

K5 Anti-Bullying Curriculum

Vocabulary Words: bullying, feelings, friend, friendly, I Statement, serious, tattling, telling, trusted adult, unfriendly

Big Ideas:

1. Bullying behavior can be observed in school settings.
2. Bullying situations require others to respond in positive ways.
3. People experience many feelings.
4. People that are bullied often feel sad.
5. It is important to calm down when angry.
6. Some situations are tattling, while others are telling.
7. People need care and compassion.
8. People can be different from one another.
9. Behaviors can be friendly and unfriendly.
10. Trusted adults are there to help us.

Literature Connections: *A Duck so Small*, by Benjamin Holstien, *Bootsie Barker Bites*, by Barbara Bottner, *Hugo and the Bullying Frogs*, by Caroline Church, *We Can Get Along: A Child’s Book of Choices*, by Lauren Murphy Payne

National Health Education Standards Connections:

Standard 1 – Students will comprehend concepts related to health promotion.

Standard 4 – Students will understand the ability to use interpersonal communication skills to enhance health.

Standard 7 – Students will understand the ability to practice health-enhancing behaviors and avoid or reduce health risks.

PBIS Connections: Creating a positive school learning environment and developing a sense of emotional and physical safety.

Objective	Activity	Assessment	I Can Statement
Recognize that everyone is different.	Online Activity Offline Lesson: Same or Different? p. 26 ACT Now Teacher’s Guide Talk about ways that everyone is different and complete class chart.	Chart completion and active participation by all students.	I know that everyone is different.
Show compassion for others and invite classmates to join activities.	Online Activity Offline Lesson: Friendly Roles with Zink p. 36 ACT Now Teacher’s Guide	Discussion questions p. 36 ACT Now Teacher’s Guide	I can tell the difference between friendly and unfriendly behavior. I can invite others to play with me.

	Role play with discussion		
Recognize bullying behavior in school. Learn how to tell a bully to stop. Invite those who are bullied to play.	Online Activity Offline Lesson: Puppet Play p. 37 ACT Now Teacher's Guide Role play with puppets	Discussion questions p. 37 ACT Now Teacher's Guide Distribute Blue Ribbon Award for successful completion of lesson. p. 38 ACT Now Teacher's Guide Orange Tree Online Game – Quiz from content of lessons	I know what bullying looks like. I can invite a student who is being bullied to play with me.
Recognize friendly behavior. Show our friends that we are glad to have them as friends.	Online Activity Offline Lesson: Celebrating Friends p. 44 ACT Now Teacher's Guide Students draw pictures of friendly behaviors and write words to describe them. Create a bulletin board.	Class discussion about how friends help each other and show kindness. Share class ideas of friendship through hallway or classroom display	I can tell the difference between friendly and unfriendly behavior. I can show my friends that I am glad that they are my friends.
Adults should be made aware of any serious situation.	Online Activity Offline Lesson: Tattling vs. Telling p. 68 ACT Now Teacher's Guide Students learn that there is a difference between tattling and telling.	Class discussion p. 68 ACT Now Teacher's Guide	I can tell an adult when there is a serious situation and I need to get help. I understand that tattling is trying to get someone else in trouble.
Demonstrate advocacy by signing an anti-bullying contract and role modeling anti-bullying behavior.	Lesson: Anti-Bullying Contract p. 45 ACT Now Teacher's Guide	Class discussion Signed contracts	I understand that if I show friendly behaviors, others in my school may do the same.

	Students sign an anti-bullying contract.		
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Grade 1 Anti-Bullying Curriculum

Vocabulary Words: bullying, courage, feelings, friend, friendly, I Statement, serious, tattling, telling, trusted adult, unfriendly

Big Ideas:

1. Bullying behavior might occur at school or on the school grounds.
2. People have sad feelings when bullying happens.
3. There are positive responses to bullying situations.
4. I Statements help other know how you are feeling.
5. Tattling and telling are different from one another.
6. It is important to invite others to play.
7. People are all different.
8. Good friends have special qualities.
9. Trusted adults help us when we need them.

Literature Connections: Stop Picking on Me, by Pat Thomas, Hooway for Rodney Wat, by Helen Lester, Jungle Bullies, by Steven Kroll, Stand Tall Molly Lou Melon, by Patty Lovell, The Recess Queen, by Alexis O’Neill

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PBIS Connections: Creating a positive school learning environment and developing a sense of emotional and physical safety.

