

LESSON 1, PART 1

You will need:

- *There's a Boy in the Girls' Bathroom* by Louis Sachar
- Transparency 1: Definition, page 47
- Overhead transparency pen
- Student Handout 1: Thinking It Through, page 49

Lesson Outline

1. Read a passage from the Level 2 *Steps to Respect* Literature Unit selection *There's a Boy in the Girls' Bathroom* by Louis Sachar.

2. Briefly discuss the passage.

Lesson Script and Instructions

First, set the scene for students. **Raise your hand if you have read *There's a Boy in the Girls' Bathroom* by Louis Sachar. I'm going to read aloud a short passage about Bradley, the book's main character. Bradley is about to attend a birthday party. He's nervous because he hasn't been invited to a party in a long time. His sister has just tricked him into putting on a goofy party hat. We'll join the action as Bradley and his friend Jeff walk to the party.**

Then read page 179, from the third paragraph ("Are you all right?" Jeff asked) to the end of the page.

Note: Page number information is from the 1997 Knopf or the 2000 Dell Yearling edition of the book.

How do you think Bradley feels? (Nervous, scared. He might also feel excited and happy.)

How would you feel in Bradley's position?

Why do you think Bradley is so nervous? (He isn't used to going to parties. He's not sure what to expect or how to act.)

Why is it important for Bradley to have Jeff with him? (Jeff is Bradley's friend. He can give Bradley advice and help him feel more comfortable.)

What advice would you give Bradley about what to do at the party?

How can you tell that Jeff is Bradley's friend? (Jeff tries to help. He doesn't tease Bradley about not knowing what to do.)

Lesson Outline	Lesson Script and Instructions
<p>3. Introduce the program.</p>	<p>There are certain times when you especially need a friend—like when you feel lonely, or when you need advice, or when you’ve been bullied.</p> <p>Today, we are starting <i>Steps to Respect: A Bullying Prevention Program</i>. We need everyone at our school to work together to make this school a safe and respectful place. Everyone must take part in making it happen. We all—adults and students—must share this responsibility and help each other.</p> <p>Throughout this program, we will practice treating people with respect. We will also learn more about including others and making friends and how to work together to stop bullying at our school.</p>
<p>4. If this is students’ second year of studying the <i>Steps to Respect</i> program, invite them to tell the class what they learned in the program last year.</p>	<p>Who can tell the class some things you learned while studying the <i>Steps to Respect</i> program last year?</p>
<p>5. Ask students to try to define <i>respect</i>.</p>	<p>Who can tell me what <i>respect</i> means? Accept a few responses. Many students will define respect by offering examples of respectful behaviors, such as being helpful/polite/fair, using good manners, or saying hello. If this happens, discuss how the behaviors show respect.</p>
<p>6. Show Transparency 1.</p>	<p>This definition says, “Respect means treating people the way you want to be treated. Everyone should be treated with respect.”</p> <p>Who can tell us a few examples of how you show respect to others? Write the examples on the transparency.</p>

Lesson Outline	Lesson Script and Instructions
7. Help students make a connection between respect and friendship.	<p>How is respect connected to building friendship? (Respect is the first step in building a friendship. Friendly behaviors are respectful.)</p>
8. Introduce the activity “Making a New Friend.”	<p>Now you are going to do an activity with a partner. You will brainstorm friendly things to do to make a new friend.</p>
9. Assign students to partners. Distribute Handout 1. Have students do the activity.	<p>Save time by pairing each student with someone sitting nearby.</p> <p>I would like you each to brainstorm ideas about the question on the handout. Please list some of your ideas on the handout. Write the first several ideas that come to mind.</p>
10. Invite students to tell some of their ideas to the class.	<p>Briefly discuss your ideas with your partner. Discuss which ideas are likely to work. Feel free to add new ideas to your list.</p> <p>Who would like to tell us some of their ideas? (Start a conversation [follow-up question: What are some ideas for how to start a conversation?], give compliments, ask the person about himself or herself, find things you have in common, find fun things to do together, get together after school, play together at recess, sit together during lunch.)</p>
11. End of Part 1. Conclude here, or continue on to Part 2.	<p>We will continue our discussion of friendly behaviors next time.</p>
<p>Transfer of Learning →</p>	<p>Remember to use the transfer-of-learning tips for this lesson throughout the week.</p>

