

# Doing the Right Thing

## Focus area 1

## Years 7-8

This section contains one of the following Focus areas from **Doing the Right Thing** for students at years 7–8 (ages 11–12):

1. **Respect**
2. Right and wrong
3. Rules, laws, and consequences
4. Honesty
5. Role models

## Focus area 1: Respect

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## Focus area 1: Respect

### Definition

**Respect:** To think highly of someone because of their qualities or achievements and to treat this person with courtesy.

### Key messages

I have rights and responsibilities.

I will remember to think before I speak and act.

When I respect others, I earn respect.

I treat people with respect.

I feel good when I do the right thing.

I can change my behaviour.

### Curriculum links

**Key competencies:** Managing self; Participating and contributing; Relating to others.

**Learning areas:**

Level 3 and level 4 Health and Physical Education – Strand A: Personal identity; Strand C: Identity, sensitivity, and respect; Strand D: Rights, responsibilities, and laws; Societal attitudes and values

Level 3 and level 4 Social Sciences – Make and implement laws.

### Resources

Copysheet: **Qualities of a Leader** (cut up into sets for each group)

Copysheet: **Scenarios** (cut up for group work)

Story: *The Lorax* by Dr Seuss – available from libraries

Chart paper, felt pens

Chart headed **Lack of Respect for the Environment**

Envelopes

### Success criteria

Students will be able to:

- list at least four qualities that make a good leader
- role-play ways of handling difficult situations involving leadership
- identify three ways of protecting the environment

- set and work towards a personal goal that will help protect the environment.

## Learning experience 1: R.E.S.P.E.C.T.

### Learning intentions

Students will be able to:

- list the qualities of a leader that earn respect
- suggest solutions when power is misused.

### Activities

#### 1. Defining respect

Work with the class to decide on a definition of respect. This could look like:

**Respect:** To think highly of someone because of their qualities or achievements and to treat this person with courtesy.

Ask: Who are some people you respect?  
What is it about them that makes you respect them?

#### 2. The qualities of a leader

Divide students into small groups. Give each group a set of cards, made up from Copysheet: **Qualities of a Leader**. Ask them to sort out the qualities and achievements that they think would make a leader worthy of respect – someone they look up to. Invite groups to rotate and look at the qualities that other groups have chosen.

You may like to use only some of the qualities with some groups.

Ask: Do all leaders deserve our respect? Why, or why not?  
Can you think of any world leaders, now or in the past, who do not deserve respect?

#### 3. Scenarios

Students are in the same groups. Give each group one of the scenarios taken from Copysheet: **Scenarios**. They read the scenario and decide how the person concerned should handle this situation, while still showing respect for the person in authority. They prepare a role-play to show this.

Each group reports back by reading their scenario and presenting their role-play.

Ask: How should we treat a leader?  
If the leader loses our respect do we treat them the same way? Give a reason for your answer.  
What have you learnt about being a good leader?

## Copysheet: Qualities of a Leader

Cut these up into sets for group work.

Is fair	Listens to the views of others
Lays down the rules	Has firm opinions
Makes decisions for everyone	Can put others in their place
Asks people how they are	Is very strict
Has very good qualifications	Is always on time
Is very good at their job	Makes sure people obey the rules
Is honest	Likes a team approach
Wouldn't ask anyone to do anything they wouldn't do	Thinks about other people's feelings
Shows respect for others	Asks for advice
Leads by example	Is very good at sports

## **Copysheet: Scenarios**

### **Scenario 1**

The principal unfairly blames someone for something they did not do.

### **Scenario 2**

The team coach decides the team must train 5 times a week from now on.

### **Scenario 3**

A soldier's commanding officer will not give him leave to be with his wife as she gives birth to their second child.

### **Scenario 4**

A student has a part-time job working on Saturday mornings. On Saturday afternoons she plays sport. This week the boss says the student must work in the afternoon as well, or else she will lose the job.

### **Scenario 5**

Parents won't allow their child to attend the 'Big Day Out', and won't even discuss their reason.

### **Scenario 6**

The leader of a tramping expedition pushes the team to walk further every day. Some members are suffering from exhaustion.

## Learning experience 2: Respecting the environment

### Learning intentions

Students will be able to:

- explain why it is beneficial to respect the physical environment
- set and work towards a personal goal involving respecting the environment.

### Activities

#### 1 *The Lorax*

Read the story *The Lorax* to the class.

- Ask:
- Who was the Lorax?
  - What happened to the Lorax?
  - Who is the Once-ler?
  - How would you describe him?
  - Do you think the Once-ler respected the environment? Why, or why not?

Read the story again. After the second reading, divide the class into small groups. Ask each group to describe, or draw, what the environment was like:

- when the Lorax lived there
- after the Once-ler had set up his business.

- Ask:
- Which of your drawings, Before or After, shows an environment that you would like to live in? Give a reason for your answer.
  - Do you think this sort of lack of respect for the environment happens in real life?
  - Do you think it happens in New Zealand? Why, or why not? (Encourage students to give examples)
  - Do you think it happens in our community? Why, or why not?

The group drawings can be arranged on the wall as two collages, labelled **Before** and **After**.

#### 2. What we can do

Brainstorm with the class all the things that they as young people could do to respect and protect the environment. Put these ideas on the board.

Invite each student to choose one thing from the list that they think they could work harder on. Some examples could be:

- To always use the bin for my rubbish.
- To recycle everything I use that can be recycled.

They set a personal goal by completing the sentence below:

**Personal Goal**

I, \_\_\_\_\_, am going to show respect for the environment over the next three weeks by \_\_\_\_\_

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Each student puts their goal in an envelope with their name on it. In three weeks (or whatever time has been decided on), hand out the envelopes and invite each person to share with a partner how well they have met their goal.