

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, Grades 7-8, Texas Essential Knowledge and Skills (TEKS) (Effective August 1, 2022) [Texas Administrative Code \(state.tx.us\)](https://state.tx.us/texas-administrative-code)

7-8.14 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) describe the serious effects of bullying, cyberbullying, or harassment such as suicidal ideation and other effects on the individual;
- (C) explain the responsibility to report bullying behavior, including cyberbullying;
- (D) describe the seriousness of various forms of bullying such as harassment;
- (E) analyze strategies for prevention and intervention of all forms of bullying and cyberbullying such as emotional, physical, social, and sexual; and
- (F) summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills related to personal safety.

CCISD Policy FFI (LEGAL)

CCISD Policy FFI (LOCAL)

CCISD Regulation FFI

Essential Standards:

- The student is expected to describe the serious effects of bullying, cyberbullying, or harassment such as suicidal ideation and other effects on the individual. (Health Education-Grades 7-8: 14B)
- The student is expected to analyze strategies for prevention and intervention of all forms of bullying and cyberbullying such as emotional, physical, social, and sexual. (Health Education-Grades 7-8: 14E)

Learning Target:

- I understand the impact that bullying and harassment have on mental health AND can choose, use, and evaluate intervention and prevention strategies pertaining to bullying. (Health Education-Grades 7-8: 14B, 14E).

Evidence of Learning:

- The student verbalizes the impact of bullying and harassment on personal and community mental health AND creates strategies and interventions to improve community safety (Health Education-Grades 7-8: 14B, 14E).

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:** 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:

- No new vocabulary

Tips for success: The story shared in this lesson addresses bullying from different perspectives. The story may trigger emotional discomfort and unease for the participants.

Associated Leader in Me Habit: Seek First to Understand, Then to Be Understood

Resources / Materials:

- My Bullying Story (from four different perspectives)
- Bullying Prevention & Intervention Menu

Learning Experience:

1. Introduce the topic of bullying by saying, *“We have a shared responsibility in ensuring everyone in our community feels safe.”*
 - Say, *“When bullying happens, it impacts the person or group bullied, the person doing the bullying, the witnesses, and the larger community.”*
2. Review previous vocabulary. Words to be included are bullying, cyberbullying, body alarm, and harassment.
3. Review the legal consequences of bullying. Say, *“In Texas, bullying is considered harassment, and a person can be charged with a Class B or A misdemeanor and fine range of up to \$4,000 and up to a year in jail.”*
4. Say, *“Our words and actions are powerful. Words and actions can leave a lasting impression on us and others.”*
 - Say, *“We will be reading a story about bullying. The story is told from four perspectives—the target, the person bullying, the witness, and the community impacted. I will assign you a perspective. You will read the story and I want you to note any body signals or alarms the author gives based on your assigned role.”*
 - Say, *“Think about the body alarm. How does it impact the mental health of the author/perspective or the mental health of others?”*
 - Pass out the story from the different perspectives.
5. Read My Bullying Story.
6. Say, *“In a small group, share your role and discuss where and what body alarms were experienced based on your assigned role.”*
 - Say, *“Using the Bullying Prevention & Intervention Menu, identify strategies for prevention and intervention based on the roles of bullying victim, person bullying, witness, and the community.”*
 - Give students 10 minutes to discuss and identify strategies for prevention and intervention.
 - Solicit volunteers to share prevention and intervention strategies by role.
7. Conclude the lesson. Say, *“Today we have discussed the impact of bullying on ourselves and others from different perspectives. We have also discussed how to prevent and intervene in bullying from different roles. I encourage you to select at least one strategy from each role perspective and work on practicing it.”*

Home Connection: As part of the 8th Grade Bullying Prevention lesson, counselors are encouraged to send the District Home Connection Bullying Prevention letter the day the lesson is completed.