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Hillsborough County Schools, Tampa, Florida
January 11, 2005

For Grades: Primary

Topic: Physical Intimidation

Target Concept: Understanding Conflict

Emphasizing Reading, Writing

Set-up:

One role-play for the class. Interface w/ story web for discussion about what physical intimidation is, what it looks like. Discuss and explain through examples and non-examples.

Lesson:

Read *Hands Are Not for Hitting*.

Hand cut-outs. Students trace hands or pre-cut. Students write five positive, appropriate things they can do with their hands (one thing on each finger). Share out.

Homework or extensions:

Write pledge for class.

Authors: Lorraine Floyd, Judy Weyand, Shawn Marinello, Michelle Manning, Gloria DePaul, Tara Baker
Hillsborough County Schools, Tampa, Florida
January 11, 2005

For Grades: Primary

Topic: Students tease and mock another student who has trouble reading and writing

Target Concept: Perception/Empathy

Emphasizing citizenship, respect, social development

Set-up:

“Have you ever been new to a school? How did that feel?” Discuss and link any feelings of uncertainty, loneliness, etc. to feeling the hurt that someone may feel in being bullied, teased, made fun of.

Lesson:

Read Katie Couric’s *The Brand New Kid*.

“Who was being bullied?” Discuss feelings.

“Who was the victim?” Discuss feelings.

“Who were the bystanders? What did they do that encouraged the bullying?

What could they have done?”

Introduce “What I can do if I am being bullied” and “What I can do if I see someone being bullied.”

Role-play scenarios.

Homework or extensions:

View Sunburst video, *I Was Just Kidding*.

Bullyproofing Your School, pp. 99-101, HA HA SO.

Authors: Debra Houghland, Nicole Matthews, Valerie Wagley, Julie Campo, Rosamona Norris, Sue Chapin
Hillsborough County Schools, Tampa, Florida
January 11, 2005

For Grades: Primary
Topic: Natural Disasters
Target Concept: Understanding Conflict

Emphasizes Reading Objectives

Set-up:

Open with *The Little Red Hen*; read and have students act out the parts. Discuss responsibility to self and others, using natural disaster such as a hurricane as an example: "Who will help me with supplies, preparation?" etc. What will happen if they don't help? What will result if they do help?

Lesson:

Review how the *Little Red Hen* characters did not help, and how that led to conflict. How could they have avoided this?

How are students responsible in home or community?

I-Care Rule #5: We are responsible for what we say and do.

Brainstorm: what could children do to reach out to others after a natural disaster? (penny drive, collect clothes, food, etc.)

"Have you ever received help? How did that feel? How do you suppose it feels to someone else when you help after a serious problem?"

"We've talked about being part of a community, how we are responsible for ourselves and to others in need. How can you avoid conflict in your classroom? On the playground?"

Role-play conflict scenarios — negative and positive.

Homework or extensions:

Conduct penny drive, collect clothes, food, etc.