



Lesson 7: Respect Others

This lesson reinforces how important it is to respect other people.

Level: Intermediate and above (equivalent to CEF level B2 and above)

Time: 60 - 90 mins

How to use this lesson:

This lesson is designed to be done in class but exercises 5 and 6 can be done at home if time is limited.

Worksheet A

Begin by asking students to tell you what they understand by the word 'respect'. Prompt with questions if necessary. Elicit a variety of answers. Suggestions should include the idea that respecting somebody doesn't have to mean that we like them but that we should accept other people's opinions and rights (or any paraphrase of these ideas).

1. Number in order of importance

Use this ranking exercise as a starting point for an introductory discussion. Students should only need a minute or two to put the items in order. When they have finished, ask the class what they have at the top and the bottom of their lists and why. Point out that there are no right or wrong answers. Prompt further discussion with questions like:

- ▶ *What do you understand by 'respecting authority'?*
- ▶ *Is it more important to respect your parents or your teachers?*
- ▶ *Why is it important to respect authority?*
- ▶ *Why should we respect our community/the environment?*

2. Complete the sentences

This exercise introduces vocabulary that students can use when talking about respect. Allow 3-4 minutes for students to complete the sentences alone. After this time, they can compare their answers with a partner. Elicit the answers and give guidance, explaining the meanings of any words that caused problems.

Answers

- | | | |
|--------|----------------|--------|
| 1 pay | 4 deserve | 7 mark |
| 2 show | 5 regard | 8 lack |
| 3 earn | 6 discriminate | |

3. Tick those you agree with

Allow up to five minutes for students to tick the items and make notes. When they have finished, ask for several opinions from the class. Do not expand too much on the ideas mentioned here, however, as students will be using this information in the next exercise.

4. Preparation and presentation

Go through the items and check that students understand all the ideas. You might briefly elicit how they show a lack of respect (e.g. *Throwing litter in the street shows a lack of respect for authority, your community and the environment because...*). Tell students that they are going to prepare and give a presentation to the class. Put them in pairs and ask them to choose four items to talk about. Allow around five minutes for them to make notes. Encourage them to look back at exercises 1, 2 and 3 in this lesson for ideas. When they have finished, give them another 2-3 minutes to decide who is going to present which points. They should choose two points each. If students are not familiar with giving presentations, you could give them some example sentences, e.g.

- ▶ *I think that throwing litter in the street is terrible because it shows ...*
- ▶ *One result of this is ...*
- ▶ *People should stop and think about ...*
- ▶ *If you don't respect your environment or your community, then ...*

When students are ready, ask the first pair to give their presentation, taking it in turns to make their points. Repeat for the other pairs.



Lesson 7: Respect Others

Worksheet B

Exercises 5 and 6 can be done at home if you prefer. If done in class, students will need 15-20 minutes to complete the two tasks.

5. Read the text and answer the questions

For this exercise, students should work alone, at least initially. You may choose to tell them to compare notes with a partner after they have attempted the task by themselves.

Suggested answers

- 1 Your opponent is someone you play against but your enemy is someone you hate or you want to fight.
- 2 We have to be prepared to lose sometimes – it happens – but we should still respect the people we play against.
- 3 It is much less.
- 4 The rules of the game and the referee's decisions.
- 5 To highlight the need to avoid discrimination.

6. Find words and phrases

This exercise can be done in pairs if you prefer. Encourage students to use the context to check that they have found the correct answers.

Answers

- | | | |
|-----------------|--------------------|------------------------|
| 1 caught up | 5 severely | 9 discriminate against |
| 2 opponent | 6 rival, opposing | 10 participants |
| 3 pitch | 7 governing bodies | |
| 4 professionals | 8 referee | |

Round off the lesson by inviting comments from the class about the role of respect in sport. Don't just limit it to football as some students might feel excluded. Ask students to tell you about any personal experience they have had (maybe they have seen sportspeople behaving badly, for example) and what effect it had on them. Allow students to talk about aspects of respect that are not related to sport if it is something that they haven't had the chance to express. Some of the following questions may help prompt discussion:

