



GOLDEN RULE PROJECT

Lunch Table Trouble



Line of Inquiry: How can we use The Golden Rule to deal with a bully?

Age Range: 4th-12th grade (Elementary-Adult)

Group Size: 5-10

Activity Time: 20-40 minutes (with reflection time)

Set-Up Time: 10 minutes

Materials: 5-10 strips of fabric each 2 feet long made out of fabric, yellow duct tape, masking tape or Golden Rule Ribbon. 5-10 sharpie markers. Tip: A poster of the variations of The Golden Rule is helpful to have in sight (goldenruleproject.org/poster)

Activity Objective: With ankles taped (or tied together with fabric), the team must travel as a unit from line A across line B.

Utah Core Standards: Language Arts: Speaking and Listening: For Grades K-12 these lessons support Utah Core Standards 1-4. In Kindergarten and 1st grade, Standards 5 and 6 are also supported. Language Arts: Writing: For Grades K-5 the reflection topics of these lessons can be used to support Utah Core Standards 1-4,7&10 (excluding Standard 1 in Kindergarten and Standards 4 &10 which begin in 3rd Grade). For Grades 6th -12th the reflection portion of these lessons can be used to support Utah Core Standards 1,2,4&10. Social Studies, Citizenship: Demonstrate positive relationships through play and friendship, demonstrate respect for each individual and appropriate social skills necessary for working in a group, modeling appropriate

group behavior and expressing feelings in appropriate ways.

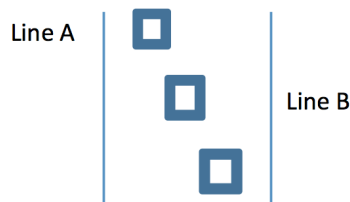
Skills Developed: Clear Communication, Trust, Planning, Patience, Goal Setting and Achievement, Resource Management.



Story Card: Bondone, [from the story card collection](#). Quote: “The sincere friends of this world are as ship lights in the stormiest of nights.” –Giotto di Bondone The quote as well as the entire story card (pages 6-7) can be included during this lesson.

Directions for Set Up:

1. Tape a line on the ground about 8-10 feet long (Line A). Tape a second line on the ground the same length (Line B) parallel to Line A and about 10 feet apart. (Two strips of Golden Rule Ribbon could be substituted for Line A and B if available, just secure the loose ends with a small piece of tape to keep the ribbon lines in place).
2. In between the parallel lines, tape 3 squares each measuring about 2 feet in size. The squares can be in a straight line, zig-zag or diagonal and should be no more than 12 inches away from each other. The first and last square should also be no more than 12 inches from Line A and Line B. Example:



3. Give each member of the team a 2 foot piece of duct tape or fabric and a sharpie marker (If using tape, lay it flat on a clean, smooth surface sticky-side down). Ask each student to write a version of The Golden Rule on their strip of fabric or tape. Tip: A poster of the variations of The Golden Rule is helpful to have in sight (goldenruleproject.org/poster).

Deliver the Challenge:

1. Make sure students bring their tape or fabric with them to the activity and then ask for a volunteer to be “The Bully”. Have that student choose a square to stand on.
2. Have the rest of the team line up shoulder-to-shoulder behind boundary Line A (Use a sharpie marker to label lines if you wish).
3. Instruct those standing behind Line A to use their Golden Rule Material to tie their foot or ankle to their neighbor’s. NOTE: Do not tape skin and be aware that the tape may damage some types of shoes and/or clothing. Tape/Fabric should be loose, not too tight. The

volunteer in the square should hold onto their Golden Rule Material for use during the game.

4. Read the Storyline: “You are about to head into the school cafeteria when you see there is a bully sitting at your lunch table waiting for you. The bully knows The Golden Rule, but is not using it and is threatening to take your lunch money. However, you have linked-up with a team of people all practicing The Golden Rule. Your mission is to travel through the cafeteria and across the other line safely with all the members of the team including “The Bully”. As you travel together, you can only step on the squares provided and you must link-up with “The Bully” as you go.”

Present the Rules:

1. You cannot move the tape stuck to the ground and your team must stay in a line with your feet (or ankles) attached to each other throughout the game.
2. You can only step on the squares. Once you pass over Line A, you cannot touch the open ground in-between the lines unless it is in the area inside the squares. If a team member touches the open ground outside the squares, you must start the activity again.
3. No other equipment may be used.
4. When you reach the square where “The Bully” is standing, you must help him or her attach their The Golden Rule Material to their neighbor. “The Bully” must then become the leader of the group and navigate the team the rest of the way over Line B.

Safety Lesson:

1. People with knee, ankle, or back injuries should not participate. Students who have injuries can “Spot” the group for balance from outside of either line but cannot cross the lines into the middle area, or can help with communication and ideas for success.
2. Material should be tied or taped loosely to help reduce the chance of injury.
3. The group should move slowly so no one gets hurt.
4. Do not use duct tape on bare skin, removal can cause skin abrasions/irritation.

Notes:

1. This may be a difficult challenge for individuals who are obese or struggle with balance. Be sure to spot the group for these kinds of difficulties. You might want to announce at the beginning of the activity that individuals have the option of keeping time for the group or being a group advisor if they wish.
2. This activity requires patience and emphasizes communication, careful steady movement, and team coordination. Do not attempt this game with an overactive or rowdy group.

Reflection Topics:

1. How might people “link-up” to help each other defeat a real bully using The Golden Rule?
2. If you witnessed someone being bullied, how might you use The Golden Rule to help? What kind of things might you say in a similar situation to the person being bullied? What might you say to the bully? What else might you try?
3. Why do you think “The Bully” might have been acting this way? What problems could he or she be facing?
4. How would you want to be treated if you were “The Bully”? How might people use The Golden Rule to get you to “join their team”? What kind of things would you want people to say to you?
5. Was trust important in this activity? How? Why?
6. How important was communication in solving this challenge? How? Why?

Additional Reflections:

Here are some extended reflections that relate directly to the assembly “Attention, Magic, and The Golden Rule.” If your class has had the opportunity to view the performance, the following discussion will help students make deeper connections with their recent viewing experience.

In this activity we applied The Golden Rule to help prevent bullying. Who can think of an example from the performance where Steffan showed us how to use the Golden Rule with a bully? How is that similar to what we practiced in this game?

If students need a reminder or prompt: In the assembly, Steffan uses an eighteen inch steel needle to pop a balloon and then penetrates through another without popping it. Ask them what they remember learning from that lesson and how it compares to what they did in the Lunch-Table Trouble activity. (The students see what bullies do when the balloon bursts, and then they see what can happen when we apply the universal principle of the Golden Rule).

Students might also recall the part of the performance of Bully & the Bears (Where three students help on stage; two hold honey bears filled with water. They are the bears. The other is the bully and holds a regular bottle of water. This story explains how bullying can destroy an activity and hurt people. It shows how people want to be mean back to the bully and shows how they can choose instead to be kind. The story progresses to show how victims can receive help from parents, teachers, friends and many others around them. The bully can also receive help and transform negative behavior).

In addition, Steffan bullies a spectator by tearing a dollar bill in half. The bill cannot be fixed by the magician... He fails to restore it in a comedic moment. The audience laughs. Next a teacher opens a sealed envelope he received before the show. Inside is a message from another school

about how to prevent bullying, along with the other half of the student's dollar! The magician finally does restore the bill, but the message here is that bullies do mean things (like take someone's lunch money and tear it up) in order to get attention. Bullies try to get attention and power, and in this vignette, the students see several creative ways we can react that do not permit the bully to continue.

Ask students "How did you defeat the "bully" in this activity?" "Who did you get help from?" "Did the bully get help too?" "Who remembers a part of the assembly where we learned about how to deal with bullies?" "What did you notice about that part of the performance?" "What did you learn" "Can anyone build on that?" "Did anyone notice something different?" "How did we practice what we learned from the assembly in this activity?"

Adaptations:

1. Supply the group with a limited amount of time to complete the task. For example, if it took them 10 minutes to get through the activity the first time, they must try to successfully complete the mission in 7 minutes or less.
2. Require two or three people in the group to close their eyes for all or part of the activity.
3. Require that no one is allowed to talk and compare the differences in difficulty.
4. Divide the team in half and have each group start on opposite lines. The lines must switch places and pass each other to reach their other side. Will they work together or against each other?

Acknowledgements: This lesson has been modified from a teambuilding game found in Duct Tape Teambuilding Games, by Tom Heck published in 2009.

For more activities and lessons utilizing the Golden Rule, see GoldenRuleProject.org.



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in the stormiest of nights.

Giotto di Bondone

Giotto di Bondone (1266-1337) was an Italian painter and architect who is credited with initiating the Italian Renaissance. He showed astonishing talent at a very young age and is said to have been apprenticed to the great Florentine painter Cimabue. Legend has it that Cimabue asked permission from di Bondone's father to take young Giotto as an apprentice after seeing his startlingly life-like rock drawings of sheep. Bondone made a decisive break from the prevalent artistic style of the time and moved to a more contemporary style. He introduced the technique of drawing accurately from life with his devotion to physical and emotional portrayal of humans, which were almost always saints and other religious figures.