GOAL: To help students build a sense of confidence and understanding about themselves and their relationships with others.

RATIONALE: Learning social skills and positive social attitudes is a critical part of the students' development. Relationships are interdependent, so in order to feel they fit in to their society, individuals need to acquire the knowledge of values and customs which are relevant to their group. The following activities provide students with the opportunity to develop positive relationships with each other.

OBJECTIVES: After completing the activities of this section, the students will

1. verbalize their own name and the names of other students and adults,
2. recognize their names by sight,
3. demonstrate age-appropriate, culturally relevant social skills and
4. use age-appropriate skills to demonstrate respect.

INDEX OF TOPICS: Name awareness
   Verbalizing own name (first and last)
   Verbalizing others' names
   Sight recognition of first name

Social skills
   Developing interpersonal relations
   Developing respect for others
NAME AWARENESS

COMPARING FIRST NAME LENGTH

INSTRUCTIONAL NOTES: Students learn to recognize their own names and to verbalize each other’s names when they have many opportunities to see them displayed around the room on cubbies, helper charts, and bulletin boards. Students should be in groups of four for this activity.

MATERIALS NEEDED:  
Name charts (see sample)  
Pencils

CONCEPT USED IN THIS ACTIVITY:  
Self-awareness

OBJECTIVE: The students will verbalize their own and others’ names, recognize their names by sight, and identify how many letters are in their names.
ALL PEOPLE ARE UNIQUE INDIVIDUALS
UNDERSTANDING ONESELF
Social Relationships

ACTIVITY SEQUENCE:

1. Give each group of four students one name chart.
2. Have each student write his/her name in the boxes on the chart, one letter in each box. If a student cannot write his/her name, have an adult or another student write it.
3. After each student has written his/her name, have the group discuss:
   a. how many letters each name has,
   b. whose name is the longest,
   c. whose name is the shortest,
   d. if any names are the same length.
4. Have students read others’ names as well as their own when they are finished with the chart.

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Activity idea from Annabel Crites,
Borton Magnet School, Tucson, Az.
ALL PEOPLE ARE UNIQUE INDIVIDUALS
UNDERSTANDING ONESELF
Social Relationships

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NAME CHART
CULTURALLY RELEVANT SOCIAL SKILLS

WHAT IF?

INSTRUCTIONAL NOTES: Students need opportunities to practice culturally relevant social skills to learn appropriate ways to interact with others. Included are ideas for hypothetical social situations, but this activity will work best if the situations are relevant to the students' cultural background.

MATERIALS NEEDED: A list of culturally relevant social situations

CONCEPTS USED IN THIS ACTIVITY:
Self-discipline
Respect

OBJECTIVE: The students will demonstrate age-appropriate, culturally relevant social skills, and respect for others.
ALL PEOPLE ARE UNIQUE INDIVIDUALS
UNDERSTANDING ONESELF
Social Relationships

ACTIVITY SEQUENCE:

1. Explain to the students that you will ask them questions about "what if..." something happened. Tell students they must respond to the situation by using only facial expressions and body movements.

2. Explain that movements and expressions say a great deal about our feelings and that we give other people messages without using words. Explain that culturally appropriate actions demonstrate respect for one another.

Examples of situations:
a. You want someone to share a toy with you and he/she won't share. What would you do? How would you look? Show me. Show each other.
b. One of your friends brings a cute little puppy to class. What would you do? How would you look? Show me. Show each other.
c. You are served food that you don’t like to eat. What would you do? How would you act? Show me. Show each other.

3. After the students have moved in response to the various situations, discuss with them how and why these are appropriate actions or not appropriate actions in their culture.

4. Discuss actions which are culturally appropriate and provide opportunities for the students to practice them.
LEVEL
2-G1/2

ALL PEOPLE ARE UNIQUE INDIVIDUALS
UNDERSTANDING ONESELF
Social Relationships

GOAL:
To help students build a sense of confidence and understanding about themselves and their relationships with others.

RATIONALE:
Learning social skills and positive social attitudes is a critical part of the students' development. Relationships are interdependent, so in order to fit into their society, individuals need to acquire the knowledge of values and customs which are relevant to their group. The following activities provide students with the opportunity to develop positive relationships with each other.

OBJECTIVES:
After completing the activities of this section, the students will

1. verbalize their own name and the names of other students and adults,
2. recognize their own and other students' names,
3. demonstrate age-appropriate, culturally relevant social skills,
4. engage in positive behaviors with each other and with adults,
5. describe how others would feel in hypothetical situations,
6. use age-appropriate terms to define friendships and
7. engage in behaviors which result in friendships.

INDEX OF TOPICS:
Name awareness
   Writing own name (first and last)
   Writing others' names
Social skills
   Understanding others' feelings
   Working in groups cooperatively
   Using compromise to resolve conflicts
NAME AWARENESS

COMPARING FIRST AND LAST NAME LENGTH

INSTRUCTIONAL NOTES: Students learn to write their own and others’ names when they have many opportunities to see and write them. Children should be in groups of four to six for this activity.

MATERIALS NEEDED:
- Name charts or graph paper (see sample)
- Pencils

CONCEPT USED IN THIS ACTIVITY:
- Self-awareness

OBJECTIVE: The students will write their own and others’ first and last names, and identify and compare the length of other names in their group.
ACTIVITY SEQUENCE:

1. Give each student a blank name chart.
2. Each student writes his/her own name (first and last) and that of the others in his/her group on his/her chart (allow the group members to interact for the spelling of names if necessary).
3. After all first and last names in the group have been recorded, discuss:
   a. how many letters in each name,
   b. the longest name,
   c. the shortest name,
   d. if any names are the same length.
4. Bring the groups together to discuss and compare their results.
5. Write all classroom names on one large class chart.
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NAME CHART EXAMPLE
UNDERSTANDING OTHERS' FEELINGS

DEVELOPING EMPATHY

INSTRUCTIONAL NOTES: Students need to identify their own feelings and emotions so they will be able to empathize with others. It is important to emphasize to students when doing this activity, that if an individual feels happy or sad in response to a situation, others in the group also may feel that way.

MATERIALS NEEDED: A list of culturally relevant hypothetical situations

CONCEPTS USED IN THIS SITUATION: Self-discipline Respect

OBJECTIVE: The students will describe how others would feel when given hypothetical situations.
ACTIVITY SEQUENCE:

1. Read the culturally-relevant hypothetical situations to the students. For each one, ask the students:
   a. How did you feel?
   b. How did the other students feel?
   c. How could the situation be worked out fairly?
   d. Is an apology needed or appropriate? Why or why not?

2. Discuss the importance of considering how other people will feel when you are interacting with them.

3. Discuss the importance of treating others the way you would like to be treated.

Examples of situations:

a. You are working very hard on a painting that you spent a lot of time planning. Another student bumps into the easel and your painting falls to the floor. The yellow paint tumbler opens and spills on part of your painting.

b. It is time to play kickball. Two students are chosen as captains and they choose which other students will be on their teams. You are chosen first by one of the captains.

c. Today, during recess, your school sells popcorn for twenty-five cents a bag. You do not have twenty-five cents, but notice that Jonathan has a quarter in his desk. He is in another part of the room so you take his quarter and put it in your pocket. The teacher sees you doing this.
WORKING COOPERATIVELY IN GROUP SITUATIONS

ANIMAL MURAL STORIES

INSTRUCTIONAL NOTES: Students should work together in groups of three or four. They should choose the media which they want to use and plan together how they will design their mural story. This activity may be conducted over several days time.

MATERIALS NEEDED:

- Chart or mural paper
- Markers
- Paints
- Pastels
- Crayons

CONCEPTS USED IN THIS ACTIVITY:

- Cooperation
- Respect
- Self-discipline

OBJECTIVE: The students will demonstrate an ability to work with others in group situations.
ACTIVITY SEQUENCE:

1. Have the students form into small groups of three or four. This can be done by students choosing or adults arranging the groups, depending on the classroom dynamics.

2. Ask each group to choose a favorite animal story they have heard or read. Make suggestions if the students need help.

3. Explain that each group can choose one or more of the available media to create a mural picture of their favorite story. Explain that they will work on the paper on the floor and then the mural will be hung on the wall when it is completed.

4. Encourage the students to plan the picture in pencil before they use other media.

5. Facilitate planning and conflict resolution if there are problems in a group. Stress the importance of the value of everyone’s ideas and opinions.

6. Display the murals when they are finished. Have students tell the story of the mural their group created.

7. Make sure each student signs the mural, reminding the students that an artist always signs his/her work.
GOAL: To help students build a sense of confidence through understanding about themselves and their relationships with others.

RATIONALE: Human beings do not live in isolation; they live in close association with others in the community as they live and work. Students at this grade level begin to develop a variety of skills at home, at school and with others. The lessons and activities which follow are a continuation of activities to enhance the students’ understanding and appreciation of themselves as social beings.

OBJECTIVES: After completing the activities of this section, the students will

1. define friendship and describe behaviors which result in friendships,
2. identify and describe behaviors and attitudes that contribute to their membership in various groups,
3. exhibit behaviors that indicate recognition of the importance of the views of others and
4. demonstrate an ability to work cooperatively with others in group situations.

INDEX OF TOPICS: Interpersonal relationships
   Defining friendship
   Understanding peer groups
   Understanding social group membership
   Recognizing the point of view of others
   Working cooperatively in group situations
INTERPERSONAL RELATIONSHIPS

DEFINING FRIENDSHIP

INSTRUCTIONAL NOTES: In this activity students will be developing a definition of friendship.

MATERIALS NEEDED: Chart paper and markers

CONCEPTS USED IN THIS ACTIVITY: Friend, Friendship, Respect

OBJECTIVE: The students will define friendship and describe behaviors which result in friendship.
ACTIVITY SEQUENCE:

1. Write the word **friend** on chart paper. Ask the students to list the characteristics of their friends. Record their responses.
2. Have the students group their responses by asking:
   a. Which behaviors listed have to do with the way your friends think about you?
   b. Which behaviors listed have to do with the way your friends act toward you?
   c. Which behaviors listed have to do with the way you and your friends behave when you are together?
3. When the students have finished grouping, have them identify which of the listed characteristics they think are the most important.
4. End the activity by reviewing the list, the groupings and the identification of the most important behaviors. Then have the students write a sentence which describes their feelings about the meaning of being a friend. Extend the meaning by defining friendship as the relationship between two people who are friends.
INTERPERSONAL RELATIONSHIPS

UNDERSTANDING PEER GROUPS

INSTRUCTIONAL NOTES: Students need to examine and understand peer groups and the influences peer groups have on their members and other individuals and groups, in order to make informed decisions. If appropriate, invite members from groups discussed with the students to share the goals and values for their groups.

MATERIALS NEEDED:

- Chalkboard or chart paper
- Chalk or markers
- Paper, pencils or pens

CONCEPTS USED IN THIS ACTIVITY:

- Balance
- Respect
- Self-respect

OBJECTIVE: The students will define friendship and describe behaviors which result in friendship.
ALL PEOPLE ARE UNIQUE INDIVIDUALS
UNDERSTANDING ONESELF
Social Relationships

ACTIVITY SEQUENCE:

1. Discuss with students the concept of friendship and peer groups. Explain that peer groups are groups of people of about the same age who have common interests. Further explain to the students that peer groups in their school can act in positive or negative ways, depending on their goals, values and attitudes towards society.

2. Have students discuss the ways in which groups of peers in the school and community act for positive growth for themselves and the school and community. Then have them discuss the ways in which some groups act in ways that are harmful to themselves and to the community.

3. Have each student describe a group of peers to which he or she belongs, or to which they would like to belong. Have them explain in writing
   a. why they joined or would like to join that group
   b. what the values/goals are for that group
   c. why they would encourage others to join that group
   Tell them their work will not be read to the class.

