

BROUGHT TO THE CHILDREN AND TEACHERS OF COLORADO BY



www.jaredpolisfoundation.org

Operation Respect

Respect is powerful—and empowering.

The earlier people learn the power of respect, the more they will get its rewards.

Since September 2000, students, teachers, parents and others have been learning to harness the power of respect through the nationwide Operation Respect program. Founded by Peter Yarrow of the folk trio Peter, Paul and Mary, Operation Respect seeks to make schools, camps and organizations that serve children safer, more respectful and more compassionate places.

Through education and training programs, it also seeks to teach children and teens how to manage their emotions, handle conflict peacefully and overcome ridicule and bullying.

The Newspapers in Education supplement “Operation Respect” was created to extend the message and lessons of materials offered through the Operation Respect program, developed in partnership with Educators for Social Responsibility.

This Teacher Guide offers additional lessons using the newspaper to explore themes important to achieving respect in current events and modern life. It also shows how the newspaper can be a fresh and compelling teaching tool.

The Teacher Guide is structured to mirror four central themes of the Operation Respect curriculum: “Expressing Feelings,” “Caring, Compassion & Cooperation,” “Resolving Conflict Creatively” and “Celebrating Diversity.”

For best results, the Teacher Guide should be used with additional deliveries of newspapers after the initial distribution of the “Operation Respect” supplement.

All activities are written to achieve goals of state and national education standards and benchmarks.



Learn more online by visiting www.operationrespect.org

POST-NEWS
EDUCATIONAL SERVICES

Operation
RESPECT

COLORADO
NIE
NEWSPAPER
IN EDUCATION

UNIT 1

- Drawing Feelings
- Speak Up
- Recognizing Feelings
- Writing Feelings
- Empathizing

UNIT 2

- In Need
- Reaching Out
- Anticipating the Future
- Working Together
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UNIT 3

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- Looking Into It
- Make a Proposal
- Talk About It

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- What Would You See?
- I'd Hammer Out Justice!

EDUCATION

UNIT 1

EXPRESSING FEELINGS

A key part of treating people with respect is recognizing that everyone has feelings. Learning how to respond to the feelings of others, and to express one's own feelings, builds empathy between people and increases respect and caring. The activities in Unit 1 use the newspaper to help students express their own feelings and recognize the feelings of others.

1. Drawing Feelings

Art is a great way to explore one's emotions. Have students get in touch with their feelings by creating a drawing or a painting. Read an emotion-filled story from this week's newspapers to the class, asking them to relax and listen quietly. Then have them each create a picture or artistic representation of some kind—don't ask them to draw a specific scene or feeling, just let their responses guide them. Next read a different story or play a piece of music that conjures up a different set of feelings. Ask students to create another piece of art based on the second prompt. Have students name their pieces and discuss with the class why they drew them.

LEARNING STANDARDS/SKILLS: Identifying and using aspects of the craft of the speaker, writer and illustrator to formulate and express ideas artistically.

2. Speak Up

Sometimes it's not so much what people say that's important, but how they say it. People communicate feelings and attitudes in a wide variety of ways beyond the words they use. People send messages with the volume and tone of speech, facial expressions, posture and in other, less tangible ways. Pick a paragraph from today's newspaper and ask three students to each read it aloud. Ask each one to pick an emotion or feeling to convey by the way they read. Ask the other students to guess what emotion each reader was trying to act out. Then ask students to explain how they recognized what emotion was being conveyed. How do they speak themselves when they feel each of those emotions?

LEARNING STANDARDS/SKILLS: Practicing verbal and nonverbal strategies that enhance understanding of spoken messages and promote effective listening behaviors. Examples include altering inflection, volume and rate, using evidence, and reasoning.

3. Recognizing Feelings

A picture is worth a thousand words, according to the old, familiar saying. Have your students explore the stories that photos can tell by asking them to look at five pictures in today's newspaper that include human faces. After they examine the expressions on the people's faces, and check out other clues such as posture and gestures, have them write a complete sentence for each person, stating what they think each person is feeling.

