What is bullying?
This lesson plan is one of a set of 9 individual, scripted lesson plans that are available to support in-school or out-of-school delivery of comprehensive sexuality education (CSE) in Southeast Asia. The scripted lesson plans are designed to incorporate use of AMAZE educational videos that address the lesson plan topics and can be used to supplement existing lesson plans or resources that you may already be using in the delivery of CSE.

Ideally, learning about any specific CSE topics should provide learners with the opportunity to develop, apply and practice learning in the domains of knowledge, skills and attitudes. In these lesson plans we provide as an example, only a few of the primary learning outcomes that could be targeted, recognizing that a single lesson is often not enough to achieve mastery of any one learning outcome or adequately cover more than one learning domain. Teachers are encouraged to schedule and deliver follow-up lessons that reinforce intended learning outcomes of these lessons/CSE topics, and to take advantage of other opportunities both in, and outside the classroom that enable learners to reflect on attitudes and practice and reinforce a skill.
LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define bullying. (Knowledge)
2. Describe the different types of bullying. (Knowledge)
3. List at least two ways to respond to bullying. (Knowledge)
4. Acknowledge that bullying is hurtful. (Attitudinal)

Note to the Teacher: This lesson may trigger trauma in students who are currently or have been previously bullied. Be sure to let students know that they can talk to you after class privately if they would like to and be prepared to provide referrals to a counselor or health services as needed. Be prepared to respond to students who may begin to disclose personal experiences with bullying during the lesson or point out perceived perpetrators by acknowledging what they’ve shared and letting them know that they can discuss this with you after class.
Note to the Teacher: In some cases, inappropriate language or humor may come up among students. If this were to happen, interrupt the situation, ask students to stop, and address the inappropriate behavior with those students after class.
Next, ask students, “Why might someone bully another person?” Once students have had a chance to reflect and respond, if not mentioned, note that a bully looks for ways to get control over another person in order to make themselves look more powerful and that as a result, victims of bullying can experience hurt feelings and emotional and physical harm.

Next, arrange students into groups of 3 or 4 and give each group a copy of the Student Handout: Examples of Bullying. Explain that on one side there is an outline of a female and on the other side an outline of a male. Ask students to list examples of bullying for each on each side of the paper (such those identified earlier or seen in the video) and on the inside of the body, to write all of the feelings that the bullying might cause for the person being bullied – “How does being bullied make a person feel?”

Ask group members to report back on what they noticed from this exercise. Probe for comparisons about the bullying experienced by males, females and transgender young people.

Ask the following questions:

- What was it like to do this activity?
- What are some of the ways that people can experience bullying?
- Did you notice any patterns in the ways people can experience bullying?
- How is it the same or different for females, males and transgender young people?

*(20 minutes)*

Next, draw a table on the blackboard like the one below with two columns and two categories at the top:

<table>
<thead>
<tr>
<th>What can you do if you are being bullied?</th>
<th>What can you do to support someone who is being bullied?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Explain that now that you have talked about the types of bullying and how people might experience bullying, next you’ll be talking about what to do about it. Ask students, “What can a person do if they are being bullied?” Write their replies on the left side of the table. Then ask, “What can a person do if they see that someone is being bullied?”

Probe for these replies:

<table>
<thead>
<tr>
<th>What can a person do if they are being bullied or cyberbullied?</th>
<th>What can a person do to support someone who is being bullied or cyberbullied?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Look at the person bullying you and in a calm, clear voice, tell them to stop.</td>
<td>• Show your support for the person being bullied by being nice to them in front of the bully.</td>
</tr>
<tr>
<td>• If speaking up seems too hard or not safe, walk away and get help.</td>
<td>• Interrupt the bullying by asking the person being bullied to come do something with you.</td>
</tr>
<tr>
<td>• Tell a friend or seek out a parent, teacher, or counselor.</td>
<td>• Tell the bully that what they are doing is not okay and to stop</td>
</tr>
<tr>
<td>• If you are being cyberbullied,  • don’t engage at all upon receiving messages – don’t respond and don’t forward the message to others  • block the number on your cell phone  • unfriend the person on social media  • try to gather as many examples of the cyberbullying as you can by saving the texts, tweets, or pictures  • Tell a friend or trusted adult</td>
<td>• Tell a teacher, parent, counselor or other trusted adult.</td>
</tr>
<tr>
<td></td>
<td>• If you know someone who is being cyberbullied, be nice to the person so that they won’t feel alone, encourage them to tell a trusted adult, and share tips like how they can block the number, unfriend the bully, and not to respond.</td>
</tr>
</tbody>
</table>

(8 minutes)

Thank the students for their responses. Conclude the lesson by noting the summary points below and ask students to take a few minutes to complete and submit the Student Worksheet: Bullying. (7 minutes)

Note to the Teacher: Be sure to erase the information noted on the blackboard before distributing the worksheet.
**KEY SUMMARY POINTS:**

- Bullying is when someone hurts, harms or humiliates someone to gain a sense of power.
- In many places males, females and transgender young people may experience bullying differently.
- There are several types of bullying and it’s good to be able to recognize when it is happening in order to be able to take action to protect yourself or others.
- If you’re being bullied or see someone else being bullied, there are things you can do to protect yourself or to support others.

**OPTIONS FOR ASSESSMENT OF LEARNING OBJECTIVES UPON CONCLUDING THE LESSON:**

Distribute the Student Worksheet: Bullying at the end of the class and ask students to answer the questions and submit upon leaving the room.

**ADAPTATION TIPS FOR VIRTUAL DELIVERY**

In the event of virtual delivery, use a digital platform like Google Classroom or Zoom and note student responses on a virtual blackboard. Students can be split up into virtual groups to work on the examples of bullying group work in a shared google document or jamboard.

**HOMEWORK (If any)**

None
Student Worksheet: Bullying

Instructions: Answer the questions below and submit the worksheet upon leaving the class.

1. What is bullying?

2. Check three types of bullying:
   - [ ] Active bullying
   - [ ] Higher bullying
   - [ ] Lower bullying
   - [ ] Cyberbullying
   - [ ] Passive bullying
   - [ ] New bullying

3. What is one thing that you could do if you were being bullied?

4. What is one thing that you could do if you saw someone else being bullied?