

## Lesson Plan

<p>Subject: Bullies are Not OK!</p> <p>Lesson: Consequences of bullying and prejudice</p> <p>Date:</p> <p>CC/CAS/GLE: S.4-GLE.2</p>	<p>Students will engage in: (check all that apply)</p> <p><input type="checkbox"/> Socratic seminar                      <input checked="" type="checkbox"/> Think Aloud</p> <p><input checked="" type="checkbox"/> Cooperative learning                      <input checked="" type="checkbox"/> Close reading</p> <p><input type="checkbox"/> Project    <input checked="" type="checkbox"/> Direct Instruction</p> <p><input type="checkbox"/> Graphic Organizer</p> <p><input type="checkbox"/> Teacher modeling                      <input type="checkbox"/></p> <p><input type="checkbox"/> Visuals/ Technology</p> <p><input type="checkbox"/> Research/Lab</p> <p><input checked="" type="checkbox"/> Hands on</p> <p><input checked="" type="checkbox"/> Whole group discussion</p>
<p><b>Learning Objective:</b> The teacher may... so students can... statement:</p> <p>The teacher will discuss the short term and long term consequences of bullying so students can analyze the impact of the lack of respect for or intolerance of differences.</p>	
<p><b>Hook/Bell Ringer Activity:</b> Students will complete a reflection of the following two questions:</p> <ol style="list-style-type: none"> <li>1. What are the consequences of bullying?</li> <li>2. How do people become prejudiced?</li> </ol>	
<p><b>Presentation of Material/Learning Activity</b></p> <ol style="list-style-type: none"> <li>1. The teacher will read the short story, "My Most Humiliating Jim Crow Experience" from the Langston Hughes Reader.</li> <li>2. The teacher will set up the scenario for students to perform the role play from the short story.</li> <li>3. The teacher will discuss with the students the roles of a bully, being bullied and being a bystander.</li> </ol>	
<p><b>Guided Practice:</b></p> <ol style="list-style-type: none"> <li>1. Students will role play the scenario from the short story</li> <li>2. Students will analyze individually and then as a group, the impacts of being a bully, being bullied and being a bystander.</li> </ol>	
<p><b>Daily Assessment:</b> Students will have a group discussion to reflect on:</p> <ol style="list-style-type: none"> <li>1. Students will individually reflect upon a time they were a bully, were a bystander and being bullied.</li> </ol>	
<p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• Students may direct the role play instead of acting</li> <li>• Students may write a reflection of the role play to describe how the various characters impacted their emotions about prejudice, bullying and bystanders.</li> </ul>	

Reflection: