

Bullying & Peer Aggression Prevention in the *Michigan Model for Health*:

Kindergarten Through Grade Six



<u>Grade</u>	<u>Objectives</u>	<u>Lessons</u>
FAMILIES AND K-6 STUDENTS		
K-6	Communication, conflict resolution, and problem solving skills are taught at each grade.	Social-Emotional Health Unit
K-6	Personal Safety is taught at each grade. Students are taught how to avoid inappropriate touch and what to do if it occurs. Bullying is apparent in the lessons in kindergarten through third grade.	Safety Unit
K-6 Families	Family Resource Sheets are sent home at each grade. Topics include conflict resolution, communication, anger management, friendships, and bullying.	Social-Emotional Health and Safety Unit
KINDERGARTEN (2008)		
K	<i>Learning to Show Respect and Caring:</i> Students discuss the importance of manners. They practice using please, thank you, excuse me, and I am sorry to show respect and caring for each other	Social-Emotional-1
K	<i>Making Friends:</i> Students learn strategies for making friends.	Social-Emotional-2
K	<i>Caring Touch:</i> Students learn how positive touch can express caring between friends and family	Social-Emotional-3
K	<i>What to Do About Strong Feelings & Sharing Our Feelings:</i> Students learn ways to settle down when strong feelings arise. Students practice telling friends and family how they feel, and they recognize and express feelings.	Social-Emotional- 5 & 6
K	<i>Helping Ourselves Stay Safe:</i> Students describe dangerous and destructive situations that need to be reported to an adult	Safety-1
K	<i>Staying Safe Around Dangerous Objects:</i> Students learn what to do if dangerous objects or weapons are present.	Safety-3
GRADE ONE (2008)		
1	<i>Predicting How People Feel & Asking Others How They Feel:</i> Students feelings and how to predict how others might feel is situations. Students discuss mixed feelings and practice predicting and asking others how they feel.	Social-Emotional- 1 & 2
1	<i>Showing Courtesy to Others:</i> Students discuss a video on courtesy. They practice using please, thank you, excuse me, and I am sorry to show respect and caring for each other	Social-Emotional-3
1	<i>Building Friendships by Listening:</i> Students practice listening skills to improve friendships.	Social-Emotional-6
1	<i>Three Steps for Solving Problems and Making Decisions & Practicing the WIN Steps:</i> Students learn when to tell an adult if a situation is dangerous, destructive or disturbing. Students learn and practice the steps for making decisions and solving problems.	Social-Emotional- 7 & 8
1	<i>The Three D's for Telling:</i> Students describe dangerous, destructive, and disturbing situations that need to be reported to an adult	Safety-5

GRADE TWO (2007)		
2	<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.	Social-Emotional-1 & 2
2	<i>Expressing Feelings Respectfully; Listening to Others With Respect:</i> Students express a variety of personal feelings respectfully. They identify strategies for effective listening, and practice effective listening and attending skills.	Social-Emotional-3 & 4
2	<i>Everyone Deserves Respect; Showing Respect for Other People:</i> Students identify and demonstrate ways to show respect for the feelings, rights, and property of others.	Social-Emotional-7
2	<i>Surfing Safely on the Internet:</i> Students describe safety hazards when using the Internet and develop strategies to stay safe when using the Internet.	Safety-3
GRADE THREE (2007)		
3	<i>Identifying Positive Role Models and Friends; Creating Positive Friendships:</i> 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.	Social-Emotional-1 & 2
3	<i>Everyone Has Special Talents:</i> Students recognize that each person has unique talents and skills. They identify a personally unique talent or skill and one of another person.	Social-Emotional-3
3	<i>Respecting Our Differences:</i> Students describe ways to show acceptance of differences and demonstrate the ability to support and respect people with differences.	Social-Emotional-4
3	<i>Helping Others by Protecting Them From Bullies; Helping Others and Getting Help:</i> Students demonstrate the ability to support and respect people with differences. They identify ways people help each other.	Social-Emotional -5 & 6
3	<i>Expressing Annoyance Respectfully:</i> Students demonstrate how to confront annoying behavior.	Social-Emotional-8
3	<i>Safety First:</i> Students identify dangerous, destructive, and disturbing situations that need to be reported to an adult. They describe how to access help when feeling threatened.	Safety-3
3	<i>Street Smarts:</i> Students describe strategies to stay safe in potentially harmful situations and how to ask a trusted adult for help. (includes internet safety)	Safety-4
GRADE FOUR (2006)		
4	<i>Using Self-Control to Manage Strong Feelings:</i> Students learn to use three steps to manage strong feelings in situations involving others: acknowledge the feelings, calm down, and talk with "I-messages."	Social-Emotional-1
4	<i>Feeling Better Through Positive Self-Talk:</i> Students learn to use positive self-talk to manage feelings and get along with others.	Social-Emotional-2
4	<i>Bullying Hurts Everyone, but No One Is Helpless:</i> Students distinguish between positive and negative friends. They learn how to protect themselves from bullying and when to tell an adult.	Social-Emotional-3
4	<i>Practicing Ways to Protect Self and Others From Bullying:</i> Students describe three roles in bullying situations and explain the power of bystanders to end bullying.	Social-Emotional-4
4	<i>What to Do When You Disagree:</i> Students learn the steps to resolve conflicts peacefully, including speaking and listening respectfully.	Social-Emotional-8
4	<i>Using the Internet Safely:</i> Students identify Internet hazards and safety rules. They discuss ways to handle Internet situations that could lead to harm.	Safety-6
GRADE FIVE (2006)		
5	<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.	Social-Emotional-1
5	<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."	Social-Emotional-2
5	<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 an adult.	Social-Emotional-3
	<i>Practicing Positive Ways to End Bullying:</i> Students describe three roles in bullying	Social-

