

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

Health Education, 2<sup>nd</sup> Grade, Texas Essential Knowledge and Skills (TEKS) (Effective August 1, 2022) [Texas Administrative Code \(state.tx.us\)](https://state.tx.us)

2.12 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) identify consequences that result from cyberbullying and inappropriate digital and online usage.

2.13 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:

(B) describe the difference between reporting and tattling; and

(C) explain why obtaining assistance, especially from parents or other trusted adults, can be helpful when making decisions about personal safety.

CCISD Policy FFI (LEGAL)

CCISD Policy FFI (LOCAL)

CCISD Regulation FFI

**Essential Standards:**

- The student is expected to identify consequences that result from cyberbullying and inappropriate digital and online usage. (Health Education-Grade 2: 12C)

**Learning Target:**

- I am expected to report inappropriate behavior online including cyberbullying (Health Education-Grade 2: 12C).

**Evidence for Learning:**

- The student can identify the consequences of cyberbullying and know to report cyberbullying (Health Education-Grade 2: 12C; 13B).

**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:**

- **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

**Tips for Success:** Prior to this lesson, students should have received instruction on tattling and reporting.

**Resources / Materials:**

- PowerPoint
- The Power of Words—Common Sense Media <https://www.youtube.com/watch?v=kRHjmYO-c6w&list=PL8TjVyuBdsCnTZiAYcQcF4v-6dw0nIRJm&index=10>
- CC STAR handout
- Whiteboard or blank paper

**Learning Experience:**

1. Before you begin the lesson, be sure to have logged into YouTube using your CCISD credentials. Start the lesson with the PowerPoint provided. Introduce the topic of bullying by saying, *“One of the things we are responsible for is looking out for each other and making sure everyone feels safe.”*
  - Say, *“Today we will continue conversations we have had since kindergarten about bullying. Remember, bullying is when someone is hurt by unwanted words or actions, usually more than once, and has a hard time stopping what is happening to them.”*
2. Review the definition of reporting, teasing, and joking.
3. Say, *“Raise your hand if you play video games online with other people or use a device like an iPad or cell phone to communicate with others through talk, text, or messaging.”*
  - Ask students, *“Have you ever seen anyone type or message mean things to other people on an electronic device?”* (Have students raise their hand to indicate yes. Do not ask them to share what they saw.)
4. Say, *“We have learned that joking and teasing can cause big feelings. They are done on purpose. Sometimes joking and teasing can go too far. Often, they go too far because we are not concerned about the person catching our words.”*
  - Say, *“Let’s watch a video on the Power of Words. Watch and see if any of the words stick to the characters.”*
  - Play video. <https://www.youtube.com/watch?v=kRHjmYO-c6w&list=PL8TjVyuBdsCnTZiAYcQcF4v-6dw0nIRJm&index=10>
5. Say, *“Who can tell me what happened in the video to the main character, Guts?”*
  - Solicit a few answers.
  - Say, *“The mean words posted in the video game happened several times and even stuck to Guts. Remember earlier we said when someone is hurt by unwanted words, usually more than once, and has a hard time stopping them, we call that something....What do we call that?”*
  - Solicit answers. Affirm when the students say bullying.
  - Say, *“Yes, what happened online in that video game could be bullying and it’s because it is online, it has a special name called cyberbullying. Cyberbullying is bullying that happens through the use of a computer, cellphone, or other electronic device including video games!”*
6. Say, *“Is communicating with other people online a bad thing?”*
  - Solicit a few answers and ask the students how they came to their conclusion.
7. Say, *“What are some ways we use electronic devices?”*
  - Solicit answers. They may include learning, doing schoolwork, looking up information, taking pictures, finding locations, watching things, etc.
  - Say, *“Electronic devices can be very helpful and fun if used correctly. Let’s brainstorm some ways to stay safe when using electronic devices.”*
  - Have students share ideas about how to stay safe on electronic devices and write them down on a poster or whiteboard.
    - Ensure students include not typing mean things or posting mean videos or photos to others, reporting mean words and threatening behaviors, reporting inappropriate images to trusted adults, not sharing personal information like

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name, address, location, phone number with people your parent or guardian does not know in real life.

8. Say, *“What are some of the consequences of bullying and cyberbullying? What happens or how do you feel when someone bullies someone else?”*
  - Solicit answers and list them on the whiteboard or a poster. Consequences could include losing the trust of adults, friends, and family; lose friends, loss of privileges or things I like to do; legal consequences, don’t feel safe; feel bad about self.
9. Say, *“One thing I noticed is when bullying happens, even when it's cyberbullying, is that it’s important to have a friend who can help. I want to introduce you to a friend named CC STAR. CC is cool because the last name STAR reminds me and you of what to do when we see something that could be bullying!”*
  - Say, *“STAR means to stand tall, tell them to stop, ask if anyone needs help, and report to a trusted adult.”* (STAR actions can happen in any order.)
  - Say, *“How could Guts or his friend have used CC STAR when the cyberbullying was happening?”*
10. Conclude the lesson by handing out the CC STAR paper. Remind students that our words have power.

**Home Connection:** As part of the 2<sup>nd</sup> Grade Bullying Prevention lesson, counselors are encouraged to send the District Home Connection Bullying Prevention letter the day the lesson is completed.