



## Grade 4 Sample Lesson Plan: Unit 4 – For the Birds

### SOLs

- 4.1.o Explain the difference between teasing and taunting.

### Objectives/Goals

- The student will be able to
  - define friendship and list qualities a good friend has
  - examine and identify the differences between bullying, teasing, and taunting
  - evaluate 'perspectives' and how this may change behaviors and outcomes of situations

### Materials

- [For the Birds Slides/Presentation](#)
- [For the Birds Worksheet](#)
- Speakers
- 1 Minute Timer/Stopwatch

### Procedure

#### *Intro*

- Have the first slide up of the "For the Birds Slides/Presentation" and prompt students to speculate what the lesson may be about.
  - If they've already seen the video, ask them to share what they remember about it and how it may apply to the lesson.

#### *Step 1*

- Slide 2 Have the students watch and think about the animated short/video (3:14 in length).
- Have the students turn and talk about what they saw. Lead them to discuss friendship, bullying, taunting, teasing, and perspective.

#### *Step 2*

- Utilizing the "For the Birds Worksheet" have the students complete their notes.

- Slide 4 FRIENDSHIP a relationship between people who enjoy being together.
- Good friends are...
  - RELIABLE
  - FAITHFUL
  - EMPATHETIC
- Ask “What other qualities do good friends have?”

### *Step 3*

- Slide 5 Ask “What makes a bully...a bully?” “What about teasing or taunting?” Discuss if teasing and taunting are forms of bullying or in a separate category.
- Reveal and discuss that the definition of a bully is “someone who repeatedly and purposely seeks to cause harm.”

### *Step 4*

- Slide 6 Discuss and talk about taunting and teasing. Ask students if one is ‘better’ than the other and why.
- Ask again, are taunting and teasing forms of bullying?

### *Step 5*

- Slide 7 Watch the “For the Birds” video again.
- As before, ask “What’s going on here? Is this teasing? Taunting? Or something else?”
- Have students turn and talk before they discuss this as a class.

### *Step 6*

- Give each student the worksheet “For the Birds.”
- Reiterate that some of them may have different perspectives and answers to these questions, but they should spend time thinking about what they have learned and applying that appropriately.

### *Step 7*

- Slide 9 Ask the students why they think the large bird did not seem bothered by the little birds? You can point them back to their worksheet where a similar question was asked.

Point out that the large bird was confident in who he was (good self- esteem, self-worth) and he didn’t let his ‘feathers get ruffled.’

### *Step 8*

- Slide 10 Discuss perspective as it pertains to the large bird. What was his perspective on the situation? How did he view it? Did this help him deal with the rudeness of the little birds or did this hurt him? Why do you think that is?

### **References**

- Bronson, M.H. (2007). Glencoe Teen Health Course 1
- Exploring Your Mind –
  - <https://exploringyourmind.com/short-will-teach-charm-different/>
- Stacy Adams, Shaler Area Elementary School

### **Handout**

The next page includes a handout for the lesson. The handout is designed for print use only.



# for the birds



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Period: \_\_\_\_\_

## WRITING ASSIGNMENT:

In complete sentences answer the following questions based on the video "For the Birds."

1. Were the little birds bullying, taunting, or teasing? Explain why you feel that way.

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2. How did the large bird deal with the situation?

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3. How could any of the little birds handled the situation differently?

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4. Do you think the large bird should have laughed at the little bird when he lost all his feathers? Why or why not?

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