Unit 3 Bullying/Cyber Bullying

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Comprehensive Health, Grade 7

Bullying and CyberBullying

Belleville Board of Education

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Unit Overview

- The theme of this unit is to understand 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 Understanding

- Defines bullying and harassment, explains how people become bullies, and describes the effects of

bullying. Shows 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. They need to understand mechanisms to counter bullying, and determine a system for reporting bullying.
- Harassment: Verbal bullying, social bullying, physical bullying
- Students should understand the extent of bullying and how it greatly affects members of the LGBTQ community

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.

- ELA, Social Studies. Bullying is not something that just happens with kids and teens but also in adult situations. Taking what students may have learned about bullying, and ways to stop bullying into their adult life can prove to be extremely beneficial. If put in a position of authority, it is extremely important to remember strategies to stop these situations, as one day students can be the adult intervening and bringing the incident to the proper attention.
- **Class Discussion** -- Ask students to complete the Guided Notes questions or use them to lead a class discussion. Guided Notes are found in the ConnectEd student site by clicking on "Notebook" (at the top of the screen) and selecting "Guided Notes."

Health eSpotlight Video Instruct students to watch the video and answer the questions in the Lesson Resources panel. Lead a class discussion asking:

Foldable or Study Organizer Students are instructed to create a Foldable for the Lesson and a study organizer for all additional lessons.

Health Skills Activity Ask students to go onto the Internet to find ways they can be good citizens in their community. Students should pick one activity and describe the activity and what’s required of the volunteers.

- Students should consistently revisit the strategies in identifying the bully throughout their lifetime. Students should also revisit the several key ways to reduce bullying or stop a bullying situation.

Essential Questions

1. What are at least three negative effects of cyberbullying on the victim?
2. 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?
3. 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?
4. What would you do to keep yourself safe walking home if you were worried about being bullied outside of school?
5. Who can help prevent bullying in schools?
6. What are three warning signs of being a bully?
7. 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?
8. When Seth walks away from a fight, he hears his bully call him “chicken.” What should Seth do? Explain.
9. 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?
10. Why are members or the LGBTQ community more frequently bullied and how can we as a school fix this?

Exit Skills

By the end of Grade 7, Comprehensive Health Unit 3, the student should 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)

2.1.8.EH.1	Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
2.1.8.SSH.1	Differentiate between gender identity, gender expression and sexual orientation.
2.1.8.SSH.2	Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.
2.1.8.SSH.5	Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
2.1.8.SSH.6	Examine how culture influences the way families cope with traumatic situations, crisis, and change.

Interdisciplinary Connections

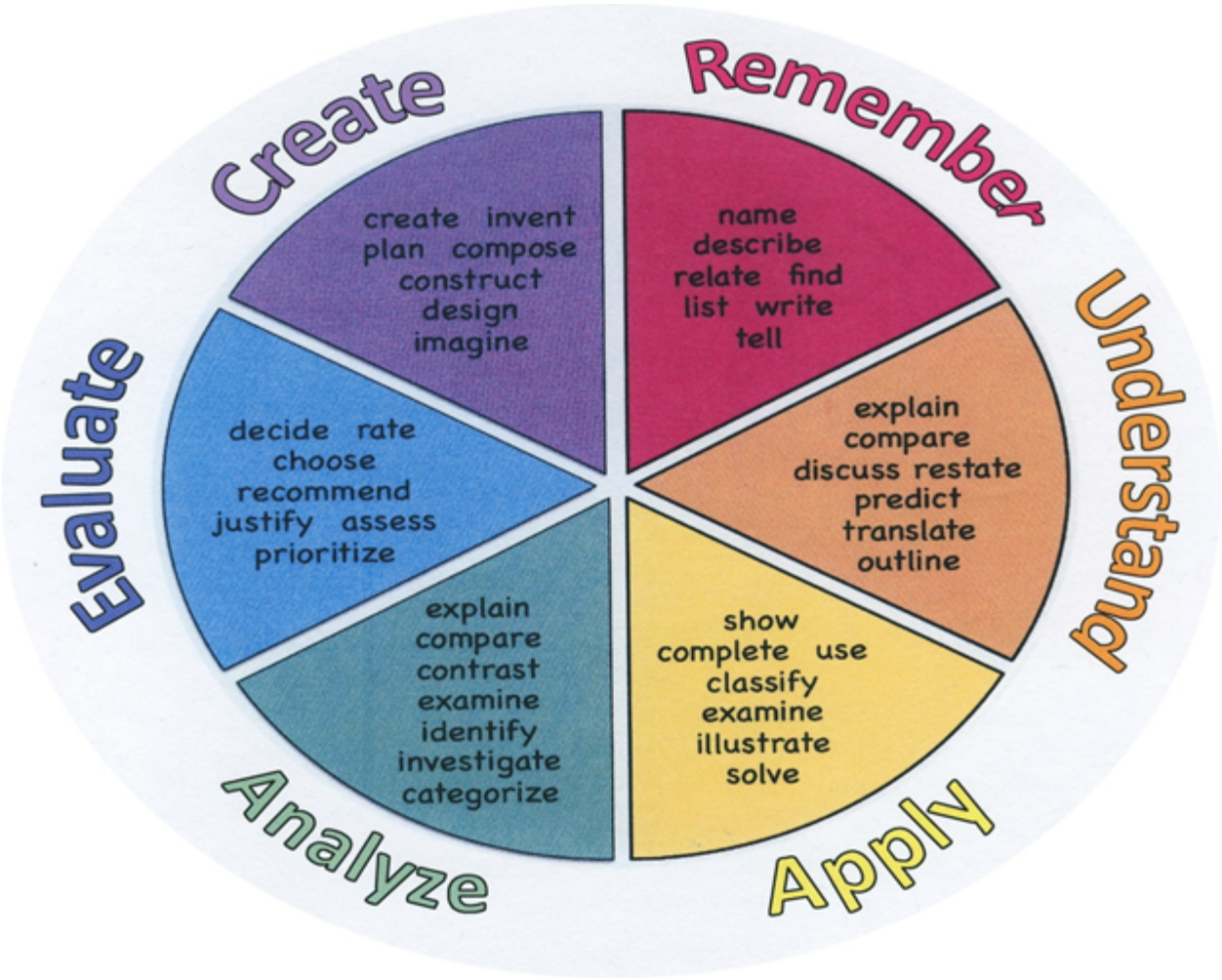
- ELA
- Science
- Social Studies

LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Learning Objectives

1. Students will be able to label bullying and harassment, explain how people become bullies, and understand the effects of bullying.
2. Students will be able to Distinguish how cyberbullying differs from any other type of bullying, while utilizing tips for protection from cyberbullying.
3. Students will be able to Formulate strategies for stopping bullying behavior
4. Students will be able to design a school environment that is safe from bullying

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

- Lesson 1: **Critical Thinking What is harassment?** Lead a class discussion asking students to describe how they can respond to harassment. [Sample answer: *Tell the person to stop, use an assertive communications style, tell parents, guardians, or other adults*.] Ask students if they can add anything to the list. Create a poster that can be hung in the classroom reminding students how they can respond to harassment.
- Lesson 2: **Critical Thinking Understanding Cyberbullies** Lead a class discussion asking students to describe why it is difficult to avoid or ignore cyberbullies when they attack and why might it be difficult to identify a cyberbully? [Sample answer: *Cyberbullies send messages anonymously to large groups of people. Those people may then repeat the hurtful messages*.]
- Lesson 3: **Reading Strategy Analyzing a Graphic** Have students reduce the rules in the Do's and Don'ts list on Screen 1 to a few general principles that they can remember with an acronym. For example, the acronym **CASE** refers to: **C**ontrol your anger. **A**ct toward the other person as you want the other person to act toward you. **S**ee things from the other person's point of view. **E**xit if things get

out of hand.

- Lesson 4: **Health Skills Practice Advocacy** Divide the class into two groups. Have one group develop a plan to promote a safe school by preventing and stopping bullying. Ask the other group to develop a plan to promote a safe school by preventing and stopping cyberbullying. Remind students to include the strategies they have learned in while reading chapter. When the two plans are complete, ask each group to review the plan of the other group to look for overlapping strategies. Remind students that bullying and cyberbullying may take different approaches, but have many similar strategies.

Assessment Evidence - Checking for Understanding (CFU)

Do Now-formative assessment

Unit test-summative assessment

Written reports-alternate assessment

Create a Multimedia poster-benchmark assessment

- Audio Summaries
- Hands-On Health
- Study Aids
- Chapter Tests
- eAssessment
- Enrichment Activities
- Reteaching Activities
- Cross Curriculum Activities
- Decision-Making Activities
- Health Labs
- Homework
- Exit Slips
- Admit Slips
- Do Now’s

- Projects

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share

- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Glencoe Health Textbook

Ancillary Resources

- NewsELA
- Brainpop
- KidsHealth.org
- Google Classroom
- McGraw Hill Connect Ed

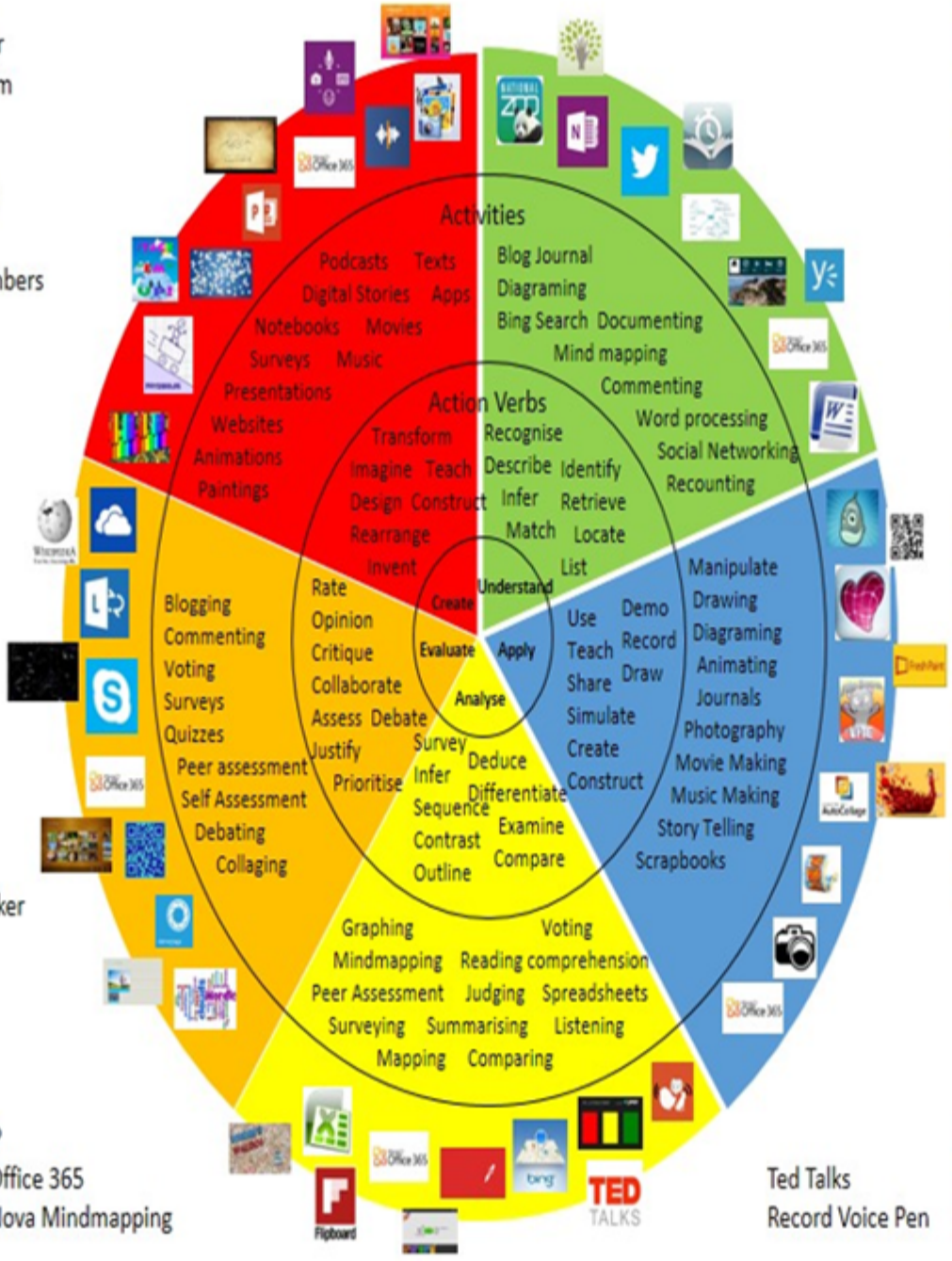
Technology Infusion

- Microsoft Office365
- Google Classroom
- YouTube

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel
Flipboard
Office 365
Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

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);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.

21st Century Skills/Interdisciplinary Themes

Media Literacy
Life and career skills
Critical Thinking and problem solving

- 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

Health Literacy

Environmental Literacy

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

- Health Literacy

Differentiation

Audio Summaries Encourage students to listen to the audio summaries for each lesson to review the lesson content. Audio summaries are available in English and Spanish.

Hands-On Health Click on the Project Center tab in the navigation bar. Select Hands-On Health, and then select the activity for the current chapter for more information and an activity rubric.

Study Aids Direct students to use the Foldable® to review the content of Lesson 1 and the study organizers for all other lessons.

Chapter Assessment Instruct students to click on the Assessment tab on the navigation bar, and type their answers into the answer boxes, then click SAVE.

eAssessment In the Teacher Center, click on the Assess tab in the navigation bar. Click on the McGraw-Hill Assessment title, and follow the instructions to create a new test or question set.

Enrichment Activities These activities are designed to extend the concepts introduced in the student textbook. They are recommended for use with students showing a high degree of mastery of the health concepts and skills developed in each lesson. Enrichment activities challenge the students to apply the knowledge and critical thinking skills, analyze situations, and resolve problems presented in case studies.

Reteaching Activities The reteaching activities are recommended for use with students who need additional help learning the concepts presented in the textbook. A variety of formats include completion items, lists and charts, grapic organizers, acrostics, and other approaches.

Cross-Curriculum Activities These activities help students relate their understanding of health to other academic disciplines. The formats for the cross-curriculum activities are varied.

Decision-Making Activities These worksheets help students understand and apply the decision-making process described in the Health Skills Handbook. The activities enable students to put themselves in realistic decision-making situations and examine options and outcomes, consider different values, choose a course of action, and evaluate it.

Health Labs These activities give students experience in making observations and hypothesis, collecting and recording data, and forming conclusions based on analysis and interpretations of experimental results.

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

Special Education Learning (IEP's & 504's)

Study Aids Direct students to use the Foldable® to review the content of Lesson 1 and the study organizers for all other lessons.

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Hands-On Health Click on the Project Center tab in the navigation bar. Select Hands-On Health, and then select the activity for the current chapter for more information and an activity rubric

- 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
- Provide modifications as dictated in the student's IEP/504 plan
- 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)

Audio Summaries Encourage students to listen to the audio summaries for each lesson to review the lesson content. Audio summaries are available in English and Spanish.

Decreasing the amount of work presented or required

Using Videos, illustrations, pictures, and drawings

Tutoring by peers

- 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

At Risk

Reteaching Activities The reteaching activities are recommended for use with students who need additional help learning the concepts presented in the textbook. A variety of formats include completion items, lists and charts, graphic organizers, acrostics, and other approaches.

Cross-Curriculum Activities These activities help students relate their understanding of health to other academic disciplines. The formats for the cross-curriculum activities are varied.

Decision-Making Activities These worksheets help students understand and apply the decision-making process described in the Health Skills Handbook. The activities enable students to put themselves in realistic decision-making situations and examine options and outcomes, consider different values, choose a course of

action, and evaluate it.

- 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

Talented and Gifted Learning (T&G)

Enrichment Activities These activities are designed to extend the concepts introduced in the student textbook. They are recommended for use with students showing a high degree of mastery of the health concepts and skills developed in each lesson. Enrichment activities challenge the students to apply the knowledge and critical thinking skills, analyze situations, and resolve problems presented in case studies.

Health Labs These activities give students experience in making observations and hypothesis, collecting and recording data, and forming conclusions based on analysis and interpretations of experimental results.

Cross-Curriculum Activities These activities help students relate their understanding of health to other academic disciplines. The formats for the cross-curriculum activities are varied.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results

- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Bullying and Cyber Bullying

Interdisciplinary Connection: Reading Comprehension/ELA

Statement of Objective: Students will be able to Breakdown all of the traits that make up a bully while devising plans to stop bullying incidents.

Anticipatory Set/Do Now:

DO NOW:
Students will enter the classroom, and immediately find their seats to begin responding to the Do Now question(s) on the board. In their notebook, students will answer to the best of their ability.

"In your own words, tell me what you think a bully is. Are there different types of bullying that can occur?"

Learning Activity:

1. Do Now's will be discussed via class discussion, and specific examples from students will be given.

2. Students will direct their attention to the PowerPoint, where they will analyze the definition of bullying, different types of bullying, and prevention of bullying.

3. Class discussions will be encouraged, based on any possible questions that might arise from class discussion.

4. Exit slip for the day will be completed.

Student Assessment/CFU's: 2 week exit slip sheet

Materials: Laptop, Smartboard, Exit slips

21st Century Themes and Skills:

Media Literacy
Life and career skills
Critical Thinking and problem solving

Differentiation/Modifications:

Having students discuss their DO NOWs out loud amplifies the opportunity for success. Also, using the Powerpoint enables visual learners to understand the material.

Integration of Technology:

Using a smart board for the PowerPoint Do now

2.1.8.SSH.1	Differentiate between gender identity, gender expression and sexual orientation.
2.1.8.SSH.2	Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.