

Respect

Grades 9-12

Segment Summary:

When Kyle Van West decides she's in love, she decides to have sex. She was fifteen years old, and she thought she was ready. Then the relationship ended, and Kyle went into a deep depression.

Initially Kyle Van West thought having sex with her boyfriend would be the right thing to do, but when the relationship came to an end, she experienced a debilitating depression. She found herself in sobbing fits, and for three months she even stopped going to school. Then she became suicidal, went into intensive therapy and started taking anti-depressants. Her mother feels this first love was like a fantasy and that when things didn't work out, Kyle took it very hard. Experts believe younger girls may not have the confidence to say "no," and these girls may be more easily convinced by older boys that they are ready for sex than are older girls.

Discussion Questions:

1. What were the repercussions of Kyle's decision to have sex with her boyfriend?
2. Do you respect Kyle for what she decided? Why? Why not? Do you think you understand why she made this choice? Explain your thoughts.
3. What are some of the physical and emotional risks of becoming sexually involved at a young age? Are there social risks as well? What could she do if she wanted to keep her relationship with her boyfriend but not have sex?
4. How would your life change if you were to become a teenage parent?
5. How do you define respect, and how does someone show respect for his or her partner in a dating relationship?
6. Have you ever dated someone who didn't treat you with respect? What was it like? How did you feel and react? Did you get out of the relationship, and if so, how?
7. Do you think it's respected in this school to be sexually active? How do you view this?
8. What role does confidence and self-respect play when teens are deciding whether or not to have sex? Do you believe mutual respect is necessary for a healthy dating relationship?

Activity: Meaning Is to Definition

Objectives:

Students will be able to

- Analyze and identify analogy components
- Compose analogies that demonstrate the comprehension of vocabulary word meanings
- Use listening skills in order to complete various analogies
- Evaluate analogies to determine their validity

Materials:

- Pens, pencils
- One index card, with two vocabulary words written on each, per student
- **Respect Vocabulary Words and Definitions** handout

Procedure:

Asking students to compose analogies is an excellent way to assess their understanding of a word's meaning. In this activity, students will review the meanings of the vocabulary words and then use their understanding to compose analogies for each word. Afterward, students will listen to each other's analogies to evaluate their validity.

1. Prepare a set of blank index cards so that each card has two vocabulary words written on it. Provide enough room on the cards so students can write their analogies beneath each word.
2. To begin the lesson, have the class review the meanings of the vocabulary words on the **Respect Vocabulary Words and Definitions** handout. As part of the review, students should provide examples of antonyms and synonyms for each word.

Examples:

- Breaking curfew is an example of insolent behavior.
 - Scorn is the opposite of respect.
 - Honor is the same as deference.
3. Review with students that analogies are composed of words that have relationships with each other. These relationships include the following:
 - Synonyms/similar meanings
 - Antonyms/opposite meanings
 - Cause/effect
 - Examples
 4. After the review, share the following analogies with the class and challenge students to determine the relationships between the words in the analogies:
 - Happy is to ecstatic as sad is to depressed.
Note: Students should notice that happy is a synonym for ecstatic and sad is a synonym for depressed.
 - Eating is to starvation as drinking is to dehydration.
Note: Students should notice that starvation and dehydration are the results of not eating and not drinking.
 - Labrador is to canine as panther is to feline.
Note: Students should notice that a Labrador is an example of a canine and a panther is an example of a feline.

5. Ask students to generate their own examples of general analogies and then share them with the class.
6. When you feel students are comfortable generating examples of analogies, have them create analogies for each of their vocabulary words, using their own paper.
7. After all students complete their individual analogy lists, hand out one index card to each student. Explain that each student should write his or her name on the card and then transfer his or her unique analogy to the index card according to the vocabulary word that appears on the card.
8. When all index cards are complete, collect and shuffle them.
9. Read each of the analogies aloud, leaving out at least one word. Students should try to fill in the missing word after you have read the rest of the analogy. If they correctly identify the missing word, then the analogy is valid. If they cannot correctly identify the missing word, then the analogy is invalid, and the student who wrote the analogy will have to generate a new analogy.

Vocabulary Words and Definitions

Contingency plan (n.)

Definition: a plan that someone makes in order to deal with a problem that might occur

Context: If her grades aren't high enough to earn her an academic scholarship, Marta's contingency plan is to attend community college for one year and then transfer to the state university.

Deference (n.)

Definition: polite behavior that shows that a person respects someone and is willing to accept his or her opinions, judgments or beliefs

Context: The juvenile delinquents show no deference for authority figures, such as policemen, principals and parents.

Insolent (adj.)

Definition: impolite and not showing any respect

Context: Janie's insolent behavior in class resulted in her suspension from school.

Justification (n.)

Definition: a good and acceptable reason for doing something

Context: The overwhelming evidence provided the principal with justification for punishing Becca and her friends.

Per capita (adj.)

Definition: for or by each person in a particular place

Context: Neal lives in the town with the highest per capita rates of teenage violence.

Permanent (adj.)

Definition: continuing to exist for a long time or for all future time

Context: When Zev got a permanent tattoo of his girlfriend's name on his arm, he never considered that the tattoo might last longer than his relationship with her.

Remorseful (adj.)

Definition: feeling sorry for doing something very bad

Context: Machiko felt remorseful after he accidentally ran over the little dog with his car.

Respect (n.)

Definition: admiration for someone, especially because of his or her personal qualities, knowledge or skill

Context: Many cultures show respect for the wisdom and knowledge of their elders.

Self-respect (n.)

Definition: a person's feeling of being happy about what he or she is, what he or she does and what he or she believes in

Context: Galien lost all self-respect when he resorted to stealing money from his brother in order to buy drugs.

Victimize (v.)

Definition: to deliberately treat someone unfairly, often in a situation that quickly turns violent

Context: The gang members victimize the old man by throwing rocks at him as he walks home from the store.

Source: *Longman Advanced American Dictionary*. Harlow: Pearson Education Limited. 2000