Objective	Activity	Assessment	I Can Statement
Describe two ways that people can be different from one another.	Online Activity Offline Lesson: We’re All Different p. 26 ACT Now Teacher’s Guide Differences Survey	Class Discussion Questions p. 26 ACT Now Teacher’s Guide	I can describe two ways that people are different.
Assess what students already know about bullying.	ACT Now Pre-Assessment p. 34-35 ACT Now Teacher’s Guide	Completion of the Differences Survey	
Describe ways to calm down when angry. Describe how someone	Online Activity Offline Lesson: Feelings Book	Completion of class Feelings Book. Discussion questions	I can describe how someone might feel if they were bullied.

<p>might feel in a bullying situation.</p>	<p>p. 39 ACT Now Teacher's Guide</p> <p>Read <u>We Can Get Along: A Child's Book of Choices.</u></p> <p>Brainstorm a list of feelings, and create a class book.</p>		<p>I can identify one way to calm down when I am angry.</p>
<p>Give examples of what to do in a bullying situation.</p> <p>Use an assertive "I Statement" to respond to a bullying situation.</p> <p>Name two trusted adults to go to for help.</p>	<p>Online Activity</p> <p>Offline Lesson: What I Can Do</p> <p>p. 40 ACT Now Teacher's Guide</p> <p>Brainstorm what you can do in a bullying situation. Respond to these situations with I Statements.</p>	<p>Class discussion using examples of bullying</p> <p>p. 40 ACT Now Teacher's Guide</p>	<p>I know what to do if I see bullying happen.</p> <p>I can use an I Statement when I see bullying.</p> <p>I know how to ask a trusted adult for help.</p>
<p>Give examples of being a good friend.</p> <p>Demonstrate a friendly behavior.</p>	<p>Online Activity</p> <p>Offline Lesson: Good Friends</p> <p>p. 41 ACT Now Teacher's Guide</p> <p>Using the alphabet, students identify things that they can do to be a good friend.</p>	<p>Review lists that students created and class discussion.</p>	<p>I can give an example of being a good friend.</p> <p>I can show a friendly behavior.</p>
<p>Give an example of one way to show care and compassion to the victim of bullying.</p> <p>Be able to show how you could invite someone to play.</p> <p>Describe why being</p>	<p>Online Activity</p> <p>Offline Lesson: Playing Nice with Zink</p> <p>p. 42 ACT Now Teacher's Guide</p> <p>Listen to the Zink story and draw/tell about</p>	<p>Discussion Questions</p> <p>p. 42 ACT Now Teacher's Guide</p>	<p>I can show care and compassion to a victim of bullying.</p> <p>I can say how I would invite someone to play.</p> <p>I can explain why being different isn't a reason to exclude someone.</p>

different isn't a reason to exclude another person.	how they would invite Zink to play.		
Demonstrate advocacy by signing an anti-bullying contract and role- modeling anti-bullying behavior.	Anti-Bullying Contract p. 49 ACT Now Teacher's Guide	Student and parent signature on Anti-Bullying Contract	I promise that I will not bully others.

Grade 2 Anti-Bullying Curriculum

Vocabulary Words: bullying, clique, compassion, empathy, feelings, friend, gossip, I Statement, serious, tattling, telling, trusted adult

Big Ideas:

1. Bullying is when someone uses his or her power unfairly and repeatedly to hurt someone.
2. Some behaviors are bullying, while others are non-bullying.
3. There are positive ways to respond to bullying situations.
4. It is important to calm down when you are getting angry.
5. Using an I Statement, you can be assertive in bullying situations.
6. Trusted adults can help you when you see bullying.
7. Care and compassion are needed in bullying situations.
8. Tattling and telling are different.

Literature Connections: The Berenstain Bears and the Bully, by Jan Berenstain, My Mouth is a Volcano, by Julia Cook, Chester Raccoon and the Big Bad Bully, by Audrey Penn, The Ant Bully, by John Nickle, Nobody Knows What to Do, by Becky Ray McCain

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PBIS Connections: Creating a positive school learning environment and developing a sense of emotional and physical safety.

