

Unit #1 Title: Keeping Myself Safe By Making Safe and Healthy Choices.

Lesson Title: Dealing with Peer Influence: What Are Bullying and Harassment? **Lesson** 1 of 2

Grade Level: 5

Length of Lesson: One 45 minute session

Missouri Comprehensive Guidance Standard:

PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):

PS.3.A.05.a.i: Evaluate peer influence on problem-solving and decision-making skills.

PS.3.B.05.a.i: Apply personal safety strategies as they relate to violence and harassment.

American School Counselor Association National Standard (ASCA):

Personal/Social Development

B. Students will make decisions, set goals, and take necessary action to achieve goals.

C. Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

Transparencies: Definitions Sheet, STAR poster, and Say No poster.

A flip chart or blank transparency sheets for writing brainstorming information.

Students will need pencil and paper, and markers with large piece of flip chart paper.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, or visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
X Health/Physical Education	5. Methods used to assess health, risk factors, and avoid high risk behaviors
Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting	X	Responsibility

Lesson Assessment (acceptable evidence):

Students will take brainstormed ideas and put them into real life scenarios. They will then come up with solutions to the problems stated.

Lesson Preparation

Essential Questions: What are examples of violence that students face and how does a person avoid them? How does a person utilize and apply problem-solving skills to the school environment and with others to deal with violence and harassment?

Engagement (Hook): Counselor will open with a scenario from the news or a TV show or movie that deals with negative peer influence. Then the counselor will have the students brainstorm suggestions on what could have been done and then he/she will tell the students what actually happened.

Procedures

Instructor Procedures:	Student Involvement:
1. Counselor will present a real life scenario from the news, a movie or a TV show as an opening. He/she will have students brainstorm possible solutions and consequences for the negative behavior.	1. Students will listen and discuss what the consequences are for the negative behavior described.
2. Counselor will review the definitions of bullying and harassment with students. Counselor will have students discuss how peers influence them both positively and negatively.	2. Students will review the definitions of bullying and harassment and discuss how peers influence them.

