Respect for Property and Authority
from
The Respect Series

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RESPECT FOR PROPERTY AND AUTHORITY

From
THE RESPECT SERIES

GENERAL DESCRIPTION OF THE RESPECT SERIES

THE RESPECT SERIES consists of four programs designed for students in grades 5-7. The programs are…

• UNCOMMON COURTESY
• I WAS JUST KIDDING!
• YOU'RE RIGHT & SO AM I
• RESPECT FOR PROPERTY AND AUTHORITY

Each program can stand alone without the use of other programs in the series, but all four video programs used as a unit can be much more comprehensive and, therefore, more effective. A separate teacher’s guide and blackline masters have been prepared for each of the four programs.

THE RESPECT SERIES is a positive, upbeat and in-depth series that addresses issues related to respect.

No need seems to be as universally agreed upon as the modern educator’s need for young people to learn RESPECT. Alarmingly, the lack of respect and growing disregard for adults, authority, parents, peers and property is displayed regularly by young people. Some blame it on the “Bart Simpson” mentality, others blame it on the lack of training at home, and there are those who say the root cause is lack of respect for oneself.

Students will learn from this series the necessary keys to respecting themselves and others through a mix of live-action, voice-over narration, graphics, lively effects, and a driving musical score, all designed to keep the attention of the students while they gain meaningful life-skills education.

A suggested lesson plan is provided with each teacher's guide. Specific student objectives tie directly to the video lessons, activities, and projects for each program.
MATERIALS IN THE SERIES

Live-action Videos: The programs in this series are briefly described below:

UNCOMMON COURTESY: Students learn to define and identify the rules of common courtesy such as politeness, taking turns, sharing, saying "Please" and "Thank you," and respecting the space, privacy and belongings of others.

I WAS JUST KIDDING!
Students will observe and learn the keys for a) respecting the feelings of others; b) being sensitive and careful about the words said to others; and c) respecting the appearance and features of others.

YOU'RE RIGHT AND SO AM I
Students are given simple and effective strategies for a) showing respect for the ideas of others, and b) learning to deal with differences of opinion, taste and views.

RESPECT FOR PROPERTY AND AUTHORITY
Students will observe and learn practical ways for giving due respect to parents, teachers and other authority figures. Students will also learn simple strategies for respecting their own property as well as the property of others, including school property.

Teacher's Guides: Each program has a teacher's guide prepared to aid you in utilizing the materials contained within each lesson. In addition to this introductory information, each guide contains the following:

- Suggested Instructional Procedures with Student Objectives for that particular lesson
- Activities on blackline masters ready for duplication
- Follow-up Discussion
- Follow-up Activities
Blackline Masters: The purchase of this program entitles the user to the right to reproduce or duplicate, in whole or in part, this teacher’s guide and blackline masters for the purpose of teaching in conjunction with the video lesson.

INSTRUCTIONAL NOTES

It is suggested that you preview each program and read the related instructional procedures before involving your students in the lesson activities. In this way, you will become familiar with the materials and be better prepared to adapt this program to the needs of your class.

You’ll probably find it helpful to follow the lesson activities in the order in which they’re presented in this teacher’s guide, but this is not necessary. Although each lesson tends to build on information presented in the other video lessons, each can be used independently.

It is also suggested that the video presentation take place before the entire group under your direction.

The lesson activities grow out of the content of the video; therefore, the presentation should be a common experience for all students.

As you review the Suggested Instructional Procedures in this teacher’s guide, you may find it necessary to make some changes, deletions or additions to fit the specific needs of your group. We encourage you to do so, for only by tailoring this program to your students will they obtain the instructional benefits afforded by the materials.
RESPECT FOR PROPERTY
AND AUTHORITY
Viewing Time: 13:38

SUGGESTED
INSTRUCTIONAL PROCEDURES

Teacher Preparation
Read all the material presented in this teacher's guide and preview the videotape. Review Blackline Masters 1 - 4 for this lesson and duplicate those you intend to use.

Student Preparation
Distribute Blackline Master 1, Respect For Property and Authority. Have students write down what they think is meant by respect, respect for property and who the authorities are in their lives.

Video Summary
"RESPECT FOR PROPERTY AND AUTHORITY" is the final segment of THE RESPECT SERIES.

In this video, students realize why we all need authority at different levels. Live-action scenarios demonstrate why we should all respect the authority of teachers, principals, parents and the law. Students discover that authority is in place for our protection and good. Even in sports and games, we need some authority and rules to prevent chaos.

The second section of this video deals with respecting property at different levels: personal property, the property of others, school property, and the world as our common property.

Students learn that the value of "things" is not just monetary. There is a sentimental and community value that needs to be respected as well. Students are challenged to keep a positive community spirit intact by taking care of the properties around them.
Student Objectives
After viewing the video and participating in the lesson activities, the students will be able to…

- Explain reasons why it is necessary to have rules and authority.
- List and discuss the authorities in their lives, as demonstrated in the video (School, Parents, Sports, Law).
- Discuss what is meant by "respecting property."
- Identify and discuss whose property to respect (ourselves, others, our school, our world) and why it is important.
- Explain why it is important to respect their own property.
- List the rules for using the property of others.
- Discuss ways they can promote school spirit by respecting their school property.
- Discuss ways in which students can pitch in to preserve our most precious piece of property--our world.

