

# COMMUNICATION & RESPECT



## SESSION 3: OUR RESPECT AND APPRECIATION

### Session 3 Objective

To understand what respect is and to build and develop our respect for our family

### Introduction

5-15 minutes

Re-cap on the activities covered in the last session:

- Invite the group to discuss any positives that have happened since the last session (remember to record these in your chosen way)
- Discuss the “Communications Diary” activity- You could ask the group to tell you about new things they learnt from doing this and how they felt recording their interactions.
- If you completed the relaxation exercise you could ask if anyone tried it again at home
- Briefly introduce today’s activities



### Standard Activities

#### Activity 3.1. Who is...?

20-35 minutes

Divide the group into family groups or teams and read out a category. Advise each group to nominate a person from their team to go to the front of the room to compete against one person from each of the other teams. They should nominate the person who they feel will be able to best compete in this category. For example, if the category was tallest male, they should nominate the tallest male within their group. If it was longest hand stand, after discussion they should choose the person who thinks they can stand on their hands for the longest time. It is always best to show the group how it works by having a practice run or by choosing one of the categories that the facilitator and any other staff can take part in .

Each nominated person stands at the front and the facilitator judges who wins and the winner gets a point for their team. Overall, the team with the most points wins.

With categories like height, it will be easier to guess who will win. Categories like being the fastest to add up a column of numbers will be more difficult.

Encourage everyone to come to the front on at least one occasion. The idea of this exercise is to encourage everyone to recognise and celebrate the differences between us as well as discovering new talents.

Ideas for categories:

- The Tallest: this could be boys, girls or mum;
- The fastest: this could be running, reciting the alphabet, or complete a maths sum;
- The quickest: this could include hopping, getting from A to B without standing up, or building a tower of blocks;
- The highest: this could include the highest reach or jump;
- The longest: this could include the longest jump, tongue or throw of a ball or paper aeroplane;
- The smallest: this could include height, limbo or feet;
- The best: this could include the best animal impression, foreign accent, or joke.

Be creative in the ideas you use: remember to keep this about positives and to celebrate the differences between us that make us all special and unique.

### **Activity 3.2. I Feel Disrespected When... 20-30 minutes**

Ask each person to write down an incident when they felt they were disrespected. They should include why it made them feel disrespected and how they could deal with that situation. You could also ask them to write down when they disrespected someone else; ask them to write down why and how they think the other person may have felt. Read out the situations anonymously asking the group to respond to how they could deal with the situations differently.



## Low Level of Literacy Activities

### **Activity 3.3. What is a Respect? 20-30 minutes**

Ask the families what they think respect is. Use a flip chart or whiteboard to record their responses. They should include: love, care, thinking about them and their feelings, treating things or people well, an attitude towards a person or object.

*\* Definition: Respect is thinking and acting in a positive way about yourself or others. It is thinking and acting in a way that shows others you care about their feelings and their well-being.*



#### **Materials needed:**

- Flipchart and markers

- Pens/ pencils

#### **Activity 3.4. Rachel and Respect**

**15-25 minutes**

Read out the story of “Rachel and Respect”<sup>1</sup>. Ask the group to reflect on what they thought of the story, how it made them feel and if they had ever behaved or seen someone else behave like Rachel. Do they think Rachel showed respect? Do they think Rachel was respected? How do they think Rachel should have behaved?



##### **Materials needed:**

- “Rachel and Respect” story worksheet

#### **Activity 3.5. How to Show Respect**

**30-40 minutes**

Ask the children to design a poster showing different ways they show their respect; these could include listening, being polite, agreeing to disagree, not shouting, encourage others, obeying rules or being on time.



##### **Materials needed:**

- Plain paper
- Pens/felts/pencil crayons
- Coloured cards and papers
- Scissors
- Images
- Stickers

#### **Activity 3.6. Rachel and Respect Picture**

**30-40 minutes**

Ask children to illustrate a part of the Rachel and respect story. Ask them to explain what they have drawn and why.



