

COURSE: Health	GRADE(S): 2 nd Grade
UNIT: Bullying	TIMEFRAME: 1 Lesson

NATIONAL STANDARDS:	
STANDARD 1:	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
STANDARD 2:	Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
STANDARD 3:	Students will demonstrate the ability to access valid information and products and services to enhance health.
STANDARD 4:	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
STANDARD 5:	Students will demonstrate the ability to use decision-making skills to enhance health.
STANDARD 7:	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
STANDARD 8:	Students will demonstrate the ability to advocate for personal, family and community health.

STATE STANDARDS:	
10.3. Safety and Injury Prevention	
10.3.3.A.	Recognize safe/unsafe practices in the home, school and community.
10.3.3.B.	Recognize emergency situations and explain appropriate responses.
10.3.3.C.	Recognize conflict situations and identify strategies to avoid or resolve.

UNIT OBJECTIVES:	CONTENT:
Recognize a bully, a victim and a bystander.	<ul style="list-style-type: none"> • Bully: Is someone who hurts or frightens others. • Victim: Is the person being hurt or frightened. • Bystander: People who watch what is happening. • Types of Bullying: <ul style="list-style-type: none"> ▪ <i>Emotional:</i> Teasing, name calling, intimidating. ▪ <i>Physical:</i> Pushing, punching, hitting, stealing. • Methods to combat a bully: <ul style="list-style-type: none"> ▪ "I" messages (way to be strong without being mean.) <ul style="list-style-type: none"> ➤ I feel _____when you _____because_____ and I want you to _____. ➤ Stay away from the bully. ➤ Call for help if a bully starts trouble. ➤ Don't react, refuse to fight. ➤ Tell an adult.
Explain how to protect yourself and others from bullies.	

	<ul style="list-style-type: none"> • How to help the victim: <ul style="list-style-type: none"> ▪ Get adult help ▪ Join with and support the victim. ▪ <i>Empathy:</i> Try to understand how the victim feels and speak out. ▪ Stand up and speak out.
<p>ACTIVITIES:</p> <p>Brainstorm what a bully is and what they look like.</p> <p>During a teacher read story students will identify the bully, victim, and bystander.</p> <p><u><i>Tribal Graffiti:</i></u> Feelings of a bully, victim, and bystander.</p> <p>Working with a partner, students will practice using "I" messages. (Interpersonal Communications)</p> <p>Students will role play bullying situations and proper responses. (Interpersonal Communications)</p> <p>RESOURCES:</p> <p><u>WEB SITES:</u></p> <p>Health Teacher: Dealing with Bullies (1999-2006) Retrieved on July 10, 2006 from: http://www.healhteacher.com/lessons/lessonid/103/section/2#step3</p> <p>Teens Health: Internet Safety: Safe Surfing Tips for Teens (1995-2006) Retrieved on July 11, 2006 from: http://www.kidshealth.org/teen/safety/safebasics/internetsafety.html</p> <p><i>Bully Free Classroom</i>, Beane, Allan L., Free Spirit Publishing, Minneapolis, MN (1999)</p> <p><i>Health and Fitness</i>, Harcourt School Publishers, New York, NY (2007)</p>	<p>ASSESSMENTS:</p> <p>The students will draw a picture of someone being bullied.</p> <p>Using a peer checklist, the students will demonstrate the ability to use "I" messages.</p> <p>On a worksheet, students will circle the appropriate responses to bullying.</p> <p>REMEDIATION:</p> <p>Refer to guidance counselor for one-on-one assistance.</p> <p>View a video that deals with bullying.</p> <p>ENRICHMENT:</p> <p>Create an art, bullying poster, song, or rap.</p> <p>Compile a list of books available in the library dealing with bullying.</p>