- ▶ *What is an appropriate punishment for footballers who are violent on the pitch? Should they be banned? Fined? Imprisoned?*
- ▶ *Do you think professional sportspeople should set an example for their fans? Why / why not?*
- ▶ *How do you feel about people who do not support your favourite team? Is it the same for people who don't like the same music or clothes as you?*
- ▶ *How do you view people from a different culture? What can we learn from them?*
- ▶ *How does being respectful towards others benefit us?*



Lesson 7: Respect Others

Worksheet A

1. Number the following in order of how important you think they are, with number 1 as the most important.

Respect for:

- | | | |
|---|---|---|
| <input type="checkbox"/> your elders (the older generation) | <input type="checkbox"/> situations (e.g. formal occasions) | <input type="checkbox"/> people with different beliefs |
| <input type="checkbox"/> your community | <input type="checkbox"/> your parents | <input type="checkbox"/> people less fortunate than you |
| <input type="checkbox"/> the environment | <input type="checkbox"/> teachers and lecturers | |
| <input type="checkbox"/> authority | <input type="checkbox"/> opponents in sport | |

2. Complete the sentences using the words in the box.

deserve	earn	mark	regard
discriminate	lack	pay	show

- You should _____ attention when people talk to you. It's a sign of respect.
- It is important to _____ consideration towards others at all times.
- To become captain of the team you have to _____ the respect of your teammates.
- If you never respect others, then you don't _____ respect yourself.
- We should never _____ other people's opinions as unimportant – they have a right to believe what they want.
- If you _____ against people or groups, it shows you do not respect their views.
- As a _____ of respect for the popular actor, they named a street after him.
- His school report mentioned that his behaviour sometimes showed a _____ of respect for his teachers.

3. Tick the sentences in exercise 2 that you agree with. Make a note of some of your reasons.

e.g. 1 You should at least listen to the other person even if you don't agree.

4. The following examples show a lack of respect. Work with a partner and choose four items. Then make notes of how you feel about them, who or what is being disrespected, and what people could do to change their attitudes. You should use ideas from the exercises above.

- | | | |
|--------------------------------------|--|---|
| Throwing litter in the street | Ignoring the opinions of others | Being rude to parents or teachers |
| Sending text messages in class | Putting pressure on people to do what you want to do | Dominating or monopolising the conversation |
| Making fun of people or teasing them | Going along with prejudices | Cheating in a game or sport |
| | Drawing graffiti | |



Lesson 7: Respect Others

Worksheet B

5. Read the text and answer the questions in your own words.

Followers of football will have noticed the word 'respect' on players' shirts and around football pitches. This works as a gentle reminder to both players and fans that football is a game, not a war. Today's football matches are highly competitive and players are motivated to win. It would be easy to get caught up in the action of a game and to consider the opponent to be your enemy. However, when players shake hands before or after a match, it reminds us that, whatever happens on the pitch, these people are professionals, and losing is part of the game. Players whose behaviour is considered unacceptable are usually punished severely.

The players are also setting an example for their fans to follow. Just because someone supports a different team from you, it doesn't mean you have to hate that person. And if you lose a match, that shouldn't mean that you stop respecting your opponent. Unfortunately, in the past, fighting between rival fans was a frequent feature of football matches. Football's governing bodies have done a lot of work towards stopping this and, although it does happen sometimes, violence is now quite rare at matches.

Respect goes a lot further than the opposing players and fans at a football match. We should respect the rules of the game too, and that means respecting the referee's decisions. With players from different nations competing, respect is also needed so that we don't discriminate against people of a different colour or ethnic background. Neither is respect confined to football. All sports should encourage their participants to do their best, while continuing to respect the efforts of others.

1 What is the difference between your *opponent* and your *enemy*?

2 Why does the writer say 'losing is part of the game' near the end of the first paragraph?

3 How does the violence at today's football matches compare with the past?

4 Apart from the other team's players and their fans, what else should we respect, according to the writer?

5 Why does the writer mention 'different nations' in the last paragraph?

6. Find words or phrases in the passage that mean the following:

1 very involved (para 1) _____

2 the person you play against (para 1) _____

3 the place where football is played (para 1) _____

4 people who do a job for money (para 1) _____

5 strictly; heavily (para 1) _____

6 from a different team (two answers; para 2, para 3) _____

7 organisations (para 2) _____

8 the person who controls a football match (para 3) _____

9 treat differently, usually badly (para 3) _____

10 people who take part (para 3) _____