

### 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 5-8

Book Title and Author	Printable Activities	Big Ideas
 <p><b>Bullies Never Win</b> Margery Cuyler Illustrated by Arthur Howard</p> <p>ideal for <b>(K)</b></p>	<ul style="list-style-type: none"> <li>• <b>My Act of Kindness:</b> <i>Identify kind actions</i></li> </ul>	Standing Up to Bullying Kindness Encouraging Others Friendship Problem Solving Tattling vs Telling
 <p><b>Chester Raccoon &amp; the Big Bad Bully</b> Audrey Penn</p>	<ul style="list-style-type: none"> <li>• <b>Writing Prompt:</b> <i>Turning Enemies into Friends</i></li> <li>• <b>Puppet Stories:</b> <i>Retelling the Story</i></li> </ul>	
 <p><b>The Recess Queen</b> Alexis O'Neill Illustrated by Laura Huliska-Beith</p>	<ul style="list-style-type: none"> <li>• <b>Before + After:</b> <i>Describe Feelings</i></li> </ul>	

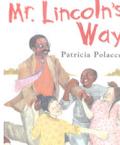
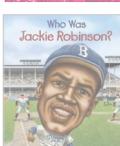


ALL AGES  
Video &  
Lesson Plan

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

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

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

## LESSON PLANS FOR AGES 8-12



# 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



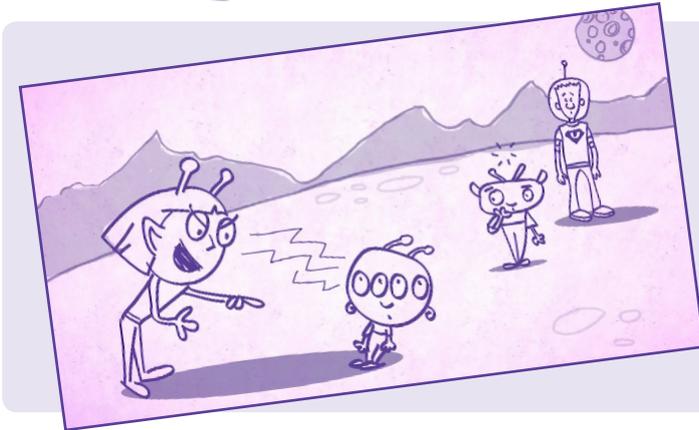
Choose the appropriate questions for the learners in your classroom:

- 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...

Core SKILLS

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:

