Lesson Plan by: Emily Bauman

Lesson: Just one Flick       Length: 30 minutes

Age/grade intended: 2nd through 4th

Academic standards: 4.1.2 Recognize examples of intellectual and social health.

Performance Objectives: After participating in bullying discussion, students will explain one thing they learned during the lesson by verbally giving one correct thought.

Assessment: Checking for correctness of verbal thought

Advanced Prep by Teacher:
- small paper lunch sack with face drawn on it
- book- *Just One Flick of a Finger*
- bullying quizzes-internet (optional)

Procedure:

**Introduction/Motivation:** Ask students if they know what bullying really is. Do they know why bullies bully? What is so bad about bullying? What besides hurting someone’s feelings? Can girls be bullies, what about teachers? While answering questions explain to students that names will not be used during this discussion. Discuss answers. Tell students the following facts: (Bloom’s: Knowledge, Comprehension)
  - In 2005 a law was passed in Indiana requiring schools to prohibit bullying on and off schools grounds
  - Bullies at age 8 are three times more likely to be convicted of a crime by the age of 30
  - Children who are bullied are likely to have lower self-esteem and higher rates of depression, loneliness, anxiety, and suicidal thoughts than other children.

**Step-by-Step Plan:**
1. Take out the brown paper sack with a face on it, explain that for this lesson we will use our imaginations to create a person named Henry. Explain that Henry is a nice boy that just moved here from another school across town. You see, Henry’s father just passed away, but he keeps this a secret at his new school. His clothes are too big for him because his mother can’t afford to give him any new clothes so he wears his older brothers. Henry goes to school for his first day and hopes to make many new friends. (Gardner: Visual/Spatial)
2. Ask the class to say “Hi, Henry. We are glad you are in our class.” (Gardner: Verbal/Linguistic) Explain to the students that as the school year goes on, some kids
start to bully Henry for his big clothes. The teacher will demonstrate by saying, “Henry, your clothes are huge and baggy, buy some new one’s!” As the words come out, slowly crumple the bag and pass to the next person. Ask the students to give Henry one putdown about something and slowly crumple him. As Henry goes around the circle, he should eventually be crumpled into a ball. When Henry gets back to the teacher, explain to students that we are sorry for what we said and tell Henry nice things. Pass around again and smooth out bag as you go (Gardner: Verbal/Linguistic, Visual/Spatial).

3. Ask students if Henry is all better now that we have said nice things. Explain that Henry looks better, but he still has wrinkles. Even if we ironed him, he still wouldn’t look as nice as before we bullied him. The crumples represent scars, things you can never take back. Ask students why it is so important to never bully (Bloom’s: Analysis).

4. Explain to students that you will be reading the story, Just One Flick of a Finger. They should listen intently to the story and be thinking about why the bully is bullying and how it makes the victim feel (Gardner: Linguistic). This would be a good time to define once again the two terms. Read the book. Ask questions throughout.

5. Briefly discuss how “just one flick of a finger” can cause a victim to get so low they bring a gun to school. Ask how students would handle the situation. (Bloom’s: Evaluation)

6. Explain to students that people bully for many reasons. Sometimes bullies need attention, they have low self-esteem and they are more likely to get into trouble with the law. Explain that sometimes students that bully go to jail for crimes in later years. Emphasize that it is everyone’s right not to be bullied. Talk to students about standing up for themselves and ineffective approaches such as bullying back. Tell students that telling the teacher about bullying is what a good citizen does.

**Closure:** Have each student give one new idea that they will keep close to their heart from this lesson. Have them make a pledge as a class to never bully and to report bullying if they see it.

**Adaptations/Enrichment:** Students who get done with assignments in other subjects can take bullying quizzes found on the internet.

**Self Reflection:** Did I explain the facts about bullying with expression and seriousness? Did this idea work? Would I want to do this again? Am I being consistent even after the lesson?