

Health/Guidance
Unit 2: Bullying Prevention

Essential Understandings	<ul style="list-style-type: none"> -Certain physical and psychological behaviors constitute bullying. -There are appropriate responses to bullying behavior.
Essential Questions	<ul style="list-style-type: none"> - What is bullying? - Why might people bully? - What are personal responses to a bullying situation? - Where and when can bullying behavior happen? - What resources are available to assist students?
Essential Knowledge	<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 and community resources are available to students.
Vocabulary/Content	<p>bully, bystander, teasing, courage stereotypes, welcome and unwelcome behavior , valid health information, strategies, threatening situations, peers, culture, non-violent, healthy options, assertiveness skills, healthy environment, appropriate use of social media</p>
Essential Skills	<p>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 the communication skills necessary to 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</p>

Health/Guidance
Unit 2: Bullying Prevention

ASCA Concepts	<p>Use communication skills to know when and how to ask for help when needed</p> <p>Learn about the difference between appropriate and inappropriate physical contact</p> <p>Demonstrate the ability to set boundaries and rights</p> <p>Differentiate between situations requiring peer support and situations requiring adult professional help</p> <p>Identify resource people in the school and community, and know how to seek their help</p> <p>Apply effective problem solving and decision making skills to make safe and healthy choices</p> <p>Demonstrate personal safety skills</p> <p>Demonstrate advocacy skills and ability to assert self when necessary</p>
Related Maine Learning Results	<p>Health</p> <p>A.4 Students describe ways a safe and healthy school and community environment can promote personal health</p> <p>B.1 Students identify characteristics of valid health information, products, and services</p> <p>B.2. Students locate resources from home, school, and the community that provide valid health information,</p> <p>C 2a Students demonstrate healthy and safe ways to recognize, deal with, or avoid threatening situations</p> <p>C 2b Develop injury prevention and safety strategies for personal health.</p> <p>D. 1 b Describe how peers and culture can influence health practices and behaviors</p> <p>E1b Demonstrate effective verbal and non-verbal communication skills including assertiveness skills to enhance health</p> <p>E1c Demonstrate how to ask for assistance to enhance personal health</p> <p>E1e Demonstrate non-violent strategies to manage or resolve conflict</p> <p>E2 Students encourage others to make positive health choices</p> <p>F.1.b List healthy options to health-related issues or problems and predict the potential outcomes of each option when making a health – related decision</p>

Health/Guidance
Unit 2: Bullying Prevention

<p>Sample Lessons And Activities</p>	<p>Read and discuss <u>Say Something</u> by Peggy Moss</p> <p>Counselor facilitated student generated role plays</p> <p>Write a skit demonstrating a playground issue and its safe resolution. 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 Classroom Assessment Methods</p>	<p>Students will demonstrate understanding of appropriate language and actions during role plays and discussion.</p> <p>Students will be able identify what constitutes bullying behavior and be able to name safe adults to report bullying situations.</p> <p>Teacher feedback and reports</p>
<p>Sample Resources</p>	<p>Publications:</p> <p><i>Say Something</i> by Peggy Moss</p> <p><i>Bully Proofing your School</i> by Garrity</p> <p><i>Don't Laugh at Me</i> by Peter Yarrow and Educators for Social Responsibility</p> <p><i>Quit It</i> by Froschl</p> <p><i>Bullying at School</i> by Dan Olweus</p> <p><i>The ABC's of Bullying Prevention</i> by Kenneth Shore</p> <p><i>Real Kids :What we Learned About Bullying</i> video grades 2-4 by Sunburst</p>