

FAIRNESS AND RESPECT

Objectives: *To broaden understanding of another's viewpoint and experience; to clarify attitudes; to develop and be able to justify personal opinion*

Key Words: *similar, situation, respect*

QUOTATION/THEME FOR THE WEEK

I WILL TREAT OTHERS AND MYSELF WITH COMPLETE RESPECT



Discuss what this means and why it is important to include yourself.

SILENT SITTING

Step 1 *(See page 40 of the introduction)*

Steps 2, 4, *(optional)*

Step 5: Reflect on a time when you have had a disagreement with a brother, or a sister or a friend ...

How did you feel?

What did you do?

Was there a better way you could have acted?

Step 6.

STORY TELLING

A BROADER VIEW

by Tessa Hillman

When I was nine years old, I lived with my father, mother, brother and sister. Now my brother, Sam, was younger than me and he used to give me a lot of trouble. Sometimes he would want to play with me when I wanted to be alone.

Sometimes he would not play with me when I wanted him to. At other times he would take away my favourite toys when I wanted them and he would hide them from me.



He could be a real pain to me. He would never try to understand how I was feeling. He always wanted to do exactly what he wanted and not what I wanted. Sometimes I would get so cross that I would tell mother that I wished I did not have a brother who always wanted to spoil my games.

“Robert,” she would say. “Remember everyone is similar inside and others feel things as well as you. Look at things from Sam’s point of view. Then you will realise that you are both similar to each other. Sometimes he wants to play and you don’t, and at other times he does not want to play and you do. And when you ask him to play and he refuses, perhaps he wants to play by himself, just as you sometimes do. Isn’t that so? And when both of you are playing happily together, sharing your toys and your games, you are very glad you have a brother, aren’t you?”

I used to stop and think when mother said this sort of thing to me and I realised that she was right. I was not looking at the whole situation. I was only looking at it from my side. I knew I had to try to look at things from the other person’s point of view to see if I was really being fair, to see if I was really trying to be truthful.

My mother then said, “Robert, the truth of a situation is often bigger than we at first see. We have to see all sides to understand it. We have to see both sides of the argument. Do you understand what I’m trying to tell you?”

I had thought for a moment, then smiled and nodded.

QUESTIONS:

1. What name shall we give this story?
2. Why did Robert sometimes get cross with his little brother?
3. Why is it important to look at all sides of a situation?
4. What did you feel when you heard this story?
5. Does it remind you of anything in your own life?
6. What does this story mean to you?
7. What are some things you can do to help keep cool when you feel angry?

Drink a glass of cold water

Walk away from the place where you feel angry

Go and lie down

Sing a happy song

Look at your face in a mirror

GROUP SINGING

I RESPECT THE THINGS YOU SAY

(music and lyrics by Stuart Jones and Nicky Gilbert)

I respect the things you say;
I respect what you think and do.
It doesn't matter any way
If I think differently from you.
You are a person just like me,
You are a person I accept.
Whatever feelings there may be,
We'll treat each other with respect.

(Repeat x 2)

We'll treat each other with respect.

(Repeat x 2)

GROUP ACTIVITY

Ask the children to form single gender groups of 3 or 4 to discuss:

1. *Times when I have been treated with respect by:*
 - a) *boys of my own age*
 - b) *girls of my own age*
 - c) *men*
 - d) *women*

2. *Times when I have not been treated with respect by:*

- a) boys of my own age*
- b) girls of my own age*
- c) men*
- d) women*

3. Join with an opposite gender group to share instances.

Extension exercise/Links to Other Subjects: As a class look at different types of situations that may exist for individuals, families and people in society and the different agencies and avenues where they could get help/support.

The teacher could extend this research to a specific aspect, e.g. if the children see a programme/advert on the television, which they do not think is very nice, they can, with their parents, write to the Independent Television Commission (ITC) and complain.