

BULLYING AND VIOLENCE PREVENTION

FIFTH GRADE

LESSON 4

TITLE: Getting To Know You

PURPOSE: To acknowledge and recognize that differences are what make the world go round.

OBJECTIVE: Students will be able to:

- share ideas and opinions on various topics
- recognize differences among people and the benefit that exists because of differences

SUNSHINE STATE STANDARD: LA.5.3.5.3, 5.5.1.1, 5.6.3.2

STUDENT SERVICES BENCHMARKS AND STANDARDS: PS 4.2, 4.3, 4.6

VOCABULARY: culture, custom, tradition, ethnicity, and heritage

INSTRUCTIONAL TIME: 40 Minutes

PREPARATION/INSTRUCTIONAL MATERIALS:

- dry erase board and markers
- interview sheet
- dictionary,
- biographies,
- poster paper,
- crayons or markers
- pencil
- paper
- Xerox copies of handout 5-8 (one per student)

SPRINGBOARD ACTIVITY:

1. Teacher will begin by defining the following words: *culture, custom, tradition, ethnicity, and heritage*. Elicit responses from students as to the personal meaning of these words, examples, etc. and create a web on the board.
2. Teacher will pair students up (pair those who don't really have a friendship with each other, don't really know one another well). Students will then interview

each other using handout 5-8: Interview Form. They will add a few of their own questions to the interview.

3. Students will introduce one another based on their interview with their partner. Each student will choose something unique to say about their partner. As each one finishes he/she will write that student's name on the board linking each name like a crossword puzzle.

4. Begin a discussion by asking the students the following questions:

- a) How are we all linked together in this class?
- b) In this school?
- c) In our community?

Emphasize the importance of respecting ALL people – everyone has something important to contribute to our society.

ACTIVITY:

Each pair of students will work together to research leaders in history who used non-violent ways to solve problems. (Martin Luther King, Mohandas Gandhi, or others)

Say: "We need to learn how to solve problems so that we and others will have a more peaceful world to live in when we become adults." Lead a discussion about violence in our country, state, city, schools, homes. In pairs, have students make two lists:

1. Peaceful Things to say to Each Other (Put-Ups)
2. Things Not to Say that May Escalate a Conflict (Put-Downs)

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

FOLLOW-UP ACTIVITY: After sharing their lists, students will select the best items from their list to illustrate/create a poster.

“Getting to REALLY Know You”
Interview Sheet

1. What is your name? What is the meaning of your name?
2. Where were you born? How long have you lived here?
3. Tell me about your family members? Siblings?
4. What are some of your favorite customs, celebrations, traditions?
5. What is your favorite thing to do in your free time? Hobbies?
6. What is your favorite school subject, why?
7. Name a dream that you have for yourself in the future.
8. Ask a few of your own questions.