

# Healthy Relationships



## AIM

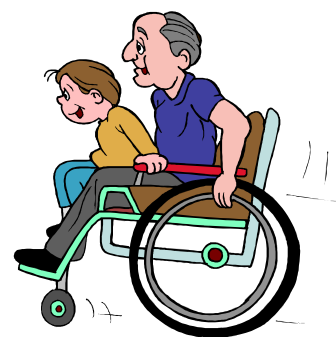
This lesson aims to help kids recognize everyone, including themselves, as unique members of the human family.

## BACKGROUND/INTRODUCTION

People are all members of the family of mankind, or the human family. As human beings they have many things in common; for example, needs for food, clothing, shelter, affection, security, feelings, emotions, and ideas. Simultaneously, they meet these needs in different ways; they have different ideas and beliefs; they look different and have different personalities.

### *Read this section aloud*

Did you know that although each of you is a member of your family, you are also members of the same big family? Can anyone guess what that family is? (If they have difficulty, give hints such as, “The members of this family...come from all races/ethnic groups; live in all the countries of the world; speak many different languages.”) Today’s activity will help us to look at all kinds of families and their members.



Leader: Pre-cut pictures of people from magazines. Tell the kids to select pictures that show as many differences as possible (in age, sex, clothing, activity.) Place all the pictures on a table and select ones to build a family (such as an old man and an old woman.) Try for as much variety as possible in the families (one-parent families, extended families including other relatives, bachelors, etc.) Suggest to the kids that a family is made up of “those people living together in a home.” Paste your family together on a paper circle or paper plate.

When the circles are filled with families, or you have used all the pictures of people, use the yarn and clothes hanger to attach them together. Put a title on the hanging, “We’re All One” to show that we all belong to the human family.



Ask why all families are not alike. Try to help the kids see that each family is special or unique. It would be very boring if all families were the same. Ask which family is the “best.” Make the point that it is difficult to compare families since each is different, that every family has its own strengths and weaknesses.



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## **YOU TELL ME – RESPECTFUL or DISRESPECTFUL**

### **Read this section aloud**

In this part of today's lesson, we will remind ourselves that other people have feelings and rights that we should respect. We also will learn about a particular type of feeling known as prejudice, that often interferes with a meaningful relationship with other people. Many people are prejudiced without realizing it, and without choosing to feel this way. Other people are the victims of prejudice, which can cause them to feel bad about themselves.

Respecting another person does not mean that you have to like – or even know – that other person. People who show respect to others are respectful. What about people who do not show respect? They are disrespectful.

Tell the kids in each situation below they are to decide if the situation is an example of respect or disrespect. (Have two different signs posted on opposite sides of the room. One titled RESPECTFUL, the other DISRESPECTFUL. Use the happy/sad faces for non-readers.) Ask them to listen to the situation and then stand near the sign that shows how the people are treating each other. If it is an example of disrespect they should tell what could have been done to make it a respectful situation, instead.

1. Mary, one of your classmates, is always talking about horses. You are tired of hearing about horses all the time. You call Mary a horse and tell her she even looks like one.
2. Joey is having a birthday party. He invites a lot of your friends to his party, but he doesn't invite you. You tell your friends you didn't want to go to fat ole Joey's party anyway.
3. At home you are looking at a book *and* watching TV. Your bother comes in and wants to see a program he has been waiting for all week, but it's on a different channel. You tell him he can change the channel.
4. You kick a fly ball playing soccer. Carol catches the ball. You tell her she doesn't know how to play because she is a girl.
5. At home your Mom is not feeling well. You invite two friends over to listen to your new CD's.
6. Your brother is in bed with the flu. You keep the TV turned downed low.
7. You are playing jump rope at recess. Tom wears glasses, so you tell him he can't take a turn jumping.



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### **GAME - LET'S GO FISHING**

Cut “fish” from paper, and write one of the following actions on one side of each fish:

- *Being nice to someone*
- *Trust*
- *Telling a lie*
- *Friendship*
- *Love*
- *Keeping a promise*
- *Honesty*
- *Humor*
- *Being a bully*
- *Fair play*
- *Stealing*



Put a paper clip through the head of each fish. Make a “fishing pole” by tying a piece of string to a ruler or other stick. Attach a magnet to the other end. The magnet will attract the paper clip, so the kids can “catch” the fish. Use a string, yarn or chalk to mark a “fishing pool” on the floor. Arrange the fish in the pool so the side with the writing is on the floor and the blank side is up.

Have the kids catch the fish, one at a time. After catching a fish, they should ask a friend to help them act out what is written on the back of the fish. The remainder of the kids guess what is being acted out. Take turns until everyone has had a turn to act and guess.

*Source: The 4-H Kid Stuff Activity Book (4-H 958 - 1993). Ohio State University Extension. The Ohio State University.*

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# Disrespectful



# Respectful

