

Supplemental Counselor Curriculum Map

Pre- Unit Planning			
<b>Notifications:</b> <ul style="list-style-type: none"><li>Guardian Letter 1 – (Future Link)<ul style="list-style-type: none"><li>District Standard will be created</li><li>30 days prior to starting unit</li><li>Will include reference to SB5359</li><li>Will include Parent Review and Opt Out Process</li></ul></li></ul>		<ul style="list-style-type: none"><li>Guardian Letters 2 &amp; 3 – (Future Link)<ul style="list-style-type: none"><li>District Standard will be created</li><li>Sent prior to specific lesson (see lesson notes for timeline)</li></ul></li></ul>	<b>Staff Training will include:</b> <ul style="list-style-type: none"><li>Mandating Reporting reminder</li><li>Responding to the student when they report (Future Link) to district provided staff training resources</li></ul>
This unit will address both Child Protection issues related to unsafe situations with adults as well as peers. The core concepts of Recognize, Refuse, Report are in both units; therefore, the Bully Prevention content and requirements have been embedded into these lessons rather than teaching them as a separate set of lessons.			

Grade Level	Pre- Asses	Lesson 1 Ways to Stay Safe	Lesson 2 The Always Ask First Rule	Lesson 3 Safe and Unsafe Touches	Lesson 4 The Touching Rule	Lesson 5 Practicing Staying Safe	Lesson 6 Reviewing Safety Skills
K – 2	(Future Link)	<b>Obj:</b> <ul style="list-style-type: none"><li>Identify common safety rules (Never-Never Rules) for guns, fire, riding on wheels, crossing streets, riding in a car, water, sharp tools, and dogs</li><li>Recognize safe and unsafe situations</li><li>Demonstrate applying the Ways to Stay Safe (K-2)</li><li>Apply assertiveness skills in response to scenarios where they need to refuse to break a Never-Never Rule</li></ul> <b>Concepts:</b> <ul style="list-style-type: none"><li>Adults should take care of you and keep you safe</li><li>The Ways to Stay Safe are: Recognize, Refuse, Report</li><li>Following the Never-Never Rules helps you stay safe</li></ul>	<b>Obj:</b> <ul style="list-style-type: none"><li>Demonstrate following the Always Ask First Rule</li><li>Identify the person they should ask first</li><li>Demonstrate assertively saying who they should ask first</li></ul> <b>Concepts:</b> <ul style="list-style-type: none"><li>Always ask a parent or the person in charge first (Always Ask First Rule)</li><li>Following the Always Ask First Rule helps you stay safe</li></ul>	<b>Obj:</b> <ul style="list-style-type: none"><li>Identify safe and unsafe touches</li><li>Refuse unsafe touches assertively</li><li>Refuse unwanted touches assertively</li></ul> <b>Concepts:</b> <ul style="list-style-type: none"><li>Safe touches help you feel cared for and loved</li><li>Unsafe touches hurt your body or feelings</li><li>You can say words that mean no to any kind of touch you don't want</li></ul>	<b>Obj:</b> <ul style="list-style-type: none"><li>Identify private body parts</li><li>Identify the Touching Rule</li><li>Apply the Ways to Stay Safe in response to scenarios where someone has broken the Touching Rule</li></ul> <b>Concepts:</b> <ul style="list-style-type: none"><li>A person should never touch your private body parts except to keep you healthy (Touching Rule)</li><li>Remembering the Touching Rule helps you stay safe</li><li>It is never your fault if someone breaks the Touching Rule</li><li>Private body parts are private because they're not to be seen or touched by others (K-1)</li><li>Paying attention to uncomfortable feelings in your body can help you recognize when someone is breaking the Touching Rule (Grade 2-3)</li></ul>	<b>Obj:</b> <ul style="list-style-type: none"><li>Identify the Touching Rule</li><li>Identify the Never Keep Secrets Rule</li><li>Apply assertiveness skills to report in response to scenarios where someone has broken the Touching Rule and the Never Keeps Secrets Rule</li><li>Apply the Ways to Stay Safe in response to scenarios where someone has broken the Touching Rule and the Never Keep Secrets Rule</li></ul> <b>Concepts:</b> <ul style="list-style-type: none"><li>Never keep secrets about touching (Never Keep Secrets Rule)</li><li>It is never too late to report a broken Touching Rule</li><li>Keep reporting until someone helps you</li></ul>	<b>Obj:</b> <ul style="list-style-type: none"><li>Apply the rules and skills learned to scenarios presented in a video</li></ul> <b>Concepts:</b> <ul style="list-style-type: none"><li>Remembering and using rules helps you stay safe</li></ul>
				<b>** This (2<sup>nd</sup> gr. Lesson 3) lesson includes a scenario using peer to peer unsafe touches. HIB connections can be draw for students within this lesson.</b>  Refuse Assertively! – link to HIB procedure.  <b>* Letter 2 should go home following this lesson prior to the next lesson</b>	<b>* Letter 2 should have gone home prior to this lesson.</b>  Grade K-1 concepts are slightly different from Grade 2  Be prepared to use non-body specific language. Private areas/Swim suit – this will align to Letter 1.	Add a LESSON before Review – on Bully Reporting when feeling unsafe at school (could be here, or a standalone in the fall)  Or ADD content to this lesson for Bully Reporting to meet HIB requirement, may want to link back to Lesson 3 scenario with peer to peer example  <b>It is strongly recommended to NOT use the video (David) during Lesson 6. (Grade???)</b>  <b>** Plan for Post-assessment as separate lesson #7 or collaborate with teacher to have it completed shortly after unit completion</b>	

Months	September	October	November	December	January	February	March	April	May	June
K-2					Send Letter 1 (1 <sup>st</sup> week of January)	Kindergarten (goes first due to iReady) 1 <sup>st</sup> /2 <sup>nd</sup> after iReady window closes				
3-5		Bully Prevention Lessons 3 <sup>rd</sup> – 5 <sup>th</sup> (Recommend after Panorama and iReady window closes)								
Staff Training	Bully Prevention			Child Protection						

# Supplemental Counselor Curriculum Map

## Bully Prevention Unit

Pre- Unit Planning		NOTE
<p>Notifications:</p> <ul style="list-style-type: none"> <li>Guardian Notice – (<a href="#">Future Link</a>) <ul style="list-style-type: none"> <li>District Standard will be created</li> <li>This is a less formal letter/newsletter blurb which will inform guardians of the instructional content and key skills their student will learn.</li> <li>This could go in classroom newsletters sent by teachers instead of a stand-alone letter if you desire.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Staff Notice - (<a href="#">Future Links</a>) <ul style="list-style-type: none"> <li>Staff meeting overview and training on reporting procedures which student will learn. (Important for classified staff to be present)</li> <li>Staff newsletter insert to make sure all staff are aware as student reports of bully typically increase following such instruction</li> </ul> </li> </ul>	<p>The introductory lesson was cut from the map since classroom teachers will have already set up class rules for the year.</p> <ul style="list-style-type: none"> <li><b><i>**It is recommended that you <u>engage the class in a review of class expectations</u> which apply to during this special topic lessons.</i></b></li> </ul>

	Pre-Assessment	Lesson 1 Recognizing Bullying	Lesson 2 Reporting Bullying	Lesson 3 Refusing Bullying	Lesson 4 Bystander Power
3rd	<a href="#">(Future Link)</a>  You will need to coordinate with teacher to complete preassessment separately or as part of first lesson which will extend the length of the first lesson	<p><b>Obj:</b></p> <ul style="list-style-type: none"> <li>Identify bullying</li> <li>Recognize bullying in response to scenarios</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Bullying is mean or hurtful behavior that keeps happening</li> <li>Bullying is not safe, respectful, or kind, and it is against the rules</li> <li>Recognizing bullying is the first step in getting it to stop</li> </ul>	<p><b>Obj:</b></p> <ul style="list-style-type: none"> <li>Identify caring adults to talk to about bullying or mean behaviors</li> <li>Differentiate between tattling and reporting Demonstrate how to report bullying</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>When you haven't been able to get mean behaviors to stop, you should tell a caring adult</li> <li>If you practice reporting bullying, it's easier to report bullying when it really happens</li> <li>Reporting is an assertive behavior (Grade 3 only)</li> </ul>	<p><b>Obj:</b></p> <ul style="list-style-type: none"> <li>Recognize bullying</li> <li>Apply assertiveness skills to refuse bullying in response to scenarios</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>You can refuse to let bullying happen to you or to others</li> <li>Being assertive helps when you're refusing bullying</li> </ul>	<p><b>Obj:</b></p> <ul style="list-style-type: none"> <li>Define "bystander"</li> <li>Demonstrate ways that bystanders can help stop bullying in response to scenarios</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Bystanders are people who see or know about bullying happening to others</li> <li>There are things bystanders can do to help stop bullying</li> <li>Bystanders can also refuse to let bullying happen (Grade 3 only)</li> </ul>
Lesson Notes:			** Added Instruction – District Process for Reporting - HIB Procedure		** Plan for Post-assessment as separate lesson #5 or collaborate with teacher to have it completed shortly after unit completion

	Pre-Assessment	Lesson 1 Recognize, Report, Refuse	Lesson 2 Bystander Power	Lesson 3 Bystander	Lesson 4 Bystanders to Cyber Bullying
4-5	<a href="#">(Future Link)</a>  You will need to coordinate with teacher to complete preassessment separately or as part of first lesson which will extend the length of the first lesson	<p><b>Obj:</b></p> <ul style="list-style-type: none"> <li>Understand that bullying is different from conflict</li> <li>Recognize and identify different types of bullying behaviors</li> <li>Understand you can refuse bullying in different ways</li> <li>Demonstrate assertively reporting and refusing bullying</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Bullying is mean or hurtful behavior that keeps happening; it is unfair and one-sided</li> <li>Adult intervention is often required to end bullying effectively</li> <li>Refusing bullying means to use words or actions to stop bullying</li> <li>Being assertive is one way to refuse or stop bullying</li> </ul>	<p><b>Obj:</b></p> <ul style="list-style-type: none"> <li>Define bystander</li> <li>Identify ways bystanders can help stop bullying</li> <li>Identify different ways bystanders can support someone being bullied</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Bystanders are people who see or know about bullying happening to others</li> <li>Witnessing bullying can trigger uncomfortable feelings</li> <li>There are many ways bystanders can help stop bullying</li> </ul>	<p><b>Obj:</b></p> <ul style="list-style-type: none"> <li>Understand how bystanders can be part of the bullying problem</li> <li>Understand that helping stop bullying is the right thing to do</li> <li>Decide on and practice positive bystander responses to bullying</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Bystanders have a responsibility to help stop bullying</li> <li>Bystanders can choose to either help stop bullying or become part of the bullying problem</li> </ul>	<p><b>Obj:</b></p> <ul style="list-style-type: none"> <li>Recognize and identify different ways of cyber bullying</li> <li>Understand that cyber bullying can be even more harmful than other types of bullying</li> <li>Demonstrate ways to support and/or stand up for a person being cyber bullied</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Cyber bullying is bullying using electronic technology</li> <li>There are similarities and differences between cyber bullying and other forms of bullying</li> <li>Bystanders can do things to help stop cyber bullying</li> </ul>
Lesson Notes:		<p>** (<a href="#">Future Link</a>) to added Instruction on District specific reporting process - HIB Procedure</p> <p>** (<a href="#">Future Link</a>) to age-appropriate reporting form and district reporting form from board policy</p>	<p>** By teaching Lesson 2/3 we are meeting this component of SB 5359. This can replace the content sent out by Heath Ed Department.</p> <p>** Health Ed will make note with 5<sup>th</sup> grade KNOW Lessons, that bystander material does not have to be used if class did this lesson.</p>		<p>** (<a href="#">Future Link</a>) to updated Cyberbullying examples/content</p> <p>** (<a href="#">Future Link</a>) to sexual harassment, and gossip/rumors content which will be infused in this lesson</p> <p>** Plan for Post-assessment as separate lesson #5 or collaborate with teacher to have it completed shortly after unit completion</p>