

Anti-Bullying & Autism Awareness

Primary Level Lesson

Time: 45 minutes

Health Standards:

- **Strand 1**
 - ▶ Concept 1, PO 1. Identify that healthy behaviors affect personal health and overall well-being
 - ▶ Concept 5, PO 1. Describe why it is important to seek healthcare
- **Strand 2**
 - ▶ Concept 1, PO 3 Recognize how peers can influence healthy and unhealthy behaviors
 - ▶ Concept 1, PO 4 Identify what the school can do to support personal health practices and behaviors
- **Strand 3**
 - ▶ Concept 1, PO 1 Identify trusted adults and professionals who can help promote health
 - ▶ Concept 2, PO 1 Identify ways to locate school and community health helpers
- **Strand 4**
 - ▶ Concept 1 PO1 Demonstrate healthy ways to express needs, wants, and feelings
 - ▶ Concept 1, PO2 Demonstrate listening skills to enhance health
 - ▶ Concept 2, PO1 Demonstrate ways to respond when in a unwanted, threatening or dangerous situation
 - ▶ Concept 3, PO1 Demonstrate ways to tell a trusted adult if threatened or harmed

Objective/Lesson Outcome:

- Help students recognize similarities and differences in all people and apply this to disability awareness and anti-bullying safety.

Materials:

- Content display for video, whiteboard/chalkboard or paper for question/answer display.

Anticipatory Set:

- What is one thing different about someone you know that you like? (Write questions and student responses on white board/chart paper for display.)

Procedure:

1. Watch the following clip from Sesame Street to give context on Autism specifically and learn about Julia: <https://autism.sesamestreet.org/video/meet-julia/>
2. Ask students to raise their hands and propose ideas of how all people are similar and what we all share.
3. Ask students to raise their hands and propose ideas of how people are different and still human (eye color, hair color, voices, things we like, et cetera)



4. Explain that it is therefore important for students to calmly explain their thoughts and feelings as we all have different needs. Have a student demonstrate their thoughts and feelings.
5. Help lead students to conclude that discussing their feelings and needs help them feel safe in their environment. Address what it might look like if a student feels unsafe or hurt (their feelings and needs are not accepted or valued by others)
6. Refer back to the video and explain some ways in which autistic people might not feel safe (ie routines, sensory controls, defined personal space, et cetera).
7. Introduce conceptually students feeling unsafe and talking to a teacher or parent or trusted adult. Connect to the trusted adult in the video who helped Julia when she was overwhelmed. Ask students who they might talk to if they needed help or felt unsafe.
8. Close by opening the floor for questions.

Closure:

- Read aloud the student responses from the anticipatory set. Ask students to add learned information to and correct misinformation the anticipatory set display, and to correct misinformation.

