings, health and safety.

# GET TO KNOW OTHERS

In order to build positive relationships and be respectful towards others, you must be aware of their needs and feelings. For example, some people talk to each other in a loud tone of voice. Others may not enjoy being spoken to in that manner. To be respectful to both, you will need to adjust your tone of voice. In other words, what one person may think is disrespectful, another may think is okay.

Become familiar with the people you interact with. Get to know and care about them. If you see that there are certain things that they dislike, then avoid doing those things in their presence. For example, your sister doesn't like it when you whistle. To be respectful to her, you would refrain from whistling while she's in the same room with you. A respectful person is willing to go the extra mile in order to be courteous and caring to everyone. The important thing to remember is that becoming respectful takes time and commitment on your part and on the part of others. Each person must be willing to care about the feelings and needs of others.

## The Do's and Don'ts Of Respect

Complete the chart by filling in other Do's and Don'ts for respecting others.

DO	DON'T
<i>Use appropriate language.</i>	<i>Don't use bad language.</i>
<i>Consider the feelings of others.</i>	<i>Don't insult others.</i>
<i>Respect others' possessions.</i>	<i>Don't tease others.</i>
<i>Practice positive character traits.</i>	<i>Don't yell or scream.</i>
<i>Choose your friends carefully.</i>	<i>Don't lie.</i>

*Over half of your communication skills are based upon body language alone.*

## COMMUNICATE RESPECTFULLY

Communication is another aspect of showing respect to others. We communicate in many different ways. The most common form of communication is by speaking, but did you know that you also communicate with your body language and facial expressions? Communication incorporates many different factors, such as:

- words
- body language
- facial expressions
- tone of voice

For example, crossing your hands and slumping into your chair tells others that you do not want to hear what they have to say. In like manner, rolling your eyes when you are being instructed to do something says loud and clear that you are bored with what you are being told or that you do not intend to follow instructions.

Communication also involves listening. When you are a great listener, you give others an opportunity to express their wants, needs, and feelings without being interrupted. The roles of speaker and listener are automatically designated during normal conversation. If both people speak at the same time, neither would hear what the other is saying, and if both people listen at the same time, there would be nothing to listen to.



Therefore, in order to communicate, one person must listen while the other one speaks. Of course, the roles would switch from time to time. However, if one person constantly interrupted or did all the talking and never let the other person speak, the conversation would not be respectful. So, the next time you have a conversation with someone, listen to what he/she is saying and be careful not to interrupt.

Listening politely to someone and waiting your turn to speak shows care and concern. When people know that someone respects them and cares enough to listen, it makes them feel supported and appreciated.

## THE LANGUAGE OF RESPECT

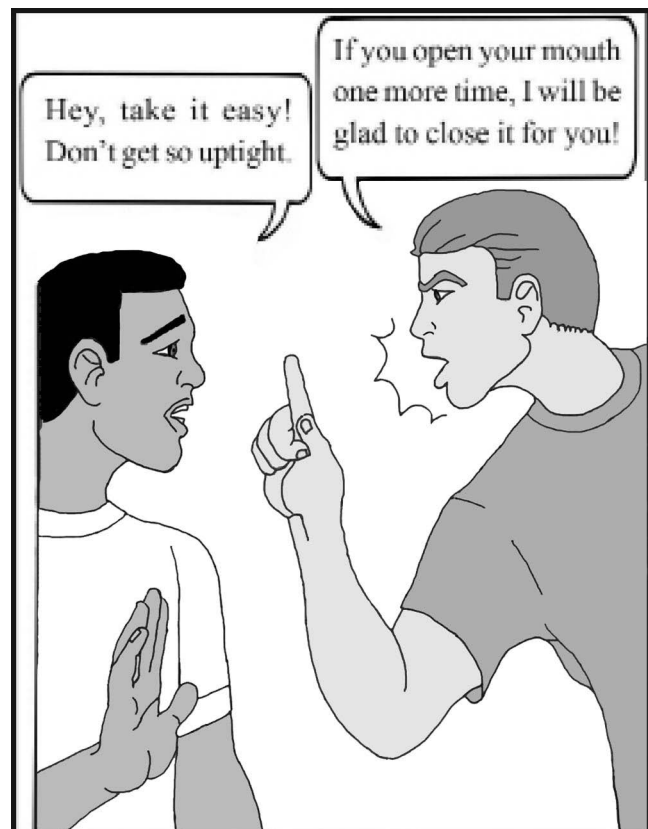
Have you ever heard the expression, “Sticks and stones will break my bones, but words will never hurt me”? Well, guess what, it’s a lie. Words can hurt. They can be a form of abuse. Bones that get broken heal, but emotional hurt from spiteful, mean, and uncaring words can have a life-long effect.

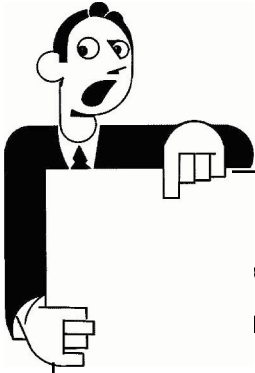
Respectful communication also involves controlling your emotions so that you can refrain from name-calling or teasing others. People name-call and tease for different reasons. The two most common reasons are to put someone down, and to make them feel bad about themselves. Another reason is that you might just be joking around. Keep in mind that if you are the only one who thinks your “joke” is funny, then your name-calling or teasing is not a joke to the other person. The problem with name-calling is that it can be very disrespectful and can seriously hurt someone’s feelings. Name-calling chips away at another’s self-respect. It can make them feel devalued, embarrassed, and humiliated.

People often name-call when they’re upset with someone. Saying hurtful, spiteful words to show someone that you’re upset with them never solves the problem. In fact, it only makes the situation worse. The next time you become angry with someone, remember that the person you are angry with is still a human being and is therefore worthy of respect.

**An uncontrolled tongue  
is like deadly poison. It  
can kill.**

**~The Peaceful Solution**





## ***"This Is How You Can Speak The Language Of Respect."***

**the person why you are upset:** Do not assume that they why you're upset. Sometimes people say and do things ntionally.

⇒ **Tell the person what you would like them to do or not do:** Be very clear about what you need. The other person cannot be respectful of your needs if they do not know what they are.

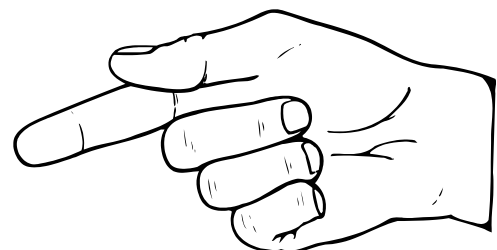
⇒ **Take the time to listen to their side of the story:** Be respect-ful and listen to what they have to say. They might be trying to apologize, but you will not hear it if you are screaming and talking over them.

⇒ **Use the proper tone of voice:** This means no screaming or yelling.

⇒ **Refrain from cursing:** Foul language is not useful. It is only foul.

⇒ **Avoid put-downs:** These only make the other person upset and make the situation worse.

**Respect others the way  
YOU would like to be  
respected.**



**Read the following scenarios and indicate if respect was shown. On the lines provided, describe how respect was or was not shown.**

**Scenario 1**

Andy politely asked his friend Mike to stop using his pens without first asking his permission. Mike rolled his eyes while Andy was speaking. The next time Mike needed a pen, Andy was out of the room. Mike took Andy's pen and used it without permission. Did Mike show Andy respect? (No, Mike did not listen to Andy's request and took another pen without asking.)  
\_\_\_\_\_  
\_\_\_\_\_

**Scenario 2**

Jeannie accidentally stepped on Margo's shoe, but before Jeannie could apologize, Margo said, "You overweight gorilla, you stepped on my shoe." Jeannie immediately felt embarrassed. Jeannie attempted to apologize, but Margo interrupted and told her to shut up. Did Margo show Jeannie respect? \_\_\_\_\_ (No, Margo would not even listen to Jeannie's apology and realize it was just a mistake.)  
\_\_\_\_\_  
\_\_\_\_\_

**Scenario 3**

Camille and Tina are friends, but Camille always tells Tina what to do. Whenever Tina tries to give her opinion, Camille interrupts and says, "Let's just do it my way. It's easier." Does Camille show Tina respect? (No, Camille won't allow her friend to speak.)  
\_\_\_\_\_  
\_\_\_\_\_

**Scenario 4**

Ricky and Bill are brothers. Bill wore Ricky's shirt without asking. "I really don't like it when you wear my clothes without asking. Please do not do it again," explained Ricky. "I apologize," said Bill. "Next time I'll ask." Did Bill show Ricky respect? (Yes, Bill apologized and said he would remember to ask next time.)  
\_\_\_\_\_  
\_\_\_\_\_



## Kind Words Show Respect

Words are important and do affect us.

They are like bricks, they build and form us.

They are like seeds that, when planted, will grow.

And in time, love and respect they do show.

Kind words show respect to others.

They can make enemies become brothers.

~ The Peaceful Solution ~

*“We are all one family as you can clearly see,  
There really is no difference between you and me.  
Your color may be red, green, black or blue,  
But on the inside there’s no difference between me and you.”  
~The Peaceful Solution*

## Respecting Diversity

Along with communicating our needs appropriately, we must also respect others by appreciating and accepting their differences. People come in all different shapes, sizes, nationalities, and cultures. Some are born mentally or physically challenged, while others may be in a wheelchair because of sickness or an accident. Regardless of how different someone may appear to be, they still deserve respect. Respecting diversity means not teasing, putting others down, or ignoring people because of their nationality, physical appearance, or disability.

People tend to disrespect others, because they do not know enough about them or do not understand them sufficiently. Just how different are we? An article published in July 2001, shows that people share more similarities than differences. The article states that human beings are 99.9% alike in their genetic sequence and proves that there is only one race—the human race. In other words, if you had 100 pennies, the differences in the human species would amount to only one tenth of one penny. This 0.1% gives us different physical characteristics, such as skin color and hair texture.

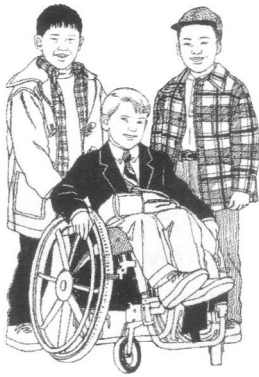


**Appreciate And Accept Us For Who We Are.**



## Straight Talk

Don't let the fact that someone looks different stop you from being respectful and polite. Always consider that to another person, you may be the one who looks different. Treat that person in the same manner you would want to be treated. Putting yourself in someone else's place and considering how that person would feel is called empathy. Having empathy plays an important role in learning how to accept and respect the differences in others. It is a positive character trait worth striving for.



Respecting others also means treating those who are mentally or physically challenged with compassion and consideration.

Have you ever considered how different life must be for someone who is blind or in a wheelchair? When you are sighted, it is easy to take for granted that you can see your family, friends, and everything around you. It is just as easy to take for granted being ambulatory or free to walk, jump, and run.

People who are disabled have many challenges in their lives, but they are the same as you and me. They deserve to be shown the same respect as everyone else. We all have the same right to live our lives to the fullest and to live up to our own highest potential. By showing respect to all people, we see that we are not so different after all.

### *A Few Steps For Accepting The Diversity Of Others*

- Remember, all people are 99.9% alike. We are more alike than we are different.
- Treat others with respect. No one deserves to be put down, made fun of, teased, or laughed at.
- If you can, open a door for someone who is handicapped. Something as simple as holding a door open could make a big difference to someone who cannot open it himself.
- If it is appropriate, take time to get to know others who may appear to be different. No one expects you to walk up to every person you see and strike up a conversation. If someone new comes to your class, don't ignore him. Take the time to find out who that person is on the inside. Learn about his character, because character is the most important thing.

# WHO'S IN CHARGE?

Respecting others also involves respecting authority. An **authority figure** is *anyone who is placed in a position of being in charge of your safety and well being*. Of course, your parents and teachers are authority figures, but have you ever considered that an older brother or sister who is asked to take care of you is also your authority? In addition to this, authority figures also include coaches, your school bus driver, and the police. Authority figures will change according to the situation. The important thing to remember is that an authority figure is there to guide, direct, and protect you. They deserve your respect.

Bare in mind, always, that an authority figure should never ask you to participate in anything that is morally incorrect. If that should occur, you must always choose to say “No” or speak to someone you trust about the situation.

You can show respect for an authority figure by being courteous and polite. In addition, you should follow instructions and rules set by those who are in authority. Rules are given to keep things running smoothly and to keep people safe. Those in charge are responsible for ensuring that rules and instructions are followed. The way you choose to respond to those rules and instructions determines if you are being respectful.

Does showing respect or disrespect to those in authority really matter? Let’s read the following scenarios and find out.

## Scenario 1

Sally got permission to go to the mall, but she was given an earlier curfew than the rest of her friends. She felt she was being treated unfairly so she decided to stay out later. She didn’t contact her parents and ask for permission, she just went home late. Her parents were worried and upset by her choice to disobey them.

- a. Did Sally respect the rule given by her parents? (No.)
- b. Why do you think Sally’s parents set a curfew?  
(Answers will vary but should include: her parents care about her and are watching out for her safety. They know what is best for her.)
- c. Because Sally did not obey their authority, what might have occurred to her? (Answers will vary but may include: she could have gotten into trouble or had an accident, and her parents wouldn’t have been able to help her.)

??

- ? d. How could she have respected her parents? (Answers will vary but may include: by coming home before curfew as instructed.) ?

### Scenario 2

? The teacher asked the class to be quiet so she could speak. Tom ignored her request and continued talking to a classmate. She respectfully asked Tom again to stop talking. He rolled his eyes, and said, “Yeah, sure,” yet continued to talk. ?

- ? a. Did Tom show his teacher respect? (No.) ?
- ? b. Why do you think the teacher asked Tom to be quiet? (Answers will vary but may include: because his voice could have been distracting both to her and the other students, and she needed to get everyone’s attention and cooperation.) ?
- ? c. What could be the consequences for not obeying the teacher’s request? (Answers will vary but may include: other students not liking Tom because he was so disrespectful, being sent to the principal’s office, receiving detention, or missing important information being taught to the class that could affect his grade.) ?
- ? d. How could respect be shown to the teacher? (Tom could have shown respect by obeying her request and being quiet.) ?

### Scenario 3

? Billy’s older brother, Bobby, was in charge of watching him while their aunt went to a meeting. Bobby told Billy it was time to come in and finish his homework before supper. Billy told him: “No way! I am not ready to come in yet.” ?

- ? a. Did Billy show Bobby respect? (No.) ?
- ? b. How do you think Billy’s response made his brother feel? (Answers will vary but may include: angry, disappointed, upset.) ?
- ? c. What could be some consequences for not respecting his brother? (Answers will vary but may include: Billy might be grounded for disobeying his brother or his brother might become angry and a conflict may result between them.) ?
- ? d. What could Billy have done to show his brother respect? (Billy should have done what he was asked to do right away.) ?

??

# How To Show Respect To The Opposite Sex

Adolescence is a time of constant changes, both physically and mentally. Not only are you changing, but you are also beginning to notice physical changes in the opposite sex. Suddenly, the boy or girl who you grew up with no longer looks the same. Although becoming interested in someone of the opposite sex is normal and healthy, rude comments and gestures about someone's body are not. It is in fact, disrespectful and degrading.

Each person's body is private and must be treated with respect. When young men and women make derogatory comments about each other's physical development or appearance, they are not showing respect. The physical development of each person is a part of the natural process of becoming an adult and should not be reduced to comments that make a person feel embarrassed or ashamed.

Avoid any and all comments about someone's physical development and appearance. The problem with these comments is that they can lead to an even greater form of disrespect, which is touching. This violates one's right to privacy. You should regard another's body as private. Something that is **private** is *off-limits to anyone but the owner*.



## To Respect The Opposite Sex:

- Refrain from any comments about another person's physical development or appearance.
- Refrain from touching any part of another person's body.
- Be mindful of your own gestures or body language, they can be misunderstood.



# Straight Talk

Keep the meaning of these terms in mind. Respect the opposite sex by refraining from doing the following...

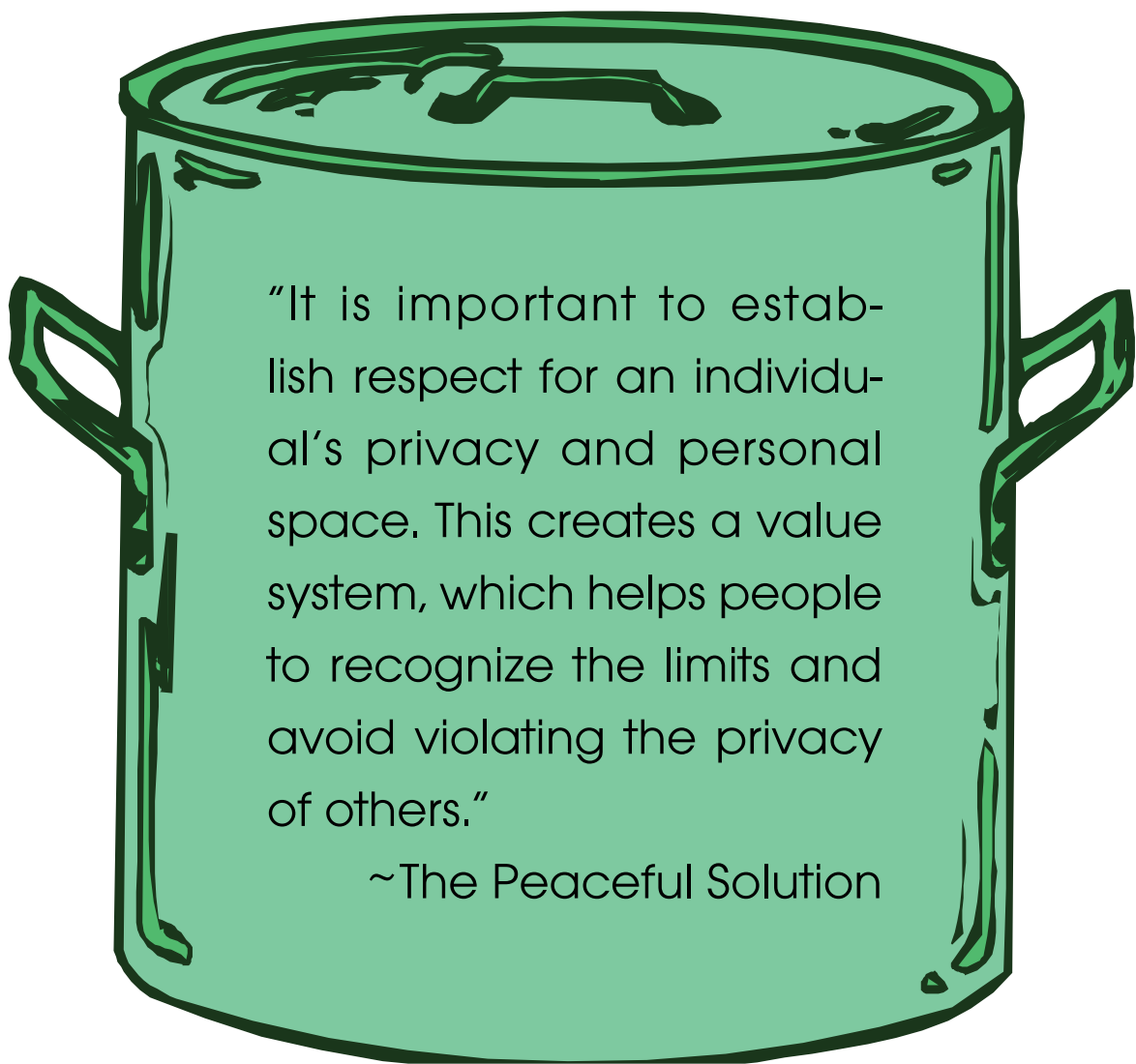
**Touching** the opposite sex outside of marriage is off limits. This includes resting hands on shoulders, rubbing against each other, or touching in more private areas. Some people even feel uncomfortable with someone coming up to them and standing too close to them or putting their arms around them. Respecting a person's personal space is very important.

**Teasing** should be avoided at all times, especially when there is a sexual twist to it. Teasing someone about their shape, size, height, color, how they look, or the way they dress can be painful and embarrassing. Others may not see the humor in it or take it as a joke. It can damage a person emotionally.

**Sexual harassment** involves making crude remarks about a person's personal appearance or even touching them. Although you may think you are complimenting a person on what they look like, you may be making them feel uncomfortable and not considering their feelings. Sexual harassment is demeaning and wrong. There are rules in your school against it, and laws in society prohibiting it.

**Sexual abuse** is taking full advantage of another person and forcing them to have sex. This is also called rape and is the worst form of disrespect that must be avoided.

# What It All Boils Down To...



"It is important to establish respect for an individual's privacy and personal space. This creates a value system, which helps people to recognize the limits and avoid violating the privacy of others."

~The Peaceful Solution



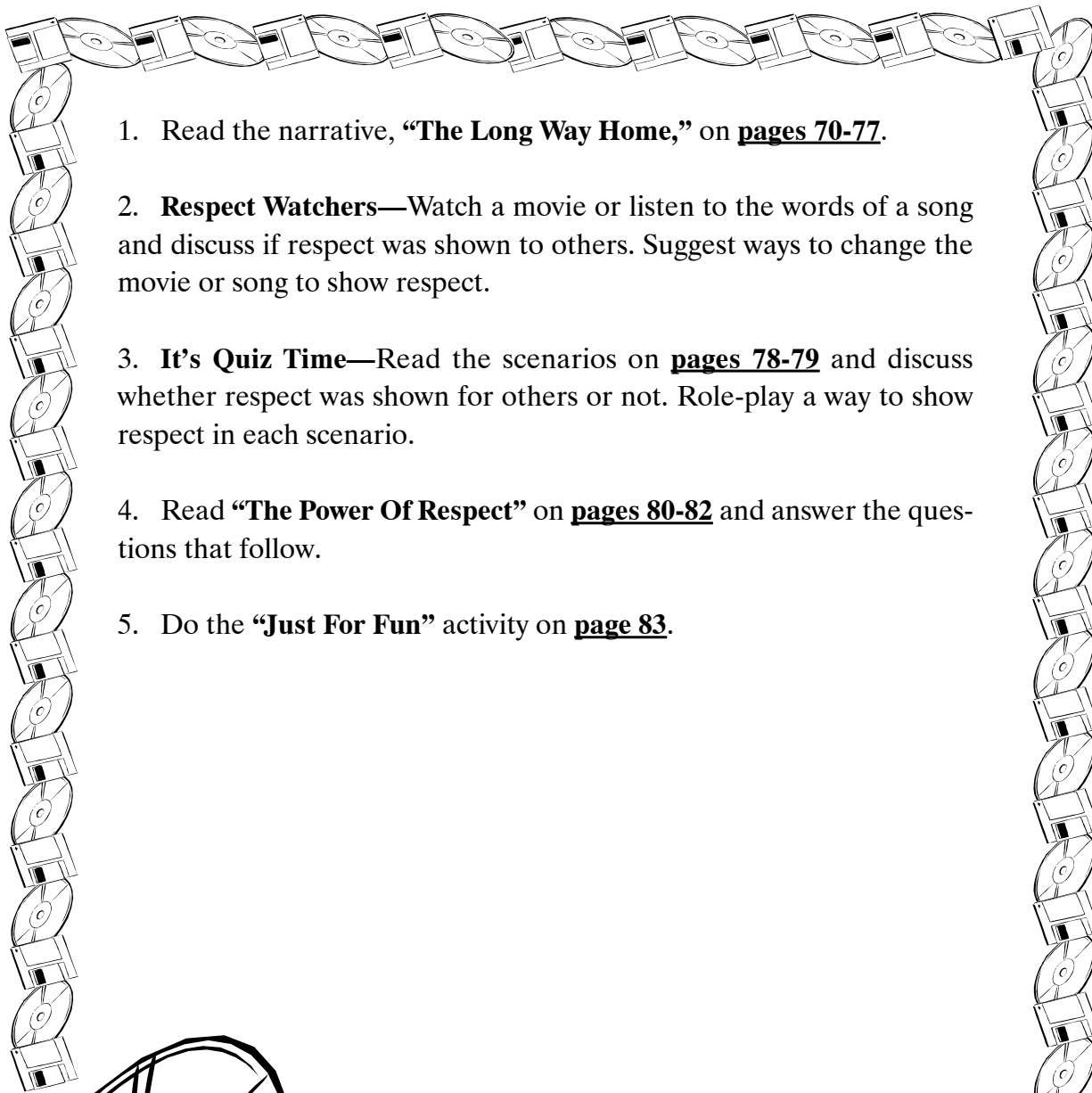
## What I Have Learned

- Treating others with respect is just as important as respecting myself.
- The respect I show for others can be measured by the way I interact with them.
- Words, body language, and facial expressions convey whether care, concern, and interest are being shown. This demonstrates respect.
- Respect others by being considerate of their feelings and needs.
- Show respect to authority figures by listening to and following their instructions as long as they don't conflict with moral values.
- People who are different, for whatever reason, should also be shown respect.
- Respect the opposite sex by refraining from making comments about their physical development, appearance, or touching them.

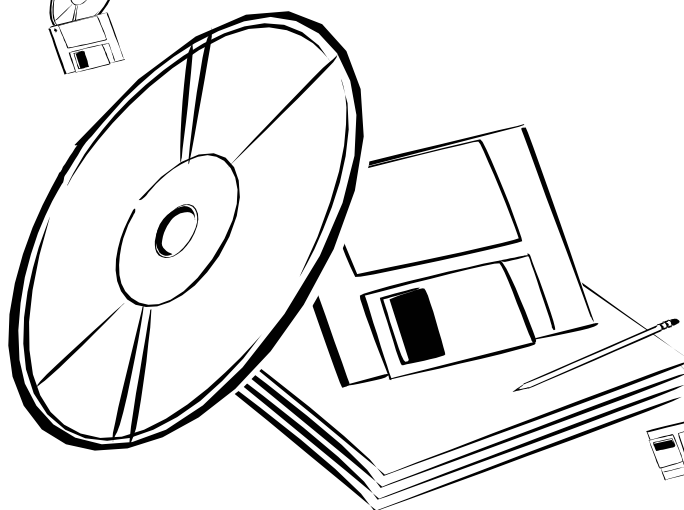
“Rest assured, the respect you show to others is well worth the effort.”

~The Peaceful Solution

## Enrichment Activities



1. Read the narrative, “**The Long Way Home,**” on pages 70-77.
2. **Respect Watchers**—Watch a movie or listen to the words of a song and discuss if respect was shown to others. Suggest ways to change the movie or song to show respect.
3. **It’s Quiz Time**—Read the scenarios on pages 78-79 and discuss whether respect was shown for others or not. Role-play a way to show respect in each scenario.
4. Read “**The Power Of Respect**” on pages 80-82 and answer the questions that follow.
5. Do the “**Just For Fun**” activity on page 83.



# The Long Way Home

The next room on the tour of the Langley Home For Girls was called the Meeting Hall. As Tina stepped into the large room, the first thing she noticed was the smell of bleach and furniture polish. The smell reminded her of the psychiatric hospital she had been released from a few hours ago. Even with the sound of the director's voice explaining the function of the room, Tina's thoughts drifted back to the hospital. While waiting for her caseworker to pick her up, she was hoping that after she was released, she would be allowed to go home.

She remembered when Miss Jennifer, the day nurse, had knocked on her door, and told her that her caseworker had arrived. She had been so hopeful. Taking up her travel bag and a smaller bag that held her sketchbook and pencils, Tina walked out of the room and towards the nurse's station where Mrs. Mead, her caseworker stood waiting for her.

Mrs. Mead was a tall lady with curly hair and light complexion. The last time she met with Mrs. Mead, Tina had finally felt comfortable enough to talk to her about some of the problems she had at home and at school, the problems that caused her to be here. Tina liked Mrs. Mead. The woman had a sense of humor, and she was honest and to the point.

As they took the elevator down to the basement level where Mrs. Mead had parked her car, Tina said with a sigh of relief, "I'm so glad I am finally out of here. That had to be the longest two weeks of my life. So now that they know I'm not a crazy person, I can go home, right?"

"Well, Tina..." Mrs. Mead began. From the tone of her voice, Tina knew what was coming.

"Don't tell me," Tina interrupted, her voice taking on an angry edge. "Don't tell me I can't go home. This isn't fair. I'm not crazy, I just have some problems, but I can work them out at home."

By now, they had reached Mrs. Mead's car. In a calm voice she said, "Tina, put your bags on the back seat. We'll talk about it, but I need for you to be calm and to listen with an open mind. Can you do that for me?"

Fighting back the tears, Tina nodded a reply as she followed Mrs. Mead's instructions.

During the one-hour ride down Interstate 90, Mrs. Mead explained to Tina that due to the seriousness of her choices and the disruption that she had caused to her family, the Family Court had ruled that in addition to the time she spent at Rolling Hills, she could benefit from a two month stay in a crisis program.

"Another hospital?" Tina asked with a look of disbelief on her face. "You're putting



me in another hospital for two months? What will I do about my mom and dad, school, and my friends? I'm not crazy!"

"Tina," replied Mrs. Mead, "we know you're not crazy. A crisis stabilization program is not a hospital. It is a program that's been designed to help teens like you, who have emotional and behavioral problems."

"But what about my family?" Tina asked again.

"Your mom and dad will be able to visit you, and eventually you will earn the privilege of home visits. As for school and friends, they will both be there when you complete the program. By then, you will have learned how to make better choices and how to choose better friends."

Tina was overwhelmed. The weight of her disappointment reduced her to tears, and for a few minutes, her quiet sobbing was the only sound in the car. Mrs. Mead waited patiently for Tina to bring her emotions under control. Handing her a tissue, Mrs. Mead continued, "I apologize, Tina, for breaking the news to you like this. But once your assessment from Rolling Hills was reviewed by your case manager and the judge, we all felt that it would be in your best interest to get emergency placement into a program that could help you work out the problems that brought you here in the first place. We were concerned that without help, you would repeat the same mistakes you've made in the past.



"Where is this place?" Tina asked.

"It's about half an hour away from where we are now. The name of it is Langley Home For Girls."

*Prison*, Tina thought. *The name of it might just as well be prison.* To her caseworker she said nothing. Instead, she turned her head and looked out the window.

A low building, nice lawn and an iron fence were the first things that Tina saw as Mrs. Mead turned down the tree-lined street and drove through the gates. A small sign with the words *Langley Home For Girls* told Tina that they had arrived. With an inward sigh she said, "So I guess we're here."



In response, Mrs. Mead replied, “Tina, I know this is hard on you. It’s not your choice to be here, but you do have choices. You have a choice in how you handle this situation. You have a choice in how you respond to the people who are trying to help you, and you have a choice in how you live the rest of your life.”

Tina could only nod her understanding. She knew that if she tried to speak she would start crying again. By now Mrs. Mead had parked the car. Turning to Tina she said, “First, you will be assigned a room, then we’ll take a tour of the facilities. Would you like it if I stayed and ate supper with you?”

With a grateful nod, Tina got out of the car, taking her bags from the back seat.

Tina was totally unprepared for the sights and sounds that greeted her as they walked into the building. Unlike the hospital, Langley looked much like a home. There were well-worn couches, and a lemon and white tiled floor. A young worker was telling eight girls to line up. One girl looked as young as ten, and there were a few who looked like they were in their late teens.

A tall, middle-aged woman with light brown hair walked towards them and greeted them as they stood inside the door looking around.



“Hello, Mrs. Mead. You must be Tina,” she said as she approached them. “My name is Valerie Stevens. I am the director of the program.” She shook Mrs. Mead’s hand and then Tina’s.

Speaking to Mrs. Mead, Mrs. Stevens continued. “The staff will get her processed and assigned to a room, after which you can meet me in my office. I’ll take you on a tour and explain a little more about the program.”

Forty minutes later, Tina stood in the meeting hall thinking about the psychiatric

hospital as Mrs. Stevens explained the function of the room. “In addition, we also have group therapy twice a day and play games and so on,” Mrs. Stevens was saying.

Mrs. Stevens then directed their attention to a bulletin board that had the names of the ten girls currently in the program. Next to each name was a number. The lowest number was one and the highest was five. Mrs. Stevens directed her comments to Tina. “This is the level system,” she explained. “A level system is how we keep track of everyone’s progress in the program. In addition to working to improve your decision making skills, you will also be required to respect all staff members and peers at all

times, follow the rules of the program, attend and participate in group therapy, and complete all chores to the best of your ability. Everyday you will get a score in each of these areas. At the end of every week, your total scores will be combined and your overall progress reviewed. If your scores are high enough, you can move up the level system. The higher the level the more privileges you have. The lower the level, the less privileges you have.”

Tina was beginning to feel like she was Alice in Wonderland. This was a completely new world, with new rules, words, and terms. She had no idea what a “treatment plan” was and was too shy to ask. For the second time that day, she felt overwhelmed. She had been hoping to get through the program by staying by herself and staying in her room. She now realized that she was expected to interact with not just the staff members, but also with her peers. She would have to follow rules and participate in groups and activities.

Sensing her distress, Mrs. Mead said, “I know this is a lot to take in all at once, but you’ll get familiar with it. You’re going to do great, and you are going to go home.”

Knowing that someone believed that she could successfully complete the program gave Tina the first bit of hope she had felt all day. She almost smiled. She remembered overhearing her parents brag about her to her grandparents. Her mom had said, “Tina is the most determined child I have ever seen. When she sets her mind to do something, she gives it her all.”

That was a year ago, so much had changed since then, but Tina knew that she was still that determined person. During the last year however, she had used her determination to do all the wrong things. Now she would have to learn to be determined to change her life around.

During the first month at Langley, there were many times when Tina thought that she would simply give up and just sit in her room. She was overwhelmed by all the rules and activities. There were rules for everything. You were told when to get up, to shower, do homework, do laundry and what time to eat. There was even a time when everyone had to go to their rooms and be quiet. In addition to this, she had weekly appointments with a therapist and case manager and attended a class twice a week for substance abuse. You were scored on everything, from your attitude to your willingness to follow directions. Nothing was ignored.

During the first week, Tina was required to meet with her caseworker, case manager, and psychologist to talk about what she had done wrong and to come up with five behaviors she needed to change, as well as five goals she wanted to accomplish by the time she graduated from the program. Her caseworker wrote everything down and then they all signed it. Mrs. Mead said that they had just written her treatment plan. Her progress in the program was based on how well she accomplished the things they had just written down and whether she was willing to follow the rules and obey the staff.

Although it was difficult, Tina knew that she was doing well. She was now on Level 3 and had the privilege of weekly phone calls to her parents. The first time she spoke

to them after being sent to Langley, she could barely speak without crying. It was great to know that her family missed her and wanted her home. Whenever things got hard for her, she always kept that in mind.

Her roommate, Ellyn, had also been one of the reasons she had been able to hold it together. Ellyn was 16 years old. She was kind, helpful and willing to listen. Unlike Tina, she had been in foster care and group homes for almost three years. She told Tina one evening during their daily quiet time why she had been placed at Langley. She recalled, in a sad voice, her parent's divorce and her mother marrying a man who turned out to be an abusive alcoholic. One night he had come home so drunk he had beaten her mother and shoved Ellyn against the wall.

The abuse didn't stop there. It continued for years. On one occasion, Ellyn was so badly beaten that her teacher at school had noticed her limping and the bruises on her neck and arms. She had reported her concerns to the guidance counselor who then called Child Protective Services. When the caseworker who came to her school that day saw her bruises and heard her story, she was immediately removed from her home. They arrested her stepfather and charged him with child abuse. Later, they returned to arrest her mother on charges of child neglect.

Ellyn lived with the same foster parents for two and a half years, but when Mrs. Green, her foster mother, became ill, Ellyn was placed in the Langley stabilization program until other suitable foster care could be found.

After hearing her story, Tina felt even more ashamed of the choices that had brought her to Langley. She had never been abused. She had a caring and loving family who did everything they could to help her. She was there because she had chosen to disrespect herself and others.

Another reason Tina did well was because of *The Peaceful Solution Character Education Program*. Once a day, Tina and her peers, as well as the staff members would gather in the Meeting Hall and learn about what it meant to have a positive moral character, how to be responsible, respectful and how to develop self-control. Because of how much she had learned about self-control and being accountable for her actions, she now understood that she was the only one who was at fault for the choices she had made.

A week later, Tina and Ellyn made Level 4 on the same day. They gave each other a high five. Excitedly, they both said at the same time, "We made it!" Ellyn continued, "Now we can go to bed at ten o'clock, pick a special meal and choose the activity for the week."

Tina laughed and shook her head. "What's so funny?" Ellyn asked with a puzzled look on her face. "We're the only two who made Level 4, and you're laughing as if you don't care."

"I'm not laughing at you or making fun of the program," Tina replied. "I'm laughing because now going to bed at ten o'clock is a privilege. When I was at home, I used to sneak out at ten o'clock."

"Oh," said Ellyn. "Is that why you're here?"

"Yeah, that and a whole lot of other stuff." Walking over to the beanbag chair and

plopping herself down, Tina asked, “Ellyn, do you ever want to go back in time and change something you’ve done?”

