

Holyoke Public Schools
Bullying Prevention Curriculum Map
2011-2012

Michigan Model Lesson	<i>Grade 2</i>
Combine Social- Emotional Lesson 1 & 2	<p><i>Tending Our Garden of Feelings; Handling Mixed Feelings:</i> Students analyze why it is important to identify feelings to maintain personal health and healthy relationships. They recognize a variety of personal feelings and the feelings of others, and express a variety of personal feelings nonverbally. They describe situations that may elicit mixed emotions.</p> <p>Activities: (25 minutes)</p> <p>Lesson 1:</p> <ul style="list-style-type: none"> • Introduce unit, page 17 • Use "Garden of Feelings". Use old magazines for feelings, ie. happy, calm, upset, surprised. • Display posters "Feeling faces and Vocabulary" • Use Feeling Cards. • Student to draw picture of self/what s/he likes. • p. 20 optional. • <u>Assessment:</u> Students complete worksheet: My Garden of Feelings, (put in folder) <p>Lesson 2:</p> <ul style="list-style-type: none"> • Change script for population/grade. ie. bus, recess, new students, moving.
Social-Emotional Lesson 3	<p><i>Expressing Feelings Respectfully:</i> Students express a variety of personal feelings respectfully. They identify strategies for effective listening, and practice effective listening and attending skills.</p> <p>Activities: (25 minutes)</p> <ul style="list-style-type: none"> • Review lesson on feelings • Explain ways to express feelings verbally and nonverbally. Display poster" What to do about Strong Feelings" • Practice ways to calm down • Summarize lesson

Michigan Model Lesson	Grade 2
Social-Emotional Lesson 4	<p><i>Listening to Others with respect:</i> Students demonstrate ineffective listening skills Teacher/student.</p> <p>Activities: (25 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson • Discuss the difference between ineffective and effective listening skills, pages 49 to 50. Display poster "Listening" • Students practice listening skills in pairs, page 51 • Opening of P.E. Class 10 min teach skills of effective listening. • Student <u>self-assessment</u> on page 56 (put in folder) • Summarize lesson
Social-Emotional Lesson 5	<p><i>Everyone Deserves Respect;</i> Students identify and demonstrate ways to show respect for the feelings, rights, and property of others.</p> <p>Activities: (25 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson on listening. • Discuss caring touch. Read situations to students and allow students time to fill out their worksheets after each story • <u>Assessment:</u> students complete worksheet "My Respect Inspector's Report" (put in folder) • Summarize lesson
Social-Emotional Lesson 6	<p><i>Showing Respect for Other People:</i> Students identify and demonstrate ways to show respect for the feelings, rights, and property of others.</p> <p>Activities: (25 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson on respect. • Role play: Respect. Can be taught in P.E. Class. • Summarize lesson
Combine Social-Emotional Lesson 7 & 8	<p><i>Managing anger and other strong feelings: and Making good decisions:</i></p> <p>Activities: (25 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson • <i>Choose activities and worksheets</i> • <u>Assessment:</u> Use rubric to assess students, pages 104 and 105 • Summarize the whole unit on Bullying prevention

Michigan Model Lesson	Holyoke Public Schools Bullying Prevention Grade 3
Social-Emotional Lesson 1	<p>Identifying Positive Role Models and Friends: Students identify characteristics of positive role models and analyze how friends influence others' behavior and well-being. They describe the benefits of positive friendships and practice strategies for making and keeping positive friends.</p> <p>Activities: (30 minutes)</p> <ul style="list-style-type: none"> • Introduce unit • Beginning of P.E. Positive & negative ways students can influence others. • Discuss--Who influences them? How to stay healthy at home? How to pick friendships (looking for positive/pro-social qualities)? • <u>Assessment:</u> Students complete worksheet: Helpful Positive friends or Unhelpful Negative friends" (put in folder) • Summarize lesson
Social-Emotional Lesson 2	<p>Creating Positive Friendships: Students identify characteristics of positive role models and analyze how friends influence others' behavior and well-being. They describe the benefits of positive friendships and practice strategies for making and keeping positive friends.</p> <p>Activities: (35 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson • Display poster "Making Friends" and "Keeping Friends" • Discuss positive and negative role models and how friends influence behavior. • Role play situations for practicing friendship skills...make a point to discuss new kids coming to school • <u>Assessment:</u> use rubric to assess students, page 33 • Summarize lesson
Social-Emotional Lesson 3	<p>Everyone Has Special Talents: Students recognize that each person has unique talents and skills. They identify a personally unique talent or skill and one of another person.</p> <p>Activities: (35 minutes)</p> <ul style="list-style-type: none"> • Review keeping positive friends. • List types of talents and skills students might have. Positive/negative words. • Talent Agency. Students draw picture of one of their talents or skills. Students share their talents with others. • <u>Assessment:</u> Write a few words/sentences about him/herself. • Summarize lesson

Michigan Model Lesson	Grade 3
Social-Emotional Lesson 4	<p><i>Respecting Our Differences:</i> Students describe ways to show acceptance of differences and demonstrate the ability to support and respect people with differences. They identify ways to help each other.</p> <p>Activities: (30 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson. • List similarities and differences that people have. Discuss prejudice • How you/others would feel if treated badly by others. (Don't do to others something that would cause you pain). • Break into groups and discuss ways they could welcome a new student • Summarize lesson
Social-Emotional Lesson 5	<p><i>Helping Others by Protecting Them From Bullies:</i> Students demonstrate the ability to support and respect people with differences. They identify ways people help each other.</p> <p>Activities: (35 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson. • Discuss bullying. Display poster "What to do about strong feelings" • Bring in other adults to show how to protect from bullying. Don't allow students to role play being a bully! • Bullies-Targets-Protectors. • <u>Assessment:</u> Student self-assessment, page 63 (put in folder) • Summarize lesson
Social-Emotional Lesson 6	<p><i>Helping Others and Getting Help:</i> Students demonstrate the ability to support and respect people with differences. They identify ways people help each other.</p> <p>Activities: (25 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson. • Helping students to NOT become part of the "mob". • List ways to help each other identify who can help and when. Display 3 D's poster. "Dangerous-Disturbing-Destructive" • <u>Assessment:</u> Student complete worksheet: Helping each other, page 70 (put in folder) • Summarize lesson

Michigan Model Lesson	Grade 3
Social-Emotional Lesson 8	<p><i>Expressing Annoyance Respectfully:</i> Students demonstrate how to manage annoying behavior.</p> <p>Activities: (25 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson. • Managing annoying behavior. Students will identify annoying behaviors. Display Poster: "Four things to remember when sharing what bothers you". Teachers read a short story and discuss how to express annoyance • Students work in pairs to practice what to do when something is bothering him/her. • Student <u>Self-assessment</u>, page 97. (put in folder) • Summarize the whole unit on Bullying prevention

Michigan Model Lesson	Holyoke Public Schools Bullying Prevention Grade 4
Social-Emotional Lesson 1	<p>Using Self-Control to Manage Strong Feelings: Students learn to use three steps to manage strong feelings in situations involving others: acknowledge the feelings, calm down, and talk with "I-messages.</p> <p>Activities: (40 minutes)</p> <ul style="list-style-type: none"> • Introduce unit • Review Vocabulary Words for emotions, ie. Happy, sad, surprised, upset. Display posters: "So many feelings" and "When something is bothering you ACT" • ACT steps in imaginary situation. • Optional: Check with language arts teacher for students to write a story about feelings. • Have students get into groups of 3. A-B-C. • <u>Assessment:</u> Student complete worksheet: Telling others what bothers us, on page 22 and 23. (put in folder) • Summarize lesson
Social-Emotional Lesson 2	<p>Feeling Better Through Positive Self-Talk: Students learn to use positive self-talk to manage feelings and get along with others</p> <p>Activities: (40 minutes)</p> <ul style="list-style-type: none"> • Review ACT steps • Define self-talk (positive and negative self-talk) • <u>Assessment:</u> Students complete worksheet: Focus on feelings, on page 36 (put in folder) • Summarize lesson
Social-Emotional Lesson 3	<p>Bullying Hurts Everyone, but No One Is Helpless: Students distinguish between positive and negative friends. They learn how to protect themselves from bullying and when to tell an adult.</p> <p>Activities: (40 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson about positive and negative self-talk • Display posters: "So many feelings" and "When something is bothering you ACT" • Discuss the importance of friendship. Talk about positive and negative friends. Define bullying. Discuss the negative effects of bullying and teasing. Distinguish between tattling and telling. • Students work in groups to complete the worksheet: Acting with courage to protect self and others from bullying, page48 (put in folder) • Summarize lesson

