school rainbow

Lesson Plans for teaching about sexual and gender diversity in Thailand
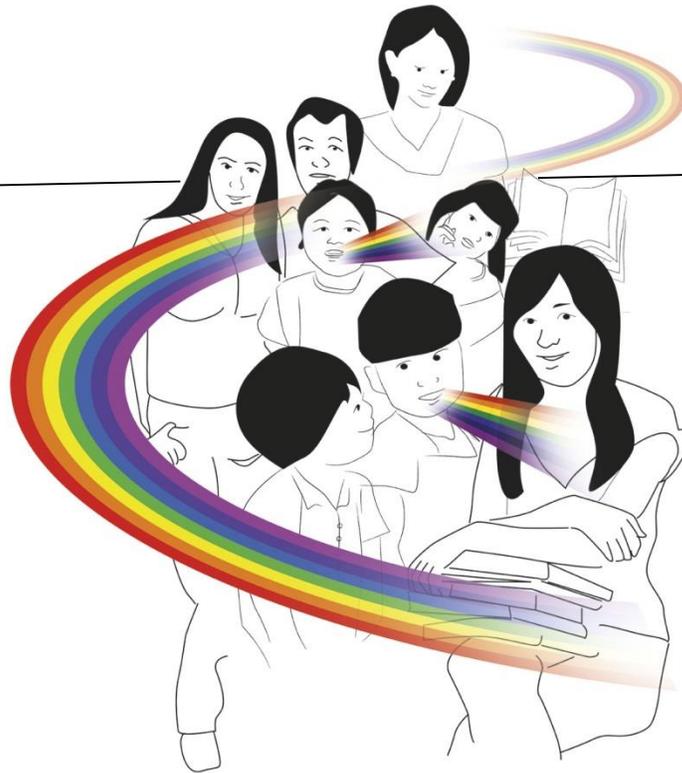
**Prepared for the
2014 International Day against Homophobia and Transphobia**

This lesson plan is available in Thai language.
http://unesdoc.unesco.org/images/0022/002277/227707THA.pdf

For more resources on this topic, and other actions you can take to make schools more supportive and safer for all children, please visit: www.schoolrainbow.org

THA/DOC/HP2/14/015-E

Background

Every student has a right to learn in a safe environment. Yet for students who face bullying and harassment, schools and other educational settings can be fundamentally *unsafe* places.

Bullying can take multiple forms, including: teasing, name-calling and labelling, physical abuse, sexual assault and social exclusion. Bullying not only threatens a child's right to education, but it undermines other fundamental rights to health, safety, dignity and freedom from discrimination.

Bullying occurs at all levels of education, including in primary schools.

It can be motivated by many factors, but is often sex- or gender-based, reinforcing traditional understandings of what it means to be masculine or feminine.

Same sex attracted and transgender youth are often victims of bullying. This bullying is often called "homophobic or transphobic bullying", or bullying on the basis of sexual orientation or gender identity. While those who identify as lesbian, gay, bisexual or transgender (LGBT) are clearly vulnerable, the mere *perception* of same-sex attraction or of transgender identity is enough to put people at risk.

The International Day against Homophobia and Transphobia (IDAHOT), which takes places every year on 17 May, is an excellent opportunity to profile the issue of bullying against those who are or appear to be same-sex attracted or transgender. In fact, the 2012 theme of IDAHOT was "Fighting homophobia IN and THROUGH education", marking the importance of this issue.

The lessons included in this packet are designed to help educators address this issue in Thailand. They draw on the experience of different organizations, recent research conducted in Thailand on the issue, and previous lesson plans developed for the 2012 campaign.

By delivering an IDAHOT lesson in May *or any time of the year*, you can help create a supportive, respectful and caring environment in schools for all learners. You can help put a stop to stigma and discrimination, and promote acceptance and acknowledgement of diversity in all of its forms. You can help those who have been victims of bullying to speak out, stand up, and seek help.

You play an important role in ending bullying in all of its forms.

While one lesson alone will never be enough, it is part of actions that schools can take to prevent and respond to the issue.

For more resources on this topic, and other actions you can take to make schools more supportive and safer for all children, please visit: www.schoolrainbow.org

Stand up – speak out – stop bullying!

IDAHOT Lessons

What's included?
This packet includes:
- guidance on bringing IDAHOT lessons into the classroom
- four lesson plans for primary level ("Only for…" for learners aged 6-9, "The Big Bad Divider" for learners aged 9-12) and secondary level classes ("Mixing It Up" and "What Were They Thinking?" for learners aged 13 and above).
- links to other resources on the topic for more information and tools

Who is it for?
This packet is prepared for educators, but can be used by young people themselves, civil society partners, and others in the school system. They can also be used by facilitators outside of schools and other educational settings, including in workshops or other trainings.

How to use these lesson plans?
The lesson plans can be adapted and used in existing subjects (including, for example, sexuality or health education, civics, or social studies) or to create a stand-alone lesson on the topic. They can also be used in extra-curricular activities or other club settings, or as part of broader campaigns on bullying or violence in schools.

Why use these lesson plans?
As discussed in the previous section, the purpose of these activities is **to help ensure all learners' right to a safe and supportive learning environment**. But obviously using these lesson plans as part of broader efforts to integrate diversity, respect and inclusion into school programmes, can have a critical impact on young same-sex or transgender learners.

There is evidence in some settings that homophobic bullying can affect the quality of learning, leading to higher absenteeism rates, lower academic engagement and even, in some cases, higher drop-outs rates among affected youth. In recent research conducted in Thailand, young people who had been bullied on the basis of perceived same-sex attraction or transgenderism were more likely to miss class in the past month, be depressed, and to have attempted suicide in the past year than those that had not been bullied. Additionally, this research found that these young people tended to engage in high-risk behaviour including unprotected sex and alcohol use than their peers that had not been bullied.

> Homophobic bullying is…a moral outrage,
> a grave violation of human rights and
> a public health crisis.
>
> United Nations Secretary-General Ban Ki-Moon,
> 8 December 2011

Bringing IDAHOT lessons into the classroom

Schools and other education settings are important venues for children to develop social skills and relationships based on mutual respect, understanding and acceptance.

While many schools already include lessons on diversity and acceptance in their school programme, there are more limited examples of those that include explicit attention to diversity in terms of gender identity or expression or sexual orientation. These can be seen as sensitive topics for discussion in the classroom.

By introducing these topics through age-appropriate discussions you can help **foster a more respectful environment in your classroom and in the school**.

You do not need to be an expert on sexuality or gender to conduct these activities. Your main role is to facilitate an **open discussion** respectful of diverse opinions. To create an environment for this to happen, you need to know how to:
- facilitate a discussion;
- handle questions for which you do not know the answer;
- deal constructively with stigmatising and discriminatory statements; and
- direct learners to further sources of help and support.

Facilitating a discussion
It is important to create a safe, accepting, supportive environment in order to maximize sharing and learning, especially when students are asked to talk about sensitive and sometimes controversial topics.

Some form of bullying probably exists among children in your classroom. Be sensitive to the dynamics that may already exist in the group and encourage children not to focus on any personal situation.

A helpful practice is to set up Ground Rules or Class Rules before the activity. These rules help learners understand from the start what behaviour is expected of them. You can encourage learners to develop their own rules in order to create a sense of ownership. Then post the rules in a prominent place so everyone can refer to them as needed.

Examples of Ground Rules: You may already have class rules, but if not you may want to establish them before conducting these lessons. This could including for example agreeing:
- To value and respect other perspectives and opinions
- Not to interrupt, criticise, or make fun of other students
- Not to share personal information or names when giving examples
- To have the class be a safe space, where no stories or experiences shared will be shared outside of the classroom
- To use respectful, inclusive and appropriate language.

If you find that participants are not observing the rules, make a direct request. This might sound like: *We may not agree on all matters. Let's make sure we find a way to disagree whilst still respecting each other.*

Handling questions for which you do not know the answer

You may not know the answer to all questions. In this case, you may feel comfortable saying "I do not know the answer to your question, but I will find out for you." You could also encourage the student to do additional research as homework and review the results with him or her afterwards individually or in a subsequent lesson. **It is important to provide accurate information.**

Dealing constructively with stigmatising and discriminatory statements

Make clear that **stigmatising and discriminatory statements are not acceptable** by introducing the activity with the following:

- Everyone has the right to a safe learning environment.
- Everyone has a role to play in establishing respect for all people. Different opinions on sexual orientation and gender identity are ok, but not respecting someone because of who they are is unacceptable.
- No one deserves to be treated negatively for any reason, including because of their sexual orientation or gender identity.

Remember: The goal of these activities is to emphasize the importance of being respectful of peoples' differences and to promote safe learning environments for all learners.

Here is some information that can help you to improve understanding of the issues; and to avoid using, and to address the use by others of, stigmatising and discriminatory language:

- **Bullying** Bullying refers to repeated actions (such as physical, verbal, social or sexual acts) typically done in a demonstration of social or physical power over another person.
- **Gay** 'Gay' refers to same-sex sexual attraction, sexual behaviour, and cultural identity. Using the term 'gay' as an insult as in "that's so gay" or "you're so gay" is wrong. It perpetuates a stereotype that being gay, lesbian or bisexual is negative or defective.
- **Gender and sex** 'Sex' refers to biologically-determined differences, while 'gender' refers to differences in social roles/ relations. Gender roles are learned through socialisation and influenced by age, class, race, ethnicity, religion, and geographical, economic, and political environments. Some people's self-conception as being man, woman, or some other gender, may be different from their biological sex at birth.
- **Homophobia** Fear, rejection, or aversion (including stigmatising attitudes/discriminatory behaviour) towards people who are, or are perceived to be, same-sex attracted. Homophobic bullying affects those who are, or are perceived to be, same-sex attracted. **Transphobia** and transphobic bullying are also used to refer to transgender people.
- **Homosexual** People who have sexual attraction to people of the same sex. In Thai society, and other cultures, this term is often avoided due to the past association of homosexuality with a mental illness. Using 'same-sex attracted' or 'gay' is preferred.
- **Stigma and discrimination** Stigma is an opinion or judgement held by individuals or society that negatively reflects a person/group. Discrimination refers to exclusion, or other actions affecting a person perceived to belong to a particular group.
- **Transgender** A transgender person's gender identification or expression is different from his/her biological sex at birth. Transgender people may have any sexual orientation.

Directing learners to more information and support

Liaise with your school to identify local sources of information and support including counselling services for those who may have been victims of bullying. Provide this during the related session(s), or invite someone from that agency to join when you conduct the lesson(s).

Some facts:
Bullying on the basis of sexual orientation and gender identity in Thailand

In 2013 Plan International, UNESCO and Mahidol University partnered to conduct a year-long study involving 30 secondary schools in five Thai provinces, with over 2,000 students. The in-depth study, which is the first of its kind in Thailand, provides an unprecedented look into bullying against those who identify as, or are perceived to be, lesbian, gay, bisexual or transgender (LGBT) in Thai schools and its toxic effects on victims, from absenteeism to depression and even attempted suicide.

How prevalent is bullying on the basis of sexual orientation and gender identity?
- Overall more than half (56%) of LGBT students in the Thai study reported having been bullied within the past month because of their sexual orientation or gender identity.
- Among students that *did not identify* as LGBT, 25% reported being bullied because they were *perceived* to be transgender or attracted to the same sex. This confirms other research suggesting that it is the mere *perception* of same-sex attraction or of transgender identity that puts people at risk.
- Of LGBT students:
  - nearly one-third (31%) reported having experienced physical abuse, 29% reported verbal abuse, and 24% reported being victims of sexual harassment in the past month because of their sexual orientation or gender identity/expression.
  - When compared, female (lesbian, bisexual or trans*women) students had a higher prevalence of victimization due to their perceived sexual orientation or gender identity than male (gay, bisexual or trans*men) students. This was true overall, as well as for each type of bullying (physical, verbal, social or sexual).

What impact does bullying have?
- Nearly one-quarter (23%) of those bullied because of their perceived sexual orientation or gender identity/expression were depressed, as compared to only 6% of those that had not been bullied at all.
- Bullying also had an effect on school attendance, with 31% of those bullied (either due to their perceived sexual orientation/gender identity or due to other reasons) reporting unauthorized absences in the past month, as compared to only 15% among those who hadn't been bullied.
- Nearly 7% percent of those bullied because of their perceived sexual orientation or gender identity/expression reported having attempted suicide in the past year, compared to only 1.2% among those that had not been bullied for any reason, and 3.6% among those that had been bullied for other reasons.