“I used to,” Ellyn said in a quiet voice. “Until I realized I can’t change the past. I can’t change the fact that my parents got a divorce, I can’t change who my mother chose to marry, I can’t change that I was abused, and I can’t change the fact that my mom didn’t protect me. I can only be me and do the best that I can everyday to make a better life for myself and change my future.”

“Well,” Tina replied. “If I could change the past, I would. I used to think that being popular was all that mattered. I started hanging out with the wrong girls because they were the in-crowd. I knew that the things they did

weren’t right, but I wanted to fit in and be liked. For fun, we would stand around and make fun of other people, especially this one girl named Erica. Erica came from a poor family. She didn’t have designer clothes, or the latest shoes, and we would make fun of her until she cried. One day, my friend Caitlin tripped her down the steps. Erica complained to the principal, and Caitlin was suspended, but that didn’t stop the teasing.

“Was she hurt?” asked Ellyn.

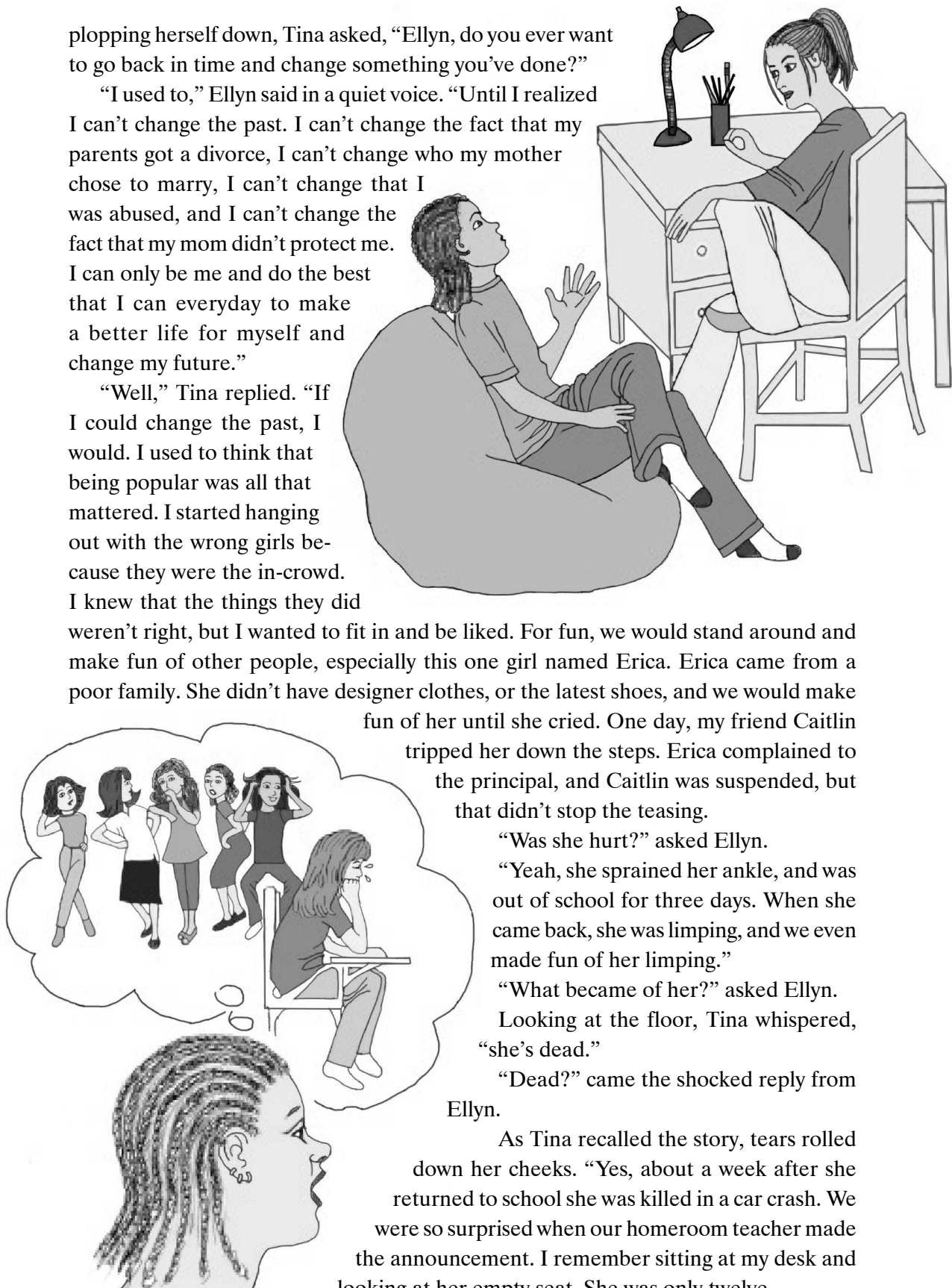
“Yeah, she sprained her ankle, and was out of school for three days. When she came back, she was limping, and we even made fun of her limping.”

“What became of her?” asked Ellyn.

Looking at the floor, Tina whispered, “she’s dead.”

“Dead?” came the shocked reply from Ellyn.

As Tina recalled the story, tears rolled down her cheeks. “Yes, about a week after she returned to school she was killed in a car crash. We were so surprised when our homeroom teacher made the announcement. I remember sitting at my desk and looking at her empty seat. She was only twelve.



I don't know what her life was like before I met her in the seventh grade, but I know for almost a year I helped to make her life miserable. I disrespected her, I made fun of her, and I hurt her feelings, all because I wanted to be popular. Now she's dead, and I'll never get the opportunity to tell her I'm sorry."

Getting up from where she was sitting, Ellyn handed her friend a tissue and sitting on the floor next to her she asked, "What about the other girls who made fun of her? How did they take the news?"

"They tried to act like they were tough and it didn't matter, but it did. We went from making fun of people to cutting school, shoplifting, drinking and sneaking out at night. I felt like I was worthless, so I kept doing things I knew were wrong. It didn't take long for my reputation at school to go down the drain. We went from being the in-crowd to the losers, and I didn't know how to turn it around. So, I acted like I didn't care and dug a deeper hole for myself."

Ellyn asked, "What about your parents, did they know what you were doing?"

After a long pause, Tina replied, "Not at first, but my teachers noticed that I was cutting class. The guidance counselor called my mom and dad. They tried to help me, but I felt so ashamed of the way I treated Erica, that I couldn't talk about it. My behavior got worse, and finally I tried to hurt myself."

"That's when you ended up here?" Ellyn asked.

"No, that's when I ended up in the emergency room," Tina said with a sad smile. "After that, I was admitted to a psychiatric hospital and then brought here."

Looking at the floor Tina said, "So now you know why I'm here. It's okay if you don't want to be my friend anymore. I'll understand."

"How could you even say something like that?" Ellyn exclaimed. "I'm your friend, and I will remain your friend." After a short pause, Ellyn continued, "Remember how you told me that if you could change the past, you would?" Well, the truth is, you can't. But the fact that you want to means that you have learned from your mistakes. Nothing is going to change the choices you've made, and you can't make up for what you did to Erica, but you can do your best to never disrespect or be mean to someone ever again."



"Thanks, Ellyn," Tina said with gratitude. With a smile she continued, "I bet you're going to be a psychologist when you grow up."

"Nope," said Ellyn. "I'm going to be a marriage counselor. I think husbands and wives give up on each other too quickly. They start thinking of reasons why they should

get a divorce, when they should be thinking of reasons why they should stay together.”

They both laughed and spent the remainder of their quiet time talking and planning their activity until the staff members announced that it was time for group work. They had decided that the activity for the week would be roller-skating. They couldn't wait to tell everyone else.

The next two weeks flew by for Tina. Her first home visit went well. It was great seeing her parents and talking to them honestly about the choices she had made. It was even better telling them how much she had already changed and her hopes for the future. At home, Tina couldn't help but think about Ellyn. In two more weeks she would be able to come home and stay, but Ellyn had no family to go to. She would be placed in another foster home.

Tina's last two weeks at Langley went by in the blink of an eye. She and Ellyn made Level 5 at the same time and once again congratulated each other with high fives. They discussed what their last activity together at Langley would be. After careful thought, they decided that they would have a picnic by the lake. The staff members and other girls loved the idea, and since the next day was going to be sunny, they all decided that they would have their picnic then.

It was during the picnic that Tina realized that although she couldn't wait to go home in two days, she would also miss Langley, the staff members, the other girls and especially Ellyn. She also knew that if she had returned home after being released from Rolling Hills, she would have repeated the same risky behavior.

Turning, she smiled at Ellyn and said, “Hey, guess what?” Not waiting for Ellyn to guess, she continued, “I know what I want to be when I grow up. I want to be a teacher who specializes in teaching character education. I want to help other children understand the importance of respect, responsibility, and self-control before they mess up like I did. And I want to do my part to make sure that kids learn to care about each other, not because they're popular, but for who they are on the inside.”

“Before my grandma died,” said Ellyn, “She used to tell me that life was about choices and that the future is what I make of it. I believe she's right. So if you make the right choices, you will be that teacher, and you will help others.”

“I believe she's right too,” said Tina.



# IT'S QUIZ TIME

**Read the following scenarios and choose the answer that would be the most respectful way to respond.**

1. Jay's father asked him to clean out the garage, but Jay was tired. He asked his father if he could clean the garage tomorrow instead. Jay's father insisted that he do it today.
  - a. Jay stomped out, went to his room and slammed the door.
  - b. Jay, although tired, humbly said "Okay, Dad" and cleaned the garage as he was asked.
  - c. Jay said "Okay" but then started mumbling and throwing stuff around in the garage as he was cleaning.
  
2. Cathy and her friends went to the mall to buy new clothes. Cathy's friends really liked the new styles, but Cathy felt very uncomfortable with the low hip jeans and tight T-shirts that had become popular over the summer. Cathy's friends begged her to buy at least one of the popular outfits so that they could all dress alike.
  - a. She should buy the outfit and wear it, even if she feels uncomfortable.
  - b. She should respectfully explain to her friends that she is not going to buy something she dislikes.
  - c. She should buy the outfit then make excuses when her friends ask her to wear it.
  
3. Ira is a foreign exchange student in your school. Although he speaks English, he has a very noticeable accent. Because of this, some of your classmates make fun of him. One day, in the cafeteria during lunch, Ira is unable to find a seat. The only vacant seat left is next to you.
  - a. You should put your bag on the seat and act like it's taken. After all, you don't want your classmates to make fun of you because you offered him a seat.
  - b. When he walks over call him names so that your classmates will think you're cool.
  - c. Offer him the seat next to you and when he sits down talk to him about his native country. After all, it must be hard for him to be in a new school.
  
4. James and Lee got into an argument. Both boys became angry when they could not find a solution to their problem. They should:
  - a. Start cursing and putting each other down.
  - b. Yell and threaten to beat each other up.
  - c. Agree to drop the subject until they both calm down.

5. While Samantha was speaking with her teacher, you wanted to get her attention to invite her to the study group in the library. You should:
- Walk over and while her teacher is speaking interrupt the conversation to invite Samantha to the study group.
  - Walk over and start clearing your throat loudly so that the teacher would get the hint that you want to speak to Samantha.
  - Wait at an appropriate distance (you don't want to eavesdrop) until they are finished speaking, then invite Samantha to the study group.
6. During gym class, Dashon and Eric both reached for the ball at the same time. Dashon bumped into Eric, and Eric fell to the floor. Dashon should:
- Walk away and leave Eric on the floor. After all he got the ball.
  - Start laughing. Eric looked really funny when he hit the floor.
  - Apologize, ask Eric if he needs help and if he is hurt.
7. While in the lunchroom Kelly slipped on food that was spilled on the floor and fell. She looked as if she had hurt her ankle. Everyone at your table started to laugh and snicker. You should:
- Laugh too.
  - Ask if she is hurt and if you can help her.
  - Mind your business. Someone else could help her.
8. Mr. Fletcher, the pre-algebra teacher, asked Tom to stop talking and pay attention. Tom should:
- Tell Mr. Fletcher to mind his own business and leave him alone.
  - Ignore Mr. Fletcher and keep talking.
  - Accept Mr. Fletcher's instructions and apologize for disturbing the class.
9. Your mother explained that she needed you to put your clothes into the hamper and thoroughly clean your room, if you wanted the privilege of doing a special activity. While she was speaking you should:
- Roll your eyes and sigh loudly.
  - Complain that your brother's room is always a mess. She should give him the same speech.
  - Listen attentively to her instructions, then be obedient and do exactly as you have been told.
10. The barber totally messed up Mike's haircut. It was so bad that Mike considered wearing a cap until his hair grew out. Larry, Mike's best friend, got one glimpse of Mike's hair and started laughing. He came up with some new names for Mike. Mike was already embarrassed and now was getting annoyed. He asked Larry to stop making fun of him. Larry should:
- Respect his friend's feelings by not laughing and apologize for making fun of him.
  - Keep laughing. Hey, his haircut looks really bad.
  - Call up their mutual friends and tell them so they can get a laugh too.

# The Power Of Respect

An elementary teacher named Mrs. Thompson stood in front of her 5th grade class on the first day of school and told her students a lie. Like most teachers, she looked at her students and said that she loved them all the same. But that was impossible, because there, in the front row, slumped in his seat, was a little boy named Teddy Stoddard.

Mrs. Thompson had watched Teddy the year before and noticed that he didn't play well with the other children, that his clothes were messy and that he constantly needed a bath.

Teddy could be really unpleasant. It got to the point where Mrs. Thompson would actually take delight in marking his papers with a broad red pen, making bold X's and then putting a big "F" at the top of his papers.

At the school where Mrs. Thompson taught, she was required to review each student's past records, and she put Teddy's off until last. However, when she reviewed his file, she was in for a surprise. Teddy's first grade teacher wrote, "Teddy is a bright child with a ready laugh. He does his work neatly and has great manners. He is a joy to be around."

His second grade teacher wrote, "Teddy is an excellent student, well-liked by his classmates but he is troubled because his mother has a terminal illness, and life at home must be a struggle." His third grade teacher wrote, "His mother's death has been hard on him. He tries to do his best, but his father doesn't

show much interest, and his home life will soon affect him if some steps aren't taken." Teddy's fourth grade teacher wrote, "Teddy is withdrawn and doesn't show much interest in school. He doesn't have many friends and sometimes sleeps in class."

By now, Mrs. Thompson realized the problem, and she was ashamed of herself. She felt even worse when her students brought her presents, wrapped in beautiful ribbons and bright paper, except for Teddy's. His present was clumsily wrapped in the heavy brown paper that he got from a grocery bag. Mrs. Thompson took pains to open it in the middle of the other presents.

Some of the children started to laugh when she found a rhinestone bracelet with some of the stones missing and a bottle that was one quarter full of perfume. But she stifled the children's laughter when she exclaimed how pretty the bracelet was, putting it on and dabbing some of the perfume on her wrist.

Teddy Stoddard stayed after school that day just long enough to say "Mrs. Thompson, today you smelled just like my mom used to."

After the children left, she cried for at least an hour. On that day, she quit teaching reading, writing, and arithmetic. Instead she began to teach children.

Mrs. Thompson paid particular attention to Teddy. As she worked with him, his mind seemed to come alive. The more she encouraged him, the faster he responded. By

the end of the year, Teddy had become one of the smartest children in the class. Despite that she said she would love all the children the same, Teddy became one of her “teacher’s pets.”

A year later, she found a note under her door from Teddy, telling her that she was still the best teacher he ever had in his whole life. Six years went by before she got another note from Teddy. He then wrote that he had finished high school, third in his class, and she was still the best teacher he ever had in his whole life.

Four years after that, she got another letter saying that while things had been tough at times, he’d stayed in school, had stuck with it and would soon graduate from college with the highest of honors. He assured Mrs. Thompson that she was still the best teacher he ever had in his whole life.

Four more years passed and yet another letter came. This time he explained that after he got his Bachelor’s Degree, he decided to go a little further. The letter explained that she was still the best teacher he ever had, but

now his name was a little longer. The letter was signed Theodore F. Stoddard, M.D.

The story doesn’t end there. You see there was yet another letter that spring. Teddy said he’d met this lady and was going to be married. He explained that his father had died a couple of years ago, and he was wondering if Mrs. Thompson might agree to sit in the place at the wedding that was usually reserved for the mother of the groom. Of course, Mrs. Thompson did. And guess what? She wore that bracelet, the one with several rhinestones missing. And she made sure she was wearing the perfume that Teddy remembered his mother wearing.

When they saw each other, Dr. Stoddard whispered to Mrs. Thompson, “Thank you Mrs. Thompson for believing in me. Thank you so much for making me feel important and showing me that I could make a difference.”

Mrs. Thompson, with tears in her eyes, whispered back and said, “Teddy, you have it all wrong. You were the one who taught me that I could make a difference. I didn’t know how to teach until I met you.”

[www.kathan-web.de/id18\\_/htm](http://www.kathan-web.de/id18_/htm)

## Caring Can Make A Difference

Answer the following questions.

1. Did Mrs. Thompson show Teddy respect when she took pleasure in marking his paper with big X's and writing an "F" on top, why or why not? (No, because of his appearance and behavior, she treated him without care and concern.)

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2. What made her change her view of Teddy? (Answers will vary but may include: when she found out his mother had died and his father didn't have time to pay much attention to him and help him with his school work. She then understood the reason for his behavioral problems.)

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3. How did Mrs. Thompson show Teddy respect? (Answers will vary but may include: she began to take the time to give him extra help and attention.)

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4. How did this make a difference in Teddy's life? (Answers will vary but may include: it made Teddy feel like he was worth something and he strived harder to succeed.)

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5. Write a few sentences about someone who has made a difference in your life. (Answers will vary but may include: a teacher, coach, or mentor who has inspired and encouraged you to better yourself.)

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# Just For Fun

Unscramble the words, using the definition as a clue.

- |   |                                 |
|---|---------------------------------|
| 1. detaicerppa  | <hr/> <i>appreciated</i> <hr/>  |
| <i>admired greatly, recognized the quality, significance or magnitude</i> |                                 |
| 2. teailmihu  | <hr/> <i>humiliate</i> <hr/>    |
| <i>to reduce to a lower position in one's own eyes or other's eyes</i>    |                                 |
| 3. lopmiite   | <hr/> <i>impolite</i> <hr/>     |
| <i>not polite, rude</i>   |                                 |
| 4. timmoctnem   | <hr/> <i>commitment</i> <hr/>   |
| <i>an agreement or pledge to do something in the future</i>               |                                 |
| 5. nessrpmioi   | <hr/> <i>impression</i> <hr/>   |
| <i>a characteristic, trait, or feature resulting from some influence</i>  |                                 |
| 6. nicumcomate  | <hr/> <i>communicate</i> <hr/>  |
| <i>to convey knowledge of or information about</i>                        |                                 |
| 7. tcarionetni  | <hr/> <i>interaction</i> <hr/>  |
| <i>mutual or reciprocal action or influence</i>                           |                                 |
| 8. puttrerin  | <hr/> <i>interrupt</i> <hr/>    |
| <i>to stop or hinder by breaking in</i>                                   |                                 |
| 9. petmotnc   | <hr/> <i>contempt</i> <hr/>     |
| <i>the act of despising; lack of respect for something</i>                |                                 |
| 10. lufsertecp  | <hr/> <i>respectful</i> <hr/>   |
| <i>marked by or showing respect or deference</i>                          |                                 |
| 11. sonvercnotia  | <hr/> <i>conversation</i> <hr/> |
| <i>oral exchange; talk</i>  |                                 |
| 12. pessribonel   | <hr/> <i>responsible</i> <hr/>  |
| <i>able to answer for one's conduct and obligations; trustworthy</i>      |                                 |
| 13. firamilayti   | <hr/> <i>familiarity</i> <hr/>  |
| <i>the quality or state of being familiar</i>                             |                                 |



# Chapter Four

## Respect And Society

### Note To The Teacher

**B**ecause we live in a society characterized by diversity in culture, respect must be practiced consistently if we are to eradicate violence, crime and racism. One of the most disturbing consequences of living in a society that condones so many forms of disrespect is that its people become desensitized to it, internalize it as normal and accept it as unavoidable. It has become customary to view and hear vulgar language, and watch obscene gestures and violent behavior in every form of entertainment. These acts of disrespect are not normal by any means, and should not be accepted as just another sign of our changing times. In the previous chapters, students learned about the value of respecting themselves and others. In this chapter, they will learn that respect is necessary on a societal level. They will explore some of the adverse effects of disregarding the rules that govern respectful interactions.

Other topics covered in this lesson are:

- Violence and crime result from a lack of respect for others.
- Disrespect in the form of racism has robbed millions of people their dignity and even their lives.
- The role of the media in perpetuating disrespect.
- Why people choose to show disrespect in society.
- How society benefits when all its members consistently demonstrate respectful interactions.

As parents, role models, and educators, we can agree that any subject we want our children to learn must first be taught. In this regard, character education is no different. If we want future generations to be moral, respectful citizens, then we must teach and instill morality and respect into the mind of every child until the choice to interact respectfully with all people becomes a habit.

## *Unit Four*

If we believe something is possible and can be achieved, we will work towards it. Let us show our children that it is possible for our world to exist without violence and hatred. By diligently teaching them how to respectfully interact, we will give them the skills to achieve moral character.

# Lesson Plan

## Respect And Society

### PURPOSE/OBJECTIVE

Students will learn that respect is necessary on a societal level. Students will also learn that a lack of respect adversely affects society.

### MATERIALS

► Students' handbooks

### PROCEDURE

1. Review the previous lesson, “**Respect Others,**” by asking students the following questions:
  - a. How can you show appreciation and value for all people? *(Answers will vary but may include: there are basic rules that apply to all people. They are: avoid violent verbal or physical behavior; interact with consideration and compassion, and accept that people are unique and have different beliefs and values.)*
  - b. In what two ways can you show respect for others? *(Answers will vary but may include: accepting the differences of others and using a proper tone of voice are two ways respect can be shown to others.)*
2. Tell students that in the previous chapters they learned that respect applies to themselves and others. In this chapter, they will explore the benefits of respect on a societal level. They will also learn that a lack of respect in the form of violence, crime, and racism affects society in negative ways. Have students read the “**Introduction**” found on **page 85**. Guide class discussion by asking students the following questions:
  - a. How would you define the word society?
  - b. What is culture and how does it relate to society?

Explain to students that culture is what makes one society different from the next and that there are many different values, beliefs, and customs that make up any given culture.

3. Tell students that attitudes, beliefs, and customs regarding morality, food, entertainment, and clothing are only some of the ways that one culture can differ from the next. Have students read the section entitled “**Understanding Society And Culture**” on **pages 86-87** in their handbooks. Allow time to complete and briefly discuss the exercise on **page 87**. Have students continue reading about the cultural indicators of morality, entertainment, and clothing found on **pages 88-90**. Stress that different cultures within our society are beneficial because knowledge, skills, and talents are experienced by all.

4. Explain to students that in order for people of different cultures to live and work together as a society, a fundamental respect for all people must exist. Draw two columns on the board, one labeled “Respectful” and the other labeled “Disrespectful.” Ask students to name behaviors that can be considered as universally respectful and others that are disrespectful. Write all relevant answers in their respective columns and refer to them as the lesson progresses. Have students read “**Respect Bridges The Gap Between Cultures**” on **pages 91-93**. Explain to students that when even a few people within our society disregard the rules of respect for others and their property the result can be violence, crime and racism. Have students read “**Exploring Disrespect In Society**” on **pages 94-96** in their handbooks and complete the accompanying exercise found on **page 96** of their handbooks. Ask for a few volunteers to share their answers.

5. **Activity:** Ask students if they are aware of the rate at which a crime such as theft occurs within the United States. Take several answers. Instruct students to review the Crime Clock Statistics found on **page 96** of their handbooks. Inform students that you will now conduct a demonstration. You will ring a bell for a period of 10 seconds. Each ring represents a crime in the form of a theft that has just occurred. Instruct students to close their eyes and envision the shock, anger, and disappointment the victim of these crimes must feel. Sound the bell once every two seconds for a total of 5 rings. After sounding the bell for the allotted time ask students to open their eyes. Summarize the activity by telling students that a theft occurring every two seconds equals 1,800 thefts every hour. If time permits, allow students to use the data on **page 96** to calculate the frequency of other crimes per hour.

6. Tell students that in addition to crime, racism is another way in which disrespect manifests itself within our society. Racism incorporates many

forms of disrespect and has had far reaching ramifications. Have students turn to **pages 97-99** and read the section entitled **“Racism.”** Students are to then complete the exercise **“Understanding The Main Point”** found on **page 100** and discuss their answers.

7. Explain to students that there are many types of influences that can play a role in their choice to be respectful. Ask students to predict what some of those influences are. (*Answers will vary but should include: friends, role models, sports heroes, singers, movie stars, the television, and movies.*) Stress that everything we experience through our senses has the potential to affect the choices we make. Tell students that one of the most powerful influences in our modern society is the television.

8. Guide class feedback by asking the following questions:
- a. How many hours of television do you watch in a day?
  - b. How many hours of television do you watch in a week?

Have students read **“The Role Of Media In Society”** found on **pages 103-105** of their handbooks. Tell students that the content of many popular shows is violent and sexually explicit. Stress that many critics have in part blamed television for some of the disrespect displayed in our society. By a show of hands, ask students to indicate if they feel they have been influenced by what they see on television? Have students complete the self-evaluation found on **page 106** of their handbooks. Stress that everyone to some degree is influenced by what is seen on television and the movies.

9. Explain to students that regardless of why people disrespect others in our society, there are consequences for their actions. Have students read the section **“What Occurs To People Who Disrespect Others In Society?”** found on **page 107** in their handbooks. Tell students that just as there are consequences for disrespecting others in society, there are also rewards for respecting others. Have students suggest some of those rewards. Answers will vary, but guide students towards the realization that all members of society will benefit if everyone chooses to consistently respect others. Have students read the section **“R Is For the Rewards Of Respect”** on **page 108** in their handbooks.

10. Conclude the lesson by having students read the sections “**Some Final Thoughts**” and “**What I Have Learned**” on **pages 109-110** of their handbooks. Remind students that although our society is made up of many people of diverse backgrounds, the rules that govern respect enable all people to interact with care and consideration. When people choose to disregard the rules of respect, the result is a society filled with crime, violence and hatred. Emphasize that it is their duty to choose to be respectful members of society by being aware of how they are influenced, the choices they make, and how they interact with all people.

“Society is made up of individuals. Therefore, if individuals value respect, society will also value respect.”

~The Peaceful Solution

# Chapter Four

## Respect And Society

### Introduction

**I**f we lived in a society where everyone was respectful of others and their belongings, problems such as physical and verbal abuse, as well as crimes that involve theft and murder would cease to exist. Think about it! A world where no one disrespects others and everyone interacts with concern and consideration for the next person. Impossible, you say. Well, not if everyone starts to develop a positive moral character.

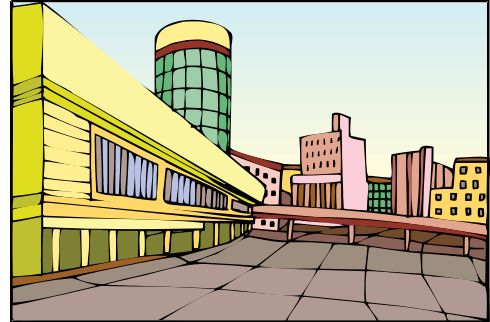
In Chapter One, you learned that all people deserve respect and that even complete strangers can demonstrate concern by treating each other with compassion. Did you know that when each individual makes the choice to interact with respect, there is a positive effect on our society? This can occur because we are interdependent with others. In other words, we rely on each other as we interact, communicate, and go about our daily lives.

How do we measure whether we live in a society that values and promotes respectful conduct and interactions? What behavior does our society consider as disrespectful? In this chapter, you will explore the answers to these questions and you will learn how a lack of respect can affect our society.



# UNDERSTANDING SOCIETY AND CULTURE

In general, the word **society** refers to *a community or broad group of people who work together for a common purpose and have collective activities and interests*. The common purpose of a society, whether small, large, simple, or complex, is to function for the survival and benefit of all its members. More can be accomplished when people work together and share their talents and skills.

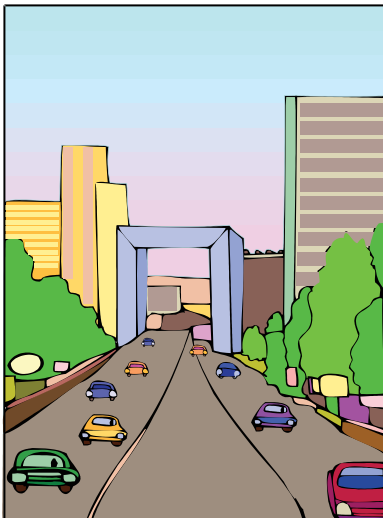
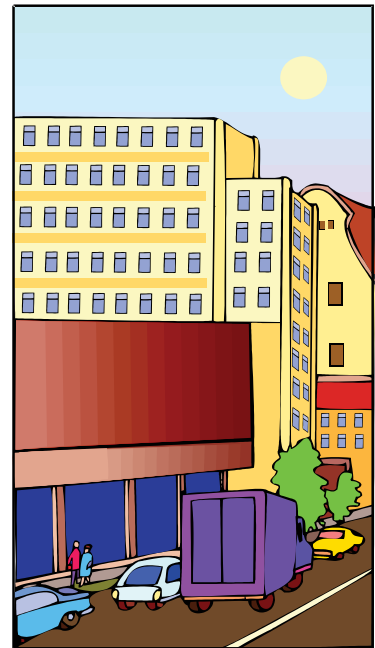


Have you ever considered how much you rely on others in society to help meet your basic needs? For example, unless you or your parents make all of your clothes, grow all of your food, and raise your own chickens and cows, you must rely on the clothing and food industry to supply you with these necessary items. Have you ever considered who built the roads you walk and drive on daily, or the school that you attend? Who makes the products you use on a daily basis and how do they arrive at stores for you to purchase and use? It can be very easy to take for granted the benefits of living within a society, because we can become accustomed to

having these products and services readily available to us.

Another important point is that culture is derived from society. **Culture** includes *a shared set of attitudes, values, goals, and practices that distinguishes one group of people from another*. In other words, culture is what makes

one society different from another. There can even be several different cultures within a society. The United States, for example, is one country with many cultures. Many of the immigrants who came to this country maintained their cultural practices from



the countries of their birth and have enriched the lives of others by sharing those practices.

Food and how it is prepared is one example of culture retained and shared by others. Foods can distinguish one group of people from another. For example, hamburgers and hot dogs are associated with the American culture. Even after moving to a different nation, people from various cultures will continue using some of the same recipes to prepare foods as they did before migrating. Pizza, for instance, is a food that is popular in America but is part of the Italian culture. Pizza and other Italian foods have become a typical part of the American diet because Italian immigrants retained and shared their culture of food preparation.



## What Do You Like To Eat?

On the lines below list some of the foods that you enjoy from other cultures.

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## Other Categories Used To Distinguish One Culture From Another

### MORALITY



All cultures have rules that govern behavior and define what is right from wrong. Some of these rules define proper interaction between males and females. For example, in western culture it has become acceptable to date many different people before deciding who to marry or even if one should marry.

With greater emphasis put on dating, there is a high rate of sexually transmitted diseases and births to single women. It has also become acceptable for marriages to end in divorce if either the husband or wife believes that they can no longer get along. In the United States, for example, over fifty percent of all marriages end in divorce.

Some Middle Eastern cultures, on the other hand, have very different beliefs in terms of what is morally acceptable. In these cultures, dating is unacceptable and men and women are allowed supervised visits only if they intend to marry. In addition to this, divorce is not allowed because the vows taken at marriage are expected to last a lifetime. Studies indicate that in cultures where male and female interaction is monitored and marriages are emphasized, there are significantly lower rates of pregnancies to unwed mothers, sexually transmitted diseases, and divorce.

### ENTERTAINMENT

Entertainment, in the form of music, art, and sports, has always been an important aspect of culture. Many ancient civilizations have left their legacy to the modern world through their art and music.

In our modern society, there is a culture of entertainment in the form of movies, music, music videos, and video games. Rock, rap, and hip-hop are musical types which have become a part of the culture of the United States. Reggae and Calypso music are part of the culture of the West Indies.



## CLOTHING

Clothing is another important cultural indicator. Many cultures are distinguishable by their style of dress. The Indian culture is well known for the traditional sari and the Japanese for the traditional kimono. Some Middle Eastern cultures are well known for long dresses that do not show a person's form and veils that cover their faces.

In western cultures, the style of dress, especially in modern society, is clothing that reveals and is meant to draw attention to the body. Most cultures around the world have adopted this style of dress in addition to their more traditional garments.



## A FEW CULTURAL FACTS...

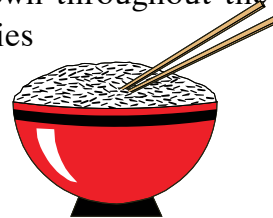
At least 350 languages are spoken in the U.S. today, and many English words come from other languages. For example, kindergarten is a German word for children's garden, and Mississippi is a Chippewa Indian word for large river.

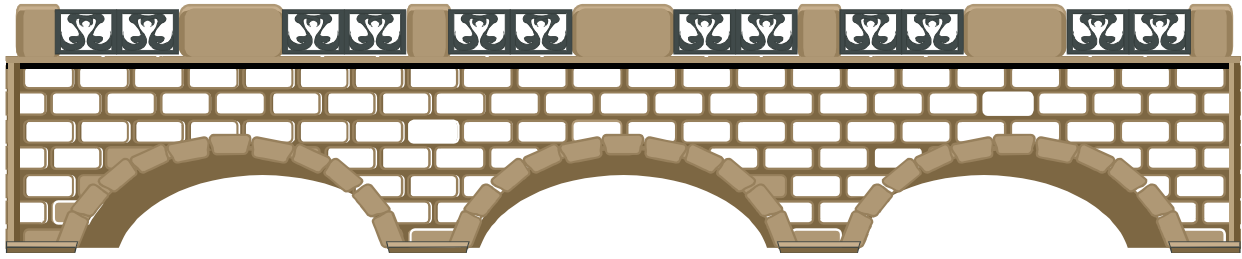
Peanuts, peppers, corn, and squash are among America's native food. Bagels, tortillas, olive oil, curry, potatoes, pretzels, and rice are some of the many foods brought to the United States from other countries.

*Our lives are enriched by the variety of cultures that shape our society.*



People have been eating rice for over 4,000 years. It originated in Southeast Asia and Spanish explorers brought it to the West Indies at least 500 years ago. Today 8,000 varieties of rice are grown throughout the world. About 15 varieties are grown in the United States.





## Respect Bridges

### The Gap Between Cultures

In some instances, something considered respectful in one culture may be disrespectful in others. Disrespect is a lack of care, concern, and courteous regard for others or their possessions. For example, did you know that in some cultures belching aloud after you eat is not only respectful, but also polite? It tells the cook that you enjoyed the food. In other cultures, belching aloud, especially in the presence of others, is considered disrespectful, rude, and crude.

Although there are some differences as to what is considered respectful and polite from one culture to the next, there are universal behaviors that bridge the gap between cultures.



The following is a list of behaviors considered **RESPECTFUL** throughout the world.



**Speak in a calm tone of voice and be aware of your facial expressions**

Even if you do not know someone’s native language, a person’s tone of voice and facial expressions can convey a great deal of meaning. A respectful, caring attitude can be demonstrated by your actions as well as your words.



**Make requests of others rather than demands**

The words “please” and “thank you” are accepted as polite and respectful in any culture. Even if someone does not fully understand your language, take the time to say these courteous words.



**Say, “Excuse me” if someone is in your way**

Wait patiently for that person to move. If he did not hear you the first time, then repeat the words a little louder, but do not shout or yell, and never push your way past someone.



**Give the appropriate greeting**

It is polite and mannerly. A simple greeting to your family awaiting you at the dinner table is the right thing to do.



**Be thoughtful of the needs of others**

If you see others with their arms full of packages, open the door for them. Do not just stand and watch someone struggle. If you find a lost item, turn it into the proper authority so that it can be returned to its owner.

Although concepts of respect and disrespect can vary, some behaviors are universally disrespectful.



The following behaviors are considered **DISRESPECTFUL**.



**Physical abuse**

This includes violent and aggressive behavior, such as hitting, pushing, kicking or using any other means of force against another person.



**Verbal abuse**

This includes cursing, teasing, or putting others down by making fun of their physical characteristics or nationality.



**Stealing or damaging someone else's possessions**

Ownership is a universal concept. In all cultures, people have the right to have possessions and to use and protect the things they own.



**Rude or crude behavior**

This includes not being dressed appropriately or exposing private body parts in public places. It is also considered rude and disrespectful to look at someone of the opposite gender in a sexual way or make sexual comments and jokes in their presence.



**Disregarding the position of one in authority**

In every culture, there are authority figures and leaders who guide and direct others. Parents, teachers, and government officials are only a few examples of authority figures.



**Displaying hand gestures that are considered vulgar**

In every culture, there are specific hand gestures that are symbolic of curse words. It is a sign of disrespect when you use these gestures towards someone.



**Disregarding rules**

Public places have rules that govern behavior and proper conduct. For instance, there are many places such as malls and restaurants that have rules prohibiting smoking, loud music, and shoving while waiting in line.

Rules of proper behavior instruct and guide all people, regardless of their different cultural beliefs, to interact with respect and consideration. In order for all members of society to function to the best of their ability they must have a secure environment in which to live. When members of society treat each other disrespectfully, the result is anger, fear, hatred, aggression, and violence.

# Exploring Disrespect In Society



Sadly, disrespectful behavior has become commonplace in our society. Whether you witness this behavior on television, at the movies, at school, or at the mall, it is no longer surprising to see people dressed inappropriately, disrespecting authority figures, being rude, or using vulgar hand gestures.

Let's take a closer look at common ways people disrespect others in society.

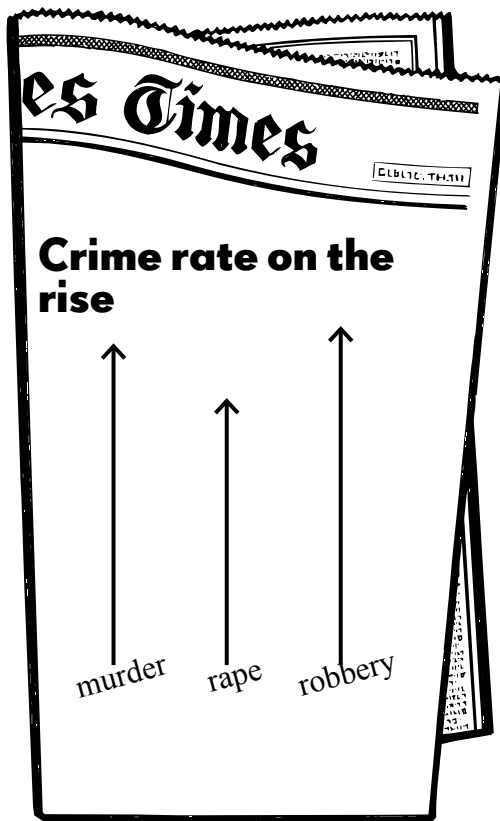
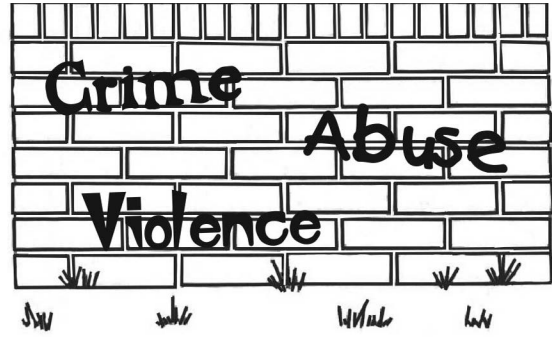
## Violence And Aggression

Violence and aggression can exist in two forms: verbal and physical. Did you know that derogatory (negative) remarks about someone's skin color, nationality, or physical appearance, as well as threatening to hurt someone, are forms of verbal violence and abuse? That's right, words can be violent. Whoever said words couldn't hurt was wrong! Words do hurt and can result in lifelong emotional scars. Verbal threats and insults can leave victims feeling humiliated, scared, anxious, frustrated or angry. In addition to this, verbal abuse is usually the precursor to physical aggression.

To use physical force against someone with either a fist, a kick, or a weapon is one of the worst and most dangerous forms of disrespect. Violence and aggression contribute to our high crime rate and can range from pushing someone in the hallway at school, to rape, assault, assault with a deadly weapon, and murder, such as school shootings.

**Violent behavior can be witnessed  
in many communities, in schools and homes.**

The two most common forms of violence in the home are domestic violence and child abuse. Both of these result in terrible consequences to the individual and society. Research shows that over 6.9 million children suffer from parental abuse each year. In addition to this, there are 29 million physical attacks each year made by older siblings on younger siblings. If many of these same attacks had occurred outside of the home, they would have been classified as assault and battery. Research also shows that fifty percent of all married women will experience violence in the form of slapping, shoving, or being kicked. At least one third of the women affected by domestic violence are repeatedly beaten.



Crimes in the form of robberies, stabbings, rapes, shootings, and killings are also examples of ways people are disrespected in society. Think about it! Respect is to have care and concern for others and to hold them in high regard. Any person who would willfully and intentionally hurt others or steal their possessions is not showing care, concern, or regard. Crime hurts society by creating an atmosphere of insecurity, hate, mistrust and fear.

**FACT:** Preschool children exposed to the verbal and physical abuse of their mothers are more likely to exhibit negative and aggressive behavior.

In the United States alone, the following crimes involving violent and aggressive acts were reported in the year 2000.

15,517	murders
90,186	rapes
407,842	robberies
910,744	aggravated assault
<b>1,424,289</b>	<b>violent crimes</b>

Keep in mind that many crimes go unreported. The actual number of crimes committed is higher than what is recorded above.

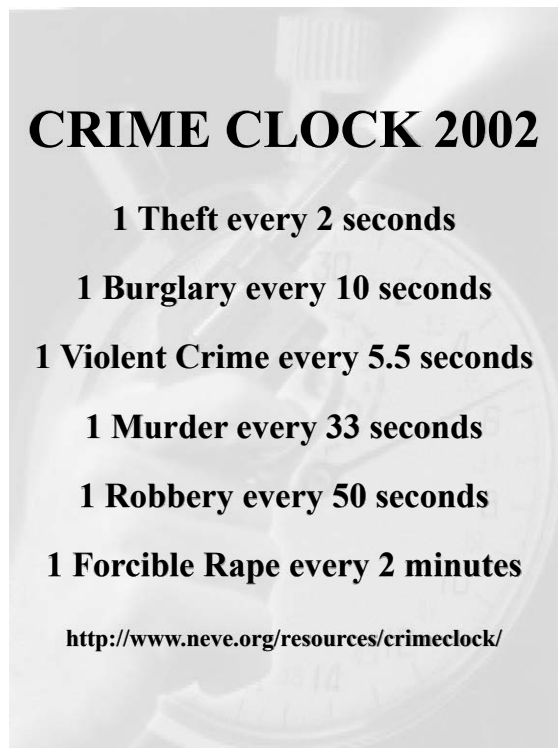
Use the lines below to write about a form of crime that you have read about or have seen in the media.

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Calculate the following:

1. How many burglaries will take place in one hour? 360 burglaries
2. How many forcible rapes will take place in one hour? 30 rapes

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# RACISM

In Chapter Three, you learned that science has proven there is only one race, the human race. You also learned that there is value in the existence of all human beings regardless of where they were born, the color of their skin or their cultural practices. When people in society ignore or refuse to accept these facts, the result is disharmony, fear and a society that cannot function at its optimal best.

*Disrespect for others because of their nationality or cultural belief* is called **racism**. Racism promotes an ideology that there is a difference in the value of human existence and gives a false impression that one group of people is superior to another. Racism is an unreasonable hatred directed at an individual or an entire group of people and is expressed in many ways, such as prejudice, stereotyping and discrimination.

Regardless of how it is expressed, racism in our society devalues the life and worth of others. It can lead to violence and aggression and destroys the trust and respect that must exist between people if there is to be peace, unity, and harmony in society.

■ **Prejudice** literally means *to judge something or someone without first getting and examining all of the facts*. Prejudice in our society can manifest itself as an irrational suspicion or hatred of a particular group of people.

■ **Stereotype** means *set image*. It is derived from the process of making metal plates for printing. Applying this word to people means forming an instant picture of an individual or an entire group of people. Stereotyping results in generalizations about people without recognizing them as unique individuals. Some examples of stereotypes are:

- All black people come from Africa.
- All tall men play basketball.
- All women like to cook.

**“Racism is a false concept that comes from  
a lack of understanding and hate.”**

■ **Discrimination** means *to deny others equal respect, rights, and opportunities because of their color, place of birth, religion, age, gender, and cultural practices*. Discrimination is also experienced by people who are physically or mentally challenged. For example, the physically or mentally challenged people have been denied jobs and housing based solely on the fact that they are classified that way.

Here are just some of the rights that discrimination steals from others:

- The right to receive an education.
- The right to live in a neighborhood of their choosing.
- The right to live up to their full potential and be productive members of society.
- The right to live.

**Discrimination is based on prejudice and stereotypes.**

Many people in our society have lost their lives because of racism. Unless people begin to value life, many more people will die. Racism has robbed millions of their right to life because it usually results in violence. Keep in mind that violence and aggression are the worst forms of disrespect. Violence sends a loud, clear message that someone's life and well-being are worthless.

The Holocaust that took place during World War II is a permanent part of our history and serves as a vivid reminder of the devastating consequences of racism in a society. Because of racist ideologies, Jewish people and other ethnic groups who lived in Germany and other European countries between the years of 1933-1945 were severely discriminated against. With the use of unfair laws and propaganda, which is the systematic spreading of false information through newspapers, radio and word of mouth, millions of people had all of their basic human rights stolen from them. Through violence in the form of beatings and burnings, an estimated six million men, women and children of Jewish descent and approximately three million others were murdered because of their religious and cultural beliefs, and because they were mentally or physically challenged.

## The Cold Hard Facts

The chart below shows the estimated number of Jews who were mistreated, abused, and eventually lost their lives due to a false ideology of anti-semitism that swept over the European continent.

ESTIMATED NUMBER OF JEWS KILLED			
Occupied Countries	Previous Jewish Population	Estimated Dead	Approx. Percentage
Poland	3,300,000	2,900,000	88%
Soviet Union	2,100,000	1,125,000	48%
Romania	850,000	400,000	49%
Hungary	403,000	200,000	50%
Czechoslovakia	360,000	300,000	83%
France	300,000	130,000	43%
Germany	240,000	200,000	83%
Lithuania	155,000	135,000	87%
Holland	150,000	120,000	80%
Belgium	100,000	40,000	40%
Latvia	95,000	85,000	89%
Yugoslavia	75,000	65,000	87%
Greece	75,000	60,000	80%
Austria	60,000	40,000	67%
Italy	75,000	15,000	26%
Bulgaria	50,000	7,000	14%
Denmark	-----	100	-----
Luxemburg	-----	3,000	-----
Norway	-----	1,000	-----
<b>Total</b>		<b>5,721,100</b>	<b>68%</b>

Many other events in history exemplify the devastating consequences of disrespecting others based on racism. People have been enslaved and brutally treated, wars have been fought and many innocent lives lost. Research the following events to learn more about the effects of racism in our society:

- African Slave Trade
- The Jim Crow Laws
- Albanian Ethnic Cleansing

Racism is a dangerous ideology for any society because it incorporates all forms of disrespect. Derogatory remarks and racist jokes verbally abuse others. Violent and aggressive actions directed at the individual or their property are physically abusive.

## Understanding The Main Point

1. How does disrespect in the form of verbal and physical abuse affect members of society? *(Answers will vary but may include: verbal abuse devalues the worth of a person. It can lead to resentment, anger, retaliation, or physical abuse. Physical abuse leads to fear, hate, and retaliation. These two forms of abuse are behind much of the fear, anger, and violence that exist within society.)*

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2. What are some of the consequences of disrespect in society? *(Answers will vary but may include: fear, hatred, and death. When a group of people is singled out and mistreated because of nationality or culture, then all society is affected. A society where people are not free to reach their full potential is a society that will not achieve unity and peace.)*

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## What It All Boils Down To

**Just because someone is different does not give anyone the right to be disrespectful. Rather than focusing on differences, similarities in character can bind us together as a society. Character traits such as respect, compassion and consideration bring unity and peace to society.**

## The Question Of The Day...

### *If there are rules guiding and instructing people toward the proper way to treat others, why do people disrespect each other in society?*

The answer to this question is both simple and complex. Many factors contribute to how people treat others, and whether or not they regard the rules that govern behavior and interaction. In this section, we will explore the following three factors:

- What people are taught
- The choices they make
- How media influences affect choices

The first thing to consider is that people must be taught the value of developing a positive moral character with qualities such as self-control, respect, and compassion. People must also be taught how to have appropriate, respectful interactions. For instance, someone who grew up always hearing that “two wrongs never make a right” will learn to treat others respectfully even if he has been treated disrespectfully. This simple concept teaches one not to retaliate or seek revenge. Someone who was taught that violence is wrong, and sees appropriate, nonviolent interactions practiced, will learn self-control and how to handle problems without resorting to physical violence. If people are not taught how to develop these traits as part of their character, they will generally disregard the rules that govern behavior and interaction.

Another reason why disrespect has become a part of our society is that, generally speaking, people are not forced to obey the rules that govern respectful interactions. Although rules are part of society, it is each individual’s choice to obey or disobey. For example, people know that stealing is wrong. Yet in the year 2000, in the United States alone, 407,842 people were arrested for robbery. These people chose to disrespect other members of society by disobeying the law that says “Do not steal” or “Do not trespass.” Here is another example. People know that racism is wrong and that there are laws against discrimination, stereotyping and prejudice, yet, people choose to disrespect and abuse others based on the color of their skin or shape of their eyes.

Our choices determine how we interact with others. The ability to think and then choose, based on what is right or wrong will define your character. Choosing to obey the rules and respecting others are choices every member of society must make if we are to live in a world that is free of the abuse and violence that have become so commonplace.

“Be careful of the choices you make because they can affect you and those you care about for life.”

~The Peaceful Solution

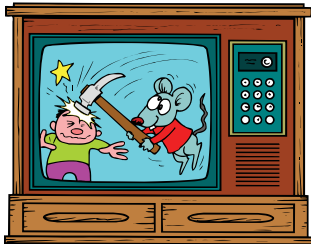
Keep in mind that being taught to be respectful and choosing to act respectfully are two different things. Influences are factors that affect the choices we make. **Influences** are *anything that can affect or change the way we think, feel, and act*. A role model, education, television, movies, and the internet all have the potential to influence the choices you make regarding how you respect others and yourself. Negative influences can encourage you to choose behavior that is disrespectful to yourself and others, such as experimenting with drugs and premarital sex, or abusing alcohol. Positive influences, on the other hand, will encourage you to make choices that will challenge you to improve yourself and to show concern for others.

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*“You can be influenced and not even know it.  
So be careful about what you see and hear.”*



# The Role Of Media In Society

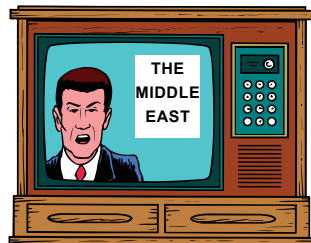


One of the most significant sources of influence in our society is the media. The word **media** is a general term that refers to *various forms of mass communication*. We currently live in a society that relies on information from the television, radio, and the internet to be in tune with world events, science, medical discoveries, and news.

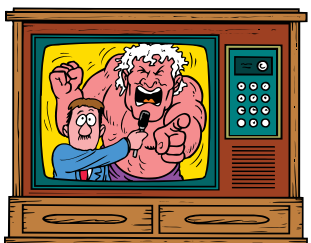
Because technology is so advanced, information through the media can travel around the world within seconds influencing how people view themselves and the world around them.



The availability and popularity of television make it one of the most powerful sources of influence in our society. Billions of people own more than one television set and by the age of 72, the average American would have spent a total of eleven years in front of the television. That is eleven years to be influenced by all the various programs that are aired. If you calculate that into hours, that's 96,426 hours of television.



What we watch on television affects our values and cultural beliefs and can also influence us to adopt the same beliefs and values. By viewing a sitcom, drama, or soap opera as well as the commercials on television, you can gain insight into some of the cultural practices that are accepted in our society. For example, based on how male and female characters interact, how they are dressed, and even what foods they eat, you can determine how morality is viewed, the style of dress that is accepted, and the types of food that are typical within society. Keep in mind that what is seen on television does not necessarily reflect the values of all members of society. It only reflects what is culturally accepted as normal or typical behavior for that current time.

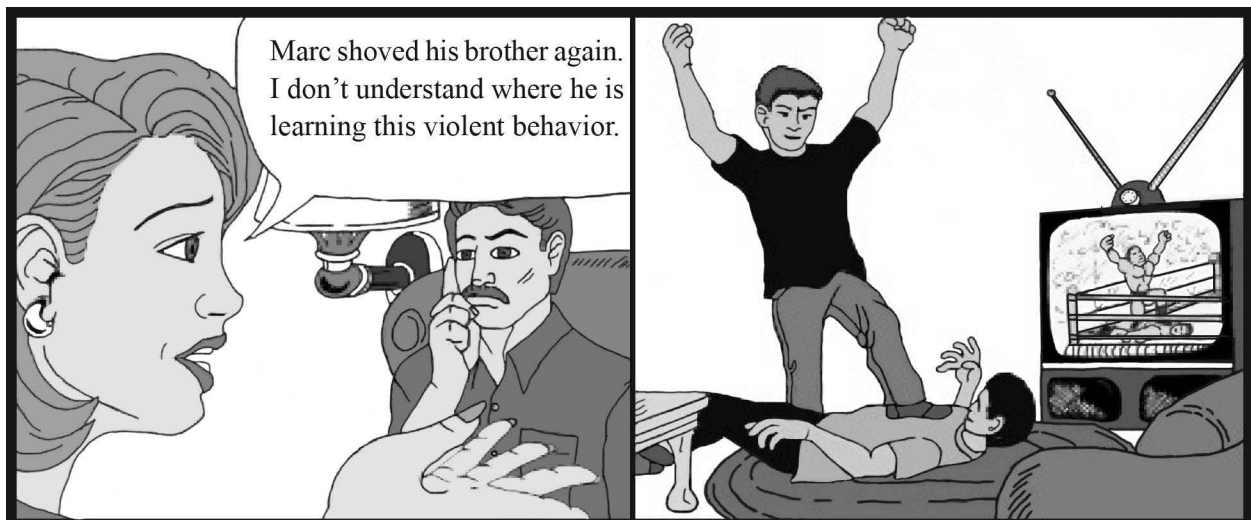


Did you know that fifty years ago, when television was relatively new, the majority of shows were family oriented? Maintaining the family as a basic unit in society with traditional roles was valued and accepted as normal for that

time. The roles of family members were clearly defined. For example, the husband was depicted as the head of the household. He worked outside of the home and his family looked to him for guidance and direction. The role of the mother was to work in the home and care for the children and the role of the children was to obey both parents, attend school, and help with household chores. Everyone within the family was portrayed as having respect for each other's feelings and needs. Many of these shows stressed the importance of honesty and respect in daily interactions.

What kind of entertainment do you see dominating television today? The moral themes that were once the focus of shows in past years have long since developed into themes that revolve around sex, violence, or a combination of both. Critics blame the media and television in particular, for promoting many forms of disrespect within our society. Think about it! The majority of rules that society has in place to govern interaction and ensure that respect is shown to all are not portrayed in many of the most frequently watched television shows. For example, stealing from others is wrong, yet there are many shows where the main characters are thieves. Not only do they steal, but they also get away with it episode after episode.

Here's another example. Physical aggression and violence are some of the worst forms of disrespect, yet there are many shows on television where violence is the main theme of the show. The hero or heroine is praised for the ability to win an argument with a few well-placed kicks and punches. In fact, the fight scenes are usually put in slow motion so that the audience will not miss even one move.



Research has proven that witnessing repeated acts of aggression, violence, and other forms of disrespect can cause people to become desensitized. In other words, the more violence and disrespect that is witnessed, the more normal it seems to respond to situations that upset us with violence and the more likely we are to be disrespectful in other ways as well.

In addition to this, imitating the behavior of TV and movie characters, sports heroes, and musical entertainers has also been linked to violent and disrespectful behavior. For example, have you ever noticed that after watching an action film, some people try out the moves on their friends? Have you ever done this as well? It is also normal to see both males and females adopting the hairstyles and dress of celebrities and repeating catchphrases, even those that are disrespectful, from their most watched TV shows or movies. For example, a current popular TV cartoon character frequently tells his parents and teachers, “Don’t have a cow, man.” Many children, from elementary school to college, started using this same phrase when speaking to their parents and teachers. This phrase is disrespectful and shows no regard for authority. Many children received consequences for using this phrase when addressing their parents, teachers, and other adults.



People can be influenced to imitate the behavior and attitudes they see portrayed on TV, no matter how disrespectful that behavior might be.

**Take the following self-evaluation to determine how influenced you are by what you see on television.**

1. I imitate the clothing styles I see on TV even if they are not appropriate.

Always       Sometimes       Never

2. I practice fight moves that I see on TV.

Always       Sometimes       Never

3. I memorize famous lines from shows or movies that I watch and repeat them even if they are disrespectful.

Always       Sometimes       Never

4. I wonder what it would feel like to resolve a problem with physical aggression as is done on TV.

Always       Sometimes       Never

5. I try to get the attention of members of the opposite sex with a “line” that I heard on TV.

Always       Sometimes       Never

6. I think it is okay if the bad guy gets beat up.

Always       Sometimes       Never

7. If I could be the hero or heroine of a show, I would choose to fight to resolve a problem.

Always       Sometimes       Never

So how did you do? Always and sometimes answers are reason for concern. They show that what you witness on television has influenced you to behave in disrespectful ways .

# Think About It!

“Any influence that can encourage you to be disrespectful to yourself and others is an influence worth eliminating.”

~The Peaceful Solution

## What Occurs To People Who Disrespect Others In Society?

You may have heard the sayings, “for every action there is a reaction” or “for every cause there is an effect.” Well, for every disrespectful act there is a reaction in the form of either a natural or a forced consequence.

Think of it like this, on most highways there are speed limits. Although motorists are aware that there is a speed limit, some still choose to speed.

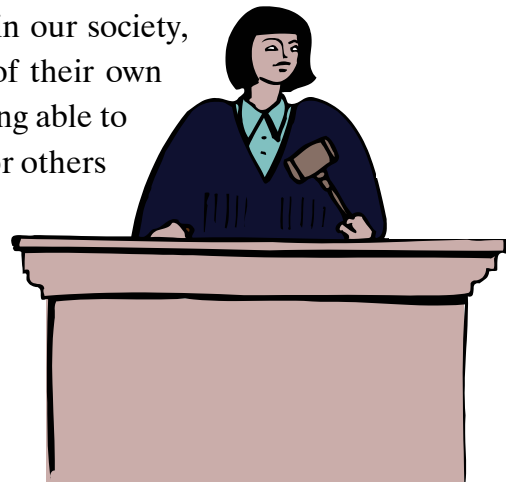


If a driver loses control of his car and crashes, this becomes a natural consequence of driving too fast. If, on the other hand, the driver is pulled over by the police and issued a speeding ticket, this becomes a forced consequence.

Not every disrespectful act results in an immediate consequence or punishment. The truth is, people disrespect each other in many ways without realizing the harmful effects that will eventually come from their

actions. For example, bullies do not realize that their actions not only hurt their victims, but also themselves. Bullying others has many natural consequences that sometimes take years before they are revealed. For instance, did you know that bullies at school who get away with it later become bullies at work, and by age 23 about 60% of the boys identified as bullies in middle school had at least one conviction?

Like bullying, other acts of disrespect have serious consequences such as loss of friends, bad reputation, detention, suspension or expulsion from school. Racists, for example, who choose not to accept that all people have a right to live in our society, will suffer from the natural consequence of their own hate. They will never know the peace of being able to accept others. Eventually, their disregard for others could lead to acts of disrespect in the form of verbal or physical abuse, which could lead to the forced consequence of a jail or prison sentence.



# R

## IS FOR THE REWARDS OF RESPECT

Just as there are consequences for disrespect, there are also rewards that result from showing respect to others and their property. The following are just some of the rewards of respect.

- Family members would get along better. Parents would respect children and children would respect their parents. There would be fewer conflicts. As a result of cooperation, more work would get done in less time so there would be more time to learn and grow together in peace, joy, and unity.
- School would be a safer environment in which to learn. There would be no put-downs, teasing, or bullies. Each person would learn to the best of their ability without fear of being abused verbally or physically. There would be time for more classroom activities when there are fewer disciplinary problems.
- The community would have no crime. Robbery, assault, rape and murder would cease to exist. People would feel secure walking the streets; they would know that their homes, cars, and other possessions were safe.
- All people, regardless of nationality, color, or place of birth, would be able to contribute to society to the best of their ability without fear for their physical safety or well-being.

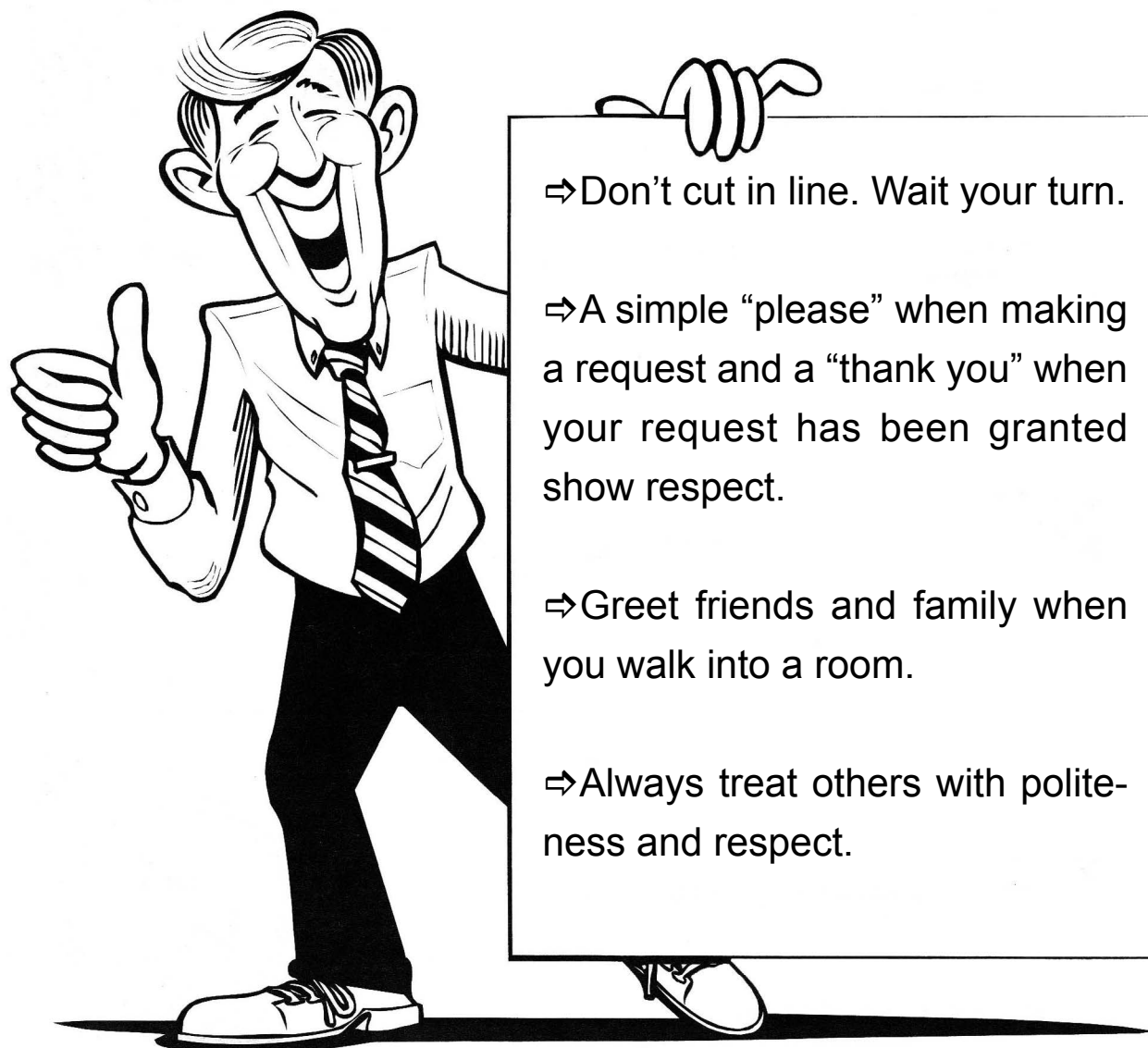
Keep in mind that it is up to each member of society to choose to develop a positive moral character and to make choices that show respect for themselves and others. This is the only way that respect can become a permanent part of society.



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## Some Final Thoughts

Being polite is one way to be respectful in our society. Here are some other basic tips that show how to be respectful.



# What I Have Learned

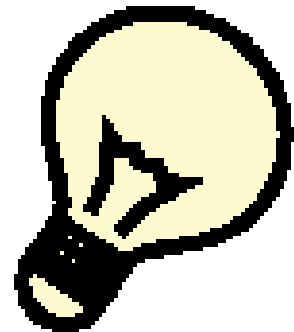
- ☑ Society consists of a community or large group of people who work together for a common purpose.
- ☑ Culture includes a shared set of attitudes, values, goals, and practices that distinguishes one group of people from another.
- ☑ Although the concept of disrespect can vary from one culture to the next, some behaviors are universally accepted as disrespectful.
- ☑ Rules within a society instruct and guide all people towards respect and consideration for each other.
- ☑ Verbal and physical violence, as well as racism and crime, are ways that people are disrespected in society.
- ☑ Media influence, especially in the form of television, can affect a person's choice to be respectful.
- ☑ There are both natural and forced consequences for disrespecting others in society.
- ☑ For the rewards of respect to become a permanent part of society, each member must be willing to respect others.

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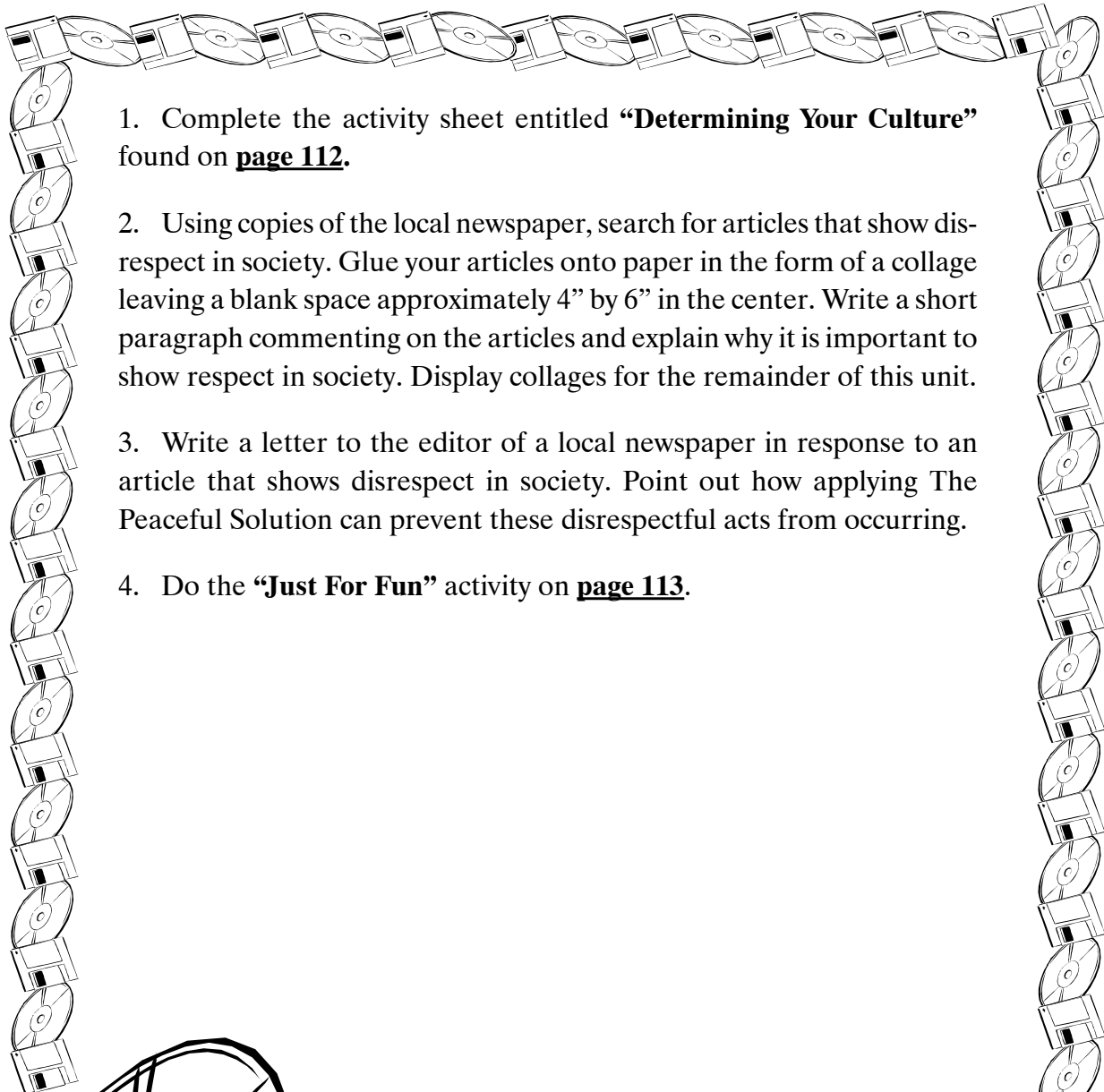
## THINK ABOUT IT!

*“We can make a difference and change the world around us. Peace can be found when we respect others.”*

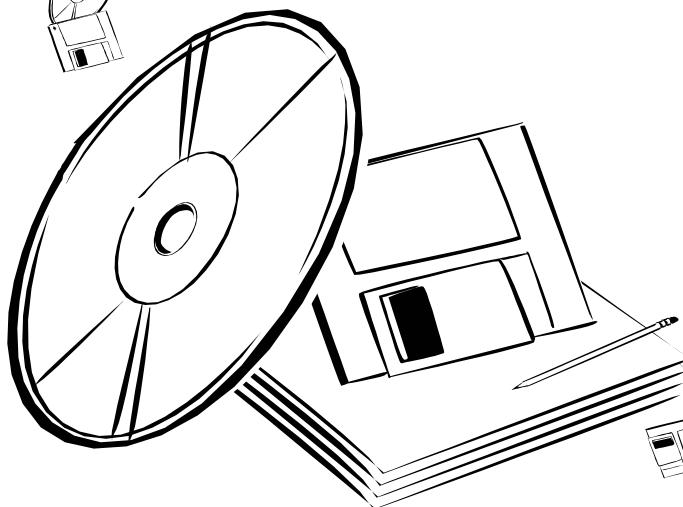
*~The Peaceful Solution*



## Enrichment Activities

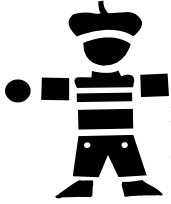


1. Complete the activity sheet entitled “**Determining Your Culture**” found on **page 112**.
2. Using copies of the local newspaper, search for articles that show disrespect in society. Glue your articles onto paper in the form of a collage leaving a blank space approximately 4” by 6” in the center. Write a short paragraph commenting on the articles and explain why it is important to show respect in society. Display collages for the remainder of this unit.
3. Write a letter to the editor of a local newspaper in response to an article that shows disrespect in society. Point out how applying The Peaceful Solution can prevent these disrespectful acts from occurring.
4. Do the “**Just For Fun**” activity on **page 113**.



# Determining Your Culture

Complete the lines below and compare your answers with those of your classmates.



1. Your heritage is a combination of the cultural practices passed down from your ancestors to you and your family. For example, a West Indian custom is to eat spicy, peppery foods. Although not raised in the West Indies, you too, may enjoy spicy foods, because your ancestors have passed down this form of cooking. Enjoying spicy foods is part of your heritage. Most people's heritage is a combination of different cultures.

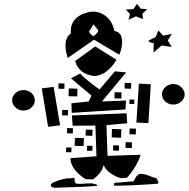


Circle your heritage below.

- |         |          |             |          |
|---------|----------|-------------|----------|
| English | French   | Dutch       | Irish    |
| German  | Danish   | Arab        | Scottish |
| Spanish | Asian    | Greek       | Russian  |
| African | Indian   | Chinese     | Hispanic |
| Italian | Japanese | Other _____ |          |



2. The language I speak is \_\_\_\_\_.



3. The language(s) my parents or grandparents speak is (are) \_\_\_\_\_.

4. The type of music I like to listen to is \_\_\_\_\_.

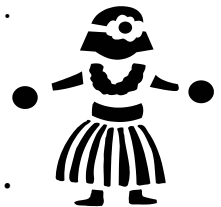
5. The style of clothes I like to wear is \_\_\_\_\_.

6. Morals considered important in my family are \_\_\_\_\_

\_\_\_\_\_

7. Morals I consider important are \_\_\_\_\_

\_\_\_\_\_



Did you notice that some of your cultural preferences might be different from your parents or grandparents? Society and modern culture affect your heritage. The culture that you are now familiar with is a combination of present day society and the heritage of your ancestors.

# Just For Fun

Find the hidden words.

L	U	T	C	E	P	S	E	R	S	I	D	W	Y	Y	S
D	W	I	M	H	C	B	L	N	J	M	S	D	K	T	I
W	E	K	M	J	P	Q	T	J	L	P	T	E	D	Y	G
M	F	T	P	M	K	T	W	N	V	O	N	Z	E	G	N
R	Q	X	A	B	E	M	Z	Y	F	S	A	I	R	K	I
F	T	S	C	I	D	D	T	K	A	S	R	T	O	J	F
T	K	K	O	T	C	I	I	G	C	I	G	I	G	N	I
Y	F	L	W	C	N	O	G	A	Y	B	I	S	A	B	C
D	M	M	V	U	I	R	S	R	T	L	M	N	T	Y	A
V	R	C	M	N	E	E	G	S	K	E	M	E	O	R	N
L	T	M	R	S	L	R	T	C	A	C	I	S	R	G	T
W	O	H	S	X	K	M	B	Y	K	V	Z	E	Y	M	J
C	G	I	J	P	R	O	M	O	T	E	S	D	P	J	G
H	O	Y	T	N	E	M	N	I	A	T	R	E	T	N	E
N	N	O	I	T	A	N	I	M	I	R	C	S	I	D	T
K	N	O	I	T	A	N	I	B	M	O	C	Q	R	B	R

AGGRESSION	IMMIGRANTS	DESENSITIZED
ENTERTAINMENT	COMMUNITY	SIGNIFICANT
ASSOCIATED	IMPOSSIBLE	DISCRIMINATION
IMMEDIATE	DEROGATORY	SOCIETY
COMBINATION	PROMOTES	DISRESPECT



# Chapter Five

## Responding To Disrespect

### Note To The Teacher

This unit would be incomplete if it did not include a chapter on how to respond to the disrespectful behavior of others. There is no doubt that we live in a society that condones all forms of disrespect. None of us, our children most of all, are immune to it. Despite the best efforts to consistently treat others with care and concern, some will respond to respect with disrespect. Therefore, an integral part of building a positive moral character is ensuring that children are taught how to handle disrespect from others in the most peaceful manner possible.

People today have been influenced to think that the problem of disrespect can be solved with more disrespect. The “You hit me, I’ll hit you back” mentality has become the norm for the way we, as a society, tend to respond to disrespect. This way of thinking has become ingrained in the minds of our children and has resulted in the rash of school shootings and other acts of violence that are plaguing our nation today. Getting even is at the root of the problems of verbal and physical abuse, murder, and suicide that occur on school property.

Through character education, we can teach our students that there are ways to respond to disrespect other than retaliation, violence and aggression.

Topics covered in this chapter are:

- The role of self-control and humility in responding to disrespect.
- How to deal effectively with emotions that are triggered by disrespect.
- How to be assertive and use “I” messages in responding to disrespect.
- How to respond to the disrespect of a bully.
- How to respond to disrespect from the opposite sex.
- How to handle correction for unintentional disrespect.

## *Unit Four*

As educators and role models, we are in a unique position to change the course of our children's lives. By teaching them moral and peaceful ways to handle disrespect, we will enable them to preserve the integrity of their character and their lives.

# Lesson Plan

## Responding To Disrespect

### PURPOSE/OBJECTIVE

Students will learn how to appropriately respond when someone shows them disrespect.

### MATERIALS

- *Teacher's Audio Lessons*
- CD player
- Students' handbooks

### PROCEDURE

1. Review the previous lesson, “**Respect And Society**,” by asking students the following questions:
  - a. Why do people disrespect others? (*Answers will vary but may include: they have not been taught the value of respecting others; or they have been taught, but choose not to be respectful because of the way they have been influenced.*)
  - b. What are some of the consequences of disrespect? (*Answers will vary but may include: some of the consequences are violence, aggression, crime, and racism, which can lead to loss of friends, punishment, and imprisonment.*)
  - c. What are some of the rewards of practicing respect? (*Answers will vary but may include: respect in society results in security, trust, and tolerance.*)
  
2. Tell students that having explored the effects of disrespect on a societal level, they will now focus on how disrespect affects the individual. Guide class feedback by asking students to share examples of behavior they consider disrespectful and ways they commonly respond to disrespect. Accept as many answers as time permits. Explain to students that because disrespect can provoke and antagonize us, it is important that we learn how to control the way we react.

3. Tell students that this lesson will discuss ways they can respond appropriately to disrespect. Have students read the **“Introduction”** and the section **“Disrespect Hurts”** found on pages 115-117 in their handbooks. Emphasize that an important part of building a positive moral character is learning how to respond to disrespect in the most respectful and peaceful way possible.
4. Tell students that responding to disrespect appropriately requires preparation. Have students read the sections **“Be Prepared”** and **“Preparation Requires Self-Control”** found on pages 118-121 in their handbooks. Explain to students that without the important character trait of self-control, the disrespectful behavior of others can provoke retaliation in the form of verbal and physical aggression. Have students complete the accompanying exercise found on page 121 in their handbooks and discuss answers as a class.
5. Explain to students that it is normal to feel the primary emotions of embarrassment, rejection, and humiliation when someone disrespects us. However, by using self-control, we can learn to deal with these emotions appropriately rather than resorting to anger to hide our hurt feelings. Have students read the sections **“Self-Control And Your Emotions”** and **“Positive Communication Helps You Deal With Disrespect”** found on pages 122-124 in their handbooks. Have students complete the accompanying exercise on page 123. Stress to students that responding with anger and retaliation will only make a bad situation worse.
6. Tell students that using positive, respectful communication is an important skill to help them express themselves in difficult situations. Have students read the section **“A Is For Appropriate Responses”** found on page 125 in their handbooks. Listen to the song **“Show Respect Anyway”** found on page 126. Discuss why disrespectful behavior seems so normal and what the negative outcomes are of retaliating with disrespect.
7. Ask students to define a close relationship and to identify people with whom they have close relationships. (*Answers will vary, but point out that elements of a close relationship include respect, trust, kindness, compassion, and affection. Friends and family members will fall into this category.*) Tell students that even in close relationships there can still be disrespect, because people are not always conscientious of how they treat others. Instruct students to write down three behaviors they consider disrespectful coming from a friend or family member. Discuss their an

swers, note the similarities and differences. Have students read the sections **“When Familiarity Breeds Contempt,” “Let’s Take A Closer Look At Families”** and **“Let’s Take A Closer Look At Friends”** found on **pages 128-131**. Have students complete the exercise in the section **“Understanding The Main Point”** found on **page 132** of their handbooks. For variation, these scenarios can be dramatized. Discuss their answers as a class.

8. Explain to students that disrespect can also come from people they are not familiar with. In situations like this, they will need to use other methods to deal with disrespect. Have students read the sections **“A Different Approach,” “Bullies”** and **“Let’s Take A Closer Look At Humility”** found on **pages 133-136**. Instruct students to read the article **“Bullying In School”** and discuss the answers to the questions as a class. Stress that failure to appropriately handle the disrespect of a bully can lead to loss of life. Have students read the section **“Putting It All Together”** on **pages 137-138** in their handbooks and complete the accompanying exercise. *Note: For variation, the scenarios can be role-played and discussed as a class.*

9. Tell students that the last type of disrespect they will explore in this lesson is responding to disrespect from the opposite sex. Have students read the section **“Responding To Disrespect From The Opposite Sex”** found on **pages 140-141** in their handbooks and complete the accompanying exercise found on **page 142**. Stress that both males and females have an obligation to treat each other with respect by dressing appropriately and refraining from making sexual comments or jokes in each other’s presence.

10. Tell students that they must also learn how to respond when being corrected for showing disrespect to others. Have students read the section **“When The Shoe Is On The Other Foot”** found on **page 143** in their handbooks. Stress that although they are aware of what constitutes respectful behavior, they can unintentionally be disrespectful. If this occurs, they must be humble and apologetic if corrected. Conclude the lesson by reminding students that practicing these skills will enable them to cope with disrespect and maintain their positive moral character.

*Unit Four*

“Responding to disrespect with more disrespect just adds fuel to the fire”.

~The Peaceful Solution



# Chapter Five

## Responding To Disrespect

### Introduction

**H**ave you ever said, “hello” to a room filled with people, and no one responded? Have you ever stood waiting patiently in line, only to have someone cut in front of you? To add insult to injury, when you question the person’s behavior, you are told to “shut up and mind your own business!” Interactions between friends, family members, and strangers can become disrespectful if one or more persons behave and speak without considering the feelings and needs of others.

How should you respond when someone treats you disrespectfully? Should you retaliate and be disrespectful in return, or should you try to ignore the person and the situation? When someone is disrespectful to you, you may automatically want to retaliate by either attacking verbally, physically or both. Any action that can result in harm to others or yourself is not practicing the Peaceful Solution or demonstrating a positive moral character. On the other hand, some acts of disrespect can have such a negative effect on us that trying to ignore them may not be possible and may in fact lead to hatred and resentment.

In the previous chapter, you explored some of the ways people disrespect each other as individuals and as a society. In this chapter, you will learn how you can appropriately respond when disrespect is shown to you and maintain your positive moral character.

# DISRESPECT HURTS

It is one thing to know that people can be disrespectful to each other, but it is quite a different experience when it occurs to us personally. Without the determination to make positive choices and deal with disrespectful situations appropriately, it can be very easy to respond disrespectfully in return. This is the trap of disrespect and many people fall into it. Some think that they will be seen as cowardly and weak if they do not retaliate. The truth is, it takes courage and moral determination to treat others with consideration even when they are being unkind to you.



When we interact respectfully, we expect others to do the same. When our respectful interactions are met with disrespect, it can leave us feeling shocked and confused, humiliated, angry, and at a loss for ways to manage our feelings. Responding respectfully to disrespect is probably one of the hardest things you will ever have to do because disrespect is hurtful.

## Here are some of the most frequent ways people disrespect each other.

- Taking, touching, or borrowing someone's belongings without asking
- Teasing, putting someone down, and making fun of others
- Making sexual comments or jokes
- Touching someone inappropriately and/or physically trying to cause hurt
- Not regarding someone's opinions by ignoring or interrupting when they are speaking
- Lying
- Being dishonest and unfair
- Bullying and taking advantage of others
- Pressuring someone to do something they feel uncomfortable doing
- Taking anger out on others

In addition to the ways listed, we can also imagine disrespect. In other words, we can jump to conclusions without getting all the facts and assume that someone is being disrespectful. For example, you walk into a room just in time to see your friends whispering and laughing. As soon as they notice you, they stop. As you approach them, they begin to talk in a normal tone of voice. You think that they were talking about you, and you assume that they were putting you down. Do you know for a fact that they were talking about you? And if they were, how do you know that they were putting you down? The fact is, you do not know. However, if you respond by ignoring them or treating them cruelly in retaliation, you will only make the situation worse and possibly lose your friends.



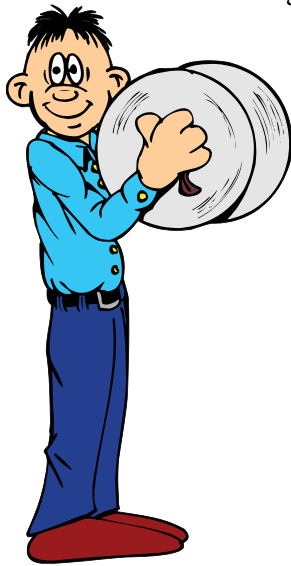
As you can see, disrespect can be real or imagined, intentional or unintentional. With so many ways that disrespect can occur, it is up to you to be prepared to deal with each situation appropriately. A person with a positive moral character will always make an effort to handle even the most difficult situations in a respectful way.

# Be Prepared

## The Question Of The Day...

You mean I should be prepared to be shown disrespect?

The reality is, not everyone at this time is trying to develop a positive moral character. There are people who are deliberately disrespectful. They literally regard disrespecting others as a form of entertainment. In addition, there will also be times when someone may show you disrespect and not even realize it. You could also assume you are being shown disrespect when you're not. Therefore, the answer to your question is a resounding:



**Yes! Yes! Yes! Yes! Yes!**

You should definitely be prepared to deal with disrespectful behavior in whatever form it may come. Does this mean that you should walk around expecting people to disrespect you? Absolutely not! Being prepared simply means to work hard at developing a positive character and setting your mind in advance to make positive moral choices in regards to how you respond to others. You must decide that regardless of how someone “pushes your buttons” you will never purposely try to retaliate by becoming verbally or physically abusive.

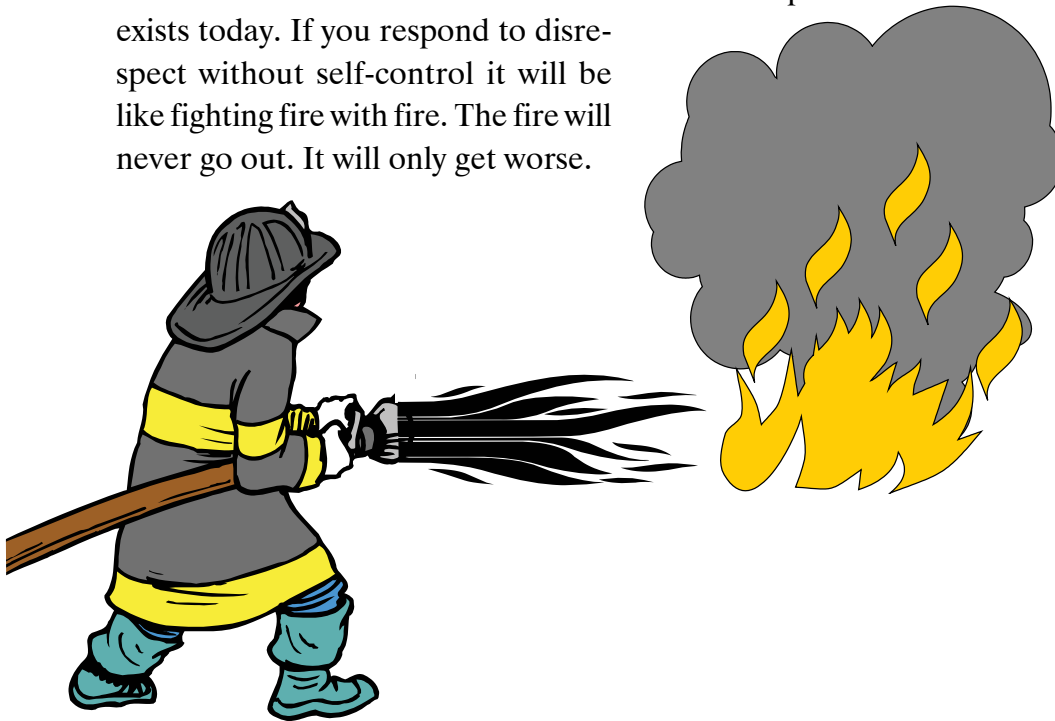
If you are not prepared to deal with disrespectful behavior, you could be tempted to react impulsively. An impulsive action is one that is done without careful thought or consideration of the consequences. As you learned in the previous chapters, verbal and physical violence are major forms of disrespect. An impulsive response to disrespect could lead to more disrespect, and two wrongs never make a right. Preparation will enable you to respond appropriately while maintaining your cool and your self-respect.



# PREPARATION Requires Self-Control

**Self-control** is *the ability to control what you think, feel, and do*. The foundation of self-control rests on moral principles. You must control your thoughts, feelings, and actions in order to be a moral person who demonstrates concern for yourself, others, and the environment.

Self-control plays an important role in learning how to respond to negative, disrespectful behavior. When you consistently use self-control, you can avoid acting impulsively and avoid the trap of disrespect. A lack of self-control is the cause of much of the disrespectful behavior that exists today. If you respond to disrespect without self-control it will be like fighting fire with fire. The fire will never go out. It will only get worse.



The first step in practicing self-control is to become aware of your thoughts, because your thoughts affect your feelings and your feelings can lead to actions. For example, if you think sad thoughts, you might feel depressed and miserable; you might then mope or cry. Conversely, if you have cheerful thoughts you tend to feel joyful and smile or laugh. Your thoughts and emotions strongly influence the way you behave. This is why it is important to recognize when your thoughts are negative.

Without self-control, negative thoughts can lead to negative feelings, which in turn can lead to negative behavior. When someone has disrespected us, it is normal to have thoughts that question that person's behavior. For example, "Who does she think she is? She has no right to

treat me like this.” However, it is up to you to control your thoughts so they do not become negative and revengeful. Thoughts such as “How would she like it if I treated her in the same way? Just wait, I’ll get even,” could lead to angry, hostile feelings, which in turn can lead to verbal and physical disrespect.

Another important aspect of self-control is being able to weigh your choices in order to make the best decision to solve problems. A **choice** is *the ability to pick between one or more options*. Whether you realize it or not, you are constantly making choices. You choose what to eat and what to wear. Every day you choose what to say or not say. You also choose how to behave. When you weigh your choices, you consider the possible outcome before acting, because each choice will yield either positive or negative results.

An easy way to remember how to practice self-control is to think of the acronym **STOP**, which stands for:



**STOP**  
**THINK**  
**OPTIONS**  
**PROCEED**



**STOP** and acknowledge that someone is saying or doing something that you feel is disrespectful.



**THINK** about ways you can respond.



**OPTIONS** must be considered and weighed. Remember, without self-control, negative feelings can lead to negative actions. It is up to you to consider the possible outcome of your choices.



**PROCEED** by making a decision that is morally correct and respectful.

**Read the problem below. Determine the outcome of the following responses to the problem and write your answers in the space provided.**

**Problem:** Someone disrespects you by calling you a name. You have a choice in the way you respond. You can:


YOUR CHOICE	POTENTIAL OUTCOME
A. Say something cruel in return and then replay the incident in your mind until you are boiling mad.	<i>(Answers may vary but could include: your response could start an argument that could become physically violent. By replaying the incident in your mind you may begin to build up hatred and could seek to get revenge. This could lead to violence and aggression.)</i>
B. Ignore the person, but take revenge when he least expects it.	<i>(Answers may vary but could include: any act of revenge, whether immediate or delayed, has the potential to lead to aggression and violence.)</i>
C. Tell an authority figure and then choose to ignore it. After all, why should someone's disrespectful behavior ruin your day?	<i>(Answers may vary but could include: the authority figure would correct the individual. They would probably receive an appropriate consequence. By "letting it go" you can avoid feelings of resentment and retaliation.)</i>

If you are faced with a choice to retaliate against someone then you are faced with an immoral choice. Always decide on the choice that will not cause physical or emotional harm to yourself or someone else.

**THINK ABOUT IT!**

**“You need self-control in all aspects of your life, because you cannot do just anything you want to do.”**

**~The Peaceful Solution**



**“You have no control over what other people say and do. You can only control the way you respond.” ~The Peaceful Solution**

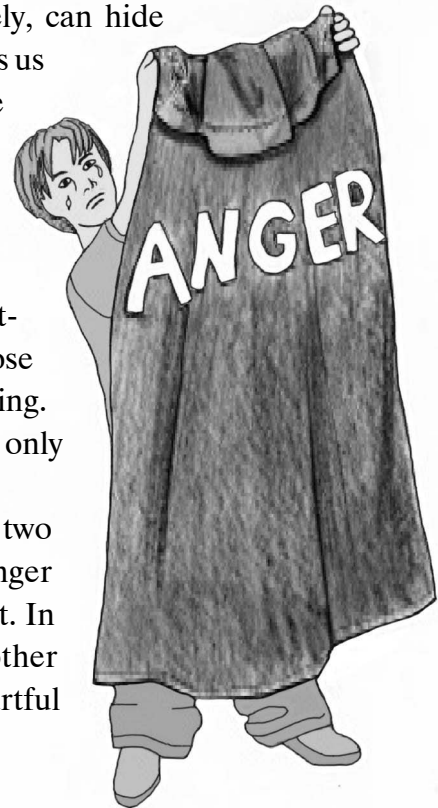
## Self-Control And Your Emotions

Disrespect can trigger many different emotions, such as embarrassment, humiliation, and rejection. These emotions are called primary emotions, because they are what we first feel when the disrespectful situation occurs. As you already know, emotions can affect the way you think and behave. An important part of responding appropriately to disrespect is learning to identify your primary emotions and then use self-control to manage them.

### Don't Hide Behind Anger

Primary emotions, if not managed appropriately, can hide behind a secondary emotion called anger. Anger tells us we are experiencing something that we do not agree with. When it comes to disrespect, anger can be a **BIG PROBLEM** because there is a tendency to respond with anger to disguise the fact that our feelings are hurt. In other words, when someone is treated with disrespect he might initially feel rejected, humiliated, or frustrated. Instead of showing those feelings, he responds with anger by cursing and yelling. An angry response will not solve the problem, it will only lead to more disrespect.

Have you ever witnessed an argument between two people who were angry? You've seen how quickly anger can get out of control and turn to mutual disrespect. In situations like these, people throw insults at each other and try to outdo each other with put-downs and hurtful words.



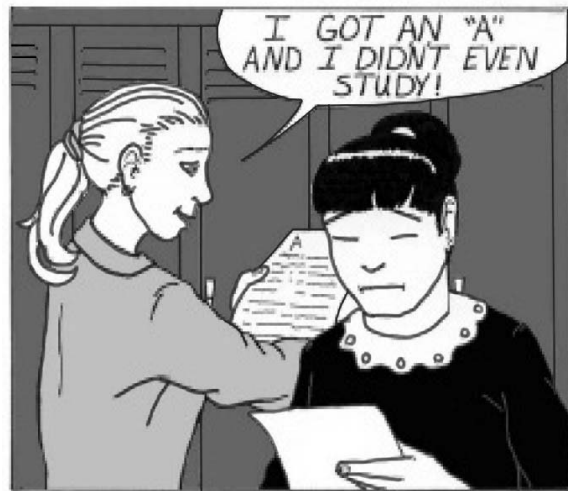
If uncontrolled, anger can quickly turn to rage. Rage is an unhealthy and often destructive way of expressing angry feelings. It is characterized by explosive outbursts of both verbal and physical aggression. It is up to you to use self-control to manage your anger so that it does not turn to rage. You can also use self-control to avoid retaliating if someone is angry and treats you disrespectfully.

**Read the following scenario and answer the questions that follow.**

Laurie was upset because she did poorly on her exam. Tameka, on the other hand, did well even though she did not study. Not realizing that Laurie was upset, Tameka said, “Hey guess what? I got an A and I didn’t even study.”

“Shut up,” Laurie replied. “Leave me alone.”

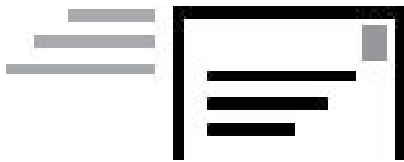
As if that was not bad enough, she said it in front of a group of their classmates, who immediately started laughing and making fun of Tameka.



1. How was Laurie disrespectful to Tameka? (Laurie was rude to Tameka.)
2. Why was Laurie disrespectful? (Answers will vary but may include: Laurie was disappointed that she received a poor grade and jealous that Tameka got an “A.”)
3. What might be some of Tameka’s primary feelings? (Answers will vary but may include: Tameka would be shocked because she did nothing to warrant Laurie’s rude behavior. She might feel embarrassed because her classmates laughed at her.)
4. If Tameka does not use self-control and responds with anger, how could that affect the situation? Explain your answer. (Answers will vary but may include: if Tameka does not practice self-control, her response could make the situation worse. Responding with anger could lead to verbal and/or physical violence.)

# Positive Communication Helps You Deal With Disrespect

By using self-control, you can avoid becoming angry or enraged and learn to manage your primary emotions. The most effective way to deal with primary emotions is to **stop** and **think** about how the situation is actually making you feel. Rejection and embarrassment are strong emotions that indicate that something has occurred that hurts us emotionally, but they are not excuses to respond in anger.



Dear Peaceful Solution:

When my feelings are hurt I feel like crying and my face turns red. It's bad enough that someone is disrespecting me, without me crying and looking like a wimp. Acting like I'm mad so that I don't cry doesn't really help either. What should I do?

Sam, age 12

Remember, when you respond with anger to cover the fact that your feelings are hurt, you are hiding behind your anger. As Sam has realized, hiding your real feelings doesn't help in the long run. What does help is to learn how to control your response to the disrespectful behavior of others, communicate effectively how the person's behavior has affected you, and act appropriately in order to resolve the situation.

Learning how to respectfully communicate when someone is disrespecting you can be difficult. You have to be careful what you say and how you say it, because responding in anger could make a bad situation worse. Remember, you are the one who is building a positive moral character. It is dependent upon you to communicate positively and make every effort to find a peaceful solution.



## Is For Appropriate Responses

Using positive, respectful communication is an important skill to help you express yourself in difficult situations. By practicing this skill, you can control how you respond to disrespectful behavior, avoid getting angry, and come up with a peaceful resolution to conflicts.

If offense is taken because a person is teasing, bullying, or demonstrating some kind of disrespectful behavior towards you, then that person knows he or she is getting through. If no offense is taken, laugh with them at their joke or simply ignore their remarks. Do not let them know they hurt your feelings; this will only make them worse at their game. Don't confront them about it, it will only escalate the situation.

Some of the best replies are:

- We could probably be friends if you were not such a joker.
- I resemble that remark, and smile as you leave. Then, if possible, avoid the person.
- There was a time when your remark would have hurt my feelings, but not anymore.
- Are you laughing with me or at me? Then laugh or smile.

Never confront people who want to argue or fight. Just don't let it bother you. Practice the poker face, don't let your face show your irritation or hurt when remarks are made. Remember, most people joke because they like you. By smiling, you will learn those who do and those who do not. Those who do not like you will soon avoid you if they see they can't bother you with their remarks.

If someone close to you or a loved one is making hurtful remarks in public, simply laugh with him or her at the time. Then, privately, in a loving manner, explain that the remarks that were made actually hurt your feelings, and ask if it would not be better to build one another up, rather than cut each other down. Be sure to do this in a loving, respectful way. Remember what is referred to as the golden rule, correct a person as you would desire to be corrected.

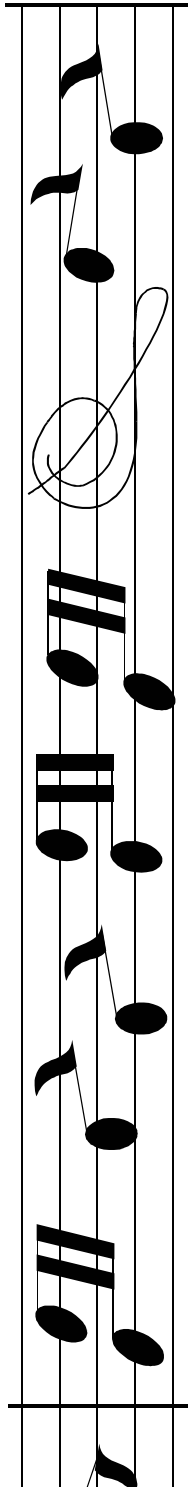
### **\*\* Don't Forget \*\***

It is never appropriate to talk back to an authority figure who is either correcting you or asking you to perform a task. On the other hand, if an authority figure is asking inappropriate questions or trying to touch you in inappropriate ways, excuse yourself and go tell another trusted authority figure.



Listen to the song and discuss why disrespectful behavior seems so normal and what are the negative outcomes of retaliating with disrespect.

## Show Respect Anyway



### Verse One

It's such a tragedy when our hearts ache and we choose to retaliate.  
 When you disrespect me, I disrespect you.  
 This occurs with so many, because disrespect is what they choose to do.  
 Every day people disrespect others  
 Not showing love to one another.  
 But where's the brotherly love  
 That's hidden deep inside every one of us?  
 Why not have self-control  
 Even when the worst things to us are told?  
 But hold on, wait just a minute.  
 What occurs when we retaliate  
 And put our reputation at stake?  
 This rate needs to lower down  
 Because disrespect is now spread in every town.  
 But remember, choose to show respect  
 No matter how much inside you feel rejected.

### Chorus

Show respect even if someone is hurting you.  
 Be in control of what you do.  
 Hurting others because you're upset  
 Causes war and shows disrespect.  
 The Peaceful Solution begins with you.

### Verse Two

There are many reasons why  
 Disrespect seems to be a normal part of society.  
 One reason is the entertainment industry.  
 Did you know that what you see on television  
 Influences you thoughts and in the Peaceful Solution  
 We practice what we're taught.  
 So, gain control of your thoughts,  
 Because they lead to actions.  
 So, act on peace, and they get a great reaction.  
 Teens watch talk-shows and pick up what they see.  
 Commercials, sit-coms and even the movies.  
 Another form of disrespect is cursing and name-calling,  
 which leads to murder and violence,  
 Which is presented as enjoyment.  
 In a nutshell, we need self-control  
 'cause we act impulsively and then we explode.

### Repeat Chorus Twice

# Maintaining Control

Study these tips for keeping your composure in a difficult situation.

☛ **Remain calm.** Getting upset will not help the situation. In this case, it is okay to talk to yourself. This is called self-talk. Use self-talk to calm yourself down and stay in control. By remaining calm, you will be better able to think clearly and rationally.

*I am not going to lose control. I can handle this situation.*

☛ **Use a respectful tone of voice.** This means no screaming and yelling. Even though you are upset, you can choose to use a normal tone of voice. Screaming at someone is disrespectful. If the other person lacks self-control, the result will be a screaming match in which no one wins.

☛ **Be polite.** Even when telling someone how you want to be treated, you can still be polite and say “please” and “thank you,” yet deliver your message in a frank and sincere way. This will help you avoid becoming disrespectful to the person you are speaking to.

☛ **Always try to find a peaceful solution.** Keep in mind that a problem without a solution is a problem left unsolved. It is up to you to offer a suggestion that will best fit the situation and end in a peaceful solution.

☛ **Don’t hold a grudge or hold onto unkind thoughts about the person.** Don’t treat the person badly, learn to forgive. Holding a grudge will lead to disrespect on your part. Remember, two wrongs never make a right. Maintain your positive values.



“Everybody deserves respect, those you know well and those who are strangers. Go the extra mile to keep interactions with all people respectful and pleasant.”

~*The Peaceful Solution*

## When Familiarity Breeds Contempt

Although basic respect should be shown to all people, there should be an even greater degree of care and concern in close relationships because you spend the most time with your family and friends. Respectful interactions demonstrate genuine concern for the well-being of others which makes life more pleasant.

Sadly, however, there is a tendency to disrespect those we are close to, yet treat strangers in a kind and courteous manner. Do you know someone who is very respectful to their friend’s parents but are rude and argumentative to their own parents, or someone who is polite to guests, but to their siblings, they are impolite?

Here’s the bottom line: familiarity should never breed disrespect. Rather, it should breed greater consideration, care, and concern.

AT HOME

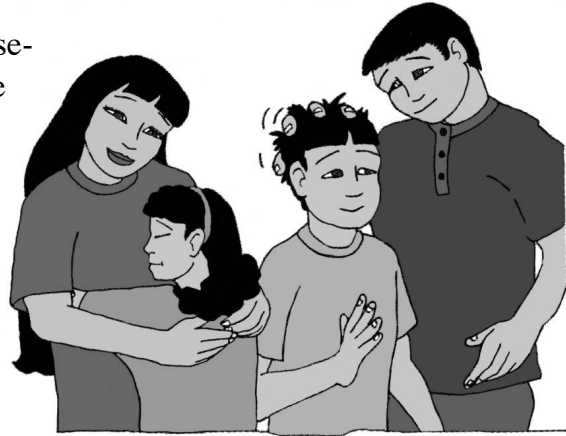


AT A FRIEND’S HOUSE



# Let's Take A Closer Look At Families

Even people within the same household can have their own personal space and belongings. Within each household, there should be a basic guideline for acceptable and respectful behavior. In this way, each member of the family will know how they should treat others and how other family members should treat them.



## **Here Are Just Some Of The Ways That Family Members Can Be Respectful To Each Other**

- ☺ All family members should ask permission to use, touch or borrow each other's belongings. They should also accept whatever answer is given. For example, if you ask to borrow your sister's dictionary and she tells you "No, not right now," then you should accept her answer without arguing or asking her why.
- ☺ Family members should respect each other's privacy and personal space. Knocking and waiting for an answer before entering a room and not eavesdropping are ways you can demonstrate respect for someone's personal space.
- ☺ Family members should always be verbally respectful to each other. In addition, there should never be physical or sexual abuse in families. Abuse violates the bonds of trust that must exist between family members.
- ☺ Courtesy goes a long way. Saying simple words like "please" and "thank you" is another way that family members can be respectful to each other.

When family members use each other's belongings without permission and impose on each other's space, the result can be an environment where people who are supposed to care for and trust each other are instead distrustful and hostile.

# Let's Take A Closer Look At Friends



Friends, like family, play an important role in our lives. Friends help to make our lives richer and give us a sense of belonging and acceptance. However, friends can also be disrespectful and influence each other to make negative choices.

Friends have the ability to exert both positive and negative influences on each other. Positive influences encourage moral, respectful behavior towards one's self and others. Negative influences on the other hand, promote risk-taking behavior, such as engaging in premarital sex, and abusing alcohol and drugs. To this list you can also add smoking, disrespecting authority, and being dishonest. When peers influence each other negatively, it is called negative peer pressure.

Here's the bottom line: if friends try to pressure you into doing something that is wrong and could risk your health, well-being, and self-respect, then they are showing disrespect to you. For example, if your friend says to you, "I've got some marijuana and I know where we can go smoke it," then your friend has not considered your health and well-being and is not showing concern for you. Someone who is a true friend would never try to encourage you to do something that is illegal and could damage your health.

Another way in which friends can show disrespect to you is by not accepting your decision. When friends try to talk you into making a negative choice and tease or make fun of you, even after you have firmly said "No," they are not showing respect to you or accepting your ability to make choices. True friends will accept your decision even when it is different from theirs.

Disrespect can also occur when friends monopolize each other's time. Remember, friends are unique individuals with their own likes and dislikes. Just because someone is a friend does not mean he cannot have other friends and spend time with them as well. When we assume that our friends are exclusive to us and try to deny them the opportunity to have other friends, we are being disrespectful.

## **STRAIGHT TALK**

Let's face it. Nobody wants to feel left out. Having friends is great, but the need to have friends should never be greater than your desire to maintain a positive moral character. It is up to you to constantly evaluate your friendships, because the development of your character is directly affected by the influence of the friends you choose.

## Putting It All Together

When those who are closest to us are disrespectful it can cause us to feel frustrated, rejected, and embarrassed. Relationships with family and friends are an important part of life. When disrespect is shown, it is your cue to stop and think about your primary emotions and then consider the best way to handle the situation.

Although disrespect can and does occur in close relationships, you should never deal with it by becoming angry. Also, ignoring acts of disrespect might encourage further acts to occur. When people do not deal with disrespect effectively it can lead to resentment and bearing a grudge. This will only compound the problem.

Instead, stop, think, and decide on the best option. Practice self-control and demonstrate the skills of positive communication. Teach yourself to remain calm at all times. Learning to apply these skills when disrespect is shown will enable you to preserve the bonds of trust, care, and consideration that must exist in all close relationships. In essence, be the one to bring about the Peaceful Solution.

*"It only takes one person to stop an argument."  
~ The Peaceful Solution*

## Understanding The Main Point

Using the following situations, offer a peaceful solution to the problem.

1. You have asked your brother several times not to go into your room and use your belongings when you are not at home, but he continues to do it. (Answers will vary but may include: take the situation to your parents/ guardians. You may also ask your brother to wait until you return home to make his request. )

2. Your friends have asked you to cut your last class to go to the movies. You have told them that you are not interested, but they continue to pressure you to go. (Answers will vary but may include: tell them that your education is very important to you, and that true friends would not pressure others to break rules.)

3. Your friend, while visiting, overheard a conversation that you had with your parents. In school the next day, you found out that he repeated what he had heard to your mutual friends. (Answers will vary but may include: let your friend know that what he did was disrespectful and could cause problems for both of you.)

4. Your brother bosses you around and expects you to do his chores. (Answers will vary but may include: take your concern to your parents/ guardians.)

5. Your sister plays loud music while you are trying to study. (Answers will vary but may include: politely ask her to turn down the volume, because you are trying to study.)

6. Your aunt tells you “no” when you ask to go swimming. Your friends tease you and encourage you to come anyway. (Answers will vary but may include: tell your friends that you respect your aunt’s decision and will not disobey her.)

# A DIFFERENT APPROACH

*What should I do if someone I don't know well or don't know at all shows disrespect towards me?*

Whether or not you know the person, one thing is certain, you must have control over your emotions and actions in order to respond appropriately to people who are disrespectful. In the previous section, **“Familiarity Breeds Contempt,”** you learned that in order to preserve close relationships, disrespect should be dealt with in a polite, honest manner.

However, when the disrespect comes from someone you do not know, it is not advisable to confront the individual about the way you are being treated. For example, if a stranger makes a derogatory remark to you as you are walking to school, do not try to approach that person. In situations like this it is best to ignore the person. If you can't stop thinking about the incident, then talk to a trusted friend to vent your feelings. Holding it in will cause you to store anger and resentment. Keep in mind that you have no knowledge of this person's character, personality, or temperament. He or she could be violent, abusive, or easily angered.



***Most acts of bullying begin with verbal disrespect and progress to physical disrespect.***

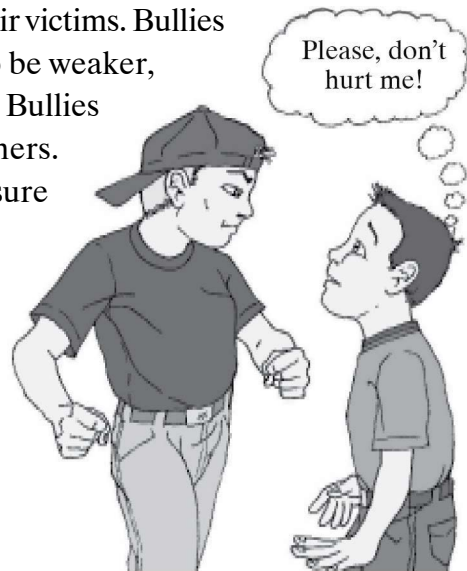
In this section, you will learn a different approach to responding appropriately to disrespectful behavior when it involves someone who is not a member of your family or a close friend.

