

**EDU 378: The Social and Academic Curriculum I:
Social Skills/social Studies Lesson Plan**

Name: *Name Erased on Purpose*
Date of Lesson: November 30, 2009 **Time:** 8:00-8:40 a.m.
Lengths of Lesson: 40 minutes
Curriculum Area: Social Studies/Language Arts
Content Area: Social Skills Development
Title of Lesson: Cooperative Comics
Age/Grade Level: 6th Grade

Differentiation of activity is to be provided throughout the lesson plan to ensure that children's individual learning needs are met.

1. Learning Objectives

After reading Stop Bullying Bobby: Helping children cope with teasing and bullying by Dana Smith-Mansell students will be able to define what bullying means to them by having a whole group discussion. (Comprehension)

After discussing what bullying means students will be able to create a comic strip by coming up with a bullying scenario that might be something they experienced/seen in school or an idea from the story. (Application)

After the lesson, students will be able to explain what bullying is and share their comic if they wish with the entire class.

2. Assessment

(a) Learning outcomes of previous lesson related to this topic:

Students might have previously discussed as a whole class what they think it means to be a responsible member of their community, or how they think everyone should be treated and why they think this.

The previous lesson from yesterday focused on respect (kindness) and being nice to the other students in the classroom community.

(b) Focus of assessment in this lesson (related to objectives)

Students will listen to the story Stop Bullying Bobby: Helping children cope with teasing and bullying by Dana Smith-Mansell and investigate what bullying means to them and share real life scenarios they experienced involving bullying.

Students will then develop a situation and write it as a comic while illustrating the comic with pictures that relate to their bullying scenario.

The students will be involved in a whole group discussion and if they want they can share their comics with the rest of the class.

(c) Method of assessment used in this lesson (example attached)

Students will be assessed by their effort of participation and their comments made during whole group discussions/questions.

Students will also be assessed on their comic strip and their main idea portrayed in their scenario. Did each student write a correct scenario about bullying?

(d) Differentiation (of expected outcomes)

Visual- The children will have the opportunity to look at the pictures in the story to relate to how they will illustrate their own comic strip. The pictures in the story give the children a good representation on how the bully feels and how the child who is being bullied feels.

Auditory- The story will be read out loud to the students by the teacher. Students will sit at their desks and listen to the story. The students will be able to participate in verbal discussions which will allow the rest of the class to listen and take in new ideas from their classmates.

Tactile- Students will have the opportunity to write and illustrate their own bullying themed comic strip. Students will be using pencils, markers/crayons to show their own ideas that can relate to the story

3. New York State Learning Standards

5.4.4

Standard 5 - Civics, Citizenship, and Government - Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation. Key Idea 4 - The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills. Performance Indicator – Students will evaluate the consequences for each alternative solution or course of action.

5.4.6

Standard 5 - Civics, Citizenship, and Government - Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation. Key Idea 4 - The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical

questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills. Performance Indicator 6 – Students will propose an action plan to address the issue of how to solve the problem.

4. Materials

Book: Stop Bullying Bobby: Helping children cope with teasing and bullying by Dana Smith-Mansell
Construction Paper
Crayons
Markers
Pencils
Colored Pencils

5. Lesson Process

Introduction:

The introduction will take approximately 3-4 minutes.

All the students will remain seated in their seats (large group) with the teacher standing in the front of the room so every child can see her. The teacher will begin the lesson by asking a couple questions to have children share some stories/experiences. Questions such as these can be asked, “Can anyone tell me if they have seen someone get bullied before?” “Can anyone tell me how their feelings might be if they were getting bullied by someone?” “What if your friend was being bullied...what would you do to help your friend?” Students will be called on to provide examples of their past experiences with the class as a whole group discussion. The teacher will then ask a series of questions by raising their hands if the question applies to them. Questions such as “if you were ever bullied have you been apologized to?” “Did you ever apologize to someone for hurting their feelings?” “Have you ever stuck up for someone who might have been being bullied?”

Learning procedures relating to objectives:

This section will take approximately 25 minutes

While the students remain in their seats thinking about the questions that were just posed to them the teacher will introduce the story Stop Bullying Bobby: Helping children cope with teasing and bullying by Dana Smith-Mansell. The teacher will explain, “This story is about a boy who is picked on and bullied and gets his feelings hurt. While we are reading the story I want you to think to yourself about similar things that you remember about someone being bullied or maybe you were bullied before, or maybe you were the person bullying someone.” The teacher will then begin to read the story making sure that each student can see the pictures. After the teacher has read the book ask the students a series of questions that relate to the lesson of the story. Some questions can be “How do you think the bully felt after hurting Bobby’s feelings?” “How would you feel if someone was bullying you?”

