



# Living in Relationship

## Topic 6

### Being Part of the Group

*Those who bring sunshine to the lives of others cannot keep it from themselves.*

J. M. Barrie

**Being Part of the Group**  
How will these stories end?

**The Baseball Player**  
Zach is not a very good baseball player. When his classmates choose teams, he's usually picked last. Some of his friends are having an after-school game. Zach asks them, "Hey, can I play, too?" What do they say?



**Melli and Lucy**  
Melli and Lucy are good friends. This year there is a new girl named Kim in their class. After school one day, Melli and Lucy are walking home together. Kim runs up to them and says, "Melli, would you like to come to my house to play?" What happens next?



**A New Club**  
Nicky, Kyle, and John are starting a club. They are very excited about it. Angelo comes up to them and asks, "What are you doing?" "We're planning our club," they answer. "Can I be in your club?" Angelo asks. What do they say?



Theme 2 39

Have you ever shared a treat with your friends? Imagine that you have four pieces of candy. You can give one each to three friends and have one for yourself.

Being friendly is also something we can share. But it's not like candy. You can't use it up. You have enough friendliness to share with everyone. In fact, the more you share it, the more you have.



Friendliness is like family love. It welcomes everyone. When we're friendly we try to find a way to include people. We all want to be included. When we're left out of the group, we don't feel very happy. No one wants to be excluded.

Is your classroom a friendly place? Can you think of ways to make it friendlier?

Theme 2 40

## Expectations

The students will:

- analyze the concept of friendliness.
- recognize the need to be open to other people.

## Note to the Teacher

In the last topic of Theme Two, the students continue to examine friendship from the perspective of openness to others. The experience of being welcomed and included in clubs, teams, games, and activities is one we want for all children. Although the occasional exclusion is to be expected and is part of everyone's childhood, when this experience happens regularly it is both painful and damaging. Those who participate on a regular basis in deliberately excluding certain children are engaged in a form of social bullying.

In this topic the students explore situations that involve being included or excluded. It is obvious that they know how to give you the "right" answer to the stories that are presented. Encourage them to go beyond a superficial response and to search for realistic solutions that demonstrate genuine friendliness and openness.

Review the definition of *consent*. Consent is about communication and respect. Consent leads to better relationships. It is about knowing

and respecting your own boundaries and respecting the boundaries of others. Consent is about having the skills to avoid or leave a situation that feels uncomfortable and respecting when others want to do the same. (Source: Grade 6 *Fully Alive* Teacher’s Manual, page 104b)

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### Important Words

- *include, exclude, consent*
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### Curriculum Connection

This topic offers a connection to the Drama and Dance strand of The Arts curriculum.

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### Program Resources

- Student Book, pages 39 – 40
  - BLM #14 — Friendship Puzzle
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### *We Experience*

Have the students work in small groups and assign two groups to each of the three scenarios on page 39. (The name Meili may be unfamiliar to them; it is pronounced Maylee.) Ask them to discuss the stories, decide on an ending, and role-play the situations for the class. Record their story endings on the chalkboard.

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### *We Discover*

Invite the students to discuss the stories, the feelings of the people, and the endings that the groups choose. You might ask them:

- Do you all agree with this ending? Why? Why Not?
- How would you have ended the story? Why?

You may want to challenge story endings that you believe represent what the students think you want them to say. For example, if they say that Zach should be included in the baseball game, remind them that he doesn’t play very well. How would they take that into account? Would it be a good experience for Zach if the other boys got mad at him because he couldn’t hit or catch the ball?

In your interactions with others, how do you communicate consent? (saying yes or no; smiling or frowning; moving away from person)

Read page 40 with the students and invite their response. Explore the words *include* and *exclude* with them: *include* means to make

somebody part of a group; *exclude* means to keep them out of a group. You might ask them:

- Why do people exclude other people? (they don't like them; it makes them feel important and powerful)
- How does it make you feel when you're excluded from a group? (sad and hurt; that people don't like you; that there must be something wrong with you)
- How does it make you feel when you're included in a group? (happy; that other people like you; that you belong)

Bring the topic to a close by reminding them: They have enough friendliness to share with everyone. The more they share, the more they will have.

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## *We Respond*

Give the students copies of BLM #14, Friendliness Puzzle, and have them complete it. They may want to work in pairs for this activity, and then share their answers as a class.

They could also create their own friendliness puzzles (word search, crossword) using programs available on the Internet.

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## Reflecting on Theme Two

Now that the students have reached the end of Theme Two, ask them to complete BLM #8, Family and Friends. They may find it helpful to look through their books (pages 19 – 40) before completing the questions.

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## *We Explore (related activities)*

- **Mobiles** — Have the students cut a variety of shapes from construction paper and write a quality of friendship on the shape. These can be decorated and hung on thin wire or string and arranged into mobiles. (**Curriculum Connections:** The Arts, Visual Arts, see Appendix B, page 208.)
- **Class Contract** — Invite the students to reflect with you on how to make the classroom a friendlier and more welcoming place. Ideas can be printed on a large sheet of paper (for example, “We will all try not to leave anybody out when we are playing”), signed by each student and the teacher, and then posted in the classroom.

If you created a similar contract or set of rules at the beginning of the school year, you may want to revisit it with your students. How

well are we doing as a class? Should we change anything or add something new to the contract?

- **Atom Game** — This game gives the students an opportunity to explore some of the feelings people have when they are included in and excluded from a group. Ask the students to move around the classroom (or gym) and when you call out a number, to organize themselves quickly into groups the size of the number you call (e.g., you call, “Atom 5” and the students get into groups of five). Anyone who is left over can be hidden by one of the groups, if that is what the group decides to do. On the other hand, those who are left over may have to stand by themselves. A new round begins when you call out “scatter” to the groups, and then another number, such as “Atom 3.”

Between each round bring the students together to explore the feelings they experienced. How did you feel when

- someone grabbed your hand and brought you into the group?
- a group hid you because you were left over after the groups had formed?
- you had to stand by yourself after the groups formed?

Encourage the students to recognize that when we are left out, we often find it difficult. But when we make sure everyone is part of a group, we are showing that we care about each other.