How do victims react?
- Around two-thirds of victims of anti-LGBT bullying said they did not report these incidents or even talk about them with anyone.
- 23% of those that did not react said that this was because "nothing would happen even if someone were told".
- The majority of those that *did* react to bullying said that they fought back (63%) or consulted a friend (51%). Very few students informed school staff such as teachers (8%), guidance counsellors (6%), school disciplinarians (3%), other school personnel (2%) or school directors (0.5%).

What can schools do?

- Develop and enforce clear anti-bullying policies covering students of all genders. These policies should establish clear mechanisms for addressing those who perpetrate bullying, and should not discriminate on the sex, sexual orientation or gender expression of either perpetrators or victims.
- Integrate content and participatory activities increasing understanding of the extent and consequences of bullying and teasing into various existing school subjects, for example into sex education, guidance, or homeroom classes.
- Build safe spaces for LGBT students, for example specific toilets, activity rooms or separate sleeping arrangements (e.g., during school camps) as one way to prevent bullying targeting this group of students.
- Build acceptance of sexual/gender diversity through activities that enable LGBT students to fully express their identities and abilities.
- Encourage participatory teaching of comprehensive sexuality education that emphasises acceptance of diversity and mutual respect regardless of sex, gender, sexual orientation, gender identity or gender expression.
- Permit students of all genders to participate in all activities and to become student leaders (e.g., student council president) both informally and formally.
- Challenge myths about LGBT students (e.g., myths that view them as deviant, mentally abnormal, over-emotional, or as prone to violate school regulations) among students, teachers, and parents by inviting external agencies working on comprehensive sexuality education or sexual diversity topics to provide information at the school.

For materials related to this study see:

Issues brief: Mahidol University Plan International, UNESCO. 2014. LGBT-friendly Thailand? A brief on school bullying on the basis of sexual orientation or gender identity in Thailand. Bangkok: UNESCO. http://unesdoc.unesco.org/images/0022/002277/227706E.pdf

Infographic: Mahidol University Plan International, UNESCO. 2014. LGBT-friendly Thailand? An infographic on school bullying on the basis of sexual orientation or gender identity in Thailand. Bangkok: UNESCO. http://unesdoc.unesco.org/images/0022/002277/227752E.pdf

Research Report: Mahidol University, Plan International, UNESCO. 2014. Bullying targeting secondary school students who are or are perceived to be transgender or same-sex attracted: Types, prevalence, impact, motivation and preventive measures in 5 provinces of Thailand. Bangkok: UNESCO**.** http://unesdoc.unesco.org/images/0022/002275/227518e.pdf

Lesson Plan: Only for…

Overview: Through a group activity, this lesson helps students develop an understanding of the negative effects of gender stereotyping and related behaviours.

Objectives:
- To create awareness of common gender roles and expectations
- To consider the implications of these expectations on behaviours and opportunities
- To explore ways to respond to restrictive gender norms and expectations

Facilitator(s): One or more teachers

Target group: Learners aged 6-9

Time: 30-45 minutes

Materials: Board and chalk/pens

Process:

1) Explain the objective of the exercise using simple words, such as the following: During this activity, we will discuss what you think boys and girls do differently, why this is so, and what you think about it.

2) Establish ground rules (*or refer to existing class rules*). Explain to learners that during the lesson everyone's ideas will be valued, respected, and shared without interruption.

3) Divide the board into two columns 'girl' and 'boy' with a line between them.
   a. Ask students to give examples of what is 'ONLY FOR' boys and girls.
   b. Write down EVERY suggestion, even (and especially!) very controversial ones (such as 'playing sports' for boys or 'tidying up' for girls).

4) After 8-10 minutes, or when suggestions begin winding down, ask who among the girls has done at least one of the things listed in the boy's column, and vice-versa. Learners can identify which, but should not be forced to share information that might make them uncomfortable. You can also ask if there are any disagreements on the items in the different columns.

5) Ask students "How many of you have ever been told you couldn't do something because you were a boy or a girl?" *(raise hands)*. "How did that make you feel?" Ask students "What could you say to someone who tells you or someone you know that you cannot do something just because you are a boy or a girl?"

6) To conclude the activity, the facilitator/teacher can remove the line between the columns. S/he can highlight that preconceived notions of how boys and girls should act are much different today than they were in the past and that they will continue to change. The facilitator can provide examples from Thai society.

