

COURSE: Health	GRADE(S): 7 th Grade
UNIT: Bullying - School and Cyber	TIMEFRAME: 3 Lessons

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

<p>STATE STANDARDS:</p> <p>10.3. Safety and Injury Prevention 10.3.9.A. Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community. 10.3.9.C. Analyze and apply strategies to avoid or manage conflict and violence during adolescence.</p> <p><i>Reading Assessment Anchors:</i></p> <p>R7.A.2. Understand nonfiction appropriate to grade level R7.A.2.1 Identify and apply the meaning of vocabulary in nonfiction R7.A.2.3 Make inferences, draw conclusions, and make generalizations based on text. R7.A.2.4 Identify and explain the main ideas and relevant details.</p> <p>R7.B.3. Identify, interpret, describe, and analyze concepts and organization of non-fictional text. R7.B.3.1 Interpret, describe, and analyze the characteristics and uses of facts and opinions in non-fictional text. R7.B.3.2 Distinguish between essential and nonessential information within or between text.</p>

<p>UNIT OBJECTIVES:</p> <p>Examine the characteristics of a bully, causes of violence and symptoms of a bullying victim.</p>	<p>CONTENT:</p> <p>I. <u>Definition of bullying</u>: repeatedly doing or saying things to intimidate or dominate another person. Examples: taunting, name calling, pushing, kicking, spreading rumors, etc.</p> <ul style="list-style-type: none"> - Characteristics of a bully. <ul style="list-style-type: none"> o The need to feel powerful and in control. They enjoy the power that aggression brings and feel entitled to recognition, privilege, and special treatment. o May have an inflated self image. Those that bully often believe they are superior to others and brag about it. o They receive satisfaction from inflicting injury and suffering on others. They find pleasure in taunting or dominating other
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Analyze their individual responsibility to become an advocate against bullying and violence.

- persons.
- o They lack empathy or feeling of concern for their victims.
- o They often lie about their actions, saying their victims provoked them in some way.
- o They believe it is ok to bully others. It is common for them to rationalize their actions by thinking the victim did something to deserve this treatment.
- o They often come from a home in which physical punishment is used. Some bullies have been abused at home or were bullied themselves.
- o They are often defiant towards adults and are likely to break school rules.
- o It can be boys or girls. Girls are more likely to bully with words, while boys are more likely to resort to physical attack.
- o Often popular and well liked by their peers and teachers.
- Causes of violence.
 - o Anger
 - o Prejudice sometimes leads to a hate crime, which is an illegal act against someone just because he or she is a member of a particular group.
 - o Possession of weapons.
 - o Peer pressure.
 - o Alcohol and other drugs.
- Symptoms of bullying.
 - o Withdrawal
 - o Abrupt lack of interest in school.
 - o Drop in grades.
 - o Signs of physical abuse.
- II. Gangs and gang related violence
 - Definition: Gang is a group of people who associate with one another because they have something in common. They are often involved in violent and illegal activities.
 - General safety precautions:
 - o Avoid places where gang members hang out.
 - o Travel with a friend or in a group.
 - o Walk on well-lighted, safe streets at night.
 - o Do not hitchhike.
 - o Avoid dangerous short-cuts.
 - o Do not carry large sums of money.
 - o Don't open the doors to strangers.
 - Reducing Violence in Schools
 - o Principals, school board members,

teachers, parents, and students are working together to stop violence in schools.

- Peer mediation programs
- Violence prevention programs
- Stricter dress codes
- Security guards
- Metal detectors
- Locker searches
- Video surveillance cameras
- Drug and gun sniffing dogs

III. Cyber Bullying

Definition: Being cruel to others by sending or posting harmful material using technological means; an individual or group that uses information and communication involving electronic technologies to facilitate deliberate and repeated harassment or threat to individual or group.

- Cyber Bullies Technology

- o Email
- o Cell phones
- o Page or text messages
- o Instant messaging
- o Defamatory personal web sites
- o Defamatory online personal polling web sites
- o Chat rooms

- Cyber bully Categories

- o "Inadvertent"
 - Role Play
 - Responding
 - May not realize it is cyber bullying
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- o "Venegul Angel"
 - Righting wrongs
 - Protecting themselves
- o "Mean Girls"
 - Bored/entertainment
 - Ego based/promote own social status
 - Often done in a group
 - Intimidate on and off line
- o "Power hungry"
 - Want reaction
 - Controlling with fear
- o "Revenge of the Nerds"
 - Often victims of school yard bullies.
 - Throw cyber weight around
 - Not often bullies

<p>Identify what constitutes cyber bullying in criminal law and in the school.</p>	<ul style="list-style-type: none"> - Cyber Bullying Legal Issues (criminal law limits) <ul style="list-style-type: none"> o The following kinds of speech can lead to arrest and prosecution: <ul style="list-style-type: none"> ▪ Making threats of violence to people or their property. ▪ Engaging in coercion. ▪ Making obscene or harassing phone calls. ▪ Harassment or stalking. ▪ Hate or bias crimes. ▪ Creating or sending sexually explicit images of teens. ▪ Sexual exploitation. ▪ Taking a photo of someone in place where privacy expected. - Cyber Bullying Legal Issues (within school authority guidelines) <ul style="list-style-type: none"> o Clear-cut threats. o Clearly disruptive of school discipline. o Encouraged to visit website; student accesses or works on website in school. o School owned website or school-sponsored project website. o Any proof of in-school impact (examples: materials on grounds; psychosocial, behavioral, or academic impact on others). o Proof the student's website or harassment has had impact on staff. <i>Examples:</i> quits, leave of absence, medical, emotional issues.
<p>ACTIVITIES</p> <p>Brainstorm the differences between a bully and cyber bully.</p> <p>Carousel activity with characteristics, causes, symptoms, and precautions of a bully. (Self Management)</p> <p>Role play a situation that involves a “bully” or gang related situation. (Interpersonal Communication)</p> <p>Design a situation that would constitute a cyber bully legal issue. Find a solution to the situation. (Accessing Information)</p> <p>Survey students if they have or have not been bullied, cyber bullied, or had gang contact.</p>	<p>ASSESSMENT</p> <p>Design an age appropriate public announcement to advocate against bullying and gang related violence.</p> <p>Create a product of culminating information through the use of pamphlet, flyer, newsletter, and informational packet. (Advocacy)</p> <p>Present their bullying survey results to the class and discuss the findings in a presentation or debate format.</p> <p>REMEDIATION:</p> <p>Working with a partner or in small groups during projects.</p> <p>Teacher assistance when needed.</p> <p>Notes on transparencies, available as per IEP or</p>

<p><i>Teacher directed differentiated instructional projects and activities are ongoing and based on student need.</i></p> <p>RESOURCES</p> <p><i>Health and Wellness</i>, by Meeks Heit, McGraw-Hill Companies, Inc. New York 2005</p> <p><i>Teen Health Course 2</i>, by Merki, Mary Bronson, Glencoe-McGraw-Hill (1999) New York, NY</p> <p>Health Teacher: <i>Avoiding Gangs and Bullies (2006)</i> Retrieved on June 21, 2006 from: http://healthteacher.com/lessons/lessonid/108</p> <p>Cyberbullying, <i>Stop Cyberbullying (2006)</i> Retrieved on June 21, 2006 from: http://www.stopcyberbullying.org/index2.html</p>	<p>personal needs.</p> <p>Modifications to time restraints and options given for project assessment.</p> <p>ENRICHMENT</p> <p>More extensive research with surveys.(interviewing parents or people in the community)</p> <p>Contacting law enforcement regarding information on a plan of action and the occurrence of bullying within schools.</p> <p><i>"Thank You, Mr. Falker"</i>, by Patricia Polacco.</p>
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