



# CEMPROC



## Teachers' Lesson Plans



## Teacher Handout: Sharing

- **Materials Needed:** Several student volunteers; space for improvisation and acting out the scenarios below
- **Estimated Length of Activity:** around 30 minutes
- This activity asks students to act out situations that involve some sort of conflict. It serves to illustrate positive solutions to difficult situations, and allows students to experience these solutions first hand.

*Read the situation below together with your class.*

**Situation 2:** Today your class is taking a trip to the park for a picnic. It is a beautiful day and everyone is really excited. Unfortunately, your friend Daisy has forgotten her lunch in the classroom. She does not have anything to eat!

*Ask your class to think about their answers to the following question.*

A. What would you do in this situation?

*Choose two students to play the role of Daisy and a friend or place the students in small groups. These students will then be asked to act out how they would behave in this situation.*

B. Now, can you think of another way to handle the situation above?

*Choose two more students (or remain in groups) to act out the scenario below in order to see an alternative method for handling this situation.*

**FRIEND:** Hey Daisy, I noticed you forgot your lunch.

**DAISY:** Yes, I left it in the classroom. I am so hungry.

**FRIEND:** Once I left my lunch at home and I was really unhappy too. I wouldn't want to see any of my friends sad or hungry. I want to be a good friend.

**DAISY:** You are a great friend, but I don't know what to do! My stomach has been growling all morning.

**FRIEND:** Well, I am willing to share my lunch with you so that we will both have something to eat at lunchtime. Do you like peanut butter and jelly?

**DAISY:** Peanut butter and jelly is my favorite! Thank you so much. It's so wonderful to have a friend like you. If you ever forget your lunch I will be there for you too. Thanks a lot!

## Student Handout: Sharing

We all encounter small conflicts in our day-to-day lives. However, if we learn to discuss our disagreements in a positive manner, these conflicts can be resolved smoothly and even bring us closer together!

Let's do a few exercises to examine all the things we can do to work together towards a more peaceful co-existence.

**Directions:** Read the situation below and think about your responses to Question A. Then your teacher will choose have students act out their responses to the subject. Next, you should think about your responses to question B. After coming up with all the possible reactions you can think of, follow the script below to look at other positive ways we can handle these situations.

**Situation 2:** Today your class is taking a trip to the park for a picnic. It is a beautiful day and everyone is really excited. Unfortunately, your friend Daisy has forgotten her lunch in the classroom. She does not have anything to eat!

A. What would you do in this situation?

B. Now, can you think of another way to handle the situation above?

**Take a look at one way we can respond to this situation with *sharing*.**

**FRIEND:** Hey Daisy, I noticed you forgot your lunch.

**DAISY:** Yes, I left it in the classroom. I am so hungry.

**FRIEND:** Once I left my lunch at home and I was really unhappy too. I wouldn't want to see any of my friends sad or hungry. I want to be a good friend.

**DAISY:** You are a great friend, but I don't know what to do! My stomach has been growling all morning.

**FRIEND:** Well, I am willing to share my lunch with you so that we will both have something to eat at lunchtime. Do you like peanut butter and jelly?

**DAISY:** Peanut butter and jelly is my favorite! Thank you so much. It's so wonderful to have a friend like you. If you ever forget your lunch I will be there for you too. Thanks a lot!

## Teacher Handout: Bullying

- **Materials Needed:** Several student volunteers; space for improvisation and acting out the scenarios below
- **Estimated Length of Activity:** around 30 minutes
- This activity asks students to act out situations that involve some sort of conflict. It serves to illustrate positive solutions to difficult situations, and allows students to experience these solutions first hand.

*Read the situation below together with your class.*

**Situation 3:** Today during recess you notice that a kid younger than you is being bullied by one of your best friends. You know that what your friend is doing is wrong, but you would hate to lose their friendship.

*Ask your class to think about their answers to the following questions.*

A. What would you do in this situation?

*Choose two students to play the roles of the bully, and the bully's friend; or place the students in small groups. These students will then be asked to act out how they would behave in this situation.*

B. Now, can you think of a different way to handle this situation?

*Choose two different students (or remain in groups) to act out the scenario below in order to see an alternative method to handling this situation.*

**FRIEND:** I noticed you making fun of one of our schoolmates earlier on the playground. Why would you do something like that?

**BULLY:** Oh no, I was just having a good time and playing around with them.

**FRIEND:** Well it didn't like they were having as much fun as you to me. In fact, they looked on the verge of tears.

**BULLY:** Wow, I didn't realize that I had made them so upset. Maybe they are just too sensitive.

**FRIEND:** I don't think so. When I see you picking on other kids, I feel disappointed because I know what a great friend you can be.

**BULLY:** Well what should I do? It's too late now.

**FRIEND:** It's never too late for us all to be friends. Remember how we learned to treat others how you want to be treated?

**BULLY:** I do remember that.

**FRIEND:** Well try not to forget that from now on. I am still willing to be your friend if you are willing to treat others with respect.

## Student Handout: Bullying

We all encounter small conflicts in our day-to-day lives. However, if we learn to discuss our disagreements in a positive manner, these conflicts can be resolved smoothly and even bring us closer together!

Let's do a few exercises to examine all the things we can do to work together towards a more peaceful co-existence.

**Directions:** Read the situation below and think about your responses to Question A. Then your teacher will have students act out their responses to the subject. Next, you should think about your responses to question B. After coming up with all the possible reactions you can think of, follow the script below to look at other positive ways we can handle these situations.

**Situation 3:** Today during recess you notice that a kid younger than you is being bullied by one of your best friends. You know that what your friend is doing is wrong, but you would hate to lose their friendship.

A. What would you do in this situation?

B. Now, can you think of another way to handle the situation above?

**Take a look at one way we can respond to this situation with *respect*.**

**FRIEND:** I noticed you making fun of one of our schoolmates earlier on the playground.

Why would you do something like that?

**BULLY:** Oh no, I was just having a good time and playing around with them.

**FRIEND:** Well it didn't like they were having as much fun as you to me. In fact, they looked on the verge of tears.

**BULLY:** Wow, I didn't realize that I had made them so upset. Maybe they are just too sensitive.

**FRIEND:** I don't think so. When I see you picking on other kids, I feel disappointed because I know what a great friend you can be.

**BULLY:** Well what should I do? It's too late now.

**FRIEND:** It's never too late for us all to be friends. Remember how we learned to treat others how you want to be treated?

**BULLY:** I do remember that.

**FRIEND:** Well try not to forget that from now on. I am still willing to be your friend if you are willing to treat others with respect.

## Teacher Handout: Appreciating Differences

- **Materials Needed:** Several student volunteers; space for improvisation and acting out the scenarios below
- **Estimated Length of Activity:** around 30 minutes
- This activity asks students to act out situations that involve some sort of conflict. It serves to illustrate positive solutions to difficult situations, and allows students to experience these solutions first hand.

*Read the situation below with your class.*

**Situation 4:** Today is the first day of school. You notice Vanessa, a girl from Colombia, is having trouble fitting in with the rest of the class. During lunch you hear a group of students making fun of Vanessa behind her back because her accent is different.

*Ask your class to think about their answers to the following questions.*

A. What would you do in this situation?

*Choose three students to play the following roles, or place students in small groups. These students will then be asked to act out how they would behave in this situation.*

B. Now, can you think of a different way to handle this situation?

*Choose two different students (or remain in groups) to act out the scenario below in order to see an alternative method to handling this situation*

**STUDENT A:** I feel sorry for Vanessa and upset when I see people picking on her just because she speaks differently.

**STUDENT B:** But have you met her? She *is* different from us.

**STUDENT A:** Well, did you think that we probably seem strange to her as well?

**STUDENT C:** That's silly! She is the one that doesn't fit in.

**STUDENT A:** The world has so many different kinds of people. How would you feel if you had to move to a new school and no one was nice to you?

**STUDENT C:** I guess I would feel pretty bad. Maybe we should all apologize for the way we have been treating Vanessa.

**STUDENT B:** I agree. We could probably learn a lot from her.

**STUDENT A:** I am willing to stand by Vanessa and show the rest of our classmates that we are all one big family.

**STUDENTS B & C:** (in unison) Make room for us, we will join you!

## Student Handout: Appreciating Differences

We all encounter small conflicts in our day-to-day lives. However, if we learn to discuss our disagreements in a positive manner, these conflicts can be resolved smoothly and even bring us closer together!

Let's do a few exercises to examine all the things we can do to work together towards a more peaceful co-existence.

**Directions:** Read the situation below and think about your responses to Question A. Then your teacher will have students act out their responses to the subject. Next, you should think about your responses to question B. After coming up with all the possible reactions you can think of, follow the script below to look at other positive ways we can handle these situations.