Optional extended learning: How you can extend learning beyond the lesson:
- Ask students to interview a family member about their own experience of being told they could not do something because of being a boy or a girl.
- Have students read books that are specifically about girls and boys exploring activities or interests that are often not associated with their gender.

Lesson Plan: The Big Bad Divider

Overview: Through a group activity, this lesson helps students explore the issue of exclusion, including its different manifestations, how it makes them feel, and how to promote inclusion.

Purpose:
- To create awareness about processes that lead to discrimination and exclusion
- To create understanding of what creates categories of 'normal' and 'not normal'
- To identify ways to support inclusion and social support of all students

Facilitator(s): One or more teachers

Target group: Learners aged 9-11

Time: 45 minutes

Materials: Advance preparation may be required to identify categories and children in these categories (see below)

Process:

1) Explain the objective of the exercise using simple words, such as the following:
   During this activity we will talk about social groups and connections, things that unite and can divide us, and what can be done about bridging these divides or differences.

2) Establish ground rules (*or refer to existing class rules*). Explain to learners that during the lesson everyone's ideas will be valued, respected, and shared without interruption.

3) Choose one or a few students to be the "Big Bad Divider." For younger classes, the teacher/facilitator or another teacher should play that role until the learners understand the concept. While you are providing instructions to the "Big Bad Divider" ask all children to line up across the length of the room or stand together in part of the classroom.

4) The "Big Bad Divider" is given the instruction (in private) that s/he will be dividing children in the class into different categories across several rounds. S/he should **not say the category** but – at each round – only say the names of the children.

5) The number of categories will depend on the size of the class, but selected categories should enable the formation of different size groups, and different compositions within the groups. Be sure to choose categories that will enable every child to participate in one or more rounds. Educators should note that this may require some advance preparation for some of the less obvious categories (such as: those that write with their left hand; those that have more than 2 siblings, those that have another sibling in the school, etc.) Children can be encouraged to think of additional categories *but* criteria that could be stigmatizing have of course to be excluded (such as being overweight, having dark skin, being from a particular community, etc.). See suggestions, *right*.

> **Some examples of possible "divider categories"**
> - is aged 9 / 10 / 11
> - is born in the month of (January/February/etc)
> - writes with their left hand
> - has more than 2 siblings
> - is part of a set of twins
> - has another sibling in the school
> - speaks a second language
> - has (white/blue/red/etc) socks
> - is missing a front tooth
> - first letter of the name starts the letter (N/P/etc)
> - is wearing a barrette/hair clip…

6) Then explain to the class that the "Big Bad Divider" is going to say aloud the names of only some of the children. Those children should move in front of the group, in a corner, or some other designated part of the room. They should move without speaking, but once they are together discuss, and decide on, what they believe the dividing criteria area. The children should return to the larger group after each category is revealed. Between rounds you can also change the "Big Bad Divider" if other children wish to participate.

7) After several rounds, direct students back to their seats and discuss the experience using some or all of the following questions:
a) Did these categories make sense? Did you feel like you were part of a same "group" when you were divided?
b) Were the groups that were formed the ones that you would have chosen to form if you had chosen their own category? *(Learners will likely say they were missing some of their good friends/ that they would rearrange the groups according to their interests/relationships).*
c) How did it feel if you were alone or with just a few others?
d) Did anyone feel particularly excited/proud to be on their own or in a small group? Why do you think you felt this way?
e) How did you feel if some of your closest friends were at the other end of the room? Did you quickly go back to your friends between rounds? If so, why?

8) Explain that this activity was intended to help them develop a sense of how it can feel to be outside the group (in the minority), or to feel like you are separate from others, and that characteristics that some people think are "defining" can also lead to exclusion.

9) Share that the "dividers" used in this activity were based on silly categories, but that we can make people feel apart or excluded for a lot of reasons. For older elementary classes, learners could be asked to identify some real 'Big Bad Dividers' criteria, e.g. colour of skin, disability status, non-conformity to gender norms, etc.

10) Ask students to share some examples of actions they could take to prevent a classmate from feeling left out or to support a classmate who is being made to feel left out. You could write some of these down and post them on the classroom to reinforce inclusion and

support strategies for the class. This could be extended also as homework and discussed and agreed on in subsequent classes.

