Utah State Board of Education

Student Curriculum Support Instructor Notes: Bullying Prevention (Secondary)

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. 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 1

Activity

Instructions:
Before showing the data on Slide 2, ask students to guess the prevalence of bullying. Read a few statements and have students stand up if they think it's a "Fact" and sit down if they think it's "Fiction" (e.g., "Most bullying happens in the classroom with a teacher present"—Fiction, it most often occurs in unsupervised areas.

Slide 2

Discussion

Discuss why bullying might happen more often in unstructured times or online.

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 3-4

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).
- You can have students hold up 1, 2, 3, or 4 fingers to make it more interactive

Instructor Notes:
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.

Slide 5

Discussion

Read three brief scenarios to the students and ask them to identify which of the three related misconducts (Hazing, Retaliation, or Abusive Conduct) is occurring.

Scenario 1: A group of students on the varsity basketball team tells a freshman player that to be officially welcomed onto the team, they must stand in the middle of the cafeteria during lunch and recite a song while wearing an embarrassing costume.

A: Hazing

Scenario 2: After a student reports that they were being bullied by a classmate, the bully finds out about the report. In response, the bully starts telling other students to exclude the reporting student from lunch tables and group projects, and actively encourages others to spread rumors that the reporting student is a "troublemaker" to isolate them socially.

A: Retaliation

Scenario 3: A parent is upset about their child's recent grade and approaches the teacher in the school hallway. The parent loudly yells insults at the teacher about their professional competence, threatens to ruin their career, and makes degrading comments in front of other students and staff, intending to intimidate and humiliate the teacher.

A: Abusive Conduct

Slide 7

Discussion

Provide examples of scenarios where a student experiences bullying or peer conflict. Have students identify which category each scenario would fit best under.

Scenario 1: Two students get into a heated argument during a group project because they disagree on how to complete the assignment. They both raise their voices and say hurtful things about each other's work ethic before walking away to work separately.

A: Peer Conflict

Scenario 2: A student is constantly blocked from walking down the hallway by a group of peers who purposefully stand in their way, bump into them, or trip them as they try to get to class.

A: Bullying

Scenario 3: During gym class, two students want to be captain of the basketball team and argue over who gets to pick the teams first. They end up yelling at each other and refuse to play the game together, eventually sitting on opposite sides of the gym.

A: Peer Conflict

Slide 8

Instructor Notes: Highlight that these are signs that students may observe in their peers and that it is important to talk to someone if they notice these changes in a friend, especially if there are multiple signs in combination with one another.

Slides 10 & 11

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.

Slides 12 &13

Discussion

Focus on the "Mom" Principle and the "Forever" Principle.
Reiterate the rule: Do not reply to or retaliate against cyberbullying incidents. Ask why immediate non-response is the safest strategy. Emphasize that cyberbullying should be reported so that the content is removed, as engaging with it will likely spread it further.

Slides 14 & 15

Activity

Instructions:
Have students brainstorm in pairs what they should do if a friend expresses feelings of extreme despair or suicidal thoughts. Remind them of the resources covered later (like SafeUT) and emphasize that a good friend always involves a trusted adult rather than keeping dangerous secrets.

Slide 16

Discussion

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