Video Presentation
- Have students share their thoughts from Blackline Master 1, Respect For Property And Authority.
- Briefly explain that the video is about respecting authority and our property as well as the property of others around us.
- Show the videotape. The viewing time is 13:38.

Follow-Up Discussion
After viewing the video, lead a discussion with your class based on the following:

- Why do you think it is necessary to have rules and authorities? What do you think would happen without them? (chaos, anarchy, lack of safety)
• What is the first symbol of authority discussed in the video? (school) Who are the authorities in your school? (principal, teachers, etc.)

• Why do you think it is important to respect those authorities? (Everyone has the right to a good education in a safe environment.)

• Why should we respect our parents? Why do you think they discipline/guide us? (To look out for our well-being and safety.)

• What is meant by setting up boundaries? Do you think that setting up boundaries is important? Why or why not?

• What would happen if there were no referees or umpires? (Teams would spend all their time arguing.)

• Who are the legal authorities? Why is it important to have legal authorities? (To protect us from danger and to assure that we abide by the laws.)

• What are some examples of traffic signs that we must obey? How can a sign make you do or not do something? What or who is the authority behind it? (Laws and the police officers who enforce the laws.)

• What are the different types of property that the video discusses? (Our own property, the property of others, school property, and the world.)

• Why is it important to respect your own property? (If we don’t respect our own property, we probably won’t respect the property of others.)

• Have you found that you take better care of things that you purchase with your own money?

• What are some items you own that are very important to you or have a high sentimental value? If you could only carry three things out of your burning home, what would they be? How would you feel if someone broke one of these items?
• What are the rules for "Other's Property?")  
  1) Always return things in the same condition they were when they were borrowed.  
  2) Always take special care around other's property.

• What are some ways you can show school spirit by respecting school property?

• What can you do to make your world a better place?

**Blackline Masters/Follow-Up Activities**

1) Divide students into two groups. a) Have one group come up with a project they can do to better the school environment. b) Have the other group come up with a project that can help the community/world (pick up litter, etc.). When each group has chosen a project, have them discuss how they can make their chosen project a reality. They may get excited enough to get the project going in your school or community.

2) Divide students into three groups and assign a recorder for each group. Distribute Blackline Master 2, *Life Without Rules*. Assign one of the scenarios presented on the blackline master to each group and have them write a story about it.

3) Make copies for the students of Blackline Master 3, *How Am I Doing?* Have students rank themselves, using the ranking system provided. Tell them that there are no right answers, it is simply a personal inventory designed to gain insight into their own attitudes and behavior.

4) Distribute Blackline Master 4, *Quiz*, and have the students take the short quiz.

**KEY TO QUIZ ON BLACKLINE MASTER 4**

1. School, Parental, Sports, Legal
2. a. education, safe; b. protect; c. property, authority, respect
3. Own, Others, School, World
4. a) Always return things in the same condition they were when they were borrowed; b) Always take special care around the property of others.
1. Who are the authority figures in your life?

2. What do you think is meant by the word "respect"?

3. What do you think "respecting property" means?

Name_______________________________
LIFE WITHOUT RULES

Directions: By now your class should have been divided into three groups with a recorder chosen for each group. You will have been assigned one of the following scenarios about which to write a short story. The recorder should record the names of the students in your group in the space provided at the bottom of this sheet and should take notes as you discuss the scenario you’ve been assigned.

a) Imagine a sporting event (your choice) where there are no rules and no authority figures.

b) Imagine a day at school when there are no rules and no authority figures.

c) Imagine a day when there are no police officers.

Names of students in group (Please print names):
HOW AM I DOING?

Directions: Place a number from 1 to 5 from the top list that most accurately describes the statements below. *(Note: There are no right answers).*

5 - Always
4 - Usually
3 - Sometimes
2 - Rarely
1 - Never

___ 1. I follow directions in school.
___ 2. I obey the classroom rules.
___ 3. I respect the authority of my teacher/principal and other authority figures in my school.
___ 4. I pay attention in class.
___ 5. I like learning.
___ 7. I obey home rules.
___ 8. I listen to my parents.
___ 9. I know my parents care about my well-being.
___ 10. I care about my parents and show them respect.
___ 11. I follow the laws set by the legal authorities.
___ 12. I take care of my property.
___ 13. I respect the property of those around me.
___ 14. I have school spirit.
___ 15. I recycle.
___ 16. I pick up my litter.
1. What are the four areas of authority discussed in the video?

2. Fill in the blanks for the following statements:
   a) One of the reasons for respecting authority in school is that "Every student has the right to a good ___________ and a ___________ environment."
   b) "Rules are made to ___________ the very people wanting to break them."
   c) "Imagine a world where everyone treats all ___________ and ___________ with ___________."

3. What are the four areas of respecting property discussed in the video?

4. What are the rules for dealing with the property of others?