

Lesson Title: “DeBug” Class Book

Grade Level: 1st grade

Date: Tuesday, September 28th 2010

Time: 45 minutes

Grade Level Content Expectations:

- **S.CN.01.02:** explore and use language to communicate with a variety of audiences and for different purposes including making requests, solving problems, looking for solutions, constructing relationships and expressing courtesies.
- **1-C5.0.1:** Describe some responsibilities people have at home and at school (eg. Taking care of oneself, respect for the rights of others, following rules, getting along with others)
- **1-C5.0.2:** Identify solutions in which people act as good citizens in the school community (eg. Thoughtful and effective participation in the school decisions, respect for the rights of others, respect for the rule of law...)
- **W.HW.01.01:** legibly write upper and lower case manuscript letters
- **Strand 4: Social and Emotional Health—Standard 6: Decision Making**
4.5-4.7: Describe characteristics of people who can help make decisions and solve problems. Explain the decision making and problem solving steps. Apply the steps to making a decision or solving a problem.

Objectives

Students will be able to classify a situation where the *DeBug System* should be appropriately used.

Students will be able to apply the *DeBug System* in real life situations

Students will be able to design a personal narrative that reflects on a situation that “bugs” them.

Materials

Easel

DeBug “poster”

DeBug page

Piece of clothing that is not owned by any of the students (scarf)

Anticipatory Setting

Most students are familiar with the *DeBug System* and have recited the steps in multiple situations in the first couple of weeks of school. Only a few of the students know all five steps of the *DeBug System* and none of the students have written about certain situations that may “bug” them.

Attention Getter

All students will sit on the carpet. I will tell the students that we are going to talk about what to do when people are not nice to them. Ask the students to describe what a “bully” is.

Introduction

Some students already know the five steps to the *DeBug System*, so I will review for the students who do not know by calling on students who know the steps (in order). The *DeBug System* poster will be displayed on the easel.

Procedure

The students and I will create a drama. I will ask for three volunteers: a “bully”, an adult, and someone who is being picked on by the bully. For this drama, I have brought in a scarf for one student to wear. I will tell the ‘bully’ that in this drama they are allowed to make fun of the other person’s scarf as much as they want. If the person being picked on does not remember the next step of the *DeBug System*, I will call on someone in the group to give the next step. The object of the drama is to see how the five steps of the *DeBug System* works in real life. At the end of the drama, depending on time, we may have another group of three create another drama. Reinforce another rule of the *DeBug System*: If a student hurts or threatens you, go directly to step #5. Also, ask students what they should do if they see one of their peers being picked on by a bully. (Help them follow the *DeBug System* steps) Wrap up the discussion with questions about the *DeBug System* and ask the students if they have any questions of their own.

Introduce the class book page “_____ said, “It bugs me when....” Model an example for the students. Ask questions pertaining to penmanship and illustrations to reinforce an appropriate design for the class book. Tell them...“This will be a published piece of work, so spelling is important—write your name on the line, think about what bugs you, and we will come around to write out your idea on a piece of paper so you may be able to copy from it.”

Independent Practice

Students will return to their desks. Paper passers will pass out the book page, as my cooperating teacher and I will walk around the room and monitor the students as well as writing their ideas down on scrap pieces of paper.

Assessment

I will assess the students on effort and observation. If students need more time to complete their work, time will be allotted in the afternoon.