Unit 2: Harassment, Intimidation, and Bullying (HIB)

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

K-6 School Guidance

Unit 2: Harassment, Intimidation, and Bullying (HIB)

Belleville Board of Education

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Unit Overview

Unit 2 will cover seven topics:

- HIB awareness
- Anti-violence
- Week of Respect
- Red Ribbon Week
- School safety
- Identification of an upstander
- Reflection of the character education word-of-the-month and related quotes

Enduring Understanding

Defintion: Harassament, Intimidation and Bullying

Harassment, Intimidation, and bullying is any gesture, any written, verbal or physical act or any electronic communication, whether it is a single incident or a series of incidents, that is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability; or by any other distinguishing characteristic; and that takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3, that substantially disrupts or interferes with the orderly operation of the school or the rights of other pupils.

Defintion of the character education word-of-the-month: Leadership

Leadership is taking charge and guiding others in such a way to create a result that would have not happened otherwise.

Essential Questions

- What is bullying?
- How do I identify a bully?
- Who can you go to if you are having a problem?
- What are the steps in problem solving?
- What does it mean to be in a conflict and how can you handle it?
- How do you define HIB?
- What can I do if I or someone I know is being bullied?
- How do I display leadership?

Exit Skills

By the end of Unit 2, students will be able to:

- Students will learn to successfully diffuse a situation
- Identify the problem-solving steps
- Develop a list of trusted adults
- Discuss rights and responsibilities
- Understand the various forms of bullying
- Understand the difference of bullying vs. conflict
- Understand the meaning of leadership

New Jersey Student Learning Standards (NJSLS-S)

New Jersey School Counselor Association Framework

2.B.7	Demonstrate effective coping skills when faced with a problem
2.C.5	Demonstrate ethical decision-making and social responsibility
2.C.8	Demonstrate advocacy skills and ability to assert self, when necessary
2.C.9	Demonstrate social maturity and behaviors appropriate to the situation and environment

Interdisciplinary Connections

CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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.

Learning Objectives

Students can:

- Know how to use conflict resolution skills
- Use problem solving and decision making model to make healthy choices
- Be able to set boundaries, understand personal space, and the rights of others
- Understand the legal issues related to HIB
- Understand the needs of self-control and how to practice it
- Self-reflection: How behaviors affect others

Suggested Activities & Best Practices

School counselors will conduct age-appropriate lessons and activities each month for assigned grade levels. Lessons will be based on monthly themes and the character education word-of-the-month.

Assessment Evidence - Checking for Understanding (CFU)

- Compare / Contrast
- Do Now
- Exit Tickets
- Higher-order Questioning / Rich Discussion
- Illustration
- Journals
- Learning Center Activities
- Pre-tests and Post-tests
- Questionnaires
- Quick Write
- Self-assessments
- Surveys
- Teacher Observation Checklist
- Turn-and-Talk / Share-out
- WIK / WINK

Primary Resources & Materials

- District Policies
- NJ School Counselor Association Resources
- Student / Parent Handbook
- Teacher-created Curriculum

Ancillary Resources

- Read-aloud Stories
- Teacher-created Handouts

Technology Infusion

- Google Classroom
- SMART Board Tech

Alignment to 21st Century Skills & Technology

TECH.8.1.5.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.

21st Century Skills/Interdisciplinary Themes

- Civic Literacy
- Creativity and Innovation
- Critical thinking and Problem Solving
- Cultural Awareness
- Health Literacy
- ICT (Information, Communications and Technology) Literacy
- Life and Career Skills
- Media Literacy
- Media Literacy

Differentiation

- Small-group instruction
- Centers-based instruction

- Multisensory approaches
- Problem-based learning
- Goal-setting with students
- Tiered open-ended activities

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

Use the Pacer Center Action Information Sheet for research-based ideas on accommodations and modifications

- Allow for open-note/open-book assessments
- Check classwork frequently for understanding
- Conduct preview of content, concepts, and vocabulary
- Consider behavior management plan
- Implement accommodations/modifications as dictated in the student's IEP/504 plan
- Modified test content/format
- Modified written assignments
- Multi-sensory presentation
- Pre-annotate text
- Preferential seating
- Promote pair work
- Provide extended time on various assignments
- Provide printed/online copies of lesson notes
- Secure attention before providing instruction/directions
- Use assistive technology

English Language Learning (ELL)

- Allow for multiple student revisions
- Allow for open-note / open-book assessments
- Allow multiple forms of student products (projects, models, slide-shows, etc.) to demonstrate student learning
- Ask and give information using key words
- Demonstrate listening comprehension by responding to questions
- Develop basic sight vocabulary
- Differentiate assessments to reflect selected objectives
- Express ideas in single words
- Leverage computer spell checker
- Modify reading assignments to correlate with lexile level

- Peer tutoring / Peer note-taking
- Speak using content area vocabulary in context
- Teacher-created Study Guide
- Use prior experiences to understanding meanings
- Use videos, illustrations, pictures, and drawings to explain or clarify

At Risk

- Allow for multiple student revisions
- Allow for open-note / open-book assessments
- Allow multiple forms of student products (projects, models, slide-shows, etc.) to demonstrate student learning
- Allow students to select from given assignment choices
- Differentiate assessments to reflect selected objectives
- Mark students' correct and acceptable work, not the mistakes
- Peer tutoring / Peer note-taking
- Promote student collaboration on in-class / outside class assignments
- Reduce lengthy outside reading assignments
- Teach key aspects of a topic - eliminate non-essential information
- Teacher-created Study Guide
- Use authentic assessments with real-life problem-solving
- Use videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Allow gifted children to create and publish a class newspaper to distribute
- Allow students to work at a faster pace
- Allow students to work at a faster pace
- Complete activities aligned with above grade-level text using Benchmark results
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Involve students in academic contests
- Promote advanced problem-solving
- Set individual goals
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: HIB, Lesson 2-1

Character Education Trait: Leadership

Objective: Students will be able to identify various forms of bullying and develop problem solving skills.

Learning Activity:

K-3: Appropriate play, respecting personal space and friendship

4-6: Dynamics of friendship and various forms of bullying

Summary/Closure: