Instructional Unit Title: Be a "Buddy" not a "Bully"

Comprehensive Health

2nd Grade

The teacher may brainstorm with students multiple responses to the question "What makes a friend?" so students can start to generate personal and/or collective understandings of the specific qualities of friends and friendship.



The teacher may facilitate a discussion of scenarios that exhibit positive/healthy relationships and negative/unhealthy relationships so students can share thoughts and hear others' thoughts regarding the attributes of true friendships.



The teacher may demonstrate self-advocacy techniques (e.g., using "I" statements in tense situations) so students can begin thinking about ways to feel safe expressing personal feelings and perspectives.



The teacher may present materials/situations where students can hear (sensory perception of sound) but struggle to listen/comprehend (e.g., ordinary sounds taken out of context) so students can begin to consider the difference between passive hearing and active listening.



The teacher may facilitate a discussion with students regarding past bullying/teasing experiences at school so students can recognize and work together to define the differences between bullying and (playful) teasing.



The teacher may present interpersonal scenarios/situations that demonstrate none of the qualities examined in previous learning experiences (selfadvocacy, listening, and empathy) so students can begin to recognize bullying as unhealthy and antithetical to friendship.



The teacher may use quotes and images to bring to life the phrase "walking a mile in another person's shoes" so students can begin to grasp the concept of empathy and comprehend the value of appreciating multiple perspectives.



The teacher may demonstrate body-posture attributes related to effective communication (eye contact, posture, and physical acknowledgement) so students can physically illustrate active listening that can acknowledge/advance understanding.



The teacher may synthesize the behaviors and attributes of friends/friendship (revisit 1st and 2nd Learning Experiences) so students can discover the ways in which speaking, listening, and empathizing can create effective ways to create safe environments and deescalate/prevent bullying.



The teacher may invite community leaders/ representatives to discuss scenarios when personal intervention may or may not be safe and/or appropriate so students can begin to analyze the best ways to respond to acts of bullying.



The teacher may encourage students to recognize when the help of a trusted adult is necessary in bullying situations so students can reach out to appropriate adults who can deescalate the situation.



PERFORMANCE ASSESSMENT: As a group of student actors you will create and perform a scene with the goal of identifying and differentiating bullying and teasing. As part of your performance you will be responsible for engaging the audience in analyzing acts of bullying and teasing; your scene will contain teasing and bullying and you will ask the audience to differentiate between the two. In addition, you will provide the audience with two alternative endings (prevention strategies) to the bullying in the scene, and allow the audience to decide the best prevention strategy.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.