

Home Instruction Packet for 9th Grade Health

Shannon Martinez 9th Grade Health

In this packet are materials and directions for my 9th grade Health class.

This work will be submitted to the teacher through Google classroom. Hard copies will be collected when we return to school. This work will be graded and counted towards their marking period grade. Assessment: Students will be graded based on comprehension and completion of the assignments. **Directions for Paper Assignments:** All paper assignments will follow the same directions as below but will be turned in when we return to school.

I am available to support you during the hours 7:50am-2:50 pm to answer any of your questions. I will be responding to your emails within the hour.

You contact me at: smartinez@rpsd.org or through Google classroom

Lesson: Title, Objective, What doing and how assessed.

Assignment Directions and how collected. Definitive due dates...

Week 1-

Lesson 1: Let's Talk About Bullying.
Objective: Students will be able to use their knowledge of bullying to respond to 6 different bullying situations.

Lesson 1: In Google classroom, students will choose 6 of the 10 bullying situations listed and write a one paragraph (5 sentences) response indicating what they would do in that situation. When they are finished they will submit it in Google classroom.

Lesson 2: Bully and Victim
Objective: Students will be able to analyze three different bullying situations. They will then practice empathy by indicating how they think they would feel if they were the victim.

Lesson 2: In Google classroom, students will read 3 statements about kids who have been bullied in school. When they are finished reading they will write at least a one paragraph response explaining what each person can do to make the perpetrator understand that he/she needs to leave them alone. What's the first step they should take, who they can talk to, and also add how they think each person is feeling in each situation. Finally they will how they would feel if they were these victims. When they are finished they will submit it in Google classroom.

Week 2-

Lesson 1: Cyberbullying Article Analysis

Objective: Students will be able to analyze an article on cyberbullying by identifying the main idea, main points, connection to the main idea, and their final impression. Students will generate potential questions based off of what they have learned.

Lesson 1: In Google classroom, students will read the given article, "How to Safeguard Children Against Cyberbullying." After reading the article they will fill out the article summary questions worksheet. In this worksheet they will have to provide source information, identify the main idea, list main points and how they connect to the main idea, indicate their final impression of the article, and generate 3 potential questions that develop from the ideas in the article. When they are finished they will submit it in Google classroom.

Lesson 2: Cyberbullying Scenarios

Objective: Students will be able to use their knowledge of cyberbullying to read and analyze five different real life situations.

Lesson 2: In Google classroom, students will be given five different scenarios about cyberbullying. After reading each scenario they will then have to answer the questions listed for that specific scenario. All answers should be explained. When they are finished they will submit it in Google classrooms.

Week 3-

Lesson 1: Bully Letter

Objective: Students will be able to practice using empathy/sympathy by writing a letter about their situation.

Lesson 1: In Google classroom, students will be required to choose one of two options. The first option indicates writing a letter as if you were the victim of bullying. The second option is to write a letter as if you were the bully and have realized what you have been doing is wrong. When they are finished they will submit it in Google classroom.

Lesson 2: Bullying Review

Objective: Students will be able to use the knowledge they have gained on bullying to answer the review questions listed.

Lesson 2: In Google classroom, students will complete a review of everything they have learned about bullying. There are 10 open ended questions and 24 true or false. When they are finished they will submit in google classroom.

Let's Talk About Bullying

Directions: Bullying can threaten a child's physical and emotional safety and can impede their ability to learn. It's important for you to learn to recognize bullying and respond in safe, positive ways. Choose 6 of the following bullying situations and write a one paragraph response (five sentences) indicating what you would do in that situation.

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. What would you do?
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 it's funny. What would you do?
3. The meanest kid at school thinks it's funny to tease you every chance they get. You're afraid they are going to hurt you, and you're starting to hate school. What would you do?
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. What would you do?
5. Everyone is afraid of three mean kids at your school. You are afraid too. One day they ask you to hang out with them. What do you do?
6. You sent a mean text about a kid who bullies to a friend, and your friend forwarded it to others. It eventually got back to the kid. What would you do?
7. You report bullying to your teacher, but the teacher doesn't believe you. What would you do?
8. You hear that someone you thought was a friend has been spreading a cruel and untrue rumor about you. What would you do?
9. You're invited to a party but your friend isn't. At the party, some of the kids make jokes about your friend and laugh at him. What would you do?
10. You're shy, and sometimes you get teased for it. You don't have many friends and oftentimes think how nice it would be to have more friends. What would you do?

Bully and Victim

Directions: Read the following statements about kids who have been bullied in school. When you are finished write at least a one paragraph response explaining what each person can do to make the perpetrator understand that he/she needs to leave them alone. What is the first step they should take? Who can they talk to? Also, add how you think each person is feeling in each situation. Explain how you would feel if you were these victims?

