

Bullying/Peer Aggression Prevention in the Michigan Model for Health Grades K-12



Note: Bullying specific lessons are in **bold** and highlighted in light blue.

Grade	Objectives	Lessons
FAMILIES AND K-6 STUDENTS		
K-6	Communication, conflict resolution, and problem-solving skills are taught at each grade.	Social-Emotional Health Unit
K-6	Personal Safety is taught at each grade. Students are taught how to avoid inappropriate touch and what to do if it occurs. Bullying is apparent in the lessons in kindergarten through third grade.	Safety Unit
K-6 Families	Family Resource Sheets are sent home at each grade. Topics include conflict resolution, communication, anger management, friendships, and bullying.	Social-Emotional Health and Safety Unit
Grade K		
K	<i>Learning to Show Respect and Caring:</i> Students discuss the importance of manners. They practice using please, thank you, excuse me, and I am sorry to show respect and caring for each other	Social-Emotional-1
K	<i>Making Friends:</i> Students learn strategies for making friends.	Social-Emotional-2
K	<i>Caring Touch:</i> Students learn how positive touch can express caring between friends and family	Social-Emotional-3
K	<i>What to Do About Strong Feelings & Sharing Our Feelings:</i> Students learn ways to settle down when strong feelings arise. Students practice telling friends and family how they feel, and they recognize and express feelings.	Social-Emotional-5 & 6
K	<i>Helping Ourselves Stay Safe:</i> Students describe dangerous and destructive situations that need to be reported to an adult	Safety-1
K	<i>Staying Safe Around Dangerous Objects:</i> Students learn what to do if dangerous objects or weapons are present.	Safety-3

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Grade	Objectives	Lessons
GRADE 1		
1	<i>Predicting How People Feel & Asking Others How They Feel:</i> Students feelings and how to predict how others might feel in situations. Students discuss mixed feelings and practice predicting and asking others how they feel.	Social-Emotional-1 & 2
1	<i>Showing Courtesy to Others:</i> Students discuss a video on courtesy. They practice using please, thank you, excuse me, and I am sorry to show respect and caring for each other	Social-Emotional-3
1	<i>Building Friendships by Listening:</i> Students practice listening skills to improve friendships.	Social-Emotional-6
1	<i>Three Steps for Solving Problems and Making Decisions & Practicing the WIN Steps:</i> Students learn when to tell an adult if a situation is dangerous, destructive or disturbing. Students learn and practice the steps for making decisions and solving problems.	Social-Emotional-7 & 8
1	<i>The Three D's for Telling:</i> Students describe dangerous, destructive, and disturbing situations that need to be reported to an adult	Safety-5
GRADE 2		
2	<i>Tending Our Garden of Feelings; Handling Mixed Feelings:</i> Students analyze why it is important to identify feelings to maintain personal health and healthy relationships. They recognize a variety of personal feelings and the feelings of others and express a variety of personal feelings nonverbally. They describe situations that may elicit mixed emotions.	Social-Emotional-1 & 2
2	<i>Expressing Feelings Respectfully; Listening to Others With Respect:</i> Students express a variety of personal feelings respectfully. They identify strategies for effective listening, and practice effective listening and attending skills.	Social-Emotional-3 & 4
2	<i>Everyone Deserves Respect; Showing Respect for Other People:</i> Students identify and demonstrate ways to show respect for the feelings, rights, and property of others.	Social-Emotional-7
2	<i>Surfing Safely on the Internet:</i> Students describe safety hazards when using the Internet and develop strategies to stay safe when using the Internet.	Safety-3

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Grade	Objectives	Lessons
GRADE 3		
3	<i>Identifying Positive Role Models and Friends; Creating Positive Friendships:</i> Students identify characteristics of positive role models and analyze how friends influence others' behavior and well-being. They describe the benefits of positive friendships and practice strategies for making and keeping positive friends.	Social-Emotional- 1 & 2
3	<i>Everyone Has Special Talents:</i> Students recognize that each person has unique talents and skills. They identify a personally unique talent or skill and one of another person.	Social-Emotional-3
3	<i>Respecting Our Differences:</i> Students describe ways to show acceptance of differences and demonstrate the ability to support and respect people with differences.	Social-Emotional-4
3	<i>Helping Others by Protecting Them From Bullies; Helping Others and Getting Help:</i> Students demonstrate the ability to support and respect people with differences. They identify ways people help each other.	Social-Emotional - 5 & 6
3	<i>Expressing Annoyance Respectfully:</i> Students demonstrate how to confront annoying behavior.	Social-Emotional-8
3	<i>Safety First:</i> Students identify dangerous, destructive, and disturbing situations that need to be reported to an adult. They describe how to access help when feeling threatened.	Safety-3
3	<i>Street Smarts:</i> Students describe strategies to stay safe in potentially harmful situations and how to ask a trusted adult for help. (includes internet safety)	Safety-4
GRADE 4		
4	<i>Using Self-Control to Manage Strong Feelings:</i> Students learn to use three steps to manage strong feelings in situations involving others: acknowledge the feelings, calm down, and talk with "I-messages."	Social-Emotional-1
4	<i>Feeling Better Through Positive Self-Talk:</i> Students learn to use positive self-talk to manage feelings and get along with others.	Social-Emotional-2
4	<i>Bullying Hurts Everyone, but No One Is Helpless:</i> Students distinguish between positive and negative friends. They learn how to protect themselves from bullying and when to tell an adult.	Social-Emotional-3
4	<i>Practicing Ways to Protect Self and Others From Bullying:</i> Students describe three roles in bullying situations and explain the power of bystanders to end bullying.	Social-Emotional-4
4	<i>What to Do When You Disagree:</i> Students learn the steps to resolve conflicts peacefully, including speaking and listening respectfully.	Social-Emotional-8
4	<i>Using the Internet Safely:</i> Students identify Internet hazards and safety rules. They discuss ways to handle Internet situations that could lead to harm.	Safety-6

