

UNIT 5: RESPECTING OTHERS AND YOURSELF



INTRODUCTION

Respecting Others and Yourself is the fifth unit in the *Habits of Work* curriculum, and the second unit in part three, *Keeping Your Job*. The pick-and-choose lesson activities are designed to suit the needs and interests of your students. See Appendix A in *Keeping Your Job* for a short summary of the full curriculum.

LEARNING OUTCOMES

Students will be able to:

1. Explain the importance of respect for others and respect for authority.
2. Explain the importance of self-respect.
3. Engage in appropriate conversation topics at the workplace.
4. Develop a healthy work friendship.

BACKGROUND INFORMATION FOR INSTRUCTOR

Respect is the overall esteem you feel toward a person. You can also feel respect for a specific quality of a person. For example, you might not like your boss, but you can respect his or her honesty.

Respect for authority is an acknowledgement that the person in authority may have a wider perspective, more knowledge, or more pressing deadlines, or may be responsible for executing a complex plan that depends on everyone doing their part well and on time.

Self-respect is “I am worthy; I matter,” and therefore, you have the confidence to stand behind what you say and value yourself enough to care for your spirit and body. Self-respect and respect go hand-in-hand; you realize that other people’s agendas are as important to them as your particular agenda is to you.

Conversation comes easily to some of us and not to others. Easy conversation stems from an interest in and curiosity about the other person, about what he or she is doing, and/or about a shared interest. When you are a new employee, it is more appropriate to focus less on the person, and more on what the person is doing or a shared interest. This guideline will help keep students from inadvertently violating a coworker’s sense of privacy.



Privacy varies tremendously from person to person, based on unique combinations of factors such as personality, culture, age, gender, workplace, and more. Comments about a person's appearance should be avoided, as they can be considered harassment.

See the readings below for some interesting thoughts on work friendships.

Readings

On conversation: <http://www.whatithinkabout.com/conversation-skills-tips-how-to-have-a-good-conversation/>

Interesting overview on what swearing is, why people swear, how the brain processes it: people.howstuffworks.com/swearing.htm

Why work friendships matter: blogs.hbr.org/bregman/2010/07/why-friends-matter-at-work-and.html

Other Resources

Social articles are like social stories, but written for older students and adults with autism. Rather than a story, the strategy is to write a news article: www.thegraycenter.org/social-stories/what-are-social-stories

Baker, J. (2006). *The Social Skills Picture Book for High School and Beyond*. Arlington, Texas: Future Horizons, Inc. Photographs show right (and wrong) ways to interact in different social situations. Clear captions and an attractive layout are intriguing to students at all levels of social skills. It's a particularly good resource for the conversation lesson.

Miles, B. S., Trautman, M. & Schelvan, R. (2004). *The Hidden Curriculum: Practical Solutions for Understanding Unstated Rules in Social Situations*. Shawnee Mission, KS: Autism Asperger Publishing Co. This is a good introductory resource for identifying and teasing out the inferred messages and learning for students who struggle with social skills.

UNIT PREPARATION CONSIDERATIONS

Tasks

 There are several workplace activities that involve interviewing people at the workplace. As the questions are more personal, talk with the workplace supervisor about the intent of the lesson and ask the supervisor to suggest good people to interview.

If you want to provide more detailed starter questions and ideas for some of the journal activities, the student materials portion of this lesson plan, "The Value of Respect," may be useful: http://www.peacefulsolution.org/curriculum/products/sample_lessons.html#Intermediate Respect Lesson



Prior Knowledge

You may need to preteach some of these concepts depending on the lessons and activities you select:

- chain of command
- boundaries
- prejudice (especially race and sexual preference)
- body language

SUMMATIVE ASSESSMENT IDEAS

Following are ideas for a summative assessment for this unit:

1. Draw two cartoon strips or create two brief scripts – one that illustrates respect/self-respect at work and one that doesn't. Share them with the class (learning outcomes 1, 2).
2. Draw a cartoon strip that shows people having an appropriate conversation at a workplace (learning outcomes 3, 4).
3. Make a Top 10 Tips list for maintaining healthy work relationships, including your supervisor, coworkers, and work friends (learning outcomes 1, 2, 3, 4).
4. Cut/Take Two skits. Start an improv skit about a situation where people are not demonstrating respect. Call "Freeze" and ask for volunteers to jump in and replace the current actors, taking the skit in a different direction. Call "Freeze" again and have a new crew jump in and again switch the direction of the skit (either good or bad). Continue as desired (learning outcomes 1, 2, 3).

UNIT KICKOFF



Watch this 1:40-minute video, "Ray Calls for Respect," about disrespectful parent at a soccer game: www.youtube.com/watch?v=eZ2ZRfSsLY. Use it to start a discussion about where in their lives students have felt, given, and witnessed respect.



