

Bullying Prevention Unit Kindergarten Scope and Sequence

Lesson	Concepts	Objectives—Students will be able to:
Introductory Lesson: Class Rules	Rules help everyone feel safe and respected.	Identify safe and respectful actions and words that help them follow the class rules
Lesson 1: Recognizing Bullying	Bullying is mean or hurtful behavior that keeps happening. Bullying is not safe, respectful, or kind. It is against the rules. Recognizing bullying is the first step in getting it to stop.	Identify bullying Recognize bullying in response to scenarios
Lesson 2: Reporting Bullying	When you haven't been able to get mean behaviors to stop, you should tell a caring adult. If you practice reporting bullying, it's easier to report bullying when it really happens.	Identify caring adults to talk to about bullying or mean behaviors Differentiate between tattling and reporting Demonstrate how to report bullying
Lesson 3: Refusing Bullying	You can refuse to let bullying happen to you or to others. Being assertive helps when you're refusing bullying.	Recognize bullying Apply assertiveness skills to refuse bullying in response to scenarios
Lesson 4: Bystander Power	Bystanders are people who see or know about bullying happening to others. There are things bystanders can do to help stop bullying.	Define "bystander" Demonstrate ways that bystanders can help stop bullying in response to scenarios

Bullying Prevention Unit

Grade 1 Scope and Sequence

Lesson	Concepts	Objectives—Students will be able to:
Introductory Lesson: Class Rules	Rules help everyone feel safe and respected.	Identify safe and respectful actions and words that help them follow the class rules
Lesson 1: Recognizing Bullying	Bullying is mean or hurtful behavior that keeps happening. Bullying is not safe, respectful, or kind. It is against the rules. Recognizing bullying is the first step in getting it to stop.	Identify bullying Recognize bullying in response to scenarios
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Lesson 3: Refusing Bullying	You can refuse to let bullying happen to you or to others. Being assertive helps when you're refusing bullying.	Recognize bullying Apply assertiveness skills to refuse bullying in response to scenarios
Lesson 4: Bystander Power	Bystanders are people who see or know about bullying happening to others. There are things bystanders can do to help stop bullying.	Define "bystander" Demonstrate ways that bystanders can help stop bullying in response to scenarios

Bullying Prevention Unit

Grade 2 Scope and Sequence

Lesson	Concepts	Objectives—Students will be able to:
Introductory Lesson: Class Rules	Rules help everyone feel safe and respected.	Identify safe and respectful actions and words that help them follow the class rules
Lesson 1: Recognizing Bullying	Bullying is mean or hurtful behavior that keeps happening. Bullying is not safe, respectful, or kind. It is against the rules. Recognizing bullying is the first step in getting it to stop.	Identify bullying Recognize bullying in response to scenarios
Lesson 2: Reporting Bullying	When you haven't been able to get mean behaviors to stop, you should tell a caring adult. If you practice reporting bullying, it's easier to report bullying when it really happens.	Identify caring adults to talk to about bullying or mean behaviors Differentiate between tattling and reporting Demonstrate how to report bullying
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Bullying Prevention Unit

Grade 3 Scope and Sequence

Lesson

Concepts

Objectives—Students will be able to:

Introductory

Lesson: Class Rules

Rules help everyone feel safe and respected.

Feeling safe and respected helps you be a better learner.

Identify safe and respectful actions and words that help them follow the class rules

Connect following class rules with helping everyone feel the way they want to feel in class

Lesson 1:

Recognizing Bullying

Bullying is mean or hurtful behavior that keeps happening. It is unfair and one-sided.

Bullying is not safe, respectful, or kind. It is against the rules.

Recognizing bullying is the first step in getting it to stop.

Identify bullying

Recognize bullying in response to scenarios

Lesson 2: Reporting Bullying

When you haven't been able to get mean behaviors to stop, you must tell a caring adult.

If you practice reporting bullying, it's easier to report bullying when it really happens.

Reporting is an assertive behavior.

Identify caring adults to talk to about bullying or mean behaviors
Differentiate between tattling and reporting

Demonstrate how to report bullying

Lesson 3: Refusing Bullying

You can refuse to let bullying happen to you or to others.

Being assertive is one way to refuse bullying.

Recognize bullying

Apply assertiveness skills to refuse bullying in response to scenarios

Lesson 4: Bystander Power

Bystanders are people who see or know about bullying happening to others.

