



Lesson plan

Respecting yourself

Becoming  Education

RELATIONSHIPS Respectful operator

Year **13** Length **50+**

VER 1.0
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THIS COVER SHEET

What this lesson is about

Building self-respect and understanding how to be kind to yourself.





Learners will become...

- 1 Mindful of what self-respect looks like.
- 2 Sensitive to why self-respect matters.
- 3 Skilled at demonstrating respect for themselves and others.

Keywords

Respect, Values, Decision-making, Kindness, Feedback, Values, Friendship, Boundaries, Empathy, Compassion.

Lesson components

1 Introduction	<ul style="list-style-type: none">• Bear Grylls film• Definition of 'respectful operator'• Class question• Lesson outcomes	 5 mins
2 Core concepts	<ul style="list-style-type: none">• Evidence-based learning• Insights from interviewees (Sabrina Cohen-Hatton and Kenny Imafidon)• Discuss key themes	 15-25 mins*
3 Activity: The respect challenge	<ul style="list-style-type: none">• Students design a film challenge based on self-respect	 25 mins
4 Reflection	<ul style="list-style-type: none">• Review key points• Determine next steps	 5 mins

*For a shorter lesson, choose one of the two interviewee videos

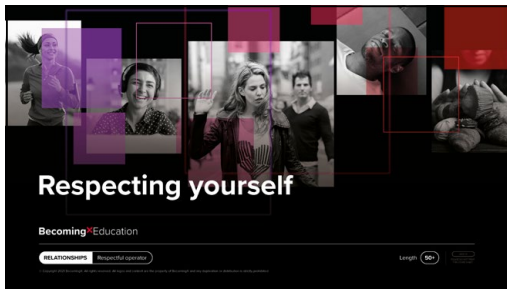
Additional Resources

None required.

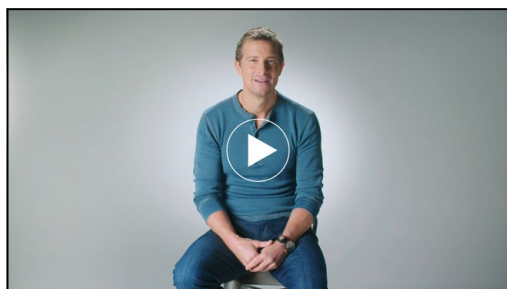
References

1. Stanford Encyclopaedia of Philosophy. (2018). Respect. Online.
2. Zabelina, D., Robinson, M. (2010). Don't Be So Hard on Yourself: Self-Compassion Facilitates Creative Originality Among Self-Judgmental Individuals, *Creativity Research Journal*, 22(3), 288 — 293.
3. Wong, C., & Walsh, E. (2020). Reflections on a decade of authentic leadership research in health care. *Journal Of Nursing Management*, 28(1), 1-3.

Introduction 5 mins

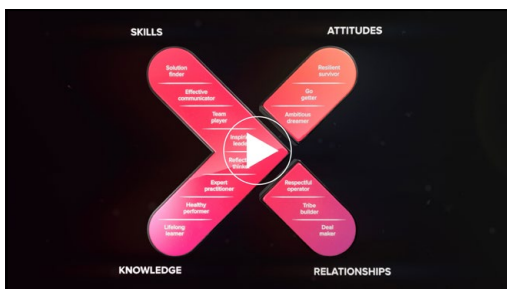


Cover slide



Video: Inspiration from Bear

- Play Bear's film (the video will play automatically)
- Bear introduces the lesson and motivates students to be respectful operators



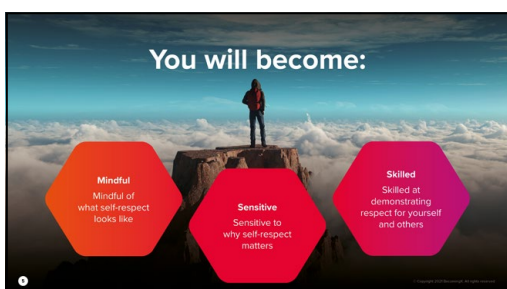
Video: Animation of X-model

- Play the animation of the X model (the video will play automatically)
- Explain that research shows that these are the personal attributes of high performers and that we can all improve on these
- Explain that today we are focused on one of these attributes: being a 'respectful operator', using the definition provided



