

A stylized map of Southeast Asia is shown in the background, with a purple top section and a blue bottom section. The map is outlined in white and light blue.

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Sexuality Education Lesson Plans Southeast Asia

An illustration of two young people. On the left, a girl with dark hair, wearing a white shirt and a necklace, looks surprised or concerned. On the right, a boy with a large nose, wearing an orange shirt, is pointing towards her. A white arrow points from the text 'WHAT IS BULLYING?' to the girl.

WHAT IS
BULLYING?

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**Advocates
for Youth**
Rights. Respect. Responsibility.

The UNESCO logo, featuring a blue square with a white classical building facade and the word 'unesco' in blue lowercase letters below it.

unesco

The JNFPA logo, consisting of a grid of orange dots with a white UN emblem in the center and the letters 'JNFPA' in white on an orange background to the right.

JNFPA



ABOUT THIS LESSON . . .



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.



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WHAT IS BULLYING?

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International Technical Guidance on Sexuality Education Alignment

Key Concept 1: Relationships

- Topic 1.3: Tolerance, Inclusion and Respect, ages 9-12

Key Concept 4: Violence and Staying Safe.

- Topic 4.1: Violence; ages 9-12

Prior Student Knowledge

Students have learned about different types of violence and that all human beings are unique and valuable.

Target Age-Range

Grades 7-8 (approximately ages 10-14)

Time

45 minutes

TEACHER PREPARATION:

- Access and preview the What is Bullying video to be familiar with the content. If you are unfamiliar with bullying, consider researching the topic. Here is a report for further reading, [Behind the Numbers Ending School Violence and Bullying](#), by UNESCO.
- Test playing the video so that it's ready to view during the lesson, either queued up to the start (to avoid ads) on YouTube, off of an [AMAZE playlist](#), or a downloaded version. Consider using the [YouTube Playback Speed function](#) to adjust the speed of the video to what's best for your students.
- Make copies of the Student Handout: Examples of Bullying -one copy for each group of 3 or 4 students.
- Make copies of the Student Worksheet: Bullying - one copy per student.

MATERIALS NEEDED:

- Computer with internet access and speakers
- LCD projector and screen
- Video link: https://bit.ly/_whatisbullying
- Chalk and blackboard
- Student Handout: Examples of Bullying
- Student Worksheet: Bullying



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.

WHAT IS BULLYING?

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PROCEDURE:

Step 1

Explain that you know that many students may know something about bullying, whether they have learned about bullying over the course of their time in school or out in the world; yet, sometimes adults may be less familiar with what bullying is all about or may not always take it seriously. Explain that bullying is an expression of violence and that today you are going to review what bullying is, the different types of bullying, and what to do if you experience or witness bullying. (2 minutes)

Step 2

First, show the 2 ½ minute AMAZE video **What is Bullying?:**
https://bit.ly/_whatisbullying.

Once the video is done, ask if anyone has any questions. Then say, “The video helps us understand more about bullying, starting off with telling us what it is—a behavior that hurts, harms, or humiliates a person.” As you share this definition, write it on the blackboard. Then say, “It also talked about some of the types of bullying. Can someone remind me of some of the types of bullying that were mentioned?” Probe for the types of bullying and an example for each:

- Active bullying, which includes physical bullying like pushing, kicking, tripping, or damaging property.
- Verbal bullying, such as name calling, insults, or teasing.
- Passive bullying, such as ignoring someone on purpose and not inviting them to join in activities.
- Cyberbullying, such as abusive or hurtful texts, emails or posts, images or videos, or deliberately excluding others online.

As the students share about the types of bullying that they have heard about, write them on the blackboard. (8 minutes)



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.



WHAT IS BULLYING?



Step 3

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)

Step 4

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

What can you do if you are being bullied?	What can you do to support someone who is being bullied?

WHAT IS BULLYING?



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:

What can a person do if they are being bullied or cyberbullied?	What can a person do to support someone who is being bullied or cyberbullied?
<ul style="list-style-type: none">• Look at the person bullying you and in a calm, clear voice, tell them to stop.• If speaking up seems too hard or not safe, walk away and get help.• Tell a friend or seek out a parent, teacher, or counselor.• If you are being cyberbullied,<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Show your support for the person being bullied by being nice to them in front of the bully.• Interrupt the bullying by asking the person being bullied to come do something with you.• Tell the bully that what they are doing is not okay and to stop• Tell a teacher, parent, counselor or other trusted adult.• 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.

(8 minutes)

Step 5

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.

WHAT IS BULLYING?

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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

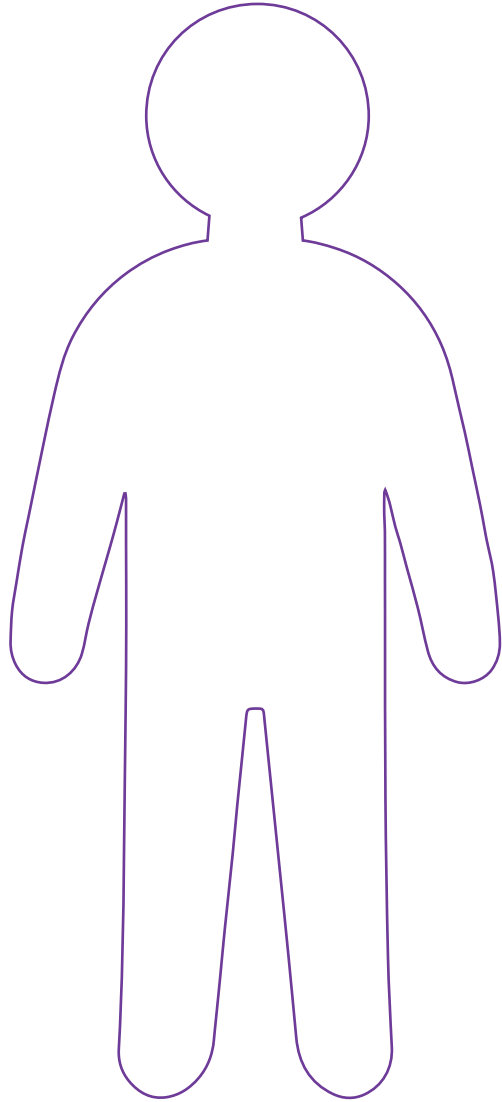
In the event of virtual delivery, use a digital platform like Google Classroom or Zoom and note student responses on a virtual blackboard. Students can be split up into virtual groups to work on the examples of bullying group work in a shared google document or jamboard.

HOMEWORK (If any)

None

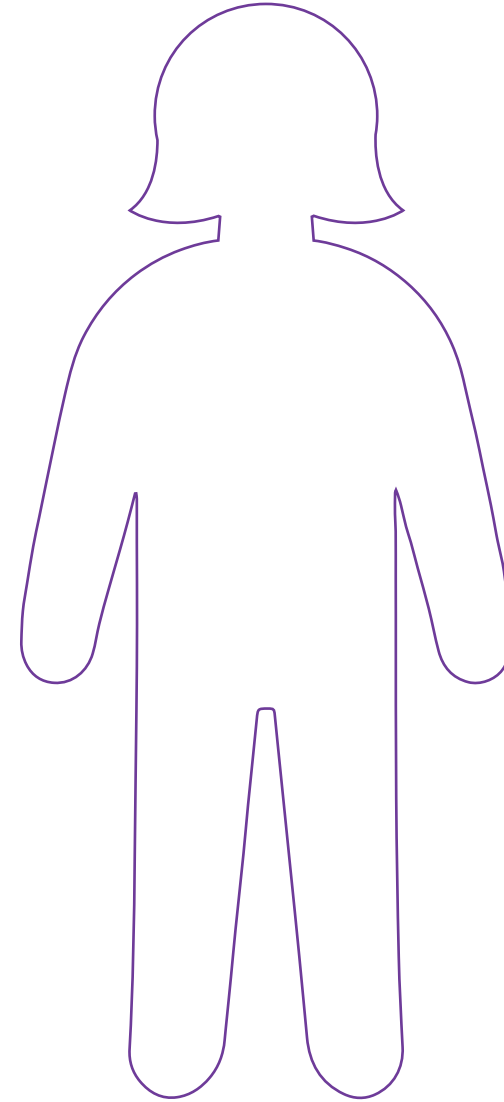
Student Handout:

Examples of Bullying



Student Handout:

Examples of Bullying



Student Worksheet:

Bullying

Name:

Date:

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?