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Grade	Objectives	Lessons
GRADE 5		
5	<i>Managing Strong Feelings</i> : Students identify types of feelings and learn that feelings change. Students discuss how different feelings can coexist and ways to calm down.	Social-Emotional-1
5	<i>Telling Others What Bothers Us</i> : Students discuss effective and ineffective ways to express upset feelings. They use three steps for managing strong feelings in situations involving others: acknowledge the feelings, calm down, and talk with “I-messages.”	Social-Emotional-2
5	<i>Healthy Ways to Handle Harassment or Bullying</i> : Students define harassment and bullying and discuss their negative effects. They identify ways to protect themselves and others, including telling an adult.	Social-Emotional-3
5	<i>Practicing Positive Ways to End Bullying</i> : Students describe three roles in bullying situations and explain the power of bystanders to end bullying.	Social-Emotional-4
5	<i>Speaking With Respect for Self and Others</i> : Students distinguish between passive, aggressive, and assertive communication behaviors. They practice using assertive communication	Social-Emotional-5
5	<i>Listening With Respect</i> : Students distinguish between inattentive and respectful listening skills. They practice listening and speaking skills.	Social-Emotional-6
5	<i>Making WISE Decisions to Avoid Trouble</i> : Students identify situations that might lead to trouble, including violence. They use decision-making and problem-solving steps to resolve a situation that could lead to violence.	Social-Emotional-7
5	<i>Practicing the WISE Way to Avoid Trouble</i> : Students focus on developing positive friendships as a strategy for avoiding trouble.	Social-Emotional-8
5	<i>Getting Help From Adults for People in Danger</i> : Students discuss ways to develop courage to tell adults about disturbing situations and why it is important to tell adults about potential violence.	Social-Emotional-9
5	<i>Using a Secret Formula to Resolve Conflicts</i> : Students learn how to use conflict resolution skills and identify the benefits of using them.	Social-Emotional-10
5	<i>Finding Healthy Solutions to Conflicts</i> : Students practice using conflict resolution skills and ways to speak and listen with respect. They review the importance of walking away and telling an adult if conflicts cannot be resolved without violence.	Social-Emotional-11
5	<i>Practicing Our Conflict Resolution Skills</i> : Students practice using conflict resolution skills. They review strategies to use if attempts at non-violent conflict resolution do not succeed.	Social-Emotional-12
5	<i>Making Our School a Caring and Respectful Place</i> : Students assess the school environment to determine behaviors demonstrated that show caring and respect. They plan and implement a project advocating for a caring and respectful school environment.	Social-Emotional-14
5	<i>Staying Safe in Public</i> : Students identify strategies for staying safe in public situations, including	Safety-3

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	one involving bullying.	
GRADE 6		
6	<i>Taking Healthy Risks in Friendships:</i> Students analyze positive and negative risks in friendships.	Social-Emotional-1
6	<i>Listening to and Appreciating Our Friends and Others:</i> Students demonstrate effective listening strategies and expressing appreciation.	Social-Emotional-2
6	<i>Speaking Assertively and Respectfully:</i> Students demonstrate assertive communication skills and identify appropriate times to use them.	Social-Emotional-3
6	<i>Managing Strong Feelings in Healthy Ways:</i> Students demonstrate strategies for managing strong feelings.	Social-Emotional-4
6	<i>Expressing Anger Without Angry Behaviors:</i> Students explain the difference between angry feelings and angry behavior.	Social-Emotional-5
6	<i>Getting Help From Others:</i> Students identify criteria for identifying people who can help with healthy decisions and analyze the importance of seeking adult help when needed.	Social-Emotional-6
6	<i>Making Healthy Decisions:</i> Students describe decision-making and problem-solving steps.	Social-Emotional-7
6	<i>Practicing How to Make Decisions and Solve Problems:</i> Students demonstrate decision-making and problem-solving and use criteria to evaluate possible solutions.	Social-Emotional-8
6	<i>Finding Ways to Resolve Conflicts:</i> Students describe conflicts that can be resolved and use conflict resolution steps.	Social-Emotional-9
6	<i>Learning How to Manage Stress:</i> Students describe common causes of stress, identify strategies to reduce stress and develop a personal plan for stress management.	Social-Emotional-10
6	<i>Protecting Yourself From Hazards, Hackers and Humiliation While on the Internet, Parts One and Two:</i> Students describe safety hazards related to using the Internet, apply strategies to stay safe and identify when to get adult help.	Safety-5 & 6

