

OVERALL UNIT

Rationale for Population Served

Bullying has become a serious issue in schools across the country and is an applicable theme for a guidance lesson in any school. Pre-surveys will help determine the particular need of this school, but all indicators point to it being a useful focus for the guidance curriculum. Konishi, Hymel, Zumbo and Li found that high levels of bullying decrease achievement in math and reading (2010, p.34). Given the focus of schools as a whole on improving math and reading scores, it is imperative that students are educated on bullying. D'Esposito, Blake and Riccio also suggest that more needs to be done by counselors to prevent bullying through guidance lessons (2011, p.306). Incorporating bullying lessons into the 9th grade English curriculum fits with their recommendations and will help prevent bullying from the beginning of high school. Quinn, Barone, Kearns, Stackhouse and Zimmerman specifically called for the use of a novel in guidance lessons to prevent bullying, making this lesson on *The Bully* an excellent choice for this year's 9th graders (2003).

Advertising/Screening/Selection

These lessons will be taught in all 9th grade English classes in order to reach all students and ensure a climate of awareness in the school. These lessons can be delivered by the counselor or by the teacher based on individual preference and will reinforce the English curriculum through student analysis of the novel *The Bully*.

Group Composition

As stated above, these lessons will be taught in all 9th grade English classes. These will likely be divided by ability level depending on the composition of the school.

Overall Objectives

- ASCA:
 - A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

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A:B1.2 Learn and apply critical-thinking skills.

PS:A1.5 Identify and express feelings

PS:A1.9 Demonstrate cooperative behavior in groups

PS:A1.11 Identify and discuss changing personal and social roles

○ NCSCOS

English Language Arts (ELL) 1.03 Demonstrate the ability to read, listen to, and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus.

(ELL) 2.01 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by: selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.

(ELL) 2.02 Explain commonly used terms and concepts by using description, comparison, figurative language, and other appropriate strategies purposefully to elaborate ideas.

(ELL) 5.01 Read and analyze various literary works by determining a character's traits from his/her actions, speech appearance, or what others say about him or her.

(ELL) 5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literary texts appropriate to grade level and course literary focus, by analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.

Overall Outcome Goals

Over the course of the lessons, students will learn to identify bullying behavior, when they are being victimized and be able to articulate what bullying behaviors look like. They will achieve these goals through their readings, discussions and the culminating activity of acting out a bullying scene.

Evaluation Plan

A variety of methods will be used to evaluate the success of the curriculum including pre/post-surveys, observation during the lessons, comparison of group/final T-charts, participation and scene selection during Readers Theatre. The pre/post-surveys will be particularly important in assessing the impact of the lessons on school-wide bullying. Phillips and Cornell suggest using peer nominations in surveys to identify victims of bullying (2012, p.130). These surveys will give a strong indication as to the effectiveness of the curriculum based on the number of identified victims before and after the lessons. Self-identification will also be used, but

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as Cornell and Mehta point out, many students misconstrue peer conflict as bullying, making counselor interviews and peer nominations an important part of the process (2011, p.268).

Theoretical Foundation

This lesson will predominately use Cognitive-Behavioral Theory and Solution Focused-Strengths Based Theory. These theories will help students to challenge their thinking and make changes to improve their behaviors and the overall climate of the school surrounding bullying.

Multicultural Considerations

Activities and discussions will be monitored to ensure that the group is respectful of all opinions and viewpoints. Where the opportunity arises, students will also engage in discussion of how their different backgrounds impact their view of bullying. These discussions will be productive for students to connect with each other and understand each other's' perspective, further improving the school's anti-bullying climate. If possible, translations will be found for ELL students. Also, the school will attempt to procure copies for all students, but will at least provide books for low SES students.

Differentiation Strategies

The lessons use a variety of strategies to appeal to diverse learners. Open-ended questions are used throughout in addition to discussion, charting, journaling, group work and dramatic representations. This variety will ensure that the main concepts are processed by all types of learners. In classes with students that are below the reading level of the book, the instructor will include a summary discussion after every reading to ensure student understanding. Accommodations will also be made for all students with IEPs and 504 Plans.

