

BULLYING AND VIOLENCE PREVENTION

FOURTH GRADE

LESSON 3

TITLE: Doing Unto Others

PURPOSE: To raise awareness about characteristics of a positive interpersonal relationship.

OBJECTIVES: The student will be able to:

- understand the characteristics of a friendship and bullying.
- understand the relationship bullying has on others feelings.
- take steps to creating an environment that is caring and sensitive others' needs.

SUNSHINE STATE STANDARDS: LA.4.1.5.1, 4.1.6.1, 4.1.6.10

STUDENT SERVICES BENCHMARKS AND STANDARDS: PS 1.1, 1.2, 4.4

VOCABULARY: friendship, bullying, empathy, caring, and differences

INSTRUCTIONAL TIME: 40 Minutes

PREPARATION/INSTRUCTIONAL MATERIALS:

- dry erase board and markers
- two sheet of paper per student
- crayons or markers
- pencil

SPRINGBOARD ACTIVITY:

- 1) Divide students into pairs. Each pair will jointly write a definition for the word *friend*.
- 2) Each pair will then fold their paper in half to make a two column note. Title the left side, "A friend is some who..." On the right side title the paper "A friend will not..."

Example:

A friend is someone who-

You enjoy being with.

Makes you laugh.

Will say, "I'm sorry", when they make a mistake.

A friend will not...

Hurt your feelings.

Physically hurt you.

Tell your secrets.

You trust.

Makes you feel good about yourself.

Embarrass you.

Take or abuse your property

3) Each pair may join another pair to share their definition and notes of what a friend is and is not.

ACTIVITY:

1) Do a sweep to find common words to create a class definition of a friend. Write it on the board or large chart. Create a class two column note by rotating to each group to hear responses from the lists.

2) Explain that sometimes a person will start out being a friend then change their behavior. When that person begins displaying sign from the second column, ask the class is he/she still a friend? If not discuss several strategies of moving away from that relationship. For example, here are some strategies:

STRATEGIES:

- Practice what you're going to say with a friend or parent if you need to.
- Tell the person you no longer feel that they are a friend.
- Give examples of behaviors displayed that show that they are no longer a friend. (You may use some of the examples from the chart.)
- Say how you feel in a clear voice.
- Participate in activities that make you feel good about yourself.

ASSESSMENT: Teacher observation, class and group participation and completion of follow-up activity.

FOLLOW-UP ACTIVITY: Discuss the feelings associated with the scenarios presented above. Stress the importance of treating one another with the same respect he/she would like to be treated. Have students respond to the following prompt:

Have you ever been treated badly by a friend? What did you do to deal with the problem? What does the Golden Rule mean to you?