



## Timing

45 minutes

## Materials

- **Teasing and Bullying** video (<https://youtu.be/61AqBH0bqIQ>)
- **Bullying Article** handout—one per pupil
- **Bullying Multiple Choice Questions** pupil handout—one per pupil
- **Bullying Multiple Choice Questions** answer key—one per teacher
- **What I Can Do** handout—one half sheet per pupil

**Note:** *There are facilitation options below if the pupils are in a virtual situation. Handouts can be provided electronically to be printed at home or as an editable Microsoft Word template to be submitted via email, learning management systems, or a live/shared document.*

## Tools to Build Body Confidence

### WEIGHT-BASED BULLYING: WHAT CAN I DO?

## Overview

Content for the *Amazing Me* programme was created in partnership with Dr. Marisol Perez, a clinical psychologist and researcher at Arizona State University and the Institute for Research and Education Advancing Children's Health (REACH). Dr. Perez has dedicated her career to assisting future generations to be less focused on appearance and more focused on respecting, liking, and appreciating their bodies.

In this activity, the teacher will lead the pupils to read an informational text on weight-based bullying and teasing before they think about strategies that could be used if a person is being bullied or teased.

Each activity is part of a five-lesson series that focuses on the effects of bullying and teasing on body confidence. Lessons 1–3 include core content and should be completed in sequence. Lessons 4 and 5 are supplementary and provide pupils with an opportunity to extend their learning of core concepts.

## Background

Body image is the way we feel about our bodies, including how it looks and functions.<sup>1</sup> Many things can affect body image, including weight-based bullying and teasing. When pupils get bullied or teased, it can damage their self-esteem and lead to serious negative outcomes. Research shows that pupils who are bullied are at increased risk of suicidal ideation and attempts.<sup>2</sup> Pupils who are bullied are more likely to

<sup>1</sup> Cash & Pruzinsky, 1990; Cash & Smolak, 2011

<sup>2</sup> Eisenberg, Neumark-Sztainer, & Story, 2003

have unhealthy coping behaviours,<sup>3</sup> and skip school.<sup>4</sup> In addition, pupils who are bullied engage in more unhealthy eating and dieting.<sup>5</sup> These consequences are not limited to childhood: weight-based bullying is also associated with poor body image and unhealthy eating in adulthood.<sup>6</sup>

A review of existing school anti-bullying programs revealed that none of them address weight-based bullying and teasing.<sup>7</sup> There are several school anti-bullying programmes that have a [BluePrint](https://www.blueprintsprograms.org) (<https://www.blueprintsprograms.org>) designation (consistently demonstrated to reduce bullying in pupils and schools). These programmes focus on the following dissonance-based, teacher-led activities: classroom discussion on bullying and why it is bad, rules against bullying and why they are important, activities to reinforce anti-bullying norms and values, and what to do when bullying occurs.

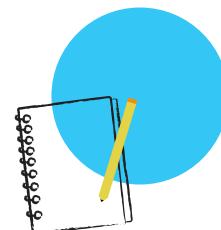
This lesson will focus on why pupils should not bully others and what to do if bullying does occur.



## Objectives

### Pupils will:

- Read an informational text on weight-based bullying and teasing.
- Brainstorm strategies to use when bullying occurs.



## Essential Question

***What is weight-based bullying, how does it affect pupils, and what can I do if it happens to me?***

<sup>3</sup> Puhl & Luedicke, 2012

<sup>4</sup> Puhl & Luedicke, 2012

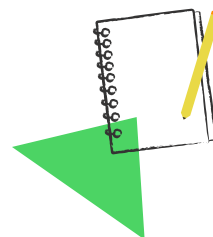
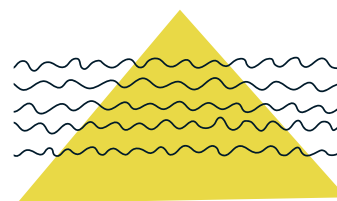
<sup>5</sup> Hayden-Wade, Stein, Ghaderi, Sabinski, & Wilfley, 2005; Neumark-Sztainer, Falkner, Story, Perry, Hannan, & Mulert, 2002

