

GETTING ALONG WITH OTHERS USING EMOTIONAL POSITIVE ACTIONS

Purpose: To develop a Code of Conduct the students can accept as rules for getting along with each other.

Materials: Large sheet of lined paper, felt tip pen

Procedure:

1) SAY, "Our spaceship has landed, but we still need to get along with each other. What I need to know now is what rules of behavior you can all agree upon. Review what you wrote yesterday and ask yourself what rules should apply to our classroom. Can anyone suggest a rule that you think we should live by?"

2) *TEACHER: The first goal here is get the students to be specific. If someone says, "We should be kind to each other," ask for a more specific rule. Perhaps the student will respond, "We shouldn't tease each other." When such a rule is offered ask the students whether every single one of them can agree to that. Let them raise their hands in approval. If someone votes against it, ask why. The student might say; "Sometimes teasing is just fun. I don't think we should say that we don't ever want any teasing." Discuss this and see whether a guideline about teasing could be developed. Would a qualifying word for "teasing" make it acceptable to everyone?*

3) *TEACHER: This process, if taken seriously; can cause the students to think very seriously about what behavior they will accept. If they are accepting too easily; raise some questions, make sure they understand what they are committing themselves to. Once a rule has been accepted, however write it down and remind the students that this will be posted and that every person has agreed to it.*

4) SAY, "I'm very impressed. You have come up with rules that I certainly accept and am willing to abide by. I hope that you also see the value of the process we have just gone through. Everyone would like to be treated well, but not everyone is willing to offer what he or she expects to receive. Let's live these rules and see if it won't improve the quality of friendship and cooperativeness in our class."

GETTING ALONG WITH OTHERS USING EMOTIONAL POSITIVE ACTIONS

Purpose: **To introduce the idea that we get along with others best when we understand and like ourselves.**

Materials: None

Procedure:

1) SAY, "People who feel good about themselves usually like others as well. The person who feels secure and happy is less likely to find fault with everyone else. In fact, it is insecurity that makes a person want to pick others apart, bring them down to the person's own level."

2) SAY, "People who like themselves want to be themselves, and they don't mind others being individuals as well. It is the insecure person who judges everyone by his or her own ways of doing things. The poem, 'Acceptance,' illustrates this idea."

ACCEPTANCE

I like all the kids I see,
Especially if they look like me.

Tall ones, short ones - they're just right,
If they're my exact same height.

Any shade of eye is fine,
If it's hazel - just like mine.

I like every kind of skin,
Exactly like the one I'm in.

As for clothes, well, I don't care,
If they're things that I would wear.

So do the things you want to do,
Just don't think up something new.
I won't give you any trouble
As long as you will be my double.

DISCUSSION QUESTIONS

- Many people seem to think this way, whether they admit it or not. Why do people tend to think their own way is always best?
- Do we tend to like people who are much like ourselves?
- What are the limitations in this method of choosing friends?

LESSON 75 • UNIT 4 • GRADE 6 (Continued)

- What are the advantages of having friends with various backgrounds, interests and personalities?
- How do you feel when you open up to new friendships and accept people for what they are?

3) SAY, "You are an individual. You want to be respected and treated as one. If you like yourself, and you should, you like the idea that you are somewhat different from all those you meet. You should also enjoy the difference in your friends and acquaintances. 'Acceptance' is more than saying 'I like people who are just like me'; acceptance is liking people partly because they are different."

GETTING ALONG WITH OTHERS USING EMOTIONAL POSITIVE ACTIONS

Purpose: To have students identify the positive actions for getting along with others.

Materials: None

Procedure:

- 1) SAY. "Getting along with others is not always easy. It doesn't happen by accident. Young people who do get along well find that it often takes a conscious effort. Sometimes that means not saying the first thing that comes to mind, or making a special effort to be concerned about others' needs. Let's look at some examples of situations that might come up in your life. Each one is followed by questions that will help us discuss the positive actions necessary for getting along."

Jerry got a ten-speed bike *for* Christmas. He was really proud of it, so he took it over to show his friend Mark. Mark said it was nice, but then he said, "I'm getting one *for* my birthday in the spring. My dad said he'd get me a professional racer. It will cost a lot more than the one you got, but it's a lot lighter and it has everything on it."

DISCUSSION QUESTIONS

- How would Mark's comments make Jerry feel?
- What might be an explanation *for* why Mark would talk that way?
- What positive action might Mark have taken, instead of saying the things he said?

