
Unit Plan

<i>Title</i>	Bullying
<i>Subject</i>	Multi-Disciplinary – Health & Guidance, with connections to Art, Drama, Music and Literacy
<i>Author</i>	Mrs. L. Cowling
<i>Grade level</i>	Grade 5/6
<i>Time duration</i>	A Mini-Series of Short Lessons
<i>Big Ideas</i>	<ul style="list-style-type: none">• I have a right to be treated with love and respect.• Rights come with responsibilities.• I must treat my neighbour with love and respect.• As students, we can be leaders in our classroom and school to address and help prevent bullying.
<i>Objectives</i>	<ol style="list-style-type: none">1. Students will understand what bullying is.2. Students will be able to identify and categorize various forms of bullying.3. Students will communicate that bullying is wrong and that each person has a right to be treated with love and respect.4. Students will understand why and be able to communicate that they have a responsibility to stand up for those who are being bullied.5. Students will review and understand their rights and responsibilities as outlined in their school's bullying policy.6. Students will work collaboratively to brainstorm, develop and implement ways that they can address bullying in their school.7. Students will share their learning and act as leaders for change in their school.8. Students will use web 2.0 tools to collaborate with their peers, organize ideas and share information.
<i>Materials</i>	Projector & Laptop Chromebooks Web Tools: Coggle, Canva, Google Docs, Google Forms

Lesson 1: What is bullying?

- Students will work collaboratively in small groups to develop a definition of bullying. Introduce and use [Coggle](#) (free mind-mapping web 2.0 tool) to organize thoughts. Share with the class.
- Watch the video “[Kids Talk About Bullying](#)”, [What Is Bullying?](#) (first 1:22 only) and [Bullying is NEVER OK!](#)
- As a whole group, write a complete definition for bullying. (Definition should include words like: *repeated, aggressive, harm, fear, distress, power imbalance*)
- Student Self-Assessment:
 - *I can say what bullying is.*
 - *I can use Coggle to organize and share my ideas.*
- Teacher Assessment:
 - Anecdotal Assessment – Student use of Coggle.
 - Exit Ticket with [Google Forms](#)
 - Q. What is Bullying?*
 - A. When you and a friend get into a fight.*
 - B. When someone accidentally bumps into you on the playground.*
 - C. When someone is being hurt either by words or actions, feels bad because of it, and has a hard time stopping what’s happening to them.*
 - D. Rolling a ball to knock over pins. (Bullying vs. Conflict, 2019)*

Lesson 2: What are different forms of bullying?

- Watch the video [What is Bullying?](#) Students will take notes and jot down the 4 different forms of bullying: *Physical, Verbal, Emotional/Social & Cyber/Electronic*
- Bullying vs. Conflict (see Figure 1)

Conflict vs. Bullying - What's the difference?	
Conflict	Bullying
<ul style="list-style-type: none">• Disagreement or argument in which both sides express their views• Equal power between those involved• Generally stop and change behavior when they realize it is hurting someone	<ul style="list-style-type: none">• Goal is to hurt, harm, or humiliate• Person bullying has more power*• Continue behavior when they realize it is hurting someone.

 **PACER's National Bullying Prevention Center.**
The End of Bullying Begins with You.

- In partners, have students sort the bullying and conflict scenarios into the correct categories, and then further sort the bullying scenarios into one of the 4 forms of bullying. Use the resources found at [here](#) and [here](#) or make your own.

Assessment: Use rubrics 2 and 3 to assess understanding and group work participation while walking around and observing students working in small groups.

Lesson 3: Rights & Responsibilities

- Getting to the HEART of the matter. Changing hearts is the only way to achieve effective and lasting change.
- In small groups read, discuss and understand the Bible Verses for Rights (Appendix 1). Have students write a 1 sentence summary in simple language for each verse starting with “I am...” in [Google Docs](#).
- Use [Zoom](#) to display all group work simultaneously on one screen. As a whole group develop a 1-sentence summary. *I am a child of God, wonderfully created and loved by Him, and precious in His sight. I have a right to be treated with love and respect.*
- Introduce: I have rights, but with rights come responsibilities. Let’s explore these verses to see what our responsibilities are towards others.
- In small groups read, discuss and understand the Bible verses and confessional texts for Responsibilities (Appendix 2). Have students write a 1 sentence summary in simple language for each verse starting with “I must...” in [Google Docs](#).
- Use [Zoom](#) to display all group work simultaneously on one screen. As a whole group develop a 1-sentence summary. *I must treat my neighbour with love, and stand up for those who are being bullied.*

Assessment: Use rubric 3 while walking around and observing students working in small groups.

Lesson 4: What can I do if I’m bullied?

- Invite the Bullying Prevention Officer from the Orangeville Police to come in to talk about the [WITS LEADerS Program](#) with the students and provide them with tools and resources.
- Introduce students to various online resources. Assign students with 1 resource and have them prepare a summary of the tools and support available and how to use them. Have students present them to a small group of their peers.
 - www.bullyingcanada.ca
 - www.bullying.org (Free app as well)
 - www.kidshelpphone.ca/
 - www.pacerkidsagainstbullying.org
 - <https://bullyingnoway.gov.au/forkids>

Student Assessment: Use Rubric 1

Teacher Assessment: Exit Ticket – 1. Name and describe 2 resources, strategies or tools you could use if you are bullied. 2. When you are bullied, should you tell... a. all the time, b. most of the time, c. some of the time, d. never?

