

GENERAL INSTRUCTIONS

Building upon their prior knowledge of Safe Environment, students will further these life skills throughout the school curriculum. As members of God’s family we have the right to stand up for ourselves. Students need to be taught strategies to do this.

LESSON PLAN

DESIRED RESULTS - *What do you want your students to know and be able to do?*

Goals	<ol style="list-style-type: none"> 1. Students will define bullying and gender harassment. 2. Students will recognize bullying and gender harassment and identify appropriate Christian responses.
Content Standards	<p>RELIGION</p> <ol style="list-style-type: none"> 1. Describe how the community of the Church (our families, friends, priests, religious, laity, bishops, pope) is a gift, which expresses God's love and care for us. <i>Doctrine 5.5</i> 2. Share stories that demonstrate how to live their faith at home, work, school, and when socializing. <i>Community 5.2</i> 3. Community - Select challenging moral issues and dramatize how Catholics ought to respond to them. <i>Community 6.6</i> <p>HEALTH:</p> <ol style="list-style-type: none"> 1. Define bullying and harassment and recognize when it occurs. <i>B.4.5</i> 2. Use conflict management skills. <i>B.6.3</i> 3. Define and discuss the meaning of sexual harassment and sexual abuse. <i>F.6.4</i>
Essential Questions	<p>How can I recognize bullying or gender harassment? What can I do if I or someone else is being bullied or harassed? What is my responsibility to myself and others as a Christian in such a situation?</p>
Knowledge	<ol style="list-style-type: none"> 1. Students will define bullying and gender harassment (see glossary). 2. Students will recognize above behaviors. 3. Students will develop strategies to respond to such behaviors. 4. Students will recognize the responsibility to themselves and others that comes from being a member of the Church.

ASSESSMENT EVIDENCE - *How will you identify what students know and are able to do?*

	<ul style="list-style-type: none"> • Teacher observation of student participation in discussions that identify safety strategies learned in prior grades (see Scope and Sequence). • Teacher observation of student participation in discussion of scenarios and/or role-playing in which they identify strategies to deal with bullying, harassment and gender harassment <p>Student completion of the definitions of the terms bullying, harassment, and gender harassment.</p>
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IMPLEMENTING THE LESSON PLAN

How is the lesson structured to accomplish this task?

Resources needed:

- Paper and pencils (distributed at the beginning of class)
- *Assertiveness* and *Aggressiveness* definition posters
- *Bullying* and *Gender Harassment* definition posters

Learning Activity	Sample Teacher Questions
<p>Review prior learning (see Scope and Sequence) - cover key concepts from grade 3-4 curriculums including:</p> <ul style="list-style-type: none"> ○ God’s love for us, ○ The gift of being able to think and practice good judgment, → ○ Five adults they can turn to when feeling unsafe or threatened, → ○ The tools they use to stay safe and what they have already learned about what they can do in uncomfortable situations, [This may vary greatly. For those who have heard it often, stress the God-given gifts of learning to make wise and lasting good decisions to keep safe and healthy. This also means training ourselves to know what pleases God and obeys his laws. The Church (see above Religion 1) helps us to know this.] → ○ The difference between assertiveness and aggressiveness (see glossary). → <p>Discuss positive use of assertiveness in staying safe. →</p> <p>As an alternative strategy, you can ask students to write the answers to the questions first and then discuss them.</p>	<p><i>God created each one of us. God gives us his love. As children of God, each of us has great value. God loves us, each and every one of us. Jesus told us that we are to love God, ourselves, and one another. One of the ways we do that is to value ourselves and to respect others. The gift of life we have been given brings with it a responsibility to take care of ourselves and others. But sometimes others do not value the gifts God gave to us, and we feel threatened or unsafe.</i></p> <p><i>Who are people you trust that you can go to when you are feeling unsafe, scared, or worried about something?</i></p> <p><i>What do you remember about tools or resources you can use to keep you safe when you feel threatened or if someone tries to hurt you?</i></p> <p><i>How are assertive and aggressive similar? How are they dissimilar? How can assertive behavior be helpful?</i></p>

<p>Brainstorm with the students to learn what they know about bullying and gender harassment. (See and possibly quote learning standards above. When we bully others or intentionally hurt them, we do not please Jesus, who taught us to take care of each other and respect one another.) → (Jesus respected everyone! He respected and loved children! He respected and loved both men and women. He treated all with kindness and dignity. He healed and cared for children, for women, and for men. We are called as Church to do the same. Time permitting, tell Gospel stories that show this. Christians do all they can to be like Jesus, who did not bully or pick on someone because of who they were.)</p> <p>Work on writing definitions of bullying and gender harassment. Compare and contrast the terms. (See glossary and definition posters for definitions of bullying and gender harassment). →</p> <p>At this age, the students will have stories and examples, mainly from school situations. Try to avoid naming specific people.</p>	<p><i>Let's take a look at bullying. Write the word 'bullying' on your paper. How you would define bullying? Write your ideas down. ↓</i></p> <p><i>Now write down the words 'gender harassment.' What you think that means? Write down your ideas.</i></p> <p><i>Let's put some of your ideas on the board in two columns – one for bullying and one for gender harassment.</i></p> <p><i>Let's create a definition for both terms from your ideas...</i></p> <p><i>Now, look at the definitions and the two columns. How are bullying and gender harassment similar? How are they different?</i></p>
<p><i>*This activity may require additional class time or additional class periods to complete.</i> Lead the students in a brainstorming activity to identify strategies for dealing with situations of harassment and bullying. After a list has been created, help the students to evaluate the likely effects of the strategies.</p>	<p><i>What strategies have you already learned that can help you in dealing with the situation of harassment or bullying?"</i></p> <p><i>Which of these strategies would be most effective? Least effective? Why or why not?</i></p>
<p>Ask students to write up different scenarios of bullying and harassment and possible solutions. Use the scenarios as discussion or structure some role-playing. Evaluate student understanding by reviewing their papers.</p>	<p><i>Let's try practicing a few of these scenarios by acting/discussing them.</i></p>
<p>Conclude lesson by reassuring students that they can help themselves and others to be safe. Then ask students the Essential Questions for the lesson.</p>	<p><i>How can you recognize bullying or gender harassment?</i></p> <p><i>What can you do if you or someone else is being bullied or harassed?</i></p> <p><i>What is your responsibility to yourself and others as a Christian in such a situation?</i></p>

5th Grade

<p>Follow up the student responses to the questions by stressing that most people are good and they can often help someone without putting themselves in danger. God gave us the gift of feelings to sense what is dangerous or inappropriate. It is our responsibility to pay attention to these feelings in order to stay safe and healthy. It is also our responsibility to wear appropriate clothing to cover and protect ourselves, modest clothing that shows we respect our God-given dignity as human beings.</p> <p>Remind students that God loves them and is always listening to them. Remind them again that the gift of life we have been given brings with it a responsibility to take care of ourselves and others, which means at times getting help from those we trust.</p> <p>Conclude with a prayer that thanks God for his gift of life and love and acknowledges that God waits for us to call upon him. ☩</p>	<p><i>Prayer</i></p> <p>Perhaps in a psalm-like or litany-like mode, take some of the scenarios the students have named and ask:</p> <p>Lord, when I'm (in trouble), watch over me and help me.</p> <p>Lord, when I'm (afraid), watch over me and help me.</p> <p>Lord, when I'm (in danger), watch over me and help me.</p> <p>Lord, when someone's (hurting me), watch over me and help me.</p> <p>Lord, when someone's (threatening me), watch over me and help me.</p> <p>Lord, when someone's (calling me names), watch over me and help me, etc.</p>
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5th Grade Additional Resources

- *Definition Posters:*
 - *Aggressiveness*
 - *Assertiveness*
 - *Bullying*
 - *Gender Harassment*
- Sample Parent Letter

Aggressiveness:

- 1) Behaving in an unnecessarily forceful manner;
- 2) Showing a readiness or having a tendency to attack or do harm to others.

Assertiveness:

- 1) Behaving confidently;
- 2) Saying in a direct way what you believe and what you want.

Bullying: The intentional harm or intimidation of another. Bullying may include:

- **Physical actions** like hitting, kicking, spitting, pushing, stealing or damaging the personal belongings of another;
- **Verbal attacks** like teasing, name calling, belittling, making threats;
- **Emotional attacks** like excluding another from a group or activity, intimidating another, or spreading mean rumors.

Gender Harassment:

The harassing behavior by an individual with the intention of offending or intimidating another because of their gender.