



# Community of Character

## Respect

**October**

**Respect**

### Character Qualities

- Responsibility
- Respect
- Thankfulness
- Caring
- Perseverance
- Unity
- Integrity
- Service
- Moral Courage
- Citizenship
- Fairness
- Self-Control

**“Treat others the way you would like to be treated.”**

### ***The Golden Rule***

City of Mission Viejo  
200 Civic Center  
Mission Viejo, CA 92691

**Respect** is a positive feeling of admiration or high regard for another person or entity. **Respect** has several different facets, including **respect** for other people, **self-respect**, **respect** for authority, **respect** for the property of others, **respect** for the environment, and **respect** for our flag and our country. In addition to feelings, **respect** is backed up by actions that show you care about others.

In respecting others, the “Golden Rule” is a good guideline: treat others the way you would like to be treated. Courtesy is a form of **respect** and includes being polite, kind, and helpful to others and being a good listener. Empathy, the ability to understand and share the feelings of another, is also a helpful component in treating others with **respect**. We should teach our children to accept and **respect** those who may have a different color of skin, a physical handicap, learning disabilities, or look or speak differently than we do.

**Self-respect** is taking care of yourself—by eating right, exercising, trying to stay healthy, and working hard in school or on the job. We show **respect** for ourselves by staying away from drugs and activities that can cause harm to us. Say “no” to negative pressures, set goals for yourself, and be true to yourself and your high values.

We show **respect** to those in authority by obeying our parents, teachers, and the law. **Respect** for authority includes following the rules, honoring our parents, and treating our teachers and law enforcement officers with dignity.

**Respect** for the environment involves recycling, participating in clean-up projects in your community, and conserving water, electricity and gas.

**Respect** for our flag and country is shown by obeying the laws, voting, following proper flag etiquette, and appreciating our wonderful, unique

American way of life. We honor our flag and our nation by standing and placing our hand over our heart or saluting when the National Anthem is played and by reciting the Pledge of Allegiance in school and at events.

In discussing **respect**, it is important to highlight the alarming and growing problem of bullying. According to *The Bully Project* website, “More than 13 million American kids will be bullied this year, making it the most common form of violence against our young people in the nation.” Parents, students, school staff and other adults can help to prevent bullying and seek help when it occurs. This excerpt from *The Bully Project* provides more information.

### **“What is Bullying?”**

*(Excerpt condensed from The Bully Project)*

Bullying involves an individual or a group repeatedly harming another person—physically, verbally, or socially. According to the U.S. Department of Justice, bullying behavior might include assault, tripping, intimidation, rumor spreading and isolation, demands for money, destruction of property, theft of valued possessions, destruction of another’s work, and name-calling. The Internet enables bullies to maintain a more persistent presence in the lives of their victims through cyber-bullying. Often, the victims of bullying are socially vulnerable because they have some characteristic that makes them different from the majority. Young people who have physical or learning disabilities are targeted more frequently. Other times, there are no apparent characteristics that cause the target of bullying to be singled out by the tormentor. Recent research suggests that bullying is a common occurrence in our schools. A 2011 nationwide study found that 40% of teachers and school staff consider bullying a problem in their schools and that 32% of students between ages 12-18 report experiencing bullying.

## Books and Movies of Character

### Fiction Books

*Jackie's Bat* by Marybeth Lorbiecki  
(Kindergarten to 3<sup>rd</sup> grade)

*Show Some Respect* by Anastasia Suen  
(Kindergarten to 3<sup>rd</sup> grade)

*Song of Sampo Lake* by William Durbin  
(5<sup>th</sup> grade and up)

*Horton Hears a Who* by Dr. Seuss  
(Preschool and up)

*The Berenstain Bears and the Golden Rule* by Mike, Stan, and Jan Berenstain  
(Preschool and up)

*Listen, Slowly* by Thanhha Lai  
(5<sup>th</sup> to 8<sup>th</sup> grade)

*Roller Girl* by Victoria Jamieson  
(5<sup>th</sup> to 8<sup>th</sup> grade)

### Nonfiction Books

*I Am Respectful* by Sarah L. Schuette  
(Preschool to 3<sup>rd</sup> grade)

*Being Respectful* by Mary Small  
(Kindergarten to 3<sup>rd</sup> grade)

*Respect* by Kathryn Kyle  
(1<sup>st</sup> grade and up)

*Respect Counts* by Marie Bender  
(4<sup>th</sup> to 7<sup>th</sup> grade)

*Live Original* by Sadie Robertson  
(7<sup>th</sup>- 12<sup>th</sup> grade)

*Raising Respectful Children in a Disrespectful World* by Jill Rigby

*Bully: An Action Plan for Teachers, Parents and Communities to Combat the Bullying Crisis* by Lee Hirsch

### Movies

*Bully* (PG-13)  
*Cinderella*

### Internet Resources

[www.thebullyproject.com](http://www.thebullyproject.com)  
[www.stopbullying.gov](http://www.stopbullying.gov)

## Quotes

**"I have this theory that if one person can go out of their way to show compassion, then it will start a chain reaction of the same."** *Rachel Scott*

**"You can easily judge the character of a man by how he treats those who can do nothing for him."** *Johann Wolfgang von Goethe*

**"I must respect the opinions of others even if I disagree with them."**  
*Herbert Henry Lehman*

**"Respect a man, and he will do all the more."** *John Wooden*

**"The best security blanket that a child can have is parents who respect each other."** *Jan Blaustone*

**"No one can make you feel inferior without your consent."** *Eleanor Roosevelt*

**"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."** *Dr. Martin Luther King*

**"A person's a person no matter how small."** *Dr. Seuss*

### What is Respect?

- Showing admiration and a high regard for other people or entities.
- Treating others the way you would like to be treated.
- Being courteous and considerate.
- Being mindful of the feelings of others and how your words or actions affect them.
- Obeying those in authority.
- Taking care of yourself.
- Taking care of the environment.
- Showing patriotism and love of our country.

### Practicing Respect

- Treat others the way you would like to be treated.
- Be polite and a good listener.
- Agree to disagree on a subject and still show *respect*.
- Greet others by title or name and always take the time to acknowledge others.
- *Respect* yourself; make good choices, eat right, exercise, get plenty of rest.
- Obey the law and school rules.
- *Respect* the environment by recycling, conserving water, and participating in clean-up days.

### Applying Respect

- Parents speak respectfully about others and model behavior to teach children *respect*.
- Earn the *respect* of others by being a hard worker, a person of integrity, and the best you can be.
- Parents and teachers look for signs of bullying in your children. Report it and seek advice.
- Students stand up against bullying. Report it. Be a friend to victims of bullying. You just may save a life!
- Have empathy for others; imagine walking in the shoes of another. Think about feelings of others.
- Show *respect* for the environment by recycling and conserving water.

### Personal commitments to Respect:

- I will treat others the way I want to be treated.
- I will stand up against bullying.
- I will use good manners.
- I will be a good listener.
- I will follow the rules.
- I will be considerate of others' feelings and how I affect them.
- I will think before I speak.
- I will start a "chain reaction" of kindness.