

Unit Title: Bullying Prevention**Grade Level: (example: 9, 10, 11, 12 or 7-8) K & 1****Subject Area: (example: Science, Physics; English, Short Stories) School Counseling - Social/Emotional****Duration/Length/Number of class periods: (example: 5 class periods) 3 classroom lessons - 30 minute lessons each****Description:**

Students receive three 30-minute classroom lessons on how to recognize, refuse, and report bullying.

Established Goals (National, State, Local):**ASCA Mindsets & Behaviors (Domain/Standard):**

Topic: Healthy Peer Relationships

Learning Objectives: I can demonstrate empathy. (B-SS 3)

College & Career Readiness Mindset 3: Sense of belonging in the school environment.

Social Skills Behavior 3: Demonstrate advocacy skills and ability to assert self when necessary

ISTE Standards:

Communication and Collaboration:

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Contribute to project teams to produce original works or solve problems

Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- a. Advocate and practice safe, legal, and responsible use of information and technology
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. Demonstrate personal responsibility for lifelong learning
- d. Exhibit leadership for digital citizenship

What Enduring Understandings are desired?

Learning Objectives: I can demonstrate empathy. (B-SS 3).

Social Skills Behavior 3: I can demonstrate advocacy skills and ability to assert self when necessary

What Essential Questions will be considered?

1. How does bullying make people feel?
2. How can I be an upstander?
3. Why is it important to stand up for others?
4. Why is it important to stand up for myself?

Students will know / be able to:

1. Students will demonstrate the ability to recognize bullying
2. Students will be able to demonstrate refusing bullying
3. Students will identify how and who to report bullying

<p>Description</p> <p style="text-align: center;"><i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i></p>	<p><u>Formative</u></p>	<p><u>Summative</u></p>	<p>Introductory Activity</p>	<p>Learning Activity</p>	<p>Student Technology Used</p>	<p>Teacher Technology Used</p>	<p><u>ISTE Standards</u></p>
<p>Reintroduce myself and Puppy the Puppet - remember I am here as a helper! Puppy and I help keep you safe and happy and help you be a good learner. A way to stay safe, happy, and a great learner is to avoid and prevent bullying and cold pricklies and give people warm pricklies!</p>			X				
<p>What is bullying and cold pricklies? What does bullying and cold pricklies look like? Use https://www.flippity.net/RandomNamePicker.asp to ask 3 students for their responses.</p>	X			X		X	
<p>Define Bullying: Bullying is being mean on purpose</p> <ol style="list-style-type: none"> a.) What's an example of being mean on purpose? b.) What's an example of being mean on accident? c.) What should you do if you are mean on accident? <p>Use https://www.flippity.net/RandomNamePicker.asp to ask 3 students for their responses.</p> <p>Display Second Step bullying poster.</p>	X			X		X	

Puppy and I are going to show you a story of a friend of ours named Jerome. We will watch the whole story but we are going to stop it in certain places to make sure we all understand and to ask questions. Thumbs up if you understand!				X		X	
Play story 4.1 on Second Step Bullying Prevention Unit for Kindergarten a.) When you watch we want you to think about recognizing bullying. Think if you see anything mean on purpose in this story. We will stop to ask “Is that Mean on Purpose?” Puppy and I will choose a friend to help us answer if its mean on purpose and how we know!				X		X	
Use https://www.flippity.net/RandomNamePicker.asp to ask students for their responses at various parts of the story.				X		X	
Who did Jerome in our story report the bullying to? Use https://www.flippity.net/RandomNamePicker.asp to ask students for their responses at various parts of the story.				X		X	
Who can you report bullying to? Use https://www.flippity.net/RandomNamePicker.asp to ask students for their responses at various parts of the story.		X		X		X	
Now, Puppy and I are going to teach you how to Refuse bullying. Whole class practices refusing bullying by saying, “Stop it, I don’t like that” in a firm and assertive tone with respectful words. a. Don’t hit or swear. b. Use a lion voice and not a mouse voice c. Important to stand up for yourself							
Use Seesaw to record a video refusing bullying https://web.seesaw.me a. It’s very important that you are not giving cold pricklies and avoiding bullying everywhere, EVEN online		X			X		6b 6c 5b
Play the game using the google sheets - Identifying Warm Fuzzies and Cold Pricklies https://docs.google.com/forms/d/1izVgzLLTgtn9Ja6e-O8gc8OKMEdQPLzC1E2V1T823wl/edit?usp=sharing		X		X	X	X	
Review recognize, refuse, report bullying							

Materials, tools and resources: Second Step Bullying Prevention Unit, Flippity, Google Forms, Seesaw
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