

**Manchester College
Education Department**

Lesson Plan Created (Original) by Alison Baker

Lesson: Bullying: *Oliver Button is a Sissy*

Length: 30 minutes (near beginning of unit)

Age or Grade Level Intended: 1st Health and Wellness

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 and being read the book *Oliver Button is a Sissy*, the students will identify ways to tell an adult about a bullying incident two out of two times.

Assessment:

The students will be given a note card on which they have to write two people they would tell about a bullying situation and how they would tell that adult. The student will be given a point per person and a point per reason for a total of four points.

Advance Preparation by Teacher:

The teacher must have a copy of “Know What? Bullying hurts!” and have page seven copied for each student as well as an overhead transparency. The teacher should have read the book *Oliver Button is a Sissy* and have discussion questions prepared as well as any vocabulary introductions ready. The teacher should have a blank transparency on which to write the ending activity/assessment template and note cards for the students to use for their assessment.

Procedure:

Introduction/Motivation:

Raise your hand if you think any of you have ever been bullied. How so? How did you feel? What did you do? (Gardner— Verbal/Linguistic, Interpersonal, Intrapersonal; Bloom--Knowledge)

Step-by-Step Plan:

1. Explain to the students that they will be learning about bullying today—what bullying is and different ways of dealing with being bullied (Gardner—Verbal/Linguistic, Interpersonal)
2. Introduce the book *Oliver Button is a Sissy* and explain to the students that Oliver was bullied in the book. Ask students to pay attention to

how Oliver dealt with bullying (Gardner—Verbal/Linguistic, Interpersonal).

- a. Do a brief picture walk of the book and have students **predict** what the pictures are showing (Bloom—Comprehension).
 - b. Read the book aloud to the students checking periodically for comprehension (Bloom—Knowledge, Comprehension)
 - c. After reading the book, ask the students what Oliver did about the students bullying him (Bloom—Comprehension)
 - d. Ask the students if that was a good way to deal with being bullied and why (Bloom—Evaluation).
3. Using the Teacher’s/Leader’s guide for Know What? Bullying hurts!, the teacher will explain to students the difference between tattling and helpful telling (Gardner—Verbal/Linguistic, Interpersonal, Visual/Spatial).
- a. On the board, make two columns—one labeled “tattling” and the other “helpful telling.” Give students the following scenarios and ask them to put them under one of the categories (Bloom—Comprehension, Analysis).
 - i. Telling on a classmate for eating at his/her desk
 - ii. Telling on a classmate who keeps calling another student insulting names
 - iii. Telling on a classmate for pushing another student
 - iv. Telling on a classmate for taking another students things
 - v. Telling on a student for not pushing in his/her chair
4. Hand out page seven from the booklet to the students and do the handout with the students using the overhead projector (Gardner—Verbal/Linguistic, Interpersonal, Visual/Spatial).
- a. Discuss other possible trusted adults a student could tell about bullying either in the home, at school, or elsewhere. Brainstorm these ideas on the board while having the students identify as many as possible. People could be teachers, principals, recess monitors, parents, grandparents, bus driver, etc. Be sure to explain when and how you would tell each of these people (Bloom—Analysis).

Closure:

Have students think back to Oliver in the story and think of two people Oliver could have told about him being bullied and how they would have told those people. On the transparency, write the following and have students do the same on note cards and then fill in the blanks (Gardner—Verbal/Linguistic, Interpersonal, Intrapersonal; Bloom—Analysis).

1. Person
 - a. How to tell them:
2. Person
 - a. How to tell them:

This is the student's ticket out to a bathroom break, special, or lunch. As each student hands the teacher their note card, ask them what they will do next time if they see bullying (Bloom—Application).

Adaptations/Enrichment:

A student with ADHD will sit directly in front of the teacher while the story is being read. They will also sit near the front of the room during the assessment.

A student that tends to say things without being called on will also sit near the teacher in both instructional areas.

Students who have difficulties writing will have the note card ready for them where they just have to fill in the blanks (this adaptation could be done for all students, but many first graders need practice on handwriting and writing in general).

Self-Reflection:

Did the students meet the objective? If he/she did not, then I will evaluate why they did not meet the objective. If it is determined that the students need help identifying trusted adults about bullying and how to tell that person, I will re-teach the topic by finding more picture books or materials on the topic.

Telling a trusted adult about bullying: Assessment checklist		
Student	Named 2 people (1pt. ea.)	How to tell them (1pts. ea.)
1		
2		
3		
4		
5		
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