Unit 4: Refusing Bullying

Content Area: **Guidance**
Course(s): **21st Century Skills**
Time Period: **Generic Time Period**
Length: **3 Weeks**
Status: **Published**

Unit Overview

Students will learn when to refuse bullying safely and how to be assertive. Students will learn the acronym, *B-E-S-T*, and will utilize it to demonstrate assertiveness skills through a body language approach. They will understand that teasing and rumors are forms of bullying in which all students must take responsibility for stopping the behavior to support the target.

Standards

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
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

- When can bullying be refused safely?
- Are rumors considered bullying even if they are good?
- What are the connections between teasing and bullying?

Application of Knowledge and Skills...

Students will know...

- appropriate techniques to resolve conflict, bullying, harassment, intimidation, and alternate aggression.
- how to safely respond to bullying and aggressive behavior.
- that they have the right and responsibility to safely respond to offensive and/or bullying behaviors.

- the distinction between an aggressive and an assertive response.

Students will be able to...

- a. compare and contrast aggression and assertiveness.
- b. role-play an assertive response using the B-E-S-T model to fit various types of offensive scenarios: conflict, bullying, harassment, intimidation, and alternate aggression.
- c. evaluate situations to determine if a response is safe.

Assessments

- Refusing Bullies Pre-Test Diagnostic: Instructional/Assessment Focus A series of questions designed to gauge students' knowledge regarding how to refuse bullies and counteract their tactics.
- Rumor Writing Sample Summative: Expository Essay An essay chronicling rumors and the proposed justification behind many of them.
- Refusing Bullying Test Formative: Written Test In a "Word Splash", students will identify the skills necessary to safely respond to bullying. They will list the specific situations in which their safety could be compromised and refusal should not occur.

Activities

- Safety Packet: A collection of photo ID cards, transparencies, and handouts to help students understand how to safely refuse bullies, including the five safety issues students must consider before refusing bullies.
- B-E-S-T Poster and Handout: Students define and organize thoughts on bullying.
- Refusal Scenarios: Student-created and presented scenarios that depict bullying and how to safely confront it.
- Bumper Sticker Fun: Students design a bumper sticker with a clever slogan that encourages students to stand up to bullying.
- Rumors, Rumors: After viewing the "Stop Saying Those Things" video and transparencies, students define rumors, how they affect others, and how to recognize and to refuse rumor blocks.
- Rumor Block Role-Play: Students create, demonstrate, and evaluate their own rumor blocks and how to refuse them.

Activities to Differentiate Instruction

- Performance tasks are assessed using B-E-S-T as the rubric. A modified rubric will be used for students with special needs.
- Provide detailed study-guides and modify tests for the appropriate learners.

Integrated/Cross-Disciplinary Instruction

Performing Arts connection: Students enhance performance skills during role-play activities and study about how the media portrays bullying today.

Resources

- Teacher-created handouts, worksheets, and instructional packets
- Bullying Posters: *The 3 R's of Bullying* and *B-E-S-T*
- Safety Issues Photo Cards
- Idea Magazine: 6 (pg. 85), 8 (pg. 95)
- "Stop Saying Those Things" Video