03 Anti-Bullying

Content Area: **Health and Physical Education**
Course(s):
Time Period: **Marking Period 3**
Length: **1 week**
Status: **Published**

Brief Summary of Unit

This unit is meant to reinforce knowledge obtained in Freshman Health about the New Jersey legislature on bullying and the consequences outlined by law.

Revised June 2022

Standards

2.1.12.PGD.1	Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
2.1.12.PP.3	Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.
2.1.12.EH.4	Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).

Essential Questions

What are targeted issues of bullying?

What role does the media play in desensitizing our reactions to bullying and violence?

What new laws went into effect in regards to control/stop the occurrences of cyber bullying?

Students Will Know/Students Will be Skilled At

they are liable portal to portal.

understanding that their words and actions can hurt

using conflict resolution skills to remediate a situation.

Learning Plan

Preview the essential questions and connect to learning throughout the unit. .

Reinforce the New Jersey State Law for anti-bullying. .

Identify the participants and their roles in bullying scenarios. .

Review the origins of bullying (race, gender, sexuality, religion, social status). .

Present the various types of survival strategies involved in bullying. .

Role play for remediation

Evidence/Performance Tasks

partake in scenarios/situations reinforcing passive, aggressive, and assertive behaviors.

recollect any bullying situations they have encountered in their lives, label the participants and their behaviors.

Materials

Power Point

Construction Paper

White board

Videos

Student presentations

Laptops

Note packets

Suggested Strategies for Modification

one-to-one instruction and assistance
cooperative learning groups
study partners
additional time on task
alternative outcome options
assessment based on individual development in the area of study
images and visual aids
handouts of notes, procedures, processes, diagrams, etc.
preferential seating
audio tape of instruction
reading material modified to student level
testing materials appropriate to student level

Provide copy of accurate class notes

Adjust number of items student is expected to complete

Allow extra time for task completion

Allow verbal rather than written responses

Modify curriculum content based on student's ability level

Allow typed rather than handwritten responses

Modified homework assignments (modify content, modify amount, as appropriate)

Assistance with organization of materials/notebooks

Use a consistent daily routine

Assist student in setting short-term goals

Break down tasks into manageable units

Provide benchmarks for long-term assignments and/or projects

Use of checklists

Use of an assignment notebook or planner

Provide timelines for work completion

Provide organizational support through teacher websites

Provide organizers/study guides

Require classroom notebooks and/or folders

Frequently check for understanding

Simplify task directions

Provide hands-on learning activities

Provide modeling

Provide guided instruction

Modify pace of instruction to allow additional processing time

Provide small group instruction

Present information via the visual modality(written material to supplement oral explanation, models, illustrations, assignments written on board)

Provide outline in advance of lecture

Demonstrate directions and provide a model or example of completed task

Emphasize multi-sensory presentation of data

Encourage use of mnemonic devices

Provide oral as well as written instructions/directions

Allow for repetition and/or clarification of directions, as needed

Reinforce visual directions with verbal cues

Give direct and uncomplicated directions

Orient to task and provide support to complete task

Help to develop metacognitive skills (self-talk and self-correction)

Directions repeated, clarified or reworded

Have student demonstrate understanding of instructions/task before beginning assignment

Allow wait time for processing before calling on student for response

Read directions aloud

Administer work in small segments

Provide visual models of completed tasks

Give verbal as well as written directions

Use interests to increase motivation

Enlarge print

Modified grading

Additional time to complete classroom tests/quizzes

Announce test with adequate prep time

Small group administration of classroom tests/quizzes

Modified tests/quizzes Modify the number of choices on tests/quizzes

Modify length of test

Modify the content of tests/quizzes

Adjust test format to student's ability level

Provide manipulative examples

Develop charts, visual outlines, diagrams, etc.

Verbally guide student through task steps

Allow for oral rather than written responses on tests

Allow for oral follow-up for student to expand on written response

Allow use of a computer Provide a word bank for fill-in-the blank tests

Allow dictated responses in lieu of written responses

Do not penalize for spelling errors

Allow typed rather than handwritten responses

Provide word banks for recall tests

Read test aloud

Allow student to make test corrections for credit

Alternate test-taking site

Seat student near front of room

Preferential seating

Monitor on-task performance

Arrange private signal to cue student to off-task behavior

Establish and maintain eye contact when giving oral directions

Stand in proximity to student to focus attention

Provide short breaks when refocusing is needed

Arrange physical layout to limit distractions

Frequently ask questions to engage student

Refocusing and redirection

Behavior/time management system

Include brainstorming as a pre-writing activity

Edit written work with teacher guidance

Allow use of word processor

Discuss behavioral issues privately with student

Provide opportunities for peer interactions

Utilize student in development of tasks/goals

Encourage student to self-advocate

Minimize negative behavior

Present alternatives to negative behavior

Desensitize student to anxiety causing events

Monitor for overload, excess stimuli

Identify triggers

Help student manage antecedents

Develop signal for when break is needed

Give student choices to allow control

Provide positive reinforcement

Provide consistent praise to elevate self-esteem

Model and role play problem solving

Provide counseling

Use social skills group to teach skills and provide feedback