Optional extended learning: How you can extend learning beyond the lesson:
- Ask students to make a drawing or a poster of "our ideal inclusive school" showing steps schools can take to make schools welcoming and supportive for students
- Have students make a list of actions they can take to help the school be a safe and welcoming place for all learners including what students can do. Review these in a subsequent lesson and agree on a short "contract" that you as a teacher and your students can agree to and support.

Lesson Plan: "The Mixing it Up" Activity

Overview: This lesson, drawing on a series of role plays, explores the issue of bullying on the basis of real or perceived sexual orientation or gender identity, including its manifestations, impact and actions that can be taken to prevent and respond to bullying.

Purpose:
- To engage students in critical thinking about gender norms in their sociocultural context
- To sensitize students to the links between gender norms, and sexual and gender-based bullying, including bullying on the basis of sexual orientation and gender identity
- To encourage students to take action in response to sexual and gender-based bullying

Facilitator(s): One or several teachers

Target group: Learners aged 13 and above

Time: 60-90 minutes

Materials: Role Play scenarios (below) should be printed in advance out for small groups. You may also invent other scenarios that are more appropriate/adapted to your community/setting.

Process:
Part 1 (20 minutes)

1) Explain the objective of the exercise using simple words, such as the following:
   During this activity, we will be acting out different experiences of bullying, and explore appropriate and inappropriate ways to respond to situations like the scenarios we will see today.

2) Establish ground rules (*or refer to existing class rules*). Explain to learners that during the lesson everyone's ideas will be valued, respected, and shared without interruption.

3) Divide the class into small groups of approximately 5 students. Hand each small group one of the scenarios below along with the instructions for preparing the role play. More than one group can have the same scenario, as the approach they take and the outcome they suggest could look different.

Role play instructions

You have maximum 15 minutes to read the scenario and prepare your role play.

When preparing,
1. Identify the problem: what is being said or done that is hurtful or problematic?
2. Identify who is involved: the target, the perpetrator(s), the bystander(s) (i.e. the person who witnesses the incident but doesn't take part in it), and the "upstander" (i.e. the person who will intervene), if there is one.
3. Consider the consequences to all people in the scenario if no one intervenes, and how your scenario will end.
4. Prepare a short skit (3 minutes maximum)

Remember:
- While it can be fun to act out scenarios, the goal is to think carefully about the harm inflicted in these scenarios and to develop realistic and practical ways to prevent and address them.
- Avoid stereotyping the characters – in accents, physical manner, or words used. Be as realistic and authentic as possible.
- The characters facing bullying have options and agency in their response. Avoid showing characters as unable to take any action to address the situation.
- These things happen to real people. It is important to try to feel empathy for how the people in the scenario might feel about what is happening.

Possible scenarios (cut out one per group)

Role play #1
Bua is a very popular girl in school, with many friends on her Facebook© account. Last week, two of her friends, Lawan and Kanya, deleted her from their friends' list and are no longer speaking to her. Bua didn't like this and set up a fake Facebook profile saying these two girls are dating. The rumour has spread across the school, and Bua feels she's gotten revenge.
Characters: Bua, Lawan, Kanya, the classmates who are spreading the rumour

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Role play #2
Supol is a new student in your class. His appearance is feminine, and he sometimes wears lipstick or other makeup when the teachers don't notice. When he goes to the toilet the other boys ridicule him and sometimes push him and make him fall. During class one of the teachers makes a comment on the new student's appearance in front of all his classmates. The teacher even seeks approval from the classmates and they all approve except for one student who says that it is the right of every student to choose how he or she wants to look. Supol is relieved to have a friend.
Characters: Supol, the teacher, the classmates who giggle and the classmate who is supportive

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Role play #3
Suvit has a lot of friends who are girls in his school. All of his male classmates are jealous and think that he is gay as he never hangs out with boys. When they see Suvit alone at school, in the schoolyard or outside of the classroom, they trip him or try to pull his shorts down. Suvit wants to go and tell the principal but he is afraid he will be told it is his fault for not being "one of the boys". He decides to go to the principal.
Characters: Suvit, the classmates who are bothering him, the principal

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Role play #4
Noy is standing in line getting lunch in the cafeteria. Two of Noy's friends, Anan and Tan, walk up to Noy and start giving him a hard time about his new haircut, telling him "all the boys aren't going love you anymore" and using other rude language. Cafeteria staff members, P'Maew and P'Nok, who handling the food service overhear Anan and Tan's comments to Noy.
Characters: Noy, Anan, Tan, P'Maew and P'Nok, other students nearby

Part 2: Role play presentations (20 minutes)

    4) After 15 minutes, invite each group to act out their role play. Explain that groups received difference scenarios, and they will act out the scenario and their imagined outcome. Explain that there will be a detailed discussion after all of the scenarios are presented.

