

# Respect

*“Cherish forever what makes you unique, ‘cuz you’re really a yawn if it goes.”*

- Bette Midler

*“If you want to be respected by others the great thing is to respect yourself. Only by that, only by self-respect will you compel others to respect you.”*

- Fyodor Dostoyevsky

**Theme: Fitting In**

**Film: X-Men**

**(PG-13) 1:26**

Do you ever feel like you don't fit in? Try being a mutant! Feared and hated by the very people they protect and defend, the students of Charles Xavier's School for Gifted Youngsters fight their evil counterparts as the X-men, as they live and learn in the one place where they feel safe and protected.

**Watch Video Clip – Channel 67 – after morning announcements**

**Teaser Question:** Why do people treat those who are different unkindly?

**Going Deeper:** Have people ever looked down on you because of how you looked or acted? Have you ever treated someone unkindly because of how they looked or acted?

**Making Choices:** You see someone you don't know being bullied by three people who are bigger and stronger than you are. What do you do?

**Activity: In Group/Out Group**

**Performance Objective:**

The learner will experience both respect and disrespect in a game and reflect on the experience through group discussion.

**Materials Needed:**

A simple paper crown (like one from Burger King)

**Teachers Instructions:**

Tell students they are about to play a game, and that everything that happens after the start of the game is part of the game.

Then say, “The game begins now.”

Divide the class into two groups: Those who are wearing the color red somewhere on their clothes and those without red on their clothes.

(Note: If there are not enough children wearing red to make up about ¼ to 1/3 of the class, pick some other surface feature that will make two groups – like those who wear another color, those who wear glasses, etc.)

Instruct those students wearing red to go to a corner of the classroom, stand there and wait without talking.

If anyone talks, very gently remind them they are to be quiet and say, "Anyone who wears red seems to have trouble being quiet."

Then take the students who were not wearing red and play a simple game with them (Hangman, Simon Says, etc.)

After a short time, tell the students who do not have red on to go to the corner and remain quiet.

Say to the students wearing red, "Those who wear red are special people. Who is wearing the most red?"

Give the paper crown to the student wearing the most red (or to the student with the biggest glasses, or the most of another color, etc.)

Then declare, "The game is over."

Lead a whole group discussion focusing on the feelings of the "out" group. You might ask, "What was it like to be treated a certain way just because you were wearing certain clothes? What was it like to be left out of the game? What was it like to have one person get the most attention from the teacher just because of something on the surface?"

Break the class into triads (groups of three) to come up with examples of the way we disrespect people based on surface things like clothes or skin color or hair style. You can have the students share these examples with the whole class or have the students write them down and hand them in.