Michigan Model Lesson	<i>Grade 4</i>
Social-Emotional Lesson 4	<p><i>Practicing Ways to Protect Self and Others From Bullying.</i></p> <p>Activities: (40 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson about the negative effects of bullying • Introduce the three roles involved in bullying situations: target, the bully, and bystanders. Display and discuss poster: Protect yourself and others from bullying • <u>Assessment</u>: Students complete the worksheet: a toolkit of ways to stop bullying, on page 64 (put in folder) • Summarize lesson
Social-Emotional Lesson 8	<p><i>What to Do When You Disagree:</i> Students learn the steps to resolve conflicts peacefully, including speaking and listening respectfully. Students describe three roles in bullying situations and explain the power of bystanders to end bullying.</p> <p>Activities: (40 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson. • Discuss conflict and how to solve conflict, discuss how to use I messages, discuss good listening skills. Display and discuss posters "ACT WISE to Resolve Conflicts", and Speaking and Listening with Respect" • Describe a conflict situation to use for practice and identify the ACT steps • <u>Assessment</u>: Students complete worksheet: Helping Alexis and Michael Resolve Their Conflict, page 122 and 123 (put in folder) • Summarize the whole unit on Bullying prevention

Michigan Model Lesson	Holyoke Public Schools Bullying Prevention <i>Grade 5</i>
Social-Emotional 1	<p><i>Managing Strong Feelings:</i> Students identify types of feelings and learn that feelings change. Students discuss how different feelings can coexist and ways to calm down.</p> <p>Activities: (40 minutes)</p> <ul style="list-style-type: none"> • Introduce the unit • List some feelings words. Display and discuss poster: "So many feelings" • Discuss strong feelings and how to calm down. Have students make a Calm down kit, and put into envelopes. Keep in their folder • Magazines—Students find and cut out pictures of various emotions. • <u>Assessment:</u> students complete worksheet: Managing feelings about big changes, on page 29 (put in folder) • Modify lesson to connect to P.E. Class, ie. Soccer. • Summarize lesson
Social-Emotional 2	<p><i>Telling Others What Bothers Us:</i> Students discuss effective and ineffective ways to express upset feelings. They use three steps for managing strong feelings in situations involving others: acknowledge the feelings, calm down, and talk with "I-messages."</p> <p>Activities: (40 minutes)</p> <ul style="list-style-type: none"> • Review 4 basic types of feelings. • Talk about how we all have ups and downs and that this is normal. Reinforce to student that s/he needs to talk to someone when upset. Display and discuss ACT poster • Skits. Share while going through each step. • <u>Assessment:</u> use rubric on page 47 to assess students • Summarize lesson
Social-Emotional 3	<p><i>Healthy Ways to Handle Harassment or Bullying:</i> Students define harassment and bullying and discuss their negative effects. They identify ways to protect themselves and others, including telling a trusted adult.</p> <p>Activities: (45 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson • Define bullying and harassment, explain the difference between tattling and telling, discuss peer pressure and ways students can confront bullying. Display and discuss posters "Protect Yourself and others from bullying" and The three D's for telling" • <u>Assessment:</u> Students work in groups to complete worksheet: Using courage and kindness to stop bullying, (put on folder) • Optional: Invite High School students, ie from HHS, School Ambassador program. • Summarize lesson

Michigan Model Lesson	<i>Grade 5</i>
Social-Emotional 4	<p><i>Practicing Positive Ways to End Bullying:</i> Students describe three roles in bullying situations and explain the power of bystanders to end bullying</p> <p>Activities: (40 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson about bullying • Display and discuss poster "Protect Yourself and others from bullying" Introduce the three roles in bullying situations: bully, target, and bystander. Discuss power that bystanders have to end bullying. Define and discuss Peer Pressure. • <u>Assessment:</u> students complete worksheet: My Backpacks of bully protection, page 77 (put in folder) • Students Role Play • Summarize lesson
Social-Emotional 5	<p><i>Speaking With Respect for Self and Others:</i> Students distinguish between passive, aggressive, and assertive communication behaviors. They practice using assertive communication</p> <p>Activities: (40 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson about bullying protection (Backpack) • Demonstrate Passive Behavior, Assertive Behavior, and Aggressive Behavior. Use slide masters. • Display and discuss posters: "Take a stand! How to speak assertively", and "When something is bothering you, ACT!" • Students role play in Groups of 3: Speaker, Listener, Observer. • <u>Assessment:</u> teachers use rubric on page 98 to assess students • Summarize lesson
Social-Emotional 6	<p><i>Listening With Respect:</i> Students distinguish between inattentive and respectful listening skills. They practice listening and speaking skills</p> <p>Activities: (40 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson about assertive behavior • Discuss signs of inattentive listening, discuss effective listening skills. Display and discuss poster: "Take a stand! How to speak assertively" • Students work in groups to practice listening with respect • <u>Assessment:</u> Teachers assess students using rubric on page 115 • Summarize lesson

