

Character Education - Grade 4 - Units of Study

Unit 6: Harassment, Intimidation, and Bullying

Timeframe: September-June

Big Idea: What is HIB? What does it look like in schools?

(I = Introduced; D= developing; M= Mastering)

Health Standard	WALT	We can	I-D-M
2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others. 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family	Understand HIB laws and policies	Define harassment, intimidation, and bullying, and identify the characteristics associated with HIB	D
2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.	Identify HIB scenarios	Differentiate between HIB, conflict, mean moments, and other negative peer interactions	D
2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.	Establish strong conflict resolution strategies	Identify conflict management solutions, including I-Messages	M
2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.	Communicate with adults when we witness or are involved with a possible HIB or conflict	Identify go-to adults in our lives	M