LESSON 1, PART 2

You will need:

- Transparency 2: Friendly Behavior Is Respectful Behavior, page 51
- Student Handout 2: Friendly Behavior Is Respectful Behavior, page 53
- Colored markers or crayons

Lesson Outline	Lesson Script and Instructions
<p>1. Display Transparency 2, and read it with the students.</p> <p>2. Have students choose a respectful behavior that they will work on.</p> <p>3. Distribute Handout 2. Have students customize and color their own copies of “Friendly Behavior Is Respectful Behavior.”</p>	<p>We know that friendly behavior is respectful behavior. We’ve talked about examples of people reaching out because they want to get to know someone better. Sometimes people act friendly just because it feels good to do something nice. And we know that being friendly makes our school a better place to be. Here are some examples of friendly behavior.</p> <p>Give students two minutes of thinking time to choose. Now I want you to choose one or two things on this list that you will try out this week.</p> <p>Have students briefly discuss their choices with a partner or tell them to the class.</p> <p>Encourage students to highlight the behaviors they have chosen and color or draw illustrations around the border. Personalizing the handout in this way encourages ownership by the students.</p> <p>This handout lists the same friendly, respectful behaviors that we all can use. I want you to keep this with you, either taped to your desk or in a notebook. Keep it somewhere where you can refer to it easily if you need help thinking of a friendly, respectful thing to try.</p> <p>Transfer of Learning → Remember to use the transfer-of-learning tips for this lesson throughout the week.</p>

LESSON 1, PART 3

This should be taught two or three days after Part 2.

You will need:

- Completed Student Handout 2

Lesson Outline	Lesson Script and Instructions
<ol style="list-style-type: none"> 1. Introduce the activity. 2. Read these statements aloud, then ask students to identify the friendly behavior depicted. Be sure to give students a little think time after each statement. 	<p>Now we are going to practice identifying types of friendly behavior.</p> <p>Think about what we learned the other day. I'll read several statements aloud. As I speak, imagine that I am reaching out to someone I want to get to know better. Think about the type of friendly behavior each statement shows. Refer to your hand-out of friendly behaviors if you need to. (Student Handout 2).</p> <p>Read each statement. After each one ask: What type of friendly behavior does this show? Give a thumbs-up if you can either remember or imagine doing this.</p> <p>Here is an example: Statement: "Jodie, you just played a great game of softball. You're really good at playing third base."</p> <p>What type of friendly behavior does this show? (Giving compliments.)</p> <p>Give a thumbs up if you can either remember or imagine giving someone a compliment.</p> <p>Now read these statements:</p> <ul style="list-style-type: none"> • "I see that you like to draw. So do I. Do you want to draw together?" (Finding things in common.) • "What's your favorite ice-cream flavor?" (Asking the person about himself or herself.) • "Hi, my name is Alicia. What's yours?" (Starting a conversation.)

Lesson Outline	Lesson Script and Instructions
<p>3. Give students an opportunity to ask questions about what they've learned.</p>	<ul style="list-style-type: none"> • "The cover of your book looks interesting. What are you reading?" (Showing interest.) • "Wow, from what you just said, your puppy sounds really cute!" (Pay attention to the person.) • "Do you want to shoot baskets with me during recess?" (Seeking each other out at school.) • "Maybe we can play baseball at the park on Saturday." (Doing things together outside of school.) <p>We successfully started the <i>Steps to Respect</i> program this week. So far we've talked about respect and friendly behavior. Are there any questions about the program or what we've learned in it so far?</p> <p>Transfer of Learning → Remember to use the transfer-of-learning tips for this lesson throughout the week.</p>