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| **Outcome(s) of Lesson: (Blooms or I can statement)** |

1.**W-4.7** describe and demonstrate passive, aggressive and assertive behaviours; e.g., assertive strategies for use in dealing with bullies

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| **How will I know students have achieved the learning outcome(s)?** |

Kahoot and exit slip (both have similar questions)

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| **Hook:** Video introducing the topic of bullying, talks about bystanders and how to combat bullying |

**Learning Opportunities:**

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| **Time** | **Learning Opportunity** | **How do I check that students understand what to do?** |
| 10 mins | Tell students about the Kahoot at the end of the lesson  Google slides presentation on bullying  **Ask these big questions during the lesson and have students write answers on white boards, some we will converse with peers**    What is Bullying?  4 Types of Bullying (with peer, try to get all four)  Why do we bully others?  Resolution of bullying (how to fight it, when to get and adult involved)  Telling Vs. Tattling (partner 1 give an example of telling, partner 2 give example of tattling | Ask big questions  Clarify any student questions |
| **Materials Needed** |
| White boards, pens, earsers |
| **Transition: (what will students do when they are finished?, how will we move to the next learning opportunity?)** | | |
| * Put away white boards, and get ipad/chrome book * When students get back to their desks, have them stay standing * Do the 5 warm up (5 lunges (each leg), 5 squats, 5 Jumping jacks, 5 knee hugs (each leg)5 sec running in spot) | | |
| **Time** | **Learning Opportunity** | **How do I check that students understand what to do?** |
| 15 mins | Kahoot and exit slip  Kahoot - be sure students have ipads/chrome books  Keep it fun and not too competitive  Keep noise level reasonable  Exit slip - similar questions to the kahoot  Individual assessment  Tell students to answer the big questions first and then higher level students can add their explanations |  |
| **Materials Needed** |
| chrome books/ipads  Exit slip |
| **How do I differentiate for ALL learners?** | | **Accommodations (ISP’s)** |
| **Beginning:** able to do the true and false (attempt the explanations), attempt the short answer  **Developing:** able to do the true and false (and the explanations), attempt the short answer  **Achieving: a**ble to do true and false (and explanations), for the short answers they may give one reason/explanation  **Exceeding:** able to do the entire exit slip, if they finish early they can have DEAR time (Drop Everything And Read) | |  |
| **Transition: (what will students do when they are finished?, how will we move to the next learning opportunity?)** | | |
| DEAR time (Drop Everything And Read)  Once time is up, we can go over the exit slipped brainstorm potential answers to the questions that we have not discussed in the lesson | | |

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| **CLOSURE:**   * **Whip Around** - have all the students share one thing they learn/found interesting and then popcorn it off to a peer in the class (students stand and then they sit down after they have shared |

**Lesson Plan Analysis: Using your lesson above, describe the following: (This information MUST be in your learning opportunities)**

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| **Cooperative Learning Strategies used** | Think, pair, share |
| **Movement Breaks** | 5 Warm up |
| **Modes of Learning** | Visual, verbal, physical, social |
| **Higher Order Question(s)** | What is Bullying?  4 Types of Bullying (with peer, try to get all four)  Why do we bully others?  Resolution of bullying (how to fight it, when to get and adult involved)  Telling Vs. Tattling (partner 1 give an example of telling, partner 2 give example of tattling) |