Utah State Board of Education

Parent Seminar Curriculum Support Instructor Notes: Bullying Prevention

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Instructions: This curriculum is intended to be tailored to meet the individual needs of the Local Education Agency (LEA). LEAs may choose to use their own data in place of the existing photographs and state-average data.

Slide 2

Activity

Supplies needed:

- Two Giant sticky notes-one labeled "I know…" the other labeled, "I wonder…"
- Small post-its
- Markers

Instructions:

Ask parents to write down something they know about bullying and/or something they wonder about related to bullying. Have them place their sticky notes on the giant sticky note at the front of the room. The instructor can then get a sense of what is already known and what topics to be sure to cover throughout the presentation.

Slide 4

Discussion

Ask parents what they think about this data. Does it surprise them?
Emphasize that this is the data that is reported and that research shows that this number is likely higher due to students who do not report incidents.

Instructor Notes:

LEAs may want to add data more specific to their community. Reports broken out by health district can be found here: https://sumh.utah.gov/data-reports/sharp-survey/survey-reports/.

For even more specific data, contact your LEA's Student Services Director, Superintendent or Charter Director if your LEA participates in administering the SHARP survey. Additional data may be gathered through a school's climate survey.

Slides 5 & 6

Discussion

Present a quick scenario involving spreading a false rumor. Ask the audience to identify the type of bullying (Social/Relational).
Ask parents why cyberbullying presents a unique challenge compared to traditional bullying.
Guide the answer toward the permanence of the content and the difficulty students have finding relief due to constant exposure

Instructor Notes:
Emphasize the P-R-I pattern that defines bullying: Imbalance of Power and Strength, Repeated over time, and Intended to cause distress or harm. Note that the Utah Legislature updated Utah Code Section 53G-9-601 to reflect this, and that a single egregious event can also be considered bullying.

Slide 8

Engagement

Ask the audience to briefly reflect on why bystanders might experience negative outcomes like increased anxiety or substance use, even though they weren't the target (e.g., feelings of helplessness, guilt, or fear of retaliation)

Slide 9

Discussion

Ask parents which factor they believe they have the most immediate ability to influence positively in their child's life, and briefly discuss the concept of increasing parental involvement or monitoring as a mitigating factor.

Instructor Notes:
Bullying can flourish when conduct problems are not consistently addressed by the adults in the school environment. Furthermore, when adults themselves model aggressive behavior (staff to student or staff to staff), it decreases the overall sense of safety and belonging and damages relationships and trust with adults.

Slide 10

Discussion

Present a classic peer-conflict scenario (e.g., "Two friends fight over who gets to use the basketball court, shouting insults at each other"). Ask the audience: Is this conflict or bullying? Then, present a clear bullying scenario (e.g., "A popular student repeatedly isolates another student from the group until the second student cries"). Ask the difference in required adult response. Emphasize the rule that mediation is inappropriate for bullying incidents because the power imbalance makes it abusive, not a disagreement between equals.

Slide 12

Discussion

Knowing the power they have, why might a student still choose to be an 'Outsider'?" (Reasons include fear of retaliation or fear of losing social status. Ask the audience to consider which role they see most often modeled in TV/movies/social media.

> **Instructor Notes:**
> Recent research shows that 85-90% of elementary students feel sorry for a student being bullied with that number shifting to 75-90% in secondary.

Slide 13

Activity

> **Instructions:**
> - Divide the participants into four groups (in-person or virtual breakout rooms)
> - Assign each group a bystander type: Assistants, Reinforcers, Outsiders, and Defenders/Upstanders
> - Ask each group to read through their assigned role and discuss how a student might transition from a negative or neutral role into an Upstander
> - Have groups share out strategies, such as questioning the behavior, using humor, or intervening as a group.

> **Instructor Notes:**
> Emphasize that being an upstander doesn't always require public confrontation.

Slide 14 & 15
Discussion

After reviewing the video, have two volunteers briefly demonstrate how to use humor to deflect a situation or change the subject.

> **Instructor Notes:**
> This is a viral video that aligns well with guidance for how to effectively “stop a bully.”
> Note that we don’t use the terms “bully” and “victim” placing labels on students as those labels can be damaging and follow them through school.

Slides 16 & 17
Discussion

Focus on the "Mom" Principle and the "Forever" Principle. Ask the audience how they teach these principles to their children regarding posting photos or sharing inflammatory remarks.
Reiterate the rule: Do not reply to or retaliate against cyberbullying incidents. Ask why immediate non-response is the safest strategy (it avoids emboldening the bully or escalating the situation.)

Slides 19 & 20
Discussion

Ask parents to share an activity they do with their child to foster open conversations.

Slide 21
Discussion

Ask for practical ideas on how parents can increase supervision and carefully monitor digital activities, especially social media and texting. You may consider discussing examples of apps that are currently popular so that parents know what platforms students are accessing that may need to be monitored.

Slide 22
Discussion

Ask the audience if they know where their school's (LEA's) bullying policy is posted (should be on the LEA website or in the student/employee handbook).

- Reporting Clarification: Emphasize that reports should be made to any school employee (teacher, counselor, coach or via the SafeUT app.)

Slides 23 & 24

Engagement

Direct the audience to pull out their phones and save the 988 Suicide and Crisis Line number and the SafeUT link. Reiterate that help is available 24/7.

Slide 29 &30

Instructor Notes:

While accountability practices (such as restorative justice practices) may be offered after receiving parental consent, schools must exercise caution regarding face-to-face meetings in verified bullying incidents. Because bullying involves a power imbalance, making the situation a form of abuse rather than conflict, improperly facilitated meetings can exacerbate bullying concerns or reinforce the power imbalance. The targeted student cannot be required to engage in conversations with the student who bullied them and parents should be notified with all parties consenting prior to any conferences.

Slide 31

Instructor Notes:

Clarify privacy limits. Explain that a school may only disclose information that pertains to a specific parent's child, and cannot disclose information about other students involved.

Slide 33

Instructor Notes:

The state’s authority is in ensuring compliance with statutes and rules concerning their policies. This primarily involves offering technical assistance as necessary but they do not have the authority to conduct investigations to determine whether a specific incident constitutes bullying. They assess compliance and, when applicable, provide recommendations for improvements to ensure adherence to established policies. As the state of Utah gives LEAs local control over their policies and processes, we recommend following the LEA's grievance process as the LEA is who has the authority to handle concerns at a more detailed and localized level and can support in creating an action plan to resolve concerns. If those concerns are

unable to be resolved at the local level, they can be escalated to the state's public education hotline.

Slide 35

Instructor Notes:

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