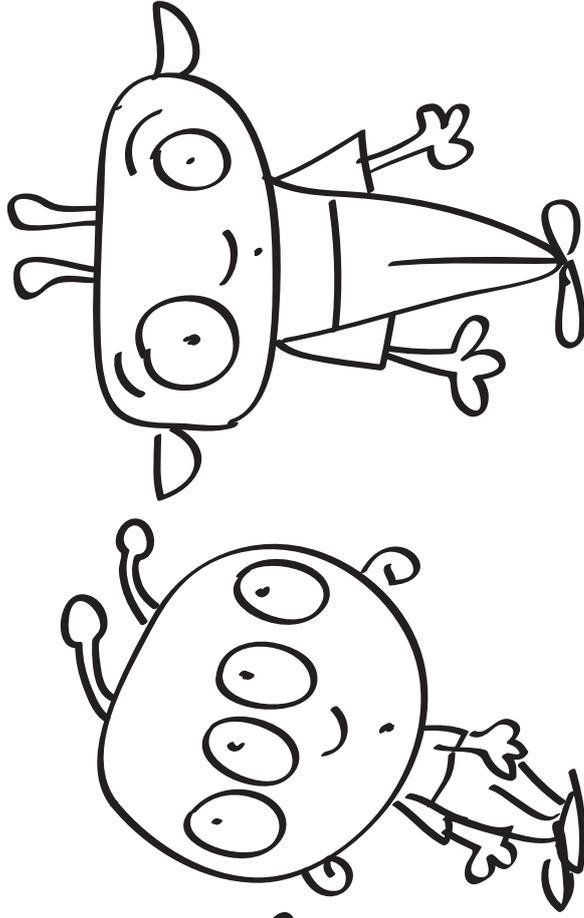
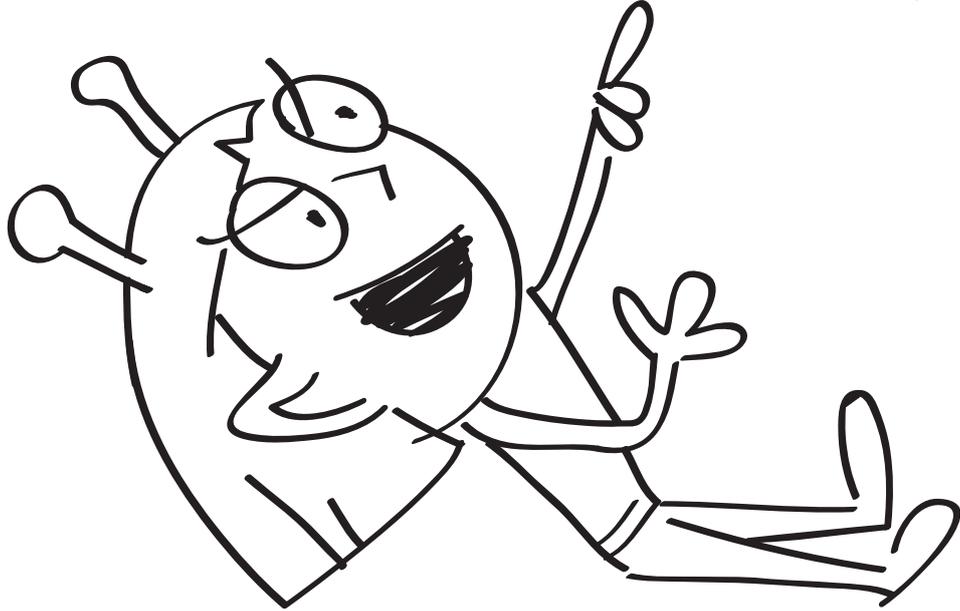
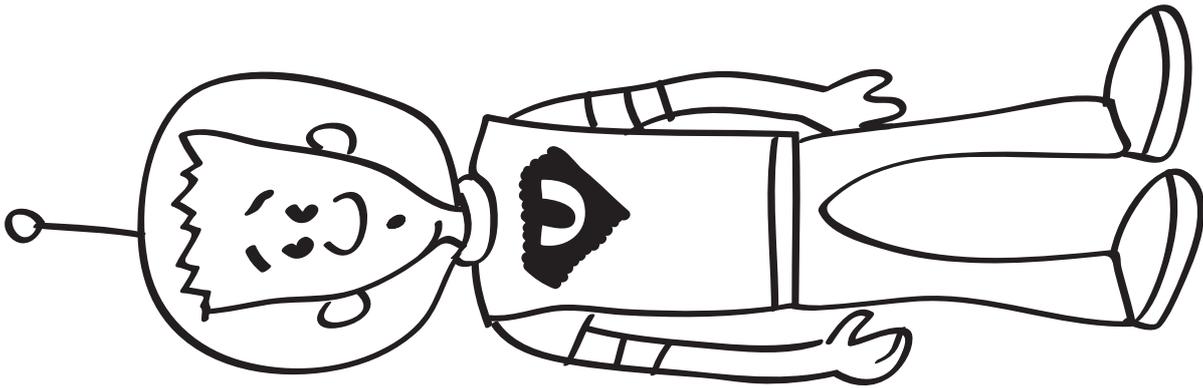
**Who's Who** Hand out the printable of the four main characters from the video. After coloring have students draw a line to match up the character with their name/role in the video ("upstander" to NED).

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

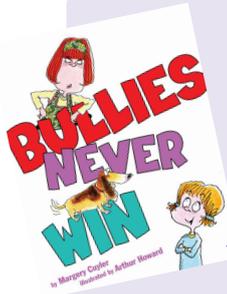
1. Divide class into small groups of 4-5 students.
2. Assign a script recorder for each group. This person is responsible for writing the script.
3. Allow each group to decide a setting for their bullying scene. This should be realistic, though it could also be out of the box (i.e. a social media website).
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**



## Bullies Never Win

by Margery Cuyler and illustrated by Arthur Howard

When the class bully, Brenda Bailey, makes fun of Jessica's skinny legs and her boyish lunch box, Jessica doesn't know what to do. She doesn't want to be a tattletale, but she also wants the bullying to stop. Can Jessica find the courage to stand up for herself? - *Simon & Schuster*



### BIG IDEAS To Reinforce



Standing up to Bullying, Kindness, Encouraging Others

### Build Background

Discuss the word "bullying." On two pieces of chart paper write "looks like" (with an eye) and "sounds like" (with an ear). Ask students to identify what kinds of things they would see and hear if someone was being bullying.

### Key Vocabulary

worrier	pg 1	teased	pg 21
bullies	pg 10, 17	tattletale	pg 25
ignore	pg 10, 15	blushed	pg 28
sobs	pg 21		

### Discussion Starters



1. What did Jessica worry about when she was at home? at school?
2. How do you know that Jessica felt hurt when Brenda was mean?
3. Why was Jessica worried about going to school?
4. What advice did Jessica's mother give to her?
5. How did Jessica finally solve her problem?
6. How did Brenda feel when Jessica stood up to her?
7. NED is sitting with his friends at lunch when one of the kids starts to make fun of a girl sitting nearby. What would NED do next?

### Writing Prompt



**My Act of Kindness** Discuss with students the word "kindness." What are some acts of kindness that we could do? Create a list on the board for students to refer back to when completing their writing prompt ("My act of kindness...I can \_\_\_\_\_").



### Activities



**Kindness Quilt** Use the quilt squares created in the writing prompt to make a classroom "Kindness Quilt." Cut out square pieces of construction paper and attach their writing square. Allow students to punch holes in their quilt square. Cut a length of yarn for students to lace around their square (*Hint: wrap tape around the end of the yarn to keep it from fraying while lacing*). Staple the squares next to each other on a display board entitled "Kindness Quilt."

**Catching Kindness** Sit in a circle or have students sit at their desks. Using a foam or koosh ball start out by saying a student's name and telling one nice thing about him/her. Then throw the ball to that student to allow them to do the same. Continue the game until all students have had a turn catching and throwing the ball.

**More Resources** Accelerated Reading Quiz: 131989 [www.actsofkindness.org](http://www.actsofkindness.org)

### Student-Friendly Learning Target



I can retell a story remembering the characters, setting and what happened.  
I can write a sentence with a picture to tell others about how I can be kind.

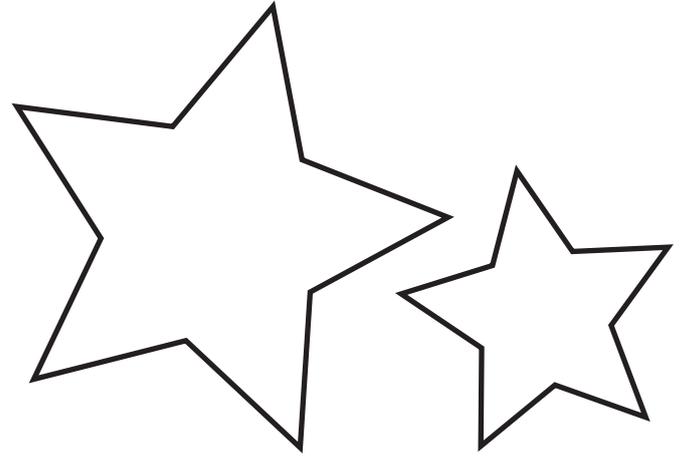
### Core SKILLS

With prompting and support, identify characters, settings, and major events in a story.

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

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

Directions: Draw an act of kindness that you can do.  
Then, write (or dictate) what you can do to be kind  
(e.g. be helpful, share toys, help others).



My act of

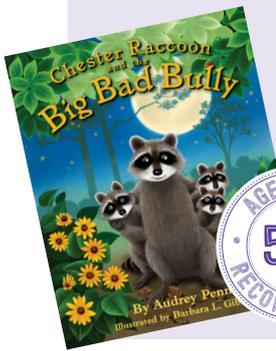
Kindness

I can \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Chester Raccoon and friends suddenly don't want to go to school anymore because there is a badger that is bullying them. Mrs. Raccoon gathers a group of forest animals together and tells them a tale that helps them find a solution to their problem. Chester and his friends learn that the best way to get rid of an enemy is to make a friend.