##### **Materials needed:**

- Laminating pouches
- Laminator
- Pens/felts/pencil crayons

<sup>1</sup> The “Rachel and Respect” story worksheet are found on page 50



## Advanced Activities

### Activity 3.7. Who do I Respect?

15-25 minutes

Ask the families to think about people who they respect and why. Give them each an A4 piece of paper to write the names of five people they respect and a word or sentence describing why they respect them or what they respect about them. Encourage participants to draw pictures and make this as colourful as they want.

*\*You may want to complete an example to inspire participants.*



#### Materials needed:

- A4 Plain paper
- Pens/ pencils, enough for one each



## Relaxation Activities

### Activity 3.8. Sink into the floor

Find a space on the floor, lying down if there is enough room and close your eyes if you feel comfortable doing so. Concentrate on your breathing; breathe in for 5, hold for 3 and breathe out for 5. Place your hands palms down on your stomach. As you breathe in, count to 5 and feel the rise of your hands upon your stomach. Hold for a count of 3 and then, while breathing out for a count of 5, notice the fall of your hands. Repeat this three or four times.

On your next breath in, notice the parts of your body that are in contact with the floor. Keep feeling that contact as you continue to breathe in and out.

On your next breath in, notice the weight of your body against the floor and imagine that with each breath in you sink further into the floor. Notice how heavy your body feels. Concentrate on this feeling while you continue to breathe in and out.

On your next breath in, imagine the floor absorbing all of your worries, fears and negative thoughts and feelings. As you breathe out, imagine your body feeling lighter. Continue to breathe in and out, concentrating on feeling lighter and mentally separating your body from the floor.

When you feel ready on your next breath in, begin to listen to the sounds in the room, what can you hear? As you breathe out, notice the parts of your body which are not in contact with the floor.

When you feel ready, open your eyes. As you continue to breathe, pay attention to what you can see. Gradually sit up when you are ready, noticing how your body now feels.

You may want to stretch after this exercise. A good way to wake your body back up is to shake your body, imagining that your body is like Jelly.

Isolation

Communication  
& Respect

Building Trust

Managing  
Emotions

Positive &  
Healthy Futures

## Plenary

10-20 minutes

Remind the families what they have covered in the session and of today's objectives. Ask them to reflect on what they have learnt in this session.

Suggested questions:

- What is respect?
- How do we show that we respect someone or something?
- Why is it important to show respect?

Introduce the Supporting exercise: Respect Bingo

Remind participants that they have the opportunity to complete an Extension Activity. This is called Follow Build the Tower and will look at communicating and working as a team.

Introduce session 4: This session is about building trust

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## INDEPENDENT FAMILY ACTIVITIES



### Supporting Exercise 3: Respect Bingo

Give each child in the family a bingo sheet<sup>2</sup> and ask the families to put a tick next to each one of the boxes with activities they complete before next session.



**Materials needed:**

- Respect bingo sheet
- Pens/pencils, enough for one each



### Extension Activity 3: Build the Tower

*\*Key workers can decide beforehand which extension activity they are offering. Only experienced practitioners should use the advanced extension activity.*

Advise families that there is the opportunity to complete an Extension Activity<sup>3</sup> as a family with the key worker.

*\*Tip: You may want to approach families who you feel would benefit most from this Extension Activity*



### Advanced Extension Activity 3: Who does What?

Advise the families that there is the opportunity to complete an Extension Activity<sup>4</sup> as a family with their key worker. This session will be looking at how jobs, tasks and responsibilities are shared within their home. Ask each member how they feel about the division of tasks and to identify a task that another member does that they are grateful for. If there is a very unfair division, ask each family member, excluding those who have the most tasks, to identify roles or tasks that they can take over or help with. The aim of this exercise is to help each member of the family recognise the role of the other family members.

