

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 and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):
PS.3.A.05: Evaluate peer influence on problem-solving and decision-making skills.
PS.3.B.05: Apply personal safety strategies as they relate to violence and harassment.

American School Counselor Association (ASCA) National Standard:
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)

Definitions handout
STAR poster
Student Safety Rules poster
 SMART board, white board, or other electronic media
 Markers
 Paper and pencil for each student

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 Measurable Learning Objectives:

The student will work cooperatively in small groups to write and present a scenario demonstrating one problem solving skill.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.

Assessment can be question answer, performance activity, etc.

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: Why is it important to think for myself?

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.

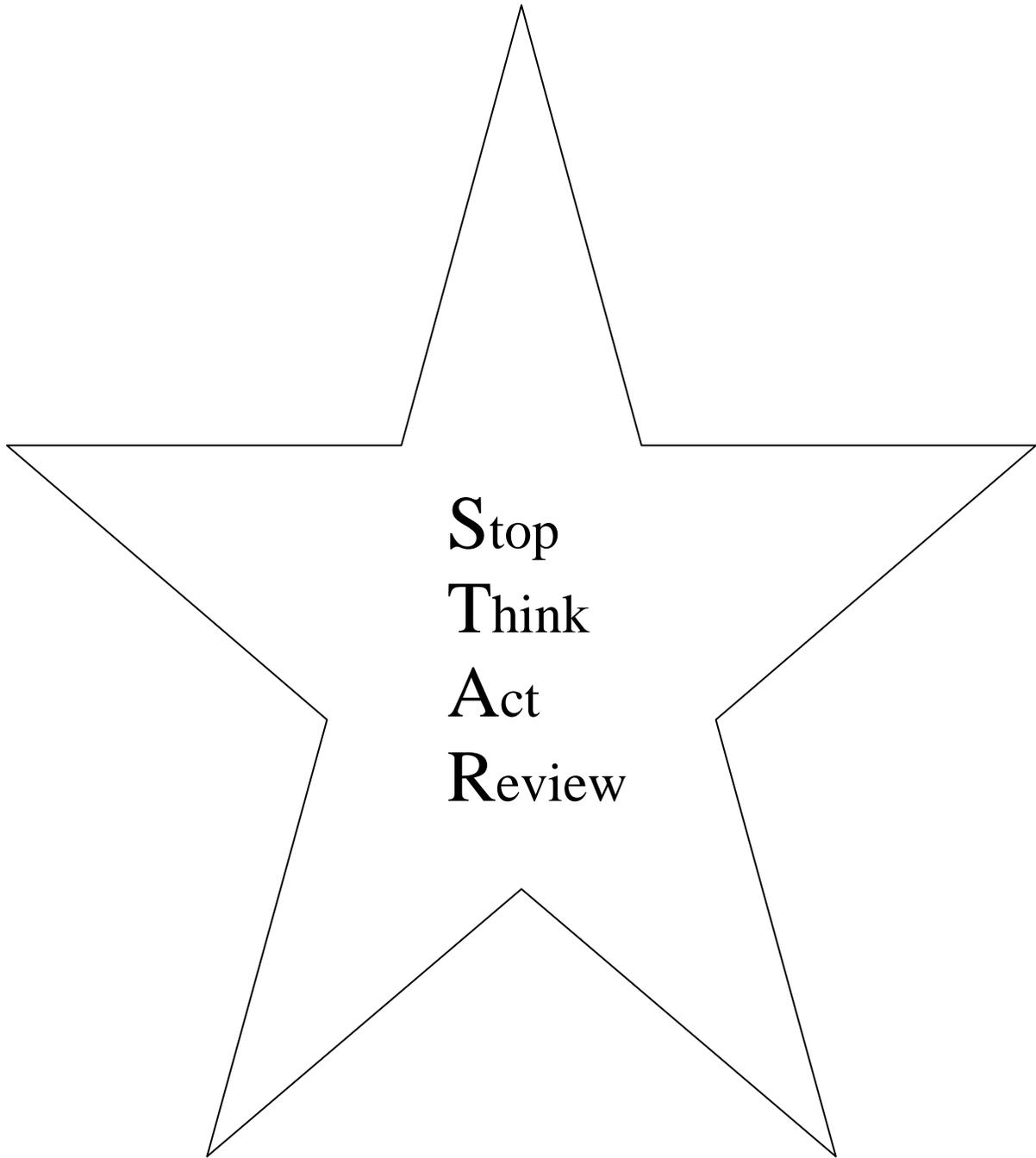
Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 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. 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. 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 the SMART board, white paper, or other electronic device. 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. Counselor will provide <i>Student Safety Rules</i> poster and <i>STAR</i> poster for students to use. 5. Counselor will give each group a piece of chart paper to write their scenario on and to write out their solutions for presentation. 	<ol style="list-style-type: none"> 1. Students will listen and discuss what the consequences are for the negative behavior described. 2. Students will review the definitions of bullying and harassment and discuss how peers influence them. 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 a visual display or chart. 4. Students move into groups and each group will pick at least two scenarios to discuss and prepare an oral presentation of their solutions. Students will use <i>Student Safety Rules</i> poster and <i>STAR</i> poster. 5. Each group will write their scenario on a piece of chart paper, list their solutions, and report to the whole group.

Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)



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.