**Situation 4:** Today is the first day of school. You notice Vanessa, a girl from Colombia, is having trouble fitting in with the rest of the class. During lunch you hear a group of students making fun of Vanessa behind her back because her accent is different.

A. What would you do in this situation?

B. Now, can you think of another way to handle the situation above?

**Take a look at one way we can respond to this situation by *appreciating differences*.**

**STUDENT A:** I feel sorry for Vanessa and upset when I see people picking on her just because she speaks differently.

**STUDENT B:** But have you met her? She *is* different from us.

**STUDENT A:** Well, did you think that we probably seem strange to her as well?

**STUDENT C:** That's silly! She is the one that doesn't fit in.

**STUDENT A:** The world has so many different kinds of people. How would you feel if you had to move to a new school and no one was nice to you?

**STUDENT C:** I guess I would feel pretty bad. Maybe we should all apologize for the way we have been treating Vanessa.

**STUDENT B:** I agree. We could probably learn a lot from her.

**STUDENT A:** I am willing to stand by Vanessa and show the rest of our classmates that we are all one big family.

**STUDENTS B & C:** (in unison) Make room for us, we will join you!



## Teacher Handout: Family Conflicts

- **Materials Needed:** Several student volunteers; space for improvisation and acting out the scenarios below; student handouts
- **Estimated Length of Activity:** around 30 minutes
- This activity asks students to act out situations that involve some sort of conflict. It serves to illustrate positive solutions to difficult situations, and allows students to experience these solutions first hand.

*Read the situation below together with your class.*

**Situation 1:** Your dad has had a very difficult day at work. You are very excited to see him once he gets home; but sadly, everything that you say or do just seems to make the situation worse.

*Ask your class to think about their answers to the following questions.*

A. What would your family do if they encountered a tough situation like this one?

*Choose three students to play the roles below, or place the students in small groups. These students will then be asked to act out how they would behave in this situation.*

B. Now, can you think of another way to handle the situation above?

*Choose three more students (or remain in groups) to act out the scenario below in order to see an alternative method for handling this situation.*

**CHILD:** Papa, I am sorry that you have had such a terrible day at work.

**PAPA:** Thank you, I am sorry too. I am just so tired after such a long day.

**CHILD:** I am sad that we cannot play soccer together when you work so hard at your job. I would like it if we could still spend time together this afternoon.

**MAMA:** We can all still spend time together as your father rests. Do you have any ideas for something you'd like to do, honey?

**PAPA:** Yes, I would love to spend time with you but I don't think I can play soccer this afternoon.

**CHILD:** That's okay. I understand. Could we read a book together or all play a board game instead?

**MAMA:** A story sounds like a lot of fun to me.

**PAPA:** That sounds wonderful. Thank you for being so understanding. Your mother and I would be happy to read a story with you.

**CHILD:** Yay! I get to choose the story though...

**PAPA:** Sounds good to us. That's a compromise we all can agree on!



## Student Handout: Family Conflicts

We all encounter conflicts in our day-to-day lives and our families are no exception. However, if we learn to discuss our disagreements in a positive manner these conflicts can be resolved smoothly and even bring us closer together! Let's do a few exercises to examine all of the things we can do to work together towards a more peaceful family environment.

**Directions:** Read the situation below and think about question A. Then your teacher will have students act out their responses to this question. Next, you should think about your response to question B. Follow the script below to look at other ways we can handle family conflicts.

**Situation 1:** Your dad has had a very difficult day at work. You are very excited to see him once he gets home; but sadly, everything that you say or do just seems to make the situation worse.

- A. What would your family do if they encountered a tough situation like this one?
- B. Now, can you think of another way to handle the situation above?

**Take a look at one way we can respond to this situation using *clear communication*.**

**CHILD:** Papa, I am sorry that you have had such a terrible day at work.

**PAPA:** Thank you, I am sorry too. I am just so tired after such a long day.

**CHILD:** I am sad that we cannot play soccer together when you work so hard at your job. I would like it if we could still spend time together this afternoon.

**MAMA:** We can all still spend time together as your father rests. Do you have any ideas for something you'd like to do, honey?

