

COURSE: Health	GRADE(S): 5 th Grade
UNIT: Bullying	TIMEFRAME: 4 Lessons

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 8:	Students will demonstrate the ability to advocate for personal, family and community health.

STATE STANDARDS:	
10.3. Safety and Injury Prevention	
10.3.6.A. Explain and apply safe practices in the home, school and community.	
10.3.6.C. Describe strategies to avoid or manage conflict and violence.	
<i>Reading Assessment Anchors:</i>	
R5.A.2 Understand nonfiction appropriate to grade level.	
R5.A.2.1 Identify and interpret the meaning of vocabulary in nonfiction.	
R5.B.3 Identify and interpret concepts and organization of non-fictional text.	
R5.B.3.2 Distinguish between essential and nonessential information within or between text.	

UNIT OBJECTIVES:	CONTENT:
Recognize what a bully is.	I. Bullying <i>Define bullying:</i> Repeated emotional or physical abuse involving an imbalance of power between a bully and a targeted victim.
Demonstrate how to protect yourself and others from bullies.	<ul style="list-style-type: none"> - How To Spot a Bully <ul style="list-style-type: none"> o A strong need to control others. o An inflated self-regard. o Associated with being popular. o Often been a victim of bullying. o Has a need to gain attention, even if it's negative. o Confidence in his/her personal strength. o Lacks empathy for victims. o Little or no guilt for abusive actions; convinced they are deserved by the victim. - Actions of "Bullies" <ul style="list-style-type: none"> o Choose a victim where there is an imbalance of power in emotional or

physical strength.

- o Repeated negative actions against the victim occur.

Emotional Abuse:

- Intimidate
- Name-calling
- Threatening
- Teasing
- Taunting (to mock)
- Make fun of family
- Write ethnic graffiti
- Alienating socially

Physical Abuse:

- Punching
- Slapping
- Tearing clothes
- Shoving
- Spitting
- Threatening with or using a weapon.
- Stealing

- Cyber/Electronic Bullying

- o Cyber-bullying is a word that refers to cruel or bullying messages sent to you on online. These might be from former friends or other people you know. They can be irritating and, in some cases, even frightening.
- o If you get these bullying messages online, it's often better to ignore them rather than answer them. Cyber-bullies just like other bullies, may be angry or disturbed people, and may be looking for attention or a reaction.
- o Fortunately, most people never experience cyber-bullying. But if you're getting cyber-bullied and ignoring it doesn't make it go away. Getting help from a parent, school counselor, or another trusted adult may be a good idea. That's especially true if the cyber-bullying contains threats.

- Smart Surfing

First rule of smart surfing?

- o Remain as anonymous as possible. That means keeping ALL private information private. Here are some examples of private information that you should never give out on the internet:

<p>Identify signs of depression and strategies used to deal with these signs.</p>	<ul style="list-style-type: none"> ▪ Full name ▪ Home address ▪ Phone number ▪ Social security numbers ▪ Passwords ▪ Names of family members ▪ Credit card numbers <ul style="list-style-type: none"> - Methods to combat a bully: <ul style="list-style-type: none"> o "I" messages: A way to say what we need without blaming the other person. o Five steps to an "I" message: <ul style="list-style-type: none"> ▪ <i>Step 1:</i> Always start with "I". ▪ <i>Step 2:</i> Clearly and simply state how you feel. "I feel _____". ▪ <i>Step 3:</i> Clearly and simply state what the other person did that made you feel that way. "I Feel _____when you _____". ▪ <i>Step 4:</i> Clearly and simply state why you feel the way you do. I feel _____ when you _____ because_____". ▪ <i>Step 5:</i> Clearly and simply state what you need the other person to do. "I want you to _____". o Stay away from the bully. o Get help if a bully starts trouble. o Don't react to the bully. o Tell an adult. - How to Help the victim <ul style="list-style-type: none"> o Teach the victim to be assertive. o Make victim realize they are not defenseless. o Reassure victim that you will provide protection. o Defuse the bully by being firm. o Tell the bully you will get help. - Role of the bystander: Without them, the bully doesn't have the audience he or she seeks. To passively watch is to be guilty of bullying. Their job is to disband the "spectator group" and get help. <p>II. Depression</p> <p>Persistent sad mood, anger, feelings of hopelessness or the inability to feel pleasure or happiness for an extended period of time, weeks months, years. Can be a result of bullying.</p> <ul style="list-style-type: none"> - Causes of depression: <ul style="list-style-type: none"> o <i>Life events;</i> death in family, death of pet, loss of friend. o <i>Family;</i> divorce, stress from family
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atmosphere.

- o *Environmental*; unhappy family environment.
- o *Social*; bullying, lack of friends.
- o *Substance Abuse*; alcohol and some drugs are known to have depressant effects.
- o *Medical conditions*; can affect hormone balance and have an effect on mood.

- Signs of Depression:

- o Persistent sadness and hopelessness
 - o Withdrawal from friends and activities once enjoyed.
 - o Increased irritability.
 - o Missed school, poor performance.
 - o Change in eating or sleeping patterns.
 - o Forgetfulness.
 - o Feeling of worthlessness.
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- o Frequent physical complaints, such as, headaches, stomach aches.
 - o Lack of enthusiasm.
 - o Low energy, chronic fatigue.
 - o Recurring thoughts of death or suicide.

- Strategies to help when you are depressed:

- o Know the signs of depression.
- o Eat right: this may help you feel better physically, as well as, improve your mood.
- o Physical activity: helps alleviate symptoms of depression (bike rides, walks).
- o Talk to someone who will support you (parents, teachers, guidance counselor).
- o Take part in activities you enjoy.

- Depression can lead to suicide.

Suicide: Intentional taking of ones life.
Everyone is affected by suicide.

➤ Risk factors:

- Previous suicidal behavior.
- History of psychiatric disorder.
- Family history.
- Loss of parent.
- Social isolation – bullying.

➤ Help for suicide:

- Listen – encourage friends to talk.
- Get help right away: **1-800-SUICIDE** (National Suicide Help Line).
- Take threats seriously.

<p>ACTIVITIES:</p> <p>Brainstorming what a bully is and actions of a bully.</p> <p>Create a mobile of ways to avoid being a victim of a bully. (Advocacy)</p> <p>Role-play bully situations. (Interpersonal Communication/Self-Management)</p> <p>Practice listening skills and using "I" messages. (Interpersonal Communication)</p> <p>Students will create a poster on bullying/cyber-bullying. (Advocacy)</p> <p>Students will create a brochure about suicide and depression. (Advocacy/Accessing Information)</p> <p>State a situation from a movie or TV show where someone is being bullied. (Accessing Information /Analyzing Internal & External Influences)</p> <p>Students will list, individually, how they would like to be treated by others. After listing these, the students will then read one of their responses and everyone who feels they would like to be treated that way will stand. (Interpersonal)</p> <p><i>Teacher directed differentiated instructional projects and activities are ongoing and based on student need.</i></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.healthteacher.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/internet_safety.html</p> <p><i>Bully Free Classroom</i>, Beane, Allan L., Free Spirit Publishing, Minneapolis, MN (1999)</p>	<p>▪ Do not be sworn to secrecy.</p> <p>ASSESSMENTS:</p> <p>The students will list actions of a bully and methods of avoiding a bully.</p> <p>Using a checklist, the teacher will assess that students recognize a bully situation and respond appropriately in dealing with the situation.</p> <p>Using a peer checklist, the students will demonstrate the ability to use "I" messages.</p> <p>Using a rubric, the teacher will evaluate the student's knowledge of depression and suicide.</p> <p>REMEDIATION:</p> <p>Teacher assistance of compiling lists</p> <p>Draw a situation of a person being bullied.</p> <p>Given a situation from the teacher, the students will participate in the role-plays.</p> <p>ENRICHMENT:</p> <p>Students will compile a journal describing the occasions of bullying they observed in one week in the classroom.</p> <p>The class develops a pamphlet on bullying and distributes it school-wide.</p> <p>Create a commercial on methods to prevent bullying and what to do if you are bullied.</p> <p>Research depression in children and find what links depression to suicide attempts. Write a one page paper on depression in children and how those children can be helped.</p>
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