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Grades	Objectives	Lessons
GRADES 7-8		
7-8	Why Do I Behave the Way I Do? <ul style="list-style-type: none"> • Describe how feelings and thoughts help to determine behavior. 	1
7-8	Stress Affects Everyone <ul style="list-style-type: none"> • Define and examine different characteristics of stress. • Apply knowledge of stress to recognize personal stressors. 	2
7-8	Healthy Ways to Manage Stress - Part 1 <ul style="list-style-type: none"> • Demonstrate the ability to understand and promote stress management techniques. 	3
7-8	Healthy Ways to Manage Stress - Part 2 <ul style="list-style-type: none"> • Demonstrate the ability to understand and promote stress management techniques. • Analyze how messages from the media influence the selection of stress management strategies. 	4
7-8	Managing Anger and Listening Tips <ul style="list-style-type: none"> • Identify different facets of anger. • Analyze hypothetical situations to identify signs of anger. • Apply skills to manage strong feelings. • Demonstrate effective listening skills. 	5
7-8	Empathy and I-Statements <ul style="list-style-type: none"> • Demonstrate the ability to be empathic and use I-statements. 	6
7-8	Decision Making and Problem Solving <ul style="list-style-type: none"> • Demonstrate effective problem solving and decision-making skills. 	7
7-8	Conflict Resolution <ul style="list-style-type: none"> • Demonstrate effective conflict resolution. 	8

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GRADES 9-12		
9-12	What Is Killing Us? (Violence is one of the 4) <ul style="list-style-type: none"> • Describe the characteristics of dangerous situations 	1
9-12	Can Violence Be Prevented? <ul style="list-style-type: none"> • Apply strategies to access and get help for self and others • Apply strategies to avoid and report dangerous situations 	3
9-12	Skills to Resolve Conflicts <ul style="list-style-type: none"> • Apply strategies to access and get help for self and others • Apply strategies to avoid and report dangerous situations 	4
9-12	Maximizing Safety Options When Violence Threatens <ul style="list-style-type: none"> • Apply strategies to avoid and report dangerous situations, involving weapons • Demonstrate strategies to stay safe in a violent situation • Describe the characteristics of situations that are dangerous and those that must be reported to the authorities • Analyze the role of friends and peers in the escalation of conflicts & the promotion of violence • Apply strategies to get help for self and others 	5
9-12	Electronic Aggression <ul style="list-style-type: none"> • Apply strategies to access and get help for self and others • Demonstrate strategies to stay safe in a violent situation • Describe the characteristics of situations that are dangerous and those that must be reported to the authorities • Apply strategies to get help for self and others 	6
9-12	So What? <ul style="list-style-type: none"> • Explain the effects of violence on individuals, families, communities, and our nation • Apply strategies to access and get help for self and others • Analyze social pressure to refrain from telling others or reporting dangerous situations • Evaluate the impact of media on the prevalence of violence • Analyze the role of friends and peers in the escalation of conflicts & the promotion of violence 	7

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Grades	Objectives	Lessons
9-12	<p>Navigating the Land Mines of Our Teenage Years</p> <ul style="list-style-type: none"> Apply decision making and problem-solving steps to generate alternative solutions regarding social situations that could place one’s health at risk Predict the potential short and long-term effects of each alternative on self and others, and defend the healthy choice(s) 	8, 9 & 10
9-12	<p>Helping Yourself and Others</p> <ul style="list-style-type: none"> Analyze the social pressures to refrain from telling on others or reporting dangerous situations 	5
9-12	<p>Relationships: Hiking the Peaks and Valleys</p> <ul style="list-style-type: none"> Evaluate the characteristics of a conflict which must be managed rather than resolved Demonstrate the ability to use conflict resolution skills Apply strategies to stop or de-escalate a conflict 	6 & 7
9-12	<p>Abuse, Part 1: Bullying and Harassment</p> <ul style="list-style-type: none"> Define and describe bullying, harassment, and sexual harassment, and their effects on individuals and communities. Describe laws regarding bullying, harassment, and sexual harassment Apply skills and strategies for avoiding and dealing with bullying, harassment, and exploitation, including when using the internet 	8
9-12	<p>Abuse, Part 2: Dating Abuse</p> <ul style="list-style-type: none"> Apply strategies to access and get help for self and others Assess characteristics of hypothetical relationships for warning signs of harm or abuse Apply strategies to hypothetical situations involving abusive relationships 	9
9-12	<p>Getting and Giving Help</p> <ul style="list-style-type: none"> Describe the characteristics of situations that are dangerous, and those that must be reported to the authorities Apply strategies to access and get help for self and others 	10