<sup>6</sup> Puhl, Wall, Chen, Austin, Eisenberg, & Neumark-Sztainer, 2017

<sup>7</sup> Aime et al., 2017

## Suggestions for Implementing Virtual Meetings

- **Lighting:** Backlighting prevents your audience from seeing you clearly. Make sure that you have lighting in front of you to ensure that you are seen.
- **Camera placement:** Try to make sure that your camera is placed at eye level. This helps to create eye contact and engagement with your audience. You can use books or other items to lift your computer (if using a laptop).
- **Sound:** Make sure that you do a quick sound check before beginning your session. Ensure that you can be heard and that participants will not hear an echo effect. Consider the usage of headphones equipped with a speaker.
- **Make connections:** Remember to try to connect with your audience, which can be challenging, virtually. Connect with them using quick stories or humour.
- **Troubleshooting:** It is okay to make mistakes or have technology issues. If you have a technology hiccup or things don't go as planned, do your best to reconnect and move forward with your lesson. The best thing you can do is be prepared by testing your internet connection and sound and video settings prior to your session!



## Sensitivity Note

Due to the nature of today's discussion, be aware of pupils' feelings and be sensitive to the emotions and reactions of all pupils in the classroom. There can be a diversity of emotions and reactions to these topics. Teachers should feel free to paraphrase/edit the language to suit their class.

## Lesson Plan

### Discuss

- Show the video **Teasing and Bullying** (<https://youtu.be/61AqBH0bqIQ>).
- Facilitate a brief discussion, using the following questions as a guide:
  - Have you ever been teased because of the way you look?
  - Have you ever teased someone else because of the way they look?
  - Why do you think people tease others?

## VIRTUAL FACILITATION OPTIONS

- Allow pupils to share their answers out loud or encourage them to write their answers down to refer to later, add to a live/shared document, or comment in a chat box.

- Explain that today the class will read about weight-based bullying and brainstorm some strategies to use if they are being teased or if they witness someone else being teased.

## Do

- Give out the **Bullying Article**.
- Either read the article aloud while pupils follow the text, ask for volunteers to read each paragraph out loud, or get pupils read it themselves.
- After reading the article, give out the **Bullying Multiple-Choice Questions** handout and ask the pupils to complete it.
- Review pupils' answers using the **Bullying Multiple-Choice Questions** answer key, stopping to address misconceptions as they arise.

## Reflect

- Give out the **What I Can Do** handout to each pupil.
- Review pupils' learning about weight-based bullying and teasing and ask them to brainstorm some ways they can handle being bullied if it happens to them or if they are witnesses to it.
- Allow time for pupils to brainstorm ideas and then ask them to share their ideas. Allow time to make connections between their responses and why weight-based bullying and teasing are harmful.

## VIRTUAL FACILITATION OPTIONS

- This can be facilitated as a whole group discussion, in a live/shared document, or submitted electronically.



## Bullying Article

Bullying is being mean to a someone repeatedly. There are many types of bullying. Bullying can be teasing or making fun of someone. Another example of bullying is leaving someone out on purpose. Bullying can also include talking about hurting someone or yelling at a person. It can be hitting or kicking.

Making fun of people because of the way they look, their body, or their weight is bullying too. This is called 'appearance-related bullying.' Here are some examples:

- Making fun of someone because his/her trousers are too short.
- Calling someone fat.
- Calling someone ugly.
- Making fun of someone because he/she is tall or short.

Bullying and teasing hurts other people. Pupils who are bullied feel sad, feel lonely, and have their feelings hurt. Sometimes, they do not want to go to school. Appearance-based bullying makes pupils feel bad about the way they look and can make them ashamed of their bodies.

The Department for Education<sup>8</sup>. reports that 17% of young people aged 10 to 15 years in England were bullied in the previous 12 months in a way that made them frightened or upset. 60% of those who said they had been bullied had experienced some kind of physical bullying, 89% said they had suffered some kind of verbal bullying. However there is some good news. If you see someone being bullied and try to stop it, the bullying usually stops within ten seconds!

