

### Student-Friendly Learning Target



Post the learning target associated with each lesson in your classroom to help students know what is expected and what they should take away from the activity.

### Every Lesson:

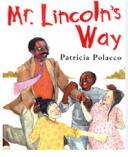
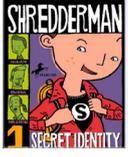
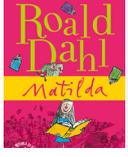
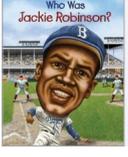
- Identifies key vocabulary
- Includes discussion starters and questions to check for understanding
- Features engaging writing prompts
- Includes activities and at least one printable activity or resource

### Aligned to Common Standards

Every lesson plan aligns with grade-level standards in **Reading, Writing, Speaking & Listening and Literacy** and supports age appropriate learning mindsets and behaviors.

Eight lesson plans featuring the concept of bullying, emphasising the important of kindness toward all.

## LESSON PLANS FOR AGES 8-12

Book Title and Author	Printable Activities	Big Ideas
 <b>Mr. Lincoln's Way</b> Patricia Polacco	<ul style="list-style-type: none"> <li>• <b>Then &amp; Now:</b> Describe and Organize Events &amp; Feelings</li> </ul>	Tolerance Welcoming All People Learning from Mistakes Standing up to Bullying Heroes Creative Problem Solving Justice Integrity
 <b>Shredderman: Secret Identity</b> Wendelin Van Draanen	<ul style="list-style-type: none"> <li>• <b>Fill-in Descriptions:</b> Create Positive Self-Descriptions</li> </ul>	
 <b>Matilda</b> Roald Dahl	<ul style="list-style-type: none"> <li>• <b>Silly Stories:</b> Recall Details and Create New Scenarios</li> </ul>	
 <b>Who Was Jackie Robinson?</b> Gail Herman	<ul style="list-style-type: none"> <li>• <b>Jackie's Timeline:</b> Identify Roadblocks and Solutions</li> </ul>	



ALL AGES  
Video &  
Lesson Plan

### You Can Be an Upstander 4:01 mins

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- **Who's Who:** Identify Characters



**Bullies Never Win**  
Margery Cuyler  
Illustrated by Arthur Howard



- **My Act of Kindness:** Identify kind actions

Standing Up to Bullying  
Kindness  
Encouraging Others



**Chester Raccoon & the Big Bad Bully**  
Audrey Penn

- **Writing Prompt:** Turning Enemies into Friends
- **Puppet Stories:** Retelling the Story

Friendship  
Problem Solving  
Tattling vs Telling



**The Recess Queen**  
Alexis O'Neill  
Illustrated by Laura Huliska-Beith

- **Before + After:** Describe Feelings

## LESSON PLANS FOR AGES 5-8



# Video Lesson Plan

You Can Be an Upstander



## You Can Be an Upstander

[www.theNEDshow.com/lessonplans](http://www.theNEDshow.com/lessonplans) Length 4:00

In this animated 4 minute video, NED demonstrates what it takes to go from being a **bystander** to an **upstander**. Students will have fun learning how to stand up to bullying with these four out-of-this-world actions:

- 1) Be a Buddy
- 2) Interrupt
- 3) Speak out
- 4) Tell someone



### BIG IDEAS To Reinforce



Standing Up to Bullying, Creative Problem Solving

### Student-Friendly Learning Target



I can identify bullying and know four actions I can take to stop it.

### Build Background

Explain that 'Preventing Bullying' is the theme of this video. Dig into their prior knowledge about bullying. *What is our school policy/motto about bullying prevention? What forms does bullying take? Have you seen or experienced bullying?*

### Key Vocabulary

Bully/Bullying  
Bystander  
Upstander  
Courage  
Tattling vs. Telling

### Discussion Starters



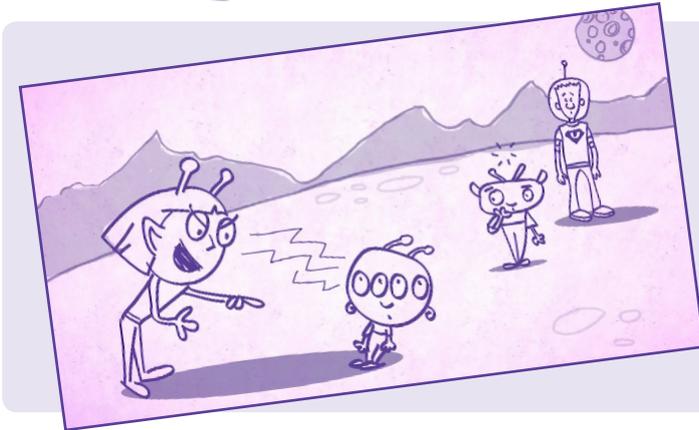
Choose the appropriate questions for the learners in your classroom:

- Remembering** What's the difference between a bystander and an upstander?  
Name the four ways to go from being a bystander to an upstander.  
In the story, how does NED interrupt the bullying?  
When NED speaks out, what does he say?  
The video says that ALL KIDS have something in common. They are all \_\_\_\_\_.
- Understanding** What is the definition of bullying?  
What can bullying look like and sound like?  
Identify common place/times where you see bullying take place at your school.  
What are some ways that you have seen or experienced bullying?  
What are examples of non-physical bullying (e.g. shunning, leaving people out)?
- Applying** What are some ways that you could "interrupt" bullying on the playground? In the classroom? In the hall?  
How could you apply the four upstander tools if YOU were being bullied?
- Analyzing** "Bullies aren't used to their targets having a buddy." Do you agree? Why?  
Why is telling an adult not tattling?  
Describe how each character in this scene is feeling right at the moment of bullying.
- Evaluating** "It takes courage and hard work to be an upstander." Is this true for you? Why or why not?  
Why does someone choose to bully?  
Are there ways that you could 'be a buddy' to the bully?  
How would NED choose to treat the person who bullied?
- Creating** Describe additional scenarios/settings where these four character are present.

Continued...



Speaking & Listening  
Interact with information presented in diverse media and formats.



### BULLYING

- Meanness towards those who are smaller or weaker
- Picking on people who can't do or say anything back
- Over and over

#### Writing Prompts



Choose the appropriate prompt for the learners in your classroom:

Help students complete this sentence: Upstanders are \_\_\_\_\_ (Example: "Upstanders are kind" or "Upstanders stand up for what's kind").

How could you apply the four upstander tools if YOU were being bullied?

How would NED treat the bully? Describe the four ways to be an upstander, carefully considering the bully's feelings in each scenario.

Can you be a bully without someone knowing who you are? Bullying doesn't have to be physical or even face-to-face. What are examples of 'anonymous bullying'? What are some non-school areas where bullying occurs (e.g. online). How can you be an upstander in these spaces?

#### Activities



Choose the appropriate activity for the learners in your classroom:

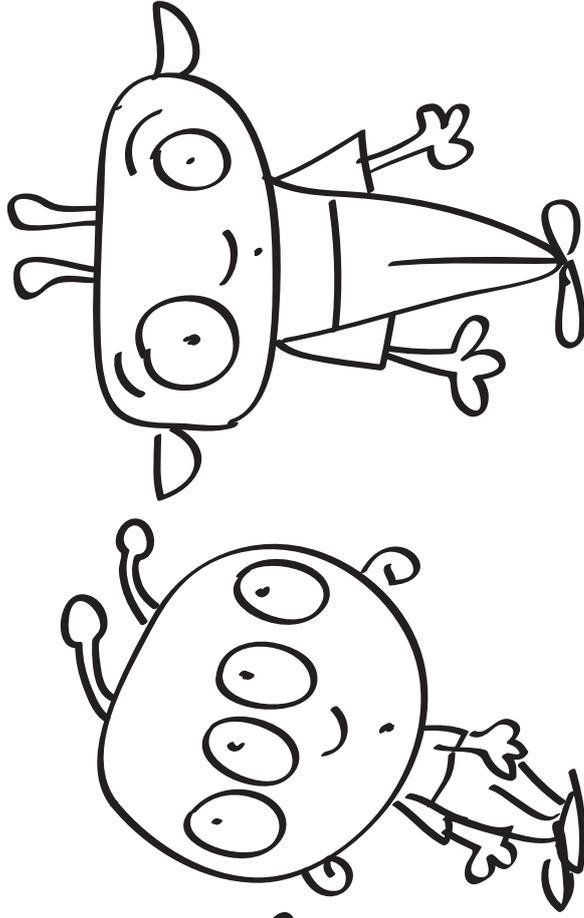
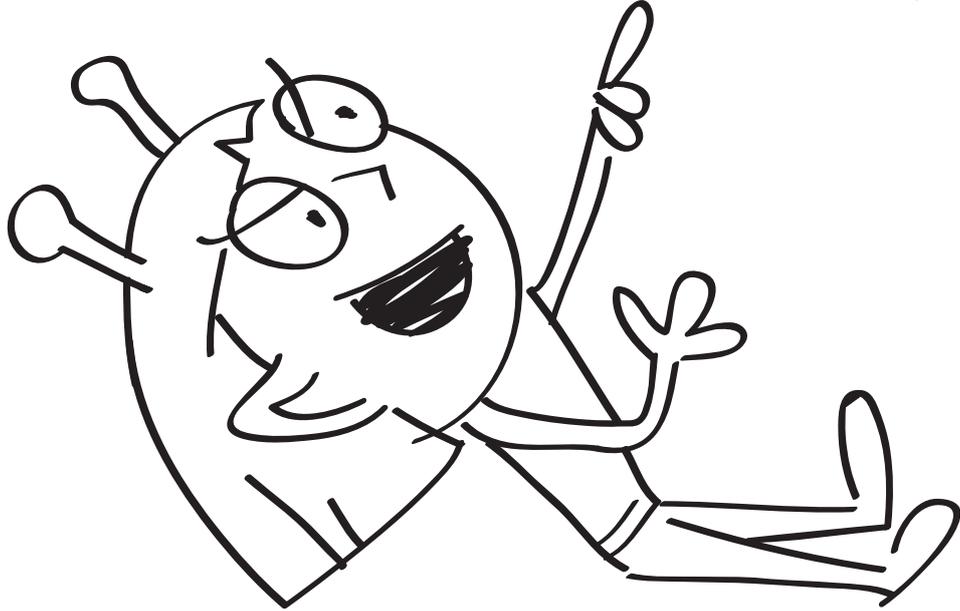
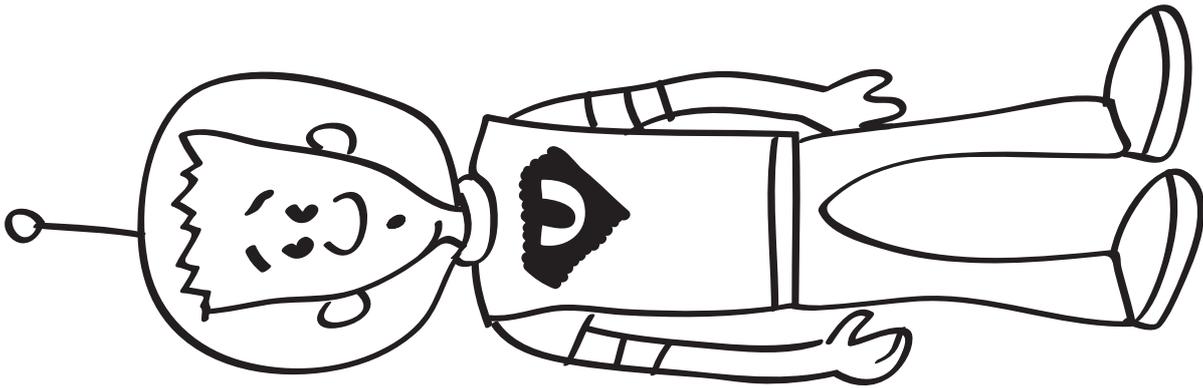
**Who's Who** Hand out the printable of the four main characters from the video. After coloring have students draw a line to match up the character with their name/role in the video ("upstander" to NED).

**Reader's Theatre** Students can identify bullying and use the four helpful actions to stop it.

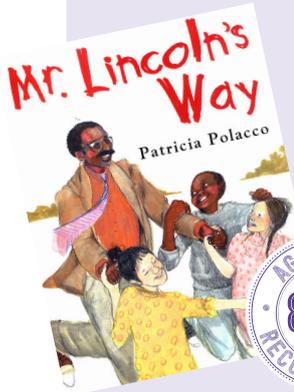
1. Divide class into small groups of 4-5 students.
2. Assign a script recorder for each group. This person is responsible for writing the script.
3. Allow each group to decide a setting for their bullying scene. This should be realistic, though it could also be out of the box (i.e. a social media website).
4. Each member of the group is a character in the script. There should be at least one person for each of the four roles discussed: bully, target, bystander, upstander.
5. Each character needs a minimum of three lines of conversation/interaction during the play. The scene should begin with a brief history (the definition of bullying means it's happened over and over!), then a bullying incident, an upstander moment (using at least one of the four new skills), and a summary of how things turned out in the future. Remind students that the end goal is a school where EVERYBODY feels safe and good about themselves.
6. Allow groups time to write a script and prepare to present their Reader's Theatre Play to the class.
7. After each play is performed, have the audience discuss how they knew the incident was "bullying." Then, identify which of the upstander skills were used to stop the bullying from continuing. Also, discuss how of each of the characters might have felt during the bullying, during the upstander moment, and after the event passed.

Name: \_\_\_\_\_

Directions: Color the characters from the video "You Can Be an Upstander" below. Draw a line between the character and their name.



**Bully Target Bystander Upstander**



Mr. Lincoln is the coolest principal ever! He knows how to do everything, from jumping rope to leading nature walks. Everyone loves him . . . except for Eugene Esterhause. "Mean Gene" hates everyone who's different. He's a bully, a bad student, and he calls people awful, racist names. But Mr. Lincoln knows that Eugene isn't really bad—he's just repeating things he's heard at home. Can the principal find a way to get through to "Mean Gene" and show him that the differences between people are what make them special? - *Philomel*

## RIG IDEAS BIG IDEAS To Reinforce



Tolerance, Citizenship,  
Doing Your Best,  
Welcoming All People,  
Learning from Mistakes

### Build Background

Write the word "bully" on chart paper. Ask students what comes to their mind when they hear this word. Write a list of their responses on the chart paper.

### Key Vocabulary

bully	pg 4
atrium	pg 8, 12, 14
coax/coaxing	pg 29, 32

### Student-Friendly Learning Target



I can write a character analysis of the main character the story.

### Discussion Starters



1. How did the students react to Eugene when he was a bully?
2. List the ways Eugene changed?
3. At the end of the story, how did the other students feel about Eugene?
4. Mr. Lincoln accepted all of his students. What can we do to make sure that we accept others?

### Writing Prompt



**Then & Now** On one piece of chart paper write, "Eugene Then" and on another piece write, "Eugene Now." Ask students to tell about some of Eugene's characteristics in the beginning and the end of the story. Discuss some of the events that contributed to this change. Have students complete the graphic organizer using the chart to help. Then, ask students to create a final copy of their character analysis. [PRINTABLE](#)

### Activities



**Identify Unique Qualities** On chart paper brainstorm words that describe characteristics that make students feel unique. Examples would be: hobbies, dreams, heritage, eye-colour, hair colour, talents...etc. After the list is created students will create a bird (any colour, size shape) out of construction paper. When the project is completed students will write some of their personal characteristics on the bird. Take some time to discuss what students think make them unique. *Display Idea:* Create a Classroom aviary by stapling the birds on to the bulletin board, entitled "A Flock of Unique Students" or hang the birds throughout the classroom.

### More Resources

- Accelerated Reading Quiz: 53459
- Question and Activities from the Author at [www.patriciapolacco.com](http://www.patriciapolacco.com)

### Core SKILLS

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Detail the events and feelings that Gene experienced in Mr. Lincoln's Way.

Describe Gene at the **beginning** of the book

Event 1 → Gene Feels...

Event 2 → Gene Feels...

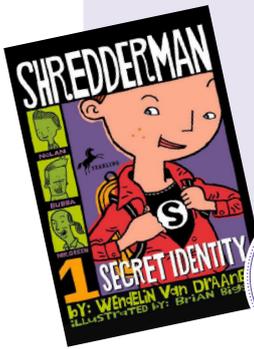
Event 3 → Gene Feels...

Event 4 → Gene Feels...

Event 5 → Gene Feels...

Event 6 → Gene Feels...

Describe Gene at the **end** of the book



Bubba Bixby is a bully - he cheats, steals, cuts in line, and terrorizes little kids. Nolan thinks it would take a superhero to make Bubba behave. But what no one knows yet is that there's a little superhero lurking within Nolan's nerdy exterior, just waiting for the chance to bust out. - *Random House*



## BIG IDEAS To Reinforce



Standing up to Bullying, Teasing, Heroes, Creative Problem Solving

## Build Background

Ask the class what special powers they would want and how they would use them. Show the book cover and explain that this book is about a student named Nolan who uses a secret identity to create a cyberspace super hero who uses his secret powers to go against the school's number one bully, Bubba.

## Key Vocabulary

assertive	pg 2
putrid	pg 6
data	pg 60
cyberspace	pg 69
censoring	pg 100
spacey	pg 105

## Student-Friendly Learning Target



I can determine actions that should be taken against bullying.  
I can compare characters' decisions and use them as an example of what I would do if in a similar situation.

## Core SKILLS

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from a text.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Draw evidence from literary or informational texts to support analysis, reflection and research.

Use knowledge of language and its conventions when writing, speaking, reading or listening.

## Discussion Starters



1. Ian's dad says that boys aren't born bad, they grow into being bad. Do you agree or disagree with this comment? Explain your answer.
2. Freddy begins giving Ian a hard time and calls him a Nerd (pg 38). Another student, Trinity, stands up to Freddy and tells him to leave Ian alone. Which student are you most like and why: Ian, the one who is being called a name, or Trinity who sticks up for her classmate? Alternatively, share which of these students would you most like to be like (or not) and explain your answer.
3. Ian begins to change himself as his plan progresses. For example, when his first attempt with the hidden camera fails to capture the images he wants (pg 40), he doesn't give up. Find an example in chapter 9 or chapter 13 that proves Ian has changed (pg 82, 112-113, etc).

## Writing Prompt



**Fill-in Descriptions** This book begins with a description of Bubba Bixby, the school bully. Use the printable to prompt students to fill in the blanks to create a positive description of themselves.  **PRINTABLE**

## Activities



**Acronyms** As a class, create an acronym that will be used to show that bullying is not acceptable. An example could be to create a sign that says BAN Bullying! The letters could stand for B-be, A-against N-negative choices. Challenge students to work in small groups to create more acronyms that they could use to identify and stand up to bullying.

**NED Awards** Ian was shocked by how mean Mr. Bixby was to Bubba. He then thought about his own dad and considered himself very lucky that his dad didn't treat him like Mr. Bixby treated Bubba. Who is someone that makes you feel loved and respected? Create a NED award for this person explaining how they use the qualities of NED with you.

## More Resources

-  Accelerated Reading Quiz: 75663
-  Teacher's Guide available at [RandomHouseKids.com](http://RandomHouseKids.com)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

This book begins with a description of Bubba Bixby, the school bully. If a book began with a description of you, what would be written? Begin the same way the author did and fill in the blanks to create your description. Be sure to highlight your abilities (maybe you are a great artist, musician, student, friend, etc.).