LEARNING STANDARDS/SKILLS: Distinguishing between verbal and nonverbal communication; recognizing the impact of variations of facial expression, posture and volume on communication.

4. Writing Feelings

Real events can inspire strong feelings, which in turn can become the inspiration for great writing. Ask students to read a powerful story in this week's newspapers together. Request that they concentrate on the emotional aspects of the story—what people mentioned in the story might be feeling or how the events make students feel as readers. Challenge them to brainstorm ideas and images evoked by the story. Finally, ask each of them to write a creative poem, short story or rap inspired in some way by the newspaper article.

LEARNING STANDARDS/SKILLS: Reading and writing fluently, speaking confidently, listening and interacting appropriately, viewing critically and representing creatively.

5. Empathizing *

Understanding what other people are feeling is an important part of social development. In order to get students thinking about the lives behind the news, have students complete the activity sheet titled "Empathizing."

LEARNING STANDARDS/SKILLS: Analyzing themes and central ideas in literature and other texts in relation to issues in students' own lives.

EMPATHIZING

Learning to understand what other people are feeling is called "empathizing." Empathizing is an important part of getting along—and you can explore it by reading the newspaper. The news isn't just a series of stories. It's a daily account of real history. Each person in the news is real and has feelings. As a class, read an article in today's newspaper. Then on your own, reread the article. Choose three participants involved in the events of the story and think about what they might have felt. Discuss your choices with classmates.

1. Event: _____

Participant: _____

Emotions participant felt during the event: _____

Reasons you think he or she felt that way:

2. Event: _____

Participant: _____

Emotions participant felt during the event: _____

Reasons you think he or she felt that way:

3. Event: _____

Participant: _____

Emotions participant felt during the event: _____

Reasons you think he or she felt that way:

UNIT 2

CARING, COMPASSION & COOPERATION

When students learn to work together cooperatively, they learn to appreciate how every member of a community has something to contribute. Learning this strengthens connections between people and promotes compassion and respect. The activities in Unit 2 use the newspaper to explore Caring, Compassion and Cooperation in the community.

1. In Need *

People thrive when both their physical and emotional needs are met. As a class, read an article in this week's newspaper about people who have recently faced a disaster—either natural or man-made. Discuss what has happened. Then with the "In Need" activity sheet, have students explore how events in the story have affected the people involved.

LEARNING STANDARDS/SKILLS: Applying knowledge, ideas and issues drawn from texts to students' lives and the lives of others.

2. Reaching Out *

Expose your class to the efforts of a humanitarian organization by reading an article about one in this week's newspapers. Or challenge them to find one online. Inspire students to think about the needs of others, and practice reading comprehension, by having them complete the activity sheet "Reaching Out."

LEARNING STANDARDS/SKILLS: Understanding narratives about American and world history by identifying the people involved, describing the setting and sequencing the events; comprehending the past.

3. Anticipating the Future

Have students use their caring and analytical skills to anticipate the needs of others. Ask the class to read about a group of people in need in today's newspaper. Then have students write a paragraph about what sort of help the people will need in the coming weeks. Direct them to include in the paragraph a prediction of what person or group might provide the help needed by the people in the story.

LEARNING STANDARDS/SKILLS: Writing fluently for multiple purposes to produce compositions, such as personal narratives, persuasive essays, lab reports and poetry.

4. Working Together

Working together can help speed along a project, but cooperation itself can present challenges. People involved in a project need to have respect for each other to work together effectively. Have students read an article in today's newspaper about people working together to accomplish a common goal. With this story as a reference, have students create a list of ways that working together helps a process (as opposed to going it alone). As a class, create a list of possible pitfalls collaborators might face. Talk about ways respect can help overcome pitfalls. Then discuss ways people can resolve conflict or differences while doing a group project.

LEARNING STANDARDS/SKILLS: Responding personally, analytically and critically to a variety of oral, visual, written and electronic texts; providing examples of how texts influence students' lives and their role in society.