Bonnie's parents were getting a divorce. Her mother was very unhappy and sometimes hard to get along with. Bonnie only saw her dad once a month. She was feeling a great deal of stress and unhappiness, and that was all she seemed to talk about. Finally her friend Cindy told her, "Bonnie, I'm sick of hearing about all that stuff. Let's talk about anything else."

DISCUSSION QUESTIONS

Why did Bonnie need to talk about the divorce so much right at that time?

Why was Cindy so tired of hearing about it?

Could Cindy have taken a positive action that might have solved the problem and still shown understanding?

Dale was a great Dodger's fan. He was always reading about the players and talking about the team's chances for the pennant. Debra told Dale, ". don't see why you like the Dodgers. They're stupid. I like the St. Louis Cardinals." Dale answered that she was crazy to like the Cardinals, and then he told her that she didn't know anything about baseball anyway.

DISCUSSION QUESTIONS

- Is there such a thing as being a fan for the "right" team?
- How could Dale and Debra use positive actions to avoid such an immature argument?

The town held races at the Fourth of July celebration. Mike came in first place for his age group, and he was more than happy about it. He had never won anything before in his whole life. But suddenly he was convinced he was going to be an Olympic champ. He brought the subject up all the time. Finally his friend Jeff said to him, "Come on, Mike. You only had to beat about six guys. You act like you're some big star."

DISCUSSION QUESTIONS

- Why did Mike make such a big thing out of his victory?
- Why did Jeff get tired of hearing about it?
- Could Mike have handled the situation better?
- Could Jeff have taken a positive action that would have shown more understanding?

On a spelling test, Bart missed more words than he got right. He had never done so badly, but he had forgotten about the test and hadn't studied for it. Nancy, who sat right behind him, looked over his shoulder and saw his score, and she told Bart loudly enough for others to hear, "I can't believe you only got eight right. That was an easy test, I got one hundred on it,"

DISCUSSION QUESTIONS

- How would you feel if you were Bart?
- If Nancy stopped to think about Bart's feelings, what might she have done?

2) SAY, "If we all could remember the way we have felt at some time when others have not cared about our feelings, we would probably be much more careful in what we say to our friends and classmates. Can you think of any examples of times when your own feelings have been badly hurt because someone didn't consider your emotions at the time? Remember these feelings as you deal with those around you and try to treat people the way you would like to be treated."

GETTING ALONG WITH OTHERS USING EMOTIONAL POSITIVE ACTIONS

Purpose: To reinforce the positive actions for getting along with others.

Materials: None

Procedure:

1) SAY:

- How we feel about ourselves (our self-concept) is linked to the quality of our relationship with other people.
- If we relate to others in a positive manner, they in turn will most likely treat us in a positive way.
- The art of making friends and getting along with others is based upon certain positive actions.
 - Treating others as you like to be treated.
 - Looking for the good in others.
 - Saying and doing nice things for others, sometimes anonymously.
 - Thinking how others feel.
 - Showing appreciation.

2) *TEACHER: Read the story "Dear Diary," then discuss the questions that follow. If your class has never kept diaries, briefly explain their purpose.*

DEAR DIARY

Dear Diary,

Sally came to see me today. She was so upset she was crying. She'd found out about Carolyn's skating-slumber party next week because all the girls were talking about it at recess today.

She tried to join in by saying she hadn't received her invitation yet. Finally someone had to tell her that she hadn't been invited.

I feel sorry for her. No one wants her for a friend and she's really lonely. But she brings it on herself. She criticizes everyone and everything. Yesterday she teased Myrna about her southern accent all day! By the end of the day Myrna was in tears, but Sally never let up. And she's always giving Robby a bad time about his clothes even though she knows his folks don't have much money. She told Mrs. Benson that our readers are dumb and just for kids who wouldn't read.

The boys hate her and don't mind telling her so. Most of the girls just avoid her. I've noticed that even Mrs. Benson gets tired of her - but who wouldn't?

In a way I'd like to help her, and I guess I should, but I get so mad at her that I start to feel that she gets what she deserves.

Concerned,
Shelly

DISCUSSION QUESTIONS

- How would you describe Sally's problem?
- Is there anything Sally's classmates could do to help her?
- What are some of the secrets of getting along with others?

3) *TEACHER: Have the students respond from the point of view of the diary. Tell the students that the girl who wrote in the diary is named Shelly. They should write to her and give her some advice on dealing with Sally. You may want to have some of the students share their advice with the rest of the class.*