**Teaching Topic: Bullying**

**Introduction**

Bullying refers to persistent and vicious bullying and victimisation by a number of young people (i.e. ‘child gangs’) against young people of similar age by various means, such as verbal, physical or psychological. This type of bullying is not only confined to schools, but also occurs in the community (e.g. parks, housing estates, etc.).

**Learning Objectives**

1. Recognising the forms of bullying and the seriousness of bullying;
2. To reflect on how to recognise, respond to, prevent and stop bullying in real life situations;
3. To understand that in bullying situations, ‘silence is a gesture’ and that the so-called neutrals indirectly condone and encourage bullying behaviour.

The lesson plan starts with a short film, in which the teacher asks students to express their views on the case. During the lesson, the teacher asks questions to understand how the students' values are constructed and the thoughts behind them, so as to match the teaching objectives.

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| **Part 1: Introduction to Case Investigation (5 minutes)** | **Key Points** |
| Flow of the game: 4 people in a group, each person plays a different role.  Teacher's role: to explain the case and lead the activity process, and finally let everyone make the judgement.  Student's task: to actively participate, express their opinions, and earn points.  (The teacher will give points to the students according to their answers and participation.) | * Teachers need to guide students to think and ask questions that will cause them to reflect on the bullying incident. |

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| **Part 2: Searching for clues & case analysis (5 minutes)** | **Key Points** |
| The teacher introduces the case and asks students to look for exhibits so that students can understand the case and analyse the type of bullying. The teacher then shows the first half of the video through the exhibits on the camera and asks students to analyse which type of bullying is involved. | * The exhibits represent different behaviours and help the students to understand the forms and seriousness of bullying. |
| **Part 3:** **Interviewing the student involved (10 minutes)** | **Key Points** |
| The second half of the video shows the bullying problem faced by Loner, with the bullies using the excuse of ‘joking/practising for a film/not doing anything’. To invite students to have a group discussion to determine what is wrong with the behaviour of Bullies no. 1, 2 and 3, and then in an open forum, students are invited to express their views on what bullying behaviours are involved in the incident. | * If you cause another person to suffer direct unlawful bodily harm, you are likely to commit the offence of ‘Common Assault’ and are liable on conviction to imprisonment for one year. |

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| **Part 4: Reflection (10 minutes)** | **Key Points** |
| To understand the arguments for and against the story, students act as a jury to decide how to pass judgement on the three characters in the story, then ask students questions to find out what they are thinking behind the scenes, ask students to explain why, and finally, the teacher will make a conclusion.  Examples of Questions:   1. What is the difference between ‘bullying’ and ‘joking’? 2. Ask the students about the reasons for their judgement. Who is responsible for Loner’s subsequent psychological trauma in the story? What will the school do if it finds out about bullying? 3. Ask students how they would treat the bully and the bystander, and discuss whether bystanders really exist. Is the bystander responsible for the bullying? 4. In real life, what kind of bullying do you see most often? What do these experiences tell you about your school life? | * Definition and Seriousness of Bullying  (‘School penalties’ are applied because the school provides an opportunity for the student to improve. However, if the situation is serious, it may also be reported to the police for further action, resulting in serious consequences.) * The attitude of bystanders can have a significant impact on bullying. |

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| **Part 5: Conclusion (5 minutes)** | **Key Points** |
| Bystanders may cause harm to the victim by falling on the victim's sword, e.g., verbally harming the victim, or participating in the forwarding of rumours and pictures on the Internet.  Ask the student:   1. Have they ever experienced bullying? How do they respond when they encounter bullying? 2. What can you do if you find bullying behaviour or if you see someone who needs help?   Note: Students may talk about the possibility of inaction, etc. It is appropriate to acknowledge students' concerns and emphasise the importance of protecting their own safety, and to encourage them not to be onlookers. If the situation permits, intervene in the incident, help the bully and seek assistance. | **Distract attention**   * Avoid worsening the situation and buy time to wait for others to help.   **Stay calm**   * Take the victim to a safe place and wait for support.   **Caring after the incident**   * After the incident, take the initiative to talk to those affected so that the bullied person feels cared for.   **Seek help**   * Report the incident to teachers, counsellors or school social workers for school intervention. |