**Me**

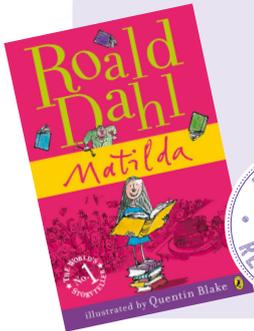
\_\_\_\_\_ was born \_\_\_\_\_  
and \_\_\_\_\_,  
\_\_\_\_\_ and \_\_\_\_\_.

That's what my \_\_\_\_\_  
thinks anyway. My \_\_\_\_\_  
says a boy/girl isn't born \_\_\_\_\_

-he/she grows into being \_\_\_\_\_.

I don't know who's right. What I do know is that \_\_\_\_\_  
\_\_\_\_\_. And \_\_\_\_\_  
\_\_\_\_\_.

Teachers are always telling \_\_\_\_\_ to \_\_\_\_\_  
\_\_\_\_\_-they have no idea what they're saying!  
\_\_\_\_\_ can \_\_\_\_\_.



Poor, misunderstood Matilda fights back against an unappreciative world through a hidden talent: Matilda is the world's greatest practical joker! Little effort is needed to put one over on her obnoxious parents, but can shy little Matilda handle the formidable headmistress, Miss Trunchbull, and win the respect of every kid in school? Yes! - *Scholastic*



## Build Background

Matilda is written by the same author of *Charlie and the Chocolate Factory* and, just like that story, is full of humour, creativity, and absurd and entertaining situations! The main character is a four-year-old genius.

## Key Vocabulary

skulking	chp 3
appalling	chp 5
eccentric	chp 8
amiable	chp 10
aloft	chp 13
serenity	chp 14
chaos	chp 21

## Discussion Starters



1. What makes Matilda a funny book?
2. Do you think Miss Trunchbull or the Wormwood parents could be real people? Explain your answer.
3. What does it mean to exaggerate? Give an example of an exaggeration in this story. How can exaggeration be amusing? Can it ever be harmful? Give an example.
4. NED is a new student at Crunchem Hall Primary School. How is he going to react to and cope with Miss Trunchbull?
5. Listen to Roald Dahl speak ("An interview with Roald Dahl" under "The Man" at [www.roalddahl.com](http://www.roalddahl.com)) and list 3 things that you learned while listening that help you understand how Roald Dahl created this story.
6. Watch the movie "Matilda" and compare it to the book. Create a Venn diagram to show the similarities and differences. How you think Roald Dahl would react to the movie?

## Writing Prompt



Write a story about Matilda as an adult. Describe what kind of job she has, if she is married with children, and where she lives. Also, tell how she uses the events of her childhood now that she is an adult. Alternatively, tell the story from Miss Trunchbull's point of view of how Miss Trunchbull became the guardian of Miss Honey. Your reader should be convinced that she is, in fact, a very kind hearted person.

## Activity



**Silly Stories** Hand out the printable and instruct students to make three lists based on the book: 8 characters, 8 settings, 8 events. Have students follow the instructions to create a silly story using the characters, settings and events from the book. Students can use a scenario from their silly story to write an amusing story, or orally tell a story.



## More Resources

Accelerated Reading Quiz: 5429

[roalddahl.com](http://roalddahl.com)

## RIG IDEAS BIG IDEAS To Reinforce



Standing Up to Bullying, Knowledge, Good vs Evil, Justice, Imagination

## Student-Friendly Learning Target



I can infer what Matilda's life will be like in the future through a narrative writing. I can tell a part of the story from another character's point of view.

I can use the author's style of exaggeration as a model to create stories of my own.

