

nurturing potential



Session: 'Respect'

Pre-session Preparation

PowerPoint Slides (optional)

Mirrors (optional)

Question cards for group exercises

Copies of worksheets

Flip chart pads, marker pens and Bluetac for fixing to whiteboard during group presentations.

Learning Objective

Understanding the importance of respect to live a life of purpose and achieving your life of purpose. By now participants will be getting the gist of session requirements, this session uses group work and presentation of their answers. These may be challenged to support understanding further.

Two minute recap of last session.

Hand out 'Respect' Session worksheet for personal notes during relaxation

Ask children to write their name, date, and session number on the top of the sheet

Start the Session.

Divide group into smaller work groups with a maximum group size 5. Select one person from each group as group leader (taking responsibility) and take to one side. Explain that each group is to discuss one of the questions on the worksheet, write their ideas on the flip chart and work sheets then present their ideas to class.

If there are not enough for 3 groups each group needs to answer question 3. Duplicate groups and questions if more than 3 groups – it's good to compare answers from different groups for the same questions.

Timing : 20-30 minutes to prepare answers. 5-10 minutes to present to class.
(Timing will depend upon total length of session – normally 45 – 60 minutes.)

Question 1: What is your understanding of having respect for yourself?

Provide examples of respecting yourself – what do you do, or not do?

How does it feel to you when you respect yourself and when you don't?

Question 2: What is your understanding of having respect for others?

Provide examples of respecting others in the school environment – what do you do, or not do?

(Coach Notes – link to respect for teacher, talking, being disrespectful in class etc)

How do others feel when you have respect for them and when you don't?

Question 3: Does respect have to be earned? Explain your answer.

Link the conversation, particularly the 'respect for self', to the Every Child Matters Agenda – Be Safe, Be Healthy, Enjoy and Achieve, Make a Positive Contribution, Achieve Economic Well-Being. (See further details in your Coaching File.)

Mirrors may be used to demonstrate the point that when we have respect for ourselves we can look ourselves in the eyes without finding fault, and say that we 100% trust the person we are looking at will always do and say the right things for them, and others.

Relaxation – Last 5 minutes

Close session – thank participants for their time and contribution.

nurturing potential



Name:	Date:
Session Number:	Session Name: RESPECT

Understanding the importance of Respect in your life.

Having Respect for myself means...

Having Respect for others means.....

Does Respect have to be earned?

nurturing potential



BBC NEWS

Parents told to instil respect

Education Secretary Alan Johnson has promised a tougher stance against disruptive pupils.

"We must develop a new three Rs: rules, responsibility and respect," he told a teachers' conference.

And he called on parents to "set proper boundaries" to stop their children "drifting into anti-social behaviour".

The Department for Education and Skills has issued guidance on classroom discipline - with teachers having clearer rights to restrain pupils.

"Most parents instil respect in their children. But there is a small minority who cause disproportionate damage... allowing their children to drift into serious anti-social behaviour which is a danger to them and to those around them," Mr Johnson told the NASUWT conference in Belfast.

"Public authorities cannot stand by - giving the impression that trashing your neighbourhood is a legitimate lifestyle choice," said Mr Johnson.

Bitten and headbutted

The classroom discipline guidance proposes that pupils should be given rewards for good behaviour - including prizes, privileges and postcards sent to their parents praising their behaviour.

Teachers will now have clearer rights to restrain violent pupils - but they will not have authority to act against pupils outside school.

The National Union of Teachers, holding its conference in Harrogate voted to speed up the process in which they could take industrial action in support of a refusal to teach violent pupils.

A union official from Calderdale, Sue McMahon, said: "My members this year have been:

- bitten by a five-year-old
- thumped by a six-year-old
- kicked by a seven-year-old
- spat on by an eight-year-old
- punched by a nine-year-old
- verbally abused by a 10-year-old
- received malicious damage to a car by an 11-year-old
- headbutted by a 14-year-old
- received a facial injury so bad it required hospitalisation and surgery."

