

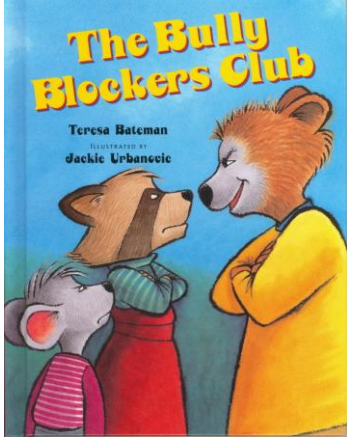
NCSS Notable Trade Book Lesson Plan: *The Bully Blockers Club*

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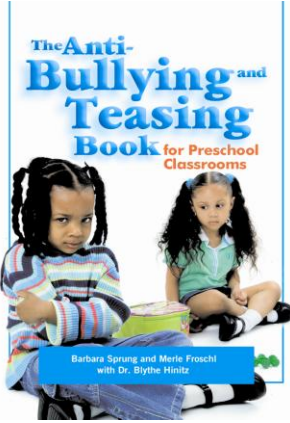


Abstract

*This lesson plan can be used for compliance with the laws in twenty-nine states (and eleven in preparation) [New York Times, January 28, 2007] requiring that K-12 schools and school districts have plans in place for addressing bullying, teasing, and harassment in educational settings (including school buildings and premises and school buses). The trade book **The Bully Blockers Club** assists elementary level students in developing positive proactive anti-bullying and anti-harassment strategies.*

<p>NCSS Notable Trade Book Title:</p>	<p><i>The Bully Blockers Club</i>, Teresa Bateman, Illustrated by J. Urbanovic, Morton Grove, IL: Albert Whitman & Company, 2004.</p>
<p>Book Summary::</p> 	<p>Lotty is teased by a classmate. She tries ignoring him, befriending him, making a joke of it, telling him to stop, and telling the teacher. Finally, she suggests that the children who are being bullied form a club to assist each other. The teacher talks about bullying in class, and the class makes rules. When both children and adults watch for and stop bullying, <i>The Bully Blockers Club</i> is a success.</p>
<p>NCSS Standards:</p>	<p>V. Individuals, Groups and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions so that the learner can [Early grades] (a) identify roles as learned behavior patterns in group situations; (b) give examples of and explain group and institutional</p>

	<p>influences; (d) identify and describe examples of tensions between and among individuals, groups, or institutions; [Middle grades] (a) demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups; (d) identify and analyze examples of tensions between expressions of individuality and group or institutional efforts to promote social conformity.</p> <p>IV. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity, particularly [Early grades] (e) identify and describe ways family, groups, and community influence the individual’s daily life and personal choices; (g) analyze a particular event to identify reasons individuals might respond to it in different ways; [Middle grades] (d) so the learner can relate such factors as physical endowment and capabilities, learning, motivation, personality, perception, and behavior to individual development.</p>
<p>Materials:</p>	<p>Large experience chart paper and markers A copy of the book <i>The Bully Blockers Club</i> Drawing paper and markers or crayons for each child Handwriting paper and pencils or pens for each child</p>
<p>Objective:</p>	<p>Students will identify, depict, write about, and practice appropriate anti-bullying strategies.</p>
<p>Procedures: Exploration/Introduction: Development: Expansion:</p>	<p>Introduction: Bring the class to the meeting area. Ask the children to recall strategies for stopping teasing and bullying that have previously been discussed and/or implemented in the classroom and the outdoor play areas. List the strategies on the chart paper. Ask the children to listen carefully to find out which of the strategies appear in the book.</p> <p>Development: Read <i>The Bully Blockers Club</i> aloud, pausing briefly each time a strategy listed on the chart is mentioned.</p> <ul style="list-style-type: none"> • Ask the students to identify the strategies presented in the book. If the strategy they mention is listed on the chart, have them come up and put a check mark next to it. Add strategies that are in the book but not on the chart to the list (in a different color marker). <p>Expansion: Distribute drawing paper, markers, and crayons to the students (or have them take out their own set of markers or crayons). Ask them to fold their paper in half and draw one successful strategy that the children in the book</p>

	<p>used on the left side of the paper. Ask them to draw one strategy from the chart paper list that they could or do use in their own classroom on the right side of the paper. The students will write or dictate one sentence for each picture they drew on the handwriting paper. Collect both papers.</p>
<p>Assessment:</p>	<p>The children were able to draw one anti-bullying strategy from the book and one strategy that they could or did use on the paper. They were able to write or dictate a complete sentence for each drawing.</p>
<p>Suggested Extension Activities:</p>	<ol style="list-style-type: none"> 1. Students practice three possible strategies: Walk away, stand up to the person, get help from/tell an adult. 2. Support children who would like to initiate a No Bully Club. [For information on one model contact Dr. Karen Liu k-liu@indstate.edu.] 3. Encourage students to use art, drama, poetry, music, dance and prose to express what they have learned and to document positive changes that occurred. 4. Utilize literacy-based lessons from the resources listed below with developmentally based modifications, as appropriate.
<p>Additional References and Web links</p> 	<ol style="list-style-type: none"> 1. Froschl, Sprung, & Mullin-Rindler. (1998). <i>Quit it! A teacher's guide on teasing and bullying for use with students in grades K-3</i>. EEC at AED www.edequity.org. 2. Sprung, Froschl, & Hinitz. (2005). <i>The anti-bullying and teasing book for preschool classrooms</i>. Gryphon House www.ghbooks.com 3. Sjostrom & Stein. (1996). <i>Bullyproof: A teacher's guide on teasing and bullying for use with fourth and fifth grade students</i>. 4. Coe-Sullivan & Stein. (2006). <i>Linking bullyproof: Teaching about bullying and harassment using national standards for school counseling and health education</i>. 3 & 4 published by Wellesley College Center for Research on Women & NEA. 5. <i>Zink the Zebra</i> (story site) www.ZinktheZebra.org 6. <i>Don't Laugh at Me</i> (Kit: Grades 2-5) www.dontlaugh.org (free).