

Student Name: Cynthia Pérez

School Name: Grant Elementary

Grade Level: 4th

Host Teacher's name: Stewart

A. PLANNING:

Lesson Topic & Main concept (Big idea): Students will learn different situations lead to feeling safe or unsafe. They will learn more encompassing definitions of bullying and courage through the help of their classmates. Students will also gain the knowledge to acknowledge the bullying that happens and the skills to stop it.

Background information:

- a) Analysis of student information: Student's should know different examples of bullying although they may not know the exact definition. They should be able to express their knowledge through examples they have seen or experienced.
- b) Teacher's content knowledge: The teacher should know the definitions of bullying, teasing, and courage. The teacher should also know different examples of bullying and courage as to help the students keep the conversation on this topic going and educational.

New Jersey Core Curriculum Content Standards:

- 6.3.4.D.1: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Objectives	Assessments
Students will learn to recognize different areas in the school that might cause others to feel safe or distress.	Students will demonstrate this learning by discussing where the green and red stickers are on the school map, indicating safe/unsafe zones.
Students will be able to define bullying and teasing, reasons why people bully, and ways to stop bullying/ other things to do besides bullying.	The teacher will assess the students by observing and continuing the reasons for each placement of the stickers.
Students will learn about the meaning of courage and be able to give examples of courage.	Students will demonstrate this learning by helping to complete a teasing/bullying chart. Through this chart they will come up with a definition of a bully.
	The teacher will assess the learning by having students perform skits that demonstrate an act of bullying and how the situation can be correctly resolved.
	The students will demonstrate this learning by expressing what they believe it take courage to

	<p>do on a note card.</p> <p>The teacher will assess the students by discussing with them their examples of what it takes courage to do and by collecting and reading their note cards.</p>
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Materials:

- Notecards
- Map of the school
- Bullying survey
- Book: Courage by Bernard Waber

B. PROCEDURE:

1. Motivational beginning & activating student's prior knowledge

- Bullying survey

2. Logistics/ Classroom management:

- Grouping:
 - Students will sit in their desks
- Timing: 40-45 min total?
 - Safe/ Unsafe: 10-15 mins
 - Teasing/bullying: 15-20 mins
 - Courage: 10-15 mins
- Student roles:
 - Passing the notecards out
 - Passing the surveys out

3. Lesson steps and Questions:

- All materials will be handed out prior to the lesson beginning
- As students are coming up to put their stickers on the map, the survey will be done by those students who are still sitting in their seats

Part one: Safe/ Unsafe

- Discussion on what it means to be safe and unsafe
 - This will either be done on the board or on a poster
- Students will put their stickers on the school map to indicate where they feel safe and unsafe
- Discussion on why these places feel safe or unsafe

Part two: Teasing/Bullying

- What is teasing/bullying?
- What is a bully?
- Why do people tease/bully?
- Skits

[charts written on board]

Part Three: Courage

- What is courage?
- Read the book Courage by Bernard
- Discussion on examples of courage
- Write on the note card: WHAT COURAGE MEANS TO ME
- Examples of how courage can be used when it comes to bullying

5. Curriculum integration : This incorporates literature by using the book Courage by Bernard Waber.

6. Closure: The students will all receive a journal where they can write or draw anything they'd like in it. This way they can talk about different things such as courage, goals, the future, or the past. I will collect them once a week and return them a couple of days later commenting on what they wrote. This will be confidential and not shared with anyone.

7. Follow up/Next steps: N/A

Name: _____

Date: _____

IT TAKES STRENGTH TO BE YOURSELF

1. Have you ever seen bullying at your school?

- ☐ Never
- ☐ Sometimes (1 or 2 times a month)
- ☐ Often (1 or 2 times a week)
- ☐ Everyday

2. Have you ever been bullied?

- ☐ Never
- ☐ Sometimes (1 or 2 times a month)
- ☐ Often (1 or 2 times a week)
- ☐ Everyday

3. What do you do when you see someone being bullied at school?

- ☐ I have never seen bullying at school
- ☐ Ignore it. It's none of my business
- ☐ Nothing- just watch
- ☐ Tried to stop the bully or help the victim
- ☐ Get help from adults or other students.

4. What can you or your friends do to stop the bullying?

- ☐ Doing join the taunting, teasing, or bullying.
- ☐ Stay away from fights and violence
- ☐ Talk to adults about what you see and what you know
- ☐ Get help if you're scared or angry
- ☐ Other suggestions: _____

Write True or False for the following statements

_____ I stand up for what is right even if I stand alone.

_____ I do not give into negative peer pressure.

_____ Fear of failing does not stop me from trying things.

_____ I am not afraid to express myself just because some people might not approve.

_____ I work to solve problems without violence.

_____ I never make fun of, embarrass, or hurt others on purpose.

I think I am/am not a courageous person because:

I can use courage everyday by:

bul·ly/'boʊlē/

Noun: A person who uses strength or power to harm or intimidate those who are weaker.
Corned beef.

Verb: Use superior strength or influence to intimidate (someone), typically to force him or her to do what one wants.

teasing present participle of **tease** (Verb)

Verb: Make fun of or attempt to provoke (a person or animal) in a playful way: "he teased Jill about her dress"; "she was just teasing".

cour·age/'kəriʃ/

Noun: The ability to do something that frightens one.
Strength in the face of pain or grief.