<sup>2</sup> Supporting Exercise 3 worksheets are found on page 52

<sup>3</sup> Extension Activity 3 worksheets is found on page 55

<sup>4</sup> Advanced Extension Activity 3 worksheet is found on page 56

## SUPPORTING MATERIALS

### Worksheet: Rachel and Respect

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Rachel was having a difficult time at school and at home, she was always getting into trouble and she didn't know why. This made her feel really angry and that she couldn't get anything right. She wanted things to change, but didn't know how to make it happen.

It was a dreary Wednesday morning and Rachel's mum was calling her and asking her to get out of bed. Rachel just rolled over, pulled the duvet over her head and ignored her mum. She did not want to get up; "*why should I have to do what mum asks*" she thought to herself while she was trying to get back to sleep. She heard her mum knocking at her door; again, Rachel ignored her, snuggling deeper into the duvet. Her mum came into her room and politely reminded Rachel that it was time to get up and that she would be late for school if she didn't get up right now. Rachel was mad; how dare her mum come into her bedroom without her permission! She felt disrespected so she shouted at her mum and told her to get out of her room. Rachel's mum explained calmly that as Rachel was ignoring her, she had no choice but to come into her room to get her up. Rachel just didn't want to hear it and refused to speak to her mum for the rest of the morning. Eventually, Rachel grudgingly got up. She washed her face, brushed her teeth and combed her hair. She put her school uniform on and went down stairs for her breakfast.

Her mum was in the kitchen and asked Rachel to hurry up. Because she had refused to get up, Rachel would be late for school. Rachel ignored her and slowly ate her cornflakes. When she had finished, Mum asked Rachel to get her shoes and coat on, Rachel just grunted. Mum checked that Rachel had everything she needed for school. Mum warned Rachel that she would not be able to bring her anything she had forgotten and again Rachel just grunted. All the way to school Rachel ignored her mum. Rachel walked slowly and took every opportunity to be distracted, walking along walls, picking up interesting stones and jumping in a pile of leaves. This made them very late for school.

When they eventually reached school, Rachel was told that, because she was late, she had missed a special assembly where children had got to meet and hold baby chicks. This made Rachel really mad as she loves animals. She began to scream and shout at her mum, blaming her for making her late. Mum tried to explain to Rachel that she had warned her she would be late if she didn't get up on time, but this just made Rachel scream louder. Mum quietly left Rachel to join her class.

Rachel eventually calmed down enough to go and join her class; she huffed and puffed and stomped all the way to the classroom with her arms folded. This was a terrible start to the day for Rachel and she knew it wasn't going to get any better. All her friends were excitedly talking about the assembly she had missed. She didn't want to hear any more about it and told Alice to shut up and she ignored her, refusing to answer any questions Alice asked her. At break time, Rachel was still mad and didn't want to play with anyone in the playground. She sat on her own, becoming more and more miserable. This was turning into the worst day ever!

Rachel's teacher asked the class to get ready for their PE lesson and the class rushed out to get their PE kits ready. When Rachel went to look for her kit, she found it was not in her bag. She had forgotten to put it ready and mum had not reminded her. She went to reception and asked them to call her mum to bring the kit to her at school, as she loved PE, but mum was at work. Rachel became angry; she did not thank the receptionist and she put the phone down to mum without saying goodbye. Rachel stomped back to the classroom refusing to speak to anyone. PE was one of her favourite lessons and she wasn't able to do it. Rachel sat on the benches looking and feeling very sorry for herself. When her teacher came to see if she was ok, she ignored her and looked away.

Home time came and Rachel did not say goodbye to her classmates; in fact, she ignored everyone, even her mum. She was in a very bad mood; nothing was going well for her and she felt like the world was against her. She could not understand why she had had such a bad day.

At home her brother was watching TV on the sofa; he said 'hello' when Rachel came in but she ignored him. She thought *"Oh no he's watching stupid kid's programmes because he is such a baby, I'm so much more grown up and I don't want to listen to stupid baby TV."* Rachel took the remote and changed the channel. Her brother burst into tears; Rachel told him to shut up as she couldn't hear her programme.