Michigan Model Lesson	<i>Grade 5</i>
Social-Emotional 7	<p><i>Making WISE Decisions to Avoid Trouble:</i> Students identify situations that might lead to trouble, including violence. They use decision-making and problem-solving steps to resolve a situation that could lead to violence.</p> <p>Activities: (45 minutes)</p> <ul style="list-style-type: none"> • Review the benefits of assertive speaking and respectful listening • Discuss how to tell when a situation might lead to trouble. Display and discuss Posters: "Walking the path to Wise decisions" and "Check it out" • Describe a situation for use for students to practice the WISE steps • Summarize lesson
Social-Emotional 8	<p><i>Practicing the WISE Way to Avoid Trouble:</i> Students focus on developing positive friendships as a strategy for avoiding trouble.</p> <p>Activities: (40 minutes)</p> <ul style="list-style-type: none"> • Review WISE Steps. • Review warning signs to trouble. Discuss the importance of friendship. Talk about positive and negative friends • Students work with a partner to practice WISE steps • <u>Assessment:</u> Students complete worksheet: Making decisions the WISE way, on pages 149 to 151 (put in folder) • Do Extension Activity: Bullying on the Bus. • Summarize lesson
Social-Emotional 9	<p><i>Getting Help From Adults for People in Danger:</i> Students discuss ways to develop courage to tell adults about disturbing situations and why it is important to tell adults about potential violence.</p> <p>Activities: (40 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson • Talk about secrets and when to keep secrets. Display and discuss posters: "Walking the path to wise decisions" and "Check it out" • <u>Assessment:</u> students work in groups to complete the worksheet: Helping each other by telling adults about potential violence, page 171 to 173 (put in folder) • Summarize lesson

Michigan Model Lesson	Grade 5
Social-Emotional 11	<p><i>Finding Healthy Solutions to Conflicts:</i> Students practice using conflict resolution skills and ways to speak and listen with respect. They review the importance of walking away and telling an adult if conflicts cannot be resolved without violence.</p> <p>Activities: (40 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson • Show video "Solving Conflicts" 18 minutes. Discuss conflict as a problem both people need to solve together. Display and discuss Posters: "ACT WISE", "Take a stand", and "Lend an ear" • <u>Assessment:</u> Students complete worksheet: Helping Emily and Joshua resolve their conflict, pages 100 and 101 (put in folder) • Summarize lesson
Social-Emotional 12	<p><i>Practicing Our Conflict Resolution Skills:</i> Students practice using conflict resolution skills. They review strategies to use if attempts at non-violent conflict resolution do not succeed</p> <p>Activities: (40 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson about the importance of resolving conflicts without violence • Review ACT WISE. • Students role play the steps of conflict resolution • <u>Assessment:</u> students complete worksheet: Who's going camping on page 215 and 216 (put in folder) • Summarize lesson
Social-Emotional 14	<p><i>Making Our School a Caring and Respectful Place:</i> Students assess the school environment to determine behaviors demonstrated that show caring and respect. They plan and implement a project advocating for a caring and respectful school environment.</p> <p>Activities: (40 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson • Students complete the Survey to determine school culture, on page 251. Record class results and discuss • Optional: Choosing an Advocacy Project • Optional: Share information with building principal. • <u>Assessment:</u> Teachers use rubric to assess students, on page 256 • Summarize the whole unit on Bullying prevention

