

**LOCATE THE: FUNCTIONAL HEALTH KNOWLEDGE (WHAT), HEALTH CONCEPTS (WHY),
HEALTH SKILLS (HOW), AND HEALTH ACTIONS (WHEN)**

HEALTHY LIFE EDUCATION: BULLYING UNIT PLAN		
Johanna Chase, MA CHES dpjchase@gmail.com		
State Standards Goals/Objectives	Unit Instructional Elements	Unit Outcomes/ Sample Performance Assessments
<p>1.01, 1.02, 1.03, 1.04, 1.05, 2.01, 2.03, 2.04, 2.05, 2.06, 2.07, 2.08, 3.01, 3.02, 3.03, 3.04, 3.05, 5.03</p>	<p>Illustrate prevalence and explain what is considered violent, abusive, harassing, or potentially violent behaviors among teens.</p> <p>Analyze various peer and social influences on reducing violent or potentially violent behaviors including school policies, laws, media, family, and peer norms.</p> <p>Analyze why non-violent behavior is important to personal health and society overall.</p> <p>Summarize expected behaviors for children, teens, and adults at home, in various community settings, at work settings, and at school.</p> <p>Illustrate non-violent ways to cope with anger or other strong emotions.</p> <p>Apply the <i>Essential Health Skills</i> like: <i>Accessing Information</i> by identifying school and community resources to report violence or potential violence, <i>Interpersonal Communication</i> to demonstrate effective responsible ways to express feelings and emotions and <i>Analyzing Influences</i> to recognize peer and social influences that support a non violent society .</p> <p>Develop strategies to manage behavior, model non violent behavior and promote non violent behavior among others.</p>	<p>In cooperative groups, students will critique the various forms of violent and abusive behaviors (self-directed, assaultive, dating, family, physical, sexual, harassment, abuse, hate crimes, and bullying) from valid resources such as the textbook, or CDC website and share out as the teacher notes responses.</p> <p>Students will critique the perspective of the bystander, the target, and perpetrator of violent or potentially violent behavior.</p> <p>Students will access information using state and national YRBS data to identify incidence and prevalence among middle and high school students.</p> <p>In cooperative groups students will discuss their learning experiences about the cycle of violence and critique its components.</p> <p>Students will analyze the various peer and social influences on violent and non-violent behaviors from a teacher-developed reader sheet (or story like The Recess Queen) illustrating the perspective of the perpetrator, bystander, and target in a bullying scenario.</p> <p>In cooperative groups, students will summarize their learning by journaling the impact of violence on the attitudes and behaviors of the perpetrator, target, bystander, and societies.</p> <p>Through guided and independent practice scenarios, apply Interpersonal Communication strategies to demonstrate effective ways to express feelings and emotions.</p> <p>Students will apply the concept of health literacy to injury and violence prevention in the context of school rules, social norms, and familial expectations by rewriting the teacher reader sheet (or story like Recess Queen).</p>
Concept/Theme Focus	Essential Questions	
<p>Bullying, Harassment, Physical, Dating, and Sexual Violence Prevention</p>	<p>Why are some people violent or potentially violent?</p> <p>What is the impact of violent, intimidating, or abusive behaviors on the target, bystander, perpetrator, and society at large?</p> <p>Why have states strengthened laws regarding bullying, intimidation, harassment, and other aggressive, abusive, or violent behavior in school settings?</p> <p>Why does eliminating violent, intimidating, or abusive behavior lead to a health literate society?</p> <p>How can teens become models for healthy non-violent behavior among peers and younger students?</p>	

