**Classroom Guidance Lesson: 6th Orientation and Bullying Awareness**

**Goals:**

* Students will be able to identify the three areas of student development listed in the Guidance SOL’s.
* Students will know the school procedure for talking with their counselor.
* Students will be able to identify the three participants in bullying situations.
* Students will be able to identify ways to report and handle a bullying situation.

**Outline**

1. The students learned about the way students are divided up with their counselors and how they were placed in their classes.
2. The students were then taught about the Guidance SOL’s: career, academic, personal, and social development. They were given definitions of what each area of development dealt with and then gave examples of different issues and concerns that the students could potentially have in each area of development.
3. The students then learned about the procedure of the school for how to request to see their counselor. They also learned what their hall pass would look like and how to get the right teacher to sign their pass.
4. The students learned about the different groups that the counseling office provides, who can join, and how they work. The groups that the counseling office offers are making friends, stress busters, divorce and separation, study skills, grief and loss, and incarcerated parents.
5. The students were told about Stuarts Draft Middle School’s anti-bullying campaign, Step Up Be a Hero. This program consists of three phrases. The first phase is reminding the 7th and 8th graders about the program as well as educating the 6th graders about what the program is. The second phase is an educational movement about bullying, which could be a school book read, classroom guidance, etc. The third phase is a school-wide fun event, like skits, flash mob, etc.
6. The students then talked about what a bully is and the three different participants in a bullying situation. A bully was defined as someone who repeatedly hits, punches, teases, excludes, or intimidates another person. A target was defined as the person who is being bullied. The bystander was defined as the person(s) who see the bullying incident.
7. The students then learned and talked about the importance of a bystander in the bullying incident. They then talked about the different positive reactions as a bystander: walk away from the incident, be kind to the person later who was being bullied, tell the bully to stop, scoop up the target and take them somewhere else, or tell a parent, teacher, principal, or counselor. They also can drop an anonymous report in the “bully box” where their reports will be used to handle a bullying incident.
8. The students were also given a pre and post test about their knowledge of the three areas of development in the Guidance SOL’s. Before the lesson, 17 of the 159 students knew about school counseling focus on career development; 28 students knew about the focus on academic development; 24 of the students knew about the focus on personal development, and 20 students knew about the focus on social development. After the lesson, 123 of the 159 students knew about school counseling focus on career development; 122 students knew about the focus on academic development; 126 of the students knew about the focus on personal development, and 115 students knew about the focus on social development.