

## FIRST GRADE: Building Boundaries for Young Children: Rules for Interacting with Others

### **Child Development:**

First graders continue their journey toward independence and toward more understanding about rules for conduct. Their efforts to be socially accepted outside the family make self-esteem a major issue for them. They need the approval of their parents and peers, and they can become anxious if they are pushed too hard to excel. As this is a year that brings with it many emotions, first graders are learning to identify and manage their feelings.

### **Lesson Overview:**

The focus of this program for first graders is about starting to build emotional boundary skills. The corresponding lessons are designed to reinforce the concept that interactions can affect how we feel. Children will review the basic types of feelings. In addition, they will review the concept of bullying and how it makes kids feel. Children will learn how to tell someone about people or events that make them feel mad, sad or scared.

### **Objectives for First Grade Students:**

#### **Students will:**

1. Review the concept of feelings and what makes them feel good or bad.
2. Learn the rules for how they're supposed to treat each other.
3. Learn about bullies, how they break rules, and how we should treat each other.

## FIRST GRADE: Lesson Plan A

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### **Learning Objective 1:**

Review the concept of feelings and what makes them feel good or bad.

Estimated Lesson Time: 20–30 minutes

### **Materials needed:**

Identifying Emotions Activity Page

Feelings Activity Page Draw a Line

Feelings Activity Page Blank Circles

Crayons or pencils

### **Activity:**

Teacher:

“Today we’re talking about feelings. We can have lots of feelings, but basically all feelings fit into four groups. What are some ways that you feel?”

[Kids respond]

[Teacher hands out Identifying Emotions Activity Page] and asks:

“Which face is mad? How were you able to tell which face was mad? See? Our feelings show through our bodies, don’t they?”

- ▶ Which face is sad?
- ▶ Which face is happy?
- ▶ Which face is scared?

## FIRST GRADE: Lesson Plan A

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### Option One:

Have the children verbalize what they are thinking.

“Tell me”:

- ▶ What kinds of things make you happy?
- ▶ What makes you sad?
- ▶ What makes you scared?
- ▶ What makes you mad?
- ▶ Does your body show your feelings?

### Option Two:

[Teacher hands out Feelings Activity Page - Draw a Line.] Have the children draw a line from the word to the face that expresses that feeling.

### Option Three:

[Teacher hands out Feelings Activity Page - Blank Circles.] Give the students the page with blank circles and ask the students to draw faces that look happy, mad, sad or scared.

Name: \_\_\_\_\_

**Identifying Emotions Activity Page**

<b>Mad</b>	<b>Sad</b>	<b>Happy</b>	<b>Scared</b>
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He is feeling \_\_\_\_\_



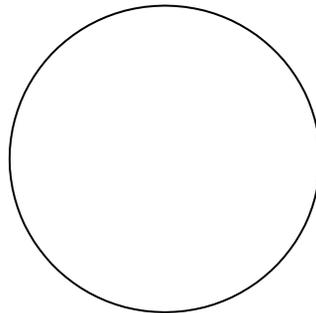
He is feeling \_\_\_\_\_



She is feeling \_\_\_\_\_



He is feeling \_\_\_\_\_



Right now, I am feeling \_\_\_\_\_

Name: \_\_\_\_\_

**Feelings Activity Page - Draw a Line**

**Draw a line from the word to the face that shows that feeling.**

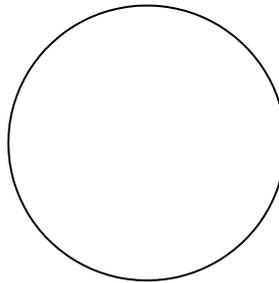
**Happy**



**Sad**

**Scared**

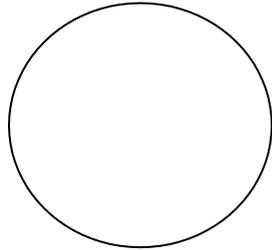
**Mad**



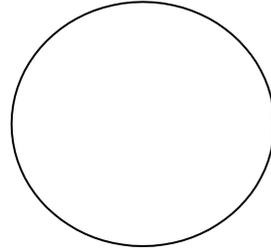
**Right now, I am feeling** \_\_\_\_\_

Name: \_\_\_\_\_

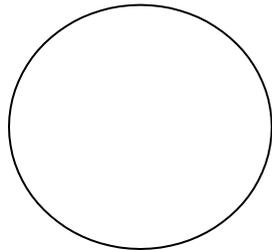
**Feelings Activity Page - Blank Circles**



