Unit 4: Reporting Bullying

Content Area: **Guidance**
Course(s): **21st Century Skills**
Time Period: **Marking Period 2**
Length: **2 Weeks**
Status: **Published**

Unit Overview

To continue to improve the reporting skills students learned, they will review and reinforce those skills in role-play scenarios. Considering their safety first, students will determine whether they may refuse or must report a situation immediately. They will use the five "W's" to make a confidential report. Students will understand that by reporting, they have a vested interest in stopping the bullying problem in their school and home communities. Reporting is a life skill students can use when they face a situation that calls for immediate action and intervention from appropriate authorities.

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.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Essential Questions

- When should a report be made concerning alternate aggression?
- Why should I report a friend's offensive behavior?
- Why is reporting considered a life skill?

Application of Knowledge and Skills...

Students will know...

- how to distinguish refusal from reporting by reviewing the safety concerns for responding
- that reporting offers a solution to the bullying problem
- the need to make a report immediately when someone is unsafe

Students will be skilled at...

- a. compare and contrast reporting and tattling
- b. using the B-E-S-T model, role-play an assertive response to various types of offensive scenarios: conflict, bullying, harassment, intimidation, and alternate aggression
- c. role-play a confidential report to a trusted adult
- d. evaluate situations to determine if a response is safe or if a report must be made

Assessments

- Unit Pre-Test Diagnostic: Other written assessments Students will be asked to list the 5 "W's" necessary when filing a bully report. They will be asked to distinguish a bully report from a harassment report.
- Refusing vs. Reporting Formative: Other written assessments Given specific bullying situations (worksheet form), students will determine if they are able to refuse or need to report. They will have to evaluate each scenario for safety concerns.
- Reporting Bullying Summative: Dramatization Students will demonstrate through role-plays how to report bullying. Working in pairs, they will role-play the essential parts of a report: when to report, to whom to report, and the 5 "W's" of reporting. They will identify who the bully is, what he/she is doing, where and when the bullying is happening, and the witnesses to each event.

Activities

- Try Three, Then Come to Me! Students will distinguish situations where the need to report is necessary from those where refusing will work. They will evaluate situations that are not safe to refuse. They will review the three types of assertive behaviors they can use to refuse a bully.
- The Five "W's" of Reporting: Students will review the five words that will help them to report a bully: who, what, where, when, witness. They will identify each in given role-play scenarios.
- Reporting Role-Plays: Students will work in pairs to dramatize a reporting scenario. They will evaluate the situation for the type of bullying (face-to-face, behind-the-back, or harassment), safety concerns, and feasibility of refusal. They will decide when, where and to whom to report. They will recite the five "W's" of the report process.

Activities to Differentiate Instruction

- modified performance rubric
- teacher modeling for assistance in role-plays

Integrated/Cross-Disciplinary Instruction

Performing Arts: Students will reinforce acting and public-speaking skills.

Resources

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

- role-plays
- transparencies
- worksheets

Teacher-made rubrics and role plays scenarios