Unit 2: Bullying and Cyberbullying

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Sixth Grade Comprehensive Health

Unit 2: Bullying and Cyber Bullying

Belleville Board of Education

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Unit Overview

- Identify what a bully is.
- The different types of a bully and ways in which you can counteract bullying and diffuse any potential bullying situations.
- Ideologically, bullying is an extremely prevalent item into today's society, negatively effecting the lives of many students throughout the country.
- The idea of teaching this unit to our students allows them to analyze what to look for in a bully, ways in which a bully may target victims, as well as ways to stop ongoing incidents or incidents that may take play. Understanding items in this unit will allow student lifelong anti bullying skills, while understanding their surroundings.
- Topics: 1. Bullying and Harassment
- 2. Cyberbullying
- 3. Strategies to stop bullying
- 4. Promoting Safe Schools.
- Students will learn what bullying and harassment is.
- How one becomes a bully and how to stop bullying.
- Ultimately making their school or community safer. It is important for students to understand the several skills involved in removing themselves and others from certain bullying situations.

Enduring Understandings

- Define bullying and harassment.
- Explain how people become bullies and describes the effects of bullying.
- Show how cyberbullying differs from regular bullying and offers tips for protection from cyberbullying.
- Describes strategies for stopping bullying behavior.
- Identifies how to create a school environment that is safe from bullying.
- Students should understand that bullying is something that takes place in many settings and in many different ways.
- Bullying is not subject to just schools, but can take place in many situations with adults as well as children.
- Understand mechanisms to counter bullying, and determine a system for reporting bullying.
- Harassment: Verbal bullying, social bullying, physical bullying
- Cyberbullying: Persistent, Permanent, hard to notice
- Stopping Bullying: tell a trusted adult, intervene and get someone immediately, report serious situations to the proper attention, never assist the bully.

Essential Questions

- What are at least three negative effects of cyberbullying on the victim?
- Find ads in magazines or newspapers or on the Internet, and/or watch television commercials designed to stop bullying. How are the ads effective? How might the ads be more effective?
- Shayna is being teased repeatedly by Dejon. His sexual remarks bother her. She doesn't know what to do. What advice do you have for Shayna?
- What would you do to keep yourself safe walking home if you were worried about being bullied outside of school?
- Who can help prevent bullying in schools?
- What are three warning signs of being a bully?
- What are three things you can do to take a stand to stop the bullying if you do not feel safe being face-to-face with the bully?
- When Seth walks away from a fight, he hears his bully call him “chicken.” What should Seth do? Explain.
- Zoey recently moved from a different part of the country. She speaks with an accent that is different than that of the students in her new school. Kathy, a girl in her class, imitates Zoey’s accent, teasing her whenever she speaks. Kathy’s teasing really bothers Zoey. What should she do?

Exit Skills

By the End of Grade 6

Students will be able to:

- Define bullying and harassment
- Explain how people become bullies and describe the effects of bullying.
- Understand how cyberbullying differs from regular bullying and utilize tips for protection from cyberbullying.
- Use strategies for stopping bullying behavior.
- Be able to create a school environment that is safe from bullying.

New Jersey Student Learning Standards (NJSLS)

HPE.2.1.6.A	Personal Growth and Development
HPE.2.1.6.D	Safety
HPE.2.1.6.E	Social and Emotional Health
HPE.2.1.6.E.2	Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
HPE.2.2.6	All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
HPE.2.2.6.A	Interpersonal Communication
HPE.2.2.6.B	Decision-Making and Goal Setting
HPE.2.2.6.C	Character Development
HPE.2.2.6.E	Health Services and Information

Interdisciplinary Connections

MA.6.RP	Ratios and Proportional Relationships
SCI.MS	Structure and Properties of Matter
SCI.MS	Forces and Interactions
SOC.5-8.1.1	Chronological Thinking
SOC.5-8.1.3	Critical Thinking

Learning Objectives

- Define and identify bullying and harassment.
- Explain what a bystander is.
- Explain how people become bullies and understand the effects of bullying.
- Distinguish how cyberbullying differs from any other type of bullying, while utilizing tips for protection from cyberbullying.
- Formulate strategies for stopping bullying behavior.
- Design a school environment that is safe from bullying.

Suggested Activities & Best Practices

- Peer Assessments
- Large and Small group discussions
- Reading Strategy Analyzing a Graphic
- Reviews
- Research
- Writing Prompts

Evidence of Student Learning - Checking for Understanding (CFU)

- Exit Tickets
- Journals
- Think, Write, Pair, Share

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar

- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

- Teacher web–based search engines
- Audio/visual equipment

Ancillary Resources

- https://www.NewsELA.com
- https:// www.Brainpop.com
- https://www.KidsHealth.org
- https://www.shapeamerica.org
- https://www.cdc.gov

Technology Infusion

- Smart TV
- Chromebook
- Television-Videos/DVD

Alignment to 21st Century Skills & Technology

Mastery and infusion of 21st Century Skills & Technology and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts
- Mathematics
- Science and Scientific Inquiry (Next Generation)
- World languages
- Technology- Smart Board
- Visual and Performing Arts

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

21st Century Skills/Interdisciplinary Themes

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy

- Life and Career Skills
- Media Literacy

21st Century Skills

- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communication, and Technology) Literacy
- Life Skills
- Creativity and Innovation
- Critical Thinking and Problem Solving

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Extra time to complete assignments.
- Games and Tournaments.
- Goal Setting with students.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions

- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share

- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Intervention Strategies

- Tutoring by Peers.
- Using videos, illustrations, pictures, and drawings to explain or clarify.
- Using authentic assessments with real-life problem-solving.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Special Education Learning

- Additional time for skill mastery.
- Assistive technology
- Center-based Instruction.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Tutoring by peers.
- Decreasing the amount of workpresented or required.
- Providing study guides.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif

- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: