

Mrs. Shuford's Classroom Guidance Lesson Plans

Week of September 19 Qtr 1 2 3 4

GR	Scope & Sequence	Lesson Description	Materials	Assessment
6 <sup>R</sup>	<p><u>Domain:</u> A PS C</p> <p><u>Standard:</u> A:A A:B A:C C:A C:B C: PS:A PS:B PS:C</p>	<p>Explain that today we will start using interactive notebooks as we learn about our Character Trait of the Month: Responsibility. Show students the AutoBGood episode on Responsibility. Ask: What were some of the responsibilities that Call had while Franklin was away? What was her plan to make things easy for herself? What was the result of not having a plan for watering the flowers? How do you think she felt about responsibilities? How do you think Franklin felt when he saw what had happened to his flowers and shed? How can Call fix the problem she caused? Pass out the interactive notebook cover, character page, and responsibility page. Have the students complete the pages as you are talking about responsibility.</p>	<p>AM- Paper, pencils, crayons, glue L- A/V- AutoBGood: Responsibility O- Interactive Notebook Cover, Character Page, Responsibility Page</p>	<p>SR-X SW-X D-X O-X</p>
3 <sup>rd</sup>	<p><u>Competency:</u> A:A1 A:A2 A:A3 A:B1 A:B2 A:C1 C:A1 C:A2 C:B1 C:B2 C:C1 C:C2 PS:A1 PS:A2 PS:B1 PS:C1</p> <p><u>Indicators:</u></p>	<p>Ask: When you agree to do something, do you do it? If you answered yes, then you are a responsible person. Responsibility is taking care of one's self and others. It</p>	<p>AM- Paper, pencils, crayons, glue</p>	<p>SR-X SW-X</p>

Gr	Scope & Sequence	Lesson Description	Materials	Assessment
5th	<p>Domain: A PS C</p> <p>Standard:</p> <p>A:A A:B A:C</p> <p>C:A C:B C:</p> <p>PS:A PS:B PS:C</p> <p>Competency:</p> <p>A:A1 A:A2 A:A3 A:B1 A:B2</p> <p>A:C1</p> <p>C:A1 C:A2 C:B1 C:B2 C:C1 C:C2</p> <p>PS:A1 PS:A2 PS:B1 PS:C1</p> <p>Indicators:</p>	<p>Ask: When you agree to do something, do you do it? If you answered yes, then you are a responsible person. Responsibility is taking care of one's self and others. It means that you carry out a duty or task carefully and thoroughly. Pass out the Interactive Notebook cover, the Character page, and the Responsibility page. Allow them to color as they listen to Horton Hatches an Egg. Discuss ways that Horton was responsible. Go over the responsibility page for their interactive notebook. Ask them to describe what responsibility looks like, sounds like, and feels like.</p>	<p>AM- Paper, pencils, crayons, glue</p> <p>L- Horton Hatches an Egg</p> <p>A/V- 0- Interactive Notebook Cover, Character Page, Responsibility Page</p>	<p>SR- X</p> <p>SW- X</p> <p>D- X</p> <p>O- X</p>

\*Materials: AM-Art Materials L-Literature A/V-Audio/Video O-Other

\*\*Assessment: SR-Student Response SW-Student Writing D-Discussion O-Observation

Mrs. Shuford's Classroom Guidance Lesson Plans

Week of September 12 Qtr 1 2 3 4

G R	Scope & Sequence	Lesson Description	Materials	Assessment
3 <sup>rd</sup>	<p><u>Domain:</u> A PS C</p> <p><u>Standard:</u> A:A A:B A:C C:A C:B C: PS:A PS:B PS:C</p> <p><u>Competency:</u> A:A1 A:A2 A:A3 A:B1 A:B2 A:C1 C:A1 C:A2 C:B1 C:B2 C:C1 C:C2 PS:A1 PS:A2 PS:B1 PS:C1</p> <p><u>Indicators:</u></p>	<p>Show the McGruff video on bullying. Read <u>Enemy Pie</u>. Discuss friendships and enemies, and how sometimes if we change our attitude, we may find a friend where an enemy once stood. Make a recipe for friendship.</p>	<p>AM- Paper, pencils L- <u>Enemy Pie</u> A/V- "McGruff: Anit-Bullying Film" O-</p>	<p>SR- X SW D- X O- X</p>
4 <sup>th</sup>	<p><u>Standard:</u> A:A A:B A:C C:A C:B C: PS:A PS:B PS:C</p> <p><u>Competency:</u> A:A1 A:A2 A:A3 A:B1 A:B2 A:C1 C:A1 C:A2 C:B1 C:B2 C:C1 C:C2 PS:A1 PS:A2 PS:B1 PS:C1</p> <p><u>Indicators:</u></p>	<p>Go over the Bullying Powerpoint. Discuss each slide. Break apart in groups and discuss what they would do in certain scenarios. Share with the class. Scenarios: 1) A new student started at your school this week and he is having trouble fitting in. Some of your friends have been laughing behind his back. 2) You receive an email telling an embarrassing story about another student who has often been mean to you. You know your friends would think its funny. 3) The meanest kid in school thinks its fun to tease you every chance she gets. Youre afraid shes going to hurt you, and youre starting to hate school. 4) Someone shoves you and wants to fight you. You want to stick up for yourself, but you don't want to get into a fight. 5) Everyone is afraid of 3</p>	<p>AM- Paper, pencils L- A/V- Bullying Powerpoint O-</p>	<p>SR- X SW D- X O- X</p>

