

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)

7-8.13 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:

(E) research the current legal consequences of cyberbullying and inappropriate digital and online communication.

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 research the current legal consequences of cyberbullying and inappropriate digital and online communication. (Health Education-Grades 7-8: 13E)
- The student is expected to describe the seriousness of various forms of bullying such as harassment. (Health Education-Grades 7-8: 14D)
- The student is expected to summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills related to personal safety (Health Education-Grades 7-8: 14F)

Learning Target:

- I understand the serious legal and social consequences of bullying (as defined as harassment) (Health Education-Grades 7-8: 13E,14D) and can practice the use of problem-solving and decision-making skills related to the safety of myself and others in the community (Health Education-Grades 7-8: 14F).

Evidence for Learning:

- The student can model problem-solving and decision-making skills; AND verbalize the legal consequences of bullying as it pertains to harassment (Health Education-Grades 7-8: 13E, 14D, 14F).

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

BULLYING PREVENTION LESSON –7th GRADE UNIT

Lesson Vocabulary:

- **Decision-making skills:** the skills needed to make an informed, rational choice
- **Problem-solving skills:** the ability to identify a problem, brainstorm answers, and implement solutions
- **Harassment:** intentional behavior meant to annoy, torment, alarm, abuse, or embarrass another person (per the Texas Penal Code 42.07)

Tips for Success: Prior to this lesson, students should have received instruction on strategies for the prevention of and intervention in bullying and cyberbullying.

Associated Leader in Me Habit: Be Proactive; Begin With the End in Mind; and Put First Things First

Resources / Materials:

- PowerPoint
- Problem-solving and Decision-making Skills Word Bank
- Sticky notes with each problem-solving and decision-making skill listed separately per note

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, including cyberbullying, happens, there are a wide range of consequences. Today we are going to spend some time learning about those consequences and how each of us can use our problem-solving and decision-making skills to keep ourselves and others safe."*
2. Review previous vocabulary. Words to be included are ripple effect, body alarms, bullying, and cyberbullying.
3. Say, *"When bullying occurs, everyone experiences consequences."*
 - Say, *"Remember, a consequence is the effect, result, or outcome of something occurring earlier. Are there legal consequences for bullying?"*
 - Solicit a few answers.
 - Say, *"Yes! While there is no charge in Texas for bullying, a person can be charged with harassment, and it does include legal and financial consequences."*
 - Say, *"Harassment is intentional behavior meant to annoy, torment, alarm, abuse, or embarrass another person. Harassment can happen in different ways. It includes physical actions, phone calls, and electronic messages. This includes cyberbullying."*
4. Say, *"The legal and financial consequences for harassment can include fines for thousands of dollars and six months up to a year in jail!"*
 - Say, *"Also, know your words are powerful! If you tell someone to 'kill yourself' or anything similar, and the person does die or seriously hurts themselves, YOU can be charged with a serious crime."*
5. Say, *"In school, bullying has consequences, including cyberbullying. School discipline consequences include in-school suspension, being sent to our DAEP for 30 school days or more, and the possibility of being transferred to another class or even a different campus."*
6. Say, *"We talked about some of the legal, financial, and school consequences. What other*

consequences can you think of related to bullying? "

- Solicit a few answers and affirm appropriate responses.
- Say, *"The consequences of bullying can have a ripple effect. The ripple effect from bullying includes how people feel about being bullied like being scared or afraid. It can also include how people feel about knowing bullying is happening such as being fearful it could happen to them, or uncomfortable in certain locations. It impacts our community as well. People in the community may start to think a school or group of people are dangerous, or unsafe. Individual consequences may include the loss of opportunities such as not having access to electronic devices like phones or computers because of inappropriate or unsafe comments, messages, etc."*

7. Say, *"When bullying happens, we must decide what to do. Do you ignore it, intervene, or tell someone else who can help? We use our problem-solving and decision-making skills to guide us in our choices."*

- Say, *"Problem-solving is the process of finding solutions. We do this by identifying a problem, brainstorming answers, and implementing a solution."*
- Say, *"Decision-making is the act of making a choice. Decision-making skills are the skills needed to make an informed, rational choice."*
- Provide students with the problem-solving and decision-making word bank. Give students 2 minutes to read and review the different problem-solving and decision-making skills independently.

8. Say, *"We are dividing into small groups of 3-5 students. When I call your group, a representative from your group will select one problem-solving or decision-making skill from the board (on a sticky note). You will use the selected skill to respond to a bullying scenario. You will be asked to share your strategy with the class."*

9. Select one scenario below to have the groups respond to. If time allows, do another scenario permitting the groups to select a different skill.

- Scenario 1-You receive a screenshot of a conversation between two classmates who are your friends. One has told the other to KYS (Kill Yourself) in addition to making other cruel statements multiple times in the text thread. What would you do?
- Scenario 2-Students at my school who have bullied me in the past have asked me to hang out. It's been a few months since the last time I was bullied. I am nervous and don't want to be around them. What would you do?
- Scenario 3- You are aware someone you thought was a friend has been intentionally spreading a cruel and untrue rumor about you. What would you do?

10. Conclude the lesson. Say, *"Today we have looked at the consequences of bullying, including cyberbullying, from different perspectives. Those perspectives have been legal, financial, social, and emotional. Using various problem-solving and decision-making skills, we have considered ways to intervene and prevent bullying. Please commit to practicing these skills."*

Home Connection: As part of the 7th Grade Bullying Prevention lesson, counselors are encouraged to send the District Home Connection Bullying Prevention letter the day the lesson is completed.