



Name: _____

Date: _____

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.

Warm-Up

What do you think of when you hear the word "bullying"? What do you think of when you hear the word "harassment"?

Wrap-Up

In your own words, explain why it's not okay to bully or harass other people.

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Social Factors that Contribute to Bullying

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- **Social factors** (n.) common beliefs, attitudes, and behaviors of a particular group or community

Warm-Up

What are some of the reasons people bully or harass others?

Activity

SOCIAL FACTORS

Bullying Is Accepted	Power	Stereotypes and Assumptions
<ul style="list-style-type: none"> • Sometimes people don't stand up to it • People think bullying is just part of life 	<ul style="list-style-type: none"> • Power can mean physical strength or some other kind of advantage. • People often don't stand up to those with more power. 	<ul style="list-style-type: none"> • Sometimes people have oversimplified ideas that groups of people have certain characteristics • These ideas are unproven

Activity (cont.)

Instructions: For each scenario:

1. Put a check mark next to the social factor(s) that contributed to the bullying or harassment.
2. Explain how the social factor(s) contributed to the bullying or harassment.

Scenario	Put a check mark next to the social factors that contributed to the bullying or harassment	Explain how the social factors contributed to the bullying or harassment
<p>Jackson notices a popular student tripping a new student on purpose. He walks away quietly. “Being new is so hard,” he thinks.</p>	<p><input type="checkbox"/> Bullying is accepted</p> <p><input type="checkbox"/> Power</p> <p><input type="checkbox"/> Stereotypes and assumptions</p>	
<p>Ana is proud of her heritage. But when she speaks Spanish, a group of older students make fun of her.</p>	<p><input type="checkbox"/> Bullying is accepted</p> <p><input type="checkbox"/> Power</p> <p><input type="checkbox"/> Stereotypes and assumptions</p>	

Wrap-Up

Think of a bullying situation you’ve witnessed, experienced, or heard about. What social factor(s) do you think contributed to it happening? Don’t use people’s real names.



Environmental Factors that Contribute to Bullying

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Vocabulary

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- **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

Warm-Up

Where was the last place you experienced, witnessed, or heard about bullying happening at school? This should be a physical place, not online. Don't share any personal details of anyone involved.

Activity

Instructions: Where is bullying and harassment most likely to happen at our school? Put a check mark next to your top three choices.

Cafeteria

Classrooms

Buses

Hallways

Restrooms

Lockers

Stairwells

Gym

Other areas (describe):



Wrap-Up

1. Do our school rules protect students from bullying and harassment? Explain your answer.

2. Which social or environmental factors do you want to change the most and why?

Social Factors: *Bullying Is Accepted. Power. Stereotypes and Assumptions.*

Environmental Factors: *Physical Space. Rules and Regulations.*



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Vocabulary

- **Environmental factors** (n.) the physical space and any rules and regulations that apply within an area
- **Social factors** (n.) common beliefs, attitudes, and behaviors of a particular group or community
- **Disrupt** (v.) to prevent something from continuing as usual or expected

Disruption Strategies

- **Speak up:** Don't laugh at negative comments or jokes about someone's differences or physical characteristics. Make it clear that you don't think they're funny.
- **Start a movement:** Start a social movement in your community or online by leading a discussion, making a poster, or starting a hashtag on social media.

Warm-Up

Kelsie hears a lot of gossip in the girls' bathroom, so she puts up posters with positive messages on them in the bathroom and hallways.

Do you think Kelsie's action would help stop bullying at our school? Explain. If not, what's a better strategy for our school?

Activity

Instructions: In each scenario, identify the social and environmental factors that might contribute to the bullying and harassment. Then mark which disruption strategy you think the student should use, and explain how they could use it.

