

# Bully Busting

Content Area: **Social Studies**  
Course(s): **Social Studies K**  
Time Period: **Semester 1**  
Length: **1 Lesson Per Month Sept-Feb**  
Status: **Published**

## Unit Summary

In this unit, students will become familiar with the term bully. They will be able to independently identify and address bullying in safe and effective ways. Students will be able to distinguish between bullying and normal conflict. This unit will address aggressive, passive, and assertive behavior as well as the power of using "I Messages" to effectively communicate needs and address conflict. Students will also learn to distinguish between telling and tattling. This unit will equip student with knowledge of bystander strategies and how to support peers while also introducing students to "Win/Win guidelines".

## Standards

SJ.4	Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
SJ.6	Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
SJ.9	Students will respond to diversity by building empathy, respect, understanding and connection.
SJ.12	Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
SJ.16	Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
SJ.17	Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
SJ.18	Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
SJ.19	Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
SJ.20	Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.
SJ.AC.K-2.16	I care about those who are treated unfairly.
SJ.AC.K-2.17	I can and will do something when I see unfairness—this includes telling an adult.
SJ.AC.K-2.18	I will say something or tell an adult if someone is being hurtful, and will do my part to be kind even if I don't like something they say or do.
SJ.AC.K-2.19	I will speak up or do something if people are being unfair, even if my friends do not.
SJ.AC.K-2.20	I will join with classmates to make our classroom fair for everyone.
SJ.DI.K-2.6	I like being around people who are like me and different from me, and I can be friendly to everyone.
SJ.DI.K-2.9	I know everyone has feelings, and I want to get along with people who are similar to and different from me.
SJ.ID.K-2.4	I can feel good about myself without being mean or making other people feel bad.

SJ.JU.K-2.12	I know when people are treated unfairly.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
TECH.8.1.2.A.CS1	Understand and use technology systems.
TECH.8.1.2.A.CS2	Select and use applications effectively and productively.

## Student Learning Objectives

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Students will be learn to...

- define bullying.
- recognize the difference between bullying and normal conflict.
- recognize aggressive, passive and assertive behavior.
- use "I" messages.
- recognize the difference between telling and tattling.
- determine when telling is an appropriate action.
- recognize and employ bystander strategies.
- use the steps of Win/Win guidelines to solve normal conflict.

## Essential Questions

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- What is the difference between bullying and normal conflict?
- What can I do to stop bullying?

## Enduring Understandings

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Students will understand that...

- bullying involves an imbalance of power.
- individuals can use "I" messages and "Win-Win" strategies to stop bullying.

## Application

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Students will be able to independently use their learning to...

- recognize bullying and normal conflict.
- recognize aggressive, passive and assertive behavior.
- use "I" Messages to address and solve conflict.
- distinguish between telling and tattling
- recognize and employ bystander strategies
- use the win/win guidelines to solve normal conflict.

## Skills

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Students will be skilled at...

- defining bullying.
- recognizing the difference between bullying and normal conflict.
- recognizing aggressive, passive and assertive behavior.
- using "I" messages.
- recognizing the difference between telling and tattling.
- determining when telling is an appropriate action.
- recognizing and employing bystander strategies.
- being able to use the steps of Win/Win guidelines to solve normal conflict.