Objective	Activity	Assessment	I Can Statement
Identify bullying behaviors. Recognize some causes of bullying. List two ways to deal with bullying.	Online Activity Offline Lesson: Stop Picking on Me p. 26 ACT Now Teacher’s Guide Read <u>Stop Picking on Me</u> . Students keep a bullying journal. p. 27 ACT Now Teacher’s Guide	Completion of Bullying Journal	I can identify bullying behavior. I understand what causes bullying. I know how to deal with a bully.
Assess students understanding of bullying.	Assessment Tool p. 33 ACT Now Teacher’s Guide	Completion of pre-assessment tool	

<p>Demonstrate ways to calm down when angry.</p>	<p>Online Activity</p> <p>Lesson: When I'm Angry</p> <p>p. 39 ACT Now Teacher's Guide</p> <p>Brainstorm ways to calm down when angry. Role play what these would look like.</p>	<p>Class discussion and role plays</p>	<p>I can calm down when I am angry.</p>
<p>Demonstrate two ways to deal with a bullying situation.</p> <p>Use an I Statement to respond to bullying.</p>	<p>Online Activity</p> <p>Offline Lesson: Standing Up</p> <p>p. 40 ACT Now Teacher's Guide</p> <p>Brainstorm what you can do in a bullying situation. Complete the I Statement worksheet on p. 41 ACT Now Teacher's Guide.</p>	<p>Completion and discussion on the I Statement Worksheet.</p>	<p>I know how to deal with a bully.</p> <p>I can use an I Statement to let someone know how I am feeling.</p>
<p>Show care and compassion for others.</p>	<p>Online Activity</p> <p>Offline Lesson: Being Friendly</p> <p>p. 42 ACT Now Teacher's Guide</p> <p>Role play ways to be kind to others.</p>	<p>Class discussion and role play</p>	<p>I can show others that I care about them.</p>
<p>Write down what to say when someone is being bullied.</p> <p>Tell the story of Zink to families.</p>	<p>Online Activity</p> <p>Offline Lesson: Showing Empathy to Zink</p> <p>p. 43 ACT Now Teacher's Guide</p> <p>Write/draw how you</p>	<p>Completion of p. 44 in ACT Now Teacher's Guide</p> <p>Complete Parent Advice letter/form.</p>	<p>I can show others that I care about them.</p>

	could show Zink that you care about him.		
Create an anti-bullying poster.	Lesson: Anti-Bullying Poster p. 48 ACT Now Teacher's Guide Create an anti-bullying poster.	Completion of Anti-Bullying poster	I can make an anti-bullying poster.
Demonstrate advocacy by signing an anti-bullying contract and modeling anti-bullying behavior.	Lesson: Anti-Bullying Contract p. 50 ACT Now Teacher's Guide	Signed contract Assessment Tool p. 51 ACT Now Teacher's Guide	

Grade 3 Anti-Bullying Curriculum

Vocabulary Words: assertive, bully, bullying, bystander, compassion, confidence, empathy, exclude, feelings, friend, intentionally, I Statement, power, victim

Big Ideas:

1. Bullying is someone who uses his or her power unfairly and repeatedly to hurt someone.
2. There are both bullying and non-bullying behaviors.
3. There is a difference between bully, victim and bystander.
4. Bystanders can use words to influence others to reject bullying behavior.
5. I Statements are used to be assertive in response to bullying behavior.
6. Care and compassion are needed for those who have experienced a bullying situation.
7. It is important to calm down when angry.
8. Trusted adults are there to help you.

Literature Connections: Kids Talk About Bullying, by Carrie Finn, Bye-Bye Bully, by J.S. Jackson, Bully, by Judith Casely, Pinky and Rex and the Bully, by James Howe, My Secret Bully, by Trudy Ludwig

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Standard 7 – Students will understand the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8 – Students will understand the ability to advocate for personal, family, and community health.

PBIS Connections: Creating a positive school learning environment and developing a sense of emotional and physical safety.

Objective	Activity	Assessment	I Can Statement
Identify bullying behavior.	Online Activity: Bullying	Class discussion questions p. 26 ACT Now Teacher’s Guide	I can identify bullying behavior.
Recognize that everyone is different.	Offline Lesson: Just Kidding		I understand that everyone is different.
List ways to deal with a bully.	p. 26 ACT Now Teacher’s Guide Read <u>Just Kidding</u> . Discuss		I can deal with a bully.
Define bullying as someone who uses his or her power unfairly and repeatedly to hurt someone.	Online Activity : What to Do Offline Lesson: Stand up to Bullying	Class sharing of skits	I know that a bully is someone who uses their power unfairly and repeatedly to hurt someone.

