

Topic: RESPECT

Objective: To encourage understanding that everyone's actions make a difference to the community as a whole.

Discerning between what is/isn't worthy of respect.

Consideration for others and recognising their individual conscience.

Listening to the views of others. Valuing others.

Appreciation that others' convictions are often deeply felt.

Recognising the rights of others to hold their own views.

Recognising the needs and concerns of others.

Lincoln / human rights and slavery.

Curriculum Links: Citizenship, Drama, English, History, Music, PSHE, RE

Key words: sluiced

Materials needed:

- The Manual or copy of lesson plan
- Page 37 of the Introduction Manual
- CD player
- CD with music for silent sitting
- CD with music for the song
- Pages of the drama for 6 pupils

QUOTATION/THEME FOR THE WEEK



LOVE IN ACTION IS RIGHT CONDUCT

Sathya Sai

How might we know when our action is right conduct, or wrong conduct?

What has love or caring to do with right conduct?

Do you always think before you act?

How do you feel when you hurt others?

Do you know what it means to put yourself in another person's shoes?

SILENT SITTING

Step 1 (*See page 36 of the Introduction Manual*).

Steps 2, 4 (*Optional*).

Step 5: Think of a time when someone did something for you that made you feel loved and cherished ... And another time ... And another ...

Imagine yourself surrounded by a warm pink light...

Sink into it and feel its warmth, nourishment and safety ...

Feel how valuable you are .. Know that you are worth looking after ...

Step 6.

DRAMA

ABRAHAM LINCOLN

The scene is set in the USA in the 19th century

Characters: *Narrator*
 President Abraham Lincoln
 First Friend
 Second Friend
 Drunken man
 Mrs. Lincoln



Narrator: Abraham Lincoln became the President of the United States of America in 1861. Many instances in his life bear witness to his kind heart, tolerance of others and love of truth and justice. His long, hard fight to have slavery abolished had only been resolved by civil war in 1861-65. As a child, young Abraham helped anyone who was in need. And when he became president, it was not only big issues he fought for. Once, during his term of office, he was out with his friends for a walk.

President Lincoln: Well, it's good to get out in the fresh air and stretch your legs, but I must be on my way home now.

First Friend: Look, Abe, there's a horse with a saddle on it. No sign of the rider.

President Lincoln: Does anyone know whose horse that is?

Second Friend: I think I know whose it is. But I heard he drinks a lot. He must have fallen off somewhere along the road.

President Lincoln: We'd better go and search for him then. He must be in trouble.

First Friend: Oh, come on, Abe. We've got better things to do! It's getting dark and we're in a hurry. Come on. We're already late. Let the drunkard learn his lesson.

Second Friend: I agree. We've gotta go. *(Turn away quickly)*

President Lincoln: I can't join you. *(He strides off in the direction from which the horse had come)* Please excuse me. I feel that man may need some help. If he's fallen, he may be injured.

Narrator: As his friends walked home, Abraham caught the horse's reins and led it back along the road, looking out for its erstwhile rider. After walking some distance, he saw a man sprawled unconscious on the roadside. With some difficulty Abraham lifted him on to the horse's back and took the man home with him.

Mrs. Lincoln: Why have you brought that drunk here. You make me so angry. If he's ill, it's his own fault and he might be sick in the house.

President Lincoln: I know, but I can't leave a man in that condition. I'll look after him myself and clear up any mess he makes. He may be drunk. He may be weak and foolish getting himself like that, but he still needs help. He would not have been safe lying out on the road. It is my duty to help him. I wouldn't feel right about it if I didn't.

Narrator: Abraham took the drunken man to the washroom and went to fetch a bucket of water and sluiced him down. When he was conscious, Abraham got him something to eat before seeing him safely on his way.

QUESTIONS: *Support answers to questions 2 to 4 with evidence from the text.*

1. What name would you give this story?
2. Why was Lincoln loved so much by his countrymen?
3. Why was Abraham's family angry when he brought the man home?
4. Contrast and compare this story to that of the Good Samaritan (Book 2 lesson 8, or St. Luke chapter 10).
5. Have you ever helped a person in trouble?
If so, what was your experience?
6. In what ways do you show respect?
7. What is the difference between being polite to someone you respect and not being rude to someone whom you fear?
8. How did you feel when you heard the story?
9. Does it remind you of anything in your own life?

Key words: Look up any of the words in the dictionary that you have not understood and make sure you understand them and can spell them.

GROUP ACTIVITY

Discuss the importance of confidentiality in a class when we are sharing personal aspects of ourselves.

1. **Brainstorm** ways in which teenagers can act in caring ways towards:
 - i) *self*
 - ii) *other young people*
 - iii) *family*
 - iv) *community*
 - v) *overseas visitors*

2. **Investigate** what changes to democracy did Lincoln bring about and how?

3. **Discuss as a class:**

Being able to help others makes them feel loved and valuable. It also makes us realise we are lovable and valuable. Knowing our own good qualities leads to self-respect. When we respect ourselves, we can respect other people. We feel confident which makes it easier to help others, as well as ourselves. When we give others respect, we will receive respect because to know one's worth and the worth of others is how we earn respect. Everyone in the world has the right to live with respect and dignity, including myself.

Then ask:

1. How do you know if someone has self respect?
2. How do people show respect to others?
3. How do you know when someone is being disrespectful?
What do they do?
4. How do you feel when someone is disrespectful?

(This exercise is from 'Living Values' - An Educational Initiative partnership between UNICEF (Spain) and the Brahma Kumaris)

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 anyway
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.

Extension:

Research Lincoln's role in supporting the Human Rights of slaves for a class discussion.

Citizenship Link:

Unit 3 Human Rights Unit 4 Britain - a diverse society.

Programme of study 1a: rights and responsibilities underpinning society.

1b: the need for mutual respect and understanding.

English Link: Spelling 7: Spelling key words; Vocabulary 15: use a dictionary; Stylistic conventions 13a: Information, use of present tense and third person. Drama 15: develop drama techniques.

History Link:

PSHE Link: 1 developing responsibility. Taking responsibility for our actions. 2b how to keep healthy and what influences health.

RE Link: Individual responsibility, love of neighbour.