**COUNSELOR LESSON PLAN**

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| **Topic:** Bullying, Cyberbullying & Sexual Harassment (**Lesson** **1** of 3)**Duration:** 50-60 Minutes**Grade Level**: 7th |
| **ASCA COUNSELING STANDARDS**  |
| **Academic:** * **A:A3.1** Take Responsibility for their actions
* **A:A3.5** Share knowledge
* **A:B1.2** Learn and apply critical thinking skills
* **A:B1.4** Seek information and support from faculty, staff, and peers

**Personal Social:*** **PS:A-1.6** Distinguish between appropriate and inappropriate behavior
* **PS: A1.7** Recognize personal boundaries, rights, and privacy needs
* **PS: A2.1** Recognize that everyone has rights and responsibilities
* **PS: A1.7** Understand consequences of decisions and choices
* **PS:C1.3** Learn about the difference between appropriate and inappropriate physical contact
* **PS:C1.5** Differentiate between situations requiring peer support and situations requiring adult professional help
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| **OBJECTIVES/ESSENTIAL QUESTION** | **TERMINOLOGY** |
| **What behaviors should students avoid in their efforts to “Be the 3” (respectful, responsible, and reliable)?** | **Bullying:** *A person is bullied when they’re* *harmed and harass in a** ***Deliberate*** *(on purpose),*
* ***Repeated,***
* *or* ***hostile*** *manner (intimidating & aggressive), that creates an imbalance of power*

**Cyberbullying:** *Bullying/Harassment using technology**to harm and harass in a deliberate, repeated, or hostile manner, via:** *Phone (texting, photo-sharing, Kik)*
* *Social Media**(Snapchat, Facebook, Instagram, Tumbler, Twitter, X-Box, PlayStation, etc.)*

**Sexual Harassment:** *Unwelcome verbal, non-verbal, or physical conduct of a sexual nature* |
| **INTRODUCTION TO LESSON** |
| This is a 7th grade lesson, but it is also adaptable to other middle school grades. In PowerPoint form, it introduces the concepts of bullying, cyberbullying, and sexual harassment as behaviors to avoid in middle school. The lesson begins with the framing concept of “Being the Three,” which are respectful, responsible, and reliable. These three ideals of behavior are our shared aspirations within our P.B.I.S. context at school. “The three” are what we want students to be, while the three behaviors outlined in this lesson get in the way of those pro-social aspirations, and are to be avoided.  |
| **CONTENT KNOWLEDGE | INSTRUCTIONAL DESIGN**  |
| **TEACHER ACTIONS** | **STUDENT ACTIONS** |
| 1. Introduce lesson and **essential**?
 | Students take Cornell notes. |
| 1. Begin PP
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| 1. At **bullying** and **cyberbullying** definition slides, allow for discussions either at table level, in dyads with “elbow partners”, or think/pair/share. **Follow-up** **questions:** *What do students need to have a good experience at school? If everyone has a right to receive an education, do these two negative behaviors interfere with that process? How? Is it ever okay to bully, harass, or name call? Who agrees/disagrees with that opinion?*

***Additional topic:*** *Define “minor.” Is it legal to upload photos of minors (no, not without parental consent)? Discuss how the casual taking of photos at school could be illegal.*  | Students will brainstorm definitions for bullying and cyberbullying, either at table level or in dyads, as instructed. Discussion… |
| 1. The definition of **sexual** **harassment** is left up to the instructor, as this subject is uncomfortable. Discussion can be facilitated after the definition is given.

**Follow-up questions could include**: *“Who has seen an example of…? How was it handled? Did that solution help? Why? Why not? I this an adult problem to solve, or can a student handle it on their own? Where could you seek help?*  | Students will be prompted for personal examples of any of the three behaviors to avoid. Discussion… |
| 1. “**Zero** **tolerance**” is defined and information given about what is **legal/illegal** of these behaviors discussed.
 | Ask if the student have any last questions… |
| **CLOSURE|CHECK FOR UNDERSTANDING** |
| Students write a summary of the lesson, using **D:** do**L:** learn**I:** interesting /important**Q:** questions**In conclusion:** Final questions are taken. |
| **AVID WICOR STRATEGIES UTILIZED** |
| **Writing:** Cornell note-taking**Inquiry:** Uncovering one’s understanding & asking critical questions & engaging in thinking, learning, and discussion & clarifying one’s own thinking & working through ambiguity.**Collaboration:** Sharing of ideas, information and opinions & supporting the learning of others through inquiry |
| **RESOURCES** |
| PowerPoint (Tailor to the needs of your site, logos, etc.)Websites:* <https://www.commonsensemedia.org/>
* <http://www.stopbullying.gov/index.html>
* <http://www2.ed.gov/about/offices/list/ocr/index.html>
* <http://www.justice.gov/crt/complaint/#three>

Additional Resources:* The [National Suicide Prevention Lifeline](http://www.suicidepreventionlifeline.org/) Site exit disclaimeronline or at 1-800-273-TALK (8255).
* **U.S. Department of Justice** **Civil Rights Division**950 Pennsylvania Avenue, N.W.Educational Opportunities Section, PHBWashington, D.C. 20530
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| **DIFFERENTIATED INSTRUCTION** |
| Discussion can be adjusted by grade level.  |
| **SUPPLEMENTAL LESSON AND RESOURCES** |
| This is lesson one of three dealing with social issues in 7th grade. This introductory lesson defines bullying, cyberbullying, and sexual harassment in a school context. The next two lessons in this series are:* Making Kinder Choices (**Lesson 2**)
* Crossing the Line: Appreciating Diversity (**Lesson 3**)
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