

**Manchester College**  
**Education Department**  
**Lesson by Mary Jane Dickey**

Lesson: Expressing Yourself: Bullying Unit Introduction

Length: 45—50 minutes

Age or Grade Level Intended: 2<sup>nd</sup> grade; Health and Wellness

Source: Original

Academic Standard(s): 2.4.1 Demonstrate healthy ways to express needs, wants and feelings.

Performance Objective(s): While working on a group activity, the students will demonstrate healthy ways to express needs, wants, or feelings through small group discussion and participation in skit preparation.

Assessment: While students are discussing and planning their skits the teacher will walk around the room making note of students who are not actively participating in providing input and do not participate in the production of the skit. (Do this on a Post-it Note or small pad of paper)

Advance Preparation by Teacher:

- Find the book *Andy Shane and the Very Bossy Dolores Starbuckle* by Jennifer Richard Jacobson
- Large pad of paper or white board for making lists
- Markers and/or dry erase markers

Procedure:

Introduction/Motivation:

Call students over to the large group reading area rug. Begin a discussion about different ways that people express their needs, wants, feelings. Define each word and then ask students of examples of each. Write the examples on an easel whiteboard or pad of paper.  
(Gardner: *Verbal Linguistic & Visual Spatial*)

Step-by-Step Plan:

1. Now being reading *Andy Shane and the Very Bossy Dolores Starbuckle* by Jennifer Richard Jacobson. Stop periodically to discuss concepts and examples given previously during the “Intro/Motivation.” Do any of the examples of the way people express themselves show up in this story? (*Bloom: Level III: Application*)
2. Explain that sometimes people express their wants, needs, and feelings in negative ways, which can lead to bullying. Why do you think that some people are bullies? (*Bloom: Level VI: Evaluation*)
3. Create a list of ways they have seen people expressing their needs/wants/feelings in negative ways. (Transfer any that may have been suggested during the Intro/Motivation portion.) (*Gardner: Visual-Spatial*) What are the people who express themselves this way trying to do?

4. Explain that the character Dolores Starbuckle in the *Andy Shane* book could be considered a bully. Ask the students to explain how (*Bloom: Level IV: Analysis*) and why being “bossy” like Dolores is a type of bullying (*Bloom: Level VI Evaluation*).
5. Discuss ways that individuals can express themselves without using bully actions. Create a list of ideas on the board.
6. Ask students to go back to their desks. Tell the students that as table groups they will be creating mini skits that show people expressing their needs, wants or feelings in healthy ways, using ideas from the list created on the board. (*Gardner: Bodily-Kinesthetic*)
7. Give the students 20 minutes to discuss and plan their skits. Each student should actively participate in the planning of their skit and each student should have at least one speaking line. (*Gardner: Interpersonal*)

Closure After 20 minutes is up bring everyone back to the large group reading area rug. Call each group up one at a time and allow them to perform their skits for the class. After each skit, discuss the skits the way the skits demonstrated people expressing themselves in positive and healthy ways.

#### Accommodations/Enrichments:

Student with ADHD: For a student with ADHD, the skit activity will get the student up out of his/her seat and able to move around for a little bit. (*Gardner: Bodily Kinesthetic*) This has been added into the lesson plan automatically.

High-Ability Student: For a student who is high ability, I would ask the student to be the “team leader” during the small group activity time. This would allow them to help some of the other students who are struggling during the skit preparation.

Self-Reflection: If I were to teach this lesson, I would ask myself whether my students achieved my objective. If 1/3 of the class did not achieve the objective, I would go back, sit down with the small group, and re-teach elements that they struggled with. I would also ask myself what worked? What did not work? How I can change what did not work? Did the class enjoy the lesson? Were they actively engaged in discussions and activities? Was the book choice engaging and appropriate? Was the activity choice engaging and appropriate?

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Lesson Plan Rubric

Name: \_\_\_\_\_ Mary Jane \_\_\_\_\_ Date: \_\_\_\_\_ Points: 31 \_\_/32

Title of lesson: \_\_\_\_\_ Bullying \_\_\_\_\_

	1	2	3	4	TOTAL
MC lesson plan format with <u>explicitly</u> stated Academic Standards	Lesson does not follow MC format or state academic standards	Lesson does not follow MC format but does state academic standards	Lesson plan follows most of the MC format and explicitly states academic standards	Lesson plan follows MC format correctly and explicitly states academic standards	
Lesson Plan Objectives	Objectives are not included	Objectives are included, but are not correctly written or do not relate to the stated academic standard(s)	Objectives are included, related to stated academic standard(s), but are not written correctly	Objectives are written <u>using measurable verb</u> and fully correlate to stated academic standard(s)	
Procedures	Procedures are unclear	Procedures are mostly clear	Procedures are clear	Procedures can be easily replicated by others <u>includes: modeling.</u>  <u>Checking for understanding and practice with support</u>	
Bloom's and Gardner's	Lesson does not include references to Bloom and	Lesson attempts to include Gardner and	Lesson makes clear references to Gardner and	Lesson thoroughly incorporates Bloom and	

	Gardner	Bloom references, but only a few	Bloom	Gardner during procedures <u>identifying two or more</u>	
Engaging/Creativity	Lesson lacks opportunity for student engagement	Lesson makes an attempt at engaging students in the learning process	Lesson mostly engages students in the learning process	Entire lesson engages students providing an opportunity to practice	
Adaptations/Modifications	Lesson does not include reasonable adaptations and/or modifications	Lesson includes one or two reasonable adaptations and/or modifications	Lesson includes more than two reasonable adaptations and/or modifications	Lesson thoroughly details reasonable adaptations and/or modifications that are exemplary	
<u>Assessment of student learning</u>	<u>missing</u>	<u>Assesses skills not listed in objective; does not assess skills listed in objective</u>	<u>Assesses objective</u>	<u>Assesses objective; documents student learning using rubric or checklist</u>	
Grammar and Spelling	4 or more errors in grammar and/or spelling are present	3 errors in grammar and/or spelling are present	1-2 errors in grammar and/or spelling are present	No errors in grammar and/or spelling are present	

Teacher comments