

### 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 written work. They’ll need it to complete the Activity in Lesson 6.

### Program Themes

Bullying and Harassment, Conflict

### CASEL Core Competencies

Self-Awareness, Social Awareness, Relationship Skills

## Warm-Up (4 min.)



Set the purpose for today’s lesson.



Review the last lesson.

Give students time to think about the question on the screen. Then call on students at random to share their responses.

Select the Review button for a summary of what was learned.



Have students write their responses to the question on the screen. Call on volunteers to share their responses.

## Define (3 min.)



**Last time we talked about how social factors can encourage bullying and harassment. Today we’ll talk about how environmental factors can also play a part.**

Read the definition on the screen aloud. Select each card on the screen and read the descriptions aloud.

**Activity (14 min.)**



**Before we talk about what environmental factors encourage bullying at our school, let's talk about where bullying happens here.** Have students write their responses to the question on the screen.

Call on students at random to discuss their ideas. Write the three places that most students discuss on the board. Select the Possible Answers button to show example answers. **It sounds like these three physical spaces are possible hot spots for bullying and harassment at our school.**



**Now let's look at the national data. The National Center for Education Statistics asked students who have been bullied where they've experienced bullying.** 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.

- Hallways: 43%*
- Classrooms: 42%*
- Cafeteria: 27%*
- Outside school: 22%*
- Restrooms: 12%*
- Buses: 8%*

Totals may add up to more than 100% because students have reported being bullied in more than one location. Select the Check button to check the answers. Select the Reset button to reset the interactive and have students try again.

**Do these results surprise you? Why or why not?** Call on students at random to discuss.



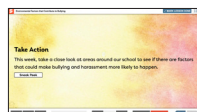
Give students time to think about the questions on the screen. Then call on students at random to share their responses.

**Wrap-Up (4 min.)**



Have students write their responses to the questions on the screen. Call on volunteers to share their responses. Select the Factors button to review the social and environmental factors that can contribute to bullying.

Remind students to save their written work.



Conclude the lesson by encouraging students to take action on what they learned.

Select the Sneak Peek button to introduce the next lesson's topic.