**PAPA:** Yes, I would love to spend time with you but I don't think I can play soccer this afternoon.

**CHILD:** That's okay. I understand. Could we read a book together or all play a board game instead?

**MAMA:** A story sounds like a lot of fun to me.

**PAPA:** That sounds wonderful. Thank you for being so understanding. Your mother and I would be happy to read a story with you.

**CHILD:** Yay! I get to choose the story though...

**PAPA:** Sounds good to us. That's a compromise we all can agree on!

## Teacher Handout: Ideal Characteristics

- **Materials Needed:** colored markers, several large sheets of paper, student handouts, and plenty of floor or table space
- **Estimated Length of Activity:** around one hour
- This particular activity allows students an opportunity to express the qualities and characteristics that they find most important in themselves and the people around them. By working in small groups they will be encouraged to utilize many different ideas from others, as well as contribute their own to the final project. Teamwork is essential in this project.

*For this project your class will need to be broken up into small groups. The objective of each grouping is to illustrate a certain individual (some recommendations are the ideal student, friend, parent, or teacher) with the qualities that they find to be most important. For instance, if they wish to emphasize that a student must be a good listener, then they might draw him/her with big ears. If they choose to communicate that parents need to be extremely loving, then they could draw them with an oversized heart. The most important thing about this project is that students work together to plan and illustrate their ideas as a group.*

### Procedures:

- Prepare several large pieces of white paper (long enough to trace a student), and make sure there are enough markers and/or colored pencils for several groups of students.
- Split your class up into a few small groups of around four students, and assign each group a character to illustrate.
- Make sure each group has plenty of space to draw and discuss without bothering their peers.
- Have one member from each group pick up one piece of white paper, the student handout, and a basket of markers or colored pencils from the front of the classroom.
- Read the directions from the student handout aloud with your class.

**Directions:** This is a fun activity that allows you the opportunity to think about what qualities you find most important in a friend, teacher, parent, or student. You will be asked to get into small groups and each group will be assigned its own character to illustrate.

1. Begin by tracing one of your fellow group members.
  2. Now think about what characteristics you find most important in the character you have been assigned. Make sure you spend plenty of time thinking this through. You don't want to start too early and end up making mistakes. It is also very important that you include every group member in the decision making process. This is a group effort!
  3. Now you may begin drawing the ideal student, teacher, friend, or parent, but don't use any words! This exercise asks you to communicate using only your drawings. Be creative and have fun! When you finish you will be asked to explain your illustrations to your fellow classmates and teacher.
- Ask your students to take the time to think through what they find important in each of the people they are asked to draw.

- Once they have had sufficient preparation time they may begin illustrating their plans. To make this project extra fun, try having one of the students lie down on the sheet of paper while the rest of the group traces his/her outline. This will give the students a basic shape on which to draw.
- Allow each group around thirty minutes of drawing time, but if the students are working well together and coming up with new, creative ideas you can allow this to continue for as long as you deem necessary.
- After they have finished, have each group come to the front of the classroom (one at a time) and explain the qualities they tried to depict in their illustrations.
  - ~This will not only help them learn to communicate their ideas with others, but hopefully allow them feel more comfortable with public speaking.
  - ~Don't be afraid to ask questions about the drawings to help encourage conversation.
- Once each group has finished with their presentations, it is recommended you display the drawings somewhere in the classroom to remind the students of these ideal qualities, and promote a feeling of accomplishment.
- Below is an example of the "ideal parent" that can help give your students a few ideas for their own drawings. Remember to explain that this is only an example, and they are encouraged to come up with their own creative ideas. Good Luck!



## Student Handout: Ideal Characteristics

**Directions:** This is a fun activity that allows you the opportunity to think about what qualities you find most important in a friend, teacher, parent, or student. You will be asked to get into small groups and each group will be assigned its own character to illustrate.

4. Begin by tracing one of your fellow group members.
5. Now think about what characteristics you find most important in the character you have been assigned. Make sure you spend plenty of time thinking this through. You don't want to start too early and end up making mistakes. It is also very important that you include every group member in the decision making process. This is a group effort!
6. Now you may begin drawing the ideal student, teacher, friend, or parent, but don't use any words! This exercise asks you to communicate using only your drawings. Be creative and have fun! When you finish you will be asked to explain your illustrations to your fellow classmates and teacher.

### Here is one example of the ideal parent.

- Remember, this is just an example. Try to come up with your own ideas about characteristics you think are important.
- Notice the parent's oversize ears for listening well to others. Can you think of any other characteristics you would include in your drawing?