Rationale for Sequence

The sequence follows a natural progression building up to the final project of presenting a dramatic scene from the novel. Students begin with a general introduction to bullying before moving through *The Bully*

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as a group. Students are split into groups early on and are given time in most lessons to work with their group towards their final project. The final project demonstrates students' ability to articulate and act out what bullying looks like, which is the most complicated skill in the unit.

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BULLYING CLASSROOM GUIDANCE LESSONS

SESSION 1

- **Lesson Objectives**

- ASCA:

A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

PS:A1.9 Demonstrate cooperative behavior in groups

- NCSCOS

English Language Arts (ELL) 1.03 Demonstrate the ability to read, listen to, and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus.

(ELL) 2.02 Explain commonly used terms and concepts by using description, comparison, figurative language, and other appropriate strategies purposefully to elaborate ideas.

- **Lesson Outcomes**

- Students will understand confidentiality in reference to classroom guidance.
 - Students will show increased reading comprehension and understanding of the theme of bullying.
 - Students will work cooperatively in a group in order to better understand bullying.

- **Lesson Assessment Strategies**

- Students will complete a T-Chart in order to demonstrate reading comprehension and writing skills.
 - Leader will assess participation of students in class in order to engage students appropriately.

- **Materials**

- Flip Chart or Poster Board
 - Markers
 - Copy of T-Chart for Each Student
 - Copy of the book, *The Bully* by Paul Langan (Townsend Press, 2002) for each student
 - Note card for each student
 - Rewards/Incentives to participate in games if leader wants that
 - Computers with internet access for each student if possible (for last, optional activity)

- **Introduction**

- Rules Conversation: Using what knowledge you previously attained from the standard classroom teacher, facilitate a discussion on rules for your session, and have a student write the rules on a flip chart or poster board. Discuss what students want as appropriate consequences for breaking rules, and add in any necessary rules of your own.
 - Confidentiality: Discuss confidentiality and get informed consent. Discuss when confidentiality must be broken and how it cannot be 100% guaranteed in a classroom setting.
 - Quick Ice Breaker: Hand out a note card to each student. Have each student write their favorite food, dream car, and a random fact about themselves on the card. Collect the cards. Read one card at a time and have the class guess whose card it is. If they guess correctly, a reward or encouragement can be given. Read about one third of the cards and save the rest for another day.

- **Main Content**

1. Ask students to share any personal experiences they have had in relocating to a new school. You could ask some or all of the following questions:

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Has anyone ever moved? If so, can you share what it was like?

What do you think it would be like to go to a new school in the middle of your freshman year?

What would be good about it?

What might be some problems?

Would you like to do that or not? Why or why not?

2. If students haven't mentioned issues of bullying by this point, bring it to their attention. Introduce the novel *The Bully* and explain that the situation you were just discussing (moving and changing schools in the middle of freshman year) is what takes place in 15-year-old Darrell's life. Ask them, based on the title of the book, what they think the main problem will be for Darrell. Has this ever happened to any of them? Allow them to share.
3. After interest has been generated, have students read Chapter 1 silently or read it to them.
4. Next, have them discuss Darrell's thoughts about moving from Philadelphia to Los Angeles and starting at a new school. Encourage them to make relevant connections to their pre-reading responses.
5. Divide students into six teams (referred to hereafter as Teams A, B, C, D, E, and F) and distribute a T-chart (page 3) to each one. For the topic line at the top of the page, have Teams A and B write 'Someone who is a Bully'; Teams C and D, 'Someone who is Bullied'; and Teams E and F, 'Someone who is a Bystander'. Give them time to brainstorm on their topics, coming up with at least five descriptions in each column ('Looks Like' and 'Sounds Like').
6. Next, have the groups share their ideas. Write each group's ideas on chart paper for classroom display and reference purposes.
 - **Processing**
 - Discussion from Main Content 5-6. This discussion allowed the class to process what a bully, victim, and bystander look like based on the novel.
 - Encourage students to think about how this might look in their own school. This will help students process how the book applies to their lives and school.
 - **Closing**
 - With remaining time or as homework, have students go to the STRYVE website (<http://www.vetoviolence.org/education-overview.html>) for information on bullying and what they can do to prevent and stop it. Also let them know that this information will provide background for understanding and discussing the rest of the novel *The Bully*.
 - Provide closure by outlining what was accomplished during class and what rules and confidentiality are.