Watch the first 2:46 minutes of this 24:09 minute video, "Sheena Iyengar on The Art of Choosing," during which the speaker recounts the story of trying to order green tea with sugar in Japan: www.ted.com/talks/sheena_iyengar_on_the_art_of_choosing.html. Use it to start a discussion about how culture affects what is perceived as respectful. If you need to give some background on the importance of tea in Japan, this lesson plan will be helpful: www.pardeehome.org/TeaCulture_Module.pdf



LESSONS

This unit is divided into the following lessons. The lessons contain choices for activities and are organized into an instructional sequence around a workplace assignment.

1. Respect
2. Self-respect
3. Conversation
4. Work friendships

Lessons	Instructional Sequence	Activities
I. Respect	Introduction – individual	 Journal. Write an entry about a person you respect. How do you treat him or her? How does that person treat you? How do you feel when someone treats you with respect?
		 Journal. Look at this chart, “We Don’t Feel Respected When ...” at: http://eqi.org/we_dont_feel_respected_whe_n.htm . Think of a time you did one of these things to another person. If you could do it over again, how could you change your response to show respect?
		 Watch this 1:29-minute video, “Work Scenarios With Coworkers,” www.youtube.com/watch?v=IkOn8vWA4fU , that plays a scene two ways – one that works and one that doesn’t. Write a journal entry about the differences you see in the two scenarios. How does the late employee show respect? What happens to the irate employee when the late one shows respect?
	Introduction – classroom	 Invite a guidance counselor to lead a workshop on respect. Include a discussion of what disrespect looks, sounds, and feels like.
		 Watch this 8:18-minute video, “Use Another Word,” www.youtube.com/watch?v=GM-nWXzIYHo , about a successful student campaign to reduce hurtful language in their high school. Discussion. Have you ever been



Lessons	Instructional Sequence	Activities
<p><i>Respect, continued</i></p>		<p>hurt by someone’s words, even though they didn’t mean to hurt you? Could you do something similar in your class or school? Make a classroom list of words to substitute for hurtful ones.</p>
		<p>Discuss chain of command and why it’s important in certain situations. Why do we respect authority? Are there times it’s better not to respect authority?</p>
		<p>Disconnects. Brainstorm a list of respectful and disrespectful phrases. Put them on cards and have volunteers deliver the phrases to the class using a mismatch between words and tone of voice and body language. Discuss the impact of body language on what is communicated. How can interpretation skew perceptions and responses?</p>
	<p>Workplace activity</p>	<p> Ask your supervisor and a coworker what behaviors demonstrate respect for others at your workplace. Make a mental list of these behaviors.</p>
		<p> Ask your supervisor if there is a chain of command at your workplace. How do people know what the chain of command is? How do they use it? Is it ever appropriate to ignore it?</p>
	<p>Follow-up – individual</p>	<p> Journal. Make yourself a respect report card. First generate a list of phrases that represent respect. Then select the phrases that represent you showing respect at work, with your friends, grandparents, or siblings. Are there any relationships where you would like to show more respect?</p>
	<p>Follow-up – classroom</p>	<p>Grammy awards. List all the respectful behaviors identified during the workplace activities. Discuss them and award blue ribbons to the three most important behaviors.</p>
<p>2. Self-Respect</p>	<p>Introduction – individual</p>	<p> Journal. Take a look at this drawing about self-respect at: pramoddoke.files.wordpress.com/2010/08/me-my-self-respect.jpg. Think about the different</p>



Lessons	Instructional Sequence	Activities
Self-respect, continued		<p>aspects of you: thoughts, feelings, social skills, body traits, abilities, values, actions. Then write an entry describing at least one thing you respect about yourself in each of those aspects. Are there aspects of yourself that you value more than others?</p>
		<p> Journal. Survey others about what they respect about you. Write a journal entry about why you do or do not respect the same things in yourself.</p>
		<p>Word splash. Create a word splash with words that represent the self-respect you have for yourself.</p>
	Introduction – classroom	<p>Use the words from the word splash (see above) to build a class poem, starting each line with “I respect myself for ...”</p>
		<p>Character analysis. In small groups, choose a popular book, movie, or TV show and analyze the characters for their amount of self-respect. Give the character pluses, minuses, and questions for things you’re not sure about. Share your findings and your reasons with the rest of the class. This could be an interdisciplinary activity with an English class, where your students use a book that the English class is reading.</p>
	Workplace activity	<p> Explain to your supervisor that you are studying respect. Ask how he or she can tell which employees have good self-respect (e.g., what those people say or do that reveals it).</p>
		<p> Ask three people what they respect about themselves in the workplace.</p>
	Follow-up – individual	<p> Journal. Based on what you learned at your workplace, add to your list of things you respect about yourself. Are there qualities you could improve to increase your self-respect?</p>
		<p>Acrostic poem. Write out your name. For each letter of your name write a statement about self-respect.</p>
		<p> Journal. Based on what your supervisor</p>