There are things bystanders can do to help stop bullying.

Bystanders can also refuse to let bullying happen.

Define "bystander"

Demonstrate ways that bystanders can help stop bullying in response to scenarios

Bullying Prevention Unit

Grade 4 Scope and Sequence

Grade 4 Scope and Sequence

Lesson 1: Recognize, Report, Refuse

Bullying is mean or hurtful behavior that keeps happening. It is unfair and one-sided.

Adult intervention is often required to end bullying effectively.

Refusing bullying means to use words or actions to stop bullying.

Being assertive is one way to refuse or stop bullying.

- Understand that bullying is different from conflict
- Recognize and identify different types of bullying behaviors
- Understand you can refuse bullying in different ways
- Demonstrate assertively reporting and refusing bullying

Bullying Prevention Unit

Grade 5 Scope and Sequence

Grade 5 Scope and Sequence

Lesson 1: Recognize, Report, Refuse

Bullying is mean or hurtful behavior that keeps happening. It is unfair and one-sided.

Adult intervention is often required to end bullying effectively.

Refusing bullying means to use words or actions to stop bullying.

Being assertive is one way to refuse or stop bullying.

- Understand that bullying is different from conflict
- Recognize and identify different types of bullying behaviors
- Understand you can refuse bullying in different ways
- Demonstrate assertively reporting and refusing bullying

Grade K & 1 Scope and Sequence

**Lesson 1:
Ways to Stay Safe**

Adults should take care of you and keep you safe.

The Ways to Stay Safe are:

- Recognize: Is it safe?
What's the rule?
- Report: Tell an adult.
- Refuse: Say words that mean no.

Following the Never-Never Rules helps you stay safe.

- Identify common safety rules (Never-Never Rules) for guns, fire, riding on wheels, crossing streets, riding in a car, water, sharp tools, and dogs
- Recognize safe and unsafe situations
- Demonstrate applying the Ways to Stay Safe in response to scenarios
- Apply assertiveness skills in response to scenarios where they need to refuse to break a Never-Never Rule

**Lesson 2:
The Always Ask First Rule**

Always ask a parent or the person in charge first. (Always Ask First Rule)

Following the Always Ask First Rule helps you stay safe.

- Demonstrate following the Always Ask First Rule in response to scenarios
- Identify the person they should ask first in response to scenarios
- Demonstrate assertively saying who they should ask first in response to scenarios

**Lesson 3:
Safe and Unsafe Touches**

Safe touches help you feel cared for and loved.

Unsafe touches hurt your body or feelings.

You can say words that mean no to any kind of touch you don't want.

- Identify safe and unsafe touches
- Refuse unsafe touches assertively in response to scenarios
- Refuse unwanted touches assertively in response to scenarios

**Lesson 4:
The Touching Rule**

A bigger person should never touch your private body parts except to keep you healthy. (Touching Rule)

Private body parts are private because they're not to be seen or touched by others.

Remembering the Touching Rule helps you stay safe.

- Identify private body parts
- Identify the Touching Rule

Grade 2 Scope and Sequence

**Lesson 1:
Ways to Stay Safe**

Adults should take care of you and keep you safe.

The Ways to Stay Safe are:

- Recognize: Is it safe? What's the rule?
- Report: Tell an adult.
- Refuse: Say words that mean no.

Following the Never-Never Rules helps you stay safe.

- Identify common safety rules (Never- Never Rules) for guns, fire, riding on wheels, crossing streets, riding in a car, water, sharp tools, and dogs
- Recognize safe and unsafe situations
- Demonstrate applying the Ways to Stay Safe in response to scenarios
- Apply assertiveness skills in response to scenarios where they need to refuse to break a Never-Never Rule

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Private body parts are private because they're not to be seen or touched by others.

Remembering the Touching Rule helps you stay safe.

- Identify private body parts
- Identify the Touching Rule

Child Protection Unit Grade 3 Scope and Sequence

Grade 3 Scope and Sequence

Lesson 1: Ways to Stay Safe

Adults should take care of you and keep you safe.

The Ways to Stay Safe are:

- Recognize: Is it safe?
What's the rule?
- Report: Tell an adult.
- Refuse: Say words that mean no.