## BIG IDEAS To Reinforce



Standing up to Bullying  
Friendship  
Problem Solving

### Build Background

If students are familiar with other Chester Raccoon stories, allow time for them to recall what they know about Chester. Tell students that this is a story with two tales...a TAIL and a TALE. Discuss the difference between the two. A homophone is a word pronounced the same as another but differs in meaning and spelling. A tale is a short, fictional story that features talking animals and a hidden message or moral in the story and the other tail? Everyone knows!

### Key Vocabulary

shuffled	pg 3
muffled	pg 3
echoed	pg 4
trembling	pg 6
spooked	pg 10
treasured	pg 13

### Student-Friendly Learning Target



I can describe how the main character changed his attitude as the story progressed.  
I can retell a story through the use of puppets.

### Discussion Starters



1. During reading, stop on the page where the woodpeckers are chipping off the prickly points on the blue stone. Ask students what they think this tale means. Who are the yellow stones? Who is the blue stone? Why is the stone blue? What did the animals do to help the blue stone be more like the yellow stone? Why did Mrs. Raccoon tell this tale? How can it help Chester and his friends?
2. How can this story help you or your friends at school? What could you do if you see someone acting like the badger at recess?

### Writing Prompt



Recap the story by drawing a picture of Chester's solution to his problem.



Make up a new story about Chester Raccoon and his friends. Use Model Writing or Shared Writing to create a new class story. Students can illustrate the pages of the story. Consider these titles:

- Chester Raccoon and the Squirrel Who Hid All the Toys
- Chester Raccoon and the Bunny Who Hopped on Everyone's Toes
- Chester Raccoon and the Skunk Who Stunk

### Activity



**Puppet Stories** After reading the story, give students a copy of the stick puppet printable. Each character can be colored, cut out and glued on a craft stick. When students have completed their puppets, gather the group together to read the book one more time and act it out with their puppets. Pair students together to retell the story to each other on their own. Use your puppets to tell new stories about Chester Raccoon!

### More Resources

 Accelerated Reading Quiz: 124435



### Core SKILLS

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Use illustrations and details in a story to describe its characters, setting, or events.

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

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

Directions: Draw a picture of the two new friends in the book *Chester Raccoon and the Big Bad Bully*. Trace the sentence "Chester Raccoon lost his enemy by making him a friend."