4. Do not read these essays aloud to the group. Review them and, based on the responses, summarize the goals and values and reasons for joining the group and write these on the chalkboard.

5. Discuss the summarized information with the students and encourage them to examine seriously their own reasons and values before deciding to join a group.
INTERPERSONAL RELATIONSHIPS

UNDERSTANDING SOCIAL GROUP MEMBERSHIP

INSTRUCTIONAL NOTES: Students will be exploring the concept of belonging to various social groups and their roles in these groups. Mount the Social Group Illustrations and display them in front of the class. Write the words Social Groups on the chalkboard. Supplement the illustrations with pictures from magazines. Be sure to include a number of pictures that show a random gathering of people.

MATERIALS NEEDED:
- Social Group Illustrations
- Pictures of various social groups
- Chalkboard, chalk, or chart paper and markers

CONCEPTS USED IN THIS ACTIVITY:
- Social Groups
- Sharing
- Cooperation

OBJECTIVE: The students will identify and describe behaviors and attitudes that contribute to their membership in various groups.
ACTIVITY SEQUENCE:

1. Point to each picture or illustration and ask
   a. Who are these people?
   b. Why are they gathered together?
   c. What kinds of things are they doing?
   d. Are there any children present? Why or why not?

2. List students’ answers to the questions, allow I don’t know and/or Nothing.

3. Explain to the students that people come together for many different reasons: to work, to play and sometimes they just happen to be in the same place at the same time.

4. Have students look at the pictures and illustrations again and see if they can categorize each social group as to the general type of activity.

5. Describe the function of each group for the students so they can check their inference.

6. Ask students to compare any of the activities in the illustrations or pictures to similar or different social groups in their community.

7. Have the students define social group, using the information they have gathered from the above sequence.
Sample Social Group Illustrations

Index of Illustrations

Family sitting around a table outside of house ........................................ 131ii
Basketball team with coach ................................................................. 131iii
Three girls standing on playground ....................................................... 131iv
People at a gathering ........................................................................... 131v
Children in school ............................................................................. 131vi
INTERPERSONAL RELATIONSHIPS

MURAL ACTIVITY

INSTRUCTIONAL NOTES: This activity is designed to involve small groups of students at one time. Groups of more than three can be formed if space allows. The purpose of this activity is to allow students to work cooperatively in a group project and to recognize the points of view and feelings of the others as they create the mural together.

MATERIALS NEEDED:
- Mural paper
- Various media markers, pastels, paints, brushes
- At least five books that have been read by the students or by the teacher to the students

CONCEPTS USED IN THIS ACTIVITY:
- Interrelationships
- Respect

OBJECTIVES:
1. The students will identify and describe behaviors and attitudes that contribute to their membership in various groups.
2. The students will exhibit behaviors that indicate recognition of the importance of the views of others.
3. The students will demonstrate an ability to work cooperatively with others in group situations.
ACTIVITY SEQUENCE:

1. Discuss with the class the importance of cooperation as people work and play together. Have students describe ways in which they can respect the views and feelings of others as they learn to cooperate while working on an activity.

2. Mount the mural paper on a wall. Explain to the students that they will work together in groups of threes to create a mural book report on a book they enjoyed.

3. Hold up one of the books selected and ask students to raise their hands if they would like to work on that book; choose three students to work together on the first mural panel. Follow the same procedure for the remaining four books.

4. After five groups of three have been formed, let the students choose the media they want to use and instruct them to do a group mural book report using any of the following suggestions:
   a. Illustrate the main story line.
   b. Illustrate the main characters and describe their roles.
   c. Illustrate the group’s favorite part of the book (group decision).
   d. Illustrate a new ending for the book.

5. Direct them to include in each panel:
   a. the name of the book
   b. the author’s name
   c. the names of the artists (students) making the report

6. Explain to the students that the groups themselves must jointly decide on:
   a. the media
   b. the book report illustration plan
   c. who is to do what

**NOTE:** The students should be encouraged to solve any disputes that occur between themselves. The role of the adults in the classroom is to facilitate problem solving between the students if disharmony occurs.