5. Plan for Cooperation

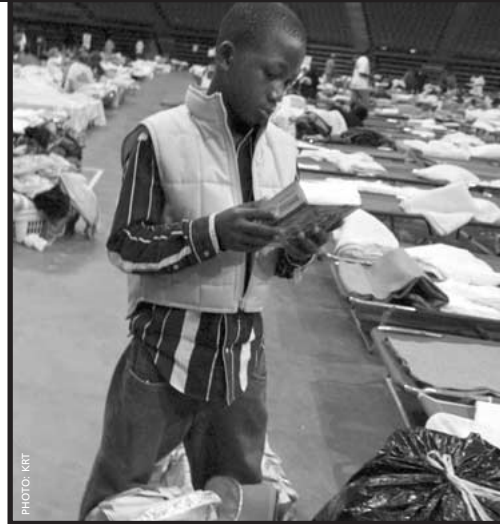
Working as a member of a team is an important life skill. It is also a great way to earn respect and learn respect. Group students in teams and ask them to devise a community service project to correct a problem covered in the local news of today's paper. Have them assign different tasks in the project to different students in their group. With the skills picked up in Activity 4, have them brainstorm ways to avoid conflicts or pitfalls while getting their project off the ground.

LEARNING STANDARDS/SKILLS: Posing questions about matters of public concern that students have encountered in school or in the local community; engaging each other in conversations that attempt to clarify and resolve issues pertaining to local, state and national policy or problems.

Displaced Hurricane Katrina victims found shelter at the Reunion Arena in Dallas, Texas.

IN NEED

As a class, read an article in this week's newspapers about people who have recently faced a disaster—either natural or man-made. Discuss what has happened. How have the events affected the people in the story? In the spaces below, make a list of 10 things the people involved need to help them survive and feel better physically. Then make a list of 10 things that would help people involved survive and feel better emotionally.



ACTIVITY SHEET

Feel Better Physically

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Feel Better Emotionally

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



A boy receives emergency assistance from the World Food Programme distribution point in Atiak, Uganda, near the border of Sudan in Africa.

REACHING OUT

Learn about the efforts of a humanitarian organization in an article in this week's newspaper. Or find information about one in an article on the Internet. Read the questions below before reading the article. After reading the article, re-read the questions and answer them. Refer back to the the article if you need to.

1. What is the organization talked about in the article?

2. What does it do, in general?

3. Why is it in the news?

4. Where do the events in the article take place?

5. When did they happen?

6. What do you expect the organization will be doing tomorrow?

RESOLVING CONFLICT CREATIVELY

Resolving conflict without violence requires both skill and creativity. All sides need to recognize the feelings of others and show respect for those feelings. They need to understand that conflict resolution is a negotiation that requires both cooperation and flexibility. The activities in Unit 3 use the newspaper to explore the origins of conflict and methods of conflict resolution.

1. Comparing Conflict

Have students explore the nature of conflict through fictional and real-life examples.

Ask students to compare a conflict featured in today's newspaper with a conflict they have encountered in a book or story they have read, a movie they have seen or a TV show they have watched. Discuss the ways in which the fictional and real conflicts are similar and different. Talk about how the fictional characters react, compared to the reactions of the real-life people. Discuss what lessons from each conflict could be applied to avoid or resolve other conflicts.

LEARNING STANDARDS/SKILLS: Exploring and reflecting on universal themes and substantive issues from oral, visual and written texts. Examples include rights and responsibilities, group and individual roles, conflict and cooperation, creativity and resourcefulness.

2. Legal Conflicts

The laws of national, state and local governments are designed to keep order, resolve conflicts and ensure fair and equal treatment. Have students explore the ways in which local, state and federal courts achieve these goals. In teams or pairs, have them follow legal cases in this week's newspapers. Ask each team to pick one case and make a presentation to the class explaining ways the case shows how the legal system keeps order, resolves conflicts and ensures fair and equal treatment.

LEARNING STANDARDS/SKILLS: Describing the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society.