    5) Be sure each group is applauded and thanked for their efforts after each presentation. If you want to you can ask students to identify after each scenario the different roles that were in the scenario, such as the target/victim of bullying, perpetrator, ally or bystander.

Part 3: Discussion (40 minutes)

    6) After all groups have presented, conclude by asking some or all of the questions below:

- What were the different kinds of bullying that young people were experiencing in these scenarios? (*Physical, social, verbal, sexual and cyberbullying; have students refer to the different character when explaining different types of bullying*)
- What was the impact on the person experiencing the bullying? What about bystanders or the person doing the bullying? (*You could also ask participants how they felt during the role play, starting with those who played the roles of the person being bullied.*)
- In which scenarios did someone intervene? Who was it and what did they do? (*Remind students that the person who is targetted could respond; a "bystander" may decide to help or intervene; or an ally or "upstandander" could do so something.*)
- What interventions did you feel were particularly effective? Ask students to identify specific phrases and words that students used during the role play that they thought were constructive in stopping or de-escalating the incident and/or supporting the target.
- Did you have any ideas for other actions that might have been effective in addition to what was presented? Be specific.
- Can adults experience bullying too? Give some examples.

7) Conclude the lesson by:
- Reminding students that while these scenarios were presented today as fictitious case studies, they are situations that children are experiencing also in Thailand and in other countries around the world
- Highlighting the examples that were provided of what students and other education staff can do to prevent and respond to situations of bullying.
- Explaining to students that bullying is not inevitable, it is learned. Therefore, it can be unlearned and we can all work to prevent it.
- Reminding students that we all have a shared responsibility for keeping classrooms and school communities safe, respectful and inclusive for all of its members.

Optional extended learning: How you can extend learning beyond the lesson:
- Ask students to write up additional role plays scenarios that show examples of acceptance and support to all learners. Role play these scenarios in a subsequent class.
- Ask students to develop a mock action plan for a School Rainbow campaign www.schoolrainbow.org. What steps would they take, who would they engage, when would they do it, and what outcomes do they think it would have? This could be an individual or a group assignment.

The "What Were They Thinking?" Activity

Overview: This lesson includes a series of interactive activities to build knowledge of bullying, and actions that can be taken to prevent and respond to it.

Purpose:
- To raise awareness of bullying, including homophobic or transphobic bullying
- To recognize some of the behaviours associated with, and motivations behind, bullying
- To demonstrate actions that can be taken to prevent and respond to bullying

Target Group: Learners aged 13 and above

Time: 60 – 90 minutes

Materials: Chalk and chalkboard, case study scenario (printed out or up on a screen)

Process
Part 1 (15 – 20 minutes)

1) Explain the objective of the lesson using simple words, such as the following:
During this activity, we will discuss bullying, including bullying on the basis of sexual orientation or gender identity, often called homophobic or transphobic bullying. We will review what it is, some motivations behind it, and how it can be prevented and addressed.

2) Establish ground rules (*or refer to existing class rules*). Explain to learners that during the lesson everyone's ideas will be valued, respected, and shared without interruption.

3) Introduce the topic of bullying asking questions students: **what is bullying? :**

When listening to definitions proposed be sure to capture the concepts of:
- **Repeated** actions/behaviours
- **Power**, including social or physical power/dominance over another person
- Including different **types of actions**, which can be combined, such as physical, verbal, social, sexual, and cyber-bullying.

Write the definition on the board:

Bullying refers to repeated actions typically done to demonstrate social or physical power over another person. These actions can be physical, verbal, social, sexual and done through different means, including the internet (cyber-bullying).

3) Put five quadrants on the board or on flipcharts and ask students for examples of different types of bullying: physical, verbal, social, sexual, cyber-bullying.

