

Objective

By the end of this lesson, students will be able to recognize that most people believe bullying is harmful behavior, despite its prevalence in school culture.

Prep

- One “Where Do I Stand?” anonymous survey per student (included)
- OKAY and NOT OKAY signs, posted in two different areas (included)



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.

Lesson Notes

- Be sure to make enough copies of the survey for your students and cut them out prior to the lesson.
- Have students fill out their survey in pencil to help keep their responses anonymous.
- Have students save their handouts. They’ll need them to complete the Activity in Lesson 13.

Warm-Up (2 min.)



1. Introduce the lesson: **In this unit, we’ll look at the social and environmental factors that contribute to bullying and harassment. We’ll also explore ways to change these systemic problems and make our school a more safe and welcoming place.**
2. Set the purpose of today’s lesson: **Today we’ll examine our beliefs about bullying and harassment.**



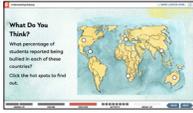
3. Read the Warm-Up question on the screen aloud.
4. Have students write their responses in the Warm-Up section of their handouts.
5. When they’re finished, call on students at random to share their responses with the class. Invite students to build on one another’s ideas and invite a wide range of ideas.

Define (1 min.)



6. **What are bullying and harassment?**
7. Read the definitions for bullying and harassment on the screen aloud.

Discuss (8 min.)



8. **What percentage of students do you think reported being bullied in each of these countries?**
9. Have students look at the map on the screen. Call on students at random to guess the percentage for each country. If needed, hover over each white dot on the screen to reveal the country name.
10. On the screen, click each white dot on the map to reveal the statistics.
11. **What do you notice about these statistics? Does anything surprise you?** Call on students at random to respond. *Bullying happens in different parts of the world, not just in the US.*

Activity: Where Do We Stand? (10 min.)



12. **In this unit, we'll explore why bullying and harassment happen. Let's start by finding out what our class believes about bullying and harassment. We'll do this with an anonymous survey. Don't put your name on it and use only a pencil to fill it out.**
13. Hand out the survey.
14. **Think carefully about each statement on the survey and circle the answer that matches your own opinion.**
15. Give students time to complete the survey. When they're finished, collect the surveys and redistribute them randomly.



16. Have students stand up and gather near the OKAY and NOT OKAY signs displayed in the room.
17. **You're now holding someone else's survey. When you hear each statement, move to the sign that represents that person's response (not your own). For example, if the survey you have says that "Saying mean things to someone about their race or ethnicity" is okay, move to the OKAY sign, regardless of what you put for your response. You'll do this without talking and remain silent for this whole activity. Let's do the first one.**



18. Read the statement and the question on the screen aloud and have students move to the sign that represents the response on the survey they're holding for this statement. Repeat this same action for the next four statements.



19. **Here's the next one.** Read the statement and the question on the screen aloud and have students move to the sign that represents the response on the survey they're holding for this statement.

Activity: Where Do We Stand? (cont.)



20. Read the statement and the question on the screen aloud and have students move to the sign that represents the response on the survey they're holding for this statement.



21. Read the statement and the question on the screen aloud and have students move to the sign that represents the response on the survey they're holding for this statement.



22. Read the statement and the question on the screen aloud and have students move to the sign that represents the response on the survey they're holding for this statement.



23. **What did you notice about the behaviors and our beliefs about them? What did we believe about each of these behaviors?** Call on students at random to respond.

If students need help, ask: **Were any of these behaviors bullying or harassment? Which ones? Did the majority of our class think these behaviors were okay or not okay? What about the other behaviors? Did most of us believe they were okay or not okay?**

Behaviors 1, 3, and 4 on the survey are bullying or harassment. Behaviors 2 and 5 are not.

Wrap-Up (4 min.)



24. **Most of our class believes it's not okay to bully or harass others.** Adjust what you say to match the number of students who moved to NOT OKAY.

25. Read the Wrap-Up prompt on the screen aloud.

26. Have students write their responses in the Wrap-Up section of their handouts.

27. When they're finished, call on volunteers to share their responses with the class.

28. Click the button on the screen and read the possible reasons aloud.

29. Remind students to save their handouts.

30. Conclude the lesson: **If most people believe bullying and harassing others is not okay, why does it still happen? In the next few lessons, we'll explore the different social and environmental factors that contribute to bullying and harassment.**

References for statistics used in this lesson:

ReachOut Australia. (2017). Bullying and Young Australians. Pyrmont. https://about.au.reachout.com/wp-content/uploads/2017/01/Bullying-Research-Summary_FINAL.pdf

Sustainable Development Goals. (2020). Percentage of students who experienced bullying in the last 12 months, both sexes. Montreal: UNESCO Institute for Statistics. <http://data.uis.unesco.org/index.aspx?queryid=3624>



“Where Do I Stand?” Anonymous Survey

Where Do I Stand?

Instructions: Read each statement, then circle if you think it is OKAY or NOT OKAY. Don't write your name on this survey.

- | | | |
|--|------|----------|
| 1. Saying mean things to someone about their race or ethnicity | OKAY | NOT OKAY |
| 2. Having a tight group of friends that always spends time together | OKAY | NOT OKAY |
| 3. Making fun of smaller or younger students whenever they're with a group of their own friends | OKAY | NOT OKAY |
| 4. Deliberately reposting a social media post about a classmate even though it's not true | OKAY | NOT OKAY |
| 5. Being outspoken with opinions, but not judging other people | OKAY | NOT OKAY |

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Lesson Supplement 2

OKAY and NOT OKAY Signs

OKAY

NOT

OKAY