3. Looking Into It *

Often the only way to really understand a conflict is to look at the history behind it, the circumstances in which the people in conflict live, past interactions and what has happened recently to stir up discord. Have

students explore the full circumstances of a current conflict by completing the activity sheet titled "Looking Into It."

LEARNING STANDARDS/SKILLS: Acquiring information from books, maps, newspapers, data sets and other sources; organizing and presenting the information; interpreting the meaning and significance of the information.

4. Make a Proposal

In almost every group of people, there are those who avoid conflict, those who seek it out and those who seek to solve problems. Use the newspaper to help your students learn to achieve fair and peaceful resolutions. Have students read the letters to the editor. Discuss which letters seem the most powerful, which seem to make the best arguments and which just seem to be interested in creating problems or controversy. Ask students to each write a letter to the editor of their own, describing a good solution to a problem they see happening in the news.

LEARNING STANDARDS/SKILLS: Developing a thesis, using key concepts, supporting evidence and logical argument.

5. Talk About It

From wars to debates to local disputes, conflicts in the news can be difficult to understand. Help your students understand events in the news by having them focus on stories about one conflict covered in this week's newspapers. Moderate a class discussion as students ask each other questions about any points they don't understand. Keep in mind that some questions will have quantifiable answers while others will lead to educated guesses, speculation or further questions.

LEARNING STANDARDS/SKILLS: Engaging each other in conversations that attempt to clarify and resolve national and international policy issues.



Indonesian students demonstrate for better living conditions in front of the nation's Royal Palace in Jakarta.

LOOKING INTO IT

Often the only way to really understand a conflict is to look at the history behind it. As a class, read about a conflict between groups of people in the newspaper. Using information you find in the paper, almanacs, encyclopedias and reliable Internet sources, answer the questions below.

1. Who are the groups in conflict?

2. What recent events have caused the conflict?

3. What historical events have helped produce the conflict?

4. What does each side want?

5. What does each side say about the other side?

6. Is each side a united front, or are there different opinions within each group?

On the back of this sheet, write how the people on each side live, in what ways they are similar and in what ways they are different.

UNIT 4

CELEBRATING DIVERSITY

Creating respectful, caring communities requires that people recognize both the differences between people and the similarities that unite them. In every community, people of diverse talents and backgrounds make contributions that enrich life. The activities in Unit 4 use the newspaper to help students learn to recognize and celebrate the benefits of diversity.

1. A Diverse Nation *

The United States is one nation made up of many peoples. As a class, discuss how this diversity among families and individuals is both a source of strength and a challenge. With the activity sheet titled "A Diverse Nation," have students search the newspaper for examples of diversity in their community or state. Examples could include people of different ethnic backgrounds or varied community traditions or celebrations. For each, have students write how the example is a source of strength for individuals or the community. Then have them write a way each example might pose a challenge to an individual or the community.

LEARNING STANDARDS/SKILLS: Describing and comparing characteristics of major world cultures including language, religion, belief systems, gender roles and traditions.

2. Diverse Backgrounds *

Diversity gives a community the advantage of different perspectives and points of view. In the local, national and business sections of the newspaper this week, have students find three leaders or newsmakers who have different ethnic backgrounds. With the "Diverse Backgrounds" activity sheet, ask students to list two ways each newsmaker's background gave him or her a fresh approach or point of view about career or leadership decisions.

LEARNING STANDARDS/SKILLS: Describing and discussing shared issues in the human experience that appear in texts from around the world.

3. Changing Communities

The United States is growing more diverse every day as new residents arrive or move to new communities. As a result, neighborhoods, cities and states are facing issues involving diversity that they have not faced before. In the newspaper, have students find an example of an issue your community faces that involves diversity. Ask them to write

three sentences based on the issue. One should summarize the issue, one should state why it is important to the community and one should propose a way to address the issue. Discuss answers as a class.

LEARNING STANDARDS/SKILLS: Describing diverse kinds of communities and exploring the issues they face.

