**COUNSELOR LESSON PLAN**

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| **Topic:** Bullying “The Juice Box Bully”  **Duration:** 30-35 minutes  **Grade Level**: 4th | | | |
| **ASCA COUNSELING STANDARDS / MINDSETS & BEHAVIORS** | | | |
| **ASCA Standards:**  Academic Domain:  A:A3.1 Take responsibility for their actions  Career Domain:  C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills  C:C2.2 Learn how to use conflict management skills with peers and adults  C:C2.3 Learn to work cooperatively with others as a team member  Personal/ Social Domain:  PS:A1.6 Distinguish between appropriate and inappropriate behavior  PS:A1.9 Demonstrate cooperative behavior in groups  PS:A2.6 Use effective communications skills  PS:A2.8 Learn how to make and keep friends  PS:B1.1 Use a decision-making and problem-solving model  PS:B1.4 Develop effective coping skills for dealing with problems  PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions  PS:B1.6 Know how to apply conflict resolution skills  **Mindsets:**  1. Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being  3. Sense of belonging in the school environment  **Behaviors:**  Self-Management Skills:  1. Demonstrate ability to assume responsibility  7. Demonstrate effective coping skills when faced with a problem  Social Skills:  1. Use effective oral and written communication skills and listening skills  2. Create positive and supportive relationships with other students  3. Create relationships with adults that support success  4. Demonstrate empathy  5. Demonstrate ethical decision making and social responsibility  8. Demonstrate advocacy skills and ability to assert self, when necessary | | | |
| **OBJECTIVES/ESSENTIAL QUESTION** | | **TERMINOLOGY** | |
| Students will be able to identify what bullying is and the negative effects of it. Students will be able to explain what a bystander is and their role in stopping bullying. Students will be able to identify a way to stop bullying.  What is bullying? How does bullying affect people? What is a bystander? How can bullying be stopped? | | Bullying  Bystander | |
| **INTRODUCTION TO LESSON** | | | |
| This lesson can be used as an introduction to bullying, however can also be used to focus on prevention of bullying rather than just information on bullying. Students are to think of ways in which they can stop bullying as a bystander. | | | |
| **CONTENT KNOWLEDGE | INSTRUCTIONAL DESIGN** | | | |
| **TEACHER ACTIONS** | | **STUDENT ACTIONS** | |
| Counselor will have PowerPoint displayed on title slide (displays anti-bullying picture). Counselor will introduce the topic of bullying to the class. Counselor will ask class what they think bullying is and listen to responses without correction. | | Students will demonstrate active listening and respond to questions. | |
| Counselor will begin PowerPoint and go through next four slides which cover: definition of bullying, examples of bullying, types of bullying and facts. Counselor should call on students to read aloud from PowerPoint and allow for students to make additional comments and ask questions. However the discussion should not exceed 15 minutes. | | Students will follow along with PowerPoint, read aloud if called upon and participate in discussion. | |
| Counselor will then read the story *The Juice Box Bully.* Counselor should display illustrations to class. | | Students will demonstrate active listening and ask questions/ make comments if appropriate. | |
| Counselor will lead class through discussion questions on slide 7 of PowerPoint. | | Students will follow along with PowerPoint and answer questions. | |
| On slide 8, counselor will have a student read the definition of bystander. | | Students will demonstrate active listening. | |
| Counselor will ask students:” What can you do as a bystander to stop bullying?”. Class will brainstorm answers together and counselor will invite students to share answers. Distribution of empty juice box templates. Students will be instructed to write their own response to the question on the empty juice box. They should start their sentence with “I can stop bullying as a bystander by….”. Students will also be allowed to decorate their juice boxes. | | Students will demonstrate active listening and respond to the questions. Student will complete their blank juice box by writing a way they can stop bullying as a bystander. | |
| Counselor will read “The Promise” on slide 10, one line at a time to the class, and they will repeat each line. | | Student will read aloud, repeating the counselor as the promise is read. | |
| **CLOSURE|CHECK FOR UNDERSTANDING** | | | |
| Counselor will ask students to explain how bullying occurs and its negative effects. The class will repeat again what a bystander is and what their role is in bullying. All students will be able to write an effective way for a bystander to stop bullying on their juice box template. | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | |
| **W-** Students will write one way that they can stop bullying on a handout.  **I-**  **C-** Students will collaborate with one another to brainstorm how they can stop bullying when it is occurring.  **O-**  **R-** Students will read along with the PowerPoint. Instructor will read the story aloud. | | | |
| **RESOURCES** | | | |
| Book- *The Juice Box Bully* by Maria Dismondy and Robert Sornson  Handout- blank juice box template | | | |
| **DIFFERENTIATED INSTRUCTION** | | |
| -Counselor may have students take notes of the first four slides that provide a definition of bullying, types of bullying, examples of bullying and facts. | | |
| **SUPPLEMENTAL LESSON AND RESOURCES** | | |
| [www.stopbullying.gov](http://www.stopbullying.gov) – for additional facts on bullying | | |