

BULLYING AND VIOLENCE PREVENTION

FIRST GRADE

LESSON 5

TITLE: Real and Make-Believe

PURPOSE: To encourage students to speak up against bullying.

OBJECTIVES: The student will be able to:

- distinguish between real life and make believe.
- demonstrate an understanding of possible solutions to bullying through role-play.

LANGUAGE ARTS FLORIDA STANDARDS (LAFS): LAFS.1.RL1.2; LAFS.1.RL1.3; LAFS.1.RL2.4; LAFS.1.RL4.10

COLLABORATIVE FOR ACADEMIC, SOCIAL AND EMOTIONAL LEARNING (CASEL) COMPETENCIES: Self Awareness; Self-Management; Social Awareness; Relationship Skills

VALUES MATTER MIAMI CORRELATION: Citizenship; Responsibility; Kindness

VOCABULARY: role-play, real-life

INSTRUCTIONAL TIME: 45 Minutes

PREPARATION/INSTRUCTIONAL MATERIALS:

- Book: How do I feel about Bullies and Gangs by Julie Johnson and Jen Green
- dry erase board and markers
- one sheet of paper for each student in your class

SPRINGBOARD ACTIVITY:

- 1) Read story, How I Feel about Bullies and Gangs by Julie Johnson and Jen Green. Discuss some of the scenarios in the story and what each character did to resolve the conflict.

- 2) Define and discuss the meaning of the words: *make believe* and *real life*. *Make believe* is when we pretend that something is happening or has happened. *Real-life* means it's really happening or has happened.
- 3) Ask students to name some of their favorite television shows. Write the show names on the board. Explain to the students that the characters in the story and on television are make believe. Emphasize the importance of not imitating what some of the characters on television do to each other. Also, emphasize the fact that real life people have feelings and sometimes, our words and actions can hurt someone else.

ACTIVITY:

- 1) Read the sentences below. Have students identify whether the scenarios are real life or make believe. If the scenario presented is real life, ask students to provide a workable solution or strategy and to identify how the person being bullied feels at the moment.
 - a) SpongeBob hits his pet snail, Gary because he is upset at him.
 - b) Mary pushes Tom because she wants to get on the monkey bars. (Use the names of your students).
 - c) Chester and AJ get in a fight. Chester punches AJ. (Fairly Odd Parents).
 - d) Melissa tells Maria a mean story about David. (Use the names of your students).
 - e) Lizzy and Carlos throw a milk carton at Jeff in the cafeteria. (Use the names of your students).
 - f) Johnny and Dukey must save Porkbelly from the town's newest supervillain (Johnny Test).
 - g) Tyrone and Michael are playing a game of chess. Tyrone wins and Michael throws the game at him. (Use the names of your students).

ASSESSMENT: Teacher observation and class participation.

FOLLOW-UP ACTIVITY: Give each student a sheet of paper. Have the students fold the paper in half vertically. On one side of the paper, ask students to write the word *conflict*. Have the students draw a scenario in which there is a conflict. On the other half of the paper, have the students write the word “solution”. Have the students draw a picture of a solution to the conflict.