Harassment, Intimidation, Bullying (HIB)

Content Area: **Health & Phys Ed**
Course(s): **HEALTH 1**
Time Period: **Semester 1**
Length: **2 weeks**
Status: **Published**

Assessments

https://docs.google.com/document/d/1z90hu2-lCXoUTewriJPJTl5846tUuXMFSuMHD8is0yI/edit

Standards

2.1.12.SSH.1	Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.
2.1.12.SSH.2	Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.
2.1.12.SSH.3	Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.
2.1.12.SSH.4	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).
2.1.12.SSH.9	Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.

Essential Questions

1. What are the differences between harassment, intimidation, and bullying?

2. How can HIB impact the emotional, social and physical wellness of an individual?

3. What are the policies at Watchung Hills for HIB?

Enduring Understanding

1. In today's society, there is an increase in harassment, intimidation, and bullying (HIB). ***HE.9-12.2.1.12.EH*** *- Emotional Health - [Core Idea] - Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.*

2. HIB occurs in many different types of environment. ***HE.9-12.2.1.12.PGD*** *- Personal Growth and Development- [Core Idea] - The decisions one makes can influence an individual's growth and development in all dimensions of wellness.*

3. Victims of HIB can come from all different ethnicities, cultures, ages, genders, and religions. ***HE.9-12.2.1.12.SSH*** *- [Core Idea] - There are many factors that influence how we feel about ourselves and the decisions that we make.*

4. There can be lifelong ramifications for both the offender and victim. ***HE.9-12.2.1.12.EH*** *- Emotional Health - [Core Idea] - Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.*

Knowledge and Skills

Performance expectations are:

- Define harassment, intimidation, and bullying. ***HE.9-12.2.1.12.EH. SSH.1***
- Identify examples of HIB. ***HE.9-12.2.1.12.EH. SSH.1***
- Explain the harmful effects of HIB and discuss how they can eliminate it as an Upstander. ***HE.9-12.2.1.12. SSH.4***
- Identify and explain the difference between quid-pro-quo and hostile environment sexual harassment. ***HE.9-12.2.1.12. SSH.9***
- Understand the dangers of HIB in the school, workplace, and online environment. ***HE.9-12.2.1.12.EH. SSH.1***
- Determine resources available for HIB. ***HE.9-12.2.1.12.EH. SSH.2***

Transfer Goals

1. Students will be able to independently understand the strategies and resources involving the many aspects of harassment, intimidation and bullying.

2. Students will be able to independently understand the behavioral expectations as outlined in the Watchung Hills HIB policy.

3. Studentst will be able to differentiate between a possible hostile environment and a qui-pro-quo situation.

Resources

May include speakers from the following organizations:

- Minding Your Mind Guest Speaker - https://mindingyourmind.org/
- GSA club presentation - https://www.whrhs.org/co-curricular/clubsactivities-2/social-justice/gender-and-sexuality-alliance-gsa
- WH Diversity Club - https://www.whrhs.org/co-curricular/clubsactivities-2/public-service/diversity-club
- WHRHS SAC counselors

- Mosaic Counseling

Modifications for Diverse Learners

https://docs.google.com/document/d/1cUIE1QRfV7jJNjgU2NdcW1x91UAyDENe/edit