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T-Chart

Topic: _____

Sounds Like	Looks Like

SESSION 2

- **Lesson Objectives**

- ASCA:

- A:B1.2 Learn and apply critical-thinking skills.

- PS:A1.9 Demonstrate cooperative behavior in groups

- PS:A1.11 Identify and discuss changing personal and social roles

- NCSCOS

- English Language Arts (ELL) 2.01 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by: selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.

- (ELL) 5.01 Read and analyze various literary works by determining a character's traits from his/her actions, speech appearance, or what others say about him or her.

- **Lesson Outcomes**

- Students will begin to imagine how feels to be in each role associated with bullying: bully, victim, and bystander.

- Students will show increased reading comprehension and understanding of the theme of bullying.

- Students will work cooperatively in a group in order to better understand bullying.

- **Lesson Assessment Strategies**

- Students will complete a T-Chart in order to demonstrate reading comprehension and writing skills.

- Students will compare and contrast characters and conflict, demonstrated by their completion of the Character Map and Conflict Map Handouts.

- **Materials**

- Flip Chart or Poster Board

- Markers

- Copy of new T-Chart for Each Student

- Character Map and Conflict Map Handouts for each student

- Copy of the book, *The Bully* by Paul Langan (Townsend Press, 2002) for each student

- Sticky Notes for each student

- Journal for each student (composition book)

- Rewards/Incentives to participate in games if leader wants that

- **Introduction**

- Opening review of rules and confidentiality.

- Ice Breaker: Pick another 1/3rd of the cards from session 1 and have students guess which card belongs to who. If the students get them too easily, you can redistribute the cards and have a more difficult prompt (ex. What is your middle name? What hospital were you born in?)

- **Main Content**

1 Explain to the students that they will be reading the rest of the novel in segments (Chapters 2-5, Chapters 6-8, and Chapters 9-12) and will be using several reading strategies to help them understand the text and its theme. Let them know that these strategies are:

Literary elements mapping

They will analyze what they have read by focusing on the literary elements of character, conflict, and

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resolution.

T-charts

They will expand on their descriptions of bullying as they become familiar with personalities in the text.

Journal writing

They will reflect on what they have read by writing personal journal responses.

Readers Theatre

They will gain reading fluency and greater understanding of the text through rehearsal and performance of Readers Theatre (essentially scripted role play). Also share rubric criteria with the students so that they know what is expected of them and how they will be evaluated.

- 2 Have students read independently or partner read with a team member Chapters 2-5 of *The Bully*. (You might also read the first of these chapters aloud to the class.)
- 3 Let students know to be on the lookout for key scenes that highlight plot and character development for use in Readers Theatre reenactments. As they are reading, students should use sticky notes to mark various parts that they think would be interesting to 'act out.' They will not act out scenes during this group but will in later sessions. It is important for them to start imagining how it would feel to play each character.
- 4 After reading the chapters, have students work in their teams using the Character Map and Conflict Map handouts. For Chapters 2-5, students should focus on the characters of Darrell, Mom, Tyray, and Uncle Jason.
- 5 Have Teams A and B share their maps. (Teams C and D will share in Session 3; E and F, in Session 4.)
- 6 Still in teams, have students create new T-charts revolving around specific characters from the novel as follows:
 - The chart on someone who is a bully now describes Tyray and/or Rodney.
 - The chart on someone who is bullied now describes Darrell and/or Harold.
 - The chart on someone who is a bystander now describes Amberlynn.