## BULLIES

Although bullying can take place in families between older and younger siblings, the type of bully that we will focus on here is the school bully. School bullies are not friends to their victims. Bullies usually victimize others because they appear to be weaker, younger, or different from them in some way. Bullies tease, antagonize, and take advantage of others. They are habitually cruel and often take pleasure in seeing others in distress.

Bullying can take the form of:

- ☹ verbal abuse
- ☹ physical abuse
- ☹ stealing
- ☹ destruction of property



If you are ever in a situation where someone is verbally abusing you at school, the first thing you should do is maintain your self-control and do not respond with anger. As with all other acts of disrespect, responding with anger will only make the situation worse. Stop, think, and recognize that verbal abuse is the first step to bullying. Most acts of bullying start with verbal abuse in the form of teasing, name calling, or put-downs. It is reported that students receive an average of 213 verbal put-downs per week, or 30 per day.

Don't pretend that it is no big deal that someone is verbally abusing you. It is a **BIG DEAL!** The likelihood is that the abuse will get worse. Verbal abuse over time will lead to physical abuse. Many victims of bullies report they were punched, slapped, kicked, and shoved daily.

Is responding to a bully in a peaceful way the easiest thing to do? No, it is not. It takes a combination of self-control, courage, humility, and wisdom to respond peacefully. Using “I” messages with bullies usually doesn’t work. There are ways to deal with bullies.

For example, if the bully is only verbally abusive, it is wise to avoid being alone with him/her. Try to avoid that person in order to keep confrontations down to a minimum. However, if a situation should arise where you are being antagonized and provoked, then be wise and be humble and get away as soon as possible. If a peer who is a bully verbally attacks you, you may respond by saying things like “I’m no longer going to listen to this. I’m leaving.” Then leave. Never retaliate. It only eggs them on.

Whenever there is any type of physical attack, it would be best to inform an authority figure or a trusted adult. Do not keep these situations to yourself.



## Let’s Take A Closer Look At Humility

Humility is a positive character trait. A humble person has the ability to sacrifice being right in order to avoid a confrontation. Being humble should never be confused with allowing a bully to take advantage of you, or with being weak. It takes self-control to stop and consider the best and most effective way to handle a situation. Some situations can become dangerous if you do not respond carefully. In order to prevent making the situation worse, you may need to be humble, apologize, and even walk away.

**Bullies disregard and disrespect the basic rights of others, which is to reach their full potential in an environment that is free from fear and hostility.**



**Read the following article about the deadly results of responding to bullies with violence and aggression and answer the questions that follow.**

## **Bullying In Schools**

By Lisa Walls

Two years ago Barry Loukaitis, a junior high student in Moses Lake, Washington, walked into his algebra classroom carrying a high powered rifle under a trench coat. He pointed the gun at a student sitting near the door and pulled the trigger. The boy died instantly. During the next fifteen minutes he shot two more classmates and his teacher. Only one victim survived the attack. The first student he killed, Manuel Vela, Jr., was popular, athletic, and had often bullied him.

Loukaitis' name was listed on the honor roll before he brought national attention to his small town. His classmates described him as a shy and serious loner, someone with few friends who was a much-used target for harassment. According to students "his out-sized feet, his gangly build, his studiousness, and his cowboy clothing" were attributes that made him ripe for bullying.

Ronald Stephens, executive director of the National School Safety Center, said "As we look at the profile of perpetrators, the majority were first victims. When spurned, rejected, or bullied, some adolescents resort to violence. They want to resort to violence. They want to resolve their problems quickly and with a measure of finality that is oftentimes rather scary." A rash of shootings at schools show that an alarming number of students use violence as a panacea for the difficulties riddling their lives. Loukaitis was no exception. Many researchers agree that "decreasing social violence lies in the prevention of bullying behavior."

<http://www.cfchildren.org/Pubully.html>

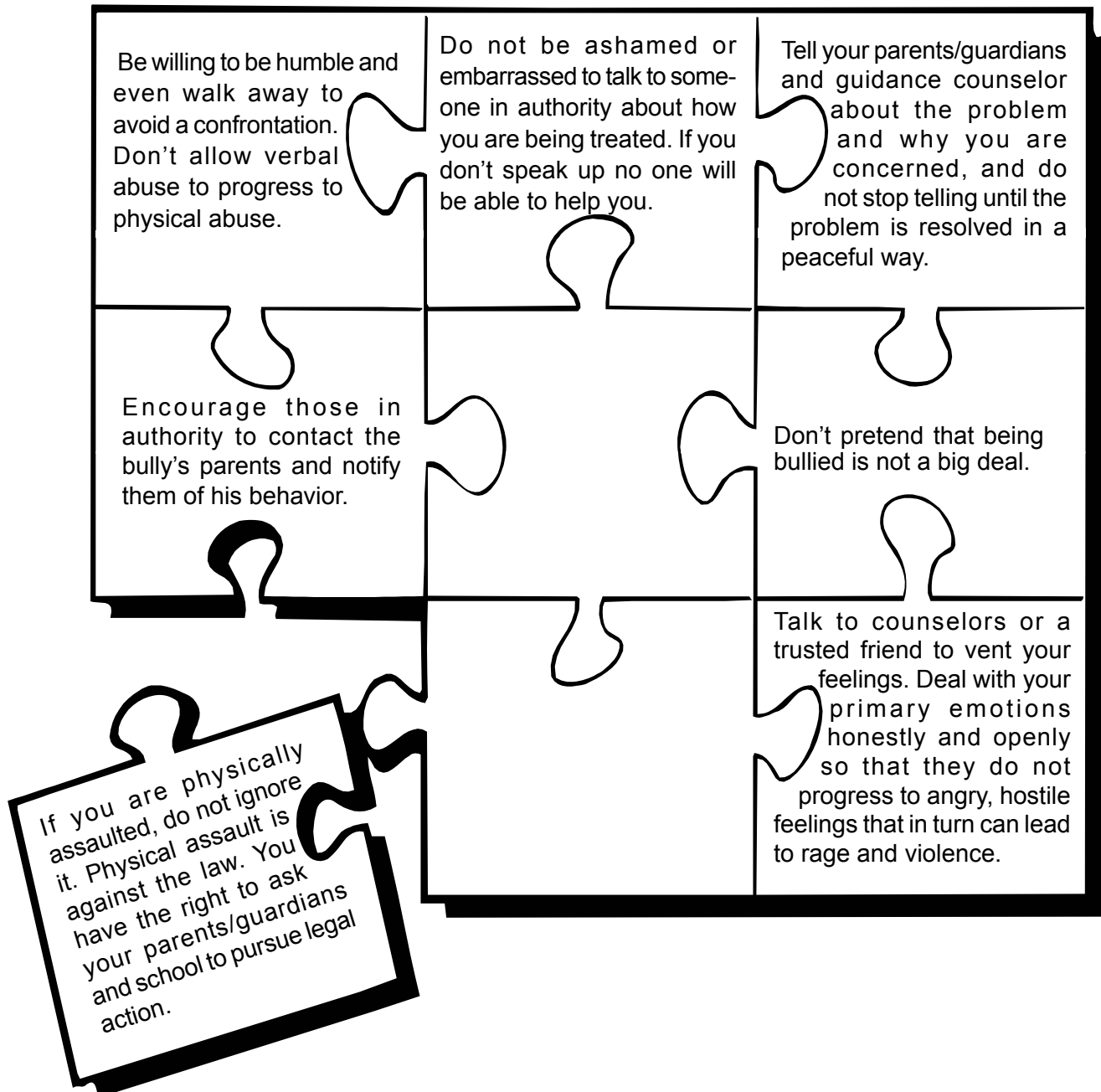
1. How do you think Barry's choice has affected his life and the life of his family? (Answers will vary but may include: his family will most likely blame themselves. They will also feel guilt. Barry will have to live with the guilt and pain of his decision for the rest of his life. He will also probably go to prison.)

2. How do you think his choice affected the lives of his victims' families? (Answers will vary but may include: the victims' families will never see their loved ones again and may suffer hurt or depression. They may be devastated and angry.)

As you can see from the previous article, responding to bullies with disrespect is deadly and no one wins. Keep in mind that violence is never the answer. People who resort to violence as an option for dealing with bullies in effect become bullies themselves. Do not let this occur to you! You now have the knowledge and skills to find a peaceful solution.

# Putting It All Together

Here's what you should do to respond appropriately to the disrespect of a bully:



A bully will continue to cause problems for others as long as they are able to. The sooner you pursue a peaceful solution to the problem the sooner the bullying will stop.

**Read the following scenarios. Use the lines provided to briefly tell how you would handle the situation to arrive at a peaceful solution.**

**Hint: Sometimes a solution might be as simple as being humble and walking away.**

1. Imagine being in school. Two other students are standing in front of the water fountain. You say, “Excuse me, please.” You expect them to say, “Sure,” then step aside to allow you to get a drink. To your surprise, they look at you as if you had just asked them to do back flips down the hallway. With shocked expressions that quickly turn to scowls, they stare at you, as if you just crawled out from under a rock. One looks at you and says, “Get lost.” The other says, “There’s a water fountain on the next floor, beat it.”

*(Answers will vary but may include: getting a drink of water is not worth fighting over. Just walk away and get your drink elsewhere. Also tell an authority figure so that he can do something about it.)*



2. For the fourth time that day, the school bully said something nasty about you. On your way into the lunchroom, he stuck his foot out as you walked by and tripped you. Everybody started laughing.

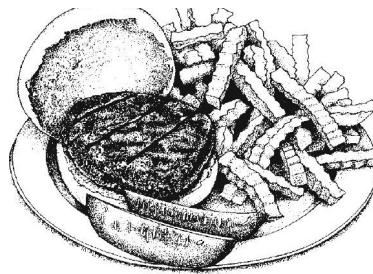
*(Answers will vary but may include: control your anger and get the help of an authority immediately. This is called physical assault and an authority must take serious steps to ensure that this behavior stops.)*



## One More Thing

Once you have handled the situation appropriately, let it go! When you focus your thoughts on negative situations you build up hatred and anger that could explode, causing you to hurt others and yourself. Don't become resentful or bear a grudge. Recognize that this person just has not yet learned how to practice the Peaceful Solution.

### Food For Thought!



**Although bullying is most commonly associated with schools, bullying exists in other areas of society as well. For example, bullying can occur in the workplace when domineering men and women bully other adults who are weaker and less powerful. Older siblings bully younger siblings and children bully their pets.**

# Responding To Disrespect From The Opposite Sex

Disrespect can occur with people you may or may not know well. Although there are many forms of disrespect, the one we will focus on next involves how to respond appropriately to disrespect from the opposite sex.



Let's face it, we live in a society where sex is openly talked about and displayed in all forms of media, such as television, songs, movies, and magazines. With information about sex literally bombarding you from all directions, often sending out mixed messages, it can be difficult to tell the difference between respectful and



disrespectful interactions between males and females.

## Let's Set The Record Straight

Making sexual comments or jokes in the presence of someone of the opposite sex is disrespectful. In addition to this, making comments that bring attention to someone's physical development is not only disrespectful, but can also be humiliating and embarrassing.

The physical development of each person, whether male or female, is part of the natural process of becoming an adult and should not be discussed as if it were the weather. Each person's body is private and must be treated with respect.

Girls, if there is a boy in your class who makes sexually inappropriate comments or jokes in your presence, he is disrespecting you. If you are dressing in a way to attract his attention or sending out messages that are sexually inappropriate, then you are disrespecting yourself. Sexual comments, provocative looks, and whistles as you walk by are not compliments. They are invitations to a risk-taking behavior in the form of premarital sex. With over one million teen pregnancies and over three million young adults, like yourself, diagnosed with a sexually transmitted disease every year in the United States alone, this is one invitation you do not want.

## Girls, Keep These Tips In Mind:

- ☺ Dress, speak, and act appropriately at all times. If you don't want to be disrespected then you must treat yourself with respect.
- ☺ If a young man speaks or acts inappropriately towards you then use self-control and do not smile or say anything that would show acceptance or appreciation of these comments. Doing so would encourage more disrespectful behavior. Get away from him as quickly as possible.
- ☺ Be assertive and speak up! Tell your parents and teacher the comment that was made to you and let them deal with the situation. Sexual comments constitute harassment which should be treated as the serious offense it is.
- ☺ Try to avoid the individual as much as possible. This sends a clear message that you are not interested in anything he has to say.

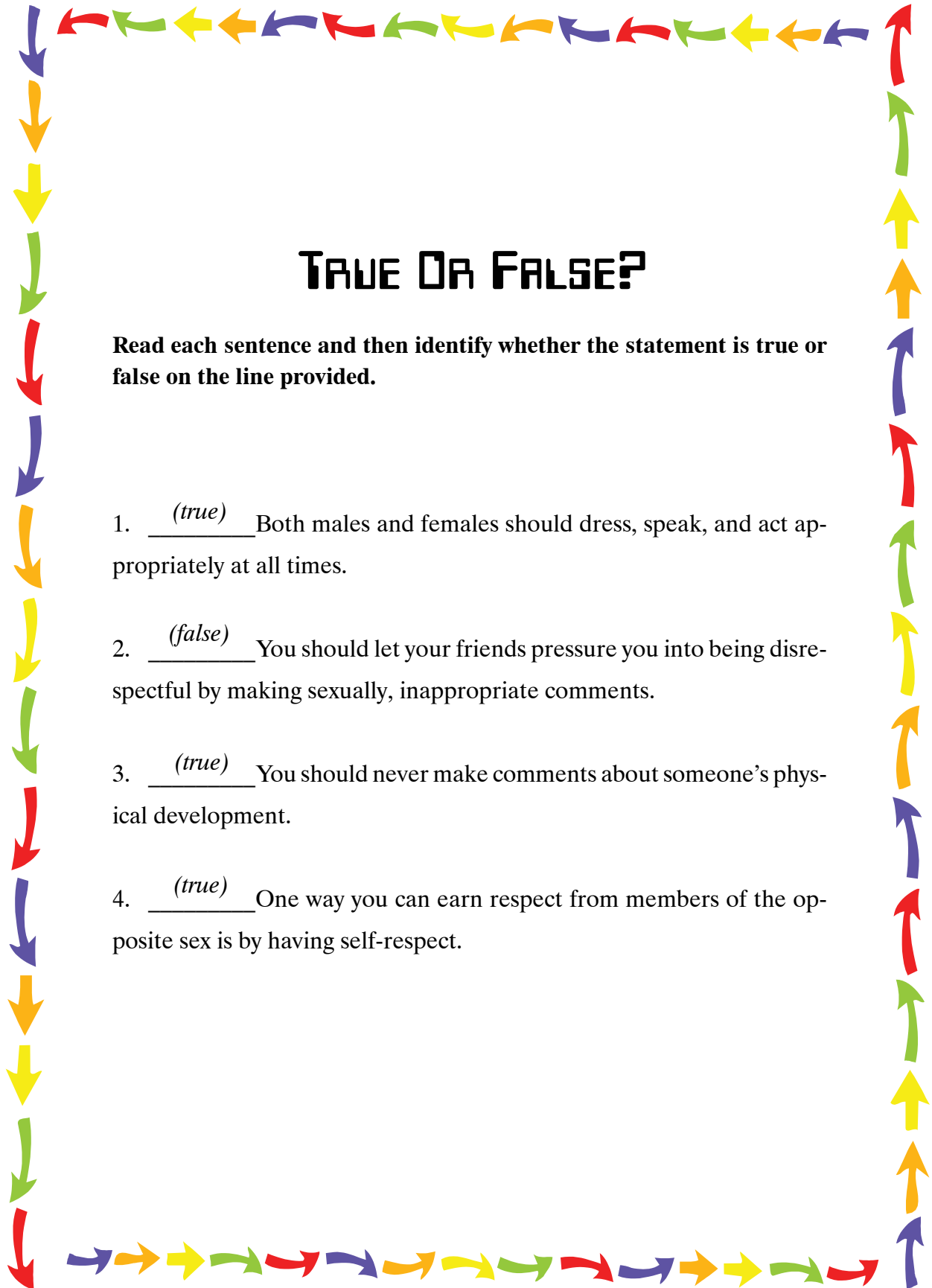


## Boys, Keep These Tips In Mind:

- ☺ Use self-control to avoid saying or doing anything that could be interpreted as a sexual advance. **Stop, Think,** and always **Choose** to be respectful to someone of the opposite sex.
- ☺ Do not let your buddies pressure you into approaching a young woman and disrespecting her to prove how much of a man you are.
- ☺ Do not let any young woman influence you to say or do anything that could contribute to the one million teen pregnancies or to becoming infected with a sexually transmitted disease.
- ☺ Be wise. Sexual harassment can lead to your arrest and a court appearance.

**Note:** Boys, you are just as vulnerable to sexual comments and jokes as girls. Because there are so many mixed messages regarding appropriate sexual behavior, many young women think that young men should show interest in them by making sexual comments. Many young men feel that they are not men unless they say or do something that is sexual in nature. This is a serious misconception that comes from living in a society that constantly sends out negative messages regarding respectful behavior. In some cases, sexual harassment can lead one to court. Be wise.





## TRUE OR FALSE?

Read each sentence and then identify whether the statement is true or false on the line provided.

1.   *true*   Both males and females should dress, speak, and act appropriately at all times.
2.   *false*   You should let your friends pressure you into being disrespectful by making sexually, inappropriate comments.
3.   *true*   You should never make comments about someone's physical development.
4.   *true*   One way you can earn respect from members of the opposite sex is by having self-respect.



# When The Shoe Is On The Other Foot

The primary focus of this chapter has been to teach you how to respond to someone who is showing you disrespect. But what if the shoe is on the other foot, and you are the one who has unintentionally shown disrespect to someone else? Keep in mind that just as you have been taught how to appropriately handle disrespect from others. Likewise you should know how to stop the practice whenever it's brought to your attention.

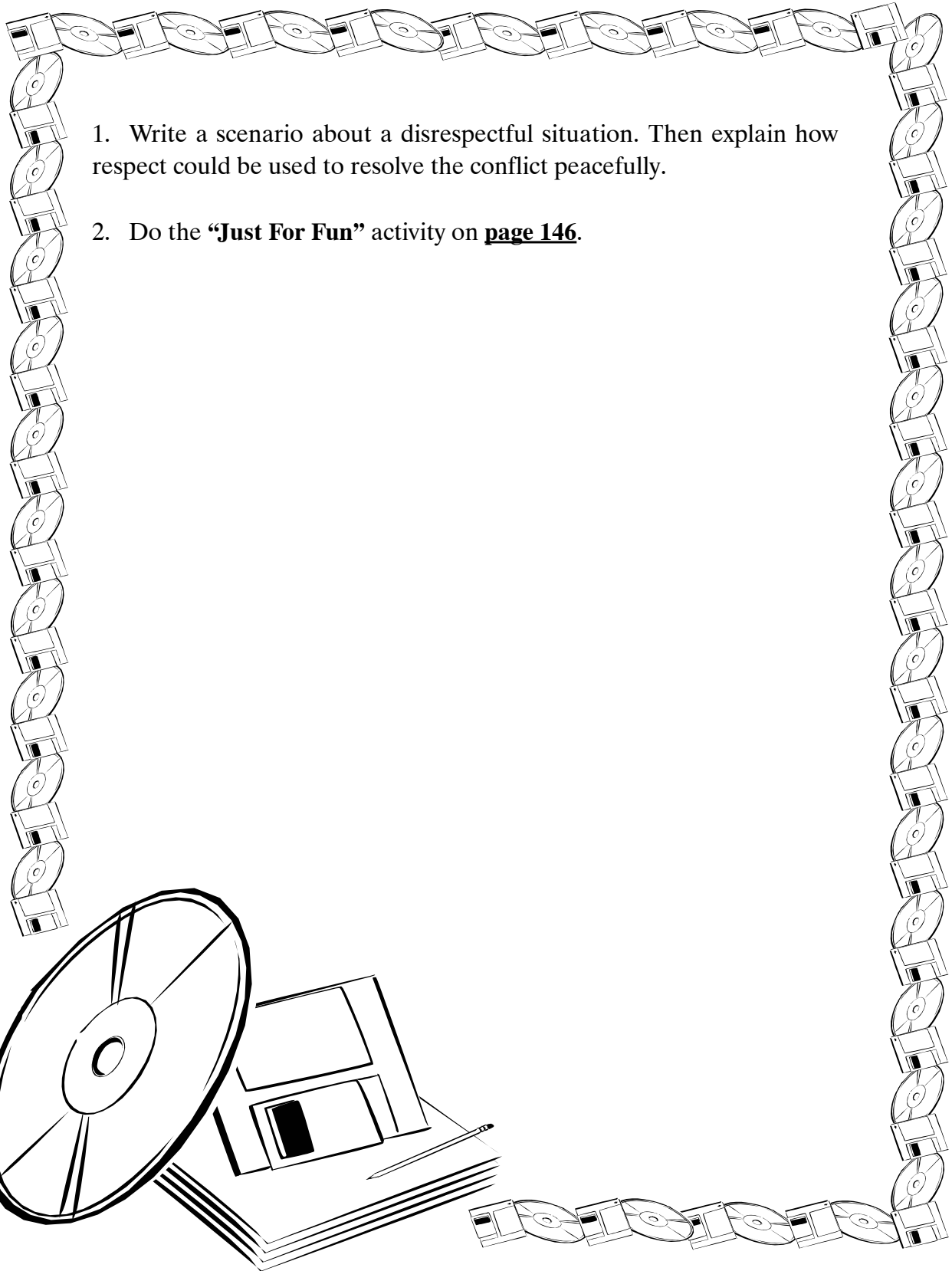
## Here are a few tips to help you respond respectfully when you are being corrected.

- ▶ **Be patient.** Keep in mind that not everyone has been trained to be respectful. Many people respond to even the smallest incident of disrespect by becoming angry and losing their self-control. Try not to become offended and retaliate. Once again, two wrongs will never make a right.
- ▶ **Remain calm and respectful.** By doing so, you will encourage the individual to calm down.
- ▶ **Listen attentively. Try to understand how that person feels.** You can do or say something and not realize that it is showing disrespect to someone else. Listening attentively will enable you to see your behavior from their point of view. After all, this is how you would want to be treated.
- ▶ **Be humble and apologize.** It's okay to admit that you were wrong and to apologize. Even if you don't think you showed disrespect, humble yourself and apologize anyway. Apologizing shows that you care about how that person feels. Then make every effort to be respectful and not to repeat the same behavior.

# What I Have Learned

- I can respond respectfully to the disrespectful behavior of others.
- I can avoid the trap of disrespect if I use self-control and do not retaliate or bear a grudge.
- It takes moral strength and courage to respond appropriately when I am being antagonized and provoked.
- I must be prepared to deal with disrespect in whatever form it may come.
- Negative peer pressure is a form of disrespect.
- Bullying is a form of disrespect that is best handled by not retaliating. By getting away from the person as quickly as possible and seeking help from those in authority, I can keep my self-respect and avoid a confrontation.
- Making sexual comments or jokes is disrespectful.
- When I'm disrespectful to others, I must learn to accept being corrected.

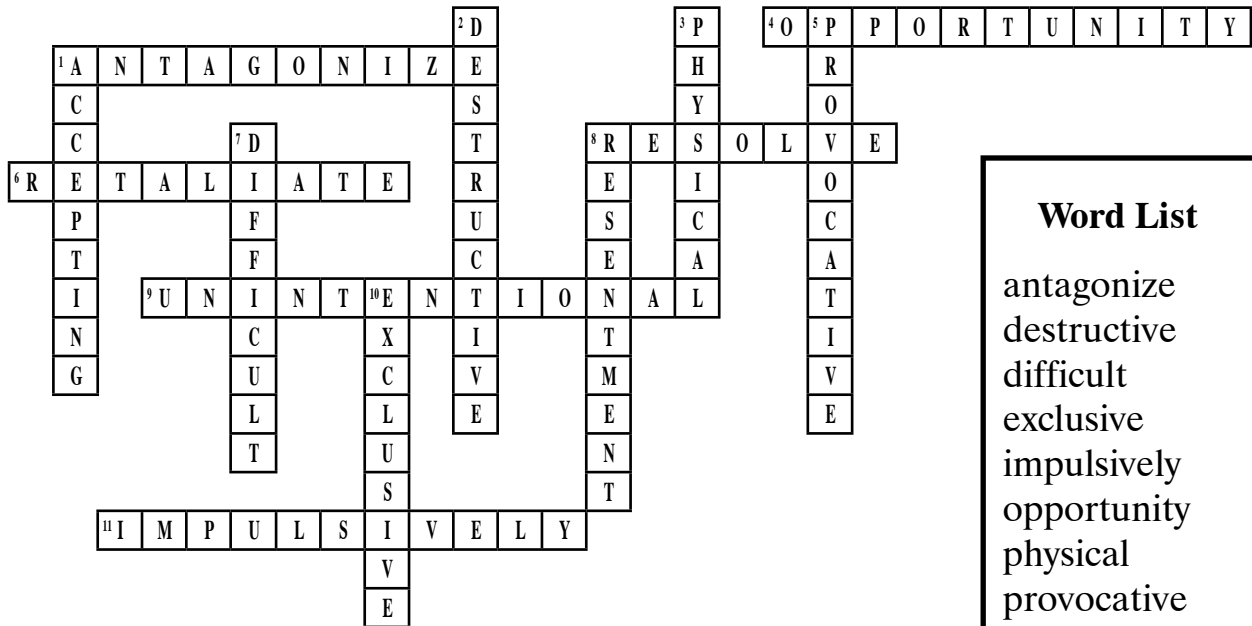
## Enrichment Activities



1. Write a scenario about a disrespectful situation. Then explain how respect could be used to resolve the conflict peacefully.
2. Do the “**Just For Fun**” activity on page 146.

# Just For Fun

Complete the crossword puzzle using the clues below.



**Word List**

antagonize  
destructive  
difficult  
exclusive  
impulsively  
opportunity  
physical  
provocative  
resolve  
retaliate  
unintentional

**ACROSS**

1. To act in opposition to, counteract; to provoke the hostility of (*antagonize*)
4. An occasion for advancement or progress (*opportunity*)
6. To repay (as in injury) in kind; to get revenge (*retaliate*)
8. To purpose, to reach a firm decision about (*resolve*)
9. Not done by design or intended (*unintentional*)
11. Prone to act on impulse; acting momentarily (*impulsively*)

**DOWN**

1. To receive willingly; to give admittance or approval to (*accepting*)
2. Causing destruction; ruinous (*destructive*)
3. Having material existence (*physical*)
5. Serving or tending to provoke, excite, or stimulate (*provocative*)
7. Hard to do, make, or carry out (*difficult*)
8. A feeling of indignant displeasure or persistent ill will at something regarded as a wrong, insult, or injury (*resentment*)
10. Excluding others from participation (*exclusive*)

# Chapter Six

## Developing A Respectful Reputation

### Note To The Teacher

Many people go through life not realizing that their every action and interaction establishes a pattern of behavior that determines their reputation. They also fail to realize the integral role that their character and reputation play in how they are accepted and treated by others. Often, this realization comes only after they made choices that label them as having a negative or dishonest character.

It is usually at this crucial time that they begin the process of trying to salvage and repair their damaged reputations. Trying to change the way others see them can often be an uphill battle, marked with humiliation and stress. However, even more importantly, they will struggle with guilt and self-reproach because of their poor decision-making. Sadly, some do not always recover from poor choices, and their reputations and lives continue to spiral downward.

Through this sixth chapter of the *Peaceful Solution Character Education Program*, you can teach your students about the importance of building a reputation that is positive and admirable from the start. By so doing, you help them to avoid the choices that can damage their character, reputation, and future aspirations.

Other topics covered in this chapter are:

- Common choices that often lead to a negative reputation.
- Positive character traits are the foundation for a respectful reputation.
- How to evaluate interactions to determine the type of reputation they are developing.
- The importance of changing negative behavior in order to improve their reputation.

As teachers and role models, it is our obligation to instill within our students that their choices play a major role in the

*Unit Four*

development of their character and their reputation. The responsibility of guiding our future leaders and parents rests with us. Let us educate our students to make decisions that will not lead to regrets now or in the future.

# Lesson Plan

## Developing A

# Respectful Reputation

### PURPOSE/OBJECTIVE

Students will learn what constitutes a person's reputation. They will be able to examine barriers to the development of a positive reputation and explore ways these barriers can be overcome.

### MATERIALS

- ▶ *Teacher's Manual Audio Lessons*
- ▶ CD player
- ▶ Students' handbooks

### PROCEDURE

1. Review the previous lesson, **“Responding To Disrespect,”** by asking the following questions:
  - a. How does self-control help us respond appropriately to disrespect? (*Answers will vary but may include: self-control helps us to avoid acting impulsively and retaliating with verbal or physical violence.*)
  - b. Why should you avoid confronting a stranger who has disrespected you? (*Answers will vary but may include: it is best to avoid confronting a stranger because you have no knowledge of that individual's character or temperament. They could be violent and aggressive.*)
  
2. Inform students that in this lesson they will learn about the importance of developing a respectful reputation. They will also learn that choices regarding the way they behave and treat others can affect their reputations in a positive or negative way. Guide class discussion by asking students the following questions:
  - a. What comes to mind when you hear the word reputation? (*Answers will vary but may include: a pattern of behavior or actions that a person becomes well-known for.*)

b. What factors determine whether a person has a negative or a positive reputation? (*Answers will vary but may include: if they are trustworthy, kind, respectful, or violent and aggressive.*)

3. Instruct students to turn to **pages 147-148** in their handbooks and read the **“Introduction”** and the section **“Your Reputation Precedes You.”** Explain that their reputation, whether positive or negative, will influence how others treat them. Tell students that most people have experienced hearing about someone’s reputation and expecting certain behaviors before meeting the individual. Stress that once an impression about someone is formed, it is often difficult for that person to be seen in any other way.

4. **Activity:** Have students read the section **“The Question Of The Day”** found on **page 149** in their handbooks and role-play the scenarios on **pages 149-151**. Have students answer the questions after each scenario and discuss as a class. Emphasize that the choice to engage in any negative or risk-taking behavior such as premarital sex, alcohol/drug abuse, bullying, truancy, and stealing will adversely affect their reputations and will result in both short- and long-term consequences. Have students read the article **“The High Price Of Popularity”** on **page 153** and complete the exercise on **page 154** in their handbooks. Discuss their answers as a class.

5. Tell students that now that they have explored how negative behavior can destroy one’s reputation, they will focus on how to develop and maintain a reputation that is respectful. Ask students to name the qualities needed to develop a respectful reputation. (*Answers will vary but should include: self-control, discipline, and consistency.*) Have students read the sections **“The Building Blocks Of A Respectful Reputation”** and **“Reputation Has Character”** found on **pages 158-162** in their handbooks and then complete the exercise found on **page 162**. Emphasize that by consistently demonstrating positive character traits, they can build a respectful reputation that will be a benefit to themselves and others.

6. Remind students that their actions and behavior toward themselves and others will ultimately determine how their reputation develops. Have students turn to **page 163** and read the section **“Interaction And Reputation Go Hand In Hand”** and then complete the **“Your Reputation Evaluation”** quiz found on **page 164** in their handbooks.

7. Tell students that in addition to evaluating their interactions with others, they must also be willing to change any behavior that is negative in order to improve their reputations. Have students read the section “**Room For Improvement**” found on pages 165-166 and complete the accompanying exercise. Have students read “**Straight Talk**” found on page 167. Explain that improving one’s reputation takes self-control and determination.

8. Explain to students that in addition to evaluating their reputations and changing their behavior, they must also be careful not to take part in gossiping or spreading false accusations about others. Stress that in addition to damaging someone else’s reputation, they can also damage their own. Have students turn to pages 167-168 in their handbooks and read the section “**Reputation Busters.**” Stress that by using self-control to evaluate what they say about others and being mindful of the effect it can have on that person’s reputation, they are demonstrating great care and concern for others.

9. **Activity (Optional)**—Divide the class into two or three groups. Instruct the groups to stand in a circle. Assign a captain to each group and tell the captains the following statement:

“It is important for each individual to build a positive moral character, which incorporates traits such as respect, compassion, and self-control.”

Instruct the captains to whisper the statement to the next person, and then have that person whisper it to the next person until the statement has been whispered around the group. When it gets to the last person in each group have that person say out loud what they were told.

Note: By the time the statement is repeated around the group most of its meaning will have been distorted. This is an excellent way to prove to students that rumors and gossip distort the truth and can lead to a false perception of others.

10. Have students listen to the poem “**My Reputation**” found on the *Teacher’s Manual Audio Lessons* CD. They can follow along in their handbooks on page 169. For added class participation, assign one or two lines of the poem to students until all lines

#### *Unit Four*

have been assigned. Have students take turns reciting their lines until the entire poem has been read. Conclude the lesson by instructing students to read the section **“What I Have Learned”** found on **page 170**. Tell students that it is their responsibility to interact with others using positive character traits and to consistently have self-respect in order to develop and maintain a respectful reputation.

“Developing a positive reputation as a person who is respectful of self and others should be one of the most important goals in your life.”

~The Peaceful Solution

# Chapter Six

## Developing A Respectful Reputation

### Introduction

If you have ever been advised to take a certain class because the teacher is really nice, or been warned to be careful around someone you have yet to meet, then you have already experienced how powerful a reputation can be. Your **reputation** is *your overall character as seen or judged by others*. It is determined by your daily choices, attitudes and actions.

Have you ever considered how much your reputation determines how others interact with you? In general, people tend to believe what they have heard about someone’s character. They then interact with that individual based on what they have heard. For example, if someone has the reputation of being a thief, even people he has never stolen from will be concerned about their belongings when he is around. On the other hand, someone who has the reputation of being honest will find that in many situations others will automatically trust and believe in him.

In the previous chapters, you learned about the importance of respect for the individual and within society. You also learned that there are appropriate ways that you can respond to the disrespectful behavior of others. In this chapter, you will learn that by consistently demonstrating respect towards yourself and others, you can develop a positive, respectful reputation.

Earning the reputation of being a respectful person is no accident. It takes diligence, effort, and positive character traits such as self-control and responsibility. By diligently developing your reputation, you can open the doors to success even before you knock.



# Your Reputation Precedes You



Your reputation can precede you and even influence people you have not met to expect a specific attitude or behavior from you. In many ways your actions, whether respectful or disrespectful, will cast you into a particular mold of people who share similar behavior patterns. Do you know someone who has a reputation for behaving in a certain way? Did you hear about their reputation before you met? How did it affect the way you interacted?

The cold, hard truth is that once people have formed an impression about you, it is very difficult for them to see you in any other way. Although this may not seem fair, this is a fact of life. In other words, people can develop generalizations about others based on their reputations, oftentimes refusing to see a different side of their character. For example, if someone has developed the reputation for being a liar, the likelihood is that even when he is telling the truth no one will believe him.

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## The Question Of The Day...

### *Does this mean that a person cannot change his reputation?*

Anyone can change his or her reputation, for better or worse. However, it can be difficult and challenging to change a negative reputation into one that is positive.

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#### **Read the scenario below and answer the questions that follow.**

Tom was notorious at school for his bad temper, poor attitude, and playing mean tricks on his peers. Many students avoided him as much as possible. Tom had gotten into so much trouble that he was on the verge of expulsion if his aggressive behavior continued. Because his education was at risk, Tom finally agreed to go to counseling for anger management. Slowly, Tom's behavior began to change and he began to control his anger and treat others with respect. However, Tom had already earned the reputation of being a troublemaker.

On his way to class one day Tom accidentally bumped into Harry, one of his classmates. Harry tripped and fell to the floor. Harry became very angry because he thought that Tom had purposely bumped into him. Tom apologized to Harry and asked him if he was okay, but because of Tom's poor reputation, Harry was convinced that Tom was insincere and had intended to hurt him.



## Scenarios

1. What kind of behavior had earned Tom the reputation of being a “troublemaker?” (Answers will vary but may include: his bad temper, poor attitude, and playing mean tricks on his peers.)

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2. If Harry were to bring this incident to the attention of his teacher, who do you think the teacher would believe? (Answers will vary but may include: if the teacher knows Tom’s bad reputation and is not aware of the change in his behavior, he may likely believe Harry.)

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3. Harry certainly didn’t believe that Tom was sincere. What could Tom have said or done to try to convince Harry otherwise?  
(Answers will vary but may include: Tom could briefly explain that he was now working with his counselor, then repeat that he was truly sorry.)

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4. It is difficult when you are trying your best and no one notices. If you could give Tom some advice that would encourage him to continue improving his reputation, what would you tell him? (Answers will vary but may include: continue trying and do not give up. Eventually others will notice that he is controlling his temper and that his attitude has improved. You can also tell him that his circumstances will eventually change. For example, he will move on to high school where he will meet new people who will value him based on his new moral behavior.)

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Often, when someone has made poor choices and has developed a reputation for behaving in a certain way, people automatically assume that the individual will continue to make those same choices. It is very important to give others an opportunity to change their behavior and their reputation without judging their present actions based on their past mistakes.

Whereas it might be difficult to change a negative reputation, changing a positive reputation into one that is negative can be easily accomplished, oftentimes by making just one bad choice.

