

Health/Guidance
Unit 1: Bullying Prevention

<p style="text-align: center;">Essential Understandings</p>	<ul style="list-style-type: none"> -Certain physical and psychological behaviors constitute bullying. -There are appropriate responses to bullying behavior.
<p style="text-align: center;">Essential Questions</p>	<ul style="list-style-type: none"> - What is bullying? - Why might people bully? - What are appropriate personal responses to a bullying situation? - Where and when can bullying behavior happen? - What resources are available to assist students?
<p style="text-align: center;">Essential Knowledge</p>	<ul style="list-style-type: none"> - There are differences between bullying behavior and teasing behavior - Appropriate responses and actions to bullying behavior can prevent injury to self and to others. - A variety of school resources are available to students.
<p style="text-align: center;">Vocabulary/Content</p>	<p>bully, bystander, teasing, courage, welcome and unwelcome behavior, safe, healthy, trusted adults, school and community health helpers, personal health risk, needs, wants, feelings, verbal and non-verbal communication, assistance, personal health behaviors, appropriate use of social media</p>
<p style="text-align: center;">Essential Skills</p>	<ul style="list-style-type: none"> - Use appropriate communication skills to ask for help when needed - Identify situations requiring adult professional help - Demonstrate how to communicate positively in conflict and bullying situations - Identify factors that impact personal safety and well-being(bullying) - Demonstrate an awareness of the necessity of reporting bullying behavior to school personnel as soon as possible - Identify resource people in school and community and how to seek their help in a bullying situation

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ASCA Concepts	Use communication skills to know when and how to ask for help when needed Learn about the difference between appropriate and inappropriate physical contact Demonstrate the ability to set boundaries and rights Differentiate between situations requiring peer support and situations requiring adult professional help Identify resource people in the school and community, and know how to seek their help Apply effective problem solving and decision making skills to make safe and healthy choices Demonstrate personal safety skills Demonstrate advocacy skills and ability to assert self, when necessary Health A.4 Students describe ways a safe and healthy school and community environment can promote personal health B.1 Students identify trusted adults and professionals who can help promote health. B.2. Students identify ways to locate school and community health helpers C 2 Students demonstrate a variety of behaviors to avoid or reduce personal health risks D. 1 b Identify what the school can do to support personal health practices and behaviors E1.a Demonstrate healthy ways to express needs, wants and feelings, E1b Distinguish between verbal and nonverbal communication E1c make requests to promote personal health E2 Students encourage others to make positive health choices F.1a Differentiate between situations when health-related decisions can appropriately be made by the individual and when assistance is needed.
Related Maine Learning Results	
Sample Lessons And Activities	Read and discuss <i>The Recess Queen</i> by O’Neil Create T chart comparing teasing and bullying. Create school and bus maps with students noting areas where students felt safe and unsafe. Discuss and problem-solve findings with students.

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<p>Sample Classroom Assessment Methods</p>	<p>Students demonstrate understanding of appropriate language and actions during role plays and discussion. Students identify what constitutes bullying behavior and be able to name safe adults to report bullying situations. Create school and bus maps with students noting areas where students felt safe and unsafe. Discuss and problem - solve findings with students.</p>
<p>Sample Resources</p>	<p><i>Big Deals and Little Deals and What to do When They Happen to You</i> by Kim Edminster <i>The Recess Queen</i> by O'Neil <i>Bully Proofing Your School</i> by Garrity <i>Stand Tall Molly Lou Melon</i> by Patty Lovell <i>King of the Playground</i> by Phyliss Naylor <i>Chrysanthemum</i> by Kevin Henkes <i>Oliver Button is a Sissy</i> by Tomie Depaola CD <i>Big Deals and Little Deals and What to do When They Happen to You</i> by Kim Edminster <i>Quit It</i> by Froschl, Sprung, and Mullin-Rindler Educational Equity Concepts, Inc.</p>