

Carol Fike  
 EDUC 251  
 Mrs. Eastman  
 September 28, 2009

**Lesson:** \_\_\_\_\_ Class Family \_\_\_\_\_

**Length:** \_\_\_\_\_ 45 Minutes first time and 20 minutes after that \_\_\_\_\_

**Age or Grade Level Intended:** \_\_\_\_\_ 2<sup>nd</sup> Grade \_\_\_\_\_

**Academic Standard(s):**

2.4.2 Demonstrate listening skills to enhance health.

**Performance Objective(s):**

Students will listen to what others are saying in the classroom family circle, which will be shown by asking follow up questions.

**Assessment:**

Teacher will write down what is being said and who is participating in the classroom discussion.

**Advance Preparation by Teacher:**

- Clear space in the room to sit as a group in a circle
- Have the book – Chester Raccoon and the Big Bad Bully
- Talking Stick
- Smooth Stones and spike balls

**Procedure:**

**Introduction/Motivation:**

(Hold up a spike ball and a smooth rock.) What are the differences between these two objects? (**Bloom - Comprehension**) Well in the story we are going to read together it talks about yellow stones and blue stones. Now the yellow ones are the ones that everybody wants to collect. The blue ones on the other hand are sharp and hard to hold onto. What can be done to the blue ones so that they can collect the blue stones as well? (**Bloom - Application**)

**Step-by-Step Plan:**

1. Let's start by reading the book.  
 Guiding Questions along the way: (**Gardner – Verbal-Linguistic, and Interpersonal, and Intrapersonal**)
  - Page 1 – 2 – Why don't Chester, Ronny, and Cassy want to go to school? (**Bloom – Application**)
  - Page 3-6 – What sort of things do bullies do? (**Bloom - Application**)
  - Page 9-10 – What sort of things are the bully in the book doing that makes him a bully? (**Bloom - Application**)

- Page 20 – What is the moral of the story that the mother tells to Chester and his classmates? (*Bloom - Evaluation*)
  - Page 21 – What will happen the next day at school? How will they act towards the badger? (*Bloom - Synthesis*)
  - End: How did the Badgers reactions change from the beginning to the end? (*Bloom - Evaluation*)
  - What should we do around bullies? (*Bloom - Knowledge*)
2. How many of you have ever not felt safe because someone was being mean to you? (*Bloom - Application*) Well we are going to help everyone feel safe in our school. Starting every Friday we are going to have class family time. Much like your own families we are going to get together and talk about what is going on in our lives. We will take turns talking about things that are preventing us from feeling safe. Let's talk about some ground rules:
- a. You can only talk if you have the talking stick
  - b. We are not going to use any names, we do not want anyone to feel attacked in the circle, so do not use names.
  - c. No one will be forced to share
  - d. Everyone must listen respectfully; this will help everyone learn how it feels to be picked on.
  - e. What is said in this classroom needs to stay in the classroom

**Closure:**

Boys and girls, anytime that you do not feel safe you need to tell someone what is going on. Whether that be a classmate, a teacher, or a parent make sure you tell someone what is going on. You can come and talk to me at anytime, just let me know that you need to talk. Every Friday, we are also going to have this circle time so this is another time that you can share what you are feeling.

**Adaptations/Enrichment:**

**A Student with Communication Disorder** – For those students that can not verbally explain how they are feeling, allow these students to write down what they are feeling. As a teacher I need to make sure to have a conversation with this student about what they have written. If the student can, allow them to read this paper aloud to the class.

**A Student that has Noise Problems** – For a student that can not handle loud noises, remind the class that no one is to be attacked in this conversation and that inside voices should be used.

**A Student with ADHD** – Allow this student to sit on a bean bag chair or something else that can move without making a lot of noise. This is a great way to keep them engaged and not distracting themselves or someone else.

**Self-Reflection:**

How did the lesson plan go?

What selections were a hit?

Which passages did they not enjoy?

Was there anything that was missing?

Did anything that happened that I was not prepared for?

What went well?

What needs to be changed?