<p>Explain the difference between a bully, bystander, and victim.</p> <p>Demonstrate positive ways to deal with a bully.</p> <p>Show how to report bullying to a trusted adult.</p>	<p>p. 38 ACT Now Teacher's Guide</p> <p>Write/perform a short skit describing how a bystander/victim can reject bullying behavior.</p>		<p>I can tell what a bully is.</p> <p>I can tell what a bystander is.</p> <p>I can tell what a victim is.</p> <p>I can deal positively with a bullying situation.</p>
<p>Write an ad for a friend, emphasizing at least three different qualities that make a good friend.</p>	<p>Online Activity: Friends</p> <p>Offline Lesson: Wanted – A Good Friend</p> <p>p. 39-41 ACT Now Teacher's Guide</p> <p>Create an ad for a friend.</p>	<p>Share projects with the class.</p>	<p>I know what makes a good friend.</p>
<p>Demonstrate ways to calm down when angry.</p>	<p>Online Activity: Calming Down</p> <p>Offline Lesson: Calming Down</p> <p>p. 42 ACT Now Teacher's Guide</p> <p>Create a personal list of ways to calm down when angry.</p>	<p>After one week, discuss whether or not the list was helpful.</p>	<p>I can calm down when I am angry.</p>
<p>Raise awareness at school about bullying.</p> <p>Think of creative ways to spread the word about standing up to a bully.</p> <p>Encourage others to stand up for, and report bullying behavior.</p>	<p>Lesson: Anti-Bullying Campaign</p> <p>p. 45 ACT Now Teacher's Guide</p> <p>Students create their own anti-bullying campaign.</p>	<p>Posters, announcements and banners are created to send message about anti-bullying.</p>	<p>I can spread the word that we need to stand up to bullies.</p>

Create positive messages about friendly behaviors.			
Demonstrate advocacy by signing an anti-bullying contract and role-modeling anti-bullying behavior.	Lesson: Anti-Bullying Contract p. 47 ACT Now Teacher's Guide	Signed Anti-Bullying Contract	I promise that I will not bully others.
Assess students understanding of anti-bullying.	Assessment Tool p. 32-33 ACT Now Teacher's Guide	Assessment Tool	

Grade 4 Anti-Bullying Curriculum

Vocabulary Words: A.C.T., bully, bullying, bystander, comeback, cyber bullying, direct bullying, friend, indirect bullying, trusted adult, victim

Big Ideas:

1. Three factors are usually present with bullying: intentional, repeated over time, and an imbalance of power.
2. There are usually three roles within bullying: bully, victim, bystander.
3. Assertiveness is helpful in diffusing bullying situations.
4. Comebacks are helpful in diffusing bullying situations.
5. "Joining group activities" is a social skill.
6. Trusted adults are there to help us.
7. Victims need to be shown care and compassion.
8. Friends have positive qualities.
9. Tattling and telling are different from one another.
10. Classroom rules around bullying help us to be advocates against this type of behavior.

Literature Connections: TBD

National Health Education Standards Connections:

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Standard 7 – Students will understand the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8 – Students will understand the ability to advocate for personal, family, and community health.

PBIS Connections: Creating a positive school learning environment and developing a sense of emotional and physical safety.

Objective	Activity	Assessment	I Can Statement
Gauge what students already know about bullying behavior.	Online Activity Pretest p. 24 ACT Now Teacher's Guide	PreAssessment Tool	
Recognize that everyone is different, but each student has things in common with at least one student.	Offline Lesson: Similarities and Differences p. 26-27 ACT Now Teacher's Guide Students listen to statements being read aloud and stand if these statements apply to	Students find at least one other person in the room, with whom these share commonalities.	I can find things in common with my classmates.

