



**YEARS  
5 and 6**

## Timing

45 minutes

## Materials

- Copy of the school's Anti-bullying policy and/or other documents related to bullying—one for electronic display or one printed per pair
- **Plus, Minus, Interesting** handout—one per pupil
- Lollipop sticks with pupil names written on them—one per pupil
- Flip chart paper
- **Anti- Bullying Policy Reflection** 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

# BULLYING IN OUR SCHOOL: WHAT CAN WE DO?

## Overview

Content for the *Amazing Me* program 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 be less focused on appearance and more focused on respecting, liking, and appreciating their bodies.

In this activity, pupils will discuss their school's bullying policy and make suggestions for revisions. With the teacher's support, they will then revise the policy to include weight-based bullying and teasing.

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 4–5 are supplementary and provide pupils with an opportunity to extend their learning of core concepts.

## Background

Body image is defined as the thoughts, feelings, and behaviours towards one's own body.<sup>1</sup> Research shows that body dissatisfaction contributes to the development of unhealthy behaviours in pupils and adults. People are more likely to do unhealthy things to control their weight and body shape when they focus more on appearance than body functionality.<sup>2</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.

<sup>1</sup> Cash & Prunzinsky, 1990

<sup>2</sup> Thompson & Stice, 2001

Research shows that pupils who are bullied are: at increased risk of suicidal ideation and attempts;<sup>3</sup> more likely to have unhealthy coping behaviours;<sup>4</sup> skip school;<sup>5</sup> and engage in more unhealthy eating and dieting.<sup>6</sup> These consequences are not limited to childhood: weight-based bullying is also associated with poor body image and unhealthy eating in adulthood.<sup>7</sup>

A review of existing school anti-bullying programmes revealed that none of them address weight-based bullying and teasing.<sup>8</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 school anti-bullying policies and give pupils the opportunity to revise their classroom's anti-bullying rules.

## Objectives

### Pupils will:

- Discuss how bullying and teasing based on appearance/weight affects body confidence.
- Examine their school's anti-bullying policy.
- Suggest changes to their school's policy to make it more inclusive and effective.

## Essential Question

***What are the anti-bullying policies at our school, and how can they be updated to be more inclusive and effective?***



<sup>3</sup> Eisenberg, Neumark-Sztainer, & Story, 2003

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

<sup>5</sup> Puhl & Luedicke, 2012

<sup>6</sup> Hayden-Wade, Stein, Ghaderi, Sabinski, & Wilfley, 2005; Neumark-Sztainer, Falkner, Story, Perry, Hannan, & Mulert, 2002

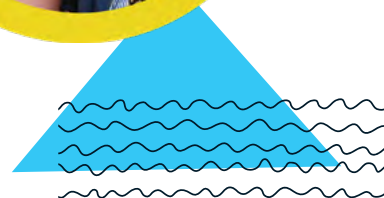
<sup>7</sup> Puhl, Wall, Chen, Austin, Eisenberg, & Neumark-Sztainer, 2017

<sup>8</sup> Aime et al., 2017

## Teacher Preparation

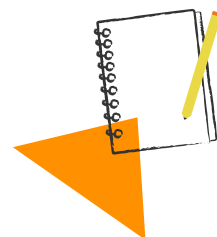
### Before the lesson:

- Have copies of your school's anti-bullying policy and any related documents for pupils to see.
  - Note that this lesson will vary greatly depending on each school's anti-bullying policy, how comprehensive it is, and how much information pupils have regarding the policy. During the lesson pupils may find out that weight-based bullