

Unit Title: Be a “Buddy” not a “Bully”

INSTRUCTIONAL UNIT AUTHORS

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BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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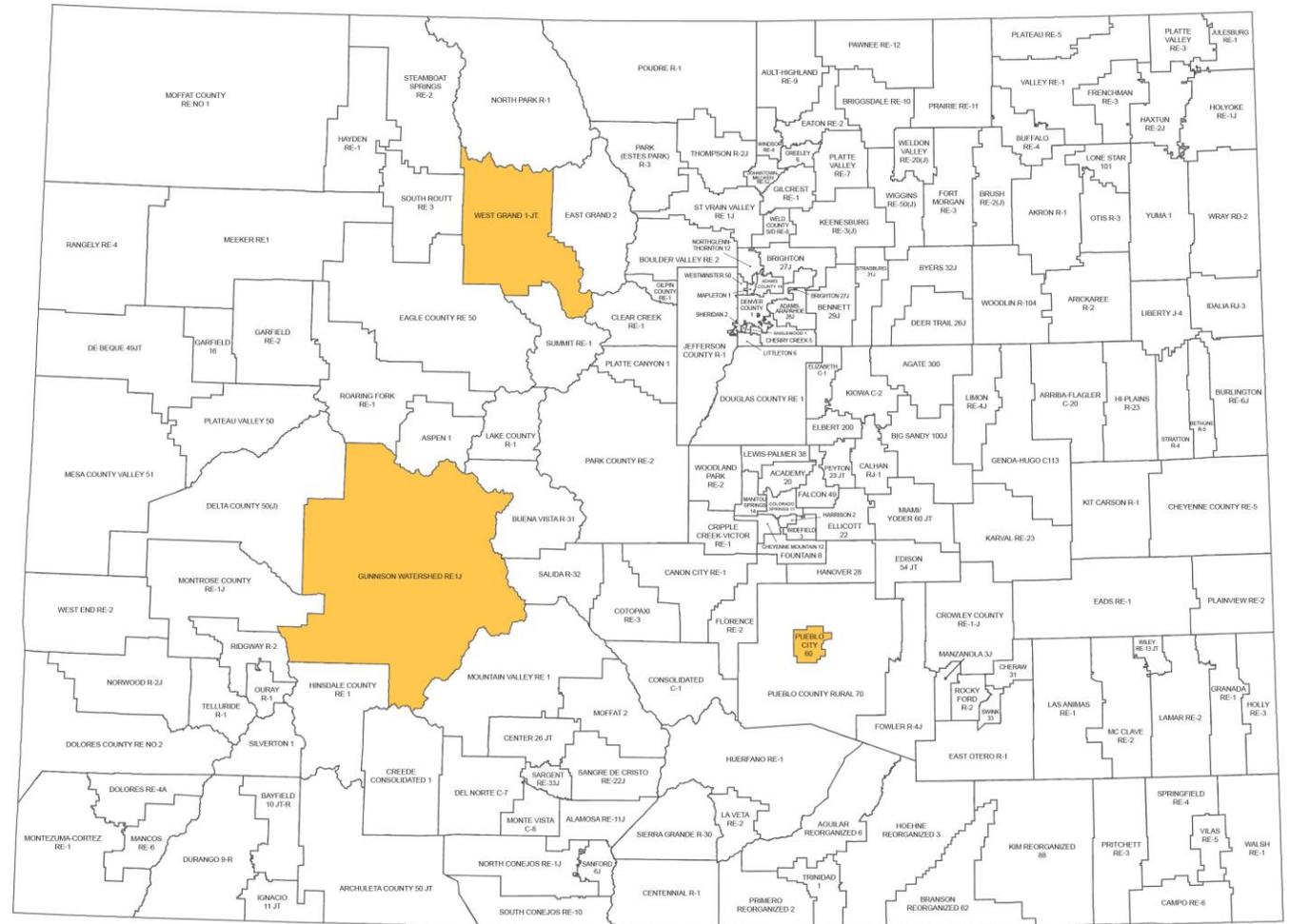
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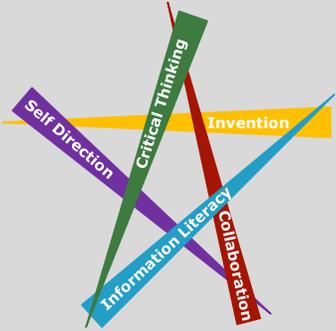
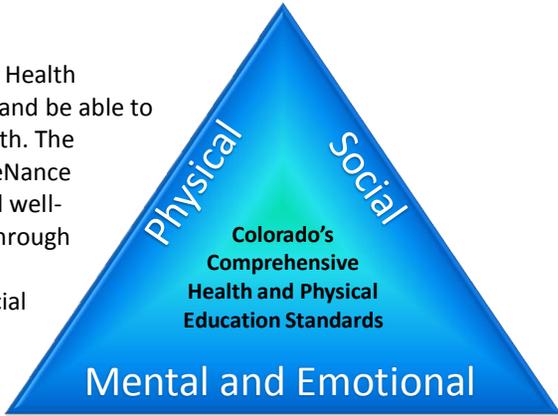
- Jamie Hurley



This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Comprehensive Health	Grade Level	2 nd Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
2. Physical and Personal Wellness	1. Identify eating behaviors that contribute to maintaining good health	CH09-GR.2-S.2-GLE.1	
	2. Recognize basic childhood chronic diseases	CH09-GR.2-S.2-GLE.2	
4. Prevention and Risk Management	1. Identify the dangers of using tobacco products and being exposed to second hand smoke.	CH09-GR.2-S.4-GLE.1	
	2. Identify safe and proper use of household products	CH09-GR.2-S.4-GLE.2	
	3. Explain why bullying is harmful and how to respond appropriately	CH09-GR.2-S.4-GLE.3	
	4. Demonstrate interpersonal communication skills to prevent injury or to ask for help in an emergency or unsafe situation	CH09-GR.2-S.4-GLE.4	

<p align="center">Colorado 21st Century Skills</p>  <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <i>Creating Solutions</i></p>	<p>The Colorado Academic Standards for Health describes what learners should know and be able to do as they develop proficiency in health. The utilization of knowledge and skills to enhance physical, mental, emotional and social well-being will be supported in each unit through the standard areas of Physical and Personal Wellness, Emotional and Social Wellness and Prevention and Risk Management.</p> 
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Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Be a “Buddy” not a “Bully”	At teacher’s discretion	4

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Unit Title	Be a “Buddy” not a “Bully”		Length of Unit	
Focusing Lens(es)	Perspective	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.2-S.4-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> From your perspective, what is the difference between teasing and bullying? (CH09-GR.2-S.4-GLE.3-EO.c) How does the saying, “walk a mile in the other person’s shoes” apply to teasing and bullying? (CH09-GR.2-S.4-GLE.3-EO.a,b;IQ.1) If it’s just making fun then how can it be harmful? (CH09-GR.2-S.4-GLE.3-EO.a) 			
Unit Strands	Prevention and Risk Management			
Concepts	Healthy, Relationships, Point of View (Perspective), Responsibility, Acceptance, Communication, Well-being, Respect, Safety, Understanding, Empathy, Behaviors			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Acceptance of others and understanding of different perspectives builds personal capacity for empathy and contributes to safe environments. (CH09-GR.2-S.4-GLE.3;N.1)	How can a person show tolerance and appreciation for diversity?	When was a time you experienced someone not being accepting or understanding of you?
Healthy relationships contribute to our safety and well-being and determine how we respect, treat and communicate with each other (CH09-GR.2-S.4-GLE.3-EO.c)	Why would bullying not be part of a healthy relationship? (CH09-GR.2-S.4-GLE.3-EO.b)	Are there ever times when a healthy relationship might include teasing or bullying?
Responsible students can identify and help prevent bullying and teasing behaviors which can create an attitude of acceptance of self and others (CH09-GR.2-S.4-GLE.3-EO.c)	What is the difference between bullying and teasing? (CH09-GR.2-S.4-GLE.3-EO.c) How can you identify bullying behaviors? (CH09-GR.2-S.4-GLE.3-EO.c)	Is it always smart to intervene during a bullying incident? (CH09-GR.2-S.4-GLE.3-EO.d)
The use of strong communication skills provides opportunities for people to demonstrate understanding, respect, and empathy. (CH09-GR.2-S.4-GLE.3-EO.d)	Identify strategies that can be used to prevent bullying and teasing? (CH09-GR.2-S.4-GLE.3-EO.d)	How does who I am as an individual affect how I communicate with others? (S.4-GLE.3-EO.a,d) Why should I care if someone else is being bullied or teased? (CH09-GR.2-S.4-GLE.3-EO.b)

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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> the signs of bullying (CH09-GR.2-S.4-GLE.3-EO.c) the difference between teasing and bullying (CH09-GR.2-S.4-GLE.3-EO.c) the effects of bullying and teasing (CH09-GR.2-S.4-GLE.3-EO.b, c;IQ.2) appropriate anti-bullying strategies (CH09-GR.2-S.4-GLE.3-EO.d;IQ. 2;RA.1;N 1) different perspectives of people (CH09-GR.2-S.4-GLE.3-EO.d;IQ.1) 	<ul style="list-style-type: none"> intervene and respond appropriately if self or others are being teased or bullied (CH09-GR.2-S.4-GLE.3-EO.d) differentiate between bullying and teasing (CH09-GR.2-S.4-GLE.3-EO.c) show support to someone who has been harmed by bullying (CH09-GR.2-S.4-GLE.3-EO.d;IQ. 1) identify helpful caring and trusted professionals and or adults in a bullying situation (CH09-GR.2-S.4-GLE.3-EO.d;IQ.2;RA.1;N.1)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>I understand that tolerance, acceptance and understanding other people’s point of view will help to prevent teasing and bullying.</i></p>
<p>Academic Vocabulary:</p>	<p>Acceptance, Tolerance, Feelings, Health, Communication, Well-being, Respect, Safety, Understanding, Relationships, Responsibility,</p>
<p>Technical Vocabulary:</p>	<p>Bullying, Teasing, Empathy, Perspective</p>

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Unit Description:	This unit uses friendship relationships to help students develop their understanding of healthy interpersonal relationships as well as unhealthy bullying relationships. Through the examination of effective communication skills (speaking and listening) and perspective-comprehension strategies, students will actively explore proactive anti bullying and empathy-building activities. The unit culminates with students creating (audience) interactive skits to share their perspective on bullying prevention. The ongoing learning experiences center around role-playing as a means to scaffold and prepare students for the creation of their own skits.
Considerations:	A friendship relationship represents an interpersonal connection that, developmentally and socially, will resonate with most, if not all, 2nd graders. The unit uses friendships, their attributes and demands, as a basis for students to examine how best to communicate, empathize, and problem solve with others. These characteristics of friends/friendships are used to illustrate and reflect some strategies for deescalating and/or preventing bullying.
Unit Generalizations	
Key Generalization:	Responsible students can identify and help prevent bullying and teasing behaviors which can create an attitude of acceptance of self and others
Supporting Generalizations:	The use of strong communication skills provides opportunities for people to demonstrate understanding, respect, and empathy
	Healthy relationships contribute to our safety and well-being and determine how we respect, treat and communicate with each other
	Acceptance of others and understanding of different perspectives builds personal capacity for empathy and contributes to safe environments

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Responsible students can identify and help prevent bullying and teasing behaviors which can create an attitude of acceptance of self and others
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As a group of student actors you will create and perform a scene with the goal of identifying and differentiating bullying and teasing. As part of your performance you will be responsible for engaging the audience in analyzing acts of bullying and teasing; your scene will contain teasing and bullying and you will ask the audience to differentiate between the two. In addition, you will provide the audience with two alternative endings (prevention strategies) to the bullying in the scene, and allow the audience to decide the best prevention strategy.
Product/Evidence: (Expected product from students)	Students may work in purposeful heterogeneous groups to produce: <ul style="list-style-type: none"> • Script for their skit • Placards for the audience (to be used to allow the audience to display their “votes” about acts of bullying vs. acts of playful teasing) http://rfclipart.com/hand-with-blank-placard-1487-vector-clipart.html (Placard template) • Exit cards (for the audience to choose the ending that would best prevent bullying)
Differentiation: (Multiple modes for student expression)	The teacher may allow students to read from script during the presentation of the scene. In addition students may take on various roles/tasks within the group: <ul style="list-style-type: none"> • Writer • Director • Set designer • Performer • MC/ Moderator

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Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p><i>Kate & Pippin An Unlikely Love Story</i> -Martin Springett; Photographs – Isobel Springett (Lexile level: 830)</p> <p><i>Bullying</i> - Lucia Raatma (Lexile level: 600)</p> <p><i>Bullying</i> - Elizabeth Raum (Lexile level: 450)</p> <p><i>Speak Up and Get Along!: Learn the Mighty Might, Thought Chop, and More Tools to Make Friends, Stop Teasing, and Feel Good About Yourself</i>- Scott Cooper (Author) (Lexile level: 790)</p> <p><i>Hana’s Suitcase</i> - Karen Levine (Lexile level: 730)</p> <p><i>The Feelings Book: The Care and Keeping of Your Emotions</i>- Dr. Lynda Madison (Lexile level: 840)</p> <p><i>Bullies Are a Pain in the Brain</i>- Trevor Romain (Lexile level: 700)</p>	<p><i>Pumpkin Soup</i> -Helen Cooper (Lexile level: 310)</p> <p><i>Amos & Boris</i>-William Steig (Lexile level: 810)</p> <p><i>Same, Same But Different</i> - Jenny Sue Kostecki-Shaw (Lexile level: 320)</p> <p><i>Llama Llama and the Bully Goat</i>-Anna Dewdney (Lexile level: 330)</p> <p><i>The Sneetches</i> - Dr. Seuss (Lexile level: 530)</p> <p><i>Each Kindness</i> - Jacqueline Woodson (Lexile level: 640)</p> <p><i>My Secret Bully</i> - Trudy Ludwig (Lexile level: 630)</p> <p><i>Growing Up with a Bucket Full Happiness</i> - Carol McCloud (Lexile level: 710)</p> <p><i>Just Kidding</i> -Trudy Ludwig, Adam Gustavson (Illustrator) (Lexile level: 610)</p> <p><i>Tease Monster: A Book about Teasing Vs. Bullying</i> (Building Relationships)- Julia Cook (Lexile level: 600-800)</p> <p><i>Casey and Bella Face Their First Bully</i> - Jane Lovascio and Aija Jasuna (Lexile level: 600-800)</p> <p><i>Stand in My Shoes: Kids Learning about Empathy</i> - Bob Sornson Ph.D. (Lexile level: 600-800)</p> <p><i>Stop Picking On Me (A First Look At Bullying)</i> - Pat Thomas and Lesley Harker (Lexile level: 750)</p> <p><i>My Mouth Is a Volcano!</i> - Julia Cook and Carrie Hartman (Lexile level: 600-800)</p> <p><i>The Littlest Dragon</i> - Michael Yu and Michael St. Nicholas (Lexile level: 600-800)</p> <p><i>Don’t Laugh at Me</i> - Steve Seskin, Allen Shamblin and Glin Dibley (Lexile level: 600-800)</p> <p><i>Stand Up for Yourself and Your Friends: Dealing with Bullies and Bossiness and Finding a Better Way</i> - Patti Kelley Criswell and Angela Martini (Lexile level: 740)</p> <p><i>Confessions of a Former Bully</i> - Trudy Ludwig and Beth Adams (Lexile level: 810)</p> <p><i>Howard B. Wigglebottom Learns About Bullies</i> - Howard Binkow and Susan F. Cornelison (Lexile level: 680)</p> <p><i>Making a Bully-Free World</i> - Pamela Hall (Lexile level: 580)</p> <p><i>No, I Don’t Want to Play Today: An African Tale about Bullying</i>- Jones Brenda (Lexile level: 600-800)</p>

Ongoing Discipline-Specific Learning Experiences			
1.	Description:	Think and work like a health advocate- responding appropriately to bully and teasing	<p>Teacher Resources: http://www.eycb.coe.int/compasito/chapter_4/pdf/4_8.pdf (Numerous role-playing scenarios that focus on developing strong communication skills for self-advocacy and advocacy for others)</p> <p>Student Resources: http://cte.sfasu.edu/wp-content/uploads/2012/04/The-Communication-Process.pdf (A modifiable graphic organizer that students can use to construct responses to the scenarios)</p>

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	Skills:	Develop strong communication skills to intervene and respond appropriately when being teased or bullied	Assessment:	Role playing Students will engage in specific scenarios that ask them to consider the ways they can best act as self- advocates when experiencing bullying.
2.	Description:	Think and work like a health advocate- showing support for bullying victims	Teacher Resources:	http://www.eycb.coe.int/compasito/chapter_4/pdf/4_8.pdf (Numerous role-playing scenarios that focus on developing strong communication skills for self-advocacy and advocacy for others)
			Student Resources:	http://cte.sfasu.edu/wp-content/uploads/2012/04/The-Communication-Process.pdf (A modifiable graphic organizer that students can use to construct responses to the scenarios)
	Skills:	Develop strong communication skills to support someone who has been harmed - bullying	Assessment:	Role playing Students will engage in specific scenarios that ask them to consider the ways they can best act as advocates for others experiencing bullying.

Prior Knowledge and Experiences

These ongoing learning experiences build upon a presumed (student) working knowledge of the concepts such as trusted adult, active listening, and bullying. This unit will develop these concepts but they are not introduced in the unit.

Learning Experience # 1

The teacher may brainstorm with students multiple responses to the question “What makes a friend?” so students can start to generate personal and/or collective understandings of the specific qualities of friends and friendship.

Generalization Connection(s):	Healthy relationships contribute to our safety and well-being and determine how we respect, treat and communicate with each other
Teacher Resources:	http://olc.spsd.sk.ca/de/pd/instr/strats/wordwall/ (How to make a word wall and activities that go along with them) http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp (Create a free word find) http://learningtasks.weebly.com/vocabulary-strategies.html (Vocabulary strategies) http://www.youtube.com/watch?v=WaddbqEQ1NE (Fill your bucket friendship song and video)
Student Resources:	http://www.wordle.net/ (Create images of words based on frequency of usage) http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp (Create a free word find) http://www.youtube.com/watch?v=WaddbqEQ1NE (Fill your bucket friendship song and video)
Assessment:	Working in small groups, students will provide and defend the choice of a minimum of three words per group to add to a word bank of vocabulary throughout the unit (friendship, bullying, teasing) on display in the room. Students can add to this word bank throughout the unit. (For this part of the unit words will focus on friendship).

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Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide students with magazine pictures or create drawings to represent the words	Students may create a visual representation of words of their choosing
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may produce sentences from the word wall display about friendships Students may produce and illustrate a story from the word wall display about friendship
Critical Content:	<ul style="list-style-type: none"> Aspects of friendship 	
Key Skills:	<ul style="list-style-type: none"> Building vocabulary around friendship 	
Critical Language:	Acceptance, tolerance, feelings, well-being, respect, understanding, relationships, friendship	

Learning Experience # 2		
The teacher may facilitate a discussion of scenarios that exhibit positive/healthy relationships and negative/unhealthy relationships so students can share thoughts and hear others' thoughts regarding the attributes of true friendships.		
Generalization Connection(s):	Healthy relationships contribute to our safety and well-being and determine how we respect, treat and communicate with each other	
Teacher Resources:	https://ifs.ohio.gov/OCTF/teach_your_child_how_to_develop_healthy_relationships.pdf (Teaching healthy relationships) http://www.ket.org/education/guides/character_ed_k4/char-ed_prog17.pdf (Teacher lessons plans of friendships) http://www.enchantedlearning.com/grammar/partsofspeech/adjectives/8characteradjectives/ (Graphic organizer/web)	
Student Resources:	<i>Amos & Boris</i> -William Steig http://www.enchantedlearning.com/grammar/partsofspeech/adjectives/8characteradjectives/ (graphic organizer/web) http://www.scholastic.com/cliffordbebig/kids/kids-slide-09.htm# (Clifford video on how to be a good friend and coloring sheet)	
Assessment:	As a class, students will create 2 semantic webs in order to identify the differences between healthy/good and unhealthy/bad relationships.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.enchantedlearning.com/grammar/partsofspeech/adjectives/8characteradjectives/ (Graphic organizer/web)	Students may complete a partially-filled-in graphic organizer for either or both

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.enchantedlearning.com/grammar/partsofspeech/adjectives/8characteradjectives/ (Graphic organizer/web)	Students may complete graphic organizers documenting other healthy/unhealthy relationship scenarios (e.g., between student/teacher, parent/child, etc)
Critical Content:	<ul style="list-style-type: none"> Aspects of healthy/unhealthy relationships 	
Key Skills:	<ul style="list-style-type: none"> Identifying healthy/unhealthy relationships 	
Critical Language:	Healthy, unhealthy, friendships, relationships, feelings, health, well-being, respect, understanding	

Learning Experience # 3		
The teacher may demonstrate self-advocacy techniques (e.g., using “I” statements in tense situations) so students can begin thinking about ways to feel safe expressing personal feelings and perspectives.		
Generalization Connection(s):	Healthy relationships contribute to our safety and well-being and determine how we respect, treat and communicate with each other The use of strong communication skills provides opportunities for people to demonstrate understanding, respect, and empathy	
Teacher Resources:	http://www.austincc.edu/colangelo/1318/istatements.htm (Using I statements for feelings) http://learningtogive.org/lessons/unit156/lesson5.html (Lesson plans with scenarios for practicing I statements with feelings) http://www.do2learn.com/activities/SocialSkills/EmotionAndScenarioCards/EmotionAndScenarioCards.html (Emotion matching)	
Student Resources:	<i>The Way I Feel</i> -Janan Cain	
Assessment:	Students will role play how to advocate for oneself in uncomfortable situations using scenarios provided by the teacher. http://learningtogive.org/lessons/unit156/lesson5.html (Lesson plans with scenarios for practicing I statements with feelings)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may have students work with partners to develop their role play	Students may present role play together
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://learningtogive.org/lessons/unit156/lesson5.html (Examples to develop scenarios)	Students may perform these scenarios for the class
Critical Content:	<ul style="list-style-type: none"> Different perspectives of people 	
Key Skills:	<ul style="list-style-type: none"> Show support and understanding for different perspectives 	
Critical Language:	“I” statements, self-advocacy, perspective, acceptance, tolerance, feelings, communication, well-being, respect, safety, understanding, relationships	

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Learning Experience # 4		
The teacher may present materials/situations where students can hear (sensory perception of sound) but struggle to listen/comprehend (e.g., ordinary sounds taken out of context) so students can begin to consider the difference between passive hearing and active listening.		
Generalization Connection(s):	Acceptance of others and understanding of different perspectives builds personal capacity for empathy and contributes to safe environments The use of strong communication skills provides opportunities for people to demonstrate understanding, respect, and empathy	
Teacher Resources:	http://www.findsounds.com/types.html (Various animal and sounds recorded) http://www.ehow.com/about_5332712_effective-communication-skills-children.html (Effective Communication Skills for Children. Having effective communication skills means more than just knowing how to talk.) http://www.ehow.com/about_5505400_active-listening-skills-activities.html (Creative ways to introduce communication skills, listening and understanding) http://www.fuelthebrain.com/Interactives/app.php?ID=75 (Interactive Venn diagram) http://www.scholastic.com/teachers/lesson-plan/graphic-organizer-venn-diagram (Printable Venn diagram) http://www.educationworld.com/a_tsl/archives/02-1/lesson020.shtml (A drawing lesson to increase communication) http://artofeloquence.com/10-fun-ways-comm/ (Fun ways to teach communication) http://faculty.washington.edu/chudler/chhearing.html (Listening activities for teachers to use)	
Student Resources:	<i>Listen Up, Larry (Veggie Tales Series: I Can Read!)- Karen Poth</i> http://www.fuelthebrain.com/Interactives/app.php?ID=75 (Interactive Venn diagram) http://www.scholastic.com/teachers/lesson-plan/graphic-organizer-venn-diagram (Printable Venn diagram)	
Assessment:	Students will create a compare/contrast graphic organizer to analyze similarities and differences between hearing/sound perception and listening/comprehending.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.fuelthebrain.com/Interactives/app.php?ID=75 (Interactive Venn diagram)	Students may use the interactive graphic organizer and complete the Venn diagram as a small group or they could work with a partner Students may also fill in fewer responses to the Venn diagram
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://faculty.washington.edu/chudler/chhearing.html (Teacher object box-listening activities)	Students may create sounds using objects from the sound box and have the class identify them
Critical Content:	<ul style="list-style-type: none"> Different perspectives of people Listening and understanding 	
Key Skills:	<ul style="list-style-type: none"> Understanding the connections between listening, hearing, and comprehending 	
Critical Language:	Communication, respect, understanding, relationships, responsibility, perspective	

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Learning Experience # 5		
The teacher may demonstrate body-posture attributes related to effective communication (eye contact, posture, and physical acknowledgement) so students can physically illustrate active listening that can acknowledge/advance understanding.		
Generalization Connection(s):	Acceptance of others and understanding of different perspectives builds personal capacity for empathy and contributes to safe environments The use of strong communication skills provides opportunities for people to demonstrate understanding, respect, and empathy	
Teacher Resources:	http://www.ehow.com/about_5332712_effective-communication-skills-children.html (Effective Communication Skills for Children) http://www.wikihow.com/Develop-Good-Communication-Skills (Steps and tips to help you develop good communication skills)	
Student Resources:	http://www.kidscommunicating.org/coloring-book.html (Communicating coloring book) http://www.youtube.com/watch?v=TBBUW95I6hI (Listening song)	
Assessment:	Working in pairs, the students will role play various physical representations of body language to illustrate listening and not listening scenarios.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide photo of individuals in different scenario (engaged in listening/ not engaged) https://www.google.com/search?q=active+listening+skills+pictures&tbm=isch&tbo=u&source=univ&sa=X&ei=8h-ZUoPfFcrioATx1oLwCA&ved=0CCKQsAQ&biw=1376&bih=882 (Some images of active and non-active listening)	Students may identify whether the person is actively engaged in listening or not
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.vickiblackwell.com/makingbooks.html (Book template for students online and print) http://www.thecurriculumcorner.com/wp-content/pdf/writingblankbookhalfold.pdf (Printable book for kids to fill out)	Students may create an illustrated class book of all the actively learning strategies presented in class
Critical Content:	<ul style="list-style-type: none"> Different perspectives of people 	
Key Skills:	<ul style="list-style-type: none"> Effectively listening through body language 	
Critical Language:	Acceptance, tolerance, feelings, communication, respect, understanding, relationships, responsibility, perspective	

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Learning Experience # 6		
The teacher may use quotes and images to bring to life the phrase “walking a mile in another person’s shoes” so students can begin to grasp the concept of empathy and comprehend the value of appreciating multiple perspectives.		
Generalization Connection(s):	Acceptance of others and understanding of different perspectives builds personal capacity for empathy and contributes to safe environments The use of strong communication skills provides opportunities for people to demonstrate understanding, respect, and empathy	
Teacher Resources:	http://www.searchquotes.com/search/Try_Walking_A_Mile_In_My_Shoes/ (Walk a mile in my shoes-quotes) http://www.morningsidecenter.org/teachable-moment/lessons/point-view-grades-3-6 (Lesson on different perspectives on scenarios) http://www.betterparentinginstitute.com/Better-Parenting/parenting-child-raising-skills/813/ (Parts of a whole perspective, elephant image) http://blogs.swa-jkt.com/swa/11221/tag/perspective/ (Fish bowl perspective)	
Student Resources:	http://www.betterparentinginstitute.com/Better-Parenting/parenting-child-raising-skills/813/ (Parts of a whole perspective, elephant image) http://blogs.swa-jkt.com/swa/11221/tag/perspective/ (Fish bowl perspective) <i>Stand in My Shoes: Kids Learning about Empathy</i> - Bob Sornson Ph.D.	
Assessment:	The students will be asked to write about an event from more than one perspective which involves more than one party (teachers can use videos, stories, scenarios).	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.betterparentinginstitute.com/Better-Parenting/parenting-child-raising-skills/813/ (Parts of a whole perspective, elephant image) http://blogs.swa-jkt.com/swa/11221/tag/perspective/ (Fish bowl perspective)	Students may demonstrate different perspectives through group discussion, role playing, one-on-one interactions with the teacher
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may create their own image/situation that contains multiple perspectives
Critical Content:	<ul style="list-style-type: none"> Different perspectives of people 	
Key Skills:	<ul style="list-style-type: none"> Differentiate between bullying and teasing 	
Critical Language:	Acceptance, tolerance, feelings, communication, respect, understanding, relationships, responsibility, empathy, perspective	

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Learning Experience # 7		
The teacher may present interpersonal scenarios/situations that demonstrate none of the qualities examined in previous learning experiences (self-advocacy, listening, and empathy) so students can begin to recognize bullying as unhealthy and antithetical to friendship.		
Generalization Connection(s):	Acceptance of others and understanding of different perspectives builds personal capacity for empathy and contributes to safe environments	
Teacher Resources:	http://www.youtube.com/watch?v=vIA28AZwuo4 ('The Meanest Girl in Second Grade,' video about a girl video) http://www.youtube.com/watch?v=riu3oyJzkU0 ('Buddy Learns about Teasing,' cartoon on teasing) http://www.youtube.com/watch?v=cuUDecSTLDM ('Dragon Tales', teasing video) http://www.youtube.com/watch?v=UNZKKoy4US0 ('Bully' video with no words, the end isn't positive but the first part is a great example)	
Student Resources:	http://www.youtube.com/watch?v=vIA28AZwuo4 ('The Meanest Girl in Second Grade,' video about a girl video) http://www.youtube.com/watch?v=riu3oyJzkU0 ('Buddy Learns about Teasing,' cartoon on teasing) http://www.youtube.com/watch?v=cuUDecSTLDM ('Dragon Tales', teasing video)	
Assessment:	Students will use the word wall to locate the concepts and vocabulary that represent actions and attributes missing from these the interpersonal scenarios/situations.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may work with partners to provide antonyms to the class word wall's friends/friendship vocabulary
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.wordle.net/ (Wordle image of words you choose)	Student may add vocabulary to the word wall to describe bullying and/or unhealthy relationships Students may also create a Wordle of healthy friendship vocabulary
Critical Content:	<ul style="list-style-type: none"> • Signs of bullying • Effects of bullying 	
Key Skills:	<ul style="list-style-type: none"> • Identifying healthy and unhealthy friendships 	
Critical Language:	Acceptance, tolerance, feelings, healthy, unhealthy, communication, respect, understanding, friendship, responsibility, bullying, empathy, perspective	

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Learning Experience # 8		
The teacher may facilitate a discussion with students regarding past bullying/teasing experiences at school so students can recognize and work together to define the differences between bullying and (playful) teasing.		
Generalization Connection(s):	Responsible students can identify and help prevent bullying and teasing behaviors which can create an attitude of acceptance of self and others	
Teacher Resources:	http://www.youtube.com/watch?v=riu3oyJzkU0 ('Buddy Learns about Teasing,' cartoon on teasing) http://www.youtube.com/watch?v=cuUDecSTLDM ('Dragon Tales', teasing video) http://www.youtube.com/watch?v=vIA28AZwuo4 ('The Meanest Girl in Second Grade,' video about a girl video)	
Student Resources:	http://www.youtube.com/watch?v=riu3oyJzkU0 ('Buddy Learns about Teasing,' cartoon on teasing) http://www.youtube.com/watch?v=cuUDecSTLDM ('Dragon Tales', teasing video) http://www.youtube.com/watch?v=vIA28AZwuo4 ('The Meanest Girl in Second Grade,' video about a girl video)	
Assessment:	Students will be provided with scenario(s) of bullying <u>or</u> teasing. They will demonstrate their understanding of the situation by displaying placards (smiling/frowning face, thumbs up/down, green card/red card...) that appropriately identifies the act. (These placards are intended to scaffold the ones the students will create for their performance task.) http://rfclipart.com/hand-with-blank-placard-1487-vector-clipart.html (Placard template)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may work with a partner to choose appropriate placards during the assessment of the scenarios
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.eduplace.com/graphicorganizer/pdf/ladder.pdf (Graphic organizer ladder)	Students may use the notes and class discussion to create the class definition of bullying vs. teasing
Critical Content:	<ul style="list-style-type: none"> • Difference between teasing and bullying • Effects of bullying and teasing 	
Key Skills:	<ul style="list-style-type: none"> • Differentiate between bullying and teasing 	
Critical Language:	Acceptance, tolerance, feelings, communication, respect, understanding, friendships, responsibility, bullying, teasing, empathy, perspective	

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Learning Experience # 9		
The teacher may synthesize the behaviors and attributes of friends/friendship (revisit 1st and 2nd Learning Experiences) so students can discover the ways in which speaking, listening, and empathizing can create effective ways to create safe environments and deescalate/prevent bullying.		
Generalization Connection(s):	Responsible students can identify and help prevent bullying and teasing behaviors which can create an attitude of acceptance of self and others	
Teacher Resources:	http://www.activityvillage.co.uk/decorate-the-shield (Printable shield with some pre-pasted items)	
Student Resources:	http://www.activityvillage.co.uk/decorate-the-shield (Printable shield with some pre-pasted items)	
Assessment:	Students will design individualized, personal, and physical representations of friendship (e.g., a friendship shield, a bully-proof vest), which encompasses the three elements of advocacy, listening, and empathy as means to counteract/prevent bullying.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.activityvillage.co.uk/decorate-the-shield (Printable shield with some vocabulary items already illustrated) The teacher may have students work in pairs or groups to locate appropriate pictorial representations	Students may complete a partially constructed friendship shield or bully proof vest with the vocabulary from the word wall
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.bullying.co.uk/poster/ (Anti bullying poster building)	Students may create a poster supporting advocacy and friendship in order to promote anti-bullying
Critical Content:	<ul style="list-style-type: none"> Multiple perspectives 	
Key Skills:	<ul style="list-style-type: none"> Intervene and respond appropriately if self or others are being teased or bullied Show support to someone who has been harmed by bullying Differentiate between bullying and teasing 	
Critical Language:	Self-advocacy, acceptance, tolerance, feelings, communication, respect, understanding, friendships, responsibility, bullying, empathy, perspective	

Learning Experience # 10	
The teacher may invite community leaders/representatives to discuss scenarios when personal intervention may or may not be safe and/or appropriate so students can begin to analyze the best ways to respond to acts of bullying.	
Generalization Connection(s):	Responsible students can identify and help prevent bullying and teasing behaviors which can create an attitude of acceptance of self and others

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Teacher Resources:	http://www.thirteen.org/closetohome/pdf/CTHelementary.pdf (Ideas for prepping for a guest speaker appear on page ten of this helpful guide) http://busyteacher.org/7083-top-10-ways-get-most-from-guest-speaker.html (Guide for prepping for guest speakers) http://onceuponasketch.com/2013/01/download-free-childrens-book-templates/ (Picture book creation templates)	
Student Resources:	<i>Stand Up for Yourself and Your Friends: Dealing with Bullies and Bossiness and Finding a Better Way</i> - Patti Kelley Criswell and Angela Martini <i>Confessions of a Former Bully</i> - Trudy Ludwig and Beth Adams (Lexile level: 810)	
Assessment:	Students will construct individual entries (write and illustrate) for a class book that describes scenarios when personal intervention is and is not the most effective way to respond to a bullying situation.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may have students work with a partner to create the illustrations http://onceuponasketch.com/2013/01/download-free-childrens-book-templates/ (Picture book creation templates)	Paired students may produce one or two entries for the class book
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://onceuponasketch.com/2013/01/download-free-childrens-book-templates/ (Picture book creation templates)	Students may create a class book to commemorate the guest speaker and highlight the speaker’s advice/ideas
Critical Content:	<ul style="list-style-type: none"> • Appropriate anti-bullying strategies 	
Key Skills:	<ul style="list-style-type: none"> • Intervene and respond appropriately if self or others are being teased or bullied 	
Critical Language:	Communication, well-being, safety, understanding, relationships, responsibility	

Learning Experience # 11	
The teacher may encourage students to recognize when the help of a trusted adult is necessary in bullying situations so students can reach out to appropriate adults who can deescalate the situation.	
Generalization Connection(s):	Responsible students can identify and help prevent bullying and teasing behaviors which can create an attitude of acceptance of self and others
Teacher Resources:	https://www.teachervision.com/graphic-organizers/printable/56506.html (Customizable graphic organizers)
Student Resources:	http://www.cybersmart.gov.au/Schools/Teacher%20resources/Lower%20primary/Lower%20primary%20teacher%20resources/~/_media/Cybersmart/Schools/Images/Sharing-personal-information-1.ashx (Trusted adult template for illustrating and writing)
Assessment:	As a class, students will compile a class list of trusted adults they are able to reach out to for help in bullying situations at specific locations (playground, classroom, public parks, public buildings...)

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<p>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p>Access (Resources and/or Process)</p> <p>http://www.cybersmart.gov.au/Schools/Teacher%20resources/Lower%20primary/Lower%20primary%20teacher%20resources/~media/Cybersmart/Schools/Images/Sharing-personal-information-1.ashx (Trusted adult template for illustrating and writing)</p>	<p>Expression (Products and/or Performance)</p> <p>Students may orally present their illustrations of trusted adults for inclusion in the compile class list</p>
<p>Extensions for depth and complexity:</p>	<p>Access (Resources and/or Process)</p> <p>http://www.cybersmart.gov.au/Schools/Teacher%20resources/Lower%20primary/Lower%20primary%20teacher%20resources/~media/Cybersmart/Schools/Images/Sharing-personal-information-1.ashx (Trusted adult template for illustrating and writing)</p>	<p>Expression (Products and/or Performance)</p> <p>Students may add scenarios to the class book to illustrate when and where specific trusted adults may be consulted during bullying situations</p>
<p>Critical Content:</p>	<ul style="list-style-type: none"> • Appropriate anti-bullying strategies 	
<p>Key Skills:</p>	<ul style="list-style-type: none"> • Identify helpful caring and trusted professionals and or adults in a bullying situation • Intervene and respond appropriately if self or others are being teased or bullied 	
<p>Critical Language:</p>	<p>Bullying, health, communication, well-being, respect, safety, understanding, relationships, responsibility</p>	