

Examples of respect

Work through the twelve situations given below in a pair.

Discuss the alternatives to each situation – what could have happened if there was total disrespect? What could have happened if there was total respect?

Give a mark out of ten to the person named in each box. 10 = gives maximum respect. 1 = gives total disrespect. Use a full range of marks.

Discuss your marks with other pairs: can a class agreement be reached?

I have designed this activity for Y7/8 RE, but it could also be used in citizenship lessons or with a different age group. There are several examples about racism, but the intention is to see respect in relation to a variety of examples of human diversity.

If you want to re-use these worksheets, then get pupils to note their scores on separate paper.

Activities to follow up the learning:

1. Put the twelve characters in a **rank order**, from 'most respectful' to 'least respectful'.
2. There are **various kinds of disrespect**: racism and sexism are two. What kind of disrespect lies behind each of these twelve situations?
3. Arrange the class into nine small groups, and **dramatise the situations** given. Use a 'freeze frame' strategy to stop the action at key moments, and ask those involved what their character would be thinking just then.
4. Look at the **teachings of faith** about respect for all in the bubbles. Who, in the situations you've looked at, needs to learn from the Buddhists, Christians, Hindus and Muslims? What might they learn?
5. Write (in pairs?) **two more situations** which happen in school where respect is needed. Make them about the same length as these nine. Share the best ones with the class.
6. Examine some **religious teachings** about respect and human dignity, to discern whether religions have good advice for us on this topic.
7. Think carefully about **your own attitudes**: we all say we believe in respect, but we all fail to show it or do it sometimes. Discuss with a partner a time when you showed respect, and a time when you didn't.
8. What would make for a **more respectful school**? What would teachers, pupils, and others have to do to make your school a more respectful place? Draw up a five point plan ~ and send it to the School Council if you like!

Buddhists say:

"Compassion for all beings is close to the heart of the Buddha's teaching. We want to be aware of anything which hurts others, and practice meditation to live harmlessly. We aim to find a way of life where right speech and right action do show respect for all, as the Buddha taught us.

Muslims say:

Allah is the creator of all, so no human has reason to despise another. Allah is the judge of all, so all humans should take responsibility for their attitudes to others. Allah is the most merciful, so even if someone wrongs you, you can learn a lesson, and be merciful yourself. Islam gives a good foundation to respect between all the world's people.

Christians say:

Our scripture says that in Christ there is no male or female, Jew or Greek, slave or free person – we are to live as one family. Christians should be the last to be prejudiced, because we believe God loves everyone with boundless love, and we seek to try to do the same.

Hindus say:

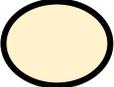
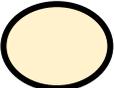
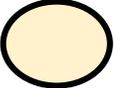
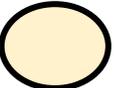
There is a divine spark in all life, so we should respect the fire of the gods that burns in all brothers and sisters everywhere. Many Hindu heroes and stories remind us that a god may come to you in the form of beggar or outcast – so treat all people fairly to honour the spark of god within.

