



#8881

RESPECTING YOUR WORLD

Grade Levels: 4-8

24 minutes

HUMAN RELATIONS MEDIA 1998

2 Instructional Graphics Enclosed

DESCRIPTION

Students are encouraged not only to respect other people, but also their surroundings. Widens viewers' perspectives from their own homes to schools to towns to the planet. Rhymes, stories, and real-life experience help emphasize how the earth is interconnected.

ACADEMIC STANDARDS

Subject Area: Civics

- ◆ Standard: Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities
 - Benchmark: Understands why civic responsibility is important, and knows examples of civic responsibility
- ◆ Standard: Contributes to the overall effort of a group
 - Benchmark: Demonstrates respect for others in the group



INSTRUCTIONAL GOALS

1. To study positive ways to deal with difficult people and situations.
2. To debate with students who have different opinions.
3. To stimulate more respect for one's home, teacher, school and community.
4. To illustrate the responsibility of citizenship, both local and global.
5. To study recycling, reusing and other environmentally-conscience activities.

BACKGROUND INFORMATION

The link between what a child sees and what a child does is one of the strongest, most influential factors of development. This trend can be damaging in an unstable home, but it also gives educators a vital opportunity. Many students see teachers as much, if not more, than family members. Every moment a teacher shares with students is an invaluable chance to demonstrate the importance of kindness, courtesy, honesty and fairness. Everything that is done in the school environment sends a signal to students—how sports teams are chosen, how grades are judged, how adults speak to one another. By creating a caring environment that is safe, fair and enjoyable, schools can pick up where so many other segments of society have failed.

This video contains the tools needed to help students recognize and respect the goodness in others. It helps young people practice acts of virtue until these acts become daily habits.

BEFORE SHOWING

1. Discuss the meaning of the word *respect*.
2. Create a list of behaviors that show respect. Categorize these behaviors into three areas: Respecting Yourself, Respecting Others, and Respecting Your World.

DURING SHOWING

Discussion Items and Questions

1. Pause the video at the break section. Read the poem "The Pile That Jack Built." (See INSTRUCTIONAL GRAPHICS.) Answer these questions:
 - a. Name something that was in the pile that Jack built.
 - b. Who got lost in the pile?
 - c. How did Jack get rid of the pile?
 - d. Are there rules in your home about cleaning up? What are they?
 - e. Imagine that you don't follow any rules in your home. Describe what your room would look like after one year.
2. Name three locations that need our respect.
3. List some ways that people at home, at school and in town work hard for you.

AFTER SHOWING

Discussion Items and Questions

1. What should you do if you see:
 - a. A burglar entering your neighbor's home?
 - b. Someone writing graffiti on town property?
 - c. Someone throwing trash on the road?
 - d. An adult trying to kidnap a child?
2. Discuss the story of Iqbal. Answer these questions:
 - a. As a slave, what was he forced to do?
 - b. What happened when he tried to escape?
 - c. After Iqbal was rescued, he went to America and spoke about his life as a slave. What did the rug makers do when he returned from America?
 - d. To remember Iqbal's courage, his friends in America raised money in his name. How was the money used?
 - e. People of all ages can make a difference in the world if they are brave, thoughtful and hardworking. Can you think of something you can do to change the world?



Applications and Activities

1. Match pictures of people disrespecting school property with what happens after the disrespect. (See INSTRUCTIONAL GRAPHICS.)
2. Discuss recycling and creative ways to reuse items that are not biodegradable. Using plastic bottles, milk jugs, packaging materials, egg holders and other plastic items that normally will be thrown away, create ways to reuse the materials. Add paper, paint, yarn, and other items to produce a sculpture or picture, a bird feeder, a bank, or a flowerpot.
3. Plant a tree on the school grounds. Water, feed and monitor the tree's growth.
4. Pick up litter on the school grounds or at a park nearby. Use disposable gloves and do not touch broken glass or dangerous objects.
5. Create a bulletin board with pictures of individuals who are models of respect. Include a special section for names of classmates who have shown outstanding respectful behavior.

