Unit 3: Refusing Bullying

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

Unit Overview

Refusal skills empower a target to address bullying individually. In this unit, students will review and reinforce assertiveness skills. Using the acronym, *B-E-S-T*, students will demonstrate assertiveness skills through a body-language approach. Students will broaden this response from bullying to any offensive behavior from peers, whether the behavior is intentional or not. They will use language appropriate to each situation: conflict, bullying, intimidation, harassment, or alternate aggression. As a consequence of this unit, students will differentiate conflict from aggression and aggression from bullying; and they will respond accordingly using the *B-E-S-T* model. They will understand that assertiveness training is a life skill they can call upon at any time to address all forms of aggressive behavior. Assertiveness is neither aggressive nor passive, but it is necessary in building a sense of respect for and responsibility to oneself.

Standards

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
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

- What is aggressive behavior?
- Is ignoring aggressive behavior sufficient for it to stop?
- How does bullying differ from aggressive behavior?
- How does assertiveness differ from aggression?
- What is a life skill?
- How do I respond to bullying or aggressive behavior?

Application of Knowledge and Skills...

Students will know...

- how to respond to conflict, bullying, intimidation, harassment and alternate aggression
- 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
- when to safely respond to bullying and aggressive behavior

Students will be know that...

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

Assessments

- Unit Pre-test Diagnostic: Other written assessments Students will respond in short-answer form to questions: Do I have the right to refuse bullying? What are the skills necessary to refuse bullying?
- How to Safely Respond to Bullying Formative: Dramatization Students will be given role-plays to perform. In their specific assignment, they will respond to the bully by demonstrating assertiveness skills.
- How to Safely Respond to Alternate Aggression Formative: Dramatization Given specific role-play scenarios, students will demonstrate the use of assertiveness skills in responding to behind-the-back bullying and alternate aggression.
- Unit Test Summative: Other oral assessments In a "Word Splash", students will orally respond to demonstrate the skills necessary to safely respond to bullying. They will list the specific situations in which their safety is compromised and refusal should not occur.

Activities

- Safety is the Top Priority: Working in groups using a worksheet, students will identify the five situations in which personal safety is a concern and they should not refuse, but report, a bullying incident.
- Is it Bullying or Harassment? Students will distinguish bullying scenarios from harassment. They will determine how to respond to given scenarios.
- Using my *B-E-S-T* Assertive Self to Refuse Bullying: Once they determine their personal safety, students will use the acronym, *B-E-S-T,* to demonstrate assertiveness skills in response to bullying, harassment, intimidation, and alternate aggression. They will role-play given scenarios.

Activities to Differentiate Instruction

- Modified rubrics for performance assessments
- Teacher/student pairs for performance assessments

Integrated/Cross-Disciplinary Instruction

- Performing Arts: Students will reinforce acting and public speaking skills.
- History/Social Studies: Students will identify Dr. Martin Luther King, Jr. as a historical figure who led peaceful resistance to/demonstrations against laws of segregation. They will recognize his efforts using peaceful means in combating inequality, resolving conflict, and initiating laws against harassment.

Resources

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

- parent letters
- photo cards
- role-plays

Teacher-made role-plays and rubrics for performance assessments.

Teacher-made PowerPoint on alternate aggression.