5	situations and explain the power of bystanders to end bullying.	Emotional-4
5	<i>Speaking With Respect for Self and Others:</i> Students distinguish between passive, aggressive, and assertive communication behaviors. They practice using assertive communication.	Social-Emotional-5
5	<i>Listening With Respect:</i> Students distinguish between inattentive and respectful listening skills. They practice listening and speaking skills.	Social-Emotional-6
5	<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.	Social-Emotional-7
5	<i>Practicing the WISE Way to Avoid Trouble:</i> Students focus on developing positive friendships as a strategy for avoiding trouble.	Social-Emotional-8
5	<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.	Social-Emotional-9
5	<i>Using a Secret Formula to Resolve Conflicts:</i> Students learn how to use conflict resolution skills and identify the benefits of using them.	Social-Emotional-10
5	<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.	Social-Emotional-11
5	<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.	Social-Emotional-12
5	<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.	Social-Emotional-14
5	<i>Staying Safe in Public:</i> Students identify strategies for staying safe in public situations, including one involving bullying.	Safety-3
GRADE SIX (2009)		
6	<i>Taking Healthy Risks in Friendships:</i> Students analyze positive and negative risks in friendships.	Social-Emotional-1
6	<i>Listening to and Appreciating Our Friends and Others:</i> Students demonstrate effective listening strategies and expressing appreciation.	Social-Emotional-2
6	<i>Speaking Assertively and Respectfully:</i> Students demonstrate assertive communication skills and identify appropriate times to use them.	Social-Emotional-3
6	<i>Managing Strong Feelings in Healthy Ways:</i> Students demonstrate strategies for managing strong feelings.	Social-Emotional-4
6	<i>Expressing Anger Without Angry Behaviors:</i> Students explain the difference between angry feelings and angry behavior.	Social-Emotional-5
6	<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.	Social-Emotional-6
6	<i>Making Healthy Decisions:</i> Students describe decision-making and problem-solving steps.	Social-Emotional-7
6	<i>Practicing How to Make Decisions and Solve Problems:</i> Students demonstrate decision-making and problem-solving and use criteria to evaluate possible solutions.	Social-Emotional-8
6	<i>Finding Ways to Resolve Conflicts:</i> Students describe conflicts that can be resolved and use conflict resolution steps.	Social-Emotional-9
6	<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.	Social-Emotional-10
6	<i>Protecting Yourself From Hazards, Hackers and Humiliation While on the Internet, Parts One and Two:</i> Students describe safety hazards related to using the Internet, apply strategies to stay safe and identify when to get adult help.	Safety-5 & 6

Bullying & Peer Aggression Prevention in the *Michigan Model for Health*:

Two R's for Stopping Assault & Preventing Violence

Grades 7-8



<u>Grades</u>	<u>Objectives</u>	<u>Lessons</u>
7-8	<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.	1
7-8	<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.	2
7-8	<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.	3
7-8	<i>When Conflict Resolution Is Tough:</i> Students practice empathy, listening, and assertive communication skills. They practice anger management and responding to others' anger.	4
7-8	<i>Keep Practicing:</i> Students practice recognizing intimidation, such as an accusatory or angry tone of voice, a pointed finger, angry facial expression and aggressive motions and movements.	7
7-8	<i>When Trying to Resolve Conflicts is Not a Good Idea:</i> 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.	8
7-8	<i>Just Teasing OR Sexual Harassment?:</i> 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.	9
7-8	<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.	10
7-8	<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.	11 & 12
7-8	<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.	13
Family Involvement	This module promotes family, school and community partnerships: <ul style="list-style-type: none"> • Family-School meetings on relationships and bullying (4 sessions) • Informational articles for use in school newsletters on topics, such as relationships, bullying, and violence (12 articles) 	“Home-School Partnership” section

Bullying & Peer Aggression Prevention in the *Michigan Model for Health*:

Managing Conflicts & Preventing Violence **For Grades 9-12**



<u>Grades</u>	<u>Objectives</u>	<u>Lessons</u>
9-12	<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.	1
9-12	<i>Violence Has a Price Tag</i> : Students examine case studies for the effects of violence, including bullying.	2
9-12	<i>Rocket's Stage One—Lift Off or Abort the Mission</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.	3, 4, 5
9-12	<i>Resolving Conflicts Peacefully</i> : Students analyze situations to determine which conflict resolution skills could be useful.	8
9-12	<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.	9
9-12	<i>Stage Two—Stop the Escalation, Part II</i> : Students practice the skills for managing intimidating confrontation. They examine thoughts and beliefs of people who choose peace over fighting.	10
9-12	<i>Stage Three--Protect Yourself Always</i> : 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.	11
9-12	<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.	12
9-12	<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.	13 & 14
9-12	<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.	15