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7 As was done in the first session, have students share their work and record their responses on chart paper.

- **Processing**

- Facilitate discussion on the characters and how each character might be played. The bully, victim, and bystander roles should be thoroughly discussed and applied to real life. Discuss feelings associated with each character.
- Introduce the idea of journaling as a way to process activities in the group and that journals will be confidential between the student and the leader. However, the leader will read the journals.

- **Closing**

- At the end of class, have students write a personal response in their journals. You can allow students free response or you can use prompts. For this set of chapters, sample prompts might include:

Which character do you identify with the most and why?

Is there something that has happened to you that is similar to what has happened to Darrell? If so, write about it and tell what you did.

How would you feel and what would you do if you were: Darrell? Mom? Tyray? Uncle Jason?

This could be a homework assignment if necessary, but if there is still time left, you can invite volunteers who are comfortable doing so to share their journal responses.

- Collect students' materials to be sure they are following directions and completing their written assignments as expected. You should also respond to their journals and, as need be, model the type of response you would like them to make; however, do not give a grade for these until the end of the unit
- Wrap-Up: Re-State Accomplishments from Class, thank for participation, and reiterate confidentiality. Ask if there are any questions.

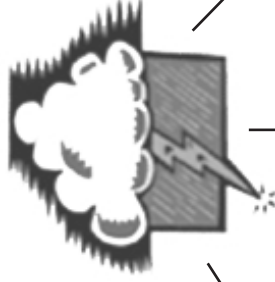
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Literary Elements Mapping: Conflict Map

Name: _____



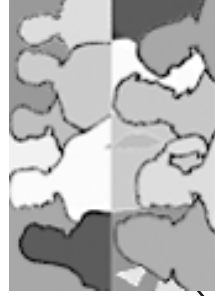
What is the conflict?

Why does this conflict occur?

What are some ways the conflict could be resolved?

Literary Elements Mapping: Character Map

Name: _____



Enter the character's name.

What does the character look like?

How does the character act?

How do other characters in the story react to this character?

SESSION 3

- **Lesson Objectives**

- ASCA:
 - PS:A1.5 Identify and express feelings
 - PS:A1.9 Demonstrate cooperative behavior in groups
- NCSCOS
 - English Language Arts (ELL) 5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literary texts appropriate to grade level and course literary focus, by analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.

- **Lesson Outcomes**

- Students will understand the different roles in bullying and identify feelings associated with each.
- Students will show increased reading comprehension and understanding of the theme of bullying.
- Students will work cooperatively in a group in order to better understand bullying.

- **Lesson Assessment Strategies**

- Students will complete Character Maps, Conflict Maps, and begin writing a script in order to demonstrate reading comprehension and writing skills.
- Students will write in journals that instructor will collect to assess understanding.
- Leader will assess participation of students in class in order to engage students appropriately.

- **Materials**

- Flip Chart or Poster Board
- Markers
- Copy of the book, *The Bully* by Paul Langan (Townsend Press, 2002) for each student
- Sticky notes for each student
- Character Map and Conflict Map Handouts for each group that wants a new one
- Rewards/Incentives to participate in games if leader wants that

- **Introduction**

- Opening review of rules and confidentiality.
- Ice Breaker: Pick the last 1/3rd of the cards from session 1 and have students guess which card belongs to who. If the students get them too easily, you can redistribute the cards and have a more difficult prompt (ex. What is your middle name? What hospital were you born in?) Give small prizes for participation if possible.

- **Main Content**

1. Have students read independently or partner read with a team member Chapters 6-8 of the novel. (Again, you might instead read the first of these chapters aloud to the class.)
2. Remind students to remain on the lookout and use sticky notes for scenes and lines they'd like to reenact.
3. After reading, have students work in their teams to update and/or create new Character Map and Conflict Map handouts. New Character Maps could be created for Rodney, Amberlynn, Harold, and Mr. Mitchell.