The teacher will then explain the activity to the entire group of students by saying, “You will now get the opportunity to create your own comic strip and the comic has to be about bullying. You can make one up or you can relate it to the story we just

read. If you remember a time when you were bullied or if you bullied someone you can also write and draw your comic relating to that experience. In this comic you want to come up with a title and then develop a story with a bully and a person being bullied. You may also have friends who want to stick up for the child being bullied as well draw picture that go along with the text. You want to use each box as a different action so you can create a story. Make sure when you are illustrating your comic to make the characters feelings be evident.” As the students are working on their comics, the teacher should walk around the classroom and individually ask each student if they need help or want to explain their ideas. As the students begin to finish their comics have them to print their first and last names somewhere on their comic strip. The teacher can also encourage the students to share with a neighbor their comic strip if they want to.

Conclusion:

The conclusion will be approximately 10 minutes.

The teacher will ask all the students to come back from their sharing time with their neighbor. The students will be asked if they would like to come to the front of the room and share their story with the class. Once a couple of students have shared their stories explain to the students how their stories can be similar scenarios that maybe every child has experienced or witnessed before. Let the students know that their artwork will be placed on the bulletin boards for other classes to look at and read. Other students from different classes will be able to see why it is important to stop bullying and stick up for your friends or someone who you see is getting bullied.

6. “If time”/ extensions

If time: If there is extra time remaining, ask the students to get into groups of two. Then ask them to take turns sharing their comics with each other. Once both partners are done sharing they will have the opportunity to discuss ways to help stand up for someone who is being bullied. Once they are given time to do this the teacher will have a whole group discussion to share ways to stand up to someone who is bullying another classmate.

Extensions: The teacher should ask the students to keep the story in their mind and the next time they see a bullying situation they will remember the story and help prevent their friend from bullying someone or stand up for someone who might be getting bullied.

7. References (sources used in creating lesson plan)

Adapted from <http://www.tolerance.org/activity/cooperative-comics>

Mansell-Smith, Dana. (2004). *Stop Bullying Bobby: Helping children cope with teasing and bullying*. New York: New Horizon Press.

Teaching Tolerance. (2009, October 22). Teaching Tolerance: A project of the southern poverty law center. Retrieved October 2, 2009, from <http://www.tolerance.org/>

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Date 12/2/09

Lesson Plan Reflection

Reflect on each lesson you teach on the same day that you teach it.

1. Were the learning objectives met? What evidence do you have for this?

After I implemented my lesson in my host teacher's classroom all of the learning objectives were met. In the beginning of my lesson I introduced my book Stop Bullying Bobby: Helping children cope with teasing and bullying and asked the children if they have ever seen someone getting bullied inside the school or outside of the school. There were many children nodding their head in agreement and there were two students who raised their hand when I asked this question. I called on the first child and he told me that he had a younger brother who had been picked on during their school bus ride home. I asked this child if he knew how his brother felt. He let me know that he began sitting with his brother so the group of children wouldn't pick on him and he also told his parents who then talked to the bus driver and let the driver know what was going on. No one else wanted to share a story that happened to them in real life so I introduced the story.

I told the children "This story is about a boy who is picked on and bullied and gets his feelings hurt. While we are reading the story I want you to think to yourself about similar things that you remember about someone being bullied or maybe you were bullied before, or maybe you were the person bullying someone." During the story I stopped in the middle to ask the children why Bobby was being picked on and how do they think they would feel if they were Bobby. I called on one student who noted that Bobby was "so much different from the rest of the people". I let the girl know that her answer was excellent and she made a good point that people are different. I also noted that everyone is different in their own way and there is no need to hide their differences or feel they might be picked on because they are different. When I finished the book I asked if I could have some students who were comfortable sharing a time they can remember of being bullied or observing someone being bullied. There were three children who raised their hand to share and I let them share with the class their experiences. Once the children had an opportunity to share I asked if someone could tell me what the definition of bullying from the provided examples and the story. This question had many students raising their hand to give me a definition. One child said bullying is "when you make fun of someone and make them do something for you." Another child who raised their hand said bullying is "hurting someone's feelings by making fun of them and calling them names." I let four other students share what they thought bullying was and then gave them my definition of bullying.

When I explained the student's task I instructed them to begin creating their own bully story based on their prior experiences and the story. As they worked on their comic strip I walked around the room to see if every child was on track and working on their comic. I had to remind one student more than once to get back to their work and not work on homework from their social studies class. When some students were coloring their comic strip I had several who raised their hand for me to come around and look at their work. I read their comic and each child had their own unique story

of someone being bullied. There were many children who chose to write about the story I read to the class while others chose to use an example they saw that had someone being bullied. While I observed the students work and their reactions to the story I concluded that every child understood what bullying is.

