Counselor Name: Karen Ward
Title of Lesson: Bootsie Barker Bites
Audience: Classroom
Level: Primary (K-2)
Target Grade: 2nd

COUNSELING STANDARDS

ACADEMIC
1. Students will acquire attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
2. Students will complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
3. Students will understand the relationship of academics to the world of work and to life at home and in the community.

CAREER
4. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
5. Students will employ strategies to achieve future career goals with success and satisfaction.
6. Students will understand the relationships between personal qualities, education, training and the world of work.

PERSONAL/SOCIAL
7. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
8. Students will make decisions, set goals, and take necessary action to achieve goals.
9. Students will understand safety and survival skills.

COUNSELING COMPETENCY(IES)
Demonstrate skills in resolving conflicts with peers and adults.

ARIZONA STANDARDS FOR:
Reading:
Writing:
Math:

MATERIALS/RESOURCES:
The book Bootsie Barker Bites by Barbara Bottner.
Worksheet: What should you do about a bullying situation?

ACTIVITY:
Read the book Bootsie Barker Bites by Barbara Bottner. Ask students: what do you think it would be like to play with Bootsie Barker? (Hopefully, someone will say she is a bully.) What kinds of things does Bootsie do that lets you know she is a bully? Pass out the worksheet, What should you do about a bullying situation? Which one of the solutions did the main character in the story try? (Tell An Adult.) Did it work to tell the
mother? (No. However, most of the time it does.) Teach students that if they tell one adult and nothing is done about the bullying situation, they should tell another adult. Some of the solutions on the wheel are easy to decide. However, a few need to be discussed in class. For example, laugh and act like you don’t care, tell a friend, I don’t like that, and leave me alone. Talk about why these would or would not work given certain situations. If time allows, role play different types of situations with bullying and have the students look at their wheels for possible solutions.

EVALUATION:
Pretest/Postest:

How did the student change as a result of this lesson? Students will demonstrate skills to solve a bullying situation.

Information/Comments/Follow-up: A follow-up lesson could be on how to make and keep friends.
What Should You Do About A Bullying Situation?
Directions: put an X through the solutions that wouldn’t work.