

BULLYING AND VIOLENCE PREVENTION

PRE-KINDERGARTEN

LESSON 4

TITLE: We're All in This Together

PURPOSE: To distinguish the similarities and differences that exist between the student and his/her classmates.

OBJECTIVE: The student will be able to:

- explain individual similarities and differences.
- demonstrate an understanding of how one person may differ from another.

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS (FELDS): FELDS.VII.C.1

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

VALUES MATTER MIAMI CORRELATION: Fairness; Kindness; Pursuit of Excellence

VOCABULARY: same and different

INSTRUCTIONAL TIME: 20 minutes

PREPARATION/INSTRUCTIONAL MATERIALS:

- pencils
- crayons
- one sheet of paper per student
- two pieces of yarn or string long enough to divide the class into four equal quadrants

SPRINGBOARD ACTIVITY:

1. Explain the meaning of the word *same* by pointing out the similarities between two students in the class. For example: Maria and Carlos both have brown hair.

2. Explain the meaning of the word *different* by pointing out differences between two students in the class. For example: John is wearing a black shirt and Cindy is wearing a red shirt.

ACTIVITY:

1. Place a piece of yarn or string along the middle of the classroom. Place another piece of yarn or string in a perpendicular direction as to divide the class into four equal quadrants. Instruct the students to listen to the following statements and move accordingly:
 - a) If you have black hair, move to this side of the room (point to one of the four quadrants).
 - b) If you have brown hair, move to this side of the room (point to one of the three remaining quadrants).
 - c) If you have blonde hair, move to this side of the room (point to one of the two remaining quadrants).
 - d) If you have red hair, move to this side of the room (last quadrant).
 - e) Additional examples may be favorite ice cream flavor, television show, or shirt color.
2. Emphasize the definition of *same* and *different* by comparing group characteristics as you engage the students in play.

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

FOLLOW-UP ACTIVITY: Have each student draw a picture of a classmate that is similar to him/her. As the students are drawing their picture, go around to each student and ask him/her to tell you about their picture. Place a title at the top of the page that tells about the student's drawing such as "Mary has the same color hair as me". Send illustrations home for students to share with their parent/guardian