Following the Never-Never Rules helps you stay safe.

Identify common safety rules (Never-Never Rules) for guns, fire, riding on wheels, crossing streets, riding in a car, water, sharp tools, and dogs

Recognize safe and unsafe situations

Demonstrate applying the Ways to Stay Safe in response to scenarios

Apply assertiveness skills in response to scenarios where they need to refuse to break a Never-Never Rule

Lesson 2: The Always Ask First Rule

Always ask a parent or the person in charge first. (Always Ask First Rule)

Following the Always Ask First Rule helps you stay safe.

Demonstrate following the Always Ask First Rule in response to scenarios

Identify the adult they should ask first in response to scenarios

Demonstrate assertively saying who they should ask first in response to scenarios

Lesson 3: Safe and Unsafe Touches

Safe touches help you feel cared for and loved.

Unsafe touches hurt your body or feelings.

You can say words that mean no to any kind of touch you don't want.

Identify safe and unsafe touches

Refuse unsafe touches assertively in response to scenarios

Refuse unwanted touches assertively in response to scenarios

Lesson 4: The Touching Rule

A bigger person should never touch your private body parts except to keep you healthy. (Touching Rule)

Private body parts are private because they're not to be seen or touched by others.

Remembering the Touching Rule helps you stay safe.

- Identify private body parts

- Identify the Touching Rule

Grade K & 1

Scope and Sequence

Second Step Program

8. Similarities And Differences

- People can have different feelings about the same situation.
- It is okay for people to have different feelings about the same thing.
- Compare physical and emotional similarities and differences between two children
- Demonstrate that people can have different feelings about the same situation

9. Feelings Change

- People may have different feelings about the same situation at different times.
- Feelings may change over time.
- Being inviting and welcoming can change people's feelings.
- Demonstrate welcoming and inviting behaviors

14. Calming Down Anger

- Belly breathing calms down strong feelings.
- Belly breathing pushes the belly out when you breathe in.
- Being mean or hurting others when you are angry is not okay.
- Explain physical and situational clues to feeling angry
- Demonstrate the proper belly breathing technique
- Use a three-step process to calm down: Say "stop," name your feeling, and do belly breathing

16. Managing Worry

- Counting is an effective Way to Calm Down.
- The Ways to Calm Down can help students manage worry.
- Talking to a grown-up helps when you are worried.
- Recognize situations that require the use of calming-down skills
- Demonstrate the Ways to Calm Down—belly breathing, counting, and using positive self-talk
- Identify grown-ups to talk to when feeling worried

17. Solving Problems, Part 1

- You need to calm down before you solve a problem.
- The first step in solving a problem is to use words to describe the problem.
- The second step in solving a problem is to think of lots of solutions.
- Use words to describe problems presented in scenarios
- Generate multiple solutions to problems presented in scenarios

18. Solving Problems, Part 2

- Part of problem solving is thinking about consequences.
- The final step of problem solving is to pick the best solution.
- Solving problems is a way to get along better with others.
- Predict consequences using an if-then model
- Select a reasonable solution to a problem

Grade 2 Scope and Sequence

Second Step Program

5. Identifying Feelings

- Clues in faces, bodies, and situations help you notice and understand how people are feeling.
- Everyone feels a wide variety of emotions.
- Some feelings are comfortable, and others are uncomfortable.
- Name a variety of feelings
- Distinguish between comfortable and uncomfortable feelings
- Use physical, verbal, and situational clues to determine what others are feeling

6. Learning More About Feelings

- People can have different feelings about the same situation.
- People's feelings can change.
- *Empathy* is feeling or understanding what someone else is feeling.
- Practicing helps you build your
- Use physical, verbal, and situational clues to determine what others are feeling
- Label their own feelings as the same as or different from others' feelings

15. Managing Anger

- Everyone feels angry sometimes, but hurting other people's feelings or bodies is not okay.
- It's important to calm down angry feelings so you don't do something hurtful.
- Being assertive is a respectful way to get what you want or need.
- Use counting to calm down in response to scenarios
- Use assertive communication skills to get what they want or need in response to scenarios

17. Solving Problems, Part 1

- Calming down helps you think so you can solve problems.
- Following steps can help you solve problems.
- Saying the problem without blame is respectful.
- Recall the first Problem-Solving Step
- Identify and say a problem in response to scenarios

