


Objective

By the end of this lesson, students will be able to identify environmental factors that contribute to bullying and harassment.

Prep

Whiteboard or chart paper

 **Bold**—Teacher’s script
Italics—Anticipated student responses

Vocabulary

- **Bullying** (n.) intentional physical, verbal, or social aggression. It’s often repeated over time and occurs when there’s a real or perceived power imbalance.
- **Harassment** (n.) aggression against someone based on a real or perceived characteristic they have, such as their race, religion, sex, or gender. It’s serious enough to create an unsafe environment and is a form of discrimination.
- **Social factors** (n.) common beliefs, attitudes, and behaviors of a particular group or community
- **Environmental factors** (n.) the physical space and any rules and regulations that apply within an area

Lesson Notes

- Remind students to follow the class norms for discussing sensitive topics.
- Have students save their handouts. They’ll need them to complete the Activity in Lesson 13.

Warm-Up (3 min.)



1. Review the previous lesson: **In the last lesson, we learned about social factors that contribute to bullying and harassment. Does anyone recall what those three social factors are?** Give students think-time, then call on volunteers to respond. *Bullying Is Accepted. Power and Privilege. Stereotypes and Assumptions.*
2. Set the purpose of today’s lesson: **Today we’ll learn how the physical space and rules within an area can make bullying and harassment more likely to happen.**



3. Read the Warm-Up prompt on the screen aloud.
4. Have students write their responses in the Warm-Up section of their handouts.
5. When students are finished, call on volunteers to share their responses with the class. Remind students not to share the personal details of anyone involved.

Define (2 min.)



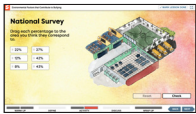
6. **Last time we talked about how social factors can contribute to bullying and harassment. But social factors are only part of the equation. Environmental factors can also contribute.**
7. Read the definition on the screen aloud.
8. Click each card on the screen and read the descriptions aloud.

Activity: Class and National Survey (12 min.)



- Read the question on the screen aloud.
- In the Activity section of their handouts, have students put a check mark next to the three places they think bullying and harassment are more likely to happen.
- As students are writing their responses, write the following locations on the whiteboard or chart paper:

| | | |
|------------|------------|------------------------|
| Cafeteria | Classrooms | Buses |
| Hallways | Restrooms | Lockers |
| Stairwells | Gym | Other areas (describe) |
- When students are finished, read each location aloud and have students raise their hands if they marked it on their handouts. Write the number of students who raised their hand next to each location. The three highest numbers are “hot spots” for bullying or harassment.

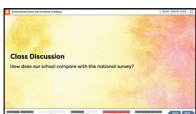


- The National Center for Education Statistics collects data about where bullying is most likely to happen in U.S. schools**
- What do you think the data says?** Have students vote on where they think each percentage on the screen belongs. As they do, drag the percentage to that area of the school on the screen.

| | | |
|------------------------|----------------------------|-----------------------|
| <i>Hallways: 43%</i> | <i>Cafeteria: 27%</i> | <i>Restrooms: 12%</i> |
| <i>Classrooms: 42%</i> | <i>Outside school: 22%</i> | <i>Buses: 8%</i> |

Location totals may add up to more than 100% because students have reported being bullied in more than one location. Click the Check button on the screen to check the answers. If needed, click the Reset button and have students try again.
- What was surprising to you about these results?** Call on students at random to respond.
- What environmental factors do you think make bullying and harassment more likely to happen in some places than in others?** Call on students at random to respond.
- Bullying often happens in places at school where there’s little direct adult supervision, and where younger and older students sometimes share the space. It can also happen in classrooms when teachers are busy.**

Discuss (5 min.)



- The National Center for Education Statistics determined that bullying happens most in hallways, classrooms, and the cafeteria. Does this align with the top three hot spots at our school?**
- Read the question on the screen aloud. As a class, compare the class survey results with the national survey results.
- Why do you think our school is different (or similar)?** Call on students at random to respond.

Wrap-Up (3 min.)



21. Read the Wrap-Up prompts on the screen aloud. If needed, click the button to review the social and environmental factor.
22. Have students write their responses in the Wrap-Up section of their handouts.
23. If time allows, call on students at random to share their responses with the class.
24. Remind students to save their handouts.
25. Conclude the lesson: **This week, look at our school’s physical spaces to see how they might encourage bullying and harassment. In the next lesson, we’ll learn strategies to help change the social and environmental factors that contribute to bullying and harassment at our school.**

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