

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, 3rd Grade, Texas Essential Knowledge and Skills (TEKS) (Effective August 1, 2022) [Texas Administrative Code \(state.tx.us\)](https://state.tx.us)

3.12 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:

(D) explain the consequences that result from cyberbullying and inappropriate digital and online usage.

3.13 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:

(A) describe how to effectively respond to bullying and cyberbullying of oneself or others.

CCISD Policy FFI (LEGAL)

CCISD Policy FFI (LOCAL)

CCISD Regulation FFI

Essential Standards:

- The student is expected to explain the consequences that result from cyberbullying and inappropriate digital and online usage. (Health Education-Grade 3: 12D)
- The student is expected to describe how to effectively respond to bullying and cyberbullying of oneself or others. (Health Education-Grade 3: 13A)

Learning Target:

- I can explain the consequences of inappropriate behavior online including cyberbullying and how to respond if bullying and cyberbullying is happening to me or someone else. (Health Education-Grade 3: 12D, 13A).

Evidence for Learning:

- The student can describe how to respond to bullying and cyberbullying and can explain the consequences of cyberbullying. (Health Education-Grade 3: 12D, 13A)

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 vocabulary will be introduced.

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

Resources / Materials:

- PowerPoint
- *The Power of Words*—Common Sense Media <https://www.youtube.com/watch?v=kRHjmYO-c6w&list=PL8TjVyuBdsCnTZiAYcQcF4v-6dw0nIRJm&index=10>
- Bullying Scenario Workbook

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, *“We often talk about our character. Having good character includes being responsible for ourselves and others and being good citizens. Keeping everyone safe from bullying shows responsibility and citizenship!”*
2. Review the definitions of bullying and cyberbullying.
 - Say, *“We are going to watch a quick video to remind us about the definition of bullying.”*
 - Play the Common Sense Media video titled *The Power of Words*.
<https://www.youtube.com/watch?v=kRHjmYO-c6w&list=PL8TjVyuBdsCnTZiAYcQcF4v-6dwOnlRJm&index=10>
 - Say, *“What did you notice happening?”*
 - Solicit a few answers.
 - Say, *“Do you think this is bullying?”*
 - Say, *“This is cyberbullying. Cyberbullying is 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.”*
 - Say, *“How do you think Guts could address what is happening?”*
 - Solicit a few answers.
 - Answers could include reporting or blocking that user, sticking up for the other user by messaging that what the person is saying is not nice and they should stop, sharing what’s happening with your trusted adults, and suggesting that the user being bullied should talk to their trusted adults.
3. Say, *“Now we will break into small groups and review some bullying and cyberbullying scenarios. As a group, you will identify the consequences of the bullying or cyberbullying and offer options of how the individual can respond to the situation.”*
 - Give students 3-5 minutes to discuss the scenario in small groups.
 - If each group is doing the same scenario, ask for volunteers to share the consequences and ways to respond.
 - At the end of the 3-5 minutes, give each group a new scenario until all of the scenarios have been discussed.

Scenarios

- We have assigned seats in the cafeteria. Every day, Sally tells me I am in HER seat, and I need to move. I feel like I’m being bullied. I’m not sure what I can do.
 - What are the consequences? (Consequences could include I don’t like going to lunch, I am scared during lunch, Sally may get angry with me, Sally may start being mean to me during other times of the day, and I may get in trouble if I change seats.)
 - How can you respond? (Responses may include You politely tell Sally you are assigned to this seat, you ignore Sally, and you suggest you both ask the teacher to show you both your assigned seats.)
- During class, your friends use the computer to say inappropriate things and threaten others in a group message.
 - What are the consequences? (Consequences could include a teacher finding out that no one is allowed to use the computer or messaging, the threats becoming real

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actions, everyone getting in trouble for the inappropriate messages and threats, people being scared because of the threats, and other people sharing the threats and inappropriate messages.)

- How can you respond? (Responses may include reporting the inappropriate messages and threats to a trusted adult, reporting the inappropriate messages and threats to an anonymous reporting system, telling your friends their comments are not ok, telling the target of the inappropriate threats and messages that you don't feel the same way as the person who wrote them, etc.)
 - I usually play with Billy on the playground but realize every day he pushes me, says mean things, and always kicks me out of the games. Today, I am going to play with George instead.
 - What are the consequences? (Consequences could include Billy being confused or angry because I don't want to play with him, I don't like playing with Billy anymore, and Billy may start being mean to me more often.)
 - How can you respond? (Responses may include I tell Billy I am going to play with George today, I tell Billy I do not want to play, I tell Billy I don't like it when he pushes me, kicks me out of games, etc.)
 - You are in a shared world in Minecraft, and someone builds a threat toward you.
 - What are the consequences? (Consequences could include I may feel unsafe in the game, I may not want to play with those players anymore, etc.)
 - How can you respond? (Responses may include telling the person making threats is not cool, blocking the person, reporting the person to Minecraft, playing in a different shared world, turning off the game, and telling a trusted adult, etc.)
 - You have several friends over playing at your house. One of your friends is making fun of the clothes your sister is wearing. You realize that every time that friend is at your house, they say mean things about your sister.
 - What are the consequences? (Consequences could include my sister feeling uncomfortable if she hears the comments, my other friends feeling uncomfortable hearing the comments, my sister, my other friends, and myself feeling uncomfortable if we like her clothes, etc.)
 - How can you respond? (Responses may include telling the friend to be nice to my sister, telling my sister she looks nice and I like her clothes, asking the friend to be kind, etc.)
4. Conclude the lesson by asking the students to share with their parents/guardians the consequences of cyberbullying and how to respond to bullying.

Home Connection: As part of the 3rd Grade Bullying Prevention lesson, counselors are encouraged to send the District Home Connection Bullying Prevention letter the day the lesson is completed.