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\*Materials: AM-Art Materials L-Literature A/V-Audio/Video O-Other

\*\*Assessment: SR-Student Response SW-Student Writing D-Discussion O-Observation



**BULLYING IS:**

**\*ONE SIDED\***

\* The behavior is only going one way.  
 \* The bully is "doing" and the victim is "receiving".



**BULLYING IS NOT:**

**2 SIDED**

\* When both parties are participating in the behavior, this is not bullying. This is being mean to one another.

**What IS BULLYING?**

A "No BULLYING" sign in the top left corner and a "BULLY ZONE" sign in the bottom right corner. The text "What IS BULLYING?" is written in a large, slanted font across the center.

**BULLYING IS:**

**\*REPEATED\***


\* The behavior happens often.  
 \* The bully is "doing" the behavior over and over again.

**BULLIES can:**  
**USE OTHERS TO CARRY OUT THEIR PLAN.**

- \*Delivery of messages to the victim
- \*Instruct others to not be friends with the victim
- \*Spreading rumors about the victim
- \*Talking behind the victim's back

**THE BULLY**  
**\*CHARACTERISTICS\***

- \* Relies on the power of the group
- \* Is in control
- \* Often has greater strength, is older, and is larger than victim




We <sup>WILL</sup> NOT **BULLY** other.


Now you know what a BULLY is...




**THE VICTIM**  
**\*CHARACTERISTICS\***

- \* The target of the behavior
- \* Has no control or power in the situation
- \* Is fearful




 THE BULLY  
 THE BYSTANDER  
 THE VICTIM



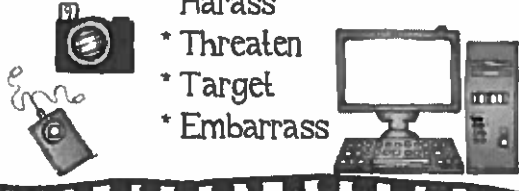
**THE VICTIM**  
**WHAT TO DO:**

- \* Tell a friend
- \* Immediately ask an adult to help
- \* Change setting or routine if possible
- \* Be assertive not aggressive



## CYBER BULLYING IS: THE USE OF TECHNOLOGY TO:

- \* Harass
- \* Threaten
- \* Target
- \* Embarrass






## CYBER BULLYING

### Examples:

- \* Using email, chat rooms, social media, texting, game systems, or the Internet to post messages and/or pictures that are harassing, threatening, targeting, or embarrassing to another person.









## CYBER BULLYING IS:

- \* **One sided** 
- \* **Repeated** 
- \* **On purpose**
- \* **An imbalance of power**



## CYBER BULLYING

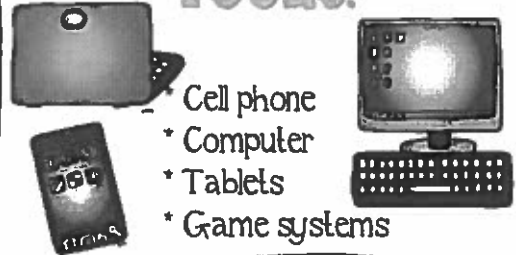
### Popular social media sites include:

- \* Facebook 
- \* Twitter 
- \* Pinterest 
- \* Instagram 
- \* Vine 
- \* Reddit 
- \* Snapchat 
- \* Pheed 

## CYBER BULLYING

### TOOLS:

- \* Cell phone
- \* Computer
- \* Tablets
- \* Game systems




## CYBER BULLYING

### Could it happen to you?

- \* Do you have a cell phone or computer?
- \* Do you have internet access?
- \* Do you have social media accounts?


**If you answered YES to any of these questions, then you are at risk?**

# CONSEQUENCES



## SCHOOL

- \* Office referral with consequences
- \* Communication with home
- \* Alternative Placement
- \* Suspension



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# CONSEQUENCES



## LEGAL

- \* Police officers can be called in to investigate harassment or threats.
- \* Depending on the severity, citations can be issued, punishments assigned, and arrests made.



We will help students with the

To avoid the negative consequences of bullying, treat your peers with respect.