18. Solving Problems, Part 2

- Following steps can help you solve problems.
- Solutions to problems must be safe and respectful.
- Recall the first two Problem-Solving Steps
- Generate several solutions for a given problem in response to scenarios
- Determine if solutions are safe and respectful

Grade 3

Scope and Sequence

Second Step Program

5. Identifying Others' Feelings²

- Looking for clues on a person's face or body and in the situation helps you notice and understand how that person is feeling.
- People can have different feelings about the same situation.
- All feelings are natural.
- Name a variety of feelings
- Determine others' feelings using physical, verbal, and situational clues
- Label their own feelings as the same as or different from others' feelings

6. Understanding Perspectives

- People can have different feelings about the same situation, and their feelings can change.
- *Empathy* is feeling or understanding what someone else is feeling.
- Thinking about others' perspectives helps you have empathy for them.
- Identify others' feelings using physical verbal, and situational clues
- Determine whether others' feelings have changed, in response to scenarios

15. Managing Anger

- Everyone feels angry sometimes, but hurting other people's feelings or bodies is not okay.
- It's important to calm down angry feelings so you don't do something hurtful.
- Being assertive is a respectful way to get what you want or need.
- Use counting to calm down in response to scenarios
- Use assertive communication skills to get what they want or need in response to scenarios

17. Solving Problems, Part 1

- Calming down helps you think so you can solve problems.
- Following steps can help you solve problems.
- Saying the problem without blame is respectful.
- Recall the first Problem-Solving Step
- Identify and state a problem in response to scenarios
- Identify blaming language in response to scenarios

18. Solving Problems, Part 2

- Following steps can help you solve problems.
- Solutions to problems must be safe and respectful.
- Solutions can have positive or negative consequences.
- Recall the Problem-Solving Steps
- Propose several solutions for a given problem in response to scenarios
- Determine if solutions are safe and respectful
- Explore positive and negative consequences of solutions

Grade 4

Scope and Sequence

Second Step Program

4. Respecting Similarities And Differences

- People can have similar or different feelings about the same situation.
- Being able to notice and then understand others' feelings is an important part of empathy.

- Identify clues that help them recognize other people's feelings
- Identify similarities and differences between how two people feel

5. Understanding Complex Feelings

- It is possible to have more than one feeling at the same time.
- Being able to understand that others might have complex feelings is an important part of empathy.

- Identify multiple feelings in a given scenario
- Give possible reasons for multiple feelings

6. Understanding Different Perspectives

- People can have different perspectives about other people, places, and situations.
- Perspective taking is a central component of empathy.

- Identify differing perspectives in given scenarios
- Generate prosocial responses to scenarios in which different perspectives could cause a conflict

7. Conversation And Compliments

- Having successful conversations with peers helps you make and build friendships.
- Giving a sincere, thoughtful compliment is a good way to start a conversation or keep one going.

- Identify components of a successful conversation
- Demonstrate giving and receiving a compliment

8. Joining In

- Being assertive can help you join and invite others to join a group.

- Identify skills for joining a group
- Demonstrate skills for joining a group

13. Managing Anxiety

- Effectively managing your anxiety makes it easier to focus and succeed in social and academic situations.

- Identify situations that cause anxiety
- Apply what they've learned about calming down to anxiety-provoking scenarios, including academic challenges

14. Avoiding Jumping to Conclusions

- Calming down strong emotions helps you think clearly about a situation so you can avoid jumping to conclusions.

- Identify emotion-management strategies
- Demonstrate Assertiveness Skills
- Identify and demonstrate positive selftalk statements

15. Handling Put-Downs

- Calming down helps you handle put-downs and avoid making conflicts escalate.

- Identify strategies for handling put-downs
- Demonstrate what they've learned about strategies for calming down
- Demonstrate assertive responses to put-downs

16. Solving Problems, Part 1

- Following steps can help you solve problems.
- Saying the problem without blame is respectful.
- Solving problems helps you be successful at school.

- Recall the S: Say the problem step of the Problem-Solving Steps
- State a problem without blaming anyone

**17. Solving Problems,
Part 2**

- Solving problems helps you be successful at school.

- Generate safe and respectful solutions to a problem
- Identify consequences of potential solutions
- Select an appropriate solution to a problem

18. Making a Plan

- Some solutions to problems are complicated and need a plan.
- Plans help you break down a big task into smaller, more manageable parts.