4. What Would You See?

Problems between individuals or groups sometimes occur because people jump to conclusions or make false assumptions. Explore this idea with students using the newspaper. Have them imagine they are archaeologists from the future who have discovered today's newspaper in a historical "dig." Challenge them to make a list of conclusions about life in the United States today that a future archaeologist might make based only on the photos and images in the newspaper. What do the images "say" about people and the way they live? What do they not say? To what false conclusions might they lead future archaeologists?

LEARNING STANDARDS/SKILLS: Reading and writing fluently, listening and interacting appropriately, viewing critically and representing creatively.

5. I'd Hammer Out Justice!

Sometimes people are treated unfairly because of their background, beliefs or ethnic group. Have students read about a person who has been treated unfairly in this week's newspapers. As a class, discuss what happened and why students think it happened. Then challenge students to write a paragraph describing ways that individuals or the community could prevent the unfair treatment from happening to someone else.

LEARNING STANDARDS/SKILLS: Using oral, written and visual texts to identify and research issues of importance that confront adolescents, their community, their nation and the world.

A DIVERSE NATION

The United States is one nation made up of many peoples. Except for Native Americans, the families of all Americans have their roots in other countries. As a class, discuss how this diversity among families and individuals is both a source of strength and a challenge. Then search the newspaper for examples of diversity in your community or state. For each, use the spaces below to write how the example is a source of strength for individuals or the community. Then write a way each example might pose a challenge to an individual or the community.

1 ■ Example of diversity: _____

How it is a source of strength: _____

How it is a challenge:

2 ■ Example of diversity: _____

How it is a source of strength: _____

How it is a challenge:

3 ■ Example of diversity: _____

How it is a source of strength: _____

How it is a challenge:



DIVERSE BACKGROUNDS

Diversity gives a community the advantage of different perspectives and points of view. In the local, national and business sections of the newspaper this week, find three leaders or newsmakers who have different ethnic backgrounds. In the spaces below, list two ways each newsmaker's background gave him or her a fresh approach or point of view about career or leadership decisions.

Person 1: _____

1. _____

2. _____

Person 2: _____

1. _____

2. _____

Person 3: _____

1. _____

2. _____

ACTIVITY SHEET



A MESSAGE FROM JARED POLIS

DEAR FRIENDS,

The Jared Polis Foundation was established in 2000 to support educators and students, involve parents and families, and strengthen Colorado's schools and communities. From my point of view, there is nothing more important in achieving this goal than promoting RESPECT for all.

I am so pleased that we could partner with Operation Respect and NIE to offer materials and inspiration to do this work.

I look forward to helping Colorado lead the nation in promoting safe, caring, and respectful learning environments.

Sincerely,

Jared Polis

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SURVEY

RATE THE PROGRAM

The "Operation Respect" supplement and this Teacher Guide were created to extend the lessons of the national Operation Respect program developed in partnership with Educators for Social Responsibility. To enable us to serve teachers as effectively as possible, we would like to hear your comments. Please complete the following questionnaire and return to

**Post-News Educational Services, 101 W. Colfax, Denver, Colorado 80202
or fax to 303-954-3990.**

- 1.** Please grade the overall quality of the *Operation Respect* program.

+ A - + B - + C - + D - F

EXAMPLE: (B+ evaluation)

+ A - (+ B) - + C - + D - F

- 2.** Do you feel that your students are more knowledgeable regarding issues of caring and respect as a result of this program?

() yes () no

- 3.** Did the *Operation Respect* program meet your overall expectations?

() yes () no

If no, were expectations not met due to any of the following reasons:

- () content of program materials
() delayed receipt of this guide
() missed/late delivery of student sections
() missed/late newspaper delivery
() difficulty incorporating materials into the curriculum

() other _____

- 4.** What changes would improve this program?

- 5.** What new program(s) would be most useful for you?

- 6.** Circle the grade(s) you teach:

K 1 2 3 4 5 6 7 8 9 10 11 12

- 7.** The subject(s) you teach:

- 8.** Your school district:

- 9.** Optional information:

Your Name:

School:

Phone:

Email:

Thank you for helping us improve our educational services.