

# Month at a Glance: December

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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What Is a Bully?	It is important to understand what a bully is and what bullying is not.	bully	45 minutes
Just Say No to Bullying!	There are appropriate ways to respond to bullying.	bully, verbal, physical, isolation, exclusion	30 minutes
Peer Pressure Pen Pal	It is important to know how to respond to peer pressure.	peer pressure, positive, negative, firm, assertive	30-45 minutes
Know Your Triggers	Understanding your triggers and how to respond appropriately to them is an important part of healthy living.	trigger, coping mechanisms	45 minutes

# December

# Activity Plan

Title: What Is a bully?

Suggested Time: 45 minutes

Suggested Grade Level(s): 3-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will be able to define bullying.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>identify the bully handout</li> <li>sticky notes/index cards, "What would you do" scenarios</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>bully</li> </ul>	<p><b>Activity Overview:</b> Scholars will discuss what the term bullying means and use scenarios to practice responding to bullying situations.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will display images from the handout "Identify the Bully."</b></li> <li><b>Facilitator:</b> <i>Today we're going to talk about bullying. Look at the pictures on the screen. Can you identify which of these scholars is a bully? Accept all reasonable responses.</i></li> <li><b>Facilitator:</b> <i>The truth is, all of these could be bullies. Bullies do not have a specific look. They could be boys or girls, tall or short, big or small.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will distribute index cards or sticky notes.</b></li> <li><b>Facilitator:</b> <i>In your own words, write the definition of the word bully.</i></li> <li><b>Give scholars a few minutes to write the definition of the word bully and share their answers aloud.</b></li> <li><b>Facilitator:</b> <i>You all did a great job describing what a bully is and beginning to develop a definition for the word. The actual definition of bully is someone who constantly tries to harm or intimidate people who they feel are vulnerable or have little power.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>For the last part of this activity, I want you to review some scenarios. You will discuss the scenario with a buddy and talk about what you would do if you witnessed something like that happening. In your discussion, be sure to include what adult you would reach out to for support with the situation. (For any families completing this activity, you might want to read and discuss the scenarios together.)</i></li> </ul>



# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**K-2: The facilitator can read the scenarios aloud to the scholars and allow them to discuss each scenario in pairs.**

**Scholars can act out the scenarios or write more of them.**

**Scholars can do a research project discussing the effects of bullying.**

**Scholars can create a digital presentation discussing bullying prevention.**

**English Language Learners can be paired with a buddy with the same native language so they can discuss the activity.**

**A recording of the scenarios can be provided to the scholars.**

**Activity Reflection:**

Scholars can discuss what they learned about bullying and make a pledge to not be a bully or participate in bullying of any sort.

**Supplemental Resources:**

How to Stop Bullying YouTube video; 6 Things to do if You're Being Bullied YouTube Video



# Helpful versus Harmful Drugs



# “What Would You Do” Bullying Scenarios

**Scenario 1:** John rides the bus to school each day. Just about every day, Billy and Mark tease him about something he’s wearing. John usually ignores the boys, but for the past few days, things have gotten worse. Mark and Billy have started taking John’s lunch and eating it on the way to school. This means John has nothing to eat when it is time for lunch.

- What would you do if you were on the bus and noticed what’s been going on each day?

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- Who would you talk to?

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- What would you say to John?

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**Scenario 2:** Sheila has some challenges with her reading. She never volunteers to read aloud in class. Her teacher encourages her to read aloud because she believes the classroom is a safe environment. One day Sheila finally volunteers to read aloud, but she makes several mistakes. Brian, one of her classmates, laughs at her. The teacher stops him immediately. Later that day, and for the next few days, Brian teases Sheila about her reading ability and calls her names.

- What would you do if you witnessed what Brian was doing to Sheila?

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- Who would you talk to?

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- What would you say to Sheila?

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# “What Would You Do” Bullying Scenarios

**Scenario 3:** Monica recently moved to a new country. Her family had to flee from their home because things were bad for them. Monica and her family have very little money, so she wears the same clothing over and over. Carla notices the pattern of clothes Monica wears each day. Carla even made a chart and told everyone what Monica will wear each day. Many of the scholars in the class make fun of Monica and what she wears. Monica no longer wants to go to school each day.

- What would you do if you were in Monica’s class and noticed what her classmates were doing to her each day?

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- Who would you talk to?

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- What would you say to Monica?

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# Activity Plan

Title: Just Say No to Bullying!

Suggested Time: 30 minutes

Suggested Grade Level(s): K-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will identify ways to respond to bullying.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>paper</li> <li>pencil</li> <li>crayons</li> <li>makers</li> <li>colored pencils</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>bully</li> <li>verbal</li> <li>physical</li> <li>isolation</li> <li>exclusion</li> </ul>	<p><b>Activity Overview:</b> Scholars will create a drawing to demonstrate the importance of not being a bully.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> When you hear the word bullying, what does that mean to you? <b>Allow scholars to respond.</b></li> <li><b>Facilitator:</b> What are some different ways someone can be a bully? <b>Allow scholars to respond.</b></li> <li><b>Discuss responses with scholars and highlight ways that bullying can be verbal, physical, or encourage exclusion/isolation.</b></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> If someone tells you they don't want to share their lunch with you, is that bullying? Why or why not? <b>Allow scholars to respond.</b></li> <li><b>Facilitator:</b> If someone pushes you down on the playground when your teacher isn't looking, is that bullying? Why or why not? <b>Allow scholars to respond.</b></li> <li><b>Facilitator:</b> If someone calls you a mean name every day, is that bullying? Why or why not? <b>Allow scholars to respond.</b></li> <li><b>Facilitator:</b> What makes a situation bullying? <b>Allow scholars to respond. Clarify any misconceptions.</b></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Scholars will draw a picture to demonstrate "Just Say No to Bullying."</b></li> <li><b>Facilitator:</b> Explain your drawing and tell me how it demonstrates "Just Say No to Bullying."</li> <li><b>The facilitator and scholars will discuss the scholar's drawing. The facilitator will clarify any misconceptions.</b></li> </ul>



# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Scholars can use pictures from a magazine to demonstrate "Just Say No to Bullying."**

**Scholars can write a short story to support their "Just Say No to Bullying" drawing.**

**Scholars can use pictures from a magazine to demonstrate "Just Say No to Bullying."**

**Activity Reflection:**

Have scholars respond to the following question:

- Why is it wrong to bully others?

**Supplemental Resources:**





# Activity Plan

Title: Know Your Triggers  
Suggested Time: 45 minutes  
Suggested Grade Level(s): 3-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand what a trigger is and how it impacts them.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>sticky notes</li> <li>know your triggers handouts</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>triggers</li> <li>coping mechanisms</li> </ul>	<p><b>Activity Overview:</b> Scholars will identify things that trigger them to feel sad or angry and find ways to help them when they feel triggered.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Scholars, have you ever been having an awesome day, but then something happens and suddenly you're not feeling like yourself? <b>Accept all reasonable responses.</b></i></li> <li><b>Facilitator:</b> <i>Well, the good thing is that you are not alone. This happens to all of us. Today, we will focus on identifying things that trigger us. Once we know our triggers, we will talk about some things we can do before we are triggered or once we feel triggered.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will write the word "Triggers" on the board.</b></li> <li><b>Facilitator:</b> <i>Scholars take a minute and think about what the term "triggers" means. After you have thought about it, give me a thumbs up.</i></li> <li><b>Give scholars time to think and have them share their responses.</b></li> <li><b>Facilitator:</b> <i>A trigger is a thought or feeling that causes a response others may view as negative. Triggers vary from person to person. Let's think about that for a minute. What are some things that instantly change your mood? Remember, sometimes small things can trigger us and attempt to alter our day. Now, does anyone want to share an example of something that triggers them? <b>Accept reasonable responses.</b></i></li> <li><b>Facilitator:</b> <i>Let's discuss what we should do when we feel triggered. What are some things you think you can do to calm yourself when you feel triggered? <b>Accept reasonable responses.</b></i></li> </ul>

**Build (Rehearse  
& Build for  
Transfer/Close)**

- **The facilitator should distribute the “Know Your Triggers” handout.**
- **Facilitator:** *Now that we’ve discussed triggers, identified our triggers, and are aware of how to deal with some triggers, look at the handout. It’s divided into two sections. On the first half, I want you to list some of your triggers. On the other half, I want you to list some things you can do to help you when you are feeling triggered. **Allow time for scholars to complete the handout.***

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



Facilitators for scholars in grades K–2 can write ideas on chart paper or the board so they can refer to them when working independently.

Scholars can design posters to help support other scholars with their triggers.

Scholars can be provided with sentence frames.

Facilitators can write ideas on chart paper or the board so scholars can refer to them when working independently.

**Activity Reflection:**

Scholars will share their chart with their buddy. They will then decide what coping mechanism they will use to support their triggers.

**Supplemental Resources:**

Search "Coping Skills for Kids" video on YouTube.



# Know Your Triggers

Things that Trigger Me

Things I Should Do to Get  
Back on Track



# Activity Plan

Title: Peer Pressure Pen Pal  
 Suggested Time: 30-45 minutes  
 Suggested Grade Level(s): K-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will identify positive ways to respond to peer pressure.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>paper</li> <li>pencil</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>peer pressure</li> <li>positive</li> <li>negative</li> <li>firm</li> <li>assertive</li> </ul>	<p><b>Activity Overview:</b> Scholars will demonstrate their understanding of how to respond to peer pressure by writing a letter to someone who is being peer pressured.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>What does the term "peer pressure" mean to you? Allow scholars to respond.</i></li> <li><b>Facilitator:</b> <i>Do you think peer pressure is positive or negative? Allow scholars to respond.</i></li> <li><b>Guide scholars in understanding that peer pressure has a negative tone associated with it because it usually means one feels like they must do something they don't want to do as a result of being pressured by their peers.</b></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>What are some ways we can respond to peer pressure?</i></li> <li><b>Allow scholars to respond. Guide scholars in understanding that they should respond in a firm and assertive manner when being peer pressured. This sends the message that they won't be pressured into doing something they don't want to do.</b></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Pretend your best friend told you they were being peer pressured to (cheat on a test, steal someone's cell phone, be mean to a classmate, or use profanity.) Write your best friend a letter to tell them how they should respond to being peer pressured. Remember! They will need to be firm and assertive so the person understands they won't be pressured into doing the wrong thing.</i></li> </ul>

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**The facilitator can provide scholars with sentence starters for the letters.**

**Scholars can dictate the ideas of their letters to the facilitator as the facilitator scribes.**

**Scholars can read a peer or family member's letter and provide feedback on how impactful the letter could be to the person who received it.**

**The facilitator can provide scholars with sentence starters for the letters.**

**Scholars can dictate the ideas of their letters to the facilitator as the facilitator scribes.**

**Activity Reflection:**

Scholars will summarize what they learned in a \$1.00 Reflection. Each word in the reflection has a value of \$0.10, so scholars can only use ten words!

**Supplemental Resources:**

