



Lesson 8: Self-awareness and respect

This lesson is about building self-awareness and encourages students to think about the importance of being respectful to others.

Level: Pre-intermediate +

Time: 60-90 mins

How to use this lesson:

This lesson can be done in class but if you are short of time, parts of the lesson can be done at home as a written exercise. Try to allow time in class for students to discuss the different exercises. This will give them useful practice with asking and answering questions, as well as an opportunity to use the lesson vocabulary.

Lead-in – 25 mins

Speaking

Copy the A4 sheet of 12 images (see attached) or project onto the whiteboard. All of these are associated with respect. Ask the students to discuss in groups:

- ▶ Why are some of the pictures people and some things?
- ▶ Are all the photos of people who are working?
- ▶ What three gestures can you see (rubbing noses, shaking hands, bowing)
- ▶ Why do people do these gestures?
- ▶ What do you think the crown represents?

Write the word RESPECT in the middle of the white board. (*If possible with an audio extract from Aretha Franklin's Respect to set the scene*). Encourage students to shout out words and phrases they associate with this word. Encourage all answers and write them all up. Engage whole class in discussion afterwards about why these words and reasons – you should end up with a good list of ideas and thoughts. Take this time to explain any new vocabulary or phrases that come up.

Task – 20 mins (this activity can be done for homework)

1. Split students into pairs and ask them to come up with ideas of **how** to be respectful to others. Encourage them to think of practical ways using some of the input from the previous discussion or examples.
2. Next, get pairs to go into groups of 4 or 6 and share some of their ideas. Each group then picks 3 to share with the whole class.

Story based mutual respect exercise – 40-60 mins

This is a three-stage exercise followed by a discussion. It is designed to encourage a lot of speaking. It helps if you can demonstrate each stage first with a more confident student.

Stage 1: In revolving pairs: I feel respected when... – 3 mins

If there is space in the room and ask everyone to stand up and pair off. Ask students to imagine they are being interviewed on the street by a roving reporter, after introducing themselves (as if they don't know each other), each person in the pair completes the sentence "I feel respected when...".

Once both people have completed the sentence and acknowledged each other without discussion they each turn and find another person to pair with and do the exercise again. It does not matter whether people offer the same ending to the sentence each time or change it. Let students pair up 4 or 5 times depending on group size.

For younger, less confident students ask them to imagine they are one of the people shown in the images at the start (an old person, a nurse, a fireman etc.)



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Stage 2: in pairs or triads – 6-10 mins

One at a time each person in the pair tells a brief story about a time when they felt respected, or saw respect offered to someone else. While listening, their partner writes down (lists) what made the person in the story feel respected, and what happened when, or emerged because that person felt respected.

Depending on student numbers have pairs mine their stories either to the whole class or put 5 - 6 pairs into groups.

Discuss: what the group is hearing,
 what the group is seeing,
 what creating mutual respect nurtures.

Next discuss how to nurture mutual respect. Link back to earlier discussions or example from the first exercise.

Option: some students may find it helpful to consider if the respect was earned, deserved, gained, commanded, valued etc.

Stage 3: in full group – 30-40 mins (this can be set for homework and reviewed at the start of the next lesson if needed)

Ask the students to give their ideas/answers, popcorn style, to the following questions:

- A. What makes us feel respected?
- B. What happens or emerges when we feel respected?

You can also invite participants to list

- C. What makes us feel disrespected?
- D. What happens/emerges when we do not feel respected?
- E. What can be done to change disrespect into respect?



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1. As a group discuss:

- ▶ Why are some of the pictures people and some things?
- ▶ Are all the photos of people who are working?
- ▶ What three gestures can you see?
- ▶ Why do people do these gestures?
- ▶ What do you think the crown represents?

2. Words and Phrases:

Stage 2:

Notes:

What did you hear?	What did you see?

Stage 3:

- A. What makes us feel respected?
- B. What happens when we feel respected?
- C. What makes us feel disrespected?
- D. What happens/emerges when we do not feel respected?
- E. What can be done to change disrespect into respect?