Statement 1: "I am having a rough time growing up. I look funny and feel scared all of the time. I don't have a lot of money for clothes, so I dress weird too. I am a nice person, but no one wants to be my friend. To make things worse, I get teased all of the time. Not by just one person, but from a lot of people. I don't know why they tease me. I wish they knew how much it hurts. They think it's funny, but it's not. I want so much to be liked. I feel like no one likes me. Sometimes I wish I wasn't alive."

Statement 2: "A boy at school continues to push me in the hall, hit me in the head, and make fun of me in front of other people. I don't ever say anything back because I don't want to get in trouble. I also don't want the person to hurt me anymore. I try to ignore this, but sometimes when he hits me it hurts. I wish he knew how much he hurts me. After he hits me, I run into the bathroom and cry. I just want him to leave me alone. Why can't he leave me alone?"

Statement 3: "A girl at school continues to make fun of me and talks about me not having a mom. I never told the girl this, but my mom is dead. It hurts me every time she mentions my mom, because I didn't ask for my mom not to be around. I loved my mom and I still do, and it hurts me when they make fun of the fact that I don't have a mom."

Name:
Teacher:
Course:
Date:

Article Summary Questions

Directions: For this assignment use either a newspaper or magazine article that relates to the current health topic in class. Make sure you attach your article to this paper when handing it in.

Source Information

Title:
Publication:
Date:
Author:

1. What is the main idea of the article? Use complete sentences.

2. Fill in the table below to outline the main points in the article. Use the back if you need additional space.

Main Point	Connection to Main Idea

3. What is your final impression of the main points included in the article? How do they combine to support the main idea?

4. Generate at least 3 potential questions that develop from the ideas in the article. Then, choose your favorite and explain why it is your favorite.

How to Safeguard Children Against Cyberbullying

Recognizing warning signs and documenting the bullying may help, experts say.

By Misha Valencia

Sept. 5, 2019

The bullying started with some teasing and mean comments, but escalated significantly when Mallory Grossman, 12, a cheerleader and gymnast from New Jersey, began middle school. It spread to social media where a group of children tormented her.

They took pictures of Mallory at school, without her knowledge, posted them online and taunted her with text messages containing screenshots of the vicious comments made about her. “They called her horrible names, told her you have no friends and said, when are you going to kill yourself,” said her mother, Dianne Grossman.

Ms. Grossman frequently reported the bullying to the school, but the harassment continued. She said that by the time she found out about the full scope of the cyberbullying, it was too late. Mallory died by suicide on June 14, 2017.

“The vicious things Mallory’s peers said about her became her reality,” her mother said. “No matter how untrue they were, she started believing it. Words matter — they have the ability to cause significant harm.”

Ms. Grossman is working to pass Mallory’s Law in New Jersey — a bill that would create more accountability in how schools in the state respond to bullying.

A report last year from the Pew Research Center found that 59 percent of teens said they had been bullied or harassed online — and that many of them think teachers, social media companies and politicians are failing to help.

Cyberbullying includes tactics like posting vicious comments (including text messages), spreading rumors, making threats, telling people to kill themselves, impersonating someone through a fake account and creating a social media account to harass someone.

The Centers for Disease Control and Prevention reports that any type of bullying increases a child’s risk for anxiety, depression, difficulty sleeping, academic problems, and there’s a significant connection between bullying and suicide-related behaviors.

“Bullied children experience shame and humiliation. When they see others ridiculing them online they worry who else saw it, shared it — how far their image traveled,” said Mildred Peyton, a bullying expert in Maryland.

But the impact of cyberbullying is often minimized because of the notion that there is no physical threat — the bully is not there and targeted children could just avoid going online. However, experts say that the children eventually feel the real-life impact when online pictures and rumors about them spread through their schools.

“People are emboldened behind a computer screen and things can escalate very quickly, often turning into a mob of children making cruel comments,” Dr. Peyton said. “Victims can’t get a break from the harassment since the bullies can access the internet anytime. Even if a child isn’t online, pictures of them can still be circulated by their peers — and they are humiliated in school when they find out.”

She added: “Children being bullied need help — and oftentimes so do the bullies — their behavior is often indicative of instability in their own lives.”

A 2016 report by the National Academies of Sciences, Engineering and Medicine reports that bullying is a “significant public health problem” with long-term negative effects.

“When cyberbullying began, many schools believed that since it was happening off school grounds they weren’t required to intervene or they didn’t have the legal authority to do so,” said Parry Aftab, a lawyer and cybercrimes expert. “Some schools were sued if they tried to take action,” she said.

While there has been something of a shift in thinking on how to address cyberbullying and some states have enacted stricter legislation targeting online bullying, it is still a pervasive problem, and states vary in their approaches to fighting it.

