

How I Want to Be Treated

Purpose • To introduce the universality of the social and emotional positive action of getting along with others by treating them the way we like to be treated; and to show how bullying affects our ability to treat others the way we like to be treated—whether we are the bully, the victim, or the bystander.

Objective • To introduce the social and emotional positive action for getting along with others by treating them the way you like to be treated, including with love, caring, empathy, respect, cooperation, kindness, fairness, compassion, courtesy, and positive communication.

- To focus on the social and emotional positive action of treating others with respect, empathy, and compassion.
- To introduce choosing the positive action of including others in activities instead of the negative bullying action of excluding others from activities.

Materials Needed Black/whiteboard and writing instrument

Materials Provided 1 “Get Along” Poster 71-89-4-4, 1 “Code Words” Poster 71-90-4-5, 1 18” x 24” poster paper, 1 “Bullying Behaviors” Poster

NOTE: Prior to Lesson 15, coordinate with administrators or your Positive Action Coordinator to combine all Classroom Code of Conduct lessons into one school-wide code. This is best done in an assembly where students can witness the combining of all Classroom Codes of Conduct into a School Code of Conduct. The School Code of Conduct will be hung in a prominent place—such as the front hall.

Teacher Display the “Get Along” Poster 71-89-4-4.

Say We’ve been learning about positive actions and how the Positive Action way helps us feel good about ourselves and become the greatest person we can be. Let’s repeat the Positive Action philosophy together. (*Lead students in response: You feel good about yourself when you do positive actions and there is always a positive way to do everything.*)

The Thoughts-Actions-Feelings Circle explains how the philosophy works. Explain how the Circle helps us do positive actions. (*Wait for responses: When we choose positive—instead of negative—thoughts, we can do positive actions and feel good about ourselves. That helps us keep making positive choices so that we feel good about ourselves.*)

By taking positive actions for our body, mind, and feelings, and by getting along with others, we can do great things with our lives. In our last unit, we learned about managing ourselves so that we can feel good about ourselves. What did we learn to manage in Unit 3? (*Wait for responses: We learned to manage our feelings of fear, anger, and jealousy.*) When we manage our feelings positively, we stay out of the painful negative bullying circle, and we feel good about ourselves.

The lessons of Unit 4 will help us grow in the social part of our lives. What happens when we improve the way we get along with friends, family and everybody else? (*Wait for responses: We feel better about ourselves. Our relationships improve.*) Unit 4 will help us learn the positive action of getting along with others by treating them the way we like to be treated. There’s no room for bullying when we treat others the way we like to be treated. Why do you think that is? (*Wait for responses: Because nobody likes to be bullied!*)

Here's some good news: we all like to be treated in pretty much the same positive ways. Once we know how we like to be treated ourselves, we can treat others that way. What will happen to bullying if everybody treats everyone in the ways we all like to be treated? *(Wait for responses: Bullying will slow down and then stop.)*

Teacher Display the "Code Words" Poster 71-90-4-5 and the 18" x 24" poster paper.

Say We get along with others by treating them the way we like to be treated. What are some ways we like to be treated? I'll make a list. You can look at the "Code Words" Poster for some hints.

Teacher *Wait for responses and, leaving a little bit of room at the top, write on the 18" x 24" poster paper: respect, empathy, compassion, love, kindness, friendliness, fairness. You may also include cooperation, courteousness, patience, helpfulness, and honesty. At the top write "Code of Conduct" and post in a place where all students can see it throughout the program. If time allows at the end of the lesson, allow students to sign their names and decorate the Code of Conduct.*

Say This is our Code of Conduct—some of the really important ways we like to be treated. Is this true just for our class or is it true for everyone that we like to be treated these ways? *(Wait for responses: This Code of Conduct holds true for everyone.)* That's right. Our Code of Conduct is not just for you. It's not just for me. It's not just for our classroom and our school. This is the way all people like to be treated, so we must treat everyone in these ways.

Treating others the way we like to be treated is the key to getting along with everyone. We all feel better about ourselves when we get along with others. We don't feel good about ourselves when we treat someone in a way we don't want to be treated. Since bullying is not a way we like to be treated, we need to make sure that we don't bully or allow bullying because we won't feel good about ourselves if we are involved in bullying.

Treating others the way we like to be treated is called the Golden Rule. It has been around for thousands of years. The Golden Rule is a universal truth—something that is true for every person, everywhere—young or old, rich or poor, short or tall.

If you agree that we get along better with others when we treat them the way we like to be treated, please stand up. *(Wait for responses: Students stand. If anyone doesn't stand, ask them to keep thinking about it to see if we get along better when we treat others the way we like to be treated.)*

So let's focus on three ways we like to be treated. Remember, how we like to be treated is the same for everyone.