Michigan Model Lesson	Holyoke Public Schools Bullying Prevention Grade 6
Social-Emotional 1	<p><i>Taking Healthy Risks in Friendships:</i> Students analyze positive and negative risks in friendships.</p> <p>Activities: (45 minutes)</p> <ul style="list-style-type: none"> • Introduce the unit • Define risk, discuss positive and negative risk. Discuss importance of friendship. Talk about Positive/Negative Friendships. • Students work with a partner to complete worksheet: Let me Introduce, on page 27 (put in folder) • Teacher reads scenarios and students work in groups to decide whether it is a good risk or a bad risk, pages 31 • Summarize lesson
Social-Emotional 2	<p><i>Listening to and Appreciating Our Friends and Others:</i> Students demonstrate effective listening strategies and expressing appreciation.</p> <p>Activities: (40 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson • Discuss being a good listener. Display poster: "Lend of ear! How to listen respectfully" • Students work in groups to Role Play, p. 40-43 Students speak, listen and observe (20 minutes) • <u>Assessment:</u> Teachers use rubric to assess students, page 49 and 50 • Summarize lesson
Social-Emotional 3	<p><i>Speaking Assertively and Respectfully:</i> Students demonstrate assertive communication skills and identify appropriate times to use them.</p> <p>Activities: (40 minutes)</p> <ul style="list-style-type: none"> • Review ways to listen with respect • Demonstrate passive, assertive and aggressive communication. Display and discuss poster "Take a stand! How to speak assertively". Discuss the use of I-messages. • Students work in groups to practice talking in assertive ways, page 57-58. • <u>Assessment:</u> Teachers use rubric to assess students, page 68 • Summarize lesson

Michigan Model Lesson	<i>Grade 6</i>
Social-Emotional 4	<p><i>Managing Strong Feelings in Healthy Ways:</i> Students demonstrate strategies for managing strong feelings.</p> <p>Activities: (45 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson about assertive behavior • Review four basic types of feelings: Happy, Upset, Surprised and Calm. Display and discuss posters: "Staying Cool when feelings are strong" and "Ways to Calm Down" • Students practice using the COOL steps to manage strong feelings, use sample situations on page 82. • Summarize lesson
Social-Emotional 5	<p><i>Expressing Anger Without Angry Behaviors:</i> Students explain the difference between angry feelings and angry behavior.</p> <p>Activities: (45 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson about Ways to Calm Down • Discuss reacting without thinking when angry. Show DVD: "Dealing with Anger" pause DVD to discuss where indicated • <u>Assessment:</u> Students complete worksheet: Facts about Anger, page 94 (put in folder) • Summarize lesson
Social-Emotional 6	<p><i>Getting Help From Others:</i> Students identify criteria for identifying people who can help with healthy decisions and analyze the importance of seeking adult help when needed.</p> <p>Activities: (40 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson about ways to manage angry feelings • Activity: brainstorm qualities of people who can help, pages 105-110. Display Poster: "When to tell for safety's sake" • <u>Assessment:</u> Students complete worksheet: "People I can ask for help", page 115 (put in folder) • Summarize lesson
Social-Emotional 7	<p><i>Making Healthy Decisions:</i> Students describe decision-making and problem-solving steps.</p> <p>Activities: (45 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson about the qualities of helpful people • Review 3 D's (Dangerous, Destructive, or Disturbing situations). • DVD: Making Good Choices: Keys to Good decisions (18 minutes) and pause to discuss. Pass out Student Worksheet: Notes about the video: Making Good Choices, on page 131 (put in folder). Display and discuss Poster: "Four Qualities of a Good decision" • Students work in groups to create ways to remember the steps for making good decisions • Summarize lesson

Michigan Model Lesson	<i>Grade 6</i>
Social-Emotional 9	<p><i>Finding Ways to Resolve Conflicts:</i> Students describe conflicts that can be resolved and use conflict resolution steps.</p> <p>Activities: (45 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson. • Explain that some disagreements don't need a specific resolution. Shoe DVD: Solving Conflicts, with Teachers, Parents and Peers (17 minutes) • Students practice conflict resolution skills, on page 157-158 • <u>Assessment:</u> Students complete worksheet: Resolving a conflict to save a friend ship" on page 161 and 162 (put in folder) • Summarize lesson
Social-Emotional 10	<p><i>Learning How to Manage Stress:</i> Students describe common causes of stress, identify strategies to reduce stress, and develop a personal plan for stress management.</p> <p>Activities: (40 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson • Discuss Stress and Stress Management, page 171-174. Display poster: "Stress Less: Many ways to manage stress" • Define physical stress, emotional stress, and health effects of stress. • <u>Assessment:</u> Students complete worksheet: My Stress Scale on page 179 (put in folder) • Summarize the whole unit on Bullying prevention

