

Unit Title: Bullying Prevention
Grade Level: 3rd grade
Subject Area: School Counseling - Social Emotional
Duration/Length/Number of class periods: 2 class periods
Description: Students receive two – 30-minute classroom lessons on how to recognize bullying and how to apply assertiveness skills to refuse bullying in response to scenarios.
<u>Established Goals</u> (National, State, Local): ASCA Mindsets and Behaviors (Domain/Standard) B-SMS7 Effective Coping Skills B-SMS9 Personal Safety Skills B-SS-8 Advocacy Skills for Self and Others and Ability to Assert Self when Necessary.

What <u>Enduring Understandings</u> are desired? In order to be safe we need to respect everyone.
What <u>Essential Questions</u> will be considered? What are bullying behaviors? Who are safe adults to report bullying to? What are some ways I can refuse bullying?
Students will know/be able to: Students will be able to recognize bullying. Students will practice assertiveness skills to refuse bullying.

Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
Day 1: In our last lesson about bullying you learned how to report bullying to a caring adult who will listen and help you. What are some words you say when you want to report bullying? Who are some adults you can report bullying to? Bullying is not allowed in our school. If it happens you need to report it.	X						

Today we are going to practice refusing bullying in an assertive voice. You will now hear a story about Hugo, Jake, Omar and Raphael. As you listen to the story see if you recognize if anyone in the story is bullying. Think about what Hugo can do to refuse bullying. Play the first part of the video. How would you feel if you were called names you didn't like? Play the second part of the video. If you think Jake, Omar and Raphael are bullying, touch your ear. Hugo is the smallest of his friends. Is it okay to be mean or play jokes on someone just because they are weaker or smaller than you are? Shake or nod your head. What if they say, "Just kidding." Is it ok then? Shake or nod your head. Play part three of the video. If you think Hugo must report Jake, Omar and Raphael's bullying to Ms. Randall, pat your knees. What should Hugo say when he reports to Ms. Randall? Play part four of the video. Hugo goes to his school counselor, Ms. Randall, for help. How does Ms. Randall help Hugo refuse bullying? Turn and tell your partner. How would you feel if you had to tell your friends to stop bullying you? Practicing what to say first can help. Play part five of the video. Why do you think it was important for Hugo to use a strong respectful voice when he talked to his friends? Turn and tell your partner your ideas. Hugo's friends were able to stop themselves from bullying Hugo. They refused to bully. Look at the three R's poster. How do you think they did that? Turn and tell your partner your ideas. Let's think about what Hugo did to stop his friends' bullying. Hugo did all three R's on the Poster: Recognize, Report and Refuse.	x		x			Smart board.	
<u>Day 2:</u> Now we're going to practice refusing bullying. You must be assertive, stand up straight, face the person you're refusing, and use a strong respectful voice. The counselor models saying: "Stop it. That's bullying." Explain and model the steps, using the first scenario: 1. Have 4-5 students at a time come up to the front of the class and face you as if you were the child in the scenario who is doing the bullying. 2. Tell the other students in the class they are the "watchers". Have them watch carefully and give a thumbs-up if the students practicing are facing you and speaking clearly. 3. Read the scenario. 4. Have the standing students say together in strong, respectful voices, "Stop it. That's bullying." Call on students to repeat the practice as needed. Have reluctant students repeat the practice with a more confident partner for extra support. 5. Have students sit down. 6. Repeat steps 1-5 with a new group of students for each new scenario.				x			

Scenarios: *Several times before school, a girl in your class has threatened to tell everyone not to play if you don't do what she says. *Every day at lunch, the same two boys make rude comments about the way you look. They try to get other kids to laugh along. *The older girl who sits behind you on the bus pokes you with a pencil almost every day. When you try to tell her to stop, she calls you a crybaby. *One of your best friends keeps making fun of the way you run at recess. She gets other kids to join in.							
Today you learned how to refuse bullying after you've reported it to a caring adult. What kind of voice do you use when you are refusing bullying? Practicing what you want to say with a caring adult first is a good way to be ready when you need to refuse bullying. Who are some caring adults you can practice refusing bullying with? Before you do something you think might be mean, what should you do? Remember, in our class and in our school we are safe and respectful. Bullying is not allowed, and it must be reported to an adult. I spent some time talking about cell phones, computers, ipads, etc., explaining that whatever you post is there permanently and we need to make good choices about sites we visit and the amount of time we spend on devices. Technology is helpful to use, but we need to use it in a safe way and we need to have limits when using technology.		x			Google forms .		2 a and b.

Materials, tools and resources: Second Step Bullying Prevention Unit, Google forms.

Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page): Marie Atkinson-Smeins, Luverne Elementary School, m.atkinson-smeins@isd2184.net

Additional credit given to: