



My Behavior Affects Others

Age: Primary

Level: A1

Global Knowledge or Global Attitudes and Action:

Global Knowledge

Standard for Learning Outcome: Student encounters their responsibility for positive global outcomes, or has an exercise of this responsibility modelled to them.

Learning Outcome: P.D1.S1.LO1 Recognize that personal behavior can have a positive impact on others

Standard for Global Skill: P.D3.S3.LO3 Demonstrate independent thinking skills

Global Skill: Student acquires the skills to be a questioning citizen.

Sustainable Development Goal: 4: Quality Education

Part 1 (15 mins)

Write the words *Good Behavior* and *Bad Behavior*. Give or elicit examples of each, and invite students to say which category the example behavior is in.

- A.** Tell students that they are going to look at examples of positive and negative behavior at school. Ask them to look at the pictures and talk about what they see, and what is happening. Introduce any necessary vocabulary, for example: *sharing, laughing, shouting, lining up*.

Allow time for students to check the pictures that show good behavior.

Answer Key: 1, 4, 5, 6

Ask students to focus on the two pictures of bad behavior, 2 and 3, and ask them to say what good behavior they should see in those situations (the girl should be reading quietly; the boy should raise his hand and wait for the teacher).

- B.** Guide students to start thinking about why it is important to have good behavior and how it affects other people when we do. Explain that the images show people from the situations in Activity A. Ask *How do they feel? Do they feel good or bad?* Students choose the appropriate emojis. When reviewing their answers, ask them how the behavior of others makes them feel in these situations.

Answer Key: The boy in the library feels bad because he wants to read. The girl is laughing loudly, so he can't read. The teacher feels good because the boy is helping him. The girl feels good because the boy is listening carefully to her.

Part 2 (20 mins)

Tell students that they are going to read a story about a girl at school named Jo. Ask them to look at the pictures and identify where Jo is in the school in each scene. Make sure that they understand that the scenes inside the bubbles show what Jo is thinking. Pre-teach and make sure they understand any new vocabulary, e.g. *hook, imagine, recess, line, snack*.

- A.** Ask students to read the story to themselves or read aloud as a class. After each part of the story, elicit what is happening, what Jo is thinking, and what she does after that. Ask *Is Jo's behavior good or bad?*

Answer Key: Her behavior is good.

- B.** Allow time for students to reflect and think about their answers to the questions individually, then put them in pairs to share their ideas about how their personal behavior can have an effect on others—both positive and negative. Invite volunteers to share with the rest of the class.

Answer Key: Possible answers

1. In the first situation, she puts her coat and bag on the hook, and not on the floor. In the second situation, she raises her hand and waits her turn. She doesn't shout out. In the third situation, she goes to the back of the line and waits her turn.
2. People feel good when we have good behavior.

Ask students to notice that when we have good behavior, things generally work out, and people are happy.



Primary | Teacher's Notes

Part 3 (15 mins)

- A.** Brainstorm different places in school, for example, the classroom, the playground, the gym, the library, etc. Make a list. Look at the poster together and ask students to identify what place it shows (the library). Briefly discuss things students should and shouldn't do in a library, e.g. they should read books, study, be quiet; they shouldn't eat, talk, shout, run.

Put students in pairs and ask them to choose words from the box to complete the poster. When they have completed it, invite students to read their answers aloud to check.

Answer Key: 1. library 2. book 3. sit 4. read 5. talk 6. food 7. return

- B.** Put students in groups and explain that they will choose a place in school, and collaborate to design their own poster to show good behavior in that location. They can choose from the list you made in A, or think of another place. If possible, try to have each group choose a different place. First, ask them to work together to complete the sentences. Monitor them as they work, supporting them with language they need.

Then, groups should design, illustrate, and write their posters. Allow students to display or present their work so everyone can see all of the posters. You may also want to have a brief discussion about how positive behavior affects other people.

Extension

- A.** Allow some time for students to think about an occasion when their good behavior had a positive impact on other people. Elicit some examples, such as when they shared something, helped someone, or said something kind to someone. Remind them that even small actions can have a big impact.

Read the guiding questions, and allow students to respond to each one individually if necessary. Alternatively, students can write a paragraph.

Answer Key:

Possible answer Last week I was in the playground. I saw a new student. I smiled and invited him to eat a snack with me and my friends. He was very happy. I was happy, too, because I made a new friend.

- B.** Have students work in pairs and share their answers with each other. Invite them to think how different situations made them feel and how their behavior affected others.