RELATED RESOURCES



Captioned Media Program

- Conservation #3594
- Earth Week: Seven Days to a Greener Planet #3027
- Keeping Your Community Clean #3365
- Respecting Others #8880
- Respecting Yourself #8882
- What's Respect? #3539



World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid-safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

• WHOOTIE OWL'S STORIES

<http://www.familyinternet.com/storygrowby/index.html>

• EXPLORERS' CLUB

<http://www.epa.gov/kids/>

INSTRUCTIONAL GRAPHICS

- THE PILE THAT JACK BUILT
- AFTER DISRESPECT

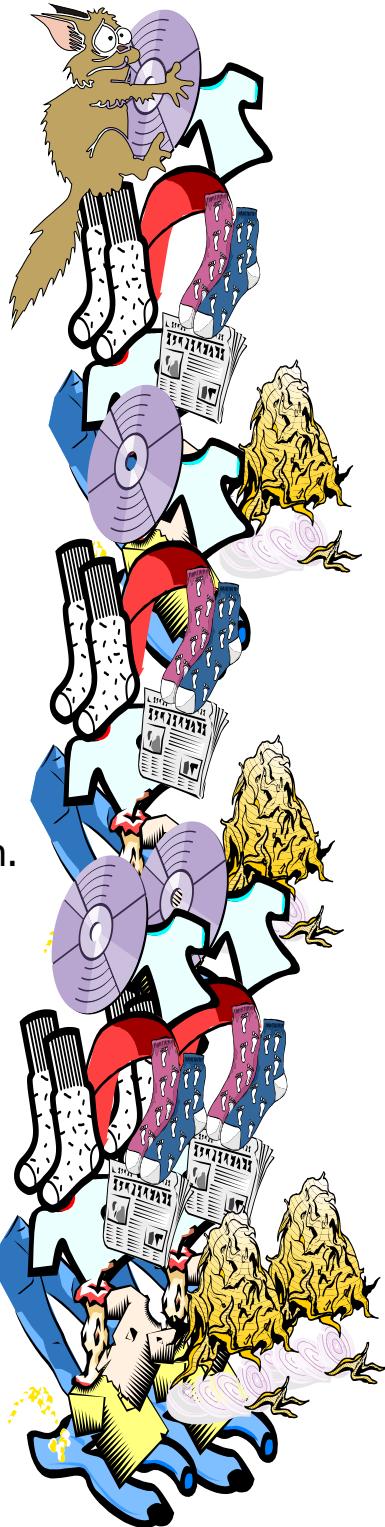
This Is the Pile That Jack Built

This is the pile that Jack built.
This is the shirt all covered with dirt
that started the pile that Jack built.
These are the socks that Jack wore in phys ed,
tossed on top of his shirt on the floor by his bed.
Which started the pile that Jack built.
This is a set of more dirty clothes.
Which don't exactly smell like a rose.
To add to his woes, Jack chose to dispose of them all
on the pile that Jack built.
These are some ratty old basketball shoes, a golf club,
a copy of yesterday's news.
A CD of B. B. King singing the blues,
a collection of hand-painted antique kazoos,
all on top of the pile that Jack built.
This is a piece of an old apple core,
and a half-eaten burger with onions galore,
left over from something like three weeks before.
Here's 15 banana peels, possibly more,
and some caramel corn from the Civil War,
all contributing to that pile on the floor,
that dirty old pile that Jack built.
This is the family cat named Lyle,
who wandered too close to that garbage pile.
He tried going to the height of a half a mile.
It swallowed him up like a crocodile.
He's been trapped in there for a good long while.



This Is the Pile That Jack Built

Jack could no longer live in denial,
his unsanitary and careless lifestyle
made the monstrous pile that Jack built.
This is the pile, see how much it's grown,
and how it has now got a life of its own,
and swallows up things like a Godzilla clone,
like an episode of an old Twilight Zone.
Jack now saw how wrong he was to postpone.
Cleaning his mess,
'cause trash left alone could be frightening.
As this poem has shown.
So he decided.
I now must atone
for the monstrous pile that Jack built.
This is the monster that Jack built.
This is the critter that started as litter,
the garbage monster that Jack built.
This is the pail and the mop and the broom.
And the 3-speed deluxe wet and dry vacuum.
The weapons that Jack used to clean up his room.
High over his head did the monster loom.
Right into its mouth Jack did zoom,
and cleaned and swept, and sprayed perfume,
and brought the monster to its doom.
And his normal kid life Jack did resume.
Except for the pile that Jack built.



Name _____ Date _____

After Disrespect

Directions: On the left, you'll see people disrespecting school stuff. On the right, you'll see what happened AFTER the disrespect. Match each person on the left with the AFTER picture on the right.



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