Question

- Read the question to the students
- Give them about 30 seconds to silently consider the question
- Select a few students to explain their thoughts



You will become

- Share the learning outcomes with the students
- This is what students should 'become' by the end of the lesson (i.e. lesson objectives)

Core concepts

🕒 15-25 mins

Self-respect

- You are in control**
Self-respect includes knowing that you have the ability and responsibility to act independently. Hold yourself to personal standards. Do not betray your values and don't let yourself be defined by others.
- Treat yourself kindly**
Treat yourself with kindness and compassion, even when negative events occur. Making mistakes is part of the human condition. No one is perfect, so don't be too hard on yourself.
- Allow yourself to grow**
A study found that when self-judgemental students used more self-compassion, their creativity increased. If you respect yourself, you will be more trustworthy and develop healthier relationships with others.

Self-respect

- Explain that a lot of research and scientific studies have been done into self-compassion and self-respect
- Then explain the key points on the slide, and emphasise that these points are all backed up by research (see 'References' above)

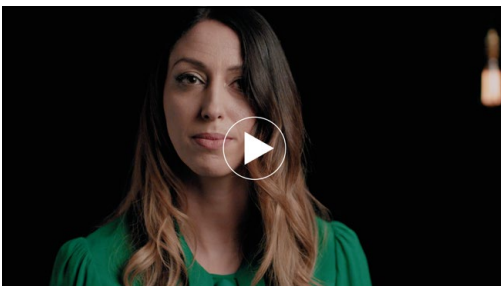
Insights from the best

Sabrina Cohen-Hatton

Became a Chief Fire Officer, the most senior level firefighter in the UK, after living on the streets as a teenager.

Introduction: Sabrina Cohen-Hatton

- Share Sabrina's introduction - use the below if needed
- Her father passed away from a brain tumour when she was 9 and her family life started to fall apart. She left home at 15 and spent two years living on the streets. She joined the fire service at 18 and later obtained a PhD in behavioural neuroscience, researching how to reduce human error in firefighting, which has enhanced safety standards across the UK
- Learn more [here](#)



Video: Sabrina Cohen-Hatton

- Play Sabrina's film (the video will play automatically)
- Sabrina talks about how she felt treated by others when she was homeless

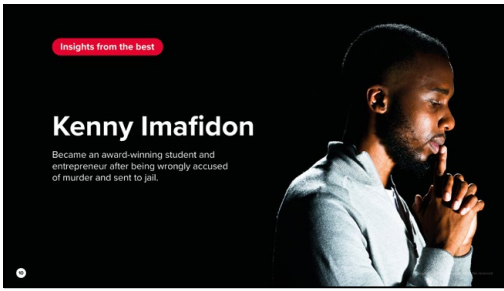
What can we learn from Sabrina about self-worth?

Key themes

- Compassion
- Values
- Independence
- Impact
- Relationships
- Humanity

Reflection

- Share the question which reflects on Sabrina's film
- Highlight that the key themes are there to help students answer the question
- Students can reflect silently, and then ask a few students to share their thoughts
- Encourage students to use specific examples and to refer to the evidence shared earlier



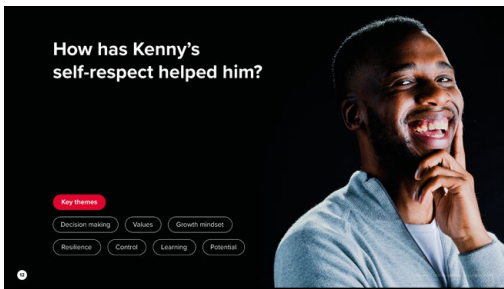
Introduction: Kenny Imafidon

- Share Kenny's introduction - use the below if needed
- At 18, he was accused of a murder, based on cellphone locations. After a few months in jail he was found innocent and acquitted. He passed his A-levels in prison, and after his release, wrote 'The Kenny Reports', explaining issues affecting people in deprived communities, to help politicians address social issues. He now runs a business and works with charities to help young people
- Learn more [here](#)



Video: Kenny Imafidon

- Play Kenny's film (the video will play automatically)
- Kenny talks about being arrested for a murder he didn't commit and what happened after he was acquitted