Michigan Model Lesson	Holyoke Public Schools Bullying Prevention Grade 7/8
1	<p><i>The Wisdom to Know the Difference Between Healthy and Harmful Relationships:</i> Students describe characteristics of healthy and harmful relationships. They identify personal characteristics that make them positive friends</p> <p>Activities: (45 minutes)</p> <ul style="list-style-type: none"> • Defining healthy and unhealthy relationships - reinforce the two R's: respect and responsibility • <u>Assessment:</u> Student worksheet: On the Lookout for Positive friendships, page 7 and 8 (put in folder) • Characteristic sort - student activator • <u>Student self-assessment</u>, do students want to change any characteristics (put in folder) • Summarize the lesson
2	<p><i>Showing Respect and Acting Responsibly:</i> Students describe respectful and disrespectful, verbal, nonverbal, and physical behaviors between people. They identify and communicate personal boundaries to others</p> <p>Activities: (45 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson • Active listening • Activity 2: Setting boundaries - easy connection with PE • Activity 3 - Tell It Like It Is, page 21-22 • <u>Assessment:</u> Students complete the worksheet: Telling it like it is, page 25-26 (put in folder) • Summarize the lesson
3	<p><i>Showing Respect and Acting Responsibly When in Conflict Situations:</i> Students practice assertive communication of personal boundaries to others. They identify reasons conflicts might turn to violence</p> <p>Activities: (45 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson • Activity 1: Students work in groups of three and review the worksheet completed in previous class: Telling it like it is and check each other's response for accuracy (<u>peer assessment</u>) • Activity 2: Understanding Conflict: Take the opportunity to address current technology and communication with cyber communications. This has a significant role in conflicts simmering or escalating without face to face communication. • Activity 3: Indentify reasons conflicts go unresolved. May omit the water, vinegar, baking soda demonstration • Review: Empathy and anger management introduced in grade 5 and 6. Acronyms used: ACT - Acknowledge, Calm Down, Talk. • Summarize the lesson

Michigan Model Lesson	Grade 7/8
4	<p><i>When Conflict Resolution Is Tough:</i> Students practice empathy, listening, and assertive communication skills. They practice anger management and responding to others' anger.</p> <p>Activities: (45 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson • Activity 1: Review and demonstrate the skills of empathy, listening and telling it like it is-with tact. • Read the stories (on page 45 and 46) and have students work with a partner to decide what each person's point of view might be and how each person might be feeling. • Activity 2: Describe and demonstrate skills for managing anger • <u>Assessment:</u> Students complete worksheet: <i>Managing Anger</i> (put in folder) • Activity 3: Describe and demonstrate skills for responding to anger • Summarize the lesson
5	<p><i>Finding a Solution to Resolve Conflicts:</i> Students practice using the steps to solve problems and negotiate a resolution to a conflict</p> <p>Activities: (45 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson • Activity 1: Explain the steps to solve problems • Activities 2: Explain the steps to negotiate solutions • <u>Assessment:</u> Students complete Worksheet: <i>Using Power for Positive Problem Solving Between Two People</i>, page 67 and 68 (put in folder) • Summarize the lesson
6	<p><i>Practice! Practice! Practice!</i> Students apply conflict resolution skills to hypothetical conflict situations.</p> <p>Activities: (45 minutes)</p> <ul style="list-style-type: none"> • Review the five steps in the POWER problem solving method • Activity 1: skip • Activity 2: Create a skit for solving a conflict, page 85 and 86 (put in folder) • Summarize the lesson

Michigan Model Lesson	Grade 7/8
7	<p>Keep Practicing: Students practice recognizing intimidation, such as an accusatory or angry tone of voice, a pointed finger, angry facial expression and aggressive motions and movements.</p> <p>Activities: (45 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson • Activity 1: finish preparing skits from previous class and present the skits to the class (<u>Assessment</u>) • Activity 2: Introduce intimidation (bullying) as one type of situation where conflict resolution skills are not appropriate • Summarize the lesson
8	<p>When Trying to Resolve Conflicts is Not a Good Idea: Students recognize intimidating and bullying behaviors. They practice skills by writing scenarios on how to handle intimidation and bullying situations by getting help from an adult, avoiding the bully, and staying with a group of friends. Students learn to seek help from an adult if they witness bullying</p> <p>Activities: (45 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson • Activity 1: Recognize intimidating (bullying) behavior and situations • Activity 2: Identify skills for dealing with intimidation (bullying) • Activity 3: Practice skills for dealing with intimidation (bullying) • <u>Assessment:</u> Students complete the worksheet: Intimidation-Proceed with caution (put in folder) • Summarize the lesson
9	<p>Just Teasing or Sexual Harassment? Students learn that sexual harassment is a very serious and illegal form of bullying. Students watch and discuss a video on sexual harassment and how it affects people. They practice skills for dealing with sexual harassment and how to document and report incidents</p> <p>Activities: (45 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson • Activity 1: Define sexual harassment and identify sexual harassment behaviors and their behaviors • Show DVD: Sexual Harassment: What you can do (20 minutes) • <u>Assessment:</u> Students complete worksheet: Sexual Harassment: What you can do about it (put in folder) • Activity 2: Identify and practice skills for dealing with sexual harassment • Summarize the lesson

Michigan Model Lesson	<i>Grade 7/8</i>
10	<p><i>Safety First:</i> Students learn how to identify trouble and avoid potentially dangerous situations. They review refusal skills and identify safe ways to respond if violence occurs. Students write safety tips to stay out of potentially violent situations.</p> <p>Activities: (45 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson • Activity 1: Recognize potentially dangerous situations and summarize skills and strategies for avoiding potentially dangerous situations • <u>Assessment:</u> Students complete worksheet: Violence (put in folder) • Review refusal skills • Activity 3: Identify safe ways to respond if violence occurs • Summarize the lesson
Combine 11 & 12	<p><i>Planning Ahead for Healthy Relationships—Parts I and Part II:</i> Students define violence within a dating relationship and summarize warning signs of unhealthy relationships. They discuss how abusive relationships develop, describe ways to stay out of danger, and practice skills to avoid or escape a potentially violent dating situation. The Laws governing sexual conduct are explained.</p> <p>Activities: (45 minutes)</p> <p>Lesson 11</p> <ul style="list-style-type: none"> • Review previous lesson • Activity 2: Define violence within dating relationships and summarize the warning signs of potential danger in relationships • <u>Assessment:</u> Students complete worksheet: Know the warning signs (put in folder) • Activity 3: Teen Survey <p>Lesson 12</p> <ul style="list-style-type: none"> • Go over the Oscar Award for Relationships Master on page 148, skip student worksheet • Activity 3: practice using refusal skills • <u>Assessment:</u> Students complete worksheet: What would you do to stay safe, on page 150 (put in folder) • Summarize the lessons

Michigan Model Lesson	<i>Grade 7/8</i>
13	<p><i>Getting Help: A Sign of Strength:</i> Students describe situations when help is needed and identify where and how help can be accessed. Students discuss the importance of peers getting help for each other.</p> <p>Activities: (45 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson • Activity 1: describe situations when help is needed • Activity 2: identify where help can be located and how to access it • Summarize the whole unit on Bullying prevention

Michigan Model Lesson	Holyoke Public Schools Bullying Prevention Grade 9-12
1	<p><i>Peace Is Possible:</i> Students explore attitudes and beliefs about conflict and violence. They examine how conflict relates to violence and how conflict can be resolved to prevent violence.</p> <p>Activities: (45 minutes)</p> <ul style="list-style-type: none"> • Introduce unit • Activity 1, Examine facts and opinions about conflicts and violence, Student worksheet #1 (put in folder) • Activity 2, examine how conflict escalate to violence and how resolving and managing conflicts can prevent violence (use analog to a rocket to describe how conflicts can progress to violence), use Transparency Masters • Summarize the lesson
2	<p><i>Violence Has a Price Tag:</i> Students examine case studies for the effects of violence, including bullying.</p> <p>Activities: (45 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson • Activity 1, students read and discuss case studies about the effects of violence on individuals, families, communities, and our nation, page 16-17. Need to get statistics about violence in Holyoke, MA • Summarize the lesson
Combine 3, 4, & 5	<p><i>The Rocket's Stages</i> Students evaluate how thoughts and emotions might lead to violence. They practice skills for conflict resolution: thinking differently, listening, anger management, empathy, and constructive communication.</p> <p>Activities: (45 minutes)</p> <p><u>Lesson 3:</u></p> <ul style="list-style-type: none"> • Review previous lesson about the effects of violence, including bullying • Activity 3: Identify nonviolent ways to think about conflict, page 30-31 • <u>Assessment:</u> Students complete worksheets: Our thoughts Impact Our Behavior, eliminate or change situation 1 and 2. Situation 3 and 4 are fine as written. (put in folder) <p><u>Lesson 4:</u></p> <ul style="list-style-type: none"> • Display and discuss Transparency: Anger Management on page 44 • <u>Assessment:</u> Students complete worksheet: Anger Management, on page 45 (put in folder) <p><u>Lesson 5:</u></p> <ul style="list-style-type: none"> • Activity 1, define and discuss empathy and its impact on conflict resolution on page 50 • Activity 2, Explain the skills of expressing emotions constructively and responding constructively to the anger of others, on page 51 • Give students Handout: Working on Conflict Resolution skills • Summarize the lessons

