Fox Hollow

Aligning Bully-Proofing Your School and (BPYS) 7 Habits

**BPYS PRIMARY (Kindergarten and First Grade) LESSONS / 7 Habits**

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| **Lesson** | **Name** | **Objective** | **7 Habits** |
| 1 | What I want in a Friend | To understand that friendship is positive in nature. To understand that friendship involves a number of characteristics.  |  |
| 2 | How to Make Friends | To develop the skills necessary to initiate friendships in a positive manner.  |  |
| 3 | How to Keep Friends | To develop the skills necessary to maintain friendships.  |  |
| 4 | What to Do if Kids Are Not Being Friendly | To teach the students strategies that they can use when they are being victimized by a bully.  |  |
| 5 | Friends Get Help for Friends | To understand the difference between “tattling” and “telling.” |  |
| 6 | Friends and Caring Acts of Kindness | To teach students that each one of them can make a difference. As a group they make up the “Caring Community” where kind and caring acts will be acknowledged and encouraged.  |  |
| Follow-Up Review Lesson | Follow-Up Review Lesson | To revisit the classroom three to six weeks after the classroom curriculum was taught to: (1) evaluate student progress and determine whether any new problems have surfaced, (2) review and reinforce the student skills to prevent bullying behavior and reinforce positive friendship-making skills, and (3) provide any additional instruction necessary to ensure the continued success of the program |  |

**BPYS INTERMEDIATE (Grades 2-6) LESSONS / 7 Habits**

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| **Lesson** | **Name** | **Objective** | **7 Habits** |
| 1 | The Concept of Bullying | To introduce the concept of bullying to the students (including information about bullying tactics and the types of children likely to be bullies and victims) to determine the extent of bullying occurring in the classroom.  |  |
| 2 | Rules for Bully-Proofing the Classroom | To introduce some key concepts (e.g., the difference between tattling and getting adult help), to present the classroom rules about bullying that the students will be expected to abide by, and to provide feedback about student responses to “The Colorado School Climate Student Report” if it was done.  |  |
| 3 | Teaching Strategies for the Victims | To teach the students strategies that they can use when they are being victimized by a bully – “HA HA, SO.” |  |
| 4 | Practicing Strategies for the Victims | To have the students practice the strategies that they learned to use when they are being victimized by a bully.  |  |
| 5 | Teaching Strategies for the Helpers | To present strategies for the students to use as “helpers” in the classroom. These “CARES” strategies are techniques that “the caring majority” of students (the 85% of students who are neither bullies nor victims) can employ to assist the victims and prevent bullying behavior.  |  |
| 6 | Practicing Strategies for the Helpers | To have the students practice the strategies that they learned to use to help the victims of bullying, to introduce a weekly reinforcement program for caring behavior (“I Caught You Caring).  |  |
| Follow-Up Review Lesson | Follow-Up Review Lesson | To revisit the classroom three to six weeks after the classroom curriculum was taught to: (1) evaluate student progress and determine whether any new bullying problems have surfaced; (2) review and reinforce the student skills to prevent bullying behavior and reinforce positive caring skills, and (3) provide any additional instruction necessary to ensure the continued success of the program.  |  |