	them.		
Describe at least two qualities of a good friend.	<p>Online Activity</p> <p>Offline Lesson: Friendship Recipe</p> <p>p. 36 ACT Now Teacher's Guide</p> <p>Brainstorm what makes a good friend. Prepare recipe cards with the "ingredients".</p>	Completion of recipe book for the class or library.	I can identify two qualities in a good friend.
<p>Demonstrate assertiveness using one type of comeback (no reaction, agreement, strong and assertive comeback) in a bullying situation.</p> <p>Demonstrate the social skill "joining a group activity".</p> <p>Demonstrate how to show care and compassion for the victim of bullying.</p>	<p>Online Activity</p> <p>Offline Lesson: Role Plays</p> <p>p. 37 ACT Now Teacher's Guide</p> <p>Perform skits showing care for a victim, using a comeback, and joining in a group activity.</p>	Class discussion about the skits performed, and about solutions that may not have been identified.	<p>I can use a comeback in a bullying situation.</p> <p>I can join a group activity.</p> <p>I can show care and compassion towards the victim of a bullying situation.</p>
Demonstrate advocacy through the creation of a list of classroom rules about bullying.	<p>Online Activity</p> <p>Offline Lesson: Class Rules</p> <p>p. 38 ACT Now Teacher's Guide</p> <p>Create a poster displaying class rules that would help prevent bullying.</p>	Class poster displayed	I can identify class rules that may prevent bullying.
Communicate ideas about bullying with parents.	Offline Lesson: Parent Interview	Class discussion about what children have learned.	I can talk to my parents about bullying.

	<p>p. 39-40 ACT Now Teacher's Guide</p> <p>Students interview their parents about bullying incidents that they may have experienced.</p>		
Assess the knowledge that students have gained.	Online Post-Test	Post-Test	
Reflect around the topic of bullying, in writing.	<p>Offline Lesson: Journaling Activity</p> <p>p. 58 ACT Now Teacher's Guide</p> <p>Students respond to introspective questions.</p>	Completion and discussion of Journal Activity.	I can write about bullying.
Demonstrate advocacy by signing an anti-bullying contract and role-modeling anti-bullying behavior.	<p>Offline Lesson: Anti-Bullying Contract</p> <p>p. 60-61 ACT Now Teacher's Guide</p>	Student and Parent Agreement	I commit that I will not bully others.

Grade 5 Anti-Bullying Curriculum

Vocabulary Words: A.C.T., bully, bullying, bystander, comeback, cyber bullying, direct bullying, friend, frenemy, indirect bullying, trusted adult, victim

Big Ideas:

1. Three factors are usually present with bullying: intentional, repeated over time, and an imbalance of power.
2. There are usually three roles within bullying: bully, victim, bystander.
3. Assertiveness is helpful in diffusing bullying situations.
4. Comebacks are helpful in diffusing bullying situations.
5. "Joining group activities" is a social skill.
6. Cyber bullying hurts others.
7. It is important to resist pressure when friends want you to participate in bullying.
8. Trusted adults are there to help us.
9. Victims need to be shown care and compassion.
10. Friends have positive qualities.
11. Tattling and telling are different from one another.
12. Younger students need role models in the school.

Literature Connections: TBD

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Standard 8 – Students will understand the ability to advocate for personal, family, and community health.

PBIS Connections: Creating a positive school learning environment and developing a sense of emotional and physical safety.

Objective	Activity	Assessment	I Can Statement
Gauge what students already know about bullying behavior.	Online Activity Pretest p. 24 ACT Now Teacher's Guide	PreAssessment Tool	
Recognize that everyone is different, but each student has things in common with at least one student.	Offline Lesson: Similarities and Differences p. 26-27 ACT Now Teacher's Guide Students listen to statements being read	Students find at least one other person in the room, with whom these share commonalities.	I can find things in common with my classmates.

	aloud and stand if these statements apply to them.		
Describe at least three qualities of a good friend.	<p>Online Activity</p> <p>Offline Lesson: Wanted – A Good Friend</p> <p>p. 26 ACT Now Teacher’s Guide</p> <p>Create an advertisement from the perspective of someone looking for a good friend.</p>	Share advertisements and discuss friendship qualities.	I can identify three qualities in a good friend.
Show care by responding to Dear Abby letters about bullying.	<p>Online Activity</p> <p>Offline Lesson: Dear Abby Letters</p> <p>p. 35 ACT Now Teacher’s Guide</p> <p>Students respond to letters about bullying.</p>	Students prepare effective letters to reduce/prevent bullying.	I can write a response to someone who is the victim of bullying.
<p>Demonstrate assertiveness using two types of comeback in two different bullying situations.</p> <p>Demonstrate how to resist pressure from friends to participate in bullying.</p>	<p>Online Activity</p> <p>Offline Lesson: Role Plays</p> <p>p. 36 ACT Now Teacher’s Guide</p> <p>Create scenarios of ways to prevent bullying.</p>	Classes perform scenarios and then discuss.	<p>I can use comebacks to stop bullying.</p> <p>I can resist pressure from friends.</p>
Demonstrate advocacy by being a role model to younger students in school.	<p>Online Activity</p> <p>Offline Lesson: Bully Free Buddy</p> <p>p. 37 ACT Now Teacher’s Guide</p>	Create a display of students mentoring others (pictures, etc.).	I can be a role model to a younger student.

