

Lesson Plan
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Lesson: How to Deal with Bullies

Length: 30-45 minutes

Age or Grade Level Intended: 1st grade

(This lesson plan would be appropriate to teach in the middle of my bully unit because the topic has already been introduced to the students).

Academic Standard(s):

Health and Wellness:

1.4.4 –Identify ways to tell a trusted adult if threatened or harmed by another person.

Performance Objective(s):

After a class discussion on bullying, students will identify two ways to notify an adult if they were being bullied or knew of someone being bullied.

Assessment:

The teacher will make a premade checklist to assess whether the students have met the objective or not.

Advance Preparation by Teacher:

- Locate copy of Chester Raccoon and the Big Bad Bully by Audrey Penn
- Create a quick checklist for the assessment component
- Mark specific places in the book that will lead to a bigger class discussion on bullying

Procedure:

Introduction/Motivation:

1. Say to students, “Boys and girls, who can remind me of what the word bully means? If you have trouble remembering, think of the book we read yesterday that had a bully in it. Let’s have about 3 volunteers tell the rest of the class what the word bully means to them.”
2. “Can anyone think of something that you could do if you were being bullied by another person?” Again, allow time for sharing.

Step-by-Step Plan:

1. Have children come up to the reading carpet quickly and quietly while following classroom rules (posted up by the whiteboard). Ask for a volunteer to read the title of the book you are about to share.
2. Ask, “Has anyone ever had this book read to them or heard about it before?” Tell the students it is a really good book to read to learn more about bullies.
3. Read the book aloud to students. As the book is being read, ask students some or all of the following questions that are marked throughout the book on sticky notes:
 - a. What would happen if the badger never became friendly and played with Chester and his forest friends?
 - b. Why do you think Mrs. Raccoon decided to tell the story about the yellow stones to Chester and his friends?
 - c. Why did the badger think he had to be so mean to Chester and his friends at school?
 - d. How did Chester and his friends make the badger a friendly schoolmate?
 - e. Towards the end of the story, how do you think the badger viewed Chester and the rest of the animals in school?
 - f. Why do you think Chester is smiling on the very last page of the book?
 - g. Who are the main characters in the book?
4. Have students return quietly to their seats. Begin a deeper bully discussion. Start by asking students, “Can anybody relate to how Chester felt in the story? What are some other ways you would have handled Chester’s situation? Or do you think he did a pretty good job by talking to his mom about the bully?” Have students turn to a table buddy to answer these questions.
5. After 5 minutes or so, pass out lined paper and have students write down two ways describing how they would let an adult know if they were ever bullied themselves or knew of someone else being bullied. Collect papers once students are finished.
6. Tell students to pull out of their desks the “Know What—Bullying Hurts!” packet that was handed out to them the first day the bullying unit began. Remind them to place them in their homework folders right away so they remember to complete them with their parents tonight. (Packet produced by the Channing Bete Company and provided by Mental Health America in Wabash County).

Closure:

7. Once students have the packets in their homework folders, bring the discussion to a close by asking a few student volunteers to share what they wrote earlier about notifying an adult about bullying. Ask the students if they have any other comments they would like to make to the rest of the class before math begins.
8. Let the students know that tomorrow, they will be returning to the topic of bullying to complete another activity—making posters to hang around the school to help prevent bullying from happening (idea taken from the *Teacher's/Leader's Guide for Know What?—Bullying Hurts!*).

Adaptations/Enrichment:**1. Student with Learning disability in reading comprehension**

This student should not need much assistance since the story is being read to the class. If it seems appropriate, allow the paraprofessional to reread the book to him/her and while asking other questions over the content to check for full understanding.

2. Student with ADHD

Allow the student to sit near the teacher while on the carpet and all throughout the lesson so he or she can focus better on the lesson. Try to keep the student away from as many distractions as possible, such as windows, the doorway, and pencil sharpener, so full potential can be achieved by the student during the lesson.

Self-Reflection:

Write out the questions that you will use to evaluate yourself.

- Were the students given enough time for a thorough discussion about bullying?
- Should the students have been asked more/fewer questions over the story?
- Should the students been assessed in a different way? If so, what method should been chosen?
- What changes could be made to the lesson when I teach it again to improve it?
- Did the students seem to enjoy the lesson?