**Read the scenario and answer the questions that follow.**

Monique was an “A” student. She was well liked in her school. She was honest and respected by both her teachers and peers. However, when Monique’s parents moved she had to attend a different school. Monique was now in a new environment and was finding it hard to fit in and make new friends.

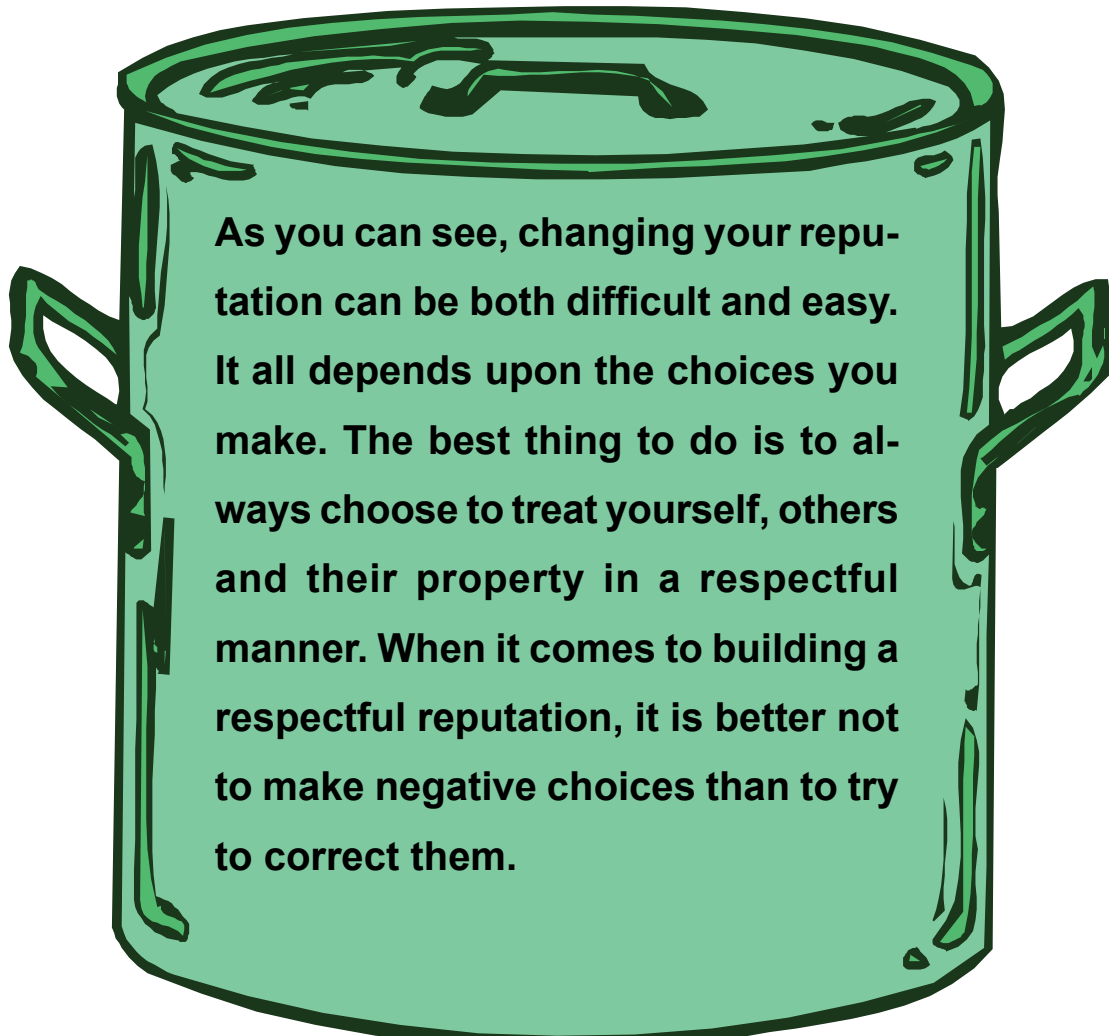
After a month at her new school, Monique met some girls who seemed nice. They invited her to the mall. Monique was glad she was finally making new friends. While at the mall, Cheryl dared Monique to steal a necklace from one of the department stores. At first, Monique refused, but Cheryl and the other girls insisted that they did it all the time, and they had never gotten caught. Besides, if they were going to be friends Monique would have to prove herself.

Monique gave in and for the first time she deliberately took something that did not belong to her. As she was leaving the store with the stolen necklace, a plain-clothes security guard stopped her. Her new friends deserted her and she faced the consequences of her choice alone. The next day at school, the news that she had been caught shoplifting spread like wildfire. Monique had now earned a reputation for being a thief.



1. Do you think Monique’s new reputation will affect her ability to make positive friends? Explain your answer. (Yes, because people will assume that she is a thief.)
2. What consequences could Monique face for her choice to shoplift? (Answers will vary but may include: she may have to pay a fine or do community service. People may lose trust and confidence in her.)
3. Because Monique made the choice to be dishonest, others may find it very difficult to trust her again. What advice could you give to Monique to help her regain the trust she has lost? (Answers will vary but may include: over time, with determination and diligence, you will be able to earn the trust of others and gain positive moral friends.)

# What It All Boils Down To...



As you can see, changing your reputation can be both difficult and easy. It all depends upon the choices you make. The best thing to do is to always choose to treat yourself, others and their property in a respectful manner. When it comes to building a respectful reputation, it is better not to make negative choices than to try to correct them.

## ***STRAIGHT TALK***

If you act impulsively and choose to engage in any action that can bring harm to yourself and others, you are not practicing self-control, nor are you building a respectful reputation.

**The choices you make today can affect you for the rest of your life. Read the following article.**

## THE HIGH PRICE OF POPULARITY

By Julie Weingarden

It's hard for 16-year old Nichole Ciccarelli to look at her Grosse Pointe North High School yearbook without crying. It brings back a host of horrible feelings. She remembers the pain of packing up her clothes last summer and moving away from Grosse Pointe, Mich. It was the town she had lived in since she was 6, and the same town that turned against her after she admitted to having sex with seniors—information that helped put her school's "coolest" guy in jail.

"If I had left by my own choice, maybe I wouldn't have been as sad, but the fact that I left because everyone hated me was hard," says Nichole. "I felt so empty inside, like I lost everything." Besides losing her friends, she realizes she lost a lot of self-respect. But at the time, Nichole

saw her choice as a ticket to popularity and she thought it was worth it.

Nichole wasn't alone in her thinking. Jordan B., a 17-year-old senior at a high school about 20 minutes from Grosse Pointe, says the freshman girls at school worship the senior guys. "The younger girls will go a lot farther sexually with the older guys," says Jordan.

Putting out for popularity isn't restricted to Grosse Pointe. It happens all over, sometimes with pretty disastrous results. "I had sex with a guy just so I could be popular at school and I ended up with a sexually transmitted disease," says Julie J., 13, of Missouri. While they're aware that what they're doing isn't the wisest choice, "girls may place themselves in situations where they can be victimized and this is risky behavior," says Lynne Ponton, MD a Professor of psychiatry at the University of California, San Francisco.

# Cause & Effect

The choice to engage in premarital sex, drug abuse, and other negative behavior has both long and short-term consequences that will affect your self-respect, health, and reputation.

**Consider the following negative behaviors and answer the questions in the spaces provided.**

## SHOPLIFTING

Short-term consequence: (Answers will vary but may include: not being allowed to go into the store, community service, fines)

Long-term consequence: (Answers will vary but may include: it would become part of your permanent record.)

How can this affect your reputation? (Answers will vary but may include: you will have the reputation of being a thief.)

## PREMARITAL SEX:

Short-term consequence: (Answers will vary but may include: possible unplanned pregnancy, possible sexually transmitted diseases.)

Long-term consequence: (Answers will vary but may include: possible parenthood, possible incurable diseases, dropping out of school.)

How can this affect your reputation? (Answers will vary but may include: you can gain the reputation of being irresponsible and easy.)

## SKIPPING SCHOOL:

Short-term consequence: (Answers will vary but may include: detention, suspension, getting poor grades from missing work)

Long-term consequence: (Answers will vary but may include: you will not be able to get a great job without a proper education.)

How can this affect your reputation? (Answers will vary but may include: you will gain the reputation of not being serious minded about your education. You will also be seen as irresponsible and untrustworthy.)

**BULLYING:**

Short-term consequence: (Answers will vary but may include: your peers won't like you, detention, suspension, expulsion.)

Long-term consequence: (Answers will vary but may include: violent and aggressive behavior that could lead to criminal behavior.)

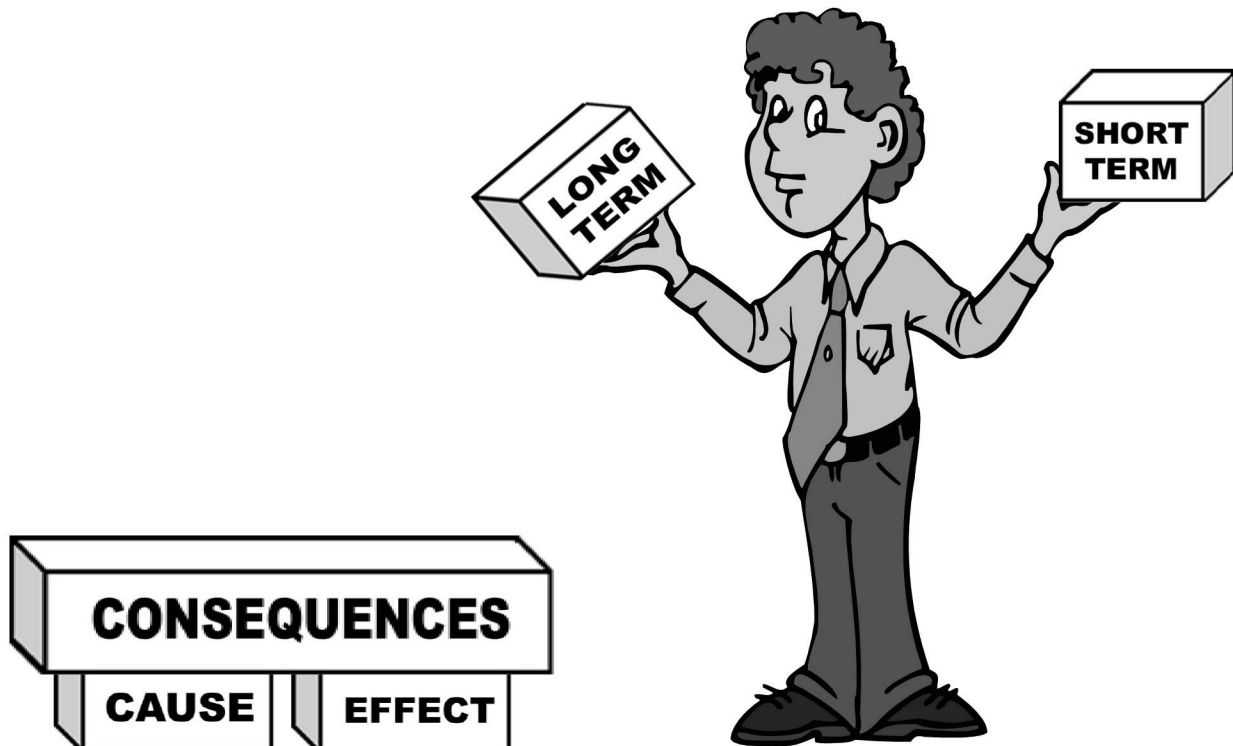
How can this affect your reputation? (Answers will vary but may include: you will gain the reputation of someone who abuses and takes advantage of others. You would be seen as a troublemaker.)

**SUBSTANCE ABUSE:**

Short-term consequence: (Answers will vary but may include: bad trips, addiction leads to other risk-taking behavior.)

Long-term consequence: (Answers will vary but may include: serious addiction; unable to finish school, keep a job, or raise a family.)

How can this affect your reputation? (Answers will vary but may include: no one will trust you. You will be known as unreliable, untrustworthy, and irresponsible.)



# It's Just Not Worth It

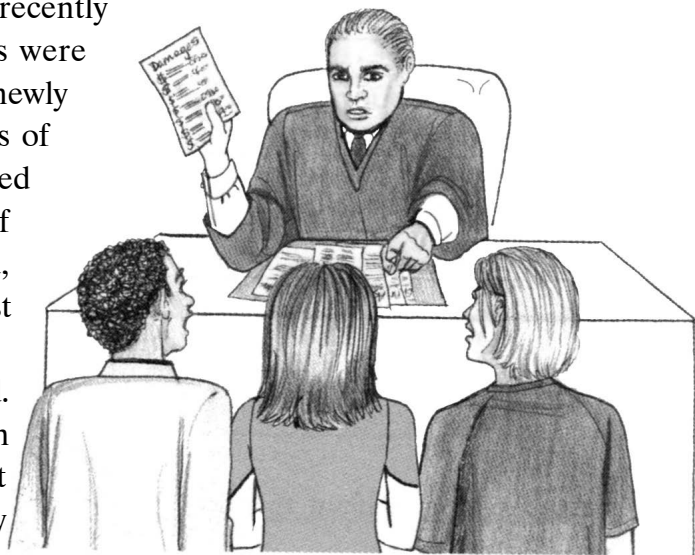
When you consider the high price of risk-taking behavior, it's just not worth it. Yet many people, both young and old, take risks that could change the outcome of their lives, fully aware of the price they could pay. A person who deliberately chooses to engage in risk-taking behavior has little or no value for his health, safety, or well-being. Here is the bottom line. Everyone's life has value. It is dependent upon each individual, however, to determine their value and to make positive choices that will keep them safe and healthy.

Let's take a closer look at why people damage their reputations, and jeopardize their safety and well-being by deliberately engaging in risk-taking behavior.

## “I Was Bored”

A local television station recently reported that three teenagers were arrested for vandalizing two newly built homes causing thousands of dollars in damages. When asked why they engaged in this type of behavior, one of the teens said, “We were bored. We were just looking for something to do.”

Nobody should be that bored. Read, draw, or learn to play an instrument if you are bored, but do not vandalize and destroy someone else's property.



## “I Just Want To Be Popular”

In the article, “The High Price of Popularity,” some of the consequences of deliberately engaging in risk-taking behaviors were explored. Risking one's reputation just to be popular can occur to both males and females. Both sexes are just as susceptible to making negative choices for the sake of popularity. The problem with popularity that comes from making poor choices is that it robs you of your self-respect and dignity. If you want to be popular, be popular for making right choices that you will not regret later on.

**Don't let shame be the price of your fame.****“It Can't Occur To Me”**

It can't? If teenage pregnancies, date rape, sexually transmitted diseases, and juvenile detention can occur to millions of teenagers every year, it can occur to you too, if you make the same choices. This kind of thinking is like saying, “I know that fire burns, but if I stick my hand in the flame it won't burn me.” Yeah, right! Fire burns, period. It can't distinguish between your hand and someone else's. Risk-taking behavior is bad news. It's like playing with fire, and you are just as likely to get hurt as anyone else.

**“My Friends Do That Stuff, I Don't”**

In time you will! It is a proven fact that you are more likely to be influenced to engage in risky behavior if you are around others who do. There is an old saying that goes, “Birds of a feather flock together.” Well, given enough time, you will become just like the company you keep. Think about it. Why would you want to be around people who disrespect themselves and others, and whose only goals are to sneak around with their latest boyfriend or girlfriend, go to the mall to shoplift, or indulge in substance abuse. Hey! There is so much more to life than that. Choose not to be in the company of people who do negative things. The truth is, it is better to stand alone than to stand with others who can influence you to make choices you will regret. Have positive role models, people you can look up to, who will guide you towards what is morally correct. Be sure that the friends you choose share similar positive characteristics. In this way, you can encourage each other to be respectful and pursue positive goals.

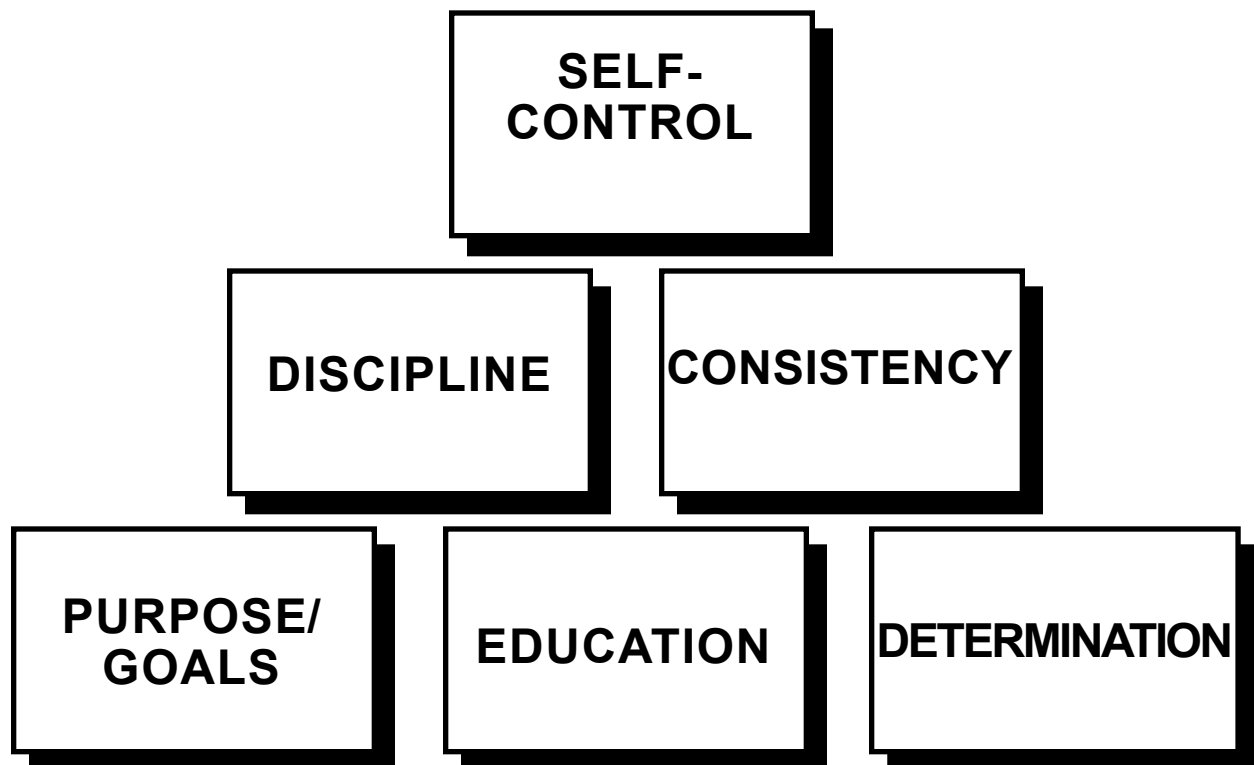
**“I'm Old Enough To Do Whatever I Want”**

People mature a lot faster physically than they do mentally. In other words, physically you may look like an adult and even act like an adult, but mentally you may not be ready for the responsibilities that certain choices bring. For example, over one million teenage girls and boys become parents every year. Children of teenage parents are more likely to be neglected and abused, both physically and emotionally, than children born to adult parents who are married and in a secure, loving relationship.

Now that you have explored some ways that your reputation can be negatively affected, let's look at what it takes to build a positive, respectful reputation.

# THE BUILDING BLOCKS OF A RESPECTFUL REPUTATION

Developing a positive reputation requires:



With these six main ingredients, you can begin to build and maintain a positive reputation.

## Self-Control

Stop and weigh the consequences of your actions. What long- and short-term effects can your decisions have on yourself and others? The consequences of your actions are not always immediate. Choosing to do something you know is wrong will ultimately hurt you, whether you get caught or not. Keep in mind that once you have experienced something, it stays in your mind. When you make wrong choices, especially those that are immoral, you will always have to struggle mentally with what

you have done. This can result in feelings of guilt and depression. Some people even give up on themselves, thinking that there is no way they can make up for the wrong they have done. They continue with the negative behavior until they destroy themselves. Don't let this occur to you! Practice **self-control** by *stopping and weighing the consequences of your actions and then make a choice that upholds the rules of respect towards yourself and others.*

Anytime you stop, think and decide on an option that upholds the rules of respect, you are practicing self-control.

## Purpose/Goal

Studies show that people who have positive goals are less likely to take risks that could affect their futures. A purpose or goal is a result that you want to accomplish, as well as the course of action you will take to accomplish it. This does not mean that you should have your entire life mapped out, but knowing that you want to grow up to be an honest, upstanding person is a goal worth achieving. People who are honest, respectful and determined can be any positive thing they want to be.

## Determination

To have **determination** is to *have the ability to set your mind in advance to do only those things that are moral and acceptable.* Once you have been taught what is right, the next step is to stand firm and do not let anything or anyone influence you to do otherwise. By planning ways to appropriately handle negative situations, you can avoid risk-taking behavior and the influence of negative peers. Knowing what you are going to say ahead of time will give you the courage to say “no” when the need arises.

## Education

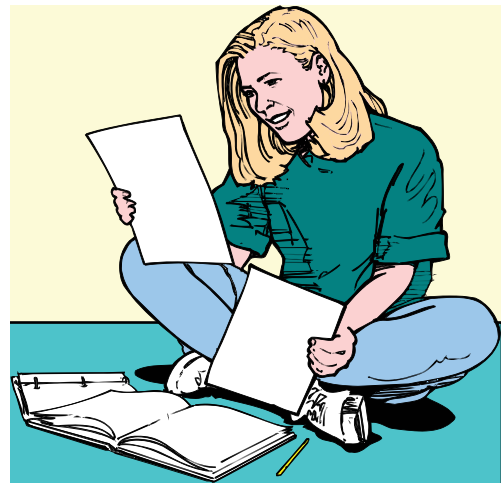
You have probably heard the saying “don't be a fool, stay in school” a million times. Well guess what? Now you have heard it a million and one. Becoming an educated person should be an important goal in everyone's life. Educated people are willing to test and prove all things for themselves. For example, you should take someone's word that doing drugs just one time isn't going to hurt you, right? Wrong! A person who values education would research the subject and would learn that taking

drugs is risky. People have died from using drugs just one time. That's die, as in dead, six feet under, cease to live... get the picture? So, don't throw your life away on the opinions of others.

**Take your education seriously. Prove and test all things for yourself, because knowledge is power. Power to live. Power to grow. Power to achieve.**

## Consistency/Discipline

**Consistency** means *making a diligent effort to always make the same positive, moral choices regardless of the situation you are in*. Keep in mind that there is never a right reason to make a wrong choice. For example, even if you have forgotten to wear a jacket and the weather becomes cold, you do not have the right to steal someone else's jacket. Stealing is wrong, regardless of the circumstances. There is no excuse to justify an immoral choice. When it comes to building a respectful reputation, you must consistently make moral choices because it takes determination and consistency to become disciplined. **Discipline** is *the ability to control thoughts and actions in order to establish a pattern of behavior*. To become a disciplined person you must be consistent in your efforts. This will enable you to develop positive habits. For example, it takes discipline to consistently do your homework or study at the same time everyday. Once you have disciplined yourself through consistent effort, you can develop the habit of studying daily. In this way, you will build a reputation for being a studious person.



When you incorporate these six traits into your character you can successfully begin to build a respectful reputation. It has to begin with you. Learn to evaluate the circumstances that you are in. Be willing to take the time to consider your options by asking yourself what the outcome of your choices could be. Then, make a positive decision that will demonstrate respect for yourself and others.

*Your character is to your reputation what a foundation is to a house.  
~The Peaceful Solution*

## REPUTATION HAS CHARACTER

In addition to the six traits discussed in the previous section, a respectful reputation is a combination of many other character traits that when practiced on a consistent basis, marks you as a person of integrity with a reputation that can be respected.

### Honesty

One important character trait that helps to build a respectful reputation is honesty. There are many ways you can be honest. Did you know that you demonstrate honesty when you ask permission to borrow or even touch another person's belongings? By asking permission of the owner, you respect that individual's right to make decisions about the things he owns. An honest person tells the truth and will do so even if it means facing the consequences of their actions. Another way you can be honest is by keeping your word. For example, if you tell your father that you will help him with the lawn, then you have committed yourself to that task. Having given your word, you must follow through on your obligation. People who are consistently honest can be trusted and relied upon to tell the truth.



# Responsibility

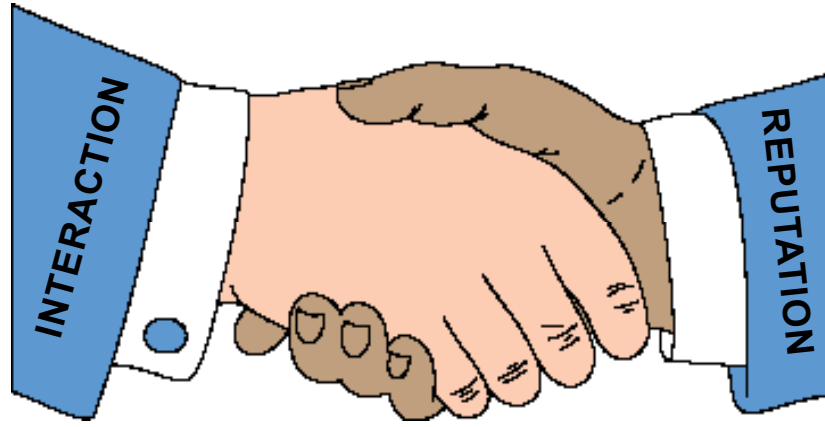
Another important characteristic in developing a respectful reputation is to be responsible. A responsible person takes his obligations seriously and works towards getting them accomplished. When a responsible person is given a task, he always completes it to the best of his ability and in a timely fashion. A responsible person will also take the initiative to complete assigned tasks without reminders. For example, if your chore is to wash dishes, then you can show that you are responsible by consistently washing the dishes without being told to do it.

A responsible person is also accountable for his actions. When you are accountable for your actions you readily admit that you have made a mistake and accept the consequences of your choices without blaming others for your decisions. A person who is accountable for his actions can learn from his mistakes. By fulfilling your obligations and being accountable for your actions, you show maturity. You also gain the trust and respect of being a person others can count on.

**Below are two columns, “Character Traits” and “Benefits.” Think of four other character traits that will contribute to the development of a respectful reputation. List them in the appropriate column below. In the space beside it, describe some of the benefits having that trait would bring.**

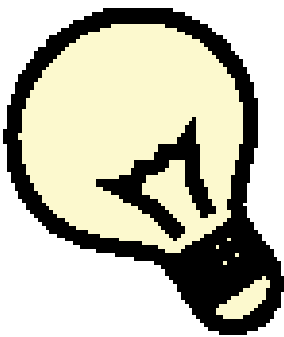
Character Traits	Benefits
<i>Example: Honest</i>	<i>Answers will vary but may include: people will be able to depend on me to tell the truth. I will be looked upon as a fair, honest and trustworthy person.</i>
<i>Compassionate</i>	<i>Answers will vary but may include: I will be caring and empathic towards others. People trust that I will respect the needs of others.</i>
<i>Thankful</i>	<i>Answers will vary but may include: I will be appreciative of the things that I receive and the efforts others make to help me.</i>
<i>Optimistic</i>	<i>Answers will vary but may include: I will be able to see the bright side of a situation. I will not get easily disappointed or depressed.</i>
<i>Humble</i>	<i>Answers will vary but may include: I will learn more because I won't think I know everything. I will also be able to peacefully resolve problems because I don't have to be right all the time.</i>

## Interaction And Reputation Go Hand In Hand



By developing positive character traits, you benefit and everyone with whom you interact benefits as well. The process of interaction is a combination of many different factors that include both verbal and physical communication. Your interaction determines your reputation. It also defines your character, personality, values and beliefs to others.

Have you ever stopped to consider how your behavior is viewed by the people with whom you interact? Although it may not be easy, it is up to you to determine whether your interactions are building a positive or negative reputation. Most people find it easier to evaluate the behavior of others than to examine their own behavior. However, the only way to build or change your reputation into a positive, respectful one is to evaluate your own attitude and behavior in terms of how you interact with others.



### Think About It!

There is only one opportunity to make a first impression. What impression are you making and how does it affect your reputation?

# Your Reputation Evaluation

**Take the following quiz to determine if your interactions are building a respectful reputation. Read the statements carefully, and then check the answer that best describes the way you behave and interact with others.**

Statement	Always	Sometimes	Never
I use a respectful tone of voice When speaking to others.			
I address those in authority by their proper titles			
I refrain from using vulgar language And put-downs when I am angry.			
I ask permission before using The belongings of others.			
I avoid sexual comments Or jokes.			
I am helpful to and considerate of others.			
I choose not to wear revealing Or inappropriate clothing.			
I obey instructions With a positive attitude.			
I complete all tasks To the best of my ability.			
I avoid all risk-taking behaviors, such as Premarital sex and substance abuse.			
I make positive choices, regardless Of what my friends choose to do.			
I choose friends who are positive, Moral, and respectful.			
I can control my response Even when I am being disrespected.			
I avoid stereotyping or prejudging others.			
I find peaceful ways to resolve conflicts rather Than using violent and aggressive behavior.			

# Room For Improvement

## Evaluating Your Evaluation

So how did you do? The ideal response for all of the statements is always. Always indicates that you consistently demonstrate respectful interactions in those areas. Sometimes or never answers should be taken seriously. It means that these are areas you need to focus on and change in order to build a positive, respectful reputation.



**Is For Change**

**Which Begins With You**

Although it may not be easy to change your reputation, it can be done with determination and discipline. The worst thing anyone can do is to have a “nobody’s perfect so why try to change” attitude. In fact, you can show that you value your life by actively seeking ways to change and improve yourself.

You can only begin to make changes for the better to improve your character and reputation if you are willing to examine your thoughts, attitudes and actions. In this way, you can progress and develop your full potential as a unique individual.

You have already made an important first step in improving your interaction and reputation by completing the evaluation form. The next step is to focus on what you would like to start improving or changing. For example, if you checked that you sometimes complete all tasks and obligations to the best of your ability, then this is one area that you would need to focus on. The next step is to make plans to change by listing how your behavior affects others, how it affects your reputation and what changes you need to make to eliminate negative behavior and replace it with positive behavior.

Using two of your “sometimes” or “never” answers, complete the work sheet below to change and improve the way you interact with others. Follow the example as a guide.

Example:

1. The behavior I need to change is: *Completing all tasks to the best of my ability.*
2. In what ways does this behavior affect others: *They are not able to depend on me to fulfill my obligations. It can also cause others to be frustrated and annoyed.*
3. This behavior affects my reputation by: *Causing others to see me as unreliable and untrustworthy.*
4. I can change this behavior by: *Becoming more responsible and carefully doing all tasks to the best of my ability.*

- A.**
1. The behavior I need to change is: \_\_\_\_\_  
\_\_\_\_\_
  2. In what ways does this behavior affect others: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  3. This behavior affects my reputation by: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  4. I can change this behavior by: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- B.**
1. The behavior I need to change is: \_\_\_\_\_  
\_\_\_\_\_
  2. In what ways does this behavior affect others: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  3. This behavior affects my reputation by: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  4. I can change this behavior by: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## STRAIGHT TALK

Keep in mind that family members, teachers, friends, and classmates may not notice right away that you are trying to change. Changing your reputation will take time, effort, and self-control. So, do not give up. The truth is, although it is great to have people notice your efforts and encourage you to continue trying, praise and recognition from others should not be your only motivation to change. It is up to you to choose to have respect for yourself and others and to build a respectful reputation because it is the right thing to do. Eventually, others will see your efforts and your reputation will change for the better. In the meantime, set your mind in advance and be determined to consistently make choices that are moral and respectful.

## Reputation Busters

Another important aspect of building your positive reputation is to be careful not to tear down someone else's. People's reputations can be easily destroyed when others falsely accuse, or spread rumors about them. Taking part in these reputation busters will not only destroy someone else's reputation, or possibly cause someone who is trying to change to become frustrated and give up, but eventually it will damage your reputation as well. You see, people seldom realize that while they are spreading rumors about others, they are also revealing some of their own negative character traits.

### Let's Take A Closer Look

To **falsely accuse** someone is to *hold that person accountable for something that he did not say or do*. By reporting information that is based on opinion you can make false accusations that are based on assumptions and not proven facts. For example, you see a friend being driven downtown in a police car. You assume that he has broken the law and has been arrested. You immediately call several of your mutual friends and report what you have seen. Is it a fact that your friend was arrested? No, the only thing you know for a fact was that he was in a police car. The fact is, your friend's uncle is a police officer who was giving him a ride in the squad car. When reporting information you must be careful to report exactly what you see or hear and not your interpretation of what you see or hear. Falsely accusing someone makes you a false witness and a reputation buster.



***The time that is used to destroy someone's reputation could be better spent developing your own.***

A **rumor** is someone's opinion that is accepted and passed on to others as a fact. One dangerous aspect about rumors is that the more they're spread, the worse they become. By the time the rumor has run its course, it is many times worse than when it first started. If someone tries to tell you a rumor about someone or something, politely but firmly refuse to listen.

**Gossiping** is to spread false accusations, rumors, or even facts about others. Yes, telling something that is true about someone without that person's consent is gossiping. For example, you tell your best friend that your sister is getting married. The next day your friend tells everyone at school. How would that make you feel? Upset, annoyed, and betrayed are appropriate responses. The only time it is acceptable to repeat a private matter is if you are told it's okay; anything other than this is gossiping.

**"Always put your brain in gear before opening your mouth."**

## ***STRAIGHT TALK***

To avoid damaging someone's reputation and ultimately your own, think about everything before it comes out of your mouth, especially if it concerns someone else. Before you speak, stop and ask yourself, "Is what I am about to say likely to damage someone's reputation? Is it gossip or a false accusation?" If you can answer "yes" to any of these questions, then what you have to say is not worth repeating or mentioning. Find something else to talk about that could help build that person's reputation. By supporting and encouraging others to improve their character and their reputation, you will improve yours as well.

***Stand firm on what is right,  
or you will fall for anything.***



Follow along as the poem is played on the Teacher's Audio Lesson.

## **My Reputation**

Character is the foundation of my reputation.

It's being respectful in every situation.

It's being disciplined and determined to do

All that is moral, honest, and true.

It's the way I speak, act, and walk.

It's how I interact, dress, and talk.

It's up to me to make moral choices,

To choose not to be influenced by negative voices,

To consider the consequence of my action,

To examine each and every option,

To avoid making decisions that are wrong,

I will stand firm on what's right and be strong.

Knowledge is what I will pursue;

I'll test and prove those things that are true.

I'll practice self-control to find a peaceful solution,

This is how I will build my reputation.

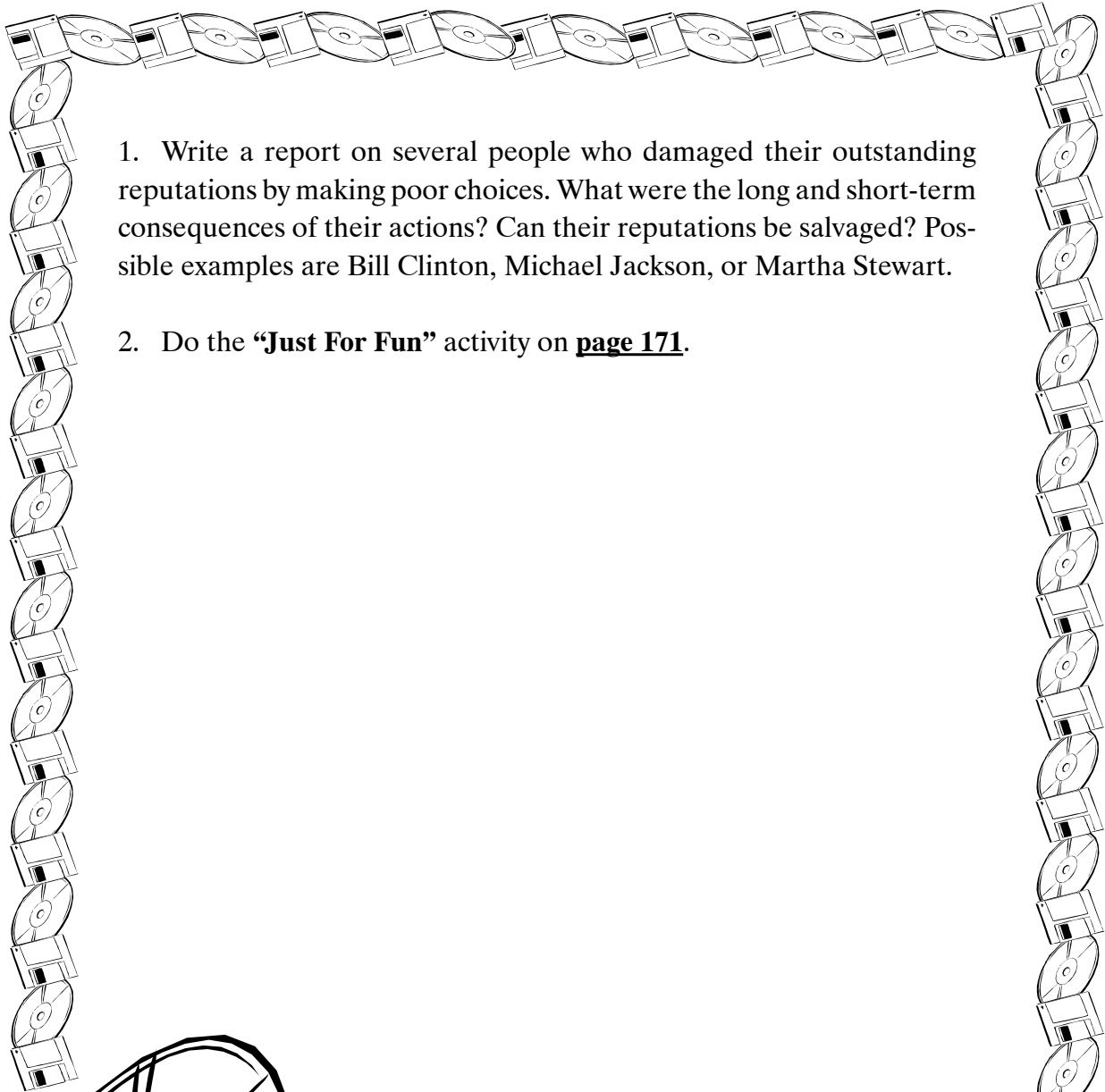
# What I Have Learned

- ☑ Developing a positive reputation as a person who is respectful of myself and others should be an important goal in my life.
- ☑ It takes diligence, effort, and many positive character traits such as self-control and responsibility to develop a respectful reputation.
- ☑ When a person develops a reputation, whether negative or positive, others begin to classify him into a category of people who share similar behavioral patterns.
- ☑ My reputation can precede me and even influence people I have not yet met to expect a specific attitude or behavior from me.
- ☑ Changing my reputation can be both difficult and easy. It all depends on the choices I make.
- ☑ Engaging in risk-taking behavior can ruin my reputation and my health.
- ☑ My interactions determine what type of reputation I have. It also defines my character, personality, values, and beliefs to others.