Lesson 5: How can you help?

Use the information found on [Pacer Kids Against Bullying](#) to create a song, poem, poster, video, interview, skit or other interactive presentation to teach your classmates about how they can help someone who is being bullied.

Share your presentation with your class.

As a whole group create a list of 5 ways to help someone who is being bullied. Have students use [Canva](#) to make a poster. Post this in a prominent place in the classroom and around the school.

Teacher Assessment: Use Rubric 3

Lesson 6: Creating an Anti-Bullying Campaign

- Bullying Awareness and Prevention Week is November 17-23, 2019
- Student Challenge: As students, we can be leaders in our classroom and school to address and help prevent bullying. Brainstorm as a whole group how can we can be leaders in our school to encourage and educate the student body about bullying.
- Summative Project: In small groups have students choose one of the brainstormed ideas and develop a product for the anti-bullying campaign.

Assessment: Use Rubrics 1, 2 and 3

Teacher Leadership Style &

Collaborative Learning with “Guide at the Side”
Transformational Leadership
Community Connections
Creating Student Leaders

Appendix 1: Bible Verses for Rights

- Psalm 139:13-14 *“For you formed my inward parts; you knitted me together in my mother’s womb. I praise you, for I am fearfully and wonderfully made. Wonderful are your works!”*
I am wonderfully made by God.
- Isaiah 43:4&7 *“You are precious in my eyes, and honored, and I love you...Everyone who is called by my name, whom I created for my glory, whom I formed and made.”*
I am loved by God.
- Ephesians 1:4 *“He predestined us for adoption to himself as sons through Jesus Christ.”*
I am a child of God, bought for a price.
- 1 John 3:1 *“See what kind of love the Father has given to us, that we should be called children of God; and so we are.”*
I am God’s child and loved by Him.

Appendix 2: Bible Verses & Confessional Texts for Responsibilities

- 1 John 3:16 *“By this we know love, that He laid down his life for us, and we ought to lay down our lives for the brother. But if anyone sees his brother in need, yet closes his heart against him, how does God’s love abide in him? Little children, let us not love in word or talk but in deed and in truth.”* I must...help my neighbour.
- Proverbs 31:8-10 NIV *“Speak up for those who cannot speak for themselves, for the rights of all who are destitute. Speak up and ...defend the rights of the...needy.”*
- Ephesians 4:29 *“Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up.”* I must...use my speech to build up others.
- Leviticus 19:18 *“Love your neighbour as yourself.”* I must ... love my neighbour/others.
- Psalm 41:1 *“Blessed is the one who considers the poor [helpless].”* I must ... help those who are bullied.
- Heidelberg Catechism Q&A 105 *“What does God require in the 6th commandment - ‘You shall not kill’? I am not to dishonor, hate, injure or kill my neighbour by thoughts, words or gestures, and much less by deeds, whether personally or through another....”* I must ...love my neighbour/others.
- Heidelberg Catechism Q&A 112 *“What does God require in the 9th commandment – ‘You shall not bear false witness?’ I must not give false testimony against anyone, twist no one’s words, not gossip or slander, nor condemn or join in condemning anyone ...I must do what I can to defend and promote my neighbour’s honour and reputation.”* I must...speak honourably about others.

Rubric 1: Student Self-Assessment for Effort & Understanding*EFFORT*

4 – I asked questions, learned from my mistakes, and pushed myself even when the work was hard.

3 – I worked until I the work was completed, and I paid attention most of the time.

2 – I put some effort into the lesson, but I gave up when the work became too difficult.

1 – I didn't put any effort into the lesson, and I was unwilling to accept help.

UNDERSTANDING

4 – I understand the material completely, and I could teach it to the class.

3 – I understand the material, but not well enough to teach it to the class.

2 – I understand the material a little, but I still have lots of questions.

1 – I don't understand the material at all.

Rubric 2: Teacher Assessment for Effort & Understanding*EFFORT*

4 – The student asks questions, learned from their mistakes and pushed him/herself even when the work was hard.

3 – The student worked until the work was completed, and paid attention most of the time.

2 – The student put some effort into the lesson, but gave up when the work became too difficult.

1 – The student didn't put any effort into the lesson, and was unwilling to accept help.

UNDERSTANDING

4 – The student understand the material completely and could teach it to the class.

3 – The student understand the material but not well enough to teach it to the class.

2 – The student understand the material a little, but still had lots of questions.

1 – The student don't understand the material at all.

Rubric 3: Participation

<i>LISTENING</i>	<i>PARTICIPATING</i>
4 – Actively listens.	4 – Moves the discussion forward with deeper questions and well thought-out answers.
3 – Actively listens.	3 – Joins in the discussion by answering questions and asks (mostly surface) questions.
2 – Passively listens.	2 – Follows the discussion and joins in, but participates minimally and/or off-topic.
1 – Ignores discussion and/or distracts others.	1 – Student does not follow the discussion or join in.

Works Cited

- Bullying vs. Conflict.* (2019). Retrieved from Pacer Kids Against Bullying:
<https://www.pacerkidsagainstabullying.org/what-is-bullying/take-the-quiz/> Accessed 15 July 2019
- Figure 1. *Bullying vs. Conflict.* (2019). Retrieved from Pacer Kids Against Bullying:
<https://www.pacer.org/bullying/resources/questions-answered/conflict-vs-bullying.asp> Accessed 15 July 2019