Veronica Peppiatt from West Sussex said some school managers dismissed sexual remarks as "harmless banter" or even said it was "flattering" for explicit references to be made to a young female teacher's physical attributes by teenage boys - or younger.

"I have come across a nine-year-old boy who came up to a young teacher in a playground and said 'Miss, are you wearing a bra under that T-shirt?' then shoved his hand up to find out and went 'Phwoar'."

The conference also agreed with a proposal from the union's leadership to undertake research into the impact of social class and deprivation on pupil achievement, motivation and behaviour. This did not mollify some delegates. Islington teacher Ken Muller said he was

nurturing potential



a socialist who did not believe in blaming "the most vulnerable and deprived members of our society" for teachers' problems.

He recalled being in his classroom at the end of school one day when a colleague walked in with blood pouring from her head.

Violent attacks

She had kept a boy in detention at the end of her lesson to ask him why he had not been working during it.

"He picked up a chair and smashed her over the head with it," he said. The reason he had done it was that his parents had split up the night before and had been arguing about him: neither of them wanting the boy to go with them.

But a past president of the union, Judy Moorhouse, said teachers who had been assaulted did not want "patronising homilies on classroom practice or home circumstances" trivialising their experiences. Teachers were "beaten, kicked, stabbed and punched" and subjected to abuse on websites, she said. If teachers believed their managements were not taking the matter seriously it must be right for their union to take action.

Story from BBC NEWS: <http://news.bbc.co.uk/go/pr/fr/-/1/hi/education/6542591.stm>

Published: 2007/04/10 16:28:16 GMT © BBC MMVII

nurturing potential



BBC NEWS

Pupils to get lessons in respect

Schools in England are to get £13.7m more to teach pupils manners, respect and good behaviour.

New Children's Secretary Ed Balls wants pupils in all primary and secondary schools to have lessons in social and emotional skills by 2011.

A programme already running in 60% of primary schools, which helps children deal with anger, anxiety and conflicts, is being rolled out across the nation.

It has had a major impact on behaviour and attainment, the government says.

The programme will make sure that all children understand the importance of being confident and interacting with other children in a respectful and positive manner

Ed Balls

Children's Secretary

The programme focuses on encouraging pupils to understand themselves, manage their feelings and promotes social skills and the understanding of others.

The Department for Children, Schools and Families said such skills aided employability and social mobility by ensuring all children, regardless of background, had confidence in their abilities and understood how to interact with others in a positive way.

The programme is also aimed at promoting positive behaviour and regular school attendance which will have an impact on learning and emotional health.

On top of the £7m already committed to fund the Social and Emotional Aspects of Learning (Seal) programme, the government is investing an extra £13.7m over four years, officials announced.

Approximately 10,000 schools are already involved in the scheme.

Improved behaviour

It is hoped that by July 2009 all primary schools will have had help in introducing the Seal programme.

The scheme will be rolled out across England's secondary schools from September. It is hoped that by 2011 all will have had the opportunity to set up the scheme.

Mr Balls said many of the schools that had implemented the programme had seen a marked improvement in the way their pupils interacted with each other both inside and outside the classroom.

"The programme will make sure that all children understand the importance of being confident and interacting with other children in a respectful and positive manner," he added.

nurturing potential



Research suggests the programme works best when it is embedded across the curriculum - rather than being confined to one lesson.

For example sports lessons are seen as a good opportunity to teach pupils how to be good losers and gracious winners, and English literature offers a chance to examine characters who have overcome difficulties

But Mr Balls was keen to stress that emotional intelligence lessons come hand in hand with the tough new behaviour powers which came into force in April this year.

They aimed to remove any ambiguity over a teacher's right to confiscate items, such as mobile phones, give detentions and physically remove violent pupils from the classroom.

"These initiatives give teachers some powerful tools to make sure good behaviour and an atmosphere of respect are the norm in all schools," Mr Balls added.

Story from BBC NEWS: <http://news.bbc.co.uk/go/pr/fr/-/1/hi/education/6274736.stm>
Published: 2007/07/05 23:39:05 GMT © BBC MMVII