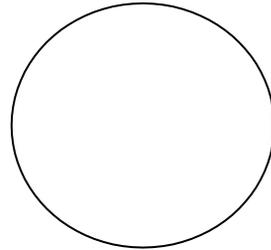
**Mad**



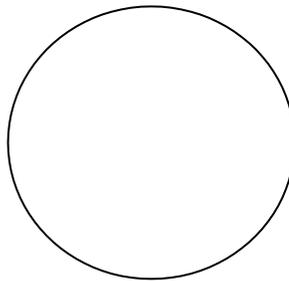
**Sad**



**Happy**



**Scared**



Right now, I am feeling \_\_\_\_\_

**Student Assessment/Reflection:**

**Teacher:**

“Good job. It’s OK to have all of these feelings, isn’t it? Sometimes, people can’t tell by looking at our faces, so we need to say how we feel. And that’s OK, too. How are you feeling right now?”

## FIRST GRADE: Lesson Plan B

### **Learning Objective 2:**

Learn the rules for how people are supposed to treat each other.

Estimated Lesson Time: 15 minutes

### **Materials needed:**

Golden Rule Activity Page

Crayons or markers Scissors

### **Activity:**

Teacher:

“Remember when we talked about feelings? Can other people make us feel different feelings? How? If someone we care about hugs us, how do we feel? If someone hits us, how do we feel?”

Because other people can hurt us and make us feel bad, we have rules for how we treat each other, rules that protect our feelings as much as our bodies.”

Teacher:

“What rules do we have in this classroom that protects feelings? For example, can we call each other bad names? Why not?”

What other rules do we have? As you think of them, let’s write them down. I will put them on the board.”

When the list seems complete, the teacher may ask, “Does anyone know what the ‘golden rule’ is?”

The Golden Rule is:

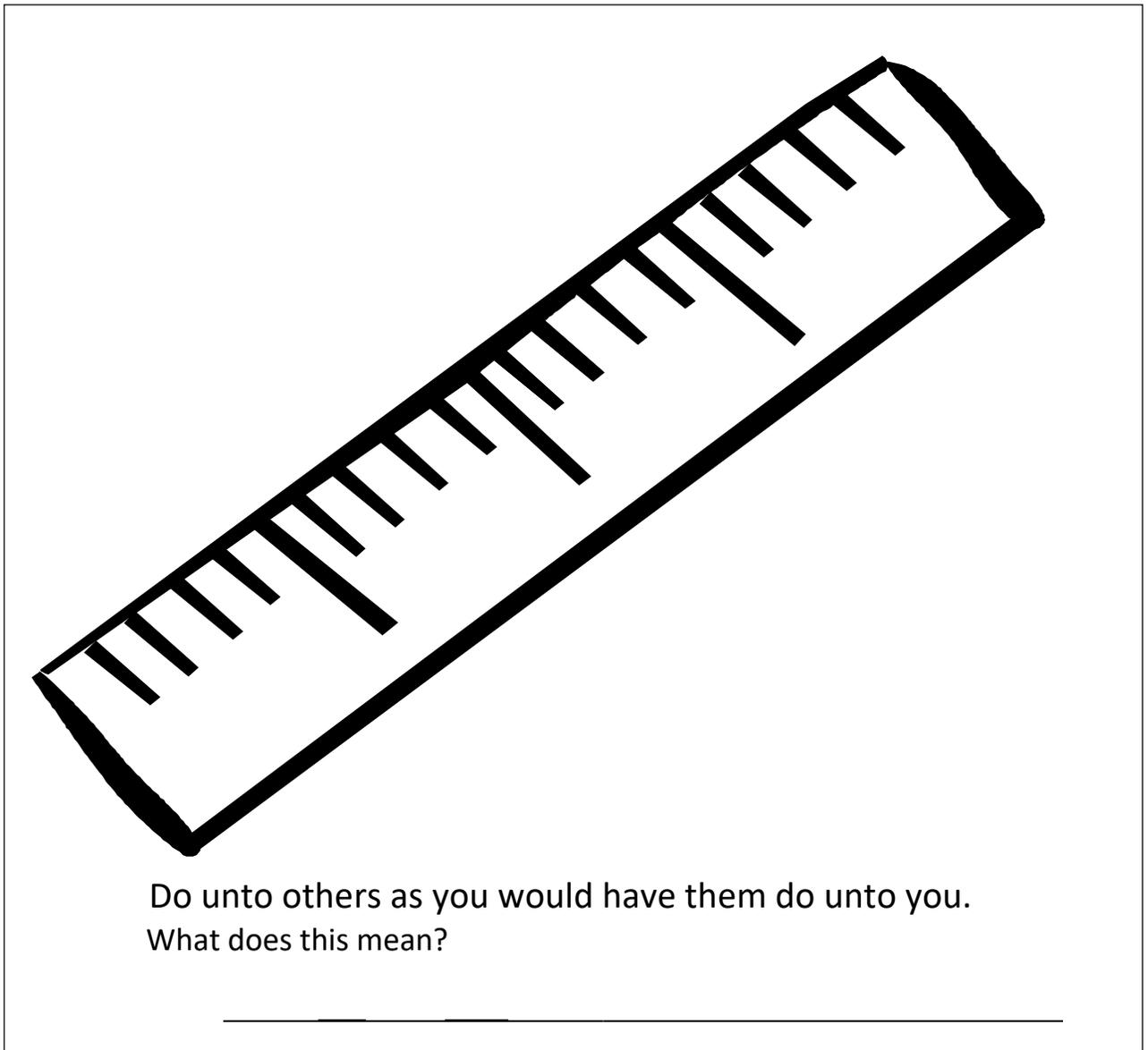
*Do unto others as you would have them do unto you.*

“What does this mean? If we all followed the golden rule, would we even need all the other rules?”

Golden Rule Activity Page [Teacher's Copy]

[Teacher hands out Golden Rule Activity Page.]

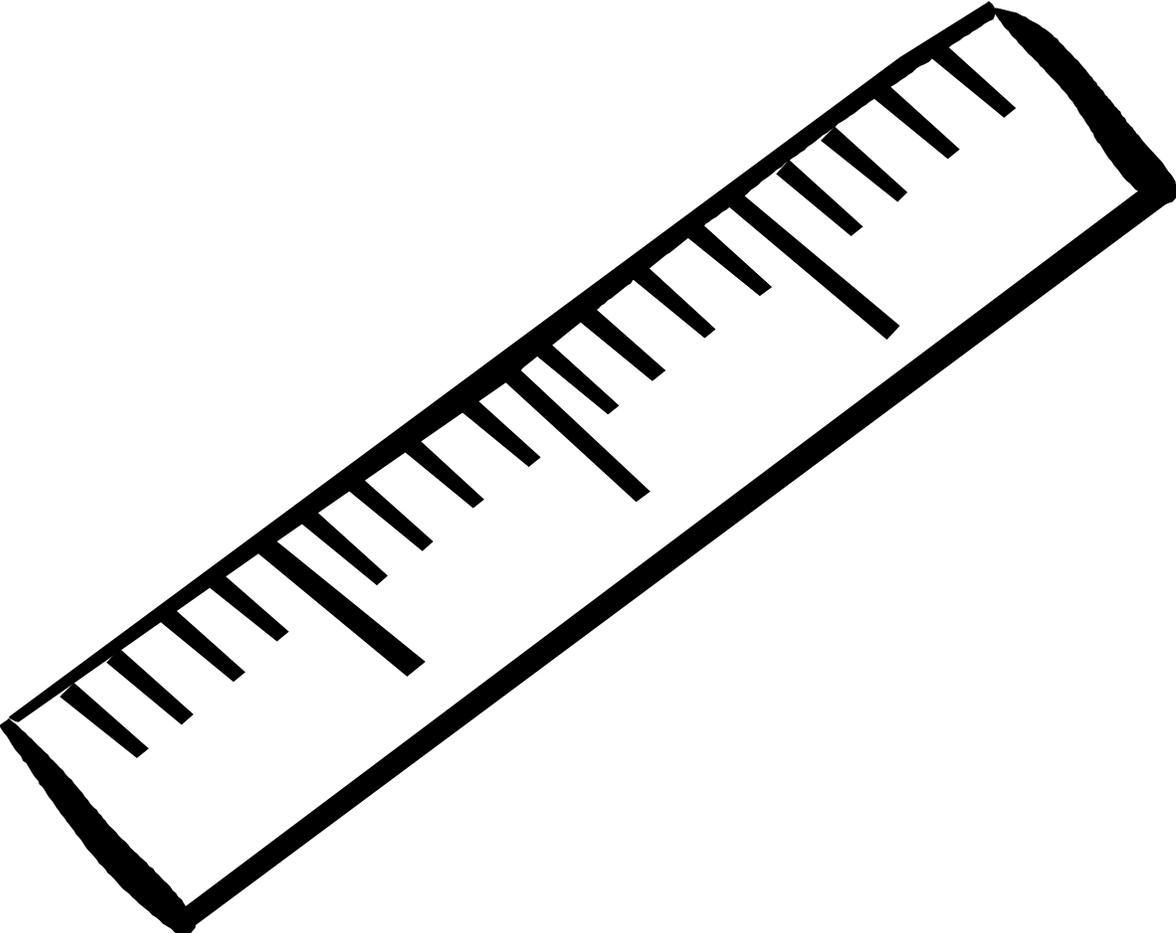
Ask the children to color this ruler in their favorite color (If they prefer, they can color it gold.). Ask them to cut out the picture of the ruler, turn it over, and write down how they want others to treat them. Those who cannot yet write, can bring the ruler to the teacher and ask him/her to write down the words they want to say. The children can then take the "rule" home to remind them how they want to be treated and how they should treat others.



Name: \_\_\_\_\_

Golden Rule Activity Page

As you color this picture, think about ways you want others to treat you.



Do unto others as you would have them do unto you.  
What does this mean?

\_\_\_\_\_

**Student Assessment/Reflection:**

Teacher:

“How do you want to be treated? Is that how you treat other people? Use your ruler to help remind you how to act toward others.”

**Learning Objective 3:**

Learn about bullies, how they break rules, and how we should treat each other.

Estimated Lesson Time: 20 minutes

**Materials needed:**

Bully Activity Page Crayons or markers

**Activity:**

Teacher:

“Remember when we talked about the golden rule? And how we should treat each other? Well it may seem funny, but some people feel good when they make *other* people feel bad. What kind of person would do that?” (*Kids respond*)

“Sometimes we call these kinds of people bullies. Both boys and girls can be bullies.”

[Teacher hands out Bully Activity Page.]

After students have drawn their bullies, ask them to role play ways to respond to bullies.

## FIRST GRADE: Lesson Plan C

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### Bully Activity Page [Teacher's Copy]

“How do bullies act?” (*Ask the group*). Then ask them each to draw a person acting like a bully.

Ask “What is the bully in your drawing doing?  
Draw how it makes you feel when someone does this to you.”

After the students have completed this exercise, ask them to get into pairs and role play some good ways to respond to a bully. (For example, “I don’t like what you did.” Or “I’m not going to play with you anymore.” Or “You hurt my feelings.”)

**Name:** \_\_\_\_\_

**Bully Activity Page**

Draw a picture of a person who is acting like a bully.

Draw how a bully makes you feel.

**Student Assessment/Reflections:**

Teacher:

“We have been talking about different kinds of feelings and how we should treat each other so that everyone feels good about themselves and others.

Remember: No one has the right to bully you and make you feel bad!

I want everyone to repeat this: ‘No one has the right to bully me and make me feel bad.’  
(*Kids respond*)

You have practiced some ways to respond to someone who is trying to hurt your feelings or scare you. If someone is bullying, you can ask me or another adult for help.

Let’s practice asking for help:

- ▶ ‘Teacher, so-and-so is saying things to hurt my feelings.’
- ▶ ‘Mom/Dad/Grandma, etc. so-and-so hits me when no one is looking.’
- ▶ ‘So-and-so makes fun of me and embarrasses me.’
- ▶ ‘I am afraid of so-and-so because of the way she/he treats me.’