

# RESPECT FOR ALL

## Lesson plan on:

Crime prevention and criminal justice.

## Adaptation tips to suit different contexts and realities:

- Consider amending the list of words in the **Learn** activity to make them appropriate to your class.

## Learning objectives:

By the end of this lesson, the children should be able to:

- Understand the meaning of respect.
- Recognize stereotypes and prejudices.
- Understand the negative consequences of stereotypes and prejudices.
- Celebrate diversity.

## How to use this lesson plan:

The lesson plan is divided in three parts: **Start**, **Learn** and **Reflect**. There are also **Guidance** boxes to help you deepen your knowledge of the specified topics. In addition, there are **Family** activity and **Extension** activity boxes that suggest optional activities and ways of further exploring the topics of the lesson.

## Lesson overview:

This lesson looks at the responsibility we have to treat everyone with respect. The lesson starts with the children exploring the meaning of the word respect. They will learn about and reflect on prejudices and stereotypes. Finally, the children will explore the consequences of prejudices and stereotypes and learn why they are harmful.



## Key questions:

What are stereotypes and prejudices?  
How can we ensure that we treat everyone with respect?

## Age:

9 - 12

## Values:



## Skills:



## Time:



**Note:** if you do not have enough time to teach the entire lesson, you can teach the **Start** activity separately. Furthermore, the **Start** activity can be extended by combining it with the *A Mosaic of Differences* lesson plan, which focuses on celebrating diversity.

## Preparation and materials:

- Flipcharts.
- Markers.
- Drawing materials.
- If possible, The Zorbs [video](#) *Three Cheers to Respect* or the corresponding [comic book](#), both available on the [E4J website](#).

In addition, check out the comic creator tool at [zorbify.com](#), and a [colouring book](#) and [children's book](#), both available on the E4J website.

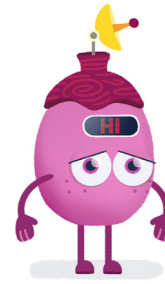
## Start



1. Invite the children to form small groups and answer the following question:  
"What does respect mean to you?"
2. Ask each group to share its ideas. Invite the rest of the class to stand up if they agree with the definition that a group presents or to remain seated if they disagree.
3. Ask the ones who disagree to explain why they disagree and how they would change the definition. Take notes on a flipchart.
4. Try to come up with one definition of respect that the whole class agrees to.
5. Ask the children the following:
  - How did you feel when some of your classmates agreed with your group's definition?
  - How did you feel when some of your classmates disagreed?
  - Is it ok if your friends have a different opinion than you?

6. Finally, emphasize that showing respect includes accepting opinions that are different to our own. Explain that it is easy to respect people who are like us and think like us, but we must make sure that we respect everyone, no matter what they think or how different they are to us.

In addition, explain that showing respect also includes accepting other people's right to challenge our opinions and views, as long as we are respectful towards each other. We should always form our opinions using logical reasoning and based on facts and discuss them calmly and sensibly. We should not allow our mood or emotions to be the sole basis to form our opinions.



### Guidance box: the definition of respect

While it is easy to recognize situations in which a lack of respect is shown, it is harder to define what respect means.

To help initiate the **Start** activity, below are some definitions of respect from the Online Cambridge Dictionary:

<https://dictionary.cambridge.org/dictionary/english/respect>

If the children are struggling to come up with their own definitions, you can read the following to them and invite them to agree or disagree with the statements and think about how they would change them.

Respect is "admiration felt or shown for someone or something that you believe has good ideas or qualities."

It is also "politeness, honour and care shown towards someone or something that is considered important."

And "a feeling you show when you accept that different customs or cultures are different from your own and behave towards them in a way that would not cause offence."

## Learn



**Note:** If it is possible to watch The Zorbs [video](#) *Three Cheers to Respect* with the children or read the corresponding [comic book](#), you should follow all the steps below. If it is not feasible, skip step 7.

1. Explain that you will read a series of words to the class and each child should write down each word on a piece of paper, followed by the first things that come to their minds. They should note as many thoughts as they can.
2. Read out each of the following words. Allow a few seconds after each word for the children to write down their ideas. Remind them to write down the first things that come to their minds and not to overthink the exercise.
  - Nurse
  - Ballet dancer
  - Thief
  - President
3. Next, pick one of the words and ask each child to share what they have noted. Write the children's ideas on a flipchart.
4. After you have captured the ideas on the flipchart, choose one and ask the children if they think it applies to all people in that category.