Reflection

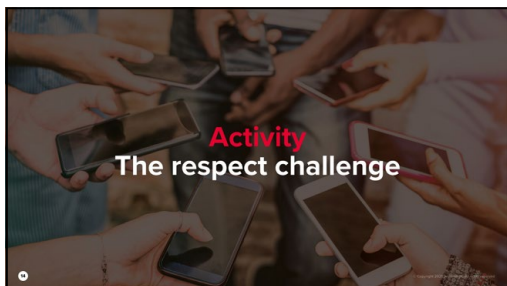
- Share the question which reflects on Kenny's film
- Highlight that the key themes are there to help students answer the question
- Students can reflect silently, and then ask a few students to share their thoughts
- Encourage students to use specific examples and to refer to the evidence shared earlier



Discuss key themes

- Recap key learning
- Depending on time, either ask students to discuss with the person next to them or share their ideas with the class

Activity 25 mins



Activity introduction: The respect challenge

- Explain that students are going to put what they've learnt into practice
- Students are going to create a film challenge for teenagers

The respect challenge

You work for a social enterprise which promotes wellbeing for young people

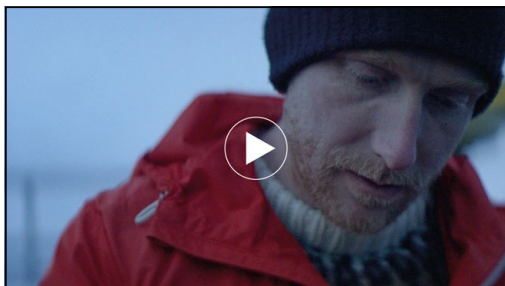
To get visibility for the enterprise, you have decided to create a film challenge for teenagers, focused on self respect

The goal is for the challenge to go viral on social media, so everyone will want to do it

World renowned adventurer, Alastair Humphreys, has sent you his film as inspiration. As you will see, his film shows how he follows his own values and does what he knows is important for his own happiness

Activity context

- Explain the background to the activity



Video: Alastair Humphreys

- Play Alastair's film
- Alastair talks about following his own values and doing what he knows is important for his own happiness

Your task

Get into pairs and work together to design your film challenge for teenagers. You need to:

- Describe what you expect young people to create**
 - Consider length of the film, location, narration, fiction/non-fiction, characters
 - Ensure it will be engaging and easy for teenagers to create their film
 - Ensure the self-respect takeaways from today will be at the heart of the challenge
- Plan (storyboard) your own example film. Decide:**
 - What would the setting/s be?
 - What would happen in each scene?
 - How would it demonstrate the importance of self-respect?

Know you are in control Follow your own values Question yourself

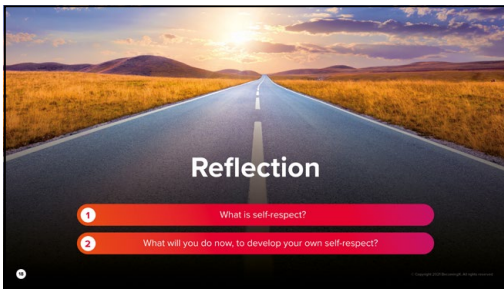
Ask for feedback Surround yourself with people who respect you

Activity instructions

- Organise students into pairs
- Explain the task and ask a student to explain it back to you
- Students then do the activity (they can also record their thoughts)
- Pause students part-way through and select students to share their work: check they're on track and refer to key learning
- Depending on time, ask volunteers to share their challenge with the class

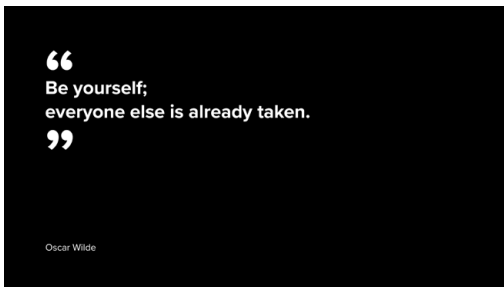
Reflection

🕒 5 mins



Reflection

- Test students remember the key takeaways
- Ask them to write down their answers
- Ask a few students to share their answers
- Ensure they all refer to the key takeaways



Inspirational quote

- Leave this slide up while students transition to the next class
- It is intended to inspire and provoke thinking, and doesn't need to be discussed (unless you wish to!)