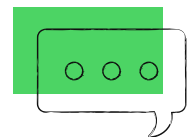
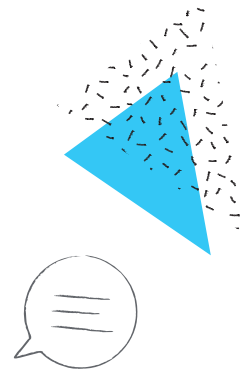
There is a lot you can do to stop bullying. You can start by trying to be nice. Practise saying nice things to others. If you say something mean, say you are sorry right away. Also, you might be more likely to say something mean when you are feeling upset. Ask a teacher for help if you feel upset.

There are safe things you can do to stop bullying if you see it. Tell an adult right away. Be nice to the person who is being bullied. You can play with him/her or sit with him/her at lunch.

If you are being bullied, stay calm. Tell the bully to stop in a clear voice. If you can, stay away from the bully. Tell a teacher right away.

Remember, everyone is different, and differences are fine. Everyone is born looking different, and everyone is born with different abilities. Some pupils may be taller than others. Some pupils can jump higher than others. Some pupils have bigger hands than others. We are all different, and we are all wonderfully unique!

<sup>8</sup> Bullying in England, April 2013 to March 2018 Analysis on 10 to 15 year olds from the Crime Survey for England & Wales Department for Education November 2018



## Bullying Multiple Choice Questions

- Which sentence best describes the main idea of the article?
  - Bullying is being mean to someone else.
  - Bullying is harmful, but there are things we can do to make the situation better.
  - Everyone is different, and that's fine.
- True or False? Making fun of a people because of their weight is bullying.
  - True
  - False
- When are you more likely to say something mean to someone else?
  - When I am happy
  - When I am excited
  - When I am unhappy.
  - When I am hungry.
- Read each situation and circle the ones that are bullying.
  - Megan and Srivi are good friends. Srivi wants to invite Ronda to play with them, but Megan says no. Megan tells Srivi she will stop being her friend if she plays with Ronda.
  - Carlos and Brad are playing basketball. Every time Brad misses a shot, Carlos laughs and says, 'You're terrible! You have weak mouse arms!'
  - Joaquin and Jasmine are twins, and they both have had braces fitted. They did not want to go to school because they were afraid pupils would make fun of them. On the school bus, Matt started calling them 'metal mouth twins'. Soon, other pupils were calling them 'metal mouth twins' too.
  - Taylor was sitting on a bench at lunch. Someone passed by and said, 'I'm not sitting next to you! You are too fat!'
- What is appearance-based bullying or teasing?
  - Telling someone you like his/her shoes.
  - Hitting or kicking someone.
  - Hugging someone when he/she feels sad.
  - Making fun of someone because of how he/she looks or because of his/her weight.
- Based on the article, do you think the author believes bullying is a good thing or a bad thing? Why? Use examples from the article to support your answer.

## Bullying Multiple Choice Questions: Answer Key

1. Which sentence best describes the main idea of the article?
  - a. Bullying is being mean to someone else.
  - b. Bullying is harmful, but there are things we can do to make the situation better.**
  - c. Everyone is different, and that's not good or bad.
  
2. True or False: Making fun of a people because of their weight is bullying.
  - a. True**
  - b. False
  
3. When are you more likely to say something mean to someone else?
  - a. When I am happy.
  - b. When I am excited.
  - c. When I am unhappy.**
  - d. When I am hungry.
  
4. Read each situation and circle the ones that are bullying.
  - a. Megan and Srivi are good friends. Srivi wants to invite Ronda to play with them, but Megan says no. Megan tells Srivi she will stop being her friend if she plays with Ronda.  
Teacher note – this isn't bullying as it seems to be a one-off event. However it isn't kind to exclude other people and Srivi might want to explain this to Megan.
  - b. Carlos and Brad are playing basketball. Every time Brad misses a shot, Carlos laughs and says, 'You're terrible! You have weak mouse arms!'**
  - c. Joaquin and Jasmine are twins, and they both have had braces fitted. They did not want to go to school because they were afraid pupils would make fun of them. On the school bus, Matt started calling them 'metal mouth twins.' Soon, other pupils were calling them 'metal mouth twins,' too.**
  - d. Taylor was sitting on a bench at lunch. Someone passed by and said, 'I'm not sitting next to you! You are too fat!'  
Teacher note – this isn't bullying as it seems to be a one-off. It is an unkind thing to say and you could discuss with the pupils what they might do if they hear comments like this.