2. How did the children respond to the activity?

The children showed interest in creating their own comic strip because they had the freedom of developing a story of their own. They could make a comic based on a past experience, imaginary event, or relate it to the story read aloud in the beginning of class. As mentioned above, as I walked around the class while the children completed their comic many students wanted me to look at their work and I appreciated them sharing these with me. I even enjoyed how some children pointed out that they made their story to relate to them and used a real life experience of when they were bullied in school before. I had the one boy who told me about his brother being bullied on the bus create a comic with the setting on a school bus and a little boy being picked on to give him all the money he had. He said he wanted to make it just like the time his brother got bullied but wanted to have a different ending. Instead of telling his parents about his bullying situation he was a super hero who stood up for his brother and had a power to send the bullies far away from their town to a different world. He was happy to share this with me and added that the world needs less bullies. This statement made me feel great because I knew that this child understood what bullying is, how it is not right and should be stopped.

When the children were finished writing and coloring their comic strip I asked for volunteers to come up to the front of the room to read their comic. I had a fear that no one would want to come to the front and read their story out loud. I'm glad this did not happen and I had two children who wanted to share their story with the class.

3. What would you do differently next time?

The next time I taught this lesson I would have changed several aspects. One thing I would change about this lesson would be to ask different questions to get children engaged in the discussion about bullying. In the introduction of my lesson I did not do a great job getting every child's attention and engage them. Another thing I would like to do differently next time would be to incorporate more than one social skill into my lesson. For example I could relate bullying with improving the lives of others and their own ability and responsibility to stand up against bullying. One other thing I could change with my lesson would be to include group work. I could include interpersonal and group skills into my lesson where children could have the opportunity to share their experiences with bullying and different point of views of what bullying is to them. Students could participate in group planning to create one group comic strip based on their ideas through small group discussion, assuming responsibility for carrying out individual tasks.

4. What do the children need to do/learn next?

Once children have completed their comic strips they can be displayed inside the classroom on the wall. Children can learn a variety of new concepts after implementing my lesson about bullying. One concept that can be taught next could be diversity. Children can also begin to learn about conflict and resolution.

5. What do you need to plan for the next activity?

For my next activity I think I need to plan more open ended questions to get the children involved and engaged in discussion. In the beginning of my lesson I didn't get the type of discussion I was hoping for and I just went right into the read aloud. I also need to plan for strategies to keep the children focused if they start to wonder off or get off task.

6. Describe your professional development concerning: children's learning, your planning; your teaching; use of resources; classroom management; and, assessment.

I have acquired numerous useful skills and knowledge throughout my college classes to take with me and put into practice when I have a classroom of my own. I know I still have a long way to go in mean of professional development but overtime I hope to become a successful educator. I always try to make my lesson plans thorough and include several open options to choose when trying to come up with a good introduction that will capture a child's attention. When planning my lessons I also take time into consideration because we only have so much of it to work with. I believe I have a good control over the amount of time available and how efficiently it is used. When implementing my activity, I know I have to keep in mind the educational goals and objectives for my lesson. I understand I have to develop some type of plan to provide direction towards the attainment of my selected objectives.

When developing a lesson I often browse the web to find resources that can help me come up with a lesson. Once I have found something of interest I add more or change it so it fits me and how I desire to implement it into my classroom. As for classroom management, I believe I struggle with coming up with solutions or ways to keep children on task. At times I feel more like a friend to the children and instead of being the teacher figure when a child is disruptive or not working on their task children often don't listen when I ask them to finish their task. I understand that not all student behaviors need intervention or confrontation while some are serious enough to proceed with formal disciplinary action. When children are working on their tasks I facilitate around the working areas to make sure everyone is working on the appropriate work and ask if anyone needs help.

When discussing assessment I often try to look for informal ways to assess children. I understand everyone learns at their best in different ways and not everyone can take formal written tests. I like to use journals, stories, or group discussions to try and assess what a child has learned from my lesson. If children feel comfortable with group discussion or

writing their ideas down on paper they have a better chance of obtaining a better grade than if they were instructed to take a timed test.

7. Teaching targets for next lesson:

For my next lesson I will improve on various aspects of implementing a successful lesson. I hope to incorporate differentiated learning styles so every child has an equal opportunity to participate in something they display strengths in. I also hope to use learning centers in my lesson plan. When students are actively engaged in their learning they leave the lesson with memorable experiences they can take with them. These learning centers will also provide opportunities for all children to have an active role participating in the lesson.