7. After the murals have been completed, ask each student to tell how he/she cooperated and contributed to making the mural.
LEVEL
3-G4

ALL PEOPLE ARE UNIQUE INDIVIDUALS
UNDERSTANDING ONESELF
Social Relationships

GOAL:
To help students build a sense of confidence through understanding about themselves and their relationships with others.

RATIONALE:
Human beings do not live in isolation; they live in close association with others in the community as they live and work. Students at this grade level begin to develop a variety of skills at home, at school and with others. The lessons and activities which follow are a continuation of activities to enhance the students’ understanding and appreciation of themselves as social beings.

OBJECTIVES:
After completing the activities of this section, the students will

1. identify and describe various social groups which exist in their communities,
2. define social roles,
3. demonstrate an ability to resolve conflicts with others in group situations and
4. develop a generalization that indicates an understanding of their roles as individuals within the structure of a group.

INDEX OF TOPICS:
Individuals as members of social groups
    Defining social groups
    Understanding social roles

Interpersonal relationships
    Using compromise to resolve conflicts
INDIVIDUALS AS MEMBERS OF SOCIAL GROUPS

UNDERSTANDING PEER GROUPS

INSTRUCTIONAL NOTES: Students need to examine and understand peer groups and the influences peer groups have on their members and other individuals and groups, in order to make informed decisions. If appropriate, invite members from groups discussed with the students to share the goals and values for their groups.

MATERIALS NEEDED:
- Peer Group Chart
- Chalkboard and chalk or chart paper and markers
- Paper, pencils or pens

CONCEPTS USED IN THIS ACTIVITY:
- Balance
- Respect
- Self-respect
- Friendship

OBJECTIVES:
1. The students will identify and describe various social groups which exist in their community.
2. The students will develop a generalization that indicates an understanding of their roles as individuals within the structure of a group.
LEVEL 3-G4

ALL PEOPLE ARE UNIQUE INDIVIDUALS
UNDERSTANDING ONESELF
Social Relationships

ACTIVITY SEQUENCE:

1. Review with students the meaning of the concepts friendship and peer groups. Explain that peer groups are groups of people of about the same age who have common interests. Further explain to the students that peer groups in their school can act in positive or negative ways, depending on their goals, values and attitudes towards society.

2. Have students discuss the ways in which groups of peers in the school and community act for positive growth for themselves, the school and community. Then have the students discuss the ways in which some groups act that are harmful to themselves and to the community.

3. Have students describe a group of peers to which they belong, or would like to belong. Have them explain in writing
   a. why they joined or would like to join that group
   b. what the values/goals are for that group
   c. why they would encourage others to join that group
   Tell them their work will not be read to the class.

4. Do not read these essays aloud to the group. Review them and, based on the responses, summarize the goals and values and reasons for joining the groups and write these on the chalkboard.

5. Discuss the summarized information with the students and encourage them to examine seriously their own reasons and values before deciding to join a group.

6. Develop a Peer Group Chart, similar to the one included with this activity, and have students evaluate different peer groups by filling in the columns of the chart. Identify some possible peer groups that might exist in the community.
**PEER GROUP CHART**

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<th>Peer Group Description</th>
<th>Peer Group Activities</th>
<th>Positive Points of Belonging to This Group</th>
<th>Negative Points of Belonging to This Group</th>
<th>Conclusion About Joining This Group</th>
</tr>
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<tbody>
<tr>
<td>Describe the peer group; is it a group of schoolmates, church members, a gang or a sports team?</td>
<td>Describe the activities of the group and the objectives of the activities.</td>
<td>List the positive characteristics of belonging to this group.</td>
<td>List the negative characteristics of belonging to this group.</td>
<td>Would you join this group if invited? Why or why not?</td>
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**WHAT ARE THE REQUIREMENTS FOR MEMBERSHIP?**

**CONCEPTS USED IN THIS ACTIVITY:**
- Interrelationships
- Self-evaluation
- Interdependence
- Balance

**OBJECTIVE:** The students will identify and describe the interrelationships of various social groups which exist in their communities.
INDIVIDUALS AS MEMBERS OF SOCIAL GROUPS

MAKING A SOCIAL GROUP MAP

INSTRUCTIONAL NOTES: This activity will help the students understand the relationships of social groups to which they, their families and others in the community belong.

MATERIALS NEEDED:
- Social Group Illustrations and pictures
- Copies of the Social Group Map
- Pencils, paper

CONCEPTS USED IN THIS ACTIVITY:
- Interrelationships
- Self-evaluation
- Interdependence
- Balance

OBJECTIVE: The students will identify and describe the interrelationships of various social groups which exist in their communities.
ACTIVITY SEQUENCE:

1. From magazines and books get pictures and photographs that show many different kinds of social groups. The Social Group Illustrations also should be used.

2. Point to the Social Group Pictures and Illustrations and have the students identify the activity and the function of the groups pictured. (Do not call them social groups at this time.) Ask students if they belong to any of the groups pictured. Have them identify the groups and list their goals and responsibilities in each group. Define group as a number of people who have common interests, goals and values and who often work and do other things together.

3. Give the students copies of the Social Group Map with the following directions:
   a. The circle in the middle of the map represents you and the most important group to which you belong. (In most cases this will be the family; however, let students make this choice.) Put your name in the circle with the name of the social group that is most important to you.
   b. Next, list the social groups that you think exist in your community. (Help students with the list, if necessary.)
   c. Then write the names of these groups in the circles around the central circle. Use the closest circles for the names of the groups that you belong to and that are important to you. Write the names of other groups in the circles farthest away from your circle.
   d. Now draw lines from your circle to the other circles, to show how each social group is connected to other social groups. A broken line (-----) represents a group that your family or a member of your family belongs to, but you do not. A solid line (-----) should go to groups that you belong to.

4. Review and discuss the map with the students. Have them draw conclusions about their network of social groups and discuss the ways that are appropriate for people in the different social groups to behave toward one another.
Sample Social Group Illustrations

Index of Illustrations

Family sitting around a table outside of house ...................................... 139ii
Basketball team with coach ................................................................. 139iii
Three girls standing on playground ...................................................... 139iv
People at a gathering ................................................................. 139v
Children in school ................................................................. 139vi
INTERPERSONAL RELATIONSHIPS

UNDERSTANDING SOCIAL GROUP MEMBERSHIP

INSTRUCTIONAL NOTES: Students will be exploring the concept of belonging to various social groups and their roles in these groups. Mount the Social Group Illustrations and display them in front of the class. Write the words Social Groups on the chalkboard. Supplement the illustrations with pictures from magazines. Be sure to include a number of pictures that show a random gathering of people.

MATERIALS NEEDED:

- Social Group Illustrations
- Pictures of various social groups
- Chalkboard, chalk or chart paper and markers

CONCEPTS USED IN THIS ACTIVITY:

- Social Groups
- Sharing
- Cooperation

OBJECTIVES: 1. The students will identify and describe various social groups which exist in their communities.
2. The students will define social roles.
ACTIVITY SEQUENCE:

1. Point to each picture or illustration and ask
   a. Who are these people?
   b. Why are they gathered together?
   c. What kinds of things are they doing?
   d. Are there any children present? Why or why not?

2. List students’ answers to the questions — allow I don’t know and/or Nothing.

3. Explain to students that people come together for many different reasons. Sometimes they come to work, sometimes to play and sometimes they just happen to be in the same place at the same time.

4. Have students look at the pictures and illustrations again and see if they can categorize each social group as to the general type of activity.

5. Describe the function of each group for the students so they can check their inference.

6. Ask students to compare any of the activities in the illustrations or pictures to similar or different social groups in their community.

7. Have the students identify two or three social groups to which they belong and describe their roles in those groups. For example: Students belong to a family where their roles might be family member, child, helper, sister, etc. Students also belong to the social group known as school where their roles might be learner, class officer or student.

8. Assist students in defining Social role—a person’s job within the structure of a social group; Social group—a group of people who come together to work, play and solve mutual problems.
INTERPERSONAL RELATIONSHIPS

MURAL ACTIVITY

INSTRUCTIONAL NOTES: This activity is designed to involve three or four students working on a mural together. Groups of more than four can be formed if space allows. The purpose of this activity is to allow students to work cooperatively in a group project and to recognize the points of view and feelings of the others as they create the mural together.

MATERIALS NEEDED:
- Mural paper
- Various media markers, pastels, paints, brushes
- At least five books that have been read by the students, or by the teacher to the students

CONCEPTS USED IN THIS ACTIVITY:
- Interrelationships
- Respect

OBJECTIVES:
1. The students will demonstrate an ability to resolve conflicts with others in group situations.
2. The students will develop a generalization that indicates an understanding of their roles as individuals within the structure of a group.
ACTIVITY SEQUENCE:

1. Write the word cooperation on the board. Give the students four or five examples of people cooperating with each other and then say these are examples of cooperation. Then give the students four or five examples of people not cooperating with each other and then say these are examples of people not cooperating.

2. Check the students' understanding of the concept by having them give examples of people cooperating and not cooperating.

3. Explain to the students that, over the next few days, they will study ways in which their community works together in a cooperative manner. Have them list a number of examples of cooperative activities in their community.

4. Divide the class into groups of three to four students. Have them choose a community activity they would like to write a report on and illustrate in a mural. Tell the students to work as a group to decide what has to be done to complete the assignment and to determine what the role of each member of the group should be. They also should decide as a group what the mural will look like and what each member's role will be in the design and completion of the mural.

5. After the murals are completed, ask the students to tell how they cooperated and contributed to making the mural.
GOAL: To help students build a sense of confidence through understanding about themselves and their relationships with others.

RATIONALE: Human beings do not live in isolation; they live in close association with others in the community as they live and work. Students at this grade level begin to develop a variety of skills at home, at school and with others. The lessons and activities which follow are a continuation of activities to enhance the students' understanding and appreciation of themselves as social beings.

OBJECTIVES: After completing the activities of this section, the students will

1. identify and describe values related to the various social groups which exist in their communities,
2. describe a peer group to which they belong and explain their reasons for joining,
3. use communication skills effectively in the resolution of conflicts and
4. develop a generalization that indicates an understanding of the concept of social groups and their own membership in such groups.

INDEX OF TOPICS: Individuals as members of social groups
Identifying social groups and their values
Interpersonal relationships
Understanding social group membership
INDIVIDUALS AS MEMBERS OF SOCIAL GROUPS

IDENTIFYING SOCIAL GROUPS AND THEIR VALUES

INSTRUCTIONAL NOTES: Students will be exploring the concept of belonging to various social groups and their roles in these groups. Mount the Social Group Illustrations and display them in front of the class. Write the words Social Groups on the chalkboard. Supplement the illustrations with pictures from magazines. Be sure to include a number of pictures that show a random gathering of people.

MATERIALS NEEDED:
- Social Group Illustrations
- Pictures of various social groups
- Chalkboard, chalk or chart paper and markers

CONCEPTS USED IN THIS ACTIVITY:
- Social Groups
- Sharing
- Cooperation

OBJECTIVE: The students will identify and describe values related to the various social groups which exist in their community.
ACTIVITY SEQUENCE:

1. Point to each picture or illustration and ask
   a. Who are these people?
   b. Why are they gathered together?
   c. What kinds of things are they doing?
   d. Are there any children present? Why or why not?
2. List students' answers to the questions — allow I don't know and/or Nothing.
3. Explain to the students that people come together for many different reasons: to work, to play and sometimes they just happen to be in the same place at the same time.
4. Have students look at the pictures and illustrations again and see if they can categorize each social group as to the general type of activity. Students also should identify the goals of each group.
5. Describe the function of each group for the students so they can check their inference.
6. Ask students to compare any of the activities in the illustrations or pictures to similar or different social groups in their community.
7. Have the students review the social groups illustrated again; this time have the students identify those groups that they think are the most important. They should then explain why they think they are important.
8. Define values for the students. Then ask them to identify the values of the groups they belong to.
IDENTIFYING SOCIAL GROUPS AND THEIR VALUES

UNDERSTANDING PEER GROUPS

INSTRUCTIONAL NOTES: Students need to examine and understand peer groups and the influences peer groups have on their members and other individuals and groups, in order to make informed decisions. If appropriate, invite members from groups discussed with the students to share the goals and values for their groups.