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4. Have Teams C and D share their new maps and any additions they have made to their old ones.
5. As a group, add to the class chart information about the characters who are bullies, bullied, or bystanders.
6. At this point, give students time to reread and rehearse for Readers Theatre. Team A should choose a scene from Chapter 1, Team B from Chapter 2, and so on through Team F choosing from Chapter 6.

Remind students that the scene and dialogue should deal with bullying issues and character development. For example, in Chapter 6, the scene in the locker room would be a good one to demonstrate how bullies intimidate their victims.

Students should develop a script for acting out the scenes using the exact dialogue from the text or adding dialogue to make it richer or longer. They do not have to memorize it, but can read from the text as necessary; the emphasis should be on building reading fluency and comprehension.

- **Processing**

- Discuss the activities and how the scripts are coming along. Facilitate discussion on how this may apply to the actual school and students' personal lives while also discussing feelings associated with each character and how it would feel to be each character.
- Restate that journals are good places to process what happened in class and your own feelings.

- **Closing**

- Devote the last few minutes of class time to journals, either with open writing about personal connections they have made to the novel or with a prompt. Sample prompts for this set of chapters might include:
 - How have various characters (Mr. Mitchell, Harold, Amberlynn) interacted with Darrell? Write about how you think these relationships may help Darrell.
 - If you were Darrell, what could you have done or said that might have helped in dealing with Tyray?
 - What friends and relationships have you had that are similar to Darrell's? How have these helped you in solving problems in your life?
 - Again, this could be a homework assignment if necessary, but if time still permits, volunteers can share their responses.
- Collect and review students' materials as before.
- Thank class for participating and reiterate confidentiality and/or any highlights from the class.

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SESSION 4

- **Lesson Objectives**

- ASCA:
 - PS:A1.5 Identify and express feelings
 - PS:A1.9 Demonstrate cooperative behavior in groups
 - A:B1.2 Learn and apply critical-thinking skills.
- NCSCOS
 - English Language Arts (ELL) 2.01 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by: selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.
 - (ELL) 5.01 Read and analyze various literary works by determining a character's traits from his/her actions, speech appearance, or what others say about him or her.

- **Lesson Outcomes**

- Students will demonstrate comprehension through sharing their Character and Conflict Maps.
- Students will work cooperatively in groups.

- **Lesson Assessment Strategies**

- Facilitator will examine the presented work on the Character and Conflict Maps.
- Facilitator will circulate during rehearsals to assess group progress.

- **Materials**

- Character Maps
- Conflict Maps
- Resolution Maps
- T-charts
- Copy of the book, *The Bully* by Paul Langan (Townsend Press, 2002) for each student

- **Introduction**

- Students will do a round saying one word or phrase that defines first bullying, then friendships. Facilitator will point out the similarities and differences between and within the two rounds.

- **Main Content**

1. In the manner they've done before, have students read the remainder of the novel.
2. In addition to updating Character Map and Conflict Map handouts, distribute Resolution Map handouts to the teams and allow time to work on these.
3. Have the final two teams share their work on the maps.
4. Invite new information that could be added to the class T-chart, then move on to discuss and create a new T-chart on what bullying prevention looks like and sounds like. Mr. Mitchell could be a minor character here, with Darrell then becoming the focus.
5. Give students time to reread and rehearse for Readers Theatre performances, this time selecting new scenes from the second half of the novel. Team A should now choose a scene from Chapter 7, Team B from Chapter 8, and so on through Team F choosing from Chapter 12.

- **Processing**

- Discuss the activities and how the scripts are coming along. Facilitate discussion on how this may apply to the actual school and students' personal lives while also discussing feelings associated with each character and how it would feel to be each character.

