

SELF REFLECTION

TREE OF RESPECT



RESPECT STARTS WITH YOU
#CHOOSE RESPECT

chooserespect.scot



PURPOSE

To recognise and explore the role we each play in creating a respectful environment.

GROUP

Group – 5 -12 years, see links with Experiences and Outcomes below

TIME

20 minutes

MATERIALS

Tree template handouts and pens

PREPARATION

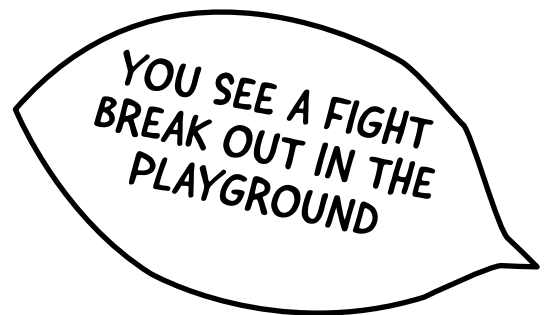
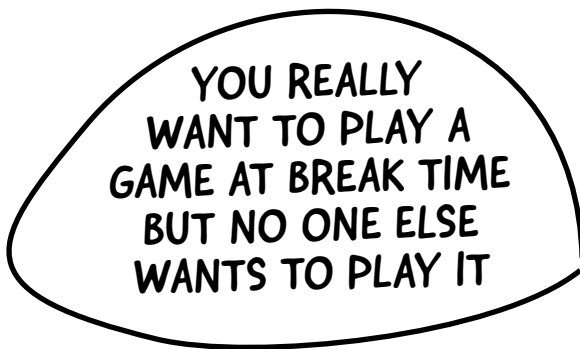
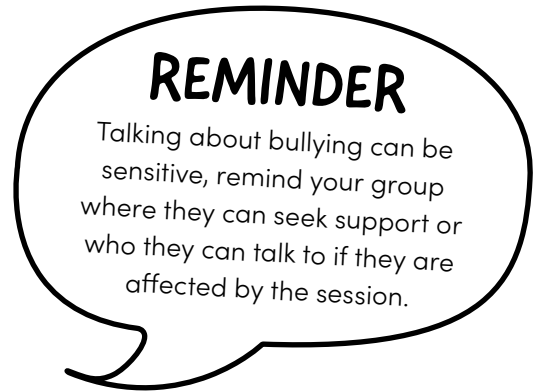
Exploring the concept of respect can be a helpful way to set the scene for this activity. You may wish to use respectme's [#respectmeans resource](#) to facilitate this conversation.

ACTIVITY

Begin discussion with the group about ways participants can show respect to themselves and others. It may be helpful to describe the meaning of respect by referring back to discussions from the #respectmeans exercise. Practitioners can refer to the GIRFEC Wellbeing Wheel and the Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included indicators to explain why it is important that we treat each other with respect.

Ask the group how in your particular setting, each individual plays a role in helping to create a positive respectful environment. Use the tree template to help the group identify the ways they can help.

Further discussion could be added by exploring the following scenarios:
How would you demonstrate respect if...



EXPERIENCES AND OUTCOMES

For delivering Curriculum for Excellence, this activity can be used to explore:

<p>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.</p>	<p>HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a</p>
<p>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.</p>	<p>HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a</p>
<p>As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.</p>	<p>HWB 0-09a / HWB 1-09a / HWB 2-09a / HWB 3-09a / HWB 4-09a</p>

DOWNLOADS & RESOURCES

This resource has been adapted from [YouthLink Scotland's No Knives Better Lives, Playing it Safe Toolkit](http://noknivesbetterlives.com). To download the full resource visit: http://noknivesbetterlives.com/images/uploads/resources/No_Knives%2C_Better_Lives_-_Playing_it_Safe_%28Digital_RGB%29.pdf



