Unit 2: Recognize, Refuse and Report Bullying

Content Area: **Guidance**
Course(s): **21st Century Skills**
Time Period: **Generic Time Period**
Length: **6 Weeks**
Status: **Published**

Unit Overview

In order to prevent bullying in schools, students must learn to recognize, refuse and report bullying incidents. They must correctly define bullying behaviors and distinguish them from conflict. Using assertive behaviors is one way for students to cope with a bullying situation. Refusal skills help students to express their feelings in a strong, clear, respectful way. Students will learn that when refusing doesn't work or when a student's safety is at issue, it is necessary to report bullying. In this unit, students will learn how to recognize bullying, will practice assertive refusal skills, and will list the key elements of a bully report.

Standards

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Essential Questions

- What is bullying?
- How can I handle bullies?
- What is assertive behavior and how will it help me?
- What is the difference between tattling and reporting?
- When should I report a bully?

Application of Knowledge and Skills...

Students will know...

- how to identify situations in which it is safe to refuse bullying
- how to recognize bullying behaviors
- that standing up for oneself is being assertive
- the definition of bullying
- the difference between tattling and reporting

Students will be skilled at...

- a. define bullying behaviors as unfair, one-sided, frightening, threatening or isolating
- b. identify bullying behaviors within a given context
- c. practice assertive behaviors in the face of peer pressure
- d. evaluate situations to decide whether it is safe to refuse bullying
- e. identify situations which must be reported immediately
- f. distinguish tattling from reporting

Assessments

- Unit Pre-test: What is Bullying and What Do We Do about it? Diagnostic: Other written assessments Students will respond to a multiple-choice and true/false written pre-test that assesses their knowledge of bullying behaviors, how they respond to these behaviors, and their understanding of the need to report them.
- Bullying and Television: How Often Do You See Bullying? Formative: Running Record This writing will assess students' knowledge of recognizing bullying behaviors. Students will share their results in class and will discuss the possible effects the behaviors have on younger students as well as on their peers.
- Standing up for Myself against Bullying Formative: Dramatization To assess student's refusal skills, students will create puppet plays using given bullying scenarios. Puppets will dramatize assertiveness skills.
- Unit Test: Recognize, Refuse and Report Bullying Summative: Written Test A written assessment will evaluate students' ability to define bullying and to recognize bullying behaviors in given situations; to list refusal skills; to distinguish safe from unsafe situations; to distinguish tattling from reporting; to list the five "W's" of reporting.

Activities

- What is Bullying?: Students will define bullying as unfair, one-sided and purposely hurtful, frightening, and isolating. They will identify bullying in given scenarios.
- Standing Up for Yourself by Being Assertive: Students will create puppet plays using given scenarios to demonstrate assertiveness skills.

- Refusing to Be Bullied: Students will evaluate given situations for safety to refuse. They will distinguish between assertive and aggressive responses and the consequences of each to a bullying situation.
- Reporting Bullying: Students will identify situations, which must be reported immediately; will list the five "W's" of a report; will distinguish tattling from reporting in given written and visual scenarios.

Activities to Differentiate Instruction

- modified tests
- modified performance rubrics
- study guides
- puppet play scripts

Integrated/Cross-Disciplinary Instruction

- Language Arts/Performing Arts/Visual Arts: Students create a puppet show of a favorite fairy tale in which characters display assertive behaviors, even if they didn't in the original story. For example, how might the Three Little Pigs stand up to the Big Bad Wolf? Students will share their puppet show with younger students.
- Social Studies: Create a class data chart of bullying behaviors that occur in favorite T.V. shows. Students will identify the title of the show, date of the episode, and the number of bullying incidents occurring during the show.

Resources

Committee for Children's; Steps to Respect: A Bully Prevention Curriculum

- photo cards: B, C, D, E
- video: "What to Do about Bullying"
- Handouts: *Bully Detectives*, *Role Plays*
- Posters 3, 4, 5