- Explain the purpose of making a plan
- Create a three-step plan to carry out a solution to a problem

**19. Solving
Playground
Problems**

- You are better able to resolve playground conflicts when you are able to calm down and use the Problem-Solving Steps.

- Identify common playground conflicts
- Demonstrate using the Problem-Solving Steps to handle playground conflicts

**20. Taking
Responsibility
For Your Actions**

- Taking responsibility for your actions is the respectful thing to do.

- Demonstrate the ability to use the Problem-Solving Steps to handle scenarios in which someone has been wronged
- Demonstrate acknowledging mistakes
- Demonstrate making an apology and offering to make amends

**21. Dealing with
Peer Pressure**

- It is okay to say no to others, and it is okay for them to say no to you.
- Negative emotions like guilt and remorse can be reasons not to go along with peer pressure.

- Demonstrate using Assertiveness Skills to resist peer pressure
- Demonstrate using the Problem-Solving Steps to figure out ways to resist peer pressure

Grade 5

Scope and Sequence

Second Step Program

7. Disagreeing Respectfully

- Disagreeing respectfully involves using Assertiveness Skills.
- Disagreeing respectfully helps you strengthen your relationships, avoid misunderstandings, and prevent aggressive conflicts.

- Distinguish between respectful and disrespectful ways to disagree
- Communicate their own perspectives
- Demonstrate skills for disagreeing respectfully

8. Responding with Compassion

- Compassion* is saying kind words or doing something to show you care about how another person feels.
- Showing compassion for others is the respectful, kind thing to do.
 - Having empathy helps you show compassion.

- Demonstrate knowledge of how to respond with compassion

9. Introducing Emotion Management

- When you have strong, unmanaged emotions, it can lead to negative behavior and consequences.

- Describe what happens in their brains and bodies when they experience strong emotions
- Identify a personal signal
- Identify and name strong feelings

10. Calming Down

- Calming down emotions that are getting out of control helps you think clearly so you can avoid negative consequences.

- Identify situations in which they might need to calm down
- Learn the technique for deep, centered breathing
- Identify and demonstrate other Calming-Down Strategies (using positive self-talk, counting, taking a break)

11. Managing Anxiety

- Managing your anxiety effectively makes it easier to focus and succeed in social and academic situations.

- Identify social situations that can cause anxiety
- Apply what they've learned about calming down in scenarios causing social anxiety

13. Resisting Revenge

- Getting revenge can make problems worse.

- Identify consequences of revenge
- Generate alternatives for seeking revenge
- Demonstrate using the Calming-Down Steps

14. Handling Put-Downs

- Calming down helps you handle put-downs and avoid escalating conflicts.

- Identify strategies for handling put-downs
- Demonstrate what they've learned about the Calming-Down Steps
- Demonstrate assertive responses to put-downs

15. Avoiding Assumptions

- Calming down strong emotions helps you think clearly about a situation and make better decisions.

- Identify emotion-management strategies
- Demonstrate Assertiveness Skills
- Identify and use positive self-talk statements to avoid making assumptions

16. Solving Problems, Part 1

- Solving problems helps you be successful at school.

- Recall the S: Say the problem step of the Problem-Solving Steps
- State a problem without blaming anyone

17. Solving Problems, Part 2

- Solving problems helps you be successful at school.

- Generate safe and respectful solutions to a problem
- Identify consequences of potential solutions
- Select an appropriate solution to a problem

18. Making a Plan

- Some solutions to problems are complicated and need a plan.
- Plans help you break down a big task into smaller, more manageable parts.

- Explain the purpose of making a plan
- Create a three-step plan to carry out a solution to a problem

20. Dealing with Gossip

- Malicious gossip is hurtful and not respectful to others.

- Identify why some gossip is harmful
- Generate ideas for refusing or avoiding harmful gossip
- Demonstrate using the Problem-Solving Steps to deal with gossip

21. Dealing with Peer Pressure

- It is okay to say no to others, and it is okay for them to say no to you.
- Negative emotions like guilt and remorse can be reasons not to go along with peer pressure.

- Demonstrate using assertiveness skills to resist peer pressure
- Demonstrate using the Problem-Solving Steps to figure out ways to resist peer pressure