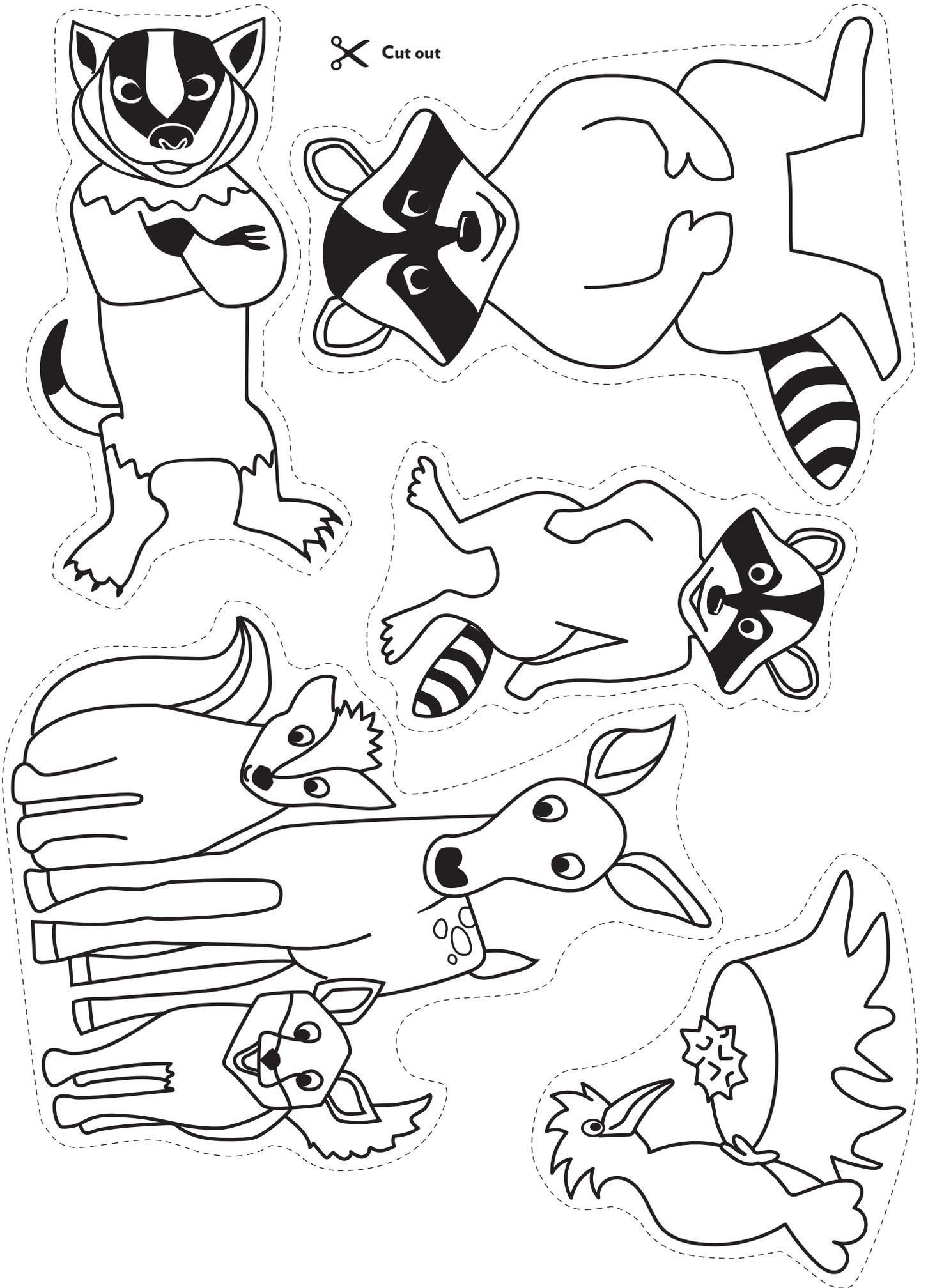


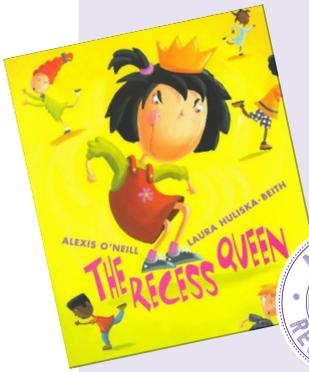
Chester Raccoon

lost his enemy by

making him a friend.

✂ Cut out





In this sassy playground romp the irrepressible new kid dethrones the reigning recess bully by doing the unthinkable — she invites her to be her friend! Not only will kids relate to the all-too-common issue of bullying, but parents and teachers will appreciate the story’s deft handling of conflict resolution (achieved without adult intervention). - *Scholastic*



## BIG IDEAS To Reinforce



Standing up to Bullying  
Tattling vs. Telling  
Encouraging Others  
Kindness

## Build Background

Ask students *What is a bully? Have you ever been bullied or seen someone else be bullied? What does bullying look like?*

## Key Vocabulary

queen	pg 1
crossed her	pg 4
to set the record straight	pg 13
jump rope (US English)	pg 20

## Student-Friendly Learning Target



I can explain what a bully is and what to say to a bully.

I can write from the perspective of the main character in a story.

## Discussion Starters



1. Why was everyone scared of Mean Jean?
2. What did Katie Sue do that surprised Jean?
3. How did Jean feel when Katie asked her to skip rope?
4. What makes you feel safe at school?
5. What’s the difference between tattling and telling?
6. Discuss the three strategies for dealing with a bully (walk, talk or tell).

## Writing Prompt



**Before + After** Read the book to page 10 (“...*too new to know about Mean Jean the Recess Queen*”). Hand out the printable activity that asks students to write from the perspective of Mean Jean (*How does she feel at this time in the story?*). Students may need to see the events written on chart paper to help recall events. Finish reading the book. Instruct students to complete the second half of printable, again from the perspective of Mean Jean, after hearing the rest of the story.



