

# R-E-S-P-E-C-T!

## Respecting others

Target competency	Use prosocial behaviours
Cross-curricular competencies (QEP)	<ul style="list-style-type: none"> <li>Communicate appropriately</li> </ul>
General objectives	<ul style="list-style-type: none"> <li>Learn different ways to respect others and their environment</li> <li>Understand that one's words and actions can affect others</li> </ul>



## REVIEW OF THE PREVIOUS WORKSHOP

In the last workshop, we talked about situations where you might need help and the people who can help you. Do you remember the challenge I gave you? Tell me how it went.

\* The challenge was to ask someone you trusted for help when you needed it.

## THE ADVENTURES OF LEO AND CHARLIE

After calling for help over the radio, Leo and Charlie have fun while they wait for a reply. Fortunately, an answer comes quickly: "Hello, we have received your message. Unfortunately, because it's getting dark, we can't send another bus to pick you up. You'll have to spend the night in the cabin. There's canned food for you in the pantry. Under the stairs, you'll find wood to light a fire to keep you warm. We'll send you another message tomorrow. Good night." Charlie is very excited about spending the night in the cabin: "WOW, what an adventure!" she says. But Leo's a little worried. He saw some spider webs and he doesn't like those eight-legged creatures at all.

Their teacher, Ms. Marie says: "I know that was unexpected, but there's nothing to worry about. We've got everything we need here for a good night's sleep before going on to Camp OFF-TRAIL tomorrow. To make sure everyone feels at home in the cabin, we're going to do a big clean-up. Please try hard to be respectful to each other, so that we have a nice night. Alright! Let's move it!"

Charlie decides to clean up the cobwebs that Leo hates so much. It's the mouse droppings that bother Charlie. Gross! To help Charlie, Leo decides to clean up the mouse poop. The other students also take part in the big clean-up.

Everything is going well... until Charlie accidentally steps on Mathias's foot. "Ouch!" Mathias is furious with Charlie...

## DID YOU KNOW?

From preschool age onwards, students increasingly understand the notion of respect and relationships. They tend more to put themselves in the other person's shoes. They understand better the importance of listening when others speak, and are increasingly able to detect other people's emotions and needs.







By implementing certain strategies in the classroom, such as non-violent communication and mindfulness, you can guide students toward increasingly autonomous conflict resolution and the adoption of positive group behaviours. As a result, they'll be better able to choose to express their emotions and opinions in a respectful, healthy way that limits the impact on others and on the classroom climate. They are also more likely to be kind and positive toward their peers.

If you want to introduce non-violent communication in the classroom, remember that it's based on the following 4 steps:

- Observation: focus on the facts and set perceptions aside.
- Emotions: identify those that emerge from the situation by asking "What am I feeling right now?"
- Needs: identify what's missing to make the situation satisfying for you.
- Ask: clearly and sympathetically ask the person concerned what they need.

(Encyclopédie sur le développement des jeunes enfants, 2015; Institut Pacifique, 2016; Morin & Berrigan, 2019; Naître et grandir, 2020; Passeport santé, 2018)

## INSTRUCTIONS<sup>1</sup>

1. Before completing the activity, be sure to print out both the *Charlie, I Respect You* and *Charlie, I Don't Respect You* teaching aids, below.
2. Ask students how they would feel if they were in Mathias's shoes, after someone stepped on his foot. How would they react? Ask some of the students to contribute answers.  9
3. Explain to the students that in this kind of situation, they can choose to respond in different ways.
4. Tell the students that you are now going to show how badly you treat the *Charlie, I don't respect you* sheet and crumple it up in front of the class, telling them that you're angry with her, that she's mean, that she stepped on your foot, that she didn't pay attention, that she's not your friend anymore, etc. Explain that these are rock words (they're rough and they hurt people).  10
5. Tell the students that you're going to show how gently you treat the *Charlie, I respect you* card and say a few kind words. For example: I forgive you Charlie, you're kind, you're funny, you're helpful, you're generous, you're unique, you have good ideas, I love laughing with you, thanks for sharing with me, etc. Explain that these are feather words (they're gentle and they make people feel good).  11
6. Show them the two cards and ask them what they observe:
  - How does Charlie look in the *Charlie, I respect you* picture?
  - How does Charlie look in the *Charlie, I don't respect you* picture? 12
7. Complement their answer(s) by explaining that the Charlie who was spoken the kind word to is smooth and pretty, while the Charlie that was spoken to with nasty words became crumpled and damaged. Conclude the story by explaining that, fortunately, the student who had his foot stepped on is no longer angry. He chose to use the gentle, kind words. Mathias forgave Charlie. She's relieved. She apologized to Mathias herself, and everyone had a good night's sleep in the little cabin.  13
8. Ask the students to stand in a circle and play a game to practice saying feather words. Give a few examples of kind words before starting the game. Use a light blanket held by the students and place a few feathers in the centre. In turn, each student passes under the blanket and the others say kind words while gently shaking it.  14

<sup>1</sup> Adapted from an activity by Danie Beaulieu, Ph.D., *Académie Impact*

## CHALLENGE

Suggest the following challenge:

- Before the next OFF-TRAIL workshop, say something nice to three other students.

## ENABLING REINVESTMENT

On a day-to-day basis, in the classroom, try to implement strategies that encourage positive interactions by, for example, emphasizing cooperation rather than competition. You can refer to this bank of games: <https://www.splashlearn.com/blog/what-is-cooperative-play/> for inspiration. You can also try pairing students with different strengths and mixing boys and girls in team games.

(Honig & Wittmer, 1996)

You can also reuse the terms “feather word” and “rock word” with students to foster their understanding using everyday examples.

## READING SUGGESTIONS

- Jadoul, E. (2006). *Just a Little Bit*. Zero to Ten Publishing.
- McCloud, C. (2007). *Have You Filled a Bucket Today? A Guide to Daily Happiness for Kids*. Ferne Press.
- Miller, P.Z. (2018). *Be Kind*. First Second.
- Neal, K.J. (2019). *Words And Your Heart!* Feiwel & Friends.



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TEACHING AID TO PRINT  
Charlie, I respect you



TEACHING AID TO PRINT  
Charlie, I don't respect you