## Title

5. What is appearance-based bullying or teasing?
  - a. Telling someone you like his/her shoes.
  - b. Hitting or kicking someone.
  - c. Hugging someone when he/she feels sad.
  - d. Making fun of someone because of how he/she looks or because of his/her weight.**
6. Based on the passage, do you think the author believes bullying is a good thing or a bad thing? Why? Use examples from the passage to support your answer.

**A bad thing: answers will vary but should be supported by information presented in article.**



## What I Can Do

HANDOUT

What I Can Do if I am Being Bullied or Teased	What I Can Do if I Witness Bullying or Teasing



## What I Can Do

HANDOUT

What I Can Do if I am Being Bullied or Teased	What I Can Do if I Witness Bullying or Teasing

## Curriculum Links

### England

#### PSHE

##### Relationships

###### *Managing hurtful behaviour and bullying*

- **R19.** To know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
- **R20.** To know strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
- **R21.** To know about discrimination: what it means and how to challenge it

###### *Respecting self and others*

- **R30.** To know that personal behaviour can affect other people; to recognise and model respectful behaviour online
- **R31.** To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
- **R32.** To know about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

#### Relationships Education, Relationships and Sex Education (RSE) and Health Education

##### Relationships Education

###### *Caring friendships*

- To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- To know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

###### *Respectful relationships*

- To know the practical steps they can take in a range of different contexts to improve or support respectful relationships
- To know the importance of self-respect and how this links to their own happiness

##### Physical health and mental wellbeing

###### *Mental Wellbeing*

- To know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- To know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)

## Curriculum Links

### English

#### Comprehension

- To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

#### Spoken language

- To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- To participate in discussions and debates

### Citizenship

- **1.a** To talk and write about their opinions, and explain their views, on issues that affect themselves and society
- **2.c** To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- **3.a** To know what affects mental health, and how to make informed choices
- **4.a** To know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- **4.d** To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- **4.e** To recognise and challenge stereotypes
- **4.f** To know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

## Scotland

### Health and Wellbeing

- **2-01a** I am aware of and able to express my feelings and am developing the ability to talk about them
- **2-02a** I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them
- **2-06a** I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available
- **2-08a** I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support
- **2-44a** I understand that a wide range of different kinds of friendships and relationships exist
- **2-44b** I am aware that positive friendships and relationships can promote health and the health and wellbeing of others

## Curriculum Links

### Literacy Across Learning

- **2-07a** I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own
- **2-10a** I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently

### Social Studies

- **2-16b** I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives

## Wales

### Health and Well-being (Progression Step 3)

#### How we process and respond to our experiences affects our mental health and emotional well-being

- I can recognise the benefits of being able to focus attention on my perceptions and thoughts and know that I am developing my self-awareness
- I can see the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being

#### Our decision-making impacts on the quality of our lives and the lives of others

- I can reflect on the way that past events and experiences have affected my thoughts, feelings and actions
- I can anticipate how future events may make me and others feel
- I can make considered decisions, taking into account available information, including past experiences

### Languages, Literacy and Communication

#### Expressing ourselves through languages is key to communication

- I can respond to others' points of view, seeking clarity, structuring arguments, summarising and explaining what I have heard, read or seen
- I can interact with others, talking and writing about my thoughts, feelings and opinions showing empathy and respect

## Curriculum Links

### Northern Ireland

#### Personal Development and Mutual Understanding

##### Self-Awareness

- To develop self-awareness, self-respect and self-esteem
- To explore and examine what influences their views, feelings and behaviour

##### Feelings and emotions

- To examine and explore their own and others' feelings and emotions
- To know how to recognise, express and manage feelings in a positive and safe way

##### Relationships

- To explore and examine what influences their views, feelings and behaviour.
- To consider the challenges and issues that can arise:
  - at home;
  - at school; and
  - between friends and how they can be avoided, lessened or resolved

#### Language and Literacy

##### Talking and Listening

- To participate in group and class discussions for a variety of curricular purposes
- To know, understand and use the conventions of group discussion
- To share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals
- To describe and talk about real experiences and imaginary situations and about people, places, events and artefacts