



Service-Learning Unit

Bullying

Primary Subject: Health

Grade Level: 5th, 6th, and 7th

Additional Subject Area Connections: Science, Math, Language Arts, Social Studies

Unit Title: Bullying

Type(s) of Service: Advocacy

Unit Description: As students study safety & injury prevention in health class, students will evaluate harassing & intimidating behaviors happening in the school, as well as research anti-bullying programs available and develop a plan to implement a school-wide system to address bullying.

Potential Service-Learning Action

Experiences: Students will plan and implement a school-wide anti-bullying program. The program could include: bullying assembly or speakers, posters, parent involvement, non-bully reward system, social media campaign, PSA creation & school wide screening, peer teaching/ discussions, etc. (*advocacy*)



Maryland Curriculum Standards Met

Health:

5.0 Safety and Injury Prevention - Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

C. Harassment

1. Recognize contributors to harassment and intimidating behaviors.
 - a. Identify examples of harassment and intimidating behaviors in media.
 - b. Analyze the impact of media influences on harassing and intimidating behaviors.
 - c. Recognize the inappropriate use of technology as it relates to harassment and intimidating behaviors: Internet, Email, Websites, Instant Messaging, Telephone/Cell phone.
 - d. Examine the influence of peer groups as they relate to harassing and intimidating behaviors.

D. Abuse and Assault

3. Recognize various forms of harassment and intimidating behaviors.
 - a. Identify various factors (verbal/non-verbal) that constitute abuse, assault, harassment, and bullying.
 - Unwelcome
 - Uncomfortable
 - One-sided
 - Embarrassing
 - Demeaning
 - Repetitious
 - Other
 - b. Classify abusive behaviors as physical, emotional, verbal, or sexual.

Additional course MCS follows.

Alignment with Maryland's Best Practices of Service-Learning: *Bullying*

1. Meet a recognized community need

Students will address the problem of bullying in school.

2. Achieve curricular objectives through service-learning

Students will use health, math and science skills and processes during this project. See the boxed Maryland Curriculum Standards listed throughout this lesson.

3. Reflect throughout the service-learning experience

Students should create a photo/document gallery to make a threefold display or PowerPoint presentation about their project (document program development). Student can also reflect in written or recorded student journal/diary. Additional ideas can be found online in places like the [Service Learning Reflection Toolkit](#)

[Toolkit](#)

(https://www.gtc.edu/sites/default/files/files/documents/Service_Learning_Reflection_Toolkit.pdf).

4. Develop student responsibility (Students have opportunities to make decisions about the service-learning project.)

Student committees will be formed to develop and complete the plan.

5. Establish community partnerships

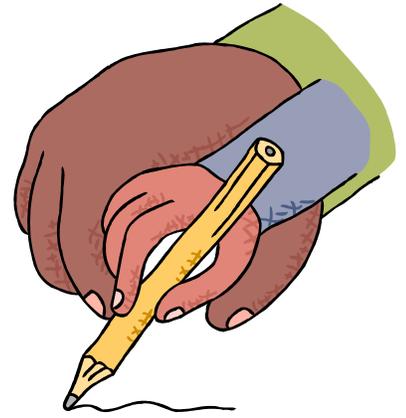
Students can work with a variety of community organizations on this project including the local police department, the Parent, Teacher Organization, and the local media to promote the program development and success.

6. Plan ahead for service-learning

Students will determine the need and importance for a bullying program through health curriculum and analysis of bullying data.

7. Equip students with knowledge and skills needed for service

Students study safety and injury prevention in health class and evaluate harassing and intimidating behaviors happening in the school, analyze bullying data, as well as research anti-bullying programs. Students will also explore concepts of service, service-learning, and citizenship.



Procedures with Resources:

Bullying

These procedures represent an example of a service-learning lesson on this specific topic, but can be changed to meet individual classroom interests or varying community needs. You are encouraged to adapt this unit to fit your unique classroom and community and to solicit student input in planning and decision making.

1. Introduce the service-learning project by discussing service-learning and citizenship with students and engaging in activities to explore those themes. A resource to support this topic can be found at [Bringing Learning To Life](https://www.youtube.com/watch?v=o2-eoEi6FCo) (<https://www.youtube.com/watch?v=o2-eoEi6FCo>).
2. Students study safety and injury prevention in health class.
3. Students discuss and evaluate harassing & intimidating behaviors happening in the school.
4. Students will define bullying.
[Wikipedia - Bullying](https://en.wikipedia.org/wiki/Bullying) (<https://en.wikipedia.org/wiki/Bullying>)
[Bullying Prevention – Maryland State Department of Education](http://marylandpublicschools.org/about/Pages/DSFSS/SSSP/Bullying/index.aspx)
(<http://marylandpublicschools.org/about/Pages/DSFSS/SSSP/Bullying/index.aspx>)
5. Students will research bullying/cyber-bullying programs and statistics.
[Operation Respect](https://operationrespect.org/) (<https://operationrespect.org/>)
[Bully Police USA](http://www.bullypolice.org/) (<http://www.bullypolice.org/>)
[Olweus Bullying Prevention Program](https://olweus.sites.clemson.edu/) (<https://olweus.sites.clemson.edu/>)
6. Operation Respect offers free program materials including a curriculum guide, CD, video and pre-and-post implementation questionnaires intended to help sensitize children to the painful effects of behaviors that too often are accepted as necessary rites of passage in childhood - ridicule, disrespect, ostracism, and bullying. Children participating in DLAM (Don't Laugh at Me) learn that by working together they can positively shape their school environment and eventually bring this message to the broader community. There are many resources available on the topic of prevention of bullying, including:
 - [Student Guide for Talking About Bullying](http://marylandpublicschools.org/about/Pages/DSFSS/SSSP/BP-Parents/08.aspx)
(<http://marylandpublicschools.org/about/Pages/DSFSS/SSSP/BP-Parents/08.aspx>)
 - [Put A STOP to Bullying In Your School](https://www.naesp.org/bullying-prevention-resources), National Association of Elementary School Principals (<https://www.naesp.org/bullying-prevention-resources>)
 - [Edutopia – Bullying Prevention](https://www.edutopia.org/topic/bullying-prevention) (<https://www.edutopia.org/topic/bullying-prevention>)
 - [Stop bullying](http://www.stopbullying.gov/) (<http://www.stopbullying.gov/>)
 - [Committee for Children](https://www.cfchildren.org/programs/bullying-prevention/) (<https://www.cfchildren.org/programs/bullying-prevention/>)
 - [Consequences of Bullying Behavior](http://www.lifespan.org/signs-of-bullying-in-children.html) (<http://www.lifespan.org/signs-of-bullying-in-children.html>)
 - *Resource about bullying and Autism Spectrum:*
 - [Perfect Targets](https://www.amazon.com/Perfect-Targets-Bullying-Practical-Solutions-Surviving/dp/1931282188) (<https://www.amazon.com/Perfect-Targets-Bullying-Practical-Solutions-Surviving/dp/1931282188>)

- [Bullying and Autism Spectrum Disorder \(ASD\): How to Help Your Child](https://www.chla.org/blog/rn-remedies/bullying-and-autism-spectrum-disorder-asd-how-help-your-child)
(<https://www.chla.org/blog/rn-remedies/bullying-and-autism-spectrum-disorder-asd-how-help-your-child>)

7. Students will analyze bullying statistics through scientific investigation and math statistical analysis.
8. Based on research and data analysis, students will design an action plan with timeline for implementation of a bullying program for the school.
9. Students will regularly evaluate the success of the action plan implementation and adjust the plan accordingly.
10. Upon completion, analyze the plan to evaluate the successful completion of the objective and overall success of the project. Also, reflect on the project using various reflection activities and evaluate the effectiveness of the project by completing the [Rubric for Assessing the Use of the Maryland's Seven Best Practices of Service-Learning](http://marylandpublicschools.org/programs/Documents/Service-Learning/rubric_best.pdf) (http://marylandpublicschools.org/programs/Documents/Service-Learning/rubric_best.pdf).



Additional Interdisciplinary Connections



Math: Students analyze national, local, and school building bullying statistics making graphs to show relationships that they discover.

Grade 4 Math:

4.M.D.4.B

1. Represent and organize data.

Science:

Practice 3: Planning and Carrying Out Investigations

Students should have opportunities to plan and carry out several different kinds of investigations during their K-12 years. At all levels, they should engage in investigations that range from those structured by the teacher – in order to expose an issue or question that they would be unlikely to explore on their own (e.g., measuring specific properties of materials) – to those that emerge from students' own questions. (NRC Framework, 2012, p.61)

Practice 4: Analyzing and Interpreting Data

Once collected, data must be presented in a form that can reveal any patterns and relationships and that allows results to be communicated to others. Because raw data as such have little meaning, a major practice of scientists is to organize and interpret data through tabulating, graphing, or statistical analysis. Such analysis can bring out the meaning of data – and their relevance- so that they may be used as evidence.

Engineers, too, make decisions based on evidence that a given design will work; they rarely rely on trial and error. Engineers often analyze a design by creating a model or prototype and collecting extensive data on how it performs, including under extreme conditions. Analysis of this kind of data not only informs design decisions and enables the prediction or assessment of performance but also helps define or clarify problems, determine economic feasibility, evaluate alternatives, and investigate failures. (NRC Framework, 2012, p. 61-62)

Reading/Language Arts:

Students will do journal reflections during RLA class, as well as design written argument letters or presentations for the implementation of the bullying plan.

Additional Interdisciplinary Connections



Reading/Language Arts:

Grade 6 Reading: Information Text

CCSS.ELA-LITERACY.RI.6.2

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Grade 6 Writing

CCSS.ELA-LITERACY.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)

Social Studies:

D4.7.6-8 (Dimension 4. Standard 7. Grades 6-8)

Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.

D4.8.6-8 (Dimension 4. Standard 8. Grades 6-8)

Apply a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools, and in out-of-school civic contexts.

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[Maryland Public Schools Service-Learning Website](http://www.mdservice-learning.org) (www.mdservice-learning.org)

[Maryland Public Schools](http://www.marylandpublicschools.org) (www.marylandpublicschools.org)



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