## Activity



**Action Charades** Students take turns performing an action provided on index cards while the rest of the class guesses the action. Use the printable word cards to make it even easier! *Bonus Idea: Students create pictures to go with words from the charade game.*  **PRINTABLE**

**Illustrated Words** In partners or groups, instruct students to create a poster illustrating words from the story. For example ‘ANGER’ could be written in big red capital letters. ‘Friend’ could be written in a flowing blue font.

## More Resources

-  Accelerated Reading Quiz: 55842
-  Printable Resources from the author at [www.alexisonell.com/ao.htm](http://www.alexisonell.com/ao.htm) (*scroll to the bottom*)

## Core SKILLS

Describe how characters in a story respond to major events and challenges.

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

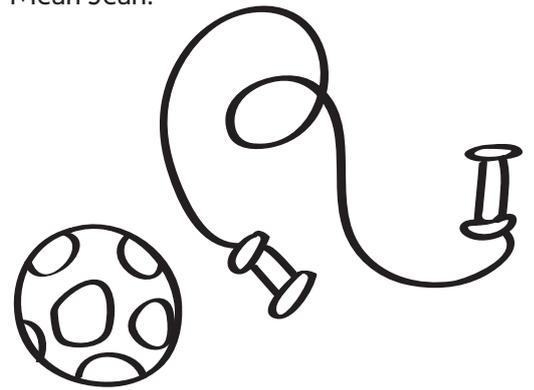
Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

Directions: In the first half of the story how does Mean Jean feel? After hearing the rest of the story, complete the second half, again from the perspective of Mean Jean.

In the beginning

Mean Jean feels...



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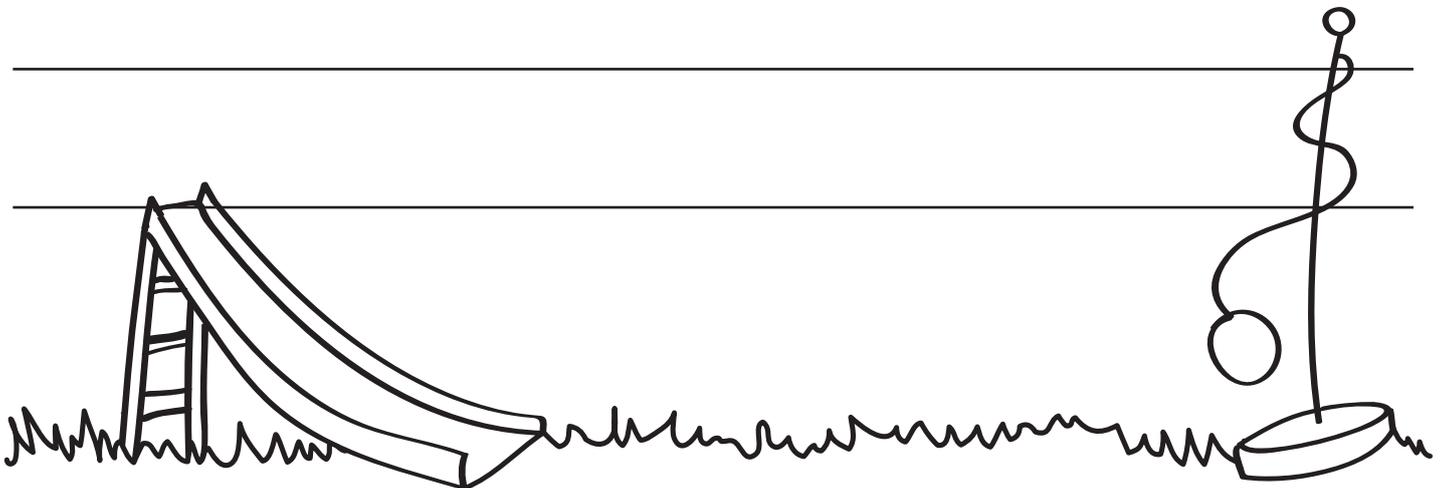
At the end

Mean Jean feels...

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bounce

kick

swing

hop

skip

jump

lift

play

push

smoosh

hammer

slam

growl

scare

run

charge

grab

snarl

breathe

pull

sing

stare

shout

giggle