



Curriculum Map: Bullying Prevention Standards

Developed by the Department of Health and Human Services,
Health Resources and Services Administration for the
“Stop Bullying Now! Take a Stand. Lend a Hand” Campaign, 2006

SKILLS FOR ACTION (SFC): GRADES 9 - 12

SFC is a curriculum consisting of 33 lessons, 26 social and emotional skill sets taught in multiple ways, and a 15-lesson supplement called Teens – Alcohol and Other Drugs. It can be configured as a quarter, semester, one-, two-, three-, or four-year program or integrated into any discipline. These units include:

Curriculum: (33 expandable sessions)

- Part 1: Building a School Community
- Part 2: Exploring Personal and Social Responsibility
- Part 3: Taking Action Through Service-Learning
- Part 4: Evaluating and Sharing Service Experiences

Skills Bank: (26 skills taught through multiple activities)

- Cultural Awareness Skills
- Interpersonal Communication
- Personal Management and Responsibility
- Study and Writing Skills

Supplemental Drug Prevention Unit: (15 sessions)

CORE VALUES	Addressed within SFC curriculum
Help to create a safe and affirming school, classroom, and home climate through respectful behaviors.	Curriculum: Part 1, Sessions 1-5 Skills Bank: Skills 2-6, 9, 11 Supplementary Unit: <i>Teens-Alcohol and Other Drugs</i>: Session 1
Uphold clear and consistent classroom and school guidelines that promote respectful behaviors, civil speech, and appropriate conduct.	Curriculum: Part 1, Sessions 1-5 Skills Bank: Skills 2-6, 9, 11 Supplementary Unit: <i>Teens-Alcohol and Other Drugs</i>: Session 1
Demonstrate stress reduction and anger management skills.	Curriculum: Part 1, Session 7; Part 3B, Sessions 3, 5, 6; Part 3C, Sessions 2, 5 Skills Bank: Skills 13, 16, 17, 19



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CORE VALUES	Addressed within SFC curriculum
<p>Listen with empathy and learn to take another person’s perspective.</p>	<p>Curriculum: Part 1, Sessions 2, 3; Part 2, Session 4; Part 3B, Sessions 3, 6; Part 3C, Session 4; Part 4, Session 7</p> <p>Skills Bank: Skills 1, 2, 5, 7, 8, 9, 11</p> <p>Supplementary Unit: <i>Teens-Alcohol and Other Drugs</i>: Session 12</p>
<p>Communicate needs constructively.</p>	<p>Curriculum: Part 1, Sessions ; Part 2, Sessions ; Part 3B, Sessions ; Part 3C, Sessions ; Part 4,</p> <p>Skills Bank: Skills 6, 7, 11, 12, 15, 19</p> <p>Supplementary Unit: <i>Teens-Alcohol and Other Drugs</i>: Session 12</p>
<p>Learn how to build and improve positive peer relations.</p>	<p>Curriculum: Part 1, Sessions 1-4; Part 2, Session 4; Part 3B, Sessions 3, 6, 7; Part 3C, Session 4,6; Part 4, Sessions 1, 4, 5, 7</p> <p>Skills Bank: Skills 6-11</p> <p>Supplementary Unit: <i>Teens-Alcohol and Other Drugs</i>: Sessions 1, 2, 13-15</p>
<p>Resolve conflicts constructively through conflict resolution, decision making, and problem solving strategies (between two students who are causing conflict, not between the aggressor and the victim).</p>	<p>Curriculum: Part 1, Sessions 2-4; Part 2, Sessions 1, 2, 5, 6; Part 3B, Sessions 2, 4, 6; Part 3C, Sessions 3-5; Part 4, Sessions 1, 4</p> <p>Skills Bank: Skills 6, 7, 9, 13, 14, 15, 17, 19, 20</p>
<p>Learn specific strategies for dealing with bullying behaviors. Activate positive peer pressure.</p>	<p>Curriculum: Parts 1-4. Service-Learning projects could be developed around the anti-bullying theme throughout the school year.</p> <p>Skills Bank: Skills 2, 3, 4, 5, 6, 7, 9, 11, 12, 13, 14, 15, 16, 17, 19, 20</p>



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<p>Reflect on one’s own behaviors regarding the treatment of others.</p>	<p>Curriculum: Parts 1-4. Service-Learning includes ongoing reflection as an essential component of every learning experience. Reflection is incorporated into each lesson as well as into each critical juncture in Parts 1-4 of the service experience (preparation, action, reflection on the project, demonstration/celebration).</p> <p>Skills Bank: Skills 1-5, 9, 11, 17, 19, 20</p> <p>Supplementary Unit: <i>Teens-Alcohol and Other Drugs</i>: Reflection is an essential component of the Service-Learning method used in TAOD and is incorporated into each lesson and throughout the Service-Learning project.</p>
<p>Demonstrate conscience development through cause and effect thinking.</p>	<p>Curriculum: Part 1, Sessions 1, 2, 4, 5; Part 2, Sessions 1-8; Part 3B, Sessions 2, 4; Part 4, Sessions 1-7</p> <p>Skills Bank: Skills 9, 14</p>
<p>Demonstrate tolerance, inclusion, and appreciation for diversity.</p>	<p>Curriculum: Part 1-5, Session 4; Part 2, Sessions 1-4; Part 3B, Sessions 1, 2, 3, 6, 7; Part 3C, Session 6; Part 4, Sessions 1, 4, 5</p> <p>Skills Bank: Skills 1-5</p> <p>Supplementary Unit: <i>Teens-Alcohol and Other Drugs</i>: Sessions 13-15</p>
<p>Set goals at the individual, classroom, and school level.</p>	<p>Curriculum: Part 2, Session 7; Part 3B, Sessions 2, 3, 5, 6, 7; Part 3C, Sessions 2, 5, 6</p> <p>Skills Bank: Skills 13, 16, 18, 20</p> <p>Supplementary Unit: <i>Teens-Alcohol and Other Drugs</i>: Sessions 1-15</p>
<p>Engage in school and community events and Service-Learning projects that address bullying.</p>	<p>Curriculum: Parts 1-4. Bullying prevention could be the theme of the Service-Learning projects throughout the school year.</p> <p>Skills Bank: Skills 1-26</p> <p>Supplementary Unit: <i>Teens-Alcohol and Other Drugs</i>: Sessions 1-15</p>