Lessons	Instructional Sequence	Activities
<p><i>Self-respect, continued</i></p>		<p>told you about how he or she knows when employees have good self-respect, what do you think your workplace behaviors say about your self-respect? On a scale from one to five, how much self-respect do you demonstrate at work?</p>
	<p>Follow-up – classroom</p>	<p>Skits. Take a typical minor work issue and act it out two ways – one with good self-respect and one with no self-respect. As a class, discuss how good self-respect makes you a better employee.</p>
		<p>Alphabet summary. Each student is assigned a different letter of the alphabet and thinks of a word or phrase starting with that letter that is related to self-respect. Share your ideas.</p>
<p>3. Conversation</p>	<p>Introduction – individual</p>	<p> Journal. Notice how you speak differently with friends, teachers, and classmates. Write a journal entry about what you observed and any theories about why the differences exist.</p>
		<p>Track your swearing for a day. Note the number of times, where you are, who you are with, what your mood is. Are you angry, being funny, anxious?</p>
		<p>Scan the news daily for a week. At the end, write down some local and national events. Write a journal entry about the events you might mention at work and why it would show you are curious and interested in the world beyond yourself.</p>
	<p>Introduction – classroom</p>	<p>Classroom challenge. Can you go a day without swearing? Help each other meet the challenge. Each student keeps a tally chart. The next day talk about where it was easy and where it was difficult not to swear. What was the feeling behind the swearing: defense, humor, anxiety, anger? Highlight to students that it's never appropriate to swear during a job interview.</p>



Lessons	Instructional Sequence	Activities
<p><i>Conversation, continued</i></p>		<p>Make a classroom list of words to substitute for swear words in different situations.</p>
	<p>Discuss why people avoid discussing politics and religion at work. Help students to better understand personal and professional conversations at the workplace.</p>	
	<p>Conversation cards. Create cards of appropriate and inappropriate conversations in the workplace. Have students identify which are which and explain their reasoning.</p>	
	<p>Dyad conversations. With the whole class, review some of the suggestions at this website: www.happiness-project.com/happiness_project/2009/05/seven-tips-for-making-good-conversation-with-a-stranger.html. Assign different techniques to each dyad and have them practice conversations for three to five minutes. As a class, discuss how the conversations went.</p>	
	<p>Workplace activity</p>	<p>Have a 10-minute conversation about a neutral topic: sports, hobbies, weather. Make sure that you allow input from the other people involved, instead of delivering a monologue on a topic of interest to you.</p>
	<p> Ask your supervisor what to do if someone brings up an inappropriate conversation at the workplace.</p>	
	<p>Mental notes. Listen for words people use instead of swearing.</p>	
	<p>Mental notes. Observe how employees speak to coworkers. Observe how they speak to customers. What is their tone of voice? Do they use different kinds of words?</p>	
	<p>Follow-up – individual</p>	<p> Journal. Make a list of conversation topics to avoid at work. Make a second list of conversation starters you might use instead. Make a third list of things you could say to steer a conversation away from politics or religion.</p>
	<p> Journal. What was it like to hold an</p>	



Lessons	Instructional Sequence	Activities
<p><i>Conversation, continued</i></p>	<p>Follow-up – classroom</p>	<p>intentional conversation at your workplace?</p> <p>Blow the horn. As a class, develop a set of workplace language and conversation rules. Students work in groups and create a workplace role-play that goes in and out of following the rules. Students in the audience “blow the horn” when a conversation rule is broken. Students explain why they think the rule was broken and what they could do differently. They rewind to the place in the role-play when the rule was broken and fix it. Share observations of conversations students observed at their work sites. Students are asked to present what they still question about workplace conversations they observed.</p>
		<p>Facebook conversations. Speculate why people will say things to each other online they would not say face-to-face. What is different about an online conversation? Also, how can people be more conscious that employers, coworkers, and customers may see what they post?</p>
<p>4. Workplace friendships</p>	<p>Introduction – individual</p>	<p> Journal. Read this short article on work friendships: http://www.psychologytoday.com/blog/office-diaries/201005/friendships-work-can-work-if. In your journal write three guidelines for yourself about making a friend at work.</p>
	<p>Introduction – classroom</p>	<p>Teacher provides a walkthrough of A Day In the Life of Someone. The teacher walks through the day as this someone goes in and out of interactions with different people in his or her life. Students note how this someone shows friendship in different environments (home, store, workplace).</p>
		<p>Venn diagram. Create a Venn diagram to compare and contrast work and personal friendships (e.g., polite/informal, touch/no touch, during work hours/weekends, work parties/family parties).</p>
	<p>Workplace activity</p>	<p> Ask your supervisor about company guidelines on work friendships.</p> <p> Ask your supervisor about the difference</p>



Lessons	Instructional Sequence	Activities
<p><i>Workplace friendships, continued</i></p>		<p>between personal friendships and work friendships. Does your supervisor have suggestions for managing work friendships?</p>
		<p>Through observation and listening, study relationships at work. Are conversations just work-related? Do people hang out after work? How big are people’s personal space bubbles?</p>
	<p>Follow-up – individual</p>	<p> Journal. How might you know if you cross a line at the workplace and engage in inappropriate behavior with regard to work friendships? How would you correct things?</p>
		<p> Journal. Create a true/false quiz for your class on workplace friendships.</p>
		<p> Journal. Make a list of 10 things you learned about work friendships.</p>
	<p>Follow-up – classroom</p>	<p>Share observations about work site relationships. How were relationships similar and different in the different work places? Brochure. Make a brochure about healthy work friendships. Include rules for what to do, a list of inappropriate behaviors to avoid, and clues about what inappropriate may sound, feel, or look like.</p>
		<p>Have students take each other’s true/false quiz (see above) and discuss answers.</p>
	<p>Cut/take two. Make cards of corrections to get a friendship (or conversation) back on track. Start a role-play with people doing the wrong things for workplace friendships. Cut. Do it over again experimenting with some of the corrections.</p>	

CONNECTIONS TO NH CAREER DEVELOPMENT FRAMEWORK

The NH Career Development Curriculum Framework (October 2006) establishes seven curriculum standards “that define what New Hampshire students should know and be able to do relative to career development” at the end of grades four, eight, 10, and 12. Listed below are the End of Grade 10 and End of Grade 12 proficiency standards addressed in this unit, some



more intensely than others. *Habits of Work* provides practice toward these standards. Student competence will depend on the activities you choose and the depth of student practice. You may need to develop individual activities in order for students to achieve competence.

End of Grade 10

- 1.1 Access information from multiple sources and information-retrieval systems.
- 1.3 Demonstrate the ability to summarize ideas and information.
- 1.4 Demonstrate the ability to use a variety of organizational structures such as cause-and-effect patterns, paraphrasing, and charts and graphs to communicate ideas and information.
- 1.5 Demonstrate the ability to effectively and logically support individual ideas.
- 2.2 Identify the issues involved in making a decision or solving a problem.
- 2.4 Use logic to draw conclusions from available information.
- 2.5 Develop a plan that reflects research and builds on relevant precedents.
- 2.6 Evaluate an event or activity in terms of expressed purposes.
- 2.7 Generalize rules or principles (underlying patterns and relationships) from a set of conclusions, objective data, written text, or system's review, and apply those rules and principles to a new situation.
- 2.8 Devise strategies for improving the performance of a system.
- 2.9 Test the effectiveness of the strategies employed.
- 3.1 Independently identify resources and tools needed to achieve learning goals.
- 4.1 Demonstrate the ability to use peer and adult feedback.
- 4.2 Demonstrate an understanding of how individual characteristics relate to achieving individual, social, educational, and career goals.
- 4.3 Demonstrate the importance of responsibility, dependability, punctuality, and integrity in school, the workplace, and adult life.
- 5.1 Demonstrate confidence and positive self-concept in beginning work-related experiences, practice or actual.
- 6.5 Identify individuals in selected occupations as possible information sources, role models, or mentors.
- 6.6 Consult with and observe adult role models at work to identify elements of their work and determine the need for specific knowledge and skills.
- 7.2 Demonstrate a positive attitude toward work and learning.
- 7.4 Apply employability and job-readiness skills to internship, mentoring, shadowing, and/or other world-of-work-related experiences.

End of Grade 12

- 1.1 Utilize others' critiques as a resource in achieving goals.
- 1.2 Demonstrate the ability to analyze how well evidence supports a conclusion or thesis.
- 1.3 Present, explain, and defend positions, using visual aids when appropriate.
- 1.4 Demonstrate the effective use of the conventions of the English language in communications.
- 1.5 Demonstrate the ability to adjust communication style and language so that it's appropriate to the situation, topic, purpose, and audience.



- 2.2 Analyze the design and management of a system.
- 2.4 Develop and test strategies to optimize the performance of a system.
- 2.5 Demonstrate how to analyze the interrelationships of events/ideas from several perspectives.
- 4.1 Demonstrate behaviors that maintain physical and emotional health.
- 4.2 Demonstrate knowledge of how individuals grow and develop throughout their lives.
- 5.1 Demonstrate consistent, responsive, and caring behavior.
- 5.2 Demonstrate the ability to respect the rights of, and accept responsibility for, oneself and others.
- 5.3 Demonstrate effective and flexible team skills as a team member or leader.
- 6.1 Use their analyses of role models to improve the planning and implementation of projects.