



Theme

Respect

Learning objectives

- To acknowledge the existence of diversity within our community.
- To explore why respect is necessary within our community.

This lesson will also help students to create a working agreement that can be reinforced at the start of any subsequent lessons covering sensitive issues.

Teacher's notes

This lesson can be used as an introduction to dealing with a range of controversial issues in PSHE education.

At the beginning of each lesson you may want to elect students who will have responsibility for seeing that the agreement is adhered to.

You might want to include a comment like "we all grow and change" and that it is OK to change our beliefs and opinions.

Resources

- Sheets of flipchart paper
- Markers

Introduction

Introduce the lesson to the students by saying that they are going to be talking about respect – something that all members of the school community deserve.

Acknowledge that some people are not always shown this respect. This may happen for a number of reasons; often because of things over which they have no control, like their gender, their ethnicity or their sexual orientation.

Activities

1 Ask the students to reflect on the question “What does respect mean to me?”

Break them into small groups and ask each to agree on a response. **Ask each group to feed back.** It might be helpful to give each group sheets of flipchart paper and markers to record their ideas.

2 Ask the students to discuss within their groups whether what would be considered ‘disrespectful’ might change depending on where they are and who they are with:

- Would some things be acceptable at home but not when out with their friends?
- Or vice versa?

Might they behave differently or express different opinions if they were with a group of people of their own gender or ethnicity from the way they would behave in a more mixed group?

Ask each group to feed back.

3 Do we sometimes show disrespect in different ways to different groups of people?

For example, disrespect due to:

- Gender
- Culture
- Age
- Ability

Ask each group to discuss one of the above and feed back examples.

If the young people don't mention it themselves, make sure you include examples of the way some people disrespect LGB people; for example by using homophobic language or by expressing derogatory or stereotypical views about LGB people and their lives (see *Challenging Myths and Stereotypes about LGB people* on page 34). Make the comparisons between this kind of disrespect and the way that people might disrespect other groups. This might include sexist language applied to either gender or the repetition of racist stereotypes. Alternatively, you can return to this particular issue in future lessons, remembering to remind the class of the similarities between the disrespect shown to LGB people and that shown to other groups.

Plenary

Remind the class about what was said at the beginning of the lesson about everyone's right to respect. Ask them why this is important.

Ask them why it is important to be able to accept points of view which are different to their own and what the implications are for all of us if we don't do this.

Ask the class to devise a working agreement that could be applied in future lessons and discussions to ensure that they always respect each others' views and opinions. Record this on a sheet of flipchart paper for future use.

Optional extension activities

As homework, or as the basis for another lesson, ask the class to:

- consider what the benefits are of living in a society which celebrates difference and protects the rights of minorities
- think of examples of how the law protects minorities in this country
- think about whether some rights might conflict with each other, such as the right to free speech, the right to practice your religion of choice and the right not to be discriminated against because of your gender or sexual orientation... How can these conflicts be resolved?