



DISCUSSIONS  
ACROSS  
DIFFERENCES



WITH

CAPTAIN RON JOHNSON & JENNIFER BLOME

WHAT RESPECT LOOKS LIKE

## Facilitator Guide

## Description

"What Does Respect Look Like?". Helps audiences to understand what the word respect means when utilized in different settings, by various individuals and the impact that it can have when it is present or absent in an environment or setting. Participants will be encouraged to challenge their thinking regarding the definition of respect and its place in building relationships.

## Objectives

Participants will be challenged to:

- Review the definition of respect
- Acknowledge personal biases regarding respect and authority
- Better understand how to give respect

## Target Audience

This program is intended for groups, organizations and people interested in building inclusive communities through dialogue and discussion regarding race.

## Background

Respect is viewed differently from individual to individual and throughout communities. How one person perceives or values the word respect can determine their response to individuals, situations and systems based upon a personal definition of the word. Further complicating our dialogue is the fact that respect often has cultural definitions that may be understood within a particular group but foreign to those outside of it. This lack of understanding can lead to or have serious consequences.

## Tips for Facilitating

Considering the opinions and points of view presented in this video, facilitators will need to focus discussion on those conversations and thoughts that affect inclusion, respect, and valuing others. To best facilitate the discussion, facilitators should **carefully review the video and prepared materials in advance of presentation.**

## Suggested Guidelines:

- Review all presentation materials and the video in advance of your session.
- As you begin the session, establish ground rules for sharing opinions. Stress the need to be respectful of others.
- Set expectations for the session by sharing the objectives and agenda before the video is shown.
- Provide instructions for capturing discussion outcomes and observations.
- Actively manage time to allow sufficient discussion of each section and capture observations without judgment.
- Anticipate distractions or off topic comments in your session and have statements ready to steer the conversation back on topic. An example includes “That is an interesting comment. Let’s discuss it further after the session to allow time to cover discussion items more directly related to the video”.
- When the session concludes, thank everyone for his or her participation and courageous conversations.

## Materials and Equipment Needed

- Video: “What Does Respect Look Like?”  
Click on link: <https://youtu.be/AspazSZDA5M>  
*Wi-Fi or data connection is needed to view video*
- Laptop with Video Screen, or Room with Projector and Screen for showing video
- Flip Chart & Easel, Blackboard, Smart board, or paper to take notes
- Markers or writing instrument
- Facilitator Guide

## Time Requirements

- Room Set-Up: 5 minutes
- Video: 11:22 minute runtime
- Discussion Time: 30 - 40 minutes

## *What Does Respect Look Like?*

### **Introducing the Program**

Welcome participants. Inform participants that the video they are about to view is one that challenges them to review their definition of the word respect and how possessing it or lacking it could potentially impact their interactions with others.

Give advanced notice that there will be questions following the video for discussion and learning.

Give audience “thinking time” after asking a question. Be prepared to give an example, should there be no responses.

### **View Video (Run Time: 11:22)**

### **Group Discussion**

As each question is discussed, make note of key points on a flip chart or paper. For large audiences (more than 10-12 people), consider dividing into smaller groups to discuss questions. Key points from each small group can be shared with the larger group and captured on the flip chart at the conclusion of their discussion.

## Discussion Questions

1. *What do you think of when you hear the word "respect"?*

**Possible Answers:**

- I think of authority.
- A person who has earned the title by their actions.
- I think of a leader.
- I think of Aretha Franklin's song (R-E-S-P-E-C-T).
- I think of disrespect.
- I think of pride.

2. *In some communities respect is spoken of with high regard and seems to be a big deal. Why?*

**Possible Answers:**

- In some communities, particularly urban communities that lack substantial resources, material items were not the things that made people respect you as in more affluent communities. Therefore people defined respect by the ability to influence, control and communicate within their own sphere of influence.
- It seems that perceived disrespect causes more issues than respect can garner.
- Respect is all some individuals feel they have—so when they feel disrespected, the reaction can be swift and strong against an individual, community or system.
- I don't understand how a person can feel they are disrespected and hurt someone, who may not even know that they were being disrespectful.

3. *Please share a time when you may have felt respected or disrespected.*

**Possible Answers:**

- When I am given praise in front of my peers or superiors.
- When I was credited with solving a problem.
- When I was able to get someone to see my view.
- When someone speak down to me or belittles me in front of others.
- When stopped by the police.
- When people take sides along what is perceived to be racial, gender, religious or sexual orientation lines.
- When my opinion does not matter.
- When I am not allowed to speak my mind and share my true thoughts.

4. *How did this impact you?*

**Possible Answers:**

- It made me feel great!
- Recognized for my accomplishments.
- I felt proud.
- It makes me feel less-than.
- It makes me not trust others.
- I feel embarrassed.
- I get angry
- It makes me not speak up and sometimes harbor ill feelings towards the person.

5. *How does one's upbringing and socialization influence their definition of respect and their actions and behaviors to support or embrace it?*

**Possible Feedback:**

- I cannot imagine disrespecting authority.
- Kids lack respect for authority when they do not have two parents in the home.
- Family discussions don't center on respect, when there appears to be so many other pressing issues—like survival.
- Individuals are can be influenced by their surroundings and often imitate others within their circle of friends of influencers.
- I think social media and entertainment has played a vital role in the demise of respect.

6. *How can we embrace the word "respect" from different perspectives?*

**Possible Answers:**

- We can ask more questions without making assumptions.
- Embrace respect by giving respect. This will allow individuals to begin establishing trust.
- Reach out to someone who is different than you and REALLY get to know that person.
- Listen and acknowledge.
- Stop saying "I don't get what they mean by disrespect" and try to understand another definition of the word respect.

## Review Objectives

Participants will be challenged to:

- Review the definition of respect
- Acknowledge personal biases regarding respect and authority
- Better understand how to give respect

## Closing Comments

Conclude the session by sharing your organization or group's policy statement or position on diversity. Be sure to thank the participants for their contributions to discussions and for their time.

## Survey

Please take a few minutes to complete a brief survey on the *Discussions Across Differences* video series:

Click on link: <https://www.surveymonkey.com/r/DiscussionsAcrossDifferences>

**Let's keep the dialogue going.**