



PURPOSE

To help students make excellent choices in friendship and at school.

LEARNING OBJECTIVES

By the end of the lesson students will be able to:

1. Indicate excellent choices with regards to their encounters in friendship or at school.
2. Demonstrate justice toward others.

MATERIALS & RESOURCES

- **Self-Gift Review** worksheet (see Materials)
- **My Friend Profile** worksheet (see Materials)
- **Band of boys rally around boy, 6, to stop teasing** video (https://www.youtube.com/watch?v=Gq7ZgXz_YLc)
- Supplementary materials:
 - **Kindness suits them, Daily Mail Online** article (<http://www.dailymail.co.uk/news/article-2512633/Kindness-suits-Moment-fifth-grade-football-team-rallies-bullied-special-needs-waterboy-likes-wear-jackets-ties-dressing-like-him.html>)

VOCABULARY

- **justice**: respecting others because they have human dignity

PROCEDURE

Step 1: Review the previous lessons. Ask students to list three ways in which they have demonstrated self-gift in the past week, using the **Self-Gift Review** worksheet. Take student answers with the class.

Step 2: Teach authentic friendship.

Ask kids to put on their “thinking caps,” and brainstorm qualities of a good friend. Write the qualities answers on the board.

Discussion questions:

Me & Others: Choices in Friendship & at School

Human Dignity Curriculum – Grade 3 | Lesson 7C

- How do we become friends with someone?
- How do we know when someone is truly our friend?

Explain: While we may share interests with other people, while we may enjoy the same thing as others, true friendship begins when two people realize they both want excellence—for themselves, for each other—and begin to go after it together. This means helping our friends make the right choices. This means helping our friends show respect. This means helping our friends when they have to struggle with a challenge.

Write on the board:

- **friendship:** a connection between two people who choose excellence together

Hand each student a *My Friend Profile* worksheet, and ask them to identify a way they already help or can help one friend grow in excellence, as well as one habit from a friendship of theirs that they can work to break.

Step 3: Introduce justice as the trait that helps us to know how to respect the human dignity of any person that we might encounter.

Write on the board:

- **justice:** respecting others because they have human dignity

Propose to students that it is their first day at a new school. Ask: How would you want students in your new class to show you respect?

Ask students to break into pairs. Share with students the *Friendship in Action #1* scenario: One friend has gossiped about a classmate, telling others that he's not good at soccer because he tripped over a ball during recess. Ask students to play a role as they resolve the situation between themselves in a just way. Take student reactions with the class.

Then, share with students the *Classmates in Action* scenario: One student trips another student on purpose, and the tripped student tries to hit the other student. Ask the students to play a role as they resolve the situation in a just way. Take student reactions with the class.

Then, share with students the *Strangers in Action* scenario: An older woman is struggling to get off the bus. You're waiting behind her. Another person on the bus is being impatient and mean to her, telling her to hurry. Ask the students to explain what the just response would be in the situation. Take student reactions with the class.

Explain: Justice is the trait we build that helps us to give all of those we encounter what we ourselves would want to receive—what we ourselves deserve: respect for our human dignity, kindness, generosity, and more! It’s important for us to think this way because every action that we take should help pour more and more excellence into our bucket!

If time permits, show the [Band of boys rally around boy, 6, to stop teasing](#) video.

Supplemental Activity:

- Use the [Kindness suits them, Daily Mail Online](#) article for additional context.

Discussion questions:

- How does this story help us understand justice?
- Did the football team make an excellent choice? Why or why not?

Explain: The football team for which first-grader Danny Keefe is a water boy recognized a disrespect of Danny’s dignity, and they recognized this disrespect together. Their support of each other in their choice to stand up for Danny by coming to school dressed like him helped reflect that, despite his speech impediment, Danny is as human and has the same human dignity as the rest of them. They made an excellent choice together, to act in friendship and justice.

Step 5: Summarize: Today we have taken the additional and last step along this path of growing in human excellence, by looking at the importance of developing good friendships and the importance of showing justice to all of the people that we encounter. With all of these actions, we show respect for both our and others’ human dignity, that value we all share!

FOLLOW-UP & HOMEWORK

Ask students to remember the last time they showed injustice in a friendship of theirs, and ask them to apologize to their friend for this choice they made.

SUPPLEMENTS

None.



Name: _____

SELF-GIFT REVIEW

Directions: List three ways in which you have demonstrated self-gift in the past week.

1. _____

2. _____

3. _____



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Name: _____

MY FRIEND PROFILE

Directions: Choose someone whom you consider a good friend, draw their picture in the box, and answer the questions about them below.

FRIEND:

Where did you meet this friend?

What do you like about your friend?

What is one thing you can do or say to help your friend choose excellence?

Think of one good habit you have, either in this friendship or another, that you and your friend can practice together. (For example, when you are with your friend, you clean up your toys together.) How will you practice it?

