

BULLYING AND VIOLENCE PREVENTION
FIRST GRADE
LESSON 3

- TITLE:** Name That Feeling!
- PURPOSE:** To introduce students to feelings associated with hypothetical bullying scenarios.
- OBJECTIVES:** The student will be able to:
- identify with the feelings of a bully, victim, and bystander.
 - demonstrate an understanding of feeling words by matching a feeling word to each of the roles introduced.

LANGUAGE ARTS FLORIDA STANDARDS (LAFS): LAFS.1.SL.1.1;
LAFS.1.SL.2.4; LAFS.1.L.3.5

COLLABORATIVE FOR ACADEMIC, SOCIAL AND EMOTIONAL LEARNING (CASEL) COMPETENCIES: Social Awareness; Responsible Decision-Making

VALUES MATTER MIAMI CORRELATION: Citizenship; Fairness

VOCABULARY: afraid, sad, angry, bored, mad, lonely, scared

INSTRUCTIONAL TIME: 30 Minutes

PREPARATION/INSTRUCTIONAL MATERIALS:

- dry erase marker and board

SPRINGBOARD ACTIVITY:

- 1) Define and discuss the meaning of the word *feelings*.
- 2) Have students tell about a time when he/she was feeling happy, sad, etc.

ACTIVITY:

- 1) Read each of the statements below. After each statement, have students act out the feeling word.
 - a) Pedro is feeling sad because he missed the basket at P.E.
 - b) Maria is happy because Steven invited her to go to Chuck E. Cheese
 - c) Mark feels lonely when his dad goes to work.
 - d) Sandra feels afraid when it is thundering outside.
 - e) Elizabeth is so happy to be celebrating her 7th birthday on Friday.
 - f) John feels sad when he gets bad grades on his report card.

ASSESSMENT: Teacher observation, class participation and completion of activity.

FOLLOW-UP ACTIVITY: Have the students illustrate a picture of a feeling word or situation.