

Requirements for Bullying Prevention Lessons and TEKS Supporting Information

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&subchapter=A&title=19

Health Education, Kindergarten, Texas Essential Knowledge and Skills (TEKS) (Effective August 1, 2022) [Texas Administrative Code \(state.tx.us\)](https://state.tx.us/tac)

K.12 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) identify bullying behaviors and the role of the bystander;
- (B) identify ways to discourage bullying;
- (C) describe appropriate actions to take in response to bullying such as telling a parent or another trusted adult; and
- (D) explain and practice how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person.

CCISD Policy FFI (LEGAL)

CCISD Policy FFI (LOCAL)

CCISD Regulation FFI

Essential Standards:

- The student is expected to identify bullying behaviors and the role of the bystander. (Health Education- Grade K: 12A)
- The student is expected to identify ways to discourage bullying. (Health Education- Grade K: 12B)
- The student is expected to describe appropriate actions to take in response to bullying such as telling a parent or another trusted adult. (Health Education- Grade K: 12C)
- The student is expected to explain and practice how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person. (Health Education- Grade K: 12D)

Learning Target:

- I can identify bullying behaviors and know what to do in response to bullying as a bystander. (Health Education- Grade K: 12A-C)

Evidence for Learning:

- The student can identify one trusted adult; AND
- The student can explain, and practice how to get help from a trusted adult if I feel bullying has occurred. (Health Education- Grade K: 12D)

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:

- **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. *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.*
- **Bystander:** a person who witnesses bullying
- **Trusted Adult:** a grownup whose words and actions make you feel safe

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Tips for Success: Prior to this lesson, students should have received instruction on conflict resolution and feelings identification.

Resources / Materials:

- Kindergarten PowerPoint
- Yes...That's Bullying [Video Link](#)
- The Playground Is for Everyone [Video Link](#)

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, *"Being in Kindergarten comes with a lot of responsibility."*
 - Say, *"One of the things we are responsible for is looking out for each other and making sure everyone feels safe."*
 - Say, *"Today we are going to talk about how you can help others stay safe by preventing bullying. 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. Say, *"When bullying happens, the person it is happening to may feel big problem feelings inside their bodies. Also, the bystanders, the people watching, may feel those same big problem feelings even though it is not happening to them."*
 - Say, *"Big problem feelings can make you feel scared, worried, terrified, stressed, panicked, or even frightened. Big problem feelings need the help of a trusted adult. If the big problem feelings don't stop, we need to get our trusted adult."*
 - Say, *"Let's think for a minute. How do you know when someone needs help? Are there clues that you can see with your eyes? Are there clues you can hear with your ears?"*
 - Say, *"Our bodies are giving clues about how we feel to others all the time. A lot of times our faces and the words that come out of our mouth match and people know how we feel. For example, if someone is sad, you may see tears coming out of their eyes and crying sounds coming from their mouths."*
 - Say, *"But sometimes, people say things that don't match their faces. For example, I might say I am not upset about not being invited to play with someone, but my face may have a frown on it."*
 - Say, *"It is important to pay attention to see if facial expressions and words that come out of people match or not match to give us clues about how they feel and if they need help."*
 - Say, *"We are going to watch two videos where the characters in it bully others. Let's look for the clues we can see and clues we can hear to let us know how the characters are feeling and if they need help. Let's watch the first video."*
3. Watch Yes...That's Bullying. [Video Link](#). Watch it once without stopping. Then watch it again pausing to notice the characters' feelings.
 - Point out and briefly discuss character expressions based on the reactions to meanness, bossing/exclusion, hurting someone's stuff, and hurtful words, the adult said, *"This is not the first time."*
 - In this video the student got a trusted adult because they had a hard time stopping what was happening.
 - The adult reminds us that everyone deserves respect.
 - Say, *"Now let's watch the next video."*
 - Watch The Playground Is for Everyone. [Video Link](#). Watch it once without stopping. Then watch it again pausing to notice the characters' feelings.

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- Point out and briefly discuss exclusion, group of kids vs. 2 kids
 - In this video, a peer stands up to the group doing the bullying and the trusted adult walks up to the situation.
 - Say, *“The person who stood up to the bullying is a bystander. They did the right thing when they noticed something wrong was happening and addressed it.”*
4. Say, *“Now that we have seen a few examples of bullying from the videos, let’s think about some other situations and decide if they are bullying or maybe not.”*
- Read several scenarios below and ask the students to turn and talk to decide the following:
 - Did you hear any unwanted feelings or words?
 - What clues made you think that someone was hurt or not hurt?
 - Do you need help from a trusted adult?
- **Note—Expand on the scenario to help students see the difference between mean and bullying.****
- **Note—NONE of the scenarios below are bullying in the context in which they are written. They are mean/unkind, but do not meet the definition of bullying.****
- You see a girl stick her foot out and trip someone in the hall.
 - You see your friend trip on a shoelace.
 - You hear someone say, “Eww...your food stinks! That’s nasty!”
 - You hear someone say, “I don’t like the smell of broccoli.”
 - You see someone get hit with a ball in PE.
 - You see your classmate throw a ball at someone they know is not paying attention and laugh about it.
 - You see a classmate wants to join a game. They are told they need to wait until the next round.
 - You notice that one of your classmates is never picked to play on a team.
 - You see someone take someone else’s scissors.
 - You see a classmate snatch the scissors out of someone else’s hand because they want to use them first.
5. Say, *“You all are doing a great job! One thing I noticed is when bullying happens, 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.)
6. Role-play how to get help: Select a scenario from the list below and use STAR. The adult will model and then ask the students to take turns practicing STAR.
- You see someone get hit with a ball in PE.
 - You see your classmate throw a ball at someone they know is not paying attention and laugh about it.
 - You see a classmate wants to join a game. They are told they need to wait until the next round.
 - You notice that one of your classmates is never picked to play on a team.
- When the above scenario happens ask students, *“How do you ask them if they need help? How do you ask a trusted adult for help?”*
7. Conclusion- Say, *“Whether a behavior is bullying or not, if you see something that is unkind behavior, you can always use CC STAR and step in and stand up for someone. This is how we prevent bullying and encourage being a good friend and citizen.”*

Home Connection: As part of the Kindergarten Bullying Prevention lesson, counselors are encouraged to send

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the District Home Connection Bullying Prevention letter the day the lesson is completed.