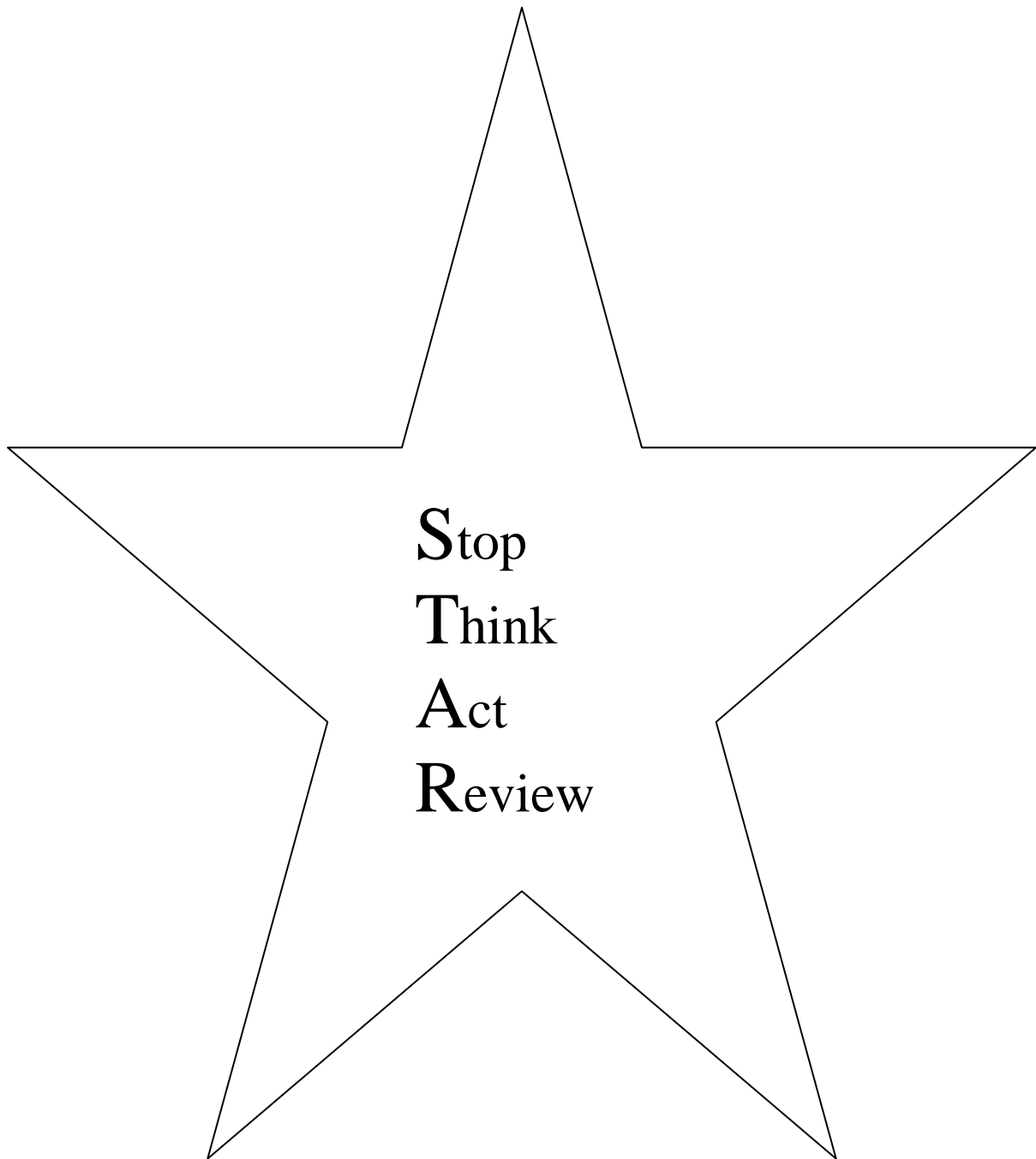
<p>3. Counselor will have students brain storm scenarios where peers influence them both currently and looking at possible influences in middle school. Counselor will list these on chart paper or on a transparency.</p> <p>4. Counselor will divide students into group of three to five students. Each group will pick at least two scenarios to discuss and present solutions to.</p> <p>5. Counselor will give each group a piece of chart paper to write their scenario on and to write out their solutions for presentation.</p>	<p>3. Students will brainstorm scenarios where peers influence them now and what they see as possible problems in middle school. These ideas will be listed on an overhead.</p> <p>4. Students move into groups and each group will pick at least two scenarios to discuss and prepare an oral presentation of their solutions.</p> <p>5. Each group will write their scenario on a piece of chart paper, list their solutions, and report to the whole group.</p>
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Teacher Follow-Up Activities

The teacher will review the student-generated solutions to the scenarios students.

Counselor reflection notes (completed after the lesson)

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Student Safety Rules
Words to Remember

Say NO!

Get Away!

Tell!

Definitions:

Bully: people who pick on other people for a variety of reasons. Usually the need for power is behind the bullying action.

Target: person a bully picks on. Bullies choose targets for many different reasons. They may see them as weak or just different.

Witness/Reporter: a person who witnesses a person being bullied. A reporter tries to get someone OUT of trouble while a tattletale tries to get someone IN trouble. A witness who does not report the act of bullying aligns themselves with the bully by their inaction.

Harassment: To wear out; exhaust or to impede and exhaust (an enemy) by repeated attacks. Sexual harassment is using sexual touch or words to continually bother someone one. According to the law it is the *perception* of the person being harassed not the harasser that matters.

Physical bullying: when the bully physically hits, punches, or hurts someone physically. Many times this leaves marks.

Verbal bullying: name-calling, put-downs, using your words to hurt someone else. A good phrase to remember is “*Sticks and stones can break your bones, but words can break your heart.*”

Emotional bullying: this is non-verbal bullying such as laughing, pointing, writing notes, shunning, mocking, and using various kinds of body language to put someone down.

Sexual bullying: this can be verbal or physical. Using sexual words as put downs (fag, gay, dyke, slut, etc.) or touching others in a sexual way: hitting their butt, touching their chest, etc.