## Core SKILLS

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Make lists of 8 characters, settings and events from the book Matilda. Next, pair up with another student and create a silly story, using the items from these lists combined with the other types of words indicated in the fictional letter below.

characters

settings

events

1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____
6	_____	_____	_____
7	_____	_____	_____
8	_____	_____	_____

Dear \_\_\_\_\_ *character*

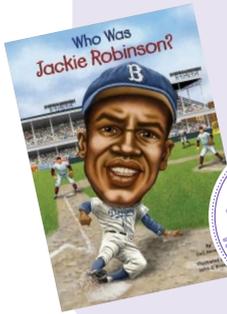
It has come to my attention that \_\_\_\_\_ *character* was involved in a \_\_\_\_\_ *adjective* incident near \_\_\_\_\_ *setting*. As a result of his/her involvement in \_\_\_\_\_ *event* we are \_\_\_\_\_ *verb ending in -ing* for a period of \_\_\_\_\_ *quantity of time* and request your utmost discretion when addressing \_\_\_\_\_ *plural noun* in his/her \_\_\_\_\_ *setting*.

I met with \_\_\_\_\_ *character* at \_\_\_\_\_ *setting* and informed him/her of this incident to which he/she responded by saying "\_\_\_\_\_ *common phrase*."

I am very \_\_\_\_\_ *emotion* with him/her for this \_\_\_\_\_ *adjective* behavior. I am requesting that you \_\_\_\_\_ *verb* at \_\_\_\_\_ *setting* in order to address this \_\_\_\_\_ *adjective* situation.

Sincerely, \_\_\_\_\_ *character*

*Create your own silly story!*



A boy who stood up for himself? A teenage sports superstar?  
An African American who changed the face of baseball forever?  
All of the above! - *Grosset & Dunlap*



## BIG IDEAS To Reinforce



Acceptance, Role Model, Generosity, Integrity

## Build Background

Build background knowledge on segregation, the Jim Crow laws (pg 5 and [www.ferris.edu/jimcrow/what.htm](http://www.ferris.edu/jimcrow/what.htm)) and the Depression (Brainpop.com's Social Studies Videos) in the US.

## Key Vocabulary

prejudice  
boycott  
colour barrier pg 86, 94, 97, 100

## Student-Friendly Learning Target



I can use demographics and societal beliefs to explain the treatment of different ethnic groups in history. I can use a maze to represent the roadblocks and advancements in Jackie Robinson's life. I can use my understanding of racism and segregation to express my opinion about modern racism.



Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples and anecdotes).

Determine and author's point of view or purpose in a text and explain how it is conveyed in the text.

Write arguments to support claims with clear reasons and relevant evidence.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

## Discussion Starters



1. Jackie Robinson was leader in the US army and then later banned from staying in a hotel with his fellow teammates during his early baseball seasons in the same decade. What is the contradiction of these two events?
2. What is the author's purpose in writing this story? How does she accomplish this? Justify your reasoning.
3. At times, Jackie wanted to put down his bat and use his fists against the people insulting him (pg 78). How hard is it for you to keep your anger in control and not respond impulsively with words or actions? When you feel anger building what are steps you can take to calm yourself down? If you continue to be provoked what should you do?

## Writing Prompt



Even though segregation is now illegal, do you think racism still exists today? Does racism affect certain ethnic groups, genders, ages, income levels or lifestyles? Is it in schools, communities, public places, and nation wide? Does the availability of technology enhance racism? Conclude by stating your opinion on the urgency of ending racism and give suggestions as to how this can be accomplished.

## Activities



Pinpoint the US states of Georgia and California on a map and discuss how these locations could have meant totally different lifestyles for African Americans in the 1920's. Then jump to 1942, find Kansas and Texas on a map, and discuss how these two locations meant totally different things for Jackie while serving in the army (refer to chpt 1 & 6).

**Jackie's Timeline** Using the printable as a guide, have each student create an illustrated timeline beginning with Jackie as a baby and ending with his first pitch in the 1972 World Series. They can put a stop sign at every roadblock he faced and an arrow to show how he found a way to reach his goals.



## More Resources

- Accelerated Reading Quiz: 141837
- [www.jackierobinson.org/about/jackie.php](http://www.jackierobinson.org/about/jackie.php)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Identify several of Jackie Robinson's major goals. Then identify the roadblocks he encountered on his way to these goals. Lastly, explain how he made his way around them and accomplished his goals. Include the year of each goal.

**GOAL**

**ROADBLOCK**

**WAY AROUND**