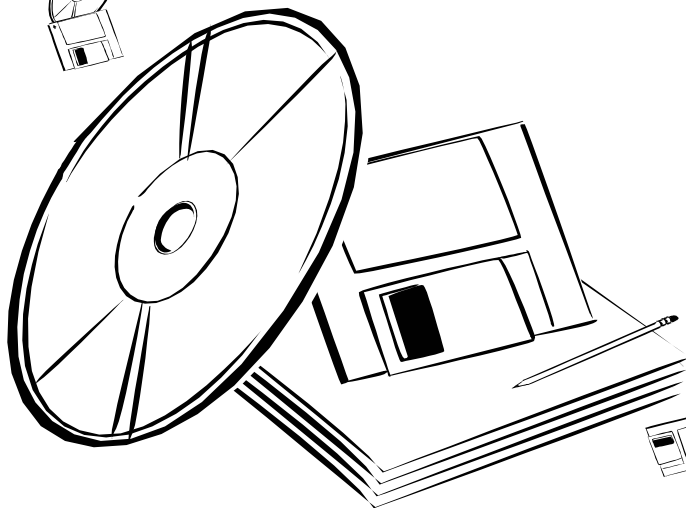
## ***DON'T FORGET***

Engaging in any risk-taking behavior is like playing in traffic with a blindfold on. Premarital sex, experimenting with illegal drugs, violence, criminal behavior, and abusing alcohol are all risky behaviors that will destroy your reputation and your health.

## Enrichment Activities



1. Write a report on several people who damaged their outstanding reputations by making poor choices. What were the long and short-term consequences of their actions? Can their reputations be salvaged? Possible examples are Bill Clinton, Michael Jackson, or Martha Stewart.
2. Do the “**Just For Fun**” activity on **page 171**.



# Just For Fun

Unscramble the words, using the definition as a clue.

1. tnuocelbaca accountable  
*subject to giving an account; answerable*
2. vahroieb behavior  
*the manner of conducting oneself*
3. notigaiolb obligation  
*the act of obligating oneself to a course of action*
4. nostceyiscn consistency  
*firmness of character; persistency*
5. tinoop option  
*the act of choosing*
6. madage damage  
*loss or harm resulting from injury*
7. tutpenairo reputation  
*overall character or character as seen or judged by people in general*
8. pidlisince discipline  
*to train or develop by instruction and exercise self-control*
9. atonicdue education  
*the action or process of educating or of being educated*
10. nutracy truancy  
*an act of shirking duty; one who stays out of school without permission*
11. manitieel eliminate  
*to cast out or get rid of, remove, eradicate*
12. topilupray popularity  
*the quality or state of being popular*

# Chapter Seven

## Respecting The Environment

### Note To The Teacher

Our planet has now reached a point where our technological advances, high demand for raw materials and increasing rate of consumption are depleting our most precious resources. This, in conjunction with the attitude that the earth is able to withstand the contamination of our air, water, and food supply, has put our planet into a crucial state.

The irony of it is that many people fail to realize the severity of the strain that our planet is under. Indeed, if we could ascribe human emotions to the earth, there would be no exaggeration in saying that the earth mourns. Unless we, as individuals, are drastically affected by the contaminants in our environment, most of us live our daily lives unaware of the crucial state of our planet.

In this final chapter, students will learn that respect is just as applicable to our planet and its resources as it is to themselves and others. Students will once again explore the need for appreciation and value as a foundational springboard for respect.

Topics that will be covered in this lesson are:

- Appreciation of our planet and its resources for its ability to sustain life.
- Understanding how the earth's resources benefit the human race.
- Pollution and overuse of the earth's resources show a lack of respect.

As the dominant species on our planet, we, as human beings, are responsible for our environment. Therefore, it is entirely up to us to take the initiative to improve the state of our planet. As educators and role models, we are obligated to impart an awareness of and concern for our environment to those we educate. As we prepare them to be the leaders, teachers, and

## *Unit Four*

parents of the future, we must simultaneously train them not to casually sit by and allow this generation to deplete the resources of our planet. It is therefore our responsibility to empower our students with knowledge so that through education in character development, determination, and respect for themselves, others, and the environment, they can make a difference in the world around them.

# Lesson Plan

## Respecting The Environment

### PURPOSE/OBJECTIVE

Students will learn that respect is applicable on an environmental level. Students will also learn to respect, appreciate, and value the earth's resources.

### MATERIALS

- *Teacher's Manual Audio Lessons*
- CD player
- Students' handbooks

### PROCEDURE

1. Review the previous lesson, “**Developing A Respectful Reputation,**” by asking students the following questions:
  - a. How can you build a respectful reputation? (*Answers will vary but may include: using self-control to make positive choices and treating others with compassion and concern are two ways you can build a respectful reputation.*)
  - b. What positive characteristics can you use to help you maintain a respectful reputation? (*Answers will vary but may include: self-control, discipline, consistent determination, education, goals, honesty, and responsibility.*)
  
2. Tell students that in this final lesson in the Respect Unit they will focus on the importance of applying the concept of respect to our planet and its resources. Instruct students to turn to **pages 173-174** in their handbooks and read the “**Introduction**” and the section “**Think About It.**” Explain that an important part of a positive character and a respectful reputation is to care for our environment by appreciating that all living things depend on the same resources for survival.

3. Ask students if it is possible to put a monetary value on our earth and its resources. (*Although answers may vary, guide students to the realization that the worth of our planet and its resources is incalculable.*) Stress that no price can be placed on the value of the 6.5 billion people who inhabit the earth and the countless species of plants and animals that share the earth with us. Instruct students to turn to **page 175** in their handbooks and read the section **“The Worth Of Planet Earth.”**

4. **Activity:** Tell students to turn to **“Earth’s Resources,”** found on **page 176** in their handbooks. Divide students into six groups. Assign one resource per group and allow time for students to brainstorm the benefits of the resource they have been assigned. Choose one spokesperson from each group to report the benefits.

5. Explain to students that they will now focus specifically on the resources of air, water, land, plants, and animals. By learning all they can about these resources, they will have more appreciation for the environment. Tell students that failure to respect our environment has led to the pollution and contamination of our most vital resources. Have students read **pages 177-179** in their handbooks, **“Let’s Take A Closer Look At Our Valuable Resources.”** Instruct students to complete the **“Stop And Think”** exercise concerning air found on **page 179** and discuss their answers as a class.

6. Explain to students that all organisms contain water and water, like air, is essential to life. Guide class feedback by asking students to estimate the percentage of water in a human being, a chicken, an elephant, a pineapple, and a potato. Write their answers on the board. Instruct students to read **pages 180-182** in their handbooks **“Water.”** Have students compare their predictions with the actual answers found on **page 180** in their handbooks. Instruct students to complete the **“Stop And Think About It”** exercise found on **page 181** and discuss their answers as a class.

7. Tell students that the next vital resource that is affected by a lack of respect and appreciation is our land. Have students name some of the resources that come from our land. Tell students that when we contaminate and overuse our land, we affect not only our lives but the well-being of the plant and animal kingdoms as well. Have students turn to **pages 184-185** in their handbooks and read **“Land.”** Stress to students that

we depend on the land in more ways than is at first apparent. Have students complete the exercise found on **page 185** in their handbooks.

8. Inform students that animal life is also an important resource to respect and value. Ask students to share what they think the concept of “live and let live” means. Accept as many answers as time permits. Explain that there are people who regard the lives of animals as worthless and take pleasure in torturing them. Stress that no living organism should be treated cruelly. Have students turn to **pages 188-191** in their handbooks and read the section **“Animals Also Deserve Our Appreciation And Respect.”**

9. Explain to students that human beings are the dominant and most intelligent species on our planet. Because of this we have a responsibility to respect our resources and our environment to ensure the survival of all living things. Have students turn to **pages 192-194** in their handbooks and read the sections **“It’s Not Just About Us”** and **“Getting To The Heart Of The Matter.”** Have students complete the exercise found on **page 195** of their handbooks. Stress that they can, through education, motivate others to respect the environment.

10. **Activity:** Play the song **“Imagine”** on the *Teacher’s Manual Audio Lessons* CD while students follow along on **page 196**. Divide students into groups and have them brainstorm answers to the exercise **“Imagine What The World Would Be,”** on **page 197** in their handbooks. Have each group designate a spokesperson to share the group’s answers with the rest of the class. Emphasize that the choices we make in regard to how we respect ourselves, others and the environment will determine our character, our future, and the future of our planet.

*Unit Four*

“The value of our planet cannot be measured in dollars and cents. In fact, there is no number that can express its worth.”

~The Peaceful Solution

# Chapter Seven

## Respecting The Environment

### Introduction

**W**hen was the last time you stopped to appreciate the world we live in, this planet called earth? We cannot measure the value of earth and all of its resources. There is a delicate balance, between the air we breathe, the soil that grows our food, and the water that is a part of all living things. They work together to sustain all life forms.

Life can take on a variety of appearances, from the tallest sequoia tree in California to a single cell organism invisible to the human eye. All living things, whether large or small, are interdependent and share the earth’s resources to survive.

In the previous chapters, you learned that the foundation of respect, whether for yourself, others, or the environment, is based on value and appreciation. You also learned that all people, yourself included, have worth. Given the right environment, training in moral character and the determination to make appropriate choices, everyone can have the potential to live life to the best of their ability.

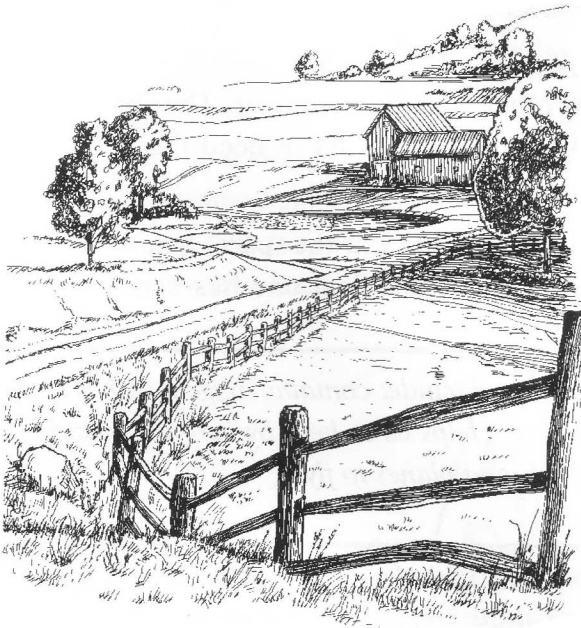
In this final chapter, you will learn how you can apply your knowledge to show respect for the earth. You will understand that another important aspect of positive character and a respectful reputation is to have respect for all life. You will also learn that respecting the environment means not polluting or abusing our precious resources.

# THINK ABOUT IT!



“Even though humans are the dominant and most intelligent species on this planet, we must rely on the earth’s resources for our existence. If we misuse or contaminate our resources, then not only will we be affected now but future generations will also suffer from our failure to respect and appreciate our environment.”

~The Peaceful Solution

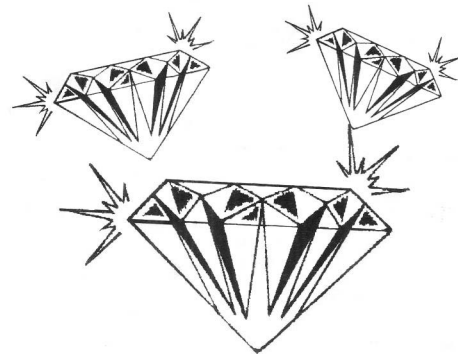


# The Worth Of Planet Earth

There are many resources that contribute to the great worth of our planet. Resources are natural materials that our earth provides. Each resource has benefits used to either sustain or improve the quality of

our lives. For example, clean water for drinking and bathing, grain, vegetables, and animals (such as cows and fish) are only some of the resources needed to sustain our lives. The earth also provides trees to build homes and iron ore to produce the steel used in the manufacturing of cars, bridges, and skyscrapers.

In addition to this, the earth also provides us with other resources that are valuable because of their rarity and beauty. Diamonds, gold, silver, and rubies, mined from the earth, are valuable treasures. Gold and silver were once used as money in many countries, but these precious metals are now more widely used in jewelry, ornaments and in industry.



# Earth's Resources

Our planet provides us with many other valuable resources. The six and a half billion people who inhabit and share the earth need these resources for their survival, health and physical well-being.

**Do you know how earth's resources can benefit us? Use the spaces below to fill in the benefits of the resources listed. The first one has been completed for you.**

Air	<i>Answers will vary but may include: contains oxygen, which is needed to sustain all life. Helps us to hear by carrying sound waves. Air enables birds and planes to fly.</i>
Fresh Water	<i>Answers will vary but may include: needed to sustain all life. Clean water is used to drink, bathe, and wash clothes. Water is also used to irrigate crops and make common items such as paper and electricity.</i>
Land	<i>Answers will vary but may include: metals like iron are mined from the earth then used in industry. Gold and stones like diamonds and rubies are considered valuable. The land yields vegetation for food, clothing, shelter and medicines. Petroleum, which is used to make lubricants and fuels, comes from the land.</i>
Animals & Insects	<i>Answers will vary but may include: animals are used for food, transportation, and protection. Scavenger animals, such as pigs and crabs, clean the earth. Insects like bees give us honey and pollinate plants.</i>
Oceans and Seas	<i>Answers will vary but may include: provide food, sodium chloride (table salt), vegetation such as seaweed which is ground into powder and used in other foods, as well.</i>
Plants and Trees	<i>Answers will vary but may include: grains and other plants are used for food and clothing, as in the case of cotton. Herbs are used for medicine and seasoning food. Trees are used for building homes and the production of paper.</i>
Sunlight	<i>Answers will vary but may include: essential to life and health. Provides Vitamin D. Promotes the growth of all vegetation. Elevates your mood. Provides heat and light.</i>

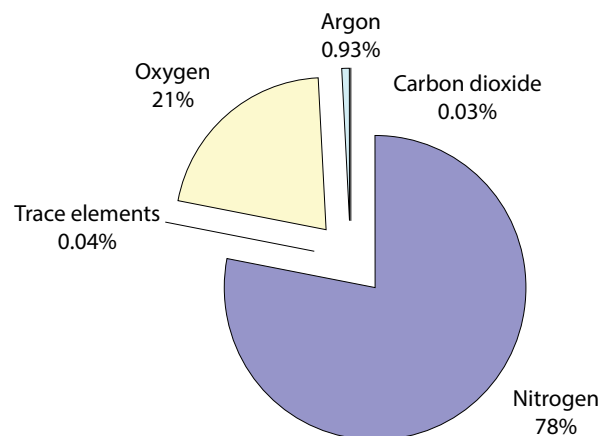
# Let's Take A Closer Look At Our Valuable Resources

One way you can respect the environment is to educate yourself about the earth's many resources and their benefits. Through education, you can appreciate the value of the gifts that earth has to offer.



# AIR

Did you know that without air there could be no life on earth? Air is a mixture of gases that make up the atmosphere surrounding the earth. Air is composed of oxygen, carbon dioxide, argon, nitrogen, and trace elements. All living things, including oceanic life, need air to stay alive.



If you were to isolate each of these gases and breathe them in their pure forms they would harm you. It takes just the right combination to produce air in a healthy form to sustain life.

## Did You Know?

*Your body can survive without food for several weeks, without water for approximately one week, and without air for only seven minutes.*

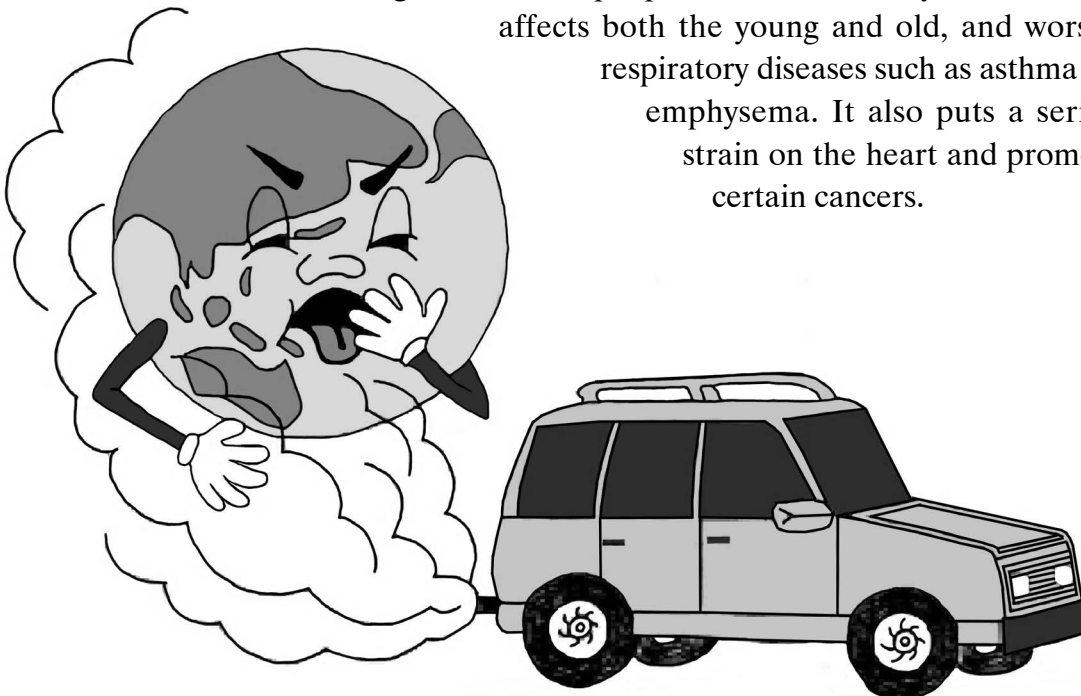
## Here Are A Few Other Facts About Air

- Air surrounds earth and extends as far as 1,000 miles above the surface.
- Air shields us from the rays of the sun.
- Air helps to keep the earth warm enough to support life.
- Air protects us from objects headed to earth from space, like meteors.

Although clean, unpolluted air is essential to life, many people fail to appreciate the value of this resource until breathing becomes hazardous to their health. **Pollution** is *any addition of harmful substances to the air, land, or water that result in damage to the environment, human health, and the overall quality of life*. Air is a great carrier of pollution. With the right wind currents, pollution from one side of the world can eventually make its way to the opposite side of the world. Therefore, air pollution is everyone's problem. Some pollutants are natural, like a volcano that erupts and spews ash and smoke into the sky, but the majority of pollutants are man-made from industrial factories that produce electricity; and the exhaust fumes from vehicles all over the world.

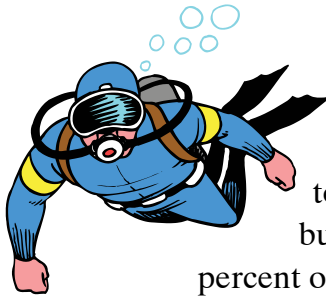
Some harmful chemicals such as carbon monoxide and nitrogen oxides come from these sources and significantly pollute the air. When sunlight heats these elements, they produce smog. The word smog is a combination of two words: smoke and fog. Smog is visible as a dense haze that floats over many industrialized cities all over the world. In some cities, smog is so bad that people are warned to stay indoors. Smog

affects both the young and old, and worsens respiratory diseases such as asthma and emphysema. It also puts a serious strain on the heart and promotes certain cancers.





# WATER



Another important resource that our earth provides us with is water. Like air, water is essential to life. In fact, not only do all organisms need water but water is also a part of all living things. Fifty to ninety percent of the weight of living organisms is water.

- ✱ Humans are approximately 70% water.
- ✱ Chickens are approximately 75% water.
- ✱ An elephant is approximately 70% water.
- ✱ A pineapple is approximately 65% water.
- ✱ A potato is approximately 80% water.
- ✱ Human teeth are approximately 10% water.
- ✱ Human lungs are approximately 80% water.
- ✱ A human brain is approximately 80.5 % water.
- ✱ Human blood is approximately 90.7% water.
- ✱ Human muscles are approximately 75% water.

## *Have you ever wondered why you get thirsty?*

Low levels of water in your blood is what triggers the brain's thirst center to send out the signal that you are thirsty.

## The World's Water Supply

Water is the most common substance on earth. Over seventy percent of the earth's surface is water and about ninety seven percent of earth's water is in the oceans. The remaining three percent is fresh water, but two percent of that is in the form of glaciers and ice caps. This leaves only one percent of the earth's water available for human, animal, and plant life.

If you live in an area of the world where you have plenty of relatively clean water, it can be easy to take the availability of water for granted. In fact, in nations where clean water is plentiful people often waste water by leaving the water running while they brush their teeth, excessively watering their lawns, and not fixing leaky faucets.

However, there are many areas in the world where even in these modern times, people live without access to clean water. Human and

animal waste pollute the water that is available for daily use. Without relatively clean water to drink and use, people die of dehydration, dysentery, cholera, and typhoid. These waterborne illnesses can be very serious. In fact, cholera is so fatal that death can occur within only a few hours after symptoms first appear. The United Nations estimates that between 5-10 million people die each year because of waterborne diseases.

Could you imagine not having clean water for drinking, cooking, bathing, or washing your clothes? When you consider how a lack of clean water affects your life, you can begin to appreciate the value of this very important resource.

## Stop And Think About It

1. List five ways you and your family use water.

*(Answers will vary but may include: to drink, bathe, flush toilets, wash clothes and dishes, swim, and clean house.)*

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2. How would your life be affected if you did not have easy access to clean water?

*(Answers will vary but may include: without easy access to clean water many activities such as drinking, eating, and bathing would become difficult or near impossible. The risk of disease would be high.)*

---

Even in areas where there is proper disposal of human and animal waste and relatively clean water is easily accessible, there is still the danger of other forms of pollution seeping into our lakes, streams, and oceans. Water pollution can take many different forms. Here are just a few:

 **Acid rain:** makes water and soil unable to sustain life.

 **Herbicides and pesticides:** chemicals used to kill unwanted plants, animals, and other pests. These chemicals seep into the ground or run off into streams when it rains, contaminating the land and ground water. When animals consume these chemicals, they can have deformed offspring, develop cancer or die. These chemicals can also be passed along the food chain.

☠ **Illegal dumping of toxic substances:** This practice contaminates our rivers, lakes, and streams, and poisons the wildlife. Illegal dumping of toxic substances can contaminate entire areas, forcing people to evacuate. Some cases of contamination are so severe that areas are uninhabitable for years.

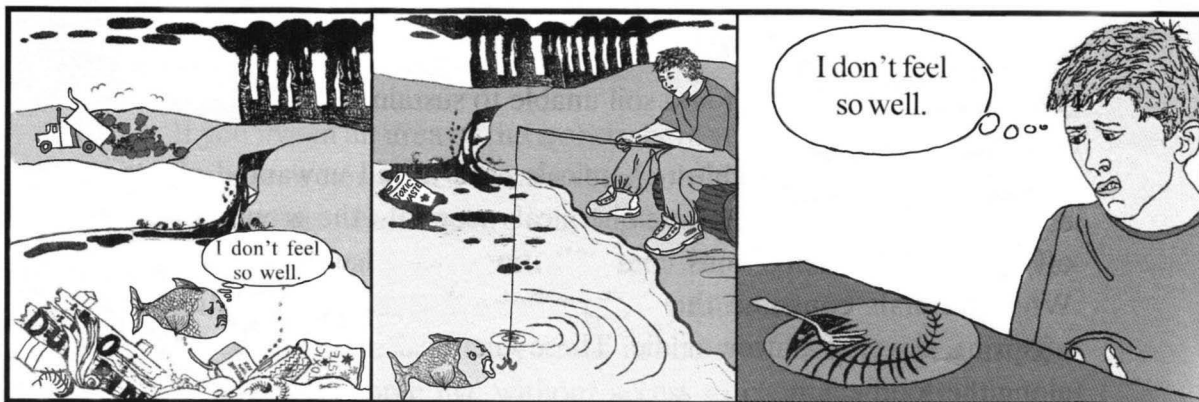
☠ **Spills from oil tankers:** The consequences of oil spills into our oceans are devastating to marine and human life. When oil is spilled in water, it is virtually impossible to remove. The Exxon-Valdez oil spill in 1989 dumped more than 10 million gallons of oil into the ocean. Hundreds of thousands of shore-nesting birds, thousands of otters, salmon, and other sea animals died.

☠ **Plastics and other debris:** Millions of tons of trash are thrown overboard from boats and ships every year. Much of this garbage is made of plastic. Plastic products choke and kill wildlife because they mistake these products for food.

Keep in mind that water is a part of all living things and all organisms need water to survive. When these pollutants are put into our water supply, they cause illness and death. Pollution in the water kills plants, fish, and other wildlife in three ways:

1. Animals are poisoned when they consume it.
2. Plants are affected when they come in contact with them.
3. Pollutants destroy the habitats of animals, thereby killing the wildlife.

Water, like air, is also a great carrier of pollution. Water can carry pollution over great distances. An oil spill off the Arctic coast can eventually make its way to the Atlantic coastline, affecting the fish you eat. People who eat contaminated fish also become sick by the pollutants in the water. Swimming at certain beaches is unsafe because of water pollution.



## ***STRAIGHT TALK***

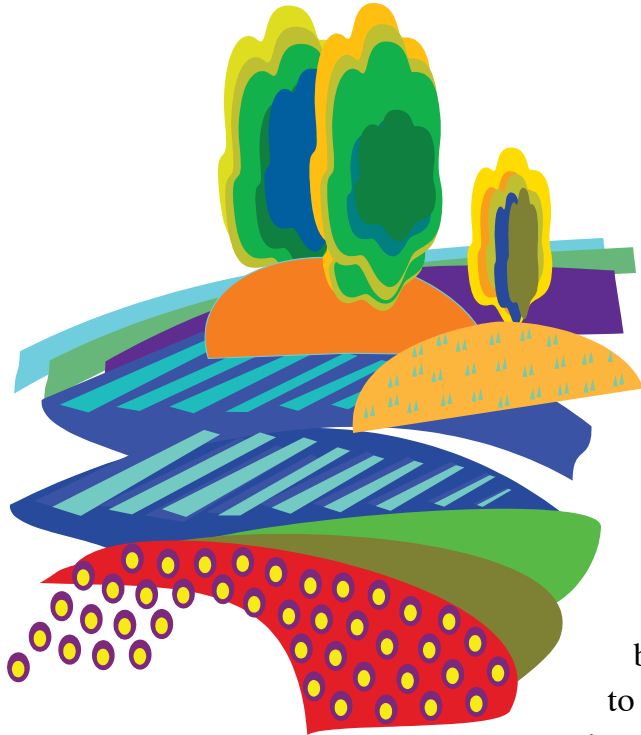
Deliberate pollution of our lakes, streams, and oceans because of negligence and illegal dumping of garbage, waste, and toxic substances show a lack of appreciation for our water. Because pollution of our water will eventually affect all life, it is up to us as individuals and as a society to take responsibility for keeping our waters clean and free of pollutants and contaminants.

## ***JUST SO YOU KNOW...***

Industries are the largest users of water. Factories use water mainly for manufacturing materials. For example, it takes about 150 gallons of water to make one Sunday paper, and about 160 gallons of water to produce one pound of aluminum.

We can never deplete our water supply. It can be used over and over again. This means that the glass of water you drink contains molecules of water that have been used countless times before.

The earth has a constant flow of water that can be harnessed to produce mechanical and electrical power over and over again. Electrical power that is produced by water is called hydroelectricity. The power of the water in Niagara Falls is so great that it can generate enough electricity for factories in the cities of Niagara Falls, New York and Niagara Falls, Ontario.



# Land

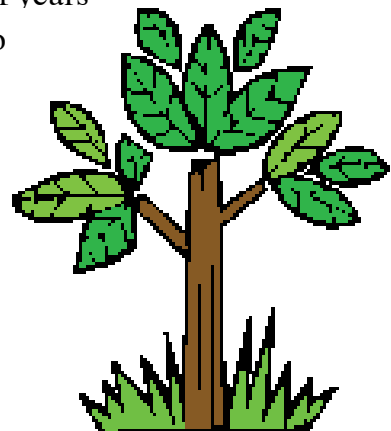
In addition to air and water, land is also a valuable resource needed by humans, plants, and animals. All the earth's animals and plants live either on the earth's surface or close to the surface; this can be underground, underwater, or in the air.

The land's resources can be used in many ways. Soil, for example, is used to grow grains and vegetables. Rocks and minerals are used to make tools, and iron is mixed with other elements to make steel. In addition to this, wood from trees is used to make paper, furniture, and build houses.

Areas that are classified as rain forests flank the equator in South and Central America, Asia, Africa, and Australia. Although rain forests account for less than 7 percent of the land surface, they contain more than 50 percent of the earth's plant and animal species. Some scientists claim it could be as high as 90 percent.

Rain forests provide many of our land resources and some of the most diverse groups of plants are found there. A wide variety of animal and insect species also live in the rain forests. Many of these are yet to be identified by scientists. Some of these plants are not only used for food, but also for medicine. In fact, for thousands of years plants were the only source of medication available to diseases. In our modern society, there is a resurgence of the use of plants for medicinal purposes. Many people report that natural products, herbs for instance, are beneficial to their health and well-being.

Many of the fruits and vegetables that we are familiar with, originated in the rain forest.



## Shopping In The Rain Forest

Read the following list and circle the items that you think originated in the rain forest.

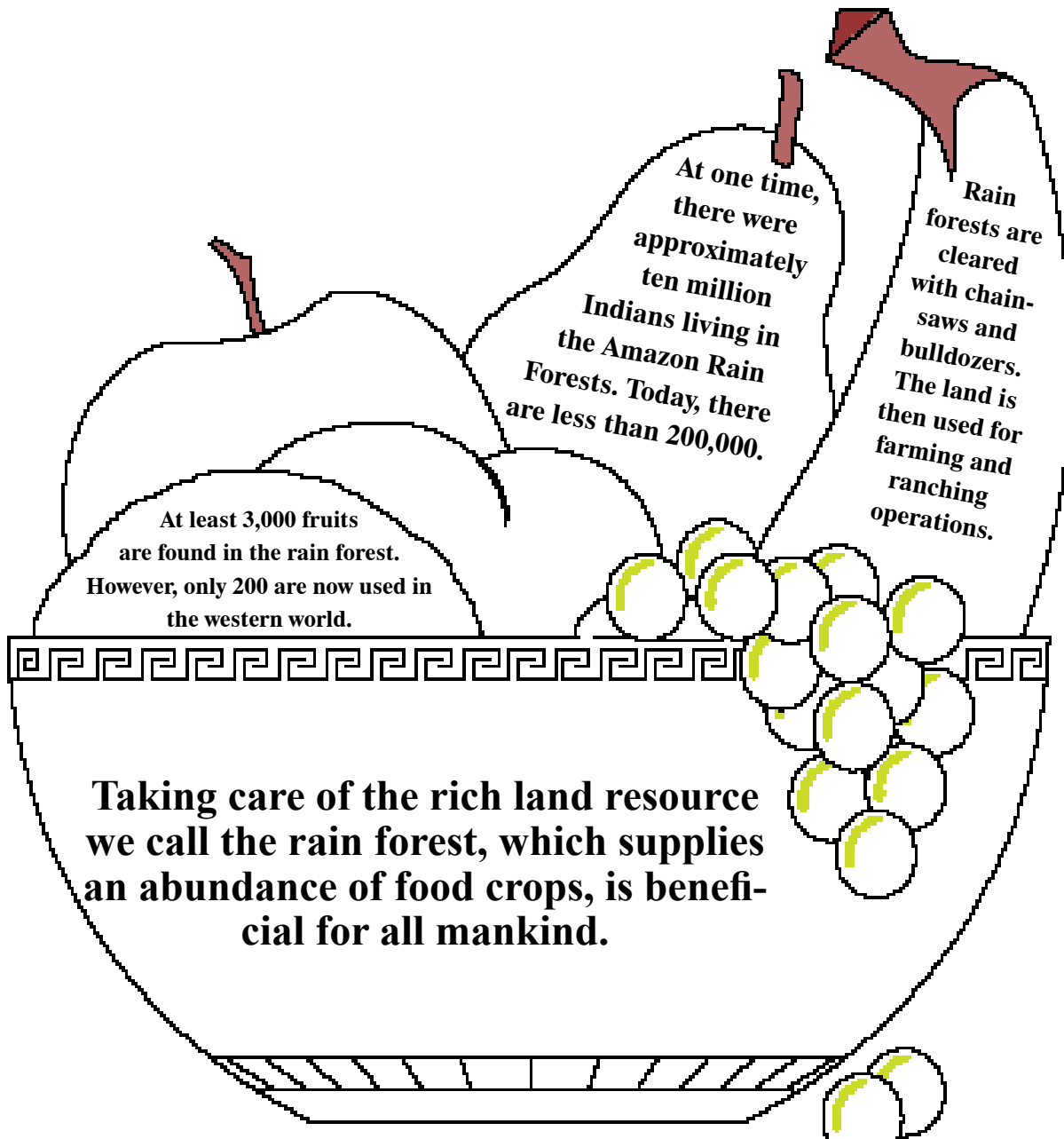
coconuts	figs	oranges
bananas	sugar cane	turmeric
guavas	pineapples	vanilla
mangos	tomatoes	corn
potatoes	rice	winter squash
yams	spices	black pepper
cayenne	chocolate	coffee
cinnamon	cloves	ginger
Brazil nuts	cashews	peanuts

How many did you circle? If you circled them all, you are correct. Because of our rain forests, this great variety of fruits and vegetables are made available to us.

Rain forests once covered 14 percent of the earth's surface but through deforestation, which is the process of clearing trees from a forest mainly through burning, rain forests now cover only 6 percent of the earth's surface. Did you know that approximately 78 million acres of the world's rain forests are destroyed every year through deforestation? That averages to 150 acres destroyed every minute of the day, and the rate of destruction gets higher every year. For example, when loggers come into the rain forest to cut valuable hardwood, they build roads which become accessible to farmers and ranchers as well. When the land can no longer sustain the farmers' and ranchers' livelihoods, cities and towns are then built. If deforestation continues, it is estimated that in the next 40 years all of the remaining rain forests will be destroyed. Experts estimate that we are losing 137 plant, animal, and insect species every single day. This includes many other plants that can be used as fruits, vegetables, and spices. Just think about all the fruits and vegetables that we have never tasted, nor will we ever taste, because in the time it took you to do the previous exercise, approximately 600 more acres of rain forest were destroyed.

As the rain forests disappear, so too, do many animal and insect species as well as plants and trees that could be the cure for life-threatening diseases.

# FOOD FOR THOUGHT



At least 3,000 fruits are found in the rain forest. However, only 200 are now used in the western world.

At one time, there were approximately ten million Indians living in the Amazon Rain Forests. Today, there are less than 200,000.

Rain forests are cleared with chain-saws and bulldozers. The land is then used for farming and ranching operations.

**Taking care of the rich land resource we call the rain forest, which supplies an abundance of food crops, is beneficial for all mankind.**

## Amazing Facts

2 ½ acres of tropical rain forest may contain more than 600 species of trees. In comparison, forests in the United States and Canada combined contain only about 700 different species of trees.

One study reported more species of ants living on a single rain forest stump than exist in the entire British Isles.

Rain forests also play a critical role in global climate regulation by absorbing carbon dioxide.

Rain forest regions are rich in timber, minerals, and petroleum. Many trees that grow in rain forests are highly prized for their durability and the beauty of their wood. Teak, rosewood, and mahogany are rain forest hardwoods used to make furniture and cabinets all over the world.

## MORE THAN MEETS THE EYE

Our rainforests are more than just a bunch of trees. Rain forests must be valued not only for lumber, grazing animals, housing developments, industry, and agriculture, but also for their diverse plant and animal life that have untapped benefits for the human race. In addition to this, rain forests have value as a major oxygen producer for our planet. During photosynthesis, plants use carbon dioxide together with water and sunlight and produce oxygen. This oxygen is then released back into the air and used by humans and animals for important body functions.

Abusing our rainforests is only one example of how a lack of value, appreciation, and respect for earth's resources can affect the environment and ultimately the human race.



## Also Deserve Our Appreciation And Respect

Another vital resource that shares the land with us is animals. Have you ever stopped to consider how valuable the animal kingdom is to human beings? Animals have always been an important resource providing us primarily with food, transportation, and clothing. Even predators, such as foxes and snakes assist us by keeping down the population of rabbits and mice that could otherwise destroy crops and vegetables. Predators like lions and bears, although dangerous, also play an important role in the ecosystem. They single out animals that are weak or sick. By preying on those animals, they help control the population.

In addition to this, there are animals that have been trained to guard people and property, to assist the blind and to herd cattle. In recent years, we have discovered the therapeutic benefits of animals. There are programs that use dolphins and horses to help children born with physical disabilities become stronger and more functional. Studies have also shown that having a pet helps lower blood pressure and can lift a person's mood.

Animals also assist us in keeping the earth clean by consuming the carcasses of dead organisms and other waste. Pigs, vultures, lobsters, catfish and shrimp are only some of the scavengers that fall into this category. In addition to this, there are also microscopic organisms that consume the waste from other animals.

A lack of understanding of the vital role animals play in keeping our environment healthy and functioning has led to the extinction or near extinction of many species.



## **Did You Know That...**

**...camels are a more efficient form of travel in the desert than horses?**

**...in China, silkworms are raised to produce silk for cloth?**

**...pigeons were the first tame birds used as food and message couriers?**

**...chickens, ducks and turkeys are commonly used around the world as sources of meat and eggs?**

All animals exist for a purpose and play a role in keeping our environment healthy and balanced. It is up to us to value, appreciate, and respect the animal kingdom.

“Violence, whether directed at a human being or an animal, is one of the worst forms of disrespect.”  
~The Peaceful Solution



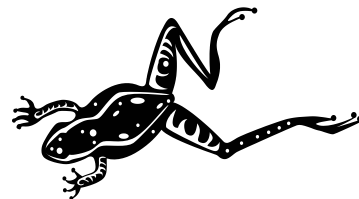
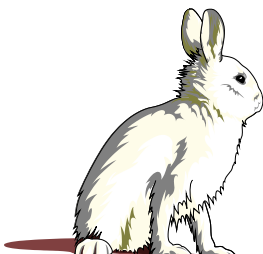
# Warning! Warning! Warning!

A lack of value and appreciation for animals can result in animal cruelty. **Animal cruelty** is *willfully inflicting pain or torturing an animal for pleasure*. This can occur if an animal’s needs are neglected, such as being deprived of food and water. It is a well-documented fact that people who enjoy seeing an animal suffer are more likely to have violent and aggressive tendencies towards others. In fact, according to FBI profiles a common thread among serial killers is cruelty toward animals.

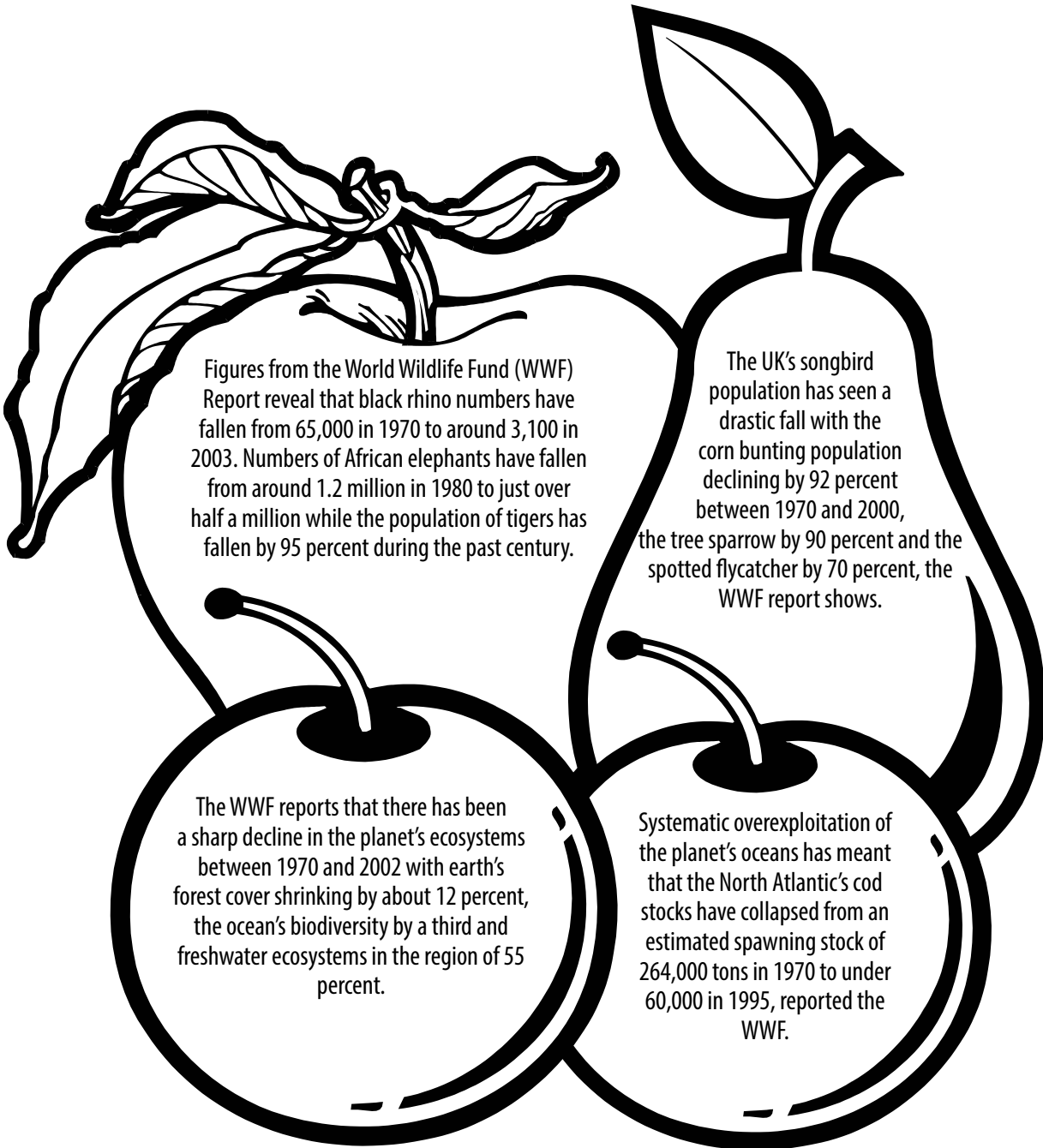
Animals, like human beings, can feel pain.  
They suffer when they are hurt.

## **STRAIGHT TALK**

Hey, it’s one thing to defend yourself against an animal that is trying to hurt you, or to hunt appropriate animals for food, it is another thing to torture animals for pleasure. Keep in mind that all living things have worth and value. As the most intelligent species on the planet, we must also be compassionate and merciful towards others, and that includes animals. So, don’t take part in any acts of cruelty towards animals or allow someone you know to be violent toward an animal. Report any such behavior to someone in authority immediately.



# MORE FOOD FOR THOUGHT



Figures from the World Wildlife Fund (WWF) Report reveal that black rhino numbers have fallen from 65,000 in 1970 to around 3,100 in 2003. Numbers of African elephants have fallen from around 1.2 million in 1980 to just over half a million while the population of tigers has fallen by 95 percent during the past century.

The UK's songbird population has seen a drastic fall with the corn bunting population declining by 92 percent between 1970 and 2000, the tree sparrow by 90 percent and the spotted flycatcher by 70 percent, the WWF report shows.

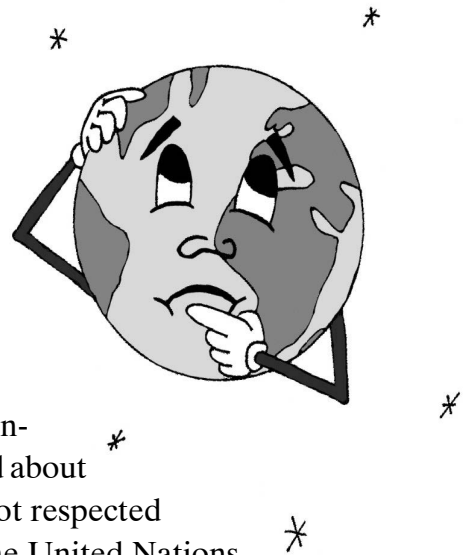
The WWF reports that there has been a sharp decline in the planet's ecosystems between 1970 and 2002 with earth's forest cover shrinking by about 12 percent, the ocean's biodiversity by a third and freshwater ecosystems in the region of 55 percent.

Systematic overexploitation of the planet's oceans has meant that the North Atlantic's cod stocks have collapsed from an estimated spawning stock of 264,000 tons in 1970 to under 60,000 in 1995, reported the WWF.

**The world is getting dangerously close to the brink of disaster and humans are mostly to blame.**

**~The Peaceful Solution**

# It's Not Just About Us



Now that you have explored what it means to respect our environment, do you think that the human race has done a great job of respecting the resources that we need to sustain our lives? Environmental organizations and many individuals concerned about the welfare of our planet would say, “No, we have not respected the worth of our planet or its resources.” In fact, The United Nations Educational, Scientific, and Cultural Organization has stated that at the current rate of consumption, the earth’s resources may soon be reduced to the point at which the living world would be “unable to sustain life in the manner that we know it.”

Read the following information from an article entitled “Earth Will Expire By 2050” and determine for yourself if respect is being shown for our blue planet called Earth:

A study by the World Wildlife Fund (WWF) warns that the human race is plundering the planet at a pace that outstrips its capacity to support life. The report, based on scientific data from across the world, reveals that more than a third of the natural world has been destroyed by humans over the past three decades.

Experts say that seas are becoming emptied of fish. Forests, necessary for absorbing carbon dioxide emissions, are being destroyed, and freshwater supplies are becoming scarce and polluted... Scientists, who examined data for 350 kinds of mammals, birds, reptiles, and fish, also found the numbers of many species have more than halved. It is difficult to determine how many of these species are extinct, because a species must disappear for fifty years before it can be declared extinct.

All organisms, from the simplest to the most complex and intelligent, share many similarities and depend on the same resources for survival. The need for air, water, and food is not unique to human beings. This need connects all life and makes us interdependent. If we destroy our resources by polluting or overusing them, then ultimately, all life will be affected.

# Getting To The Heart Of The Matter

There was once a common misconception that earth's resources could not be depleted. Individuals and organizations alike, took it for granted that as they cleared away the forests, trees would simply grow back. It was thought that toxic chemicals dumped into streams and rivers would harmlessly float away and that garbage thrown into the oceans would simply sink to the bottom with no consequences to our environment.

We mistakenly believed that there would always be enough clean water to drink, forests to supply us with oxygen, lakes to provide us with fish, and rich soil with which to grow grain and vegetation. But as you have learned, the earth's resources are not inexhaustible. Given time and a continued lack of awareness, respect, and appreciation, the choices we make as individuals and as a society will continue to deplete and pollute our air, water, and land. We can no longer afford to take our planet and its resources for granted.



With knowledge and a positive character which includes traits such as respect, responsibility, compassion, and determination, you can begin to make a difference by respecting our environment and its resources. Don't just stop there! Educate and encourage others to do the same. For just as you have learned about the value of respect, others can too. Keep in mind that educating others about respecting our environment must be more than teaching them to pick up trash from the ground, recycle containers, or conserve water. Although these are excellent ways to address the problems of pollution and overuse of our resources, by themselves, these interventions will not be enough to change the direction in which our planet is going.

You see, any form of disrespect, whether it is directed towards others or the environment, is a problem that begins in the mind. In other words, the way people think and what they are influenced by, combined with a lack of concern, can lead to disrespect. Therefore, when you educate others about respect, be knowledgeable and prepared to explain:

- ☛ The full meaning of respect.
- ☛ Why respect is important.
- ☛ How individuals, society, and the environment suffer when respect is lacking.

Knowing the facts will help people to make positive choices about how to respect and care for themselves, others, and the environment. Making a difference by educating others can be as simple as explaining to your parents why using pesticides on the lawn can contaminate drinking water. It might mean writing letters to the industrial plants in your area, voicing your concerns and reminding them of the need to properly dispose of toxic chemicals.





# Imagine

Disrespect is here and there, it's everywhere you go,  
People fighting, people cursing, no care is shown.  
How can this cease? How can this be solved?  
With character and respect this can be resolved.  
With character and respect this can be resolved.

## CHORUS

*Imagine what the world would be if true respect was shown,  
People respecting others and their possessions as their own.  
Respecting people, their belongings, and the environment too,  
This is what we all must do.  
It will bring peace between me and you.*

People, animals, and the resources, which we use,  
Deserve our respect and care, not our abuse.  
This is our obligation as caretakers of our earth,  
To consider the value of our planet and its worth.  
To consider the value of our planet and its worth.

## REPEAT CHORUS

People are worthy of our esteem,  
How you treat others is something you should heed.  
Making fun of others, bringing people down,  
This is not the way peace will be found.  
This is not the way peace will be found.

## REPEAT CHORUS

## BRIDGE

The Peaceful Solution can teach you the way,  
Respect must be practiced each and every day.  
It can bring a solution to all this confusion,  
Violence, pain, and aggression.

## REPEAT CHORUS



# Imagine What The World Would Be

Can you imagine a world where everyone's goal was to develop a positive moral character? Can you imagine everyone having respect for themselves, each other, and the environment? How would our society and environment be different if everyone demonstrated respect?

**Read the following questions and write your answers on the lines provided.**

1. How would society be affected if everyone had self-respect?

*(Answers will vary but may include: self-respect is what enables people to make positive choices in regard to themselves. Having this positive character trait would eliminate risk-taking behavior. Premarital sex, STDs, unwanted pregnancies, and abortion would no longer be a part of our society. The abuse of alcohol and drugs would also be eliminated.)*

2. How would society be affected if everyone had respect for others?

*(Answers will vary but may include: racism and all forms of crime would cease to exist. People would have concern for others. People would stop living in fear and trust each other. Children would go to school to learn without fear of being teased, harmed, or abused. People would no longer be verbally, sexually, or physically abused.)*

3. How would our planet and its resources be affected if everyone respected our environment?

*(Answers will vary but may include: people would realize that all life is connected. If we abuse our resources, all life will suffer. People would stop and think about the choices they make in regards to how they live their daily lives. Contamination of our resources would be greatly reduced. Overuse and misuse of our resources would cease. Everyone would have clean air to breathe. Fresh water would be available for all, as well as a healthy, abundant food supply.)*

"It's time that we recognize the value of respecting ourselves, family, friends, and our home, beautiful planet earth."

~The Peaceful Solution

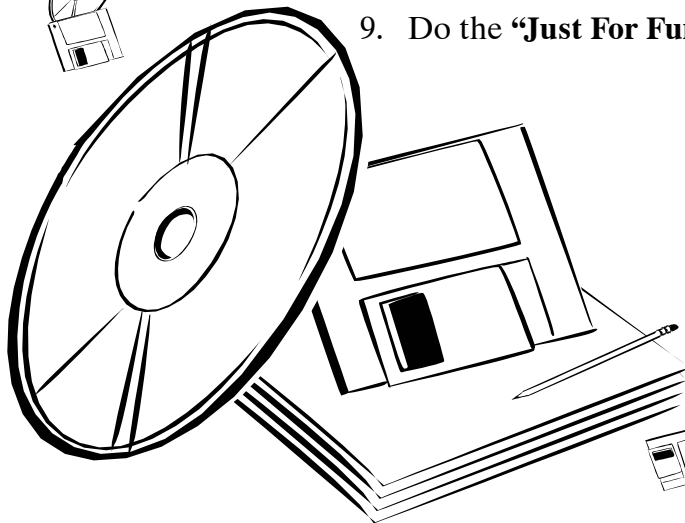
# What I Have Learned \*

- ☑ An important aspect of developing a positive moral character and a respectful reputation is to have respect for all life.
- ☑ Even though humans are the dominant and most intelligent species on the planet, we must rely on the earth's resources for our existence.
- ☑ Air, water, and land are only three of the important resources needed to sustain our lives. There are many resources that contribute to the vast worth of our planet.
- ☑ Polluting and overusing our resources have contributed to the depleted state of our environment.
- ☑ Animals have always been an important resource, providing us primarily with food, transportation, and clothing.
- ☑ Earth's resources may soon be reduced to a point at which the living world would be "unable to sustain life in the manner that we know it."
- ☑ With education and a positive moral character, which includes such traits as respect, responsibility, compassion, and determination, I can begin to make a difference and encourage others to respect the environment and its resources.
- ☑ I can help to educate others about the value of respect, for just as I learned how to be respectful, others can learn too.



## Enrichment Activities

1. Choose one of the following ways to educate others about the importance of respecting the environment.
  - a. Design a poster and slogan to build awareness about the depletion and contamination of our resources.
  - b. Develop a skit as a commercial to build public awareness about respecting the environment.
  - c. Compose a song or poem about the importance of respecting our environment.
2. Do the “**Valuable Resources**” activity found on **page 200**.
3. Take a trip to your local sewage treatment plant to learn how water is recycled, treated, and reused.
4. Gather material and go to a recycling plant to see how resources are reused or conserved. Establish a recycling center.
5. Create a beautification project where you can improve an area.
6. Do a study on the benefits of composting. Make a compost pile and observe how earth matter is decomposed.
7. Pigs and crabs are scavengers. They clean the land and water. Do research on one of these scavengers; for example, the pig, and study how its stomach digests food in comparison to a non-scavenger such as a cow. Observe the different digestive systems. Which one would be safer to eat, the scavenger or the non-scavenger?
8. Write a letter to your congressman about your concerns with the state of the environment.
9. Do the “**Just For Fun**” activity on **page 201** .



# VALUABLE RESOURCES

The resources we have on our planet are valuable. When you learn to take care of them, you are showing respect for the environment, and ensuring a home for future generations.

**Match the resources below with the benefit they provide. Write the corresponding letter on the line next to the value.**

- |              |  |
|--------------|--|
| a. Bees      | <u>  b  </u> Used as a source of food, drink, medicine, soap, glue, and clothing.  |
| b. Cows      | <u>  e  </u> A conductor of electricity, used in making wires and cables. It can be made into pennies (US) and water pipes.  |
| c. Wood      | <u>  i  </u> All parts of this plant are useful. The most important part is the lint for fabric. The oil from its seeds is used as the base of many food products. |
| d. Iron      | <u>  g  </u> Only 20% mined are suitable for gems. They can be used for making glass cutting tools, rock drills, precision instruments, and abrasive powders.      |
| e. Copper    | <u>  d  </u> One of the most important metals in history. It is used to make many items, large and small, from the Eiffel tower to pliers.                         |
| f. Limestone | <u>  f  </u> Farmers use it to make soil more productive. It is used to make concrete and cement. Also for building stones.  |
| g. Diamond   | <u>  h  </u> Man and animals could not live without it. It exists in the air, in water, in plants, and in your blood. It is used to season food.                   |
| h. Salt      | <u>  c  </u> Can be used for shelters, baseball bats, musical instruments, paper, cellophane, railroad ties, charcoal, and furniture.                              |
| i. Cotton    | <u>  a  </u> They make honey and pollinate trees.  |

# Just For Fun

Find the hidden words.

K	G	N	I	R	U	T	C	A	F	U	N	A	M	T	L
E	G	M	R	K	N	Z	H	D	F	T	E	R	I	N	D
Z	C	O	N	T	A	M	I	N	A	T	E	N	F	E	E
I	N	L	H	N	R	F	Y	K	U	N	T	J	M	D	F
L	Y	K	H	D	W	K	Y	B	B	E	T	C	H	N	O
A	R	X	P	I	W	S	I	H	R	T	R	C	S	E	R
I	D	T	O	W	N	R	T	V	X	E	G	U	R	P	E
R	O	N	R	R	T	T	E	N	S	Q	O	Q	B	E	S
T	M	M	K	N	G	N	E	O	E	D	P	G	G	D	T
S	I	J	O	R	T	A	U	L	R	M	M	T	R	R	A
U	N	C	K	I	Z	R	N	A	L	N	E	N	H	E	T
D	A	G	O	R	C	Y	Z	I	L	I	N	L	H	T	I
N	N	N	Y	E	Q	A	M	T	S	R	G	L	E	N	O
I	T	T	S	D	H	H	L	B	C	M	Z	E	F	I	N
Y	K	E	R	E	H	P	S	O	M	T	A	D	N	H	H
V	C	O	N	S	U	M	P	T	I	O	N	H	P	T	M

ATMOSPHERE

INTERDEPENDENT

DOMINANT

INDUSTRIALIZE

CONTRIBUTE

ORGANISM

CONSUMPTION

INTERVENTION

ELEMENTS

INTELLIGENT

DEFORESTATION

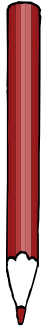
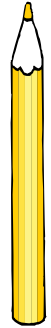
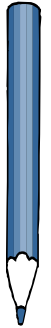
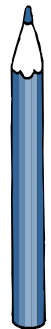
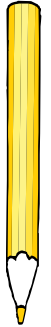
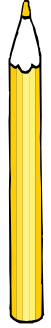
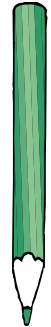
RESOURCES

CONTAMINATE

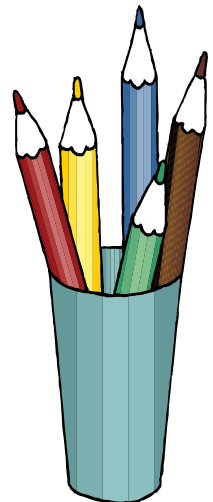
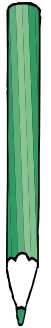
MANUFACTURING

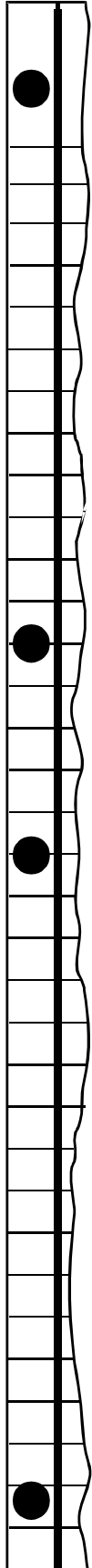
HAZARDOUS





**IDENTIFYING  
THE  
DIFFERENCE  
BETWEEN  
POSITIVE AND  
NEGATIVE  
CHARACTER  
TRAITS**





## The Positive Side Of Character

**Y**our character is made up of many different qualities. They are called character traits. Character traits can be either positive or negative based upon your values, what you have been taught, your choices and your experiences. The key to having moral character is to develop positive, upright character traits. When you demonstrate these traits on a consistent basis, you will be known as a person of integrity. People who have moral character show by their actions and attitude that they care about themselves and others.

Become familiar with these words that describe moral character traits and strive to develop them within yourself.

### Positive Character Traits

**1. Educated**—*Getting all the facts and making sure they are correct before making a decision.*

For example, your friends offer you some glue to sniff. You had already been researching it and know how damaging that can be to your brain. You tell them “no” and warn them of the dangers as well.

**2. Respectful**—*To value others as important as yourself and to allow that to show through your actions and attitudes.*

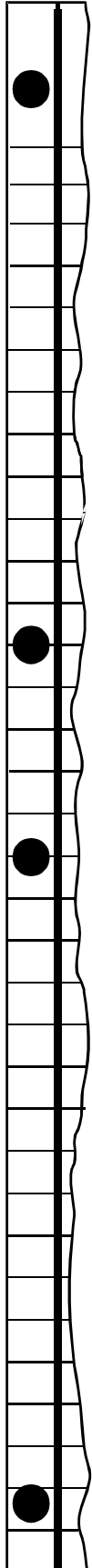
For example, your principal directs you to go to class, even though you had a permission slip to go to the nurse’s station. You try to explain but he says, “No back talking.” You say respectfully, “Yes, sir,” and follow his directions anyway.

**3. Patient**—*Demonstrating self-control and remaining calm through setbacks.*

Being patient means not complaining, especially when you have the most to complain about. For example, your father promised to take you camping, but work kept interfering with the trip; you handled it without getting upset.

**4. Honest/Trustworthy**—*Being fair, sincere and straightforward.*

For example, you were playing in the house and unintentionally broke your mother’s new vase. No one saw you break it, but you told her the truth anyway.



**5. Humble**—*Not being proud or arrogant.*

A humble person will not argue, dispute nor disobey set rules. For example, the bathroom rule is “Clean up after yourself when you use the bathroom.” You don’t like to clean the bathroom, but you obey.

**6. Thankful**—*To be conscious of the benefits that you have received.*

Thankful people find joy in what they have instead of worrying or being upset about what they don’t have. For example, George really wanted a brand name pair of shoes; however, his mother could not afford it. She did however buy him the best shoes that she could afford. George told his mother thank you. Even though he did not get the pair he wanted, he appreciated the shoes he got.

**7. Forgiving**—*To refrain from holding anger or resentment towards someone who has wronged you.*

For example, your classmate laughed at you when you tripped. Rather than get upset with her or try to get even, you forgive her and laugh with her.

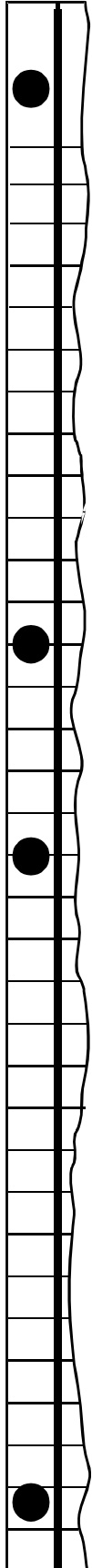
**8. Steadfast/ Persistent**—*You are determined not to give up or change what you have set out to accomplish.*

For example, Martha was determined to stop assisting Alicia in stealing school supplies at the mall. Martha had already explained to Alicia that stealing was wrong; so, when Alicia came to pick Martha up, she said no and encouraged Alicia not to go either.

**9. Self-Control**—*Not yielding to impulsive thoughts and actions.*

For example, you saw your sister’s letter on her dresser and really wanted to read it. But because you chose to respect her privacy, you decide not to touch it.

How many of these character traits do you recognize in yourself? How many do you recognize in your family members and friends? When you possess these traits you can feel positive about yourself and your ability to interact with others in a meaningful and caring way. In like manner, when people around you exhibit these same positive character traits and treat you accordingly, *you* feel appreciated and respected. In essence, this



is The Peaceful Solution. By simply interacting and communicating using these positive character traits, we can avoid hurting and devaluing each other.

If you find that you are lacking any of these positive character traits, then work hard to develop them. You can develop a character trait by first valuing it as important. Begin by evaluating why that character trait is important to you as an individual and how it can benefit yourself and others. For example, let's say you need to develop the character trait of being thankful. The first step is to consider why you should be thankful. Being thankful means you can appreciate what you have. People who are not thankful often feel dissatisfied with what they have and become envious of others.

Next, list all the things you have to be thankful for. Don't forget to include things such as food, clothing, a place to live, your health and so on. Often these things are taken for granted, and we forget to be thankful for them. Then make another list of how being thankful can affect the people you interact with everyday. A thankful person is a bright and optimistic person. They encourage and motivate others to be thankful and to improve.

You can use these same steps to develop any character trait that you are lacking. Developing positive character traits takes commitment, dedication and determination. Changing yourself from the inside is not always easy but is well worth the effort.

## What Is A Negative Character?

**N**egative character traits define who you are just as clearly as positive traits. They too are a combination of values, environment and experiences. However, unlike positive character traits, negative traits can lead to behavior that could cause hatred, violence and even wars. If you treat someone dishonestly or show a lack of compassion, you are saying that you do not care about that person. If that person also has a negative character and responds to you in a disrespectful or aggressive way, then you have what is known as a conflict. A conflict that exists without a peaceful solution will result in hatred and violence. Here is another example, let's say someone who is dishonest steals money from someone who is unforgiving. The person who was stolen from will try to retaliate against the one who stole from him. This too can result in hatred and violence. Below are a few negative character traits.

Become familiar with them so you can eliminate these traits from your character if you recognize them in yourself.

## Negative Character Traits

**1. Uneducated**—*Making a decision without getting all the facts.*

For example, your friends offer you some glue to sniff. You ask, “Won’t that mess with my head?” Your friend replies, “No, it’s safe and just makes you high.” Without any further investigation, you agree.

**2. Dishonest**—*To maliciously lie, cheat or steal.*

For example, you saw Paula take Marco’s dictionary without asking his permission. But when he asked about it, you said you had no idea because you just don’t like Marco.

**3. Revengeful/Unforgiving**—*To want to get even or get back at someone; results from not being able to forgive.*

For example, Sally lent Jen her new pen, but Jen lost it. Jen did apologize to Sally and offered to buy her a new pen, but Sally did not accept Jen’s apology. As soon as Jen got a new pen, Sally took Jen’s pen when she wasn’t looking and broke it.

**4. Unreliable**—*When someone cannot be depended upon.*

For example, Jill had promised to assist you on your math project on two previous occasions but never showed up. So when she volunteered to give you a ride to the library, you nicely refused.

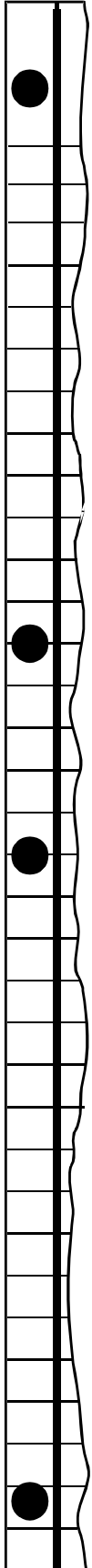
**5. Impatient**—*To be restless or short-tempered and easily aggravated.*

People who are impatient are not willing to wait. They want everything right away and become frustrated when their desires are not met.

**6. Aggressive**—*Capable of violent physical or verbal outburst.*

Carlos stepped on Rick’s new shoes by mistake. Instead of waiting for Carlos to apologize, Rick immediately cursed at him and pushed him against the wall.

**7. Disrespectful**—*Lacking care or concern for someone or something.*



For example, your dad told you it was time to do your chores. You got mad, went to your room and slammed the door.

8. **Hateful**—*An intense emotion that results in extreme dislike and hostility. Hate is derived from fear, anger or perceived injury.*

For example, some people are raised to believe that people who have a different skin color should be hated.

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# Glossary

**Abuse:** *To hurt or injure by maltreatment*

**Accountable:** *Answerable, capable of being explained, subject to giving an account for something*

**Amphetamine:** *A colorless volatile compound used primarily as a central nervous system stimulant*

**Anxiety:** *A state of uneasiness and apprehension, concern or interest*

**Antagonize:** *To act in opposition to, counteract; to provoke the hostility of*

**Atmosphere:** *The gaseous mass or envelope surrounding the earth; air*

**Authority:** *The power to exact obedience, command, determine, or judge*

**Behavior:** *The manner of conducting oneself*

**Benefit:** *Something that promotes or enhances well-being; an advantage*

**Bully:** *A person who is habitually cruel or overbearing, especially to smaller or weaker people*

**Classified:** *Arranged in classes or categories. To designate as confidential*

**Commitment:** *An agreement or pledge to do something in the future*

**Communicate:** *To convey knowledge of or information about*

**Compassion:** *The deep feeling of sharing the suffering of another in the inclination to give aid or support, or to show mercy; pity*

**Concern:** *To be of importance; regard for or interest in someone or something*

**Conflict:** *A problem or disagreement between two or more people; a controversy or disagreement; a prolonged battle, clash*

**Consider:** *To think carefully about. To esteem; regard*

**Consistency:** *Firmness of character; persistency*

**Consumption:** *The using up of resources by consumers or in production of consumer products*

**Contempt:** *The act of despising; lack of respect for something*

**Cooperation:** *An association of persons for mutual benefit, working together*

**Courteous:** *Characterized by polite consideration toward others*

**Crude:** *Immature; lacking finish, tact, or taste. Displaying a lack of knowledge or skill, rude*

**Culture:** *What makes up a society or group of people; the behavioral patterns, art, beliefs, institutions, and all other products of human work and thought*

**Demeaning:** *To debase, as in dignity or social standing, to shame*

**Deplete:** *To empty or use up*

**Discipline:** *To train or develop by instruction and exercise self-control*

**Disrespect:** *Lack of respect, esteem, or courteous regard*

**Diversity:** *A point of respect in which things differ*

**Dominant:** *Most important, ruling, or controlling*

**Ethnic:** *Of or relating to sizable groups of people sharing a common and distinctive racial, national, religious, linguistic, or cultural heritage*

**Eliminate:** *To cast out or get rid of, remove, eradicate*

**Exclusive:** *Given or belonging to no other*

**Factor:** *One that actively contributes to an accomplishment, a result, or a process*

**Familiarity:** *The quality or state of being familiar*

**Holocaust :** *Any widespread destruction*

**Humiliate:** *To reduce to a lower position in one's own eyes or other's eyes*

**Impression:** *A characteristic, trait, or feature resulting from some influence*

**Impulsively:** *Prone to act on impulse; acting momentarily*

**Inexhaustible:** *Unable to be used up or emptied*

**Inherent :** *Existing as an essential constituent or characteristic; intrinsic*

**Impact:** *The effect or impression of one thing on another*

**Impulsive:** *Inclined to act on impulse rather than thought*

**Interact:** *To act on each other*

**Interdependent:** *Depending on each other*

**Intervention:** *To come between*

**Minority:** *A racial, religious, political, national, or other group regarded as different from the larger group of which it is part*

**Modest:** *Having a regard for decencies of behavior or dress; not extreme*

**Obedient:** *Submissive to the restraint or command of authority, willing to obey*

**Obligation:** *The act of obligating oneself to a course of action*

**Option:** *The act of choosing*

**Optimistic:** *One who has a tendency to expect the best possible outcome or dwell on the most hopeful aspects of a situation*

**Organism:** *Any living thing*

**Paranoia:** *Extreme, irrational distrust of others*

**Peer pressure:** *Being pressured by others to do something you wouldn't otherwise do*

**Pessimistic:** *Having a tendency to stress the negative or to take the gloomiest possible view*

**Photosynthesis:** *The forming of sugars and starches in plants from water, carbon dioxide and sunlight*

**Physical:** *Having material existence*

**Polite:** *Marked by consideration for others, correct manners, or tact; courteous*

**Popularity:** *The quality or state of being popular*

**Possession:** *Ownership, something owned*

**Potential:** *Existing in possibility, capable of development into actuality*

**Provocative:** *Serving or tending to provoke, excite, or stimulate*

**Reputation:** *Overall character or character as seen or judged by people in general*

**Resolve:** *To purpose, to reach a firm decision about*

**Resource:** *A supply of something to take care of a need*

**Resurgence:** *A rising again into life*

**Role model:** *A person who serves as a model in a particular behavioral or social role for another person to emulate, imitated by others*

**Responsible:** *Able to answer for one's conduct and obligations; trustworthy*

**Retaliate:** *To repay (as in injury) in kind; to get revenge*

**Slang:** *A kind of language used in place of standard terms*

**Spiteful:** *Filled with, prompted by an urge to hurt or humiliate another; malicious; vindictive (a mean feeling towards another that makes one want to hurt or annoy him)*

**Subtly:** *So slight as to be difficult to detect or analyze*

**Trait:** *A characteristic or condition that can either be genetically determined or learned*

**Truancy:** *An act of shirking duty; one who stays out of school without permission*

**Unintentional:** *Not done by design or intended*

**Value:** *Worth in usefulness or importance to the possessor; utility or merit; the value of an education. A principle, standard, or quality considered worthwhile or desirable*

**Victimize:** *To make a victim of*

**Violence:** *Physical force exerted for the purpose of violating, damaging, or abusing*

**Vulgar:** *Deficient in taste, delicacy, or refinement. Obscene or indecent; offensive, coarse, crude (showing bad taste or bad manners)*

**Worth:** *The quality that commands esteem or respect; merit: a person of great worth. The quality that renders something desirable, useful, or valuable; the worth of a higher education. The quality of a thing that makes it have value or merit*





*Unit Four*



*Unit Four*







*Unit Four*

# History of The Peaceful Solution Character Education Program

Pioneered by President Yisrayl Hawkins, the Peaceful Solution Character Education Program began in 1994 with parents and teachers who were disturbed that positive character development was rapidly deteriorating in our society. Their concern prompted them to embark on a mission to stop the decline and bring back positive social behaviors to society. President Yisrayl Hawkins, also Curriculum Director and Author of the Peaceful Solution Character Education Program, has been diligently presenting the Peaceful Solution Character Education Program to individuals, community representatives, as well as world leaders through books, forums, conferences, television and radio talk shows and international meetings.



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