<p>A. Jonathan and Iqbal have had three fights this year at school. Last time, both were suspended. Jonathan runs into Iqbal on the playground on Thursday break, and sends him flying. Iqbal stands up, and as the blood oozes from his knee he takes a deep breath; ‘Tell me you didn’t meant that will you?’ he says, in a challenging tone. There is a tense pause. Sorry mate – didn’t mean it’ says Jonathan. They go their separate ways.</p> <p style="text-align: right;">Jonathan’s respect score: []</p>	<p>B. Sian is an Irish girl in an English class, the only one. Some of her classmates tell Irish jokes, and usually she ignores the implications that she is a member of a stupid nationality. But on Thursday when Mr Jackman, a teacher told a joke like this, she was offended, and refused to do any more of the Maths work until he apologised. Mr Jackman wouldn’t apologise, and said Sian was “being disruptive”. He sent her to the head of year, and excluded her from Maths classes for the rest of the week.</p> <p style="text-align: right;">Mr Jackson’s respect score: []</p>	<p>C. There has been a dreadful news story about the killing of a black 14 year old boy by white police in the USA. Darryl and Elijah, both also 14 and black, decide to organise a protest and fundraiser in their school for ‘Black Lives Matter.’ They get permission from the head teacher, and invite a local black community leader to come to school and speak. 40 people turn up to hear the lunch time speaker, and they raise £120. But the next day, James and Calum, who did not go to the meeting, stop them on the corridor bit aggressively: ‘what about a ‘white lives matter’ fundraiser next?’ they ask.</p> <p style="text-align: right;">Respect scores for Darryl and Elijah [] Respect scores for James and Calum []</p>
<p>D. There is an U15 inter-school soccer match between Hamilton Academy, whose team has 11 white players, and Danehill High School, whose team has 9 black players and only two white players. Danehill are winning 4-0 at half time. Suddenly a scuffle breaks out between Cam from Hamilton and Mark from Danehill. The ref separates them, and asks: what’s going on? ‘He started it. He insulted me for my race’ says Mark. ‘He said ‘You think you’re a black hero like Rashford do you?’ Cam says ‘I did say that, but I wasn’t being racist.’</p> <p style="text-align: right;">Cam’s respect score: [] Mark’s respect score: []</p>	<p>E. It is the class RE trip to the Hindu Mandir: on entry everyone is asked to take off their shoes. Sharon and Karen leave their gorgeous costly footwear in the Temple shoe racks, but moan in whispers all morning about the requirement. ‘Why should we take our shoes off? We don’t worship their gods and goddesses, so why do we have to leave our shoes? They’re nice shoes: someone might nick them!’ But they say nothing out loud, and at the end they thank their Hindu hosts for having them. Their shoes are still where they left them.</p> <p style="text-align: right;">Sharon and Karen’s respect score: []</p>	<p>F. It is the school end of term Talent Show. Some of the acts are excellent, but several are dodgy. On the back row, Year Nine boys are seated, and laugh about the undetectability of shouting ‘Rubbish’ ‘You talentless nobody’ and similar at some of the Year Seven dance acts. Dan decides not to join in – ‘At least they’ve got the guts to get up on the stage’ he tells his mates ‘Unlike you, hiding on the back row in the dark.’ His mates tell him he’s a wimp, but he doesn’t care, and keeps quiet, applauding the good acts, but not dissing the less good ones.</p> <p style="text-align: right;">Dan’s respect score: []</p>