Mum asked Rachel to sit down and talk to her about her day and what went wrong.

# Worksheet: Supporting Exercise 3

## Respect Bingo!



Tick each one you complete


# Worksheet: Supporting Exercise 3

## Respect Bingo!



Tick each one you complete


# Worksheet: Supporting Exercise 3 Respect Bingo



## Examples for the Supporting Exercise 3 Respect Bingo:

-  Offer help to someone without being asked
-  Remember to say please and thank you
-  Do something nice for someone that you would like them to do for you
-  Remember to tell your family when they do something you like
-  Say well done or congratulations to someone who has achieved something that they found difficult
-  Offer for friend or person your age to join in a game with you or your friends if they are on their own are being left out
-  Tell someone that you like something they are wearing or doing
-  Give your sibling a compliment about how they look
-  Tell your mum what you like most about the time you spend together
-  Apologise for something you did that was wrong and mean it
-  Make someone in your family laugh
-  Compromise without complaining
-  Tell your sibling what you most admire about them or what you think they are good at
-  Listen to your mum and follow her instructions without complaining
-  Talk to your family about your favourite shared memory
-  Notice all the things your mum does for you and say thank you

# Worksheet: Extension Activity 3

## Build the Tower



### Materials needed:

- A key worker led
- A safe quiet and private space big enough for the whole to sit comfortably around a table or on the floor
- Building blocks

Pair up members of the group. Ask one pair at a time to build a tower from the building blocks using only one hand each. Give them one minute per pair and see whose tower is the largest. Discuss with the group what the difficulties of this task were.

# Worksheet: Advanced Extension Activity 3

## Who does What?



### Materials needed:

- A key worker experienced with working with domestic abuse.
- A safe quiet and private space big enough for the whole to sit comfortably around a table or on the floor
- The extension activity worksheet
- A large piece of paper
- Coloured markers

Introduce the family to the session; ensure they are aware that only one person speaks at a time and that they should respect each other's opinions and feelings. Give the family one large sheet of paper and ask them each to draw a picture of themselves. It is a good idea if each family member chooses a colour to represent themselves and uses it to write their name above or below their picture. Each picture should have space around it to write tasks they do regularly.

Advise the family that they will write down each task they currently do regularly. Read out the tasks one by one, at the end they can add in other tasks or jobs which haven't been said already. Discuss how the picture looks. Who does the most tasks? Do they feel this is a fair division of jobs around the home? What other jobs could they do to make the picture look fairer? Other than the person completing the most tasks, ask them to commit to taking on at least one new job. They might want to write down a lists of age appropriate jobs and tasks they can do to take away with them and add a new task each week. Advise the family that regular family meetings or a chores list could help them share responsibilities more evenly. If everyone works as a team, the family should have more time to spend together doing the things they enjoy. They could plan one activity like a movie night or trip to the park each week if everyone shares the chores.

### Ideas of things to do:

- |   |  |  |
|---|--|--|
| - Washing up / loading the dishwasher         | - Laying the table                                     | - Clearing the table                           |
| - Dusting                                     | - Hoovering  | - Mopping                                      |
| - Putting dirty washing in the washing basket | - Washing clothes                                      | - Drying clothes / pegging washing on the line |
| - Ironing                                     | - Folding clean clothes                                | - Putting clean clothes away                   |
| - Putting my rubbish in the bin               | - Takin the bin out                                    | - Making dinner                                |
| - Food shooping                               | - Unpacking and putting away food from the supermarket | - Packing school lunches                       |
| - Packing school bags                         | - Making sure everything is ready for school / clubs   | - Doing homework                               |
| - Brushing hair                               | - Tidying my room                                      | - Tidying the house                            |
| - Putting away my toys                        | - Cooking / baking                                     | - Paying the bills                             |
| - Making the beds                             |  |  |