“Schools often still treat bullying as if it’s about conflict resolution,” Ms. Aftab said. “Parents can be seen as overprotective for being concerned — but bullying isn’t about peer conflict, it’s about a child intentionally being targeted and harassed.”

If there are no consequences for online harassment, Ms. Aftab said, “bullies are often emboldened and the behavior continues.”

Following are some steps experts suggest parents can take.

Recognize Warning Signs

Nearly 60 percent of kids don’t tell caregivers they’re being cyberbullied, making it critical to know the warning signs. These include:

- Children appearing upset or mad when they’re online.
- A significant increase or decrease in online activity.
- Becoming withdrawn, anxious or avoiding social situations.
- Turning off the computer or changing screens when an adult walks by.
- Having difficulty concentrating.
- Changes in grades or acting in uncharacteristic ways.

Monitor Online Activity

Regularly check children’s online presence and privacy settings on their social media accounts.

Document and Report

If someone harasses your child online, take screenshots of the comments. Include the website or app name in the image and a picture of the commenter’s profile.

If the cyberbullies attend your child’s school, report it to administrators and show them the images. Report harassment to the site or app where it happened and include that these are posts about a minor. Block bullies’ online accounts and phone numbers that send harassing texts.

If schools are unresponsive, Dr. Peyton recommends going up the chain of command to the superintendent. Caregivers can also contact their state’s department of education and familiarize themselves with local anti-bullying laws.

It's also important to discuss with children what to do if they witness cyberbullying: Don't participate in it, don't share content and tell a trusted adult. Some experts recommend that peers post a positive comment when they see children attacked to offset the abuse.

If your child is physically threatened online, go to law enforcement. If it's not taken seriously, Ms. Aftab recommends speaking to a detective, lieutenant or captain until someone listens.

Make a Plan

Discuss cyberbullying with children and explain that if it happens, it's not their fault. Teach them not to ignore it (inform a trusted adult, take screenshots) and create a plan of action outlining what to do if they're targeted.

Children may want to respond to cyberbullies and defend themselves. Discuss with children what, if any, response is warranted and ensure that they understand that any response can also circulate online.

If they experience bullying, the long-term impact can be significant. Ensure that children have support, including speaking to a therapist.

Turn to Resources

Children often feel ashamed over being bullied or fear that if their parents or caregivers get involved, the bullying may get worse. So it's important for children to have many places to turn, such as the Crisis Text helpline and Stop It Now, which provide free 24-hour support to children.

For parents and caregivers who need support, resources are available through sites including No Bully, the Bully Project or the National Parent Helpline.

Correction: Sept. 5, 2019

An earlier version of this article misspelled the first name of the mother of Mallory Grossman. She is Dianne, not Dianna.

Cyberbullying Scenarios

Directions: Read each of the scenarios and then answer the questions provided. Explain your answers.

Scenario 1: Two female sixth-graders, Katie and Sarah, are exchanging malicious texts back and forth because of a misunderstanding involving a boy named Jacob. The statements escalate in viciousness from trivial name-calling to very vicious and inflammatory statements, including death threats. Both girls have come to speak to the school counselor in tears, both angry at what is going on, and emotionally wrecked about the things being said online—that so many other students in their classes are seeing. In fact, other girls at school are getting involved and starting to take sides, which is leading to additional drama and even some minor physical violence at school.

Questions: Should the police be contacted? Are both girls wrong? What should the kids do in this instance? What would you do as a parent if you discovered this problem? What might a school counselor or administrator do to keep this situation from further deteriorating?

Scenario 2: A mother is walking by her son Jonathan while he is on his iPhone and notices that he keeps hiding the screen and pretending that he isn't doing anything when she walks by or gets close to him. Upon further observation, the mother sees that Jonathan is sending out hateful tweets via what seems to be a Twitter account he has set up to impersonate someone else.

Questions: What should the mother do first? Should Twitter get involved? How should Jonathan be allowed to use his phone moving forward? How can things be made "right," as it relates to those he hurt and humiliated with his online posts?

Scenario 3: Lindsay has just moved to town from Oregon and enrolls in the local middle school. Very pretty, outgoing, and funny, she quickly wins the attention of a number of the school's football players—much to the chagrin of the school's cheerleaders. Bonnie, the head cheerleader, is concerned about Lindsay stealing away her boyfriend Johnny, the quarterback. With the help of her cheerleader friends, Bonnie decides to create a "We Hate Lindsay" website, where girls can post reasons why they hate Lindsay and why they think she should move back to Oregon. Soon, the entire school becomes aware of the site's web address, and many others begin to post hurtful sentiments about Lindsay. Desperately wanting to make friends in a new town, Lindsay is crushed and begins to suffer from depression and a lack of desire to do anything aside from crying in bed.