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- Restate that journals are good places to process what happened in class and one's own feelings.
- **Closing**
 - For the journal writing activity, sample prompts for the last chapters might include:
 - What are some of the things Darrell learned from wrestling that you feel helped him in dealing with the bullies and his other relationships?
 - If you participate in sports or other activities, how do these help you in your daily life? Be sure to make comparisons with yourself and Darrell.
 - What would you have done the same as and differently than Darrell in this last part of the novel?
 - Collect and review students' materials as before.

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Literary Elements Mapping: Resolution Map

Name: _____



How is the conflict resolved?

What happens after the conflict is resolved?

How does the conflict and its resolution affect the character?

SESSION 5

- **Lesson Objectives**

- ASCA:

- PS:A1.5 Identify and express feelings

- PS:A1.9 Demonstrate cooperative behavior in groups

- NCSCOS

- English Language Arts (ELL) 2.01 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by: selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.

- (ELL) 5.01 Read and analyze various literary works by determining a character's traits from his/her actions, speech appearance, or what others say about him or her.

- **Lesson Outcomes**

- Students will demonstrate team work by working on their skits.

- **Lesson Assessment Strategies**

- The facilitator will circulate to check the progress of the skits.

- **Materials**

- Computer Lab

- Website: <http://www.readwritethink.org/files/resources/interactives/lit-elements/>

- Character Maps

- Conflict Maps

- Resolution Maps

- T-charts

- **Introduction**

- To build a sense of community, the facilitator will ask a series of “get to know each other” questions that differ from the questions in session 1-3 and can be answered with a yes or no. If students answer yes then they stand but if they say no then they sit or remained seated.

- **Main Content**

1. Have teams use the Literary Elements Map interactive on this website to create final drafts of their map handouts. (The Setting Map does not need to be completed.)

- **Processing**

- Facilitate a discussion on how the website assisted students in processing the book and aiding them write their scenes.
 - Give students final script development and rehearsal time for the two scenes they will be performing for Readers Theatre.

- **Closing**

- Students will journal their experiences of this session.
 - Students will be reminded that the next session is the last.

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SESSION 6

- **Lesson Objectives**

- ASCA:
 - PS:A1.5 Identify and express feelings
 - PS:A1.9 Demonstrate cooperative behavior in groups
 - A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- NCSCOS
 - (ELL) 2.02 Explain commonly used terms and concepts by using description, comparison, figurative language, and other appropriate strategies purposefully to elaborate ideas.

- **Lesson Outcomes**

- Students will demonstrate an understanding of *The Bully* through performing their skits.
- Students will demonstrate cooperation skills.
- Students will be reflective regarding their experience of the classroom guidance.

- **Lesson Assessment Strategies**

- The assessment of each student's active participation in skits and in the discussion will be done by the facilitator.
- The completion of the journal activity will serve as an assessment.

- **Materials**

- None.

- **Introduction**

- Remind students this is the conclusion session.
- Have students do a round where each student says one word or phrase describing their feelings of this being the conclusion session. Then another round regarding their feelings about the group.

- **Main Content**

1. As a culmination of the work they've done in reading *The Bully* and analyzing the issues at hand, have the teams perform for their peers the scenes they've selected.
If possible, in the interest of awareness building and bullying prevention, have them perform for a larger audience. (Of course, if you have arranged for this, you will want to have told them this in Session 2.)
Performing for a wider audience could also be done as an extension.

- **Processing**

- Facilitate a discussion on final thoughts on *The Bully* and in particular the experiences of the characters as displayed in the skits. Also, during the discussion prompt students to express how their concepts and feelings towards bullying have changed.

- **Closing**

- Have students write a final journal entry reflecting on what they learned from this experience and the impact it has on their relationships in and out of school.

Adapted from:

Quinn, K.B. (2012). A High-Interest Novel Helps Struggling Readers Confront Bullying in Schools. Philadelphia, PA: International Reading Association. Retrieved from writethink website:
<http://www.readwritethink.org/classroom-resources/lesson-plans/high-interest-novel-helps-390.html?tab=1#tabs>.

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