Unit 1-4a-Anti-Bullying and Conflict Resolution Lessons

Content Area: **P.E. & Health**
Course(s): **Health 3**
Time Period: **MP1-4**
Length: **Tuesdays**
Status: **Published**

Big Ideas

- Weekly mini-lessons during homeroom.

Enduring Understandings

3-4: 2.1.4.E.2 What does bully behavior look like? Whom may I report bully behavior to? How would I report bully behavior? (Downloading form from website, emailing a teacher, placing a note or form in a Bully Box, speaking with trusted adult in building (Should be able to name at least ten).

3-4: 2.2.4.A.1 Step 3 in Conflict Resolution is to listen to the I statement that the person just said to you. Prove you were listening by repeating back what they told you. ("I understand that you are upset because at recess while we were playing tag, I said that it didn't count when you touched the hood of my coat.")

3-4: 2.2.4.A.2 Step 4 in Conflict Resolution is to come up with a plan so that the same problem doesn't happen again tomorrow or next week. "Maybe we can make a rule that either scarves and hoods either count or don't count. I feel like it's not safe to count someone's hood or scarf because then people pull on them and end up choking other people. What do you think?"

3-4: 2.2.4.C.2 Teaching When we communicate with each other, we get opinions and other points of view.

3-4: 2.2.4.C.3 Showing acceptance rather than tolerance. All children should feel safe and accepted at school regardless of how they look, dress, walk, talk, what they believe, how they feel, academic, social and economic standing.