

# RESPECT

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The following activities will help the participants learn and value what it means to respect others. Participants will understand how to speak and behave in a way that is respectful to everyone regardless of their age, ethnicity, culture, religion or gender.

#### Reflection Points

- In Sri Lanka, everyone is a Sri Lankan irrespective of ethnicity, religion or language barriers.
- We are united by the reality that all cultures are distinct and individual.
- There is no respect for others without humility in one's self.
- I speak to everyone respectfully, regardless of their profession.
- Being respectful of each other and their views, will lead to fewer disputes.

## Activity 3.1 Discussion on Respect

Help the participants to begin thinking about respect through the following questions:

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### Question



- What is respect?
  - Imagine what it would be like if everyone in Sri Lanka showed respect to each other
  - How would you feel if Sri Lanka was like this?
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## Activity 3.2 – Demonstrating Respect

Ask the participants to make rows of six people. Hand the first person in the row a pen and ask them to pass the pen down the row. Take the pen and ask the participants to pass the pen down the row again,

but this time to pass the pen with a lot of respect.

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Once they have finished hold a discussion, ask:

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- Is there a difference in how you handed the pen to each other the second time?
- What are different ways that people show respect to each other?
- How do people show disrespect?
- How do you feel when someone disrespects you?
- How do you feel when other people are disrespected?

## Activity 3.3 – Feeling Respected and Using Respectful Language

Discuss with participants the power of words to show both respect and disrespect. Ask participants how it feels when they are disrespected verbally; ask if they would want other people to feel the same way. Ask them to give examples of respectful words to describe people. If they offer a word that is disrespectful, gently ask them to clarify and help them find the appropriate word.

Give each participant a piece of lined paper. Instruct them to write the name of a group member on every second line until they have written all the names of people in the group. Next to the name they are invited to write one or two positive traits that describes the person. They should do this for each group member leaving a line in between each name so they can later cut the paper into strips.

For example:

Nimal is calm and peaceful

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Geeta is kind

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Etc.

Ensure that they are aware they should only write nice/positive things. Ask for their agreement on this. Once they have filled out the sheet, instruct them to cut between the lines and fold each strip in half. Each participant is given a paper bag and they can write their name on it. All the strips should now be delivered to each participant's bag (in the end nobody knows who wrote what, which is not important anyway).

Now each participant has a bag that contains many strips of paper that describes their nice qualities and they can take it home and look at it whenever they want.



Remember the facilitator is a role model for values and participants will absorb your traits, characteristics and language. The facilitator needs to develop their vocabulary and language of respect and use this all the time.

## Activity 3.4 – Responding to Disrespect

Ask the participants to think about situations where someone is being disrespected. Ask them how the person who is disrespected usually responds.

Ask:

- What are the immediate consequences of responding to disrespect with aggressive language?
- What about the long-term consequences?
- What happens when disrespect is met with positive language?

Discuss with participants ways of responding to disrespect with language that is firm and clear, yet not aggressive. Give some examples. Explain that it is a good idea to respond to disrespect by using sentences like “I feel \_\_\_\_\_ when you do \_\_\_\_\_ because \_\_\_\_\_.” By letting the other person know how you feel you are teaching them about the effects of respect, and once they understand this they might not be so inclined to disrespect you again.

Ask participants to find a partner and come up with some scenarios where someone does something that is disrespectful (like name calling, gossiping etc.) Ask them to role play two situations:

1. Act out a situation where disrespect is responded to with aggressive language and behavior. Demonstrate the consequences with a drama.
2. Act out the same situation but this time show the person who is receiving the disrespect (or is being disrespected) responding with language that is firm, clear and not aggressive. Demonstrate what happens when the person who is being disrespected explains how they feel.
3. Present the drama to the group.

*If you have a large group you might like to save time by dividing the group into groups of four, that way there will be less presentations.*



### Role Playing

You can include role playing in any of the chapters. Role playing helps participants to develop empathy and have a deeper understanding of how to behave in a way that is guided by positive values. It is also a way for participants to teach their peers. Participants can come up with their own ideas of scenarios once you have given them a prompt. Or you might like to identify a problem related to a certain topic and choose the setting; define the characters and their backgrounds; and how a problem is going to be solved.

### Activity 3.5 – Learning about Other Traditions

Tell the group that they are each going to be doing a research project. Ask participants to select an aspect of a religion or culture in Sri Lanka, which is different to their own. They might select the dress of that tradition, the meaning of the festivals celebrated in that religion or their houses of worship.

Once the participants have selected the aspect of another culture or religion that they want to investigate, have them write a few sentences explaining what they want to discover. They can start writing by completing the following sentence: 'I'm curious to know about.....because.....' Following this each participant can write a short list of questions that they might like to ask in their research.

For homework, instruct participants to interview people from the other culture or religion or people who know about the different traditions. They might also be able to research in books or on the internet.

In the next meeting ask them to explain their findings in a one page poster with words and pictures. Put the posters on the wall or in public places for everyone to see.

## Activity 3.6 – Respect Pamphlet

In this activity participants will work in pairs to design a pamphlet or brochure on 'How to show respect and be respectful'. If there are people from different cultural backgrounds in your group you might like to pair them up. Instruct participants to fold a piece of paper into a pamphlet or brochure and create sections that describe how to show respect and be respectful.

Consider what to do with the brochures when they are complete. There might be a way to distribute them throughout the community.

Note: It is important that you do a range of activities that require different skills in order to be inclusive of all the participants -including those who are differently-abled. For example, you may have some young adults in your session that are really good at creative work like drawing, and others that are better at reflecting verbally or role playing. So it will be important to keep them in mind when selecting the kinds of activities you do.



*Participants learn from you!*

Remember that when people feel respected they will show respect to others. Because of this, the facilitator, as a role model, should use respectful language, actions and examples all the time.