Scenario	Social factors that contribute (check all that apply)	Environmental factors that contribute (check all that apply)	Which disruption strategy could the students use? How could they use it?
<p>Scenario 1</p> <p>Rodney’s friends always make fun of new students on social media.</p>	<input type="checkbox"/> Bullying is accepted <input type="checkbox"/> Stereotypes and assumptions <input type="checkbox"/> Power and privilege	<input type="checkbox"/> Physical spaces <input type="checkbox"/> Rules and regulations	<input type="checkbox"/> Speak up <input type="checkbox"/> Start a movement How could they use it?
<p>Scenario 2</p> <p>Marisa’s classmates make sexist comments to girls about their clothes and bodies.</p>	<input type="checkbox"/> Bullying is accepted <input type="checkbox"/> Stereotypes and assumptions <input type="checkbox"/> Power and privilege	<input type="checkbox"/> Physical spaces <input type="checkbox"/> Rules and regulations	<input type="checkbox"/> Speak up <input type="checkbox"/> Start a movement How could they use it?

Wrap-Up

Which strategy can you see yourself using to disrupt bullying and harassment at our school?
 How could you use it?



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Disruption Strategies

- **Make school more inclusive:** Welcome and help students you don't know, start an open lunch table where anyone can sit, and promote kinder, more inclusive behavior whenever you can.
- **Ask for a change:** Ask school staff or a trusted adult to change something that you think contributes to bullying and harassment.

Warm-Up

Think about a time someone helped you feel included, or a time you helped someone else feel included. What happened? How do you think it felt for everyone involved?

Activity

Instructions: Read each scenario below. Then identify which disruption strategy you think each student should use and explain your answer.

Activity (cont.)

Scenario	Which disruption strategy could the students use? How could they use it?
<p>Scenario 1 Imani’s classmates are sharing a hurtful meme about women on social media.</p>	<p><input type="checkbox"/> Be more inclusive <input type="checkbox"/> Ask for a change How could they use it?</p>
<p>Scenario 2 Sam and Sadie started a dance club at their school. Sadie always makes fun of younger dance club members and excludes them at practice.</p>	<p><input type="checkbox"/> Be more inclusive <input type="checkbox"/> Ask for a change How could they use it?</p>
<p>Scenario 3 Dario sees some of his classmates tripping students in the stairwell. There aren’t any adults around.</p>	<p><input type="checkbox"/> Be more inclusive <input type="checkbox"/> Ask for a change How could they use it?</p>

Wrap-Up

In the next lesson, you’ll create a plan to disrupt factors that contribute to bullying and harassment at your school.

List **two social factors** and **one environmental factor** that you feel contribute to bullying and harassment at your school.

1. **Social factor:** _____

2. **Social factor:** _____

3. **Environmental factor:** _____



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Warm-Up

What are the students and staff at our school already doing to prevent bullying and harassment?

Activity

Part 1

Instructions: With your group, follow the steps on the back of the handout to create a plan for disrupting a factor that contributes to bullying and harassment at your school. Use a separate piece of paper to write your plan in detail.

Use the handouts from this unit to get ideas for your action plan:

- Lessons 9 and 10 describe factors that contribute to bullying.
- Lessons 11 and 12 describe the disruption strategies and a factor you think should be challenged.

Part 2

Instructions: Use the rubric below to make sure your group's plan will be effective.

Rubric

- Your plan identifies a factor you think needs to be disrupted and why.
- Your plan identifies a specific disruption strategy.
- Your plan explains the details of your disruption strategy.
- Your plan identifies others who could help you put your plan into action.

Activity (cont.)

Choose a factor from the list you brainstormed as a class.	
Put a check mark next to the disruption strategy you want to try.	
<input type="checkbox"/> Speak up <input type="checkbox"/> Start a movement <input type="checkbox"/> Make school more inclusive <input type="checkbox"/> Ask for a rule change	
Put a check mark next to how you'll put your strategy into action.	
<input type="checkbox"/> Poster <input type="checkbox"/> Social media campaign	
If it's a poster . . .	<p>Explain in detail on a separate piece of paper how you think your strategy will work:</p> <ul style="list-style-type: none"> • What's your message? • What will your tagline be? • What images will you use on the poster? • Where will you hang the poster? <p>Who can help you put this plan into action?</p>
If it's a social media campaign . . .	<p>Explain in detail on a separate piece of paper how you think your strategy will work:</p> <ul style="list-style-type: none"> • What's your message? • What are some hashtags or images you could use? • Which websites or apps will you use them on? • How will you get people to join in? <p>Who can help you put this plan into action?</p>