For example, if the children come up with the word women for nurse, ask if they really think that all nurses are women. Explain that sometimes we oversimplify our ideas about people or groups of people. These oversimplified ideas are stereotypes and they are negative.

Stereotypes are harmful because they ignore people's individuality and they often trigger prejudices. A prejudice is an unreasonable dislike of a particular group of people or a preference for one group of people over another. Prejudices are negative ideas that are not based on reason or experience.

5. Invite the children to form groups. Ask them to look again at the list of words that they have created at the beginning of the activity and to point out which ones are stereotypes.


**Guidance box: diversity, differences and gender stereotypes**

This activity focuses on prejudices and stereotypes, and on the importance of respecting everyone. If you are interested in further exploring gender stereotypes, you can refer to the *We Can All Be Heroes* lesson plan.

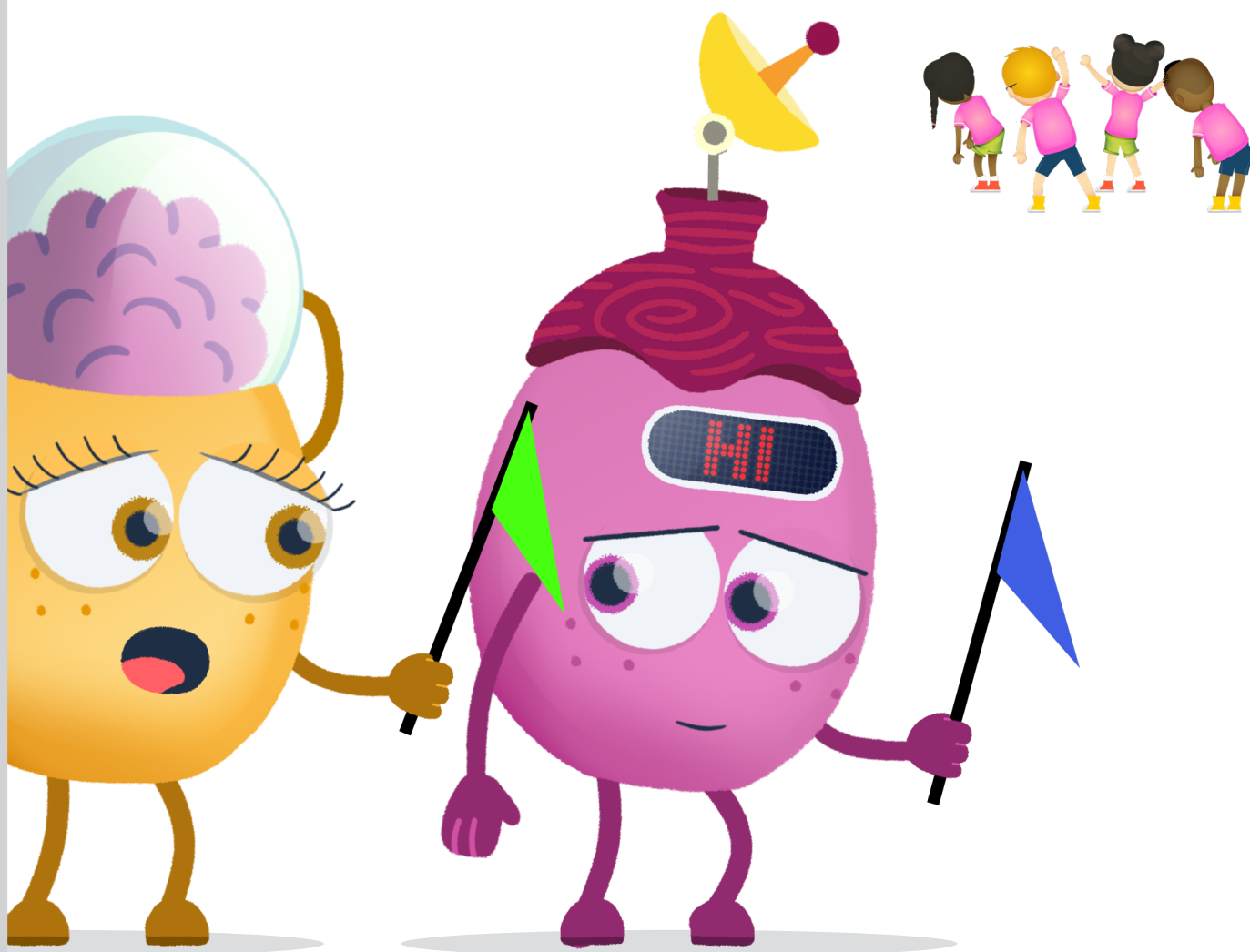
If you would like to deepen the topic of diversity and differences, you should take a look at the *A Mosaic of Differences* lesson plan.



## Learn



6. Invite the children to reflect on the following:
  - Who is frequently subject to stereotyping?
  - Why do people use stereotypes?
  - Why are stereotypes disrespectful?
7. Invite the children to watch The Zorbs [video](#) *Three Cheers to Respect* or distribute the corresponding [comic book](#). After watching the video or reading the comic book, use the following questions to start a discussion:
  - Why is it unfair that Carlos and Grace say that the Pinks are the worst rule breakers and they hurt people to get an advantage?
  - Why are prejudices not fair?
  - Why did Carlos and Grace have more fun than last year?
8. Finally, finish the activity by discussing how people who are victims of stereotyping and prejudice might feel and why it is important to always treat everyone respectfully. Emphasize the importance of valuing everyone's individuality.



## Reflect



**Note:** If you do not have enough time to teach the entire lesson, you can teach the **Reflect** activity separately. You can expand the **Reflect** activity by combining it with the *A Mosaic of Differences* lesson plan.

1. Ask the children the following:
 

"Why is it important to value everyone's uniqueness?"
2. Invite the children to form groups and provide each group with drawing materials. Ask the children to draw pictures that depict the diversity of nature. For example, the different types of flowers and animals that they know.
3. After 15 minutes, ask each group to show their drawings to the rest of the class and explain what they have drawn. For example, the different types of flowers or animals that they have drawn.
4. Ask the children the following:
  - Do you think that the drawings would have been more beautiful if they featured just one type of species (e.g. one type of flower or animal)?
  - How do differences contribute to making our world a richer and more beautiful place?
  - How about human differences? How do our differences contribute to the beauty and richness of our classroom?

Emphasize that diversity, in all its forms, contributes to the beauty and richness of our natural environment and our community. Explain that every flower or animal, no matter how big or small, has a unique and crucial role.

Explain that, similarly, every human being is unique and contributes with ideas, knowledge, opinions, skills and experiences that enrich our society. Every person is irreplaceable.



### Guidance box: ground rules for respect

When discussing respect and the importance of showing respect towards each other, make sure to include the following points:

- Do not judge people based on how you think they might act.
- Do not insult or make fun of people, even when they cannot hear you.
- Do not make assumptions about people based on their characteristics.
- Value other people's opinions, thoughts, views and ideas.
- Value diversity.
- Be kind and show empathy.
- Do not be afraid to ask questions.
- Be sensitive to how other people might feel.
- Do not be afraid of differences.
- Always be respectful.



## Reflect



### Family activity: talking about stereotypes and how they change over time

Invite the children to interview their parents or grandparents and ask them if they think that some stereotypes have changed over time and, if so, how?

Ask the children to share their interviews with the class if they are ready to do so. Invite them to reflect on how stereotypes are not fixed and how they change with time, and how they are not the same around the world.

Ask them: why do you think stereotypes change?

If needed, explain to the children that stereotypes are often the result of the thoughts and feelings of large and powerful groups in society towards those that they perceive to be different or weak and hence a potential risk to society.

Stereotypes are not based on scientific reality but on how certain people categorize other people. We learn stereotypes from the people around us: parents, peers, teachers, people on television and in the media, etc. By using stereotypes, we nurture and keep them alive.

Cultures change over time and as a result, the way we think about certain people and groups of people changes too. Some stereotypes disappear over time while new ones emerge.

