

RESPECTING SOMEONE ELSE'S PROPERTY

THE GOAL



People are protective of the things they own. Students need to learn the importance of respecting other people's property. They need to learn that other people's property should be treated with as much or even more respect than they show their own belongings. Finally, they need to learn that there are rules and laws that protect other people's property and that there are real consequences if they don't.

THE OBJECTIVE

This exercise will help students identify the property that is important to them and to see how they would not want that property affected by someone else. This will lead into a discussion on why students should respect the property of other people.

• EXERCISE •

1

Ask the students to think of three things they own that they really like. Help the students think of examples such as a favorite toy, a video game, clothes, etc. After the students have identified these three things ask the students to identify the thing that matters the most to them, the thing that is the largest, and the thing that their friends like the most.

2

Ask the students to identify how they received these things. For example, were they gifts or did they work for them?

3

Now ask the students to share with you why these three things are so important. Ask them to share why these things really matter to them.

4

Now give the students the following scenarios. Over dramatize each scenario and use your voice to emphasize the seriousness of each:

- THE ITEM MOST IMPORTANT TO THE STUDENT IS STOLEN
- THE LARGEST ITEM LISTED IS EITHER BROKEN OR MESSED UP
- THE FINAL ITEM IS ACCIDENTALLY BROKEN BY A FRIEND WHO IS BEING CARELESS WITH IT

5 As you give each scenario take note of the students’ initial reactions to each. Write this reaction down for later use.

6 As each scenario is given ask the students for their reaction. How would it make them feel? What would they do? What would they say?

7 Ask the students to think about how much each item means to them. Now ask the students to think about how much each item costs and what would they do if these things were broken or stolen. Would they, not their parents, have the money to replace any of these items?

8 Now ask the students to think of where money comes from. Remind the students that the items they listed require money to purchase. Ask the students how they could raise enough money to replace these items.

9 Ask the students if there are other toys or clothes or things that they would like to have. After the students have identified several, point out to the students that if something bad happened to one of the three favorite things they identified earlier that they would have to replace them before they could ask for or work for anything new.

10 Look back at your notes and find the students’ initial reaction to each item being damaged, lost, or stolen. Remind the students of their reactions and ask them if they feel any differently knowing that it would take time, work, and money to replace each. Would any of these items mean less to them if they had to work to replace them?

11 Talk with the students about how upsetting it is when someone messes with their stuff and especially when someone breaks, loses, or steals the things that are valuable to them.

12 Ask the students to tell what they think should happen to the people who lose, steal, or break their things. Allow the students to talk unabated about the punishment these people deserve. Remind the students of their initial reactions to the news of their things being stolen, broken, and messed up.

13 After the students have finished with their recommendations for punishment, turn the tables and ask the students if they have ever stolen, lost, or damaged something belonging to someone else and which of the punishments they outlined would be appropriate for them now. Challenge the students to think of a time when they broke something, took something, or damaged something— either on purpose or accidentally— and which of the punishments they identified they should receive.

14 Walk the students through the items they had stolen, defaced, and accidentally broken. Remind them of their initial reaction to each as well as their recommended punishment for each.

15 Now ask the students whether or not they should receive the same punishment when they do this to someone else's property.

16 Explain to the students that other people feel just as strongly about their property as they do. This means that other people will be just as protective of their stuff as the students are of theirs.

17 Explain to the students that carelessness can have the same consequences as being mean. Breaking something that belongs to someone else because you aren't paying attention can get you in just as much trouble as breaking something because you are in a bad mood.

18 Tell the students that the bottom line is that they need to treat other people's property the same way they would want their property treated and realize that when they don't there will be very real consequences.

THE SUMMARY



People are protective of the things that belong to them. No one wants their property lost, stolen, or defaced, either intentionally or accidentally. Students need to learn that other people will hold them accountable for neglect and mischief as it applies to their property just like they would. The students need to understand that they need to treat other people's property with the same respect they would want other people to treat their belongings. They also need to understand the very real potential consequences for disregarding this rule.



DISCUSSION POINTS

Why is it important to treat other people's things with care?

If you break something that belongs to someone else what should you do?

How would it make you feel if your friends did not care about your stuff and just tore it up?

If you don't treat other people's stuff carefully will they treat yours carefully? Why not?

THE PLEDGE

ASK THE CLASS TO EITHER READ OR REPEAT THE FOLLOWING:

I will take care of my things and I will take the time to care for the property of other people.
I will respect other people's property and will treat it as I want mine treated.

COMPLIMENTS & BACK-PATS



- Thank the students for participating and tell them that you are proud of them.
- Tell the students that they all deserve to have nice things and they all deserve to have friends who treat their things respectfully.
- Tell the students that they are good people and that is why it is important that they treat other people's things with respect.

RIGHT WAYS & NO WAYS

Ask the group to tell if the following is the "Right Way" or the "No Way"



- Randy wanted to borrow Suzy's headphones but she wasn't around so he just took them. (No Way)
- Debbie accidentally spilled her drink on Marie's book so she went to her, apologized and offered to buy her a new book. (Right Way)
- Raymond likes to write his name on tables and walls and other places around the school. (No Way)

- Shelly borrowed Karen's favorite dress so she was really careful not to get anything on it. (Right way)

SKILLS LESSON RECAP

THE GOAL

People are protective of the things they own. Students need to learn the importance of respecting other people's property. They need to learn that other people's property should be treated with as much or even more respect than they show their own belongings. Finally, they need to learn that there are rules and laws that protect other people's property and that there are real consequences if they don't.

... EXERCISE KEY POINTS ...

You identified three of the most important things you own, how you received them, and why are they so important to you.

You were then asked how you would feel if these things were stolen, vandalized, or broken.

You were led through an exercise that help you determine how much it would cost to replace all three items as well as how long it would take for you to replace them.

You identified what you believe the punishment options should be for those who treated your belongings in a careless manner. The tables were then turned and you were told to describe a time when you lost, broke, or damaged someone else's property and which one of the punishment options you felt would be appropriate.

CONSEQUENCES OF **NOT** USING THIS SKILL

If you do not respect other people's property then they are likely not to respect yours. You also run the risk of getting into trouble if you do not respect the belongings of others.



BENEFITS OF **USING** THIS SKILL

By respecting other people's property they are more likely to respect yours. You will also be able to avoid trouble because you will not have broken, vandalized, or lost something that belongs to someone else.

Respecting Someone Else's Property

Identify the 3 things you value most:

IMPORTANT THINGS OWNED	HOW RECEIVED?	WHY IMPORTANT?	APPROX. COST
1			
2			
3			

INCIDENT	HOW DO YOU FEEL?	WHAT WOULD YOU DO?	WHAT WOULD YOU SAY?
1. most valuable is stolen			
2. largest is vandalized			
3. item accidentally broken by a friend			

If these items needed to be replaced, how many hours of work would be needed to earn enough money to replace it? Use the following formula to determine the answer.

total cost / current hourly wage = _____ hours of work

What do you think should happen to the people who lost, stole, or defaced your property?

Have you ever stolen, lost, or damaged something belonging to someone else? If so, which of the punishments you outlined earlier would be appropriate now for you?

Do you think other people feel just as strongly about their property as you do yours? Why or why not?

Student: _____ Facilitator: _____ Date: _____