See examples below. Not all of these need to be voiced, but the different manifestations of bullying should be clear. There is some overlap of types of bullying also, in particular between social and verbal acts, and bullying often will include multiple elements and actions.

For example:

Physical:	Verbal:	Social
• Punching • Kicking • Pushing • Tripping • Pulling hair • Threatening with a weapon • Stealing, destroying or hiding belongings • Locking someone into a classroom, toilet or another space	• Insulting • Name-calling, including using homophobic or transphobic language • Verbally threatening someone • Gossiping	• Gossiping • Name calling • Banning, excluding someone from group or activity • Spreading rumours • Excluding someone
Sexual: • Inappropriate touching • Sexual comments • Pulling someone's pants or skirt down, shirt up to embarrass someone	Cyber: • Sending text messages, such as about someone's sexuality • Prank calls • Sending inappropriate pictures or videos • Editing pictures • Hate sites	

Part 2 (20 minutes)

4) While bullying can occur against anyone, today we are going to explore the issue of homophobic or transphobic bullying, or bullying on the basis of sexual orientation or gender identity. You may want to refer to some of the facts on the issue in Thailand provided on pages 6-7 and to add these words on the board to emphasis the focus.

5) Put the below case study on a screen or have it printed out for students to look at (feel free to adapt the scenario also more to your school or community.)

Ask students to read the case study:

> Tan is the captain of the school football team. An incoming student, Somchai, asked Tan about trying out for the team. Tan took one look at this student and decided he did not like him. Tan thought this guy looked gay and he did not want any gay guys on his team. So, Tan lied by telling him that the team was closed. When Somchai showed up to practice the coach encouraged him to try out. Eventually he made the team. At practice, Tan would often insult and threaten the student so that he would quit. Some teammates would laugh and even join in with name-calling. The student did not quit, so Tan and his friends started to trip him or push him over when the coach was not looking.

6) Use the example above to discuss what motivates bullying.

   Ask **them what they think is on the mind of the bully**. You can do this in a group discussion or by writing up "think bubbles" that you can collect. If the latter, be sure to specify not to use inappropriate or homophobic language. Some examples include:
   a. Gay people deserve to be bullied or "are asking for it"
   b. It is fun to take advantage of people
   c. Putting someone down makes me look cooler
   d. If I don't act out people will think that I'm gay
   e. If I don't act out people will find out that I'm gay

7) If you have time, and want to explore the impact of bullying, you can also ask students what they think is on the mind of **the person being bullied**. You can do this in a group discussion or as outlined above.

Part 3 (20 minutes) *This can also be completed as homework if time does not permit this discussion, but should be explored further in a subsequent session.*

8) Challenge students to think of actions that can be taken to change these thoughts, beliefs and related actions (including of bystanders who may not participate in the bullying but who do not take action to prevent or address it). These include steps that can be taken inside and outside of schools. Make sure students thinks of actions they themselves could do as well as steps the school should take. Some examples include:
   - Establishing safe school, anti-bullying or related policies and related enforcement mechanisms
   - Working with teachers and other school staff to build understanding of, and their role in supporting, inclusion and tackling discrimination in all of its forms
   - Holding anti-bullying or other campaigns periodically or linked to specific days such as the International Day against Homophobia and Transphobia
   - Developing peer support networks, such as Gay Straight Alliances or related clubs
   - Integrating diversity issues into related curriculum (such as sexuality education, social studies, etc.)
   - Linking the targets and perpetrators of bullying to counselling and other services, where required
   - Using the media to build public awareness about bullying and its effects

9) Explain to students that bullying is not inevitable, it is learned. Therefore, it can be unlearned and we can all work to prevent it. Remind students that we all have a shared responsibility for keeping classrooms and school communities safe, respectful and inclusive for all of its members.

Optional extended learning: How you can extend learning beyond the lesson:
- Make a drawing/short cartoon strip showing a scenario where bullying is prevented or addressed. Include thought bubbles showing what the different characters are thinking.
- Ask students to develop an action plan for a school campaign around bullying. What steps would they take, who would they engage, when would they do it, and what outcomes do they think it would have? This could be linked to a School Rainbow campaign www.schoolrainbow.org or another initiative. This could also be an individual or a group assignment.