Questions: If you were her mom or dad, what would you do? What might the school do to help Lindsay? If you were Lindsay's teacher, what would you do? If you were her best friend, what might you say or do to help?

Scenario 4: Chester, a tall, skinny teenager who excels in math and science classes, feels embarrassed when he has to change into gym clothes in the boy's locker room at school because he lacks muscularity and size. Other, more athletic, and well-built teens notice Chester's shyness and decide to exploit it. Using their phones, they covertly take pictures of Chester without his shirt on and in his boxer shorts. These pictures are then circulated among the rest of the student body via Instagram. Soon enough, boys and girls are pointing, snickering, and laughing at Chester as he walks down the school hallways. He overhears comments such as "There goes Bird-Chested Chester," "Big Wus," and "Pansy." These words cut him deeply, and the perception that his classmates have of him begins to affect his math and science grades.

Questions: If you were his teacher, what would you do? If you were his parent, what would you do? What can Chester do to deal with the harassment—now and in the future? How can his harassing classmates really understand how much pain they are causing with their words and actions? What would you do if you were a bystander?

Scenario 5: Heather is a fourth-grader who is extremely proficient at using the Internet. On Monday, she receives an e-mail from someone named "stalker2015@hotmail.com." The subject and body of the e-mail state, "I'm watching you. Be afraid." Heather immediately deletes it and thinks nothing of it. On Tuesday, she receives another e-mail from stalker2015@hotmail.com, and this time, the subject and body of the e-mail are, "I am getting closer, and I see you on the computer right now as you read this." Heather starts to get worried but doesn't want to tell her parents because she is concerned they will take away her Internet privileges. On Wednesday, she awakens to a new e-mail from stalker2015@hotmail.com that reads, "Be very afraid. Today may be your last." Definitely frightened and concerned now, she makes up her mind to tell her parents about the e-mails when she returns from school that day. She is unable to concentrate in any of her classes because of intense fear as to what the e-mail meant when it said, "Today may be your last." She rushes home after school, bent on bringing it up to her mom and dad as soon as she sees them. To her dismay, she finds a note on the table stating her mom went grocery shopping and her dad will be home late. Her palms begin to sweat and her heart begins to race. She goes to her bedroom, throws her backpack on her bed, and checks her e-mail. Twenty-five new e-mails pop up. Each one is from the same sender: stalker2015@hotmail.com. They all say the same thing: "I am in your house. I am on a wireless Internet connection. You don't know where I am, but I know where you are!" Heather grabs her house key, rushes out of the front door, locks it, runs to her friend's house, and tells her friend's mom about her situation.

Questions: What would you do if you were her friend's mom? What can Heather do to ensure her safety now and in the future? To whom else should she turn for help?

Bully Letter

Directions: Choose one of the following options and write a one page letter.

OPTION 1: Imagine you have been the victim of a bully for the past 2 months. Write a letter to the bully telling them how they made you feel.

OPTION 2: Imagine you have been bullying one of your friends for the past 2 months and have just realized how terrible it really is. Write a letter to your friend explaining why you did it and how sorry you are.

Bullying Review

1. Define bullying.
2. What is physical bullying? Give examples.
3. What is verbal bullying? Give examples.
4. What is cyberbullying? Give examples.
5. When does bullying happen?
6. Where do kids bully in our school?
7. How do kids bullying in our school?
8. Who can be a bully?
9. Why do you think kids bully?
10. What can you do to try and prevent bullying?

True or False:

1. Bullying is just teasing.
2. Some people deserve to be bullied.
3. Bullying is a normal part of childhood.
4. It's "tattling" to tell an adult when you think you or another child is being bullied.
5. The best way to deal with a bully is by fighting them and getting even.
6. Nearly one-third of American teens are involved in bullying.
7. Less than 10% of American teens admit to bullying others.
8. Students who are bullied in school are usually attentive students with good attendance.
9. Most students who bully are insecure.
10. Bullies have trouble making friends.
11. Bullies do poorly in school compared to others who do not bully.
12. If you are being bullied it's best to handle it alone.
13. Even if kids get their feelings hurt by a bully, it's okay to ignore it, they will get over it.
14. When bullying occurs at school, it bothers just the kids being picked on.
15. One possible sign that a child might be a victim of bullying is when he or she refuses to go to school.
16. Bullying is mostly a male behavior.

17. Once a bully always a bully.
18. Bullies come from families representing all socioeconomic levels- from rich to poor.
19. Bullies are just as likely as the rest of us to be successful in life.
20. You can spot bullies because they are large and aggressive.
21. Bullies are insecure and have low self-esteem.
22. You can change a bully's behavior by focusing on what happens at home.
22. Targets of bullies are usually kids with physical differences (overweight, glasses, funny looking, etc.)
24. Most victims report being bullied to an adult.