Michigan Model Lesson	Holyoke Public Schools Bullying Prevention Grade 9-12
8	<p>Resolving Conflicts Peacefully: Students analyze situations to determine which conflict resolution skills could be useful. <i>Stage Two—Stop the Escalation, Part I:</i> Students describe factors that can cause a conflict to either escalate or deescalate. Students identify skills that can cool down an intimidating confrontation.</p> <p>Activities: (45 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson • Activity 1: Students practice using the skills for conflict resolution, on page 78 • Activity 2: Describe the role of a mediator in a conflict • Summarize the lesson
9	<p>Stage Two—Stop the Escalation, Part I: Students describe factors can cause a conflict to either escalate or deescalate. Students identify skills that can cool down an intimidating confrontation.</p> <p>Activities: (45 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson • Activity 1: Describe the characteristics of a conflict that needs to be managed effectively before it can be resolved, page 84-85 • Activity 2: describe how to reduce the intensity of the conflict so that resolution is a possibility, page 85 • Activity 3: discuss the use of the skills to reduce the intensity of an angry confrontation, page 86-87 • Summarize the lesson
10	<p>Stage Two—Stop the Escalation, Part II: Students practice the skills for managing intimidating confrontation. They examine thoughts and beliefs of people who choose peace over fighting.</p> <p>Activities: (45 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson • Activity 1: Practice skills for managing conflict which have intensified to the point that resolving the conflict is not possible. Situations can come from kids. • Activity 2: Analyze the thoughts and beliefs of a person who chooses to manage an angry confrontation rather than fight • Summarize the lesson
11	<p>Stage Three--Protect Yourself Always: Students learn what to do to help themselves and others stay safe in a violent situation. They list strategies for avoiding dangerous situations, including conflicts involving weapons and gangs.</p> <p>Activities: (45 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson • Activity 1, describe characteristics of a violent situation and what to do in these situations, page 84 • Activity 2, create lists of strategies to use to avoid violent situations, page 85-86 • Summarize the lesson

Michigan Model Lesson	Holyoke Public Schools Bullying Prevention Grade 9-12
12	<p><i>Sexual Harassment:</i> Students learn the laws on sexual harassment. They define sexual harassment and differentiate it from flirting. They learn skills and strategies for avoiding and dealing with sexual harassment.</p> <p>Activities: (45 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson • Activity 1: Define sexual harassment and its impact, page 90 • Activity 2: Describe the laws related to sexual harassment • Activity 3: Student worksheet: Identify skills and strategies to use to avoid and deal with sexual harassment • <u>Assessment:</u> Students complete worksheet: Skills for dealing with sexual harassment, page 111 (put in folder) • Summarize lesson
Combine 13 & 14	<p><i>Abusive Relationships, Parts I & II:</i> Students learn the characteristics and warning signs of an abusive relationship. They also learn and apply skills and strategies for dealing with an abusive relationship.</p> <p>Activities: (45 minutes)</p> <p>Lesson #13:</p> <ul style="list-style-type: none"> • Review previous lesson • Activity 1: Identify the beliefs society promotes regarding desired characteristics and expectations for males and females and how these beliefs impact behavior • Activity 2: Describe the characteristics of an abusive relationship <p>Lesson #14:</p> <ul style="list-style-type: none"> • Activity 1: Examine the reasons people stay in abusive relationships • Activity 2: Identify skills and strategies to deal with abusive relationships • Activity 3: Students practice using the skills to deal with an abusive relationship • <u>Assessment:</u> Each student completes one of the three worksheets: What do you think? page 133 to 135 (put in folder) • Summarize the lessons
15	<p><i>Helping Others Who Are in Violent Situations:</i> Students question the unspoken rule of not telling. They debate the necessity of telling authorities about life-threatening situations and identify ways to report to authorities without fear of retaliation.</p> <p>Activities: (45 minutes)</p> <ul style="list-style-type: none"> • Review previous lesson • Activity 1: Students debate the importance of telling authorities about dangerous situations • Activity 2: Identify dangerous situations which should be reported, how to make the report, and to whom a person might report a dangerous situation • Summarize the whole unit on Bullying prevention