BULLYING PREVENTION LESSON –6th GRADE UNIT

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, 6th Grade, Texas Essential Knowledge and Skills (TEKS) (Effective August 1, 2022) Texas Administrative Code (state.tx.us)

6.13 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:

(F) identify the current legal consequences of cyberbullying and inappropriate digital and online communication.

6.14 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:

(B) assess healthy and appropriate ways of responding to and discouraging bullying and cyberbullying, including behavior that takes place at school;

(C) analyze the impact that bullying has on both victims and bullies;

(D) identify strategies for prevention and intervention of all forms of bullying and cyberbullying such as emotional, physical, social, and sexual; and

(E) discuss ways to seek the input of parents and other trusted adults in problem-solving issues relating to violence and bullying.

CCISD Policy FFI (LEGAL) *CCISD Policy FFI (LOCAL)* *CCISD Regulation FFI*

Essential Standards:

- The student is expected to identify the current legal consequences of cyberbullying and inappropriate digital and online communication. (Health Education-Grade 6: 13F)
- The student is expected to identify strategies for prevention and intervention of all forms of bullying and cyberbullying such as emotional, physical, social, and sexual. (Health Education-Grade 6: 14D)

Learning Target:

- I can identify strategies for the prevention and intervention of all forms of bullying and cyberbullying (Health Education-Grade 6: 14D), AND identify the legal consequences (Health Education-Grade 6: 13F)

Evidence for Learning:

- The student can share strategies for prevention and intervention in all forms of bullying (Health Education-Grade 6: 14D).

Academic Vocabulary for Bullying Prevention (K-12):

- **Aggressive:** verbally or physically hostile to deliberately hurt others; expressing feelings and opinions strongly and as they occur
- **Assertiveness:** confidently telling someone what I need (Big Voice)
- **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
- **Passive:** To avoid expressing needs, opinions, or values; to avoid saying what you think or feel
- **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 the safety of yourself or others
- **Ripple effect:** a situation in which one thing causes a series of other things to happen
- **Sticky situations:** situations 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:

- **Empathy:** the ability to take on another's perspective, to understand, feel, and possibly share and respond to their experience
- **Ripple effect:** a situation in which one thing causes a series of other things to happen

Tips for Success: Before this lesson, students should have received instruction on passive, aggressive, and assertive communication through the LAUNCH curriculum.

Resources / Materials:

- PowerPoint
- Role cards with guided questions

Learning Experience:

1. Introduce the topic of bullying by saying, *"We have a shared responsibility to ensure everyone in our community feels safe."*
   - Say, *"When bullying or cyberbullying happens, there is a wide range of feelings. Some people feel scared, angry, confused, untrusting…"*
   - Say, *"Today we are going to spend some time discussing what we can do to prevent bullying and intervene when it does happen."*

2. Review previous vocabulary. Words to be included are bullying, cyberbullying, and aggressive, passive, and assertive communication.

3. Say, *"We are going to practice empathy and place ourselves in someone else's shoes in a few bullying situations. You will have the opportunity to think about bullying from the point of view of the person doing the bullying, the target, the witness, and the community impacted by bullying."*
   - *The person bullying—the individual who is doing the bullying.*
   - *The target—the individual who is on the receiving end of the bullying.*
   - *The witness—the individual who is watching the bullying happen.*
   - *The community impacted—the group of people who are experiencing a significant or major effect from the bullying.*

4. Divide the class into four smaller groups.

5. Say, *"Who knows what a ripple effect is?"*
   - Solicit a few answers.
   - Say, "*A ripple effect is* a situation in which one thing causes a series of other things to happen. Let's look at some situations and think about how the ripple effect is at work."
   - Say, *"I am passing out role cards. The card will tell you if your group is going to think about this situation from the point of view of the person bullying, the target, the witness, or the community impacted by the bullying. Each card also has some questions to consider and discuss."*

6. Read the following scenario:
   - A group of students has a shared Padlet. One student posted that another student should kill themselves. The person targeted in the post has access to the shared Padlet and saw what was written along with everyone else in the group.
   - Say, *"Now as a group discuss the perspective questions on your card based on the role you were assigned. Make a note of the physical, social, or emotional consequences of bullying for your role."*
   - After 5 minutes, allow each group to share the physical, social, and emotional consequences by role. Also, the groups should share their ideas on how they could have prevented bullying from happening.

7. Say, *"Knowing someone's perspective helps us have empathy. Empathy is the ability to take on another's perspective, to understand, feel, and possibly share and respond to their experience."*

8. Say, *"In your groups, discuss what interventions can be done to stop bullying when it is happening. Here are a few sentence stems to think about:*
   - *(As the person bullying or as the target) I can self-regulate/practice self-control or use this coping skill…*

- *(As the target or witness) I can be assertive, passive, or aggressive by…*
- *(As the witness or community impacted) I can help in this situation by…*

9. If time allows, have students work through one or both bullying situations below. For each scenario, change the group's role.
    - Read the following scenario:
        - A picture of someone is going around because of their appearance. Students are sharing it with everyone; now it is like photo gossip. It has now been turned into a meme.
        - Amy sees Beatriz in the hall every day after 3rd period. She does not like her. Amy shoulder-checks* Beatriz daily as she walks past her.

*Intentionally bumping another person's shoulder with your shoulder as you walk past them. It is meant to display open aggression or simple disrespect depending on how roughly the shoulder check is performed.

10. Say, *"Bullying is considered harassment and is a crime in Texas. If you are caught bullying, you can be charged with a crime and possibly must pay a large fine and go to jail."*

11. Conclude the lesson. Say, *"Today we have looked at bullying from different perspectives. Please remember that we all want to be safe, be included, and be a part of something bigger than ourselves. That sense of community and shared responsibility provides us with the opportunity to make it happen. Remember each one of us can prevent and intervene in bullying. And every one of us is contributing to a positive and safe community."*

Home Connection: As part of the 6th Grade Bullying Prevention lesson, counselors are encouraged to send the District Home Connection Bullying Prevention letter the day the lesson is completed.