

Requirements for Bullying Prevention Lessons and TEKS Supporting Information

TEC Sec. 37.0832. BULLYING PREVENTION POLICIES AND PROCEDURES. EDUCATION code Chapter 37. Discipline; Law and Order. (2021, June 18). <https://statutes.capitol.texas.gov/Docs/ED/htm/ED.37.htm#37.0832>

Texas Secretary of State. (n.d.). Texas Administrative Code.

https://texas-sos.appianportalsgov.com/rules-and-meetings?chapter=115&interface=VIEW_TAC&part=2&title=19

Health Education, 5th Grade, Texas Essential Knowledge and Skills (TEKS) (Effective August 1, 2022) [Texas Administrative Code \(state.tx.us\)](https://state.tx.us)

5.13 Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to:

(C) analyze the consequences of cyberbullying and inappropriate digital and online communication in relation to home, school, and community environments.

5.14 Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:

(A) identify methods available to report bullying;

(B) identify ways to advocate for self and others to prevent bullying and cyberbullying behavior

CCISD Policy FFI (LEGAL)

CCISD Policy FFI (LOCAL)

CCISD Regulation FFI

Essential Standards:

- The student is expected to analyze the consequences of cyberbullying and inappropriate digital and online communication in relation to home, school, and community environments. (Health Education-Grade 5: 13C)
- The student is expected to identify methods available to report bullying. (Health Education-Grade 5: 14A)
- The student is expected to identify ways to advocate for self and others to prevent bullying and cyberbullying behavior. (Health Education-Grade 5: 14B)

Learning Target:

- I can analyze the consequences of cyberbullying and online communication in relation to home, school, and community environments AND identify ways to report bullying. (Health Education-Grade 5-: 13C, 14A, 14B)

Evidence for Learning:

- The student can analyze the consequences of cyberbullying and online communication in relation to home, school, and community environments AND identify ways to report bullying. (Health Education-Grade 5-: 13C, 14A, 14B)

Academic Vocabulary for Bullying Prevention (K-12):

- **Body alarm:** warning signals from our body that helps us know when we are feeling unsafe
- **Bullying:** a single act or pattern of acts of intentional aggression or cruelty that involves an imbalance of power or strength. These acts can be done with written or verbal expression. (When one or more persons says or does something intentionally cruel or is repeatedly mean that makes another person or group feel inferior.)
- **Bystander:** a person who witnesses bullying
- **Cyberbullying:** willful (not accidental) harm inflicted through the use of computers, cellphones, and other electronic devices OR bullying done through computers, cellphones, and other electronic devices
- **Decision-making skills:** the skills needed to make an informed, rational choice
- **Empathy:** the ability to take on another's perspective, to understand, feel, and possibly share and respond to their experience
- **Harassment:** intentional behavior meant to annoy, torment, alarm, abuse, or embarrass another person (per the Texas Penal Code 42.07)
- **Intentional:** done on purpose
- **Joking:** to speak or act in a playful way or to say or do something to provoke or make someone laugh
- **Playing around:** to behave or treat something in a care-free or worry-free way
- **Problem-solving:** the process of finding solutions
- **Problem-solving skills:** the ability to identify a problem, brainstorm answers, and implement solutions
- **Reporting:** concern about safety of yourself or others
- **Ripple effect:** a situation in which one thing causes a series of other things to happen
- **Sticky situations:** situation that can be a little dangerous or unsafe, but where it's not super clear or obvious what to do
- **Tattling:** telling on someone to get them in trouble or make them feel bad
- **Teasing:** to make fun of or attempt to provoke/give big feelings or anger in a playful way
- **Trusted Adult:** a grownup whose words and actions make you feel safe
- **Unsafe:** unprotected; could be harmed, hurt, or in danger (people, places, things, situations)
- **Unsafe situation:** a location or condition where you could be harmed, get hurt, or be in danger

Lesson Vocabulary:

- No new vocab

Tips for Success: Prior to this lesson, students should have received instruction on bullying, cyberbullying, and trusted adult.

Resources / Materials:

- PowerPoint
- *Dare* by Erin Frankel or *Nobody!* by Erin Frankel
- EPIC account <https://www.getepic.com/educators>

BULLYING PREVENTION LESSON –FIFTH GRADE UNIT

Learning Experience:

1. Before you begin the lesson, if you have chosen to use the book *Nobody!* you will need to log into [EPIC](#) and search for the book. Introduce the topic of bullying by saying, “We know that bullying impacts us in many ways. Today, we will review how bullying affects us at school, home, and in our community.”
2. Review the previous lessons and recall possible consequences of bullying/cyberbullying on the victim, as well as the person who bullies. (Can create a 3-column t-chart titled with “Home” “School” and “Community”).
 - Say, “Let’s list the consequences of bullying and cyberbullying on the person who bullies, as well as the victim at home and in school.”
 - Solicit answers listing them in a table such as the one below.
 - “Community” will be a new teaching point to which examples will be added throughout the lesson.

Home	School	Community
B: Get in trouble with parents/guardians B: Lose privileges B: Legal consequences B: Lose trust of friends, family, other adults V: Don’t feel safe V: Feeling sad V: Feeling alone V: Questioning if it’s true V: Others don’t feel safe	B: Get in trouble with adults B: Can’t use electronic devices B: Legal consequences B: Lose trust of friends, family, other adults B: Lose opportunities V: Don’t feel safe V: Feeling scared V: Others don’t feel safe V: Feels like they will lose friends	

3. Say, “Look at the consequences that you are all aware of that can occur at home and school. Today, we will add to this learning and see what community consequences can occur. We will also expand on how to respond if you are ever in or witness a bullying/cyberbullying situation.”
4. Read *Dare* or *Nobody!* by Erin Frankel.
 - Point out how and why the others in the story didn’t stick up for her. (pg. 2, 7)
 - Point out community consequences
 - Examples from *Dare*: Sam doesn’t have any friends (pg 8- standing by themselves) Getting in trouble with teachers (pg 14) Not getting to participate in events (pg 25) Loss of friendships (pg 29)
 - Examples from *Nobody!*: Others may be uncomfortable and say something (p. 6, 8, 12), some may not want to speak up (p. 10-11)
 - Say, “What community consequences did you notice?”
 - Examples of community consequences: the person bullying might experience the loss of relationships or trust from teachers, other students, etc., and loss of responsibilities or privileges given to them because of their choices.
 - Say “Are there any examples that you can think of that weren’t included in the story, but that you could see happening?”
 - The victim might not feel comfortable participating in the community the way they did before the bullying, etc.)
5. Say, “So, let’s think of some ways that we can handle a bullying/cyberbullying situation.”
 - Say, “How was the bullying handled in the story?”
 - Solicit a few answers.

BULLYING PREVENTION LESSON –FIFTH GRADE UNIT

- Examples from *Dare*: Jayla stands up for Lucia – Tells her friends that they need to talk to the teacher and goes to an adult for help. She also says, “We don’t have to do what Sam says.” (pg 24-25)
 - Examples from *Nobody!*: The sister told Kyle to leave her brother alone (p 12). Thomas changed the way he thought about himself. He realized being different/unique is what makes him special (p.22-23). Thomas stands up for himself (p. 25).
 - Discuss Cyberbullying- Say, *“In the book, the bullying was face-to-face, in person. What if the comments made were done online and were cyberbullying? What could be done?”*
 - Solicit a few answers. Examples: Playing a different game, refusing to respond, Leaving the chat, showing it to an adult and asking for help, Telling the person how it made you feel and asking them to stop.
6. Say, *“How do you think we should handle this situation?”*
- *Kids in our grade think I am not cool enough for them. They laugh at me, take and post pictures of me online, or send them to other people. They make fun of me in the comments on the pictures. Some of them whisper about me when they see me at school. Some even ignore me altogether.*
 - Say, *“You can do something about this situation. Knowing you can always report it to a trusted adult, what other things can you do?”*
 - Solicit ideas about what to do. Suggestions may include turning off the device, blocking the comments or the person commenting, turning off the comments, and no longer using that site.
 - Remind students not to participate in inappropriate communication with others by forwarding messages sent to you to others.
 - Say, *“If messages contain inappropriate images or communication, you must show the content to a trusted adult. Do not send it to anyone because then you are involved in the bullying situation. The trusted adult will tell you when and how to delete it.”*
7. Say, *“Who are some of the trusted adults in your life that you could go to?”*
- Solicit a few answers.
 - Tie in some community members who can help. Also, draw attention to the community members students can go to when they are in intermediate school: liaison officers, coaches, scout leaders, doctors, firefighters, etc.
8. Say, *“You can report bullying, cyberbullying, and any inappropriate behavior through CCISD’s Anonymous Alerts.”*
- Say, *“You can find the link to report using Anonymous Alerts on any school-issued computer. Open the browser and find the folder labeled “CCISD” in the top left corner. Click on the folder and find the A for Anonymous Alerts in the drop-down menu. Click on the link and the page will load.”*
9. Brainstorm additional tools that they can use to report to a trusted adult (counselor forms, Canvas page, notes to teachers/counselors, etc.)
10. Say *“There are other ways that you can respond to bullying in addition to reporting.”*
- Show page 24 from the book and remind students they can respond by inviting the person being bullied into their group, remind the victim that they don’t have to believe what the person bullying is saying about them/ or what they are doing is wrong, offer to go report to an

BULLYING PREVENTION LESSON –FIFTH GRADE UNIT

adult with them, empathize with the victim: “You don’t deserve to be treated this way. It must hurt.”

11. Students will discuss or write responses to bullying scenarios. They will also list 3 ways to report and respond to a bullying situation.
 - Bullying Prevention Safety Plan: Use the discussions from these scenarios to complete this plan.
 - Scenario 1: My friend is being bullied because he is different from other kids our age. He has different interests.
 - Scenario 2. Some of my classmates like to roast each other. They do it to your face and online. I have asked them repeatedly to not do it to me.
12. Conclude the lesson by asking the students to ask their parents/guardians how they would want them to respond to the bullying/cyberbullying scenarios.

Home Connection: As part of the 5th Grade Bullying Prevention lesson, counselors are encouraged to send the District Home Connection Bullying Prevention letter the day the lesson is completed.