

**TUCSON UNIFIED SCHOOL DISTRICT COMPREHENSIVE COMPETENCY BASED GUIDANCE**  
**Lesson Plan**

**Counselor Name:** Karen Ward

**Title of Lesson:** The Recess Queen

**School:** Tucson Unified School District Counseling Dept.

**Quarter:** Anytime

**Audience:**  Classroom       Small Group

**Level:**  Primary (K-2)       Intermediate (3-5)

**Target Grade:** 1st

**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)**

Describe how behavior influences the feelings and actions of others. Identify resource people in the school and community, and know how to seek their help.

**STATE STANDARDS:**

Reading P.O.

Writing P.O.      Generate ideas through prewriting activities (e.g., brainstorming, webbing, drawing, writer's notebook, groups discussion).

Math P.O.

**MATERIALS/RESOURCES:**

The book, *The Recess Queen*, by Alexis O'Neill.

Paper.

Chart of tattling vs. telling.

**ACTIVITY:**

Before you read the book, talk about being safe in school. Ask, what makes you feel safe at school? (i.e. having adults available for support, kids playing nicely, kids playing non-competitive games) Ask, what is a bully? Ask, have you ever been bullied or seen someone else being bullied? Today I am going to read a book called, *The Recess Queen*. Tell the class that the main character's name is Mean Jean the Recess

Queen. Ask, do you think Mean Jean might be a bully? After reading the book, ask what happened that helped Mean Jean change; what did Katie Sue do to make a difference in the way the other students felt about Mean Jean; what was Mean Jean's new name. Katie Sue's plan for dealing with a bully worked because most bullies really want to have friends, but don't know how to make friends, however, talking and playing with a bully does not always work. Teach students three strategies for dealing with a bully: walk, talk, or tell. Discuss what each of these strategies means. You may want to teach the difference between tattling and telling. (I have included a chart telling the differences.) The chart is from the book, *Bully Proofing Your School*, by Carla Garrity and others.) As a closure, or at the next class meeting, generate ideas through prewriting activities (e.g. brainstorming, webbing, drawing, writer's notebook, group discussion). You may want to start the draft for a story or check with the teacher ahead of time about starting the writing process.

**EVALUATION:**

**Pretest/Posttest:** What is a bully?

**How did the student change as a result of this lesson?** Students will demonstrate strategies to deal with bullying.

**Information/Comments/Follow-up:**

REVISED 10/13/04