MATERIALS NEEDED:
Chalkboard and chalk or chart paper and markers
Paper, pencils or pens

CONCEPTS USED IN THIS ACTIVITY:
Balance
Respect
Self-respect

OBJECTIVES: 1. The students will identify and describe values related to the various social groups which exist in their communities.
2. The students will describe peer groups to which they belong and explain their reasons for joining.
ALL PEOPLE ARE UNIQUE INDIVIDUALS
UNDERSTANDING ONESELF
Social Relationships

ACTIVITY SEQUENCE:

1. Review with students the concepts of friendship and peer groups. Check to see that they understand that peer groups are groups of people of about the same age who have common interests and goals. Further explain to the students that peer groups in their school can act in positive or negative ways, depending on their goals, values and attitudes towards society.

2. Have students list the characteristics of some peer groups that exist in their community.

3. Have students identify the ways in which groups of peers in the school and community act positively for themselves, the school and community. Then have them discuss the ways in which some groups act that are harmful to themselves and to the community.

4. Have students describe a group of peers to which they belong, or would like to belong. Have them explain in writing
   a. why they joined or would like to join that group
   b. what the values/goals are for that group
   c. why they would encourage others to join that group

5. Read these essays aloud to the group without revealing the author’s name. Review with the students the goals and values of each group and reasons for joining the groups. Write these on the chalkboard.

6. Review the summarized information with the students and help them to examine the values of various peer groups and how these compare with the values and goals of their families, church or school.
INTERPERSONAL RELATIONSHIPS

UNDERSTANDING SOCIAL GROUP MEMBERSHIP

INSTRUCTIONAL NOTES: This activity will help students understand the relationships of social groups to which they, their families and others in the community belong.

MATERIALS NEEDED:
- Social Group Illustrations and pictures
- Copies of the Social Group Map
- Pencils, paper

CONCEPTS USED IN THIS ACTIVITY:
- Interrelationships
- Respect
- Interdependence
- Balance

OBJECTIVE: The students will develop a generalization that indicates an understanding of the concept of social groups and their own membership in such groups.
ACTIVITY SEQUENCE:

1. From magazines and books get pictures and photographs that show many different kinds of social groups. The Social Group Illustrations could also be used.

2. Point to the social group pictures and illustrations and have the students identify the activities and functions of the groups pictured (do not call them social groups at this time). Ask students if they belong to any of the groups pictured. Have them identify these groups and list their roles and responsibilities in each group. Define social group as a number of people who have common interests, goals and values and who often work and do other things together.

3. Give the students copies of the Social Group Map with the following directions:
   a. The circle in the middle of the map represents you and the most important group to which you belong. (In most cases this will be the family; however, let students make this choice.) Put your name in the circle with the name of the social group that is most important to you.
   b. Next, list the social groups that you think exist in your community. (Help students with the list, if necessary.)
   c. Then write the names of these groups in the circles around the central circle. Use the closest circles for the names of the groups that you belong to and that are important to you. Write the names of other groups in the circles farthest away from your circle.
   d. Now draw lines from your circle to the other circles, to show how each social group is connected to other social groups. A broken line (- - - - - - ) represents a group that your family or a member of your family belongs to, but you do not. A solid line (--------) should go to groups that you belong to.

4. Review and discuss the map with the students. Have them draw conclusions about their network of social groups and discuss the ways that are appropriate for people in the different social groups to behave toward one another.

5. Extend the activity by having students review their membership in one or more social groups (including peer groups) and have them describe how membership in that group helps them make positive contributions to their community and keeps them from engaging in negative behaviors.
SOCIAL GROUP MAP

ME
Name and Group