	Students will build community in the school by serving as mentors to younger students.		
Communicate ideas about bullying with parents.	Offline Lesson: Parent Interview p. 38-39 ACT Now Teacher's Guide Students interview their parents about bullying incidents that they experienced as a child.	Class discussion about what was learned.	I can talk to my parents about bullying.
Assess knowledge gained.	Online Activity Post Test p. 53 ACT Now Teacher's Guide	Post-Test	
Reflect around topic of bullying, in writing.	Offline Lesson: Journaling Activity p. 54-55 ACT Now Teacher's Guide Students respond to introspective questions.	Completion of journaling activity.	I can write about bullying.
Demonstrate advocacy by signing an anti-bullying contract and role-modeling anti-bullying behavior.	Offline Lesson: Anti-Bullying Contract p. 56-57 ACT Now Teacher's Guide	Anti-Bullying contract signed by student and parent.	

Grade 6 Anti-Bullying Curriculum

Vocabulary Words: anti-bullying campaign, bully, bystander, comeback, cyberbullying, friend, respect, sexual harassment, trusted adult, victim

Big Ideas:

1. There is a difference between bullying and non-bullying behaviors.
2. Victims of bullying can be helped.
3. Victims can stand up for themselves.
4. Adults can help us in bullying situations.
5. Bullying has both short term, and long term effects on the victim and on the bystander.
6. There is a difference between snitching and telling.
7. Anti-bullying campaigns can reduce bullying at school.
8. There is a difference between true friends and frenemies.
9. Comebacks can be used in bullying situations.
10. Sexual harassment can be identified.
11. School climate can be positively impacted by those who get involved in change.

Literature Connections: TBD

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Standard 8 – Students will understand the ability to advocate for personal, family, and community health.

PBIS Connections: Creating a positive school learning environment and developing a sense of emotional and physical safety.

Objective	Activity	Assessment	I Can Statement
Demonstrate ways to help a victim in a bullying situation. Demonstrate how to stand up for yourself. Demonstrate how to ask an adult for help.	Offline Lesson: 6-Minute Scripts ACT Now Teacher’s Guide p. 39-40 Explain how a variety of scripts depict bullying situations. Learn how to respond appropriately.	Active participation Discussion	I can help a victim in a bullying situation. I can stand up for myself in a bullying situation. I can ask an adult for help in a bullying situation.
Write a response to a “letter to the editor” on bullying from the perspective of a bully. A victim and a bystander.	Offline Lesson: Letter Response ACT Now Teacher’s Guide p. 41 Write a response by thinking about bullies	Completion of letters Discussion	I can write a response to bullying, from multiple perspectives.

	from multiple perspectives.		
Identify three ways to change a school climate and to communicate them to school teachers, administrators and parents.	Offline Lesson: Take a Stand ACT Now Teacher's Guide p. 42 Create posters to build an anti-bullying campaign.	Completion of posters. Discussion	I can positively change my school's climate.
Communicate ideas about bullying with parents.	Offline Lesson: Parent Interview ACT Now Teacher's Guide p. 43-44 Interview parents about their experiences with bullying situations.	Completion of interview worksheet Discussion	I can talk to my parents about bullying.
Gauge students attitude towards bullying.	Offline Lesson: Attitude Survey ACT Now Teacher's Guide p. 49-51 Parent discussion worksheet and attitude surveys administered.	Complete survey Discussion	I can tell others how I feel about bullying.
Access knowledge regarding sexual harassment.	Offline Lesson: Sexual Harassment ACT Now Teacher's Guide p. 93-94	Discussion	I understand what sexual harassment is.

Grade 7 Anti-Bullying Curriculum

Vocabulary Words: anti-bullying campaign, bully, bystander, comeback, cyberbullying, friend, respect, sexual harassment, trusted adult, victim

Big Ideas:

1. Victims of bullying can be helped.
2. Victims can stand up for themselves.
3. Adults can help us in bullying situations.
4. There is a difference between snitching and telling.
5. Anti-bullying campaigns can reduce bullying at school.
6. Sexual harassment can be identified.
7. There are appropriate ways to respond to sexual harassment.
8. School climate can be positively impacted by those who get involved in change.