Teacher Write the following on the board as you discuss and define each one.

1. *Respect. What is respect? (Wait for responses: When we treat someone with respect, we show them special care.) What are some ways we can show respect? (Wait for responses: We can call people by their names. We can be polite and considerate. We can treat them the way we like to be treated.)*
2. *Empathy. What is empathy? (Wait for responses: Empathy is thinking about how others feel.) How can we show people empathy? (Wait for responses: We can listen to them. We can be gentle and understanding. We can treat them the way we like to be treated.)*
3. *Compassion. What is compassion? (Wait for responses: Compassion is thinking about people who are having a hard time, or who have disabilities or sickness, and trying to help them.) What actions can we take to show compassion? (Wait for responses: We can reach out to people who are struggling, or who are poor, sick or disabled. We can do things for them that they can't do for themselves. We can think what it would be like to be poor or disabled. We can see what they need and then help them get it.) That's right. We can treat them the way we would like to be treated if we were in their position.*

Say These positive actions for getting along with others always work. Why? *(Wait for responses: Because these are ways we like to be treated, and when we treat others in these ways, we are doing what's right and good.)* We feel good about ourselves when we use these positive actions.

Think for a moment: If we decide to bully someone, how much respect or empathy or compassion do we have toward that person? *(Wait for responses: Very little. If we decide to treat people in ways we don't like to be treated, we'll do negative things, and we'll feel bad about ourselves. We'll also be making life harder for them.)* If we want to bully someone but we decide instead to show respect, or have empathy or show compassion, what will happen to our wish to bully that person? *(Wait for responses: It would be replaced by the positive actions of respect or empathy or compassion. We would feel good about ourselves because we treated someone else the way we like to be treated.)*

If we feel like a victim, how much respect or empathy or compassion do we feel toward the bully and toward the people watching? *(Wait for responses: We have a hard time treating people the way we like to be treated when we're being treated poorly.)* If we make the decision to treat others—even the bully—with respect or empathy or compassion, how will we feel about ourselves? *(Wait for responses: Even if we are being bullied, when we can show respect, have empathy and be compassionate, we feel better about ourselves.)* How often will positive actions work to make us feel good about ourselves? *(Wait for responses: Always.)* Often, when we treat others the way we like to be treated, people seem to remember the Golden Rule and treat us better, too.

If we are bystander—watching someone being bullied—and we don't do anything to show our respect, empathy and compassion for the victim, how do we feel about ourselves? *(Wait for responses: We feel bad about ourselves when we don't do anything to show respect, empathy, or compassion for people in the painful bullying circle.)* When we decide to get involved by defending the dignity of the victim and treating everyone the way we like to be treated, what happens? *(Wait for responses: We have respect, empathy, and compassion for everyone.)* Amazing things happen when we treat others the way we like to be treated. Not only do we feel good about ourselves, but we invite everyone to be the best they can be.

There are many ways we like to be treated. But right now, we're going to focus our attention on one way no one likes to be treated. What do you think that is? *(Wait for responses: We don't like to be bullied.)* That's right. None of us likes to be bullied.

Teacher Display the “Bullying Behaviors” Poster.

Say Let's look at our poster. Which bullying behavior will we focus on in this unit? *(Point to “excluding others from activities.”)* Who knows what it means to “exclude” someone? *(Write “exclude” on the board and wait for responses: To leave someone out on purpose.)*

Do we like to be excluded from activities that are fun or are important to us? *(Wait for responses: No one does. That's not the way we like to be treated.)* Excluding other kids from fun events and good activities is a very harmful way for people to treat each other.

It hurts to be left out, and it hurts to leave others out. When people are excluded, we feel bad about ourselves, whether we are the bully, the victim, or the bystander.

Look at the “Bullying Behaviors” Poster and tell me what positive action we can choose instead of excluding others. *(Wait for responses: Including others in activities.)* That's right. When we include others, we feel great about ourselves—and we feel better about everybody else, too. We like to be included, so we need to include everyone.

When we include people who have special needs, sometimes it helps to have a teacher or a parent supervise. But it's worth any trouble we go to, because being included brings out the best in ourselves and others. Each of us can do this for anyone, anywhere, if we're willing to pay attention and treat

others the way we like to be treated.

Let's listen to our story, "Big Trouble at Freeport School," and find out what's happening with bullying and excluding—and what our students are doing about that.

BIG TROUBLE AT FREEPORT SCHOOL

"I can hardly wait for the party this Friday," Sophie whispered loudly to Indy. "Only the coolest kids will be there." She looked around to see who was listening. "No Dweebs Allowed. No Geeks with Glasses. No Soldier Girls with Camos. Just Cool People in Cool Clothes."

Indy squirmed and whispered, "Sophie, people can hear you. They'll feel left out if they find out about your party and learn that they aren't invited."

"So?" Sophie tossed her curls.

"You'll hurt their feelings," Indy explained, still whispering.

"Why should I care about their feelings?" Sophie said loudly.

"Listen up, Sophie!" Luke said. "We're talking about important stuff that concerns everybody, including you!"

Sophie looked up in surprise. Luke had scarcely spoken to her all year. She thought he didn't want anything to do with her, but she liked having his attention.

"I'm all ears," she said with a smile.

"We can treat people better," Alberto braved.

"What does that mean?" Harrison's voice dripped venom.

"Good question," Sophie said. "Does that mean we're not allowed to have opinions about how people dress?" She shot a look at Ana.

"It means you don't make up mean rhymes," Gracie said. "It means you don't make people fall down."

Luke spoke again. "It means...following the Golden Rule."

"What's that, a new game-player?" Sam asked.

"It's a rule about how we treat others. Doing to them what we want them to do to us."

Ms. Glass appeared at the door, her face pale. "Ana, Mr. Haywood wants to speak with you in the hall."

As Ana walked to the front of the room, someone teased, "Uh-oh, Ana's in trouble with the prin-ci-pull!"

Gracie, who sat at the front of the room, scooted her desk forward and peered around the doorway. She saw Mr. Haywood put his hand on Ana's shoulder. "Your mother is seriously wounded."

Ana's knees buckled, and Ms. Glass put her arm around Ana's shoulders. Mr. Haywood was still talking. "The doctors don't know..." Gracie couldn't hear the rest of it. Ana's knees gave way, and Mr. Haywood and Ms. Glass held her for a moment. Then they helped her down the hall to the office.

Gracie's eyes stung with sympathy. "Something's happened to Ana's mom!" she told the class.

"Oh...she got in trouble? I heard she wasn't really in the military." Sophie said.

"Sophie, you are so awful!" Gracie flared. "Ana's mom's been wounded!"

Sophie was stunned. Then she shrugged. "What does a Soldier Girl expect when she has a Soldier Mom?" She grinned at Indy, but Indy didn't smile in return.

"I don't always like my mom, but I sure do love her." Indy said. "If something happened to her, I don't know what I'd do."

“Yeah,” Sam chipped in. “Everybody cares about their mom.”

Sophie stared at her desk. She felt like she’d been flash-frozen.

Gracie said, “We need to think how we’d feel if we were in Ana’s shoes.”

Indy said, “I’d want to be able to show my feelings and trust that people wouldn’t stop being my friend if my life got messy.” She glanced at Sophie, who stared at her desk.

“I’d really, really like them to be kind,” Gracie said.

“I’d like people to respect me and my family,” said Sam. “I’d want them to think about what we’re going through. I’d want to know that the school—and the whole town—would help us.”

“Well, then...that’s the way we’ve gotta act,” Luke said.

“No more mean games,” Gracie said.

“No more leaving people out,” added Alberto.

“We need to let Ana know she’s not in this all alone,” said Harrison.

Everyone stared at Harrison in pure amazement. Including Sophie.

DISCUSSION QUESTIONS

- Why does Sophie bully people by excluding them? *(Wait for responses: Sophie excludes Ana, Gracie, and anybody else who is different because, deep inside, she doesn’t like herself very much.)*
- How do you think the kids feel when they are excluded? *(Wait for responses: They feel bad. They don’t feel valued. They feel like they don’t belong.)*
- Why does the class decide to include and help Ana? *(Wait for responses: They recognize that we all have tender feelings for our mothers. We would want people to be caring and to have empathy if our mothers were hurt. We must treat others the way we like to be treated.)*

Say Nobody wants to be excluded, especially if they’re going through a hard time like Ana. Why? *(Wait for responses: Being excluded makes us feel rejected and lonely. When we are having trouble, we need people’s support more than ever.)*

Excluding is a form of bullying, which is always a negative action. What can we do about it? *(Wait for responses: We can include everyone.)* We don’t want to wait for something terrible to happen before we include others in our activities. Everyone everywhere wants to be included. So we need to include everyone all the time because that’s the way we like to be treated.

Learning to include people is one of the most important things you can learn about how to create good relationships. When you do this, you’ll be living our classroom Code of Conduct and following the Golden Rule. You’ll have friends everywhere you go, and you’ll take no part in bullying. Best of all, you’ll feel good about yourself. In our next lesson, you’ll find out how to grow into the best person you can be by treating others the way you like to be treated and learning to include everyone!