



Maryland State Department of Education
Service-Learning Unit
Bullying

Primary Subject: Health

Grade Level: 6th

Additional Subject Area Connections: Science, Math & Language Arts

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, peer teaching/discussions, etc. (*advocacy*)



VSC Indicators 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.

2. 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.

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 VSC 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 VSC listed in 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 student journal/diary.
- 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 & 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 & injury prevention in health class and evaluate harassing & intimidating behaviors happening in the school, analyze bullying data, as well as research anti-bullying programs.



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 www.servicelearning.org/resources/bring_learning/.
2. Students study safety & injury prevention in health class.
3. Students discuss and evaluate harassing & intimidating behaviors happening in the school.
4. Students will define bullying.
www.en.wikipedia.org/wiki/Bullying
http://www.marylandpublicschools.org/msde/divisions/studentschoolsvcs/student_services_alt/bullying
5. Students will research bullying/cyber-bullying programs and statistics.
www.operationrespect.org/educators/overview.php
www.bullypolice.org
<http://www.clemson.edu/olweus/>
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.

Additional Interdisciplinary Connections



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

Reading/Language Arts: Students will do journal reflections during RLA class, as well as design persuasive letters or presentations for the implementation of the bullying plan.

Science: Students collect school bullying data from administration and use scientific investigate to analyze relationships. Apply mathematics to interpret data.

- www.cnnstudentnews.cnn.com/2001/fyi/lesson.plans/03/08/bullying/
- www.cnnstudentnews.cnn.com/2001/fyi/news/03/08/bullying/
- www.educationworld.com/a_admin/admin/admin117.shtml
- www.cfchildren.org/cfc/strf/str/strindex/
- www.lifespan.org/services/childhealth/parenting/bullying.htm
- Resource about bullying and aspersers:
<http://www.amazon.com/Perfect-Targets-Bullying-Practical-Solutions-Surviving/dp/1931282188>
- <http://www.stopbullyingnow.hrsa.gov/index.asp?area=main>
- <http://mentalhealth.samhsa.gov/15plus/aboutbullying.asp>

Additional VSC Indicators Met

Science:

Standard 1.0 Skills and Processes:

Students will demonstrate the thinking and acting inherent in the practice of science.

A. Constructing Knowledge

1. Design, analyze, or carry out simple investigations and formulate appropriate conclusions based on data obtained or provided.

h. Use mathematics to interpret and communicate data.

B. Applying Evidence and Reasoning

1. Review data from a simple experiment, summarize the data, and construct a logical argument about the cause-and-effect relationships in the experiment.

d. Describe the reasoning that lead to the interpretation of data and conclusions drawn.

Math:

Statistics

Standard 4.0 Knowledge of Statistics:

Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.

A. Data Displays

1. Organize and display data.

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. Reflect 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* which can be found at www.mdservice-learning.org.

Additional VSC Indicators Met

Reading/Language Arts:

Writing

Standard 4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

A. Writing

1. Compose texts using the prewriting and drafting strategies of effective writers and speakers.

a. Use a variety of self-selected prewriting strategies to generate, select, narrow, and develop ideas.

- Evaluate topics for personal relevance, scope, and feasibility.
- Begin a coherent plan for developing ideas.
- Explore and evaluate relevant sources of information.

b. Select, organize, and develop ideas appropriate to topic, audience, and purpose.

- Organize information logically.
- Use effective organizational structures.
- Select or eliminate information as appropriate.
- Verify the effectiveness of paragraph development by modifying topic, support, and concluding sentences as necessary.

2. Compose oral, written and visual presentations that express personal ideas, inform, and persuade.

c. Compose to inform using relevant support and appropriate organizational structures while maintaining an objective perspective.



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