<p>G. In RE lessons this term, pupils are learning about two anti-racist heroes, Malcolm X, a Muslim and Martin Luther King, a Christian. The lessons are going pretty well, and the class are interested. But near the end of the lesson Kim asks the teacher: ‘Miss, why do we always have to learn about black people in RE? Why can’t we study some white people?’ The teacher says ‘Actually, we did do that all last term.’ Jason isn’t satisfied: ‘No, Miss, Kim’s right: white people are made out to be baddies in RE.’ ‘Isn’t that a bit racist?’ asks Mel. The teacher says: ‘I don’t think it is racist to ask the question at all, Mel. Let’s explore some answers.’</p> <p>Kim and Jason’s respect score: [] Mel’s respect score: []</p>	<p>H. In the playground, a gang of bullies often look at your trainers, and ‘tax’ anyone who isn’t wearing the ones they approve of. This Tuesday, Gang Big Cheese Derek picks on Hannah: ‘Your trainers look like damaged dog paws, you uncool person. We require you to pay 50p tax. Cough up.’ Hannah is having none of it, and boldly replies “Your face looks like a damaged dog’s backside, bully. Leave me alone.” There is a short silence, but then Derek decides not to push it. He laughs and leaves.</p> <p>Derek’s respect score: []</p>	<p>I. In a Year Ten food technology class, there are 24 girls and two boys. In the Technical graphics class there are 24 boys and two girls. At the School Council, Jo and Mark ask the teachers if the school’s option groups are sexist, and offer to do a student survey about sexism in the subjects. The head teacher and a governor agree to this, and Jo and Mark organise the survey as part of their citizenship studies. They report that the school options system is biased and sexist, and not enough is done to make it possible for boys and girls to choose subjects against stereotypes.</p> <p>Jo and Mark’s respect score: []</p>
<p>J. Rose is a traveller girl, and joins her Year 8 class three weeks into term. She is rather alone, and doesn’t have many good friends at the school. After a couple of weeks of term, Anna (a bit of a leader in the class, never short of an opinion) picks on Rose with a bit of advice: ‘You’re never going to make friends in this school unless you start acting like a friendly person, and not keeping your own precious Gypsy culture to yourself.’ Rose feels very anxious – but she replies ‘You won’t make friends with me if you start by dishing out advice Anna.’ The girls eye each other up for a moment, then Anna says ‘OK, well we’re going to the cinema on Saturday. D’you want to come?’</p> <p>Anna’s respect score: []</p>	<p>K. At the school disco, Kelly spent a long time showing off to some lads from Year 11, but when she went outside with Jamie, one of them, it wasn’t what she expected. She felt very badly treated. She told her mates the next day ‘He has no respect for a girl. A nasty sexist. Don’t let him get near you. He doesn’t know how to relate to other people. I’d say he’s got no empathy’. Jamie spends the day telling his friends and any other lads who will listen that Kelly is a baby ‘She is as mature as an egg’ he says, in a boasty way.</p> <p>Kelly’s respect score: [] Jamie’s respect score: []</p>	<p>L. Ms Hussain, the supply teacher, is getting a bit of trouble from class F. after a whole week in which they have been rude and unhelpful, on Friday morning one of them shouts out to her: ‘Miss, you’re a Muslim, you ain’t supposed to be working today – it’s Friday, you don’t work on Fridays do you? Ms Hussain looks red in the face, but is silent. David, who has joined in with the bad behaviour all week, suddenly speaks up for her: ‘Shut up! That’s her religion, she can’t help it. You’ve got to respect her religion.’</p> <p>David’s respect score: []</p>

An opinion point questionnaire: this activity is designed to capture your thoughts as this unit of RE work begins, and will be returned to you at the end of the unit to see how your learning and thinking have developed. For each of the questions, put a letter in the oval - A, B, C or D.

A = Completely agree / B = Partly agree / C = Partly disagree / D = Completely disagree Write your comments in the boxes.

<p>1. "I think racism in Britain today is much less of a problem than it used to be, or than it is in some other countries like USA"</p> <p style="text-align: right;"></p>	<p>4. "I think religions have done a lot over the centuries to reduce racism and prejudice, and to promote a more fair society."</p> <p style="text-align: right;"></p>	<p>7. I believe racism is still today one of the biggest problems we face and it needs all parts of society (religion, politics, media film and TV, schools) to work together to reduce it."</p> <p style="text-align: right;"></p>
<p>2. "If I am honest, then I have to admit that I sometimes think badly of other people just because they are different from me. I recognise this is one cause of racism, and it is within our minds."</p> <p style="text-align: right;"></p>	<p>5. "I think religions have sometimes been complicit in racism and made the persecution of black people by white people worse."</p> <p style="text-align: right;"></p>	<p>8. "I don't believe we will ever get rid of racism completely. I think distrust and suspicion of those who are different is human nature."</p> <p style="text-align: right;"></p>
<p>3. "I agree strongly with the teachings found in many religions, that we should love our neighbours, and do to others what we want them to do to us."</p> <p style="text-align: right;"></p>	<p>6. "When I see 'Black Lives Matter' protests or anti-racist demonstrations, I feel proud and hopeful for the future because I think most people, me included, want an end to racism."</p> <p style="text-align: right;"></p>	<p>9. "Becoming less racist is important for people like me. I know this is something I'm not perfect at, and I can be racist sometimes. I really intend to be less racist."</p> <p style="text-align: right;"></p>