Utah State Board of Education

Student Curriculum Support Instructor Notes: Bullying Prevention (Elementary)

Instructions: This curriculum is intended to be tailored to meet the individual needs of the Local Education Agency (LEA). Several interactive activities and discussion prompts are included to keep students engaged. Instructors may choose which activities to use depending on the age group and needs of the student body.

Slide 2: What is Bullying?

Discussion

Instructions:

- Teach students the P-R-I acronym to help them remember the pattern of bullying: Imbalance of Power and Strength, Repeated over time, and Intended to cause distress or harm
- Emphasize that the rule against bullying applies to absolutely everyone, including teachers and staff

Slide 3: The Four Types of Bullying

Activity

Instructions:

- Read brief, hypothetical scenarios and ask the students to identify which of the four types of bullying is occurring: Verbal, Social, Physical, or Cyberbullying.
- For example, "Spreading a rumor about someone in the hallway" (Social) or "Name-calling" (Verbal).
- Have students hold up 1, 2, 3, or 4 fingers to make it interactive
    - 1 Finger: Verbal (e.g., "Calling someone a mean name")
    - 2 Fingers: Social (e.g., "Telling everyone not to play with someone")
    - 3 Fingers: Physical (e.g., "Tripping someone on purpose")
    - 4 Fingers: Cyberbullying (e.g., "Sending a mean text message")

Slide 4: Conflict vs. Bullying

Discussion

Instructions:

Use the teeter-totter visual to explain the "Imbalance of Power." Have students provide examples of a peer conflict (where things are equal and usually end with an apology) versus bullying (where one person has more power, is trying to hurt the other, and it doesn't stop)

Slides 5-7: Hazing, Retaliation, and Abusive Conduct

Activity

Instructions:

- Read three simple scenarios and have students call out which of the three related misconducts is occurring
- Scenario 1: A kid tells you that you can only sit at the "cool" lunch table if you do a scary dare. (Answer: Hazing)
- Scenario 2: A student is mean to you because they found out you told a teacher about a problem. (Answer: Retaliation)
- Scenario 3: Someone is yelling mean words and making angry gestures at the bus driver. (Answer: Abusive Conduct)

Slide 8: Where does Bullying Happen?

Activity

Instructions:

Read these statements to the group. Have students stand up if they think it's a "Fact" and sit down if they think it's "Fiction."

- "Bullying is just a normal part of growing up."
  - **Fiction:** Bullying is never okay. Everyone deserves to feel safe at school!
- "Most bullying happens when adults aren't around."
  - **Fact:** Bullying usually happens when grown-ups aren't around, like on the playground, in the hallway, or in the bathroom.
- "It is okay to be mean to someone if they are different from you."
  - **Fiction:** It is never okay to be mean. Our differences make our school special and fun!
- "If you see someone being bullied, you should keep it a secret."
  - **Fiction:** If you see bullying, you should always tell a trusted adult. Keeping it a secret just lets the bullying continue.

Slide 9-10: Being an Upstander

Discussion

Instructions:

Have students provide examples of how they can be an upstander using the examples of inviting others, distracting, etc.

Slide 11: Telling vs. Tattling

Activity

Instructions:

- Have students stand up. Read a series of quick scenarios.
- If the student in the scenario is Tattling (small problem, nobody is hurt, trying to get someone IN trouble), students should cross their arms and sit down.
- If the student is Telling (big problem, someone is hurt/scared, trying to get someone OUT of trouble), students should put both hands in the air.
    - Scenario A: "Your brother took the blue crayon when you wanted it." (Sit down - Tattling)
    - Scenario B: "An older kid is pushing your friend on the playground." (Hands up - Telling)
    - Scenario C: "Someone is making fun of a classmate's lunch every single day." (Hands up - Telling)

Slide 12: Protecting our Differences

Discussion

Instructions:

Have a conversation about fairness. Reiterate that it is a serious rule violation to exclude or treat someone badly because of the color of their skin, whether they are a boy or girl, if they learn differently, or what their family believes. (Race, color, sex, disability, religion.)

Slide 13: Online Safety

Discussion

Instructions:

Have a discussion around what online platforms students are using. Emphasize that they should not be talking to strangers or sharing personal information.

Slide 14: Being a Good Friend

Discussion

Instructions:

- Have students brainstorm what they should do if a friend is ever extremely sad or talks about hurting themselves.
- Emphasize strongly that a good friend never keeps dangerous secrets; they always involve a trusted adult immediately or use a tool like the SafeUT app

Slide 15: Wrap up

Discussion

Instructions:

Emphasize what resources your LEA has available to students, who they can talk to, different methods for reporting, etc.