Literature Connections: TBD

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Standard 8 – Students will understand the ability to advocate for personal, family, and community health.

PBIS Connections: Creating a positive school learning environment and developing a sense of emotional and physical safety.

Objective	Activity	Assessment	I Can Statement
Demonstrate advocacy through the creation of an anti-bullying campaign in our school. Identify ways to change school climate and communicate with school leaders and parents.	Online Activity: www.stopbullying.gov Students develop marketing materials to reduce bullying in their school.	Completion of campaign Class discussion	I can create an anti-bullying campaign for my school. I can identify ways to change the climate in my school.
Students will think about what they would do in a real bullying situation.	Online Activity: Influence Board Game	Class Discussion	I have ideas about how I could respond to a real bullying situation.
Students respond to introspective questions about bullying.	Offline Activity: ACT NOW Teacher's Guide p. 45-46 Students journal	Journal entries Class Discussion	I can write about bullying.

	about bullying.		
Communicate ideas about bullying with parents.	Offline Lesson: Parent Interview ACT Now Teacher's Guide p. 48-49 Interview parents about their experiences with bullying situations.	Completion of interview worksheet Class Discussion	I can talk to my parents about bullying.
Gauge students attitude towards bullying.	Offline Lesson: Attitude Survey ACT Now Teacher's Guide p. 49-51 Parent discussion worksheet and attitude surveys administered.	Complete survey Discussion	I can tell others how I feel about bullying.
Additional online lessons and activities to support the Big Ideas			

Grade 8 Anti-Bullying Curriculum

Vocabulary Words: anti-bullying campaign, bully, bystander, comeback, cyberbullying, friend, frenemy, respect, sexual harassment, trusted adult, victim

Big Ideas:

1. Victims of bullying can be helped.
2. Victims can stand up for themselves.
3. Adults can help us in bullying situations.
4. There is a difference between a friend and a frenemy.
5. Anti-bullying campaigns can reduce bullying at school.
6. Sexual harassment can be identified.
7. The transition into high school when you get connected to people.

Literature Connections: TBD

National Health Education Standards Connections:

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PBIS Connections: Creating a positive school learning environment and developing a sense of emotional and physical safety.

Objective	Activity	Assessment	I Can Statement
Students chose their response during a bullying situation.	Online Activity: ACT Now Teacher’s Guide p. 37 Watch a variety of videos depicting a day in the life of identified characters.	Participation and discussion	I can respond appropriately to a bully.
Students will think about their move to high school.	Online Activity: Transition to High School ACT Now Teacher’s Guide p. 37 Common fears and myths are explored, as they relate to the transition from middle school to high school.	Participation and discussion	I can respond to a variety of situations that may occur when transitioning to high school.

<p>Demonstrate ways to help a victim in a bullying situation.</p> <p>Demonstrate how to stand up for yourself in a bullying situation.</p> <p>Demonstrate how to handle someone who is acting like a frenemy.</p>	<p>Offline Lesson: 6-Minute Scripts ACT Now Teacher's Guide p. 38-39</p> <p>Work in groups to write scripts describing bullying situations.</p>	<p>Share scripts and discuss</p>	<p>I can help a victim in a bullying situation.</p> <p>I can stand up for myself in a bullying situation.</p> <p>I can handle someone who is being a frenemy.</p>
<p>Identify ways to change a school climate and communicate them to school leaders and parents.</p>	<p>Offline Activity: Letter Writing ACT Now Teacher's Guide p. 41</p> <p>Write letter to describe a bullying situation that you have witnessed.</p>	<p>Sharing of letters Class Discussion</p>	<p>I can communicate ways to improve school climate.</p>
<p>Communicate ideas about bullying with parents.</p>	<p>Offline Lesson: Parent Interview ACT Now Teacher's Guide p. 42-43</p> <p>Interview parents about their experiences with bullying situations.</p>	<p>Completion of interview worksheet Class Discussion</p>	<p>I can talk to my parents about bullying.</p>
<p>Gauge students' attitude towards bullying.</p>	<p>Offline Lesson: Attitude Survey ACT Now Teacher's Guide p. 47-49</p> <p>Parent discussion worksheet and attitude surveys administered.</p>	<p>Complete survey Discussion</p>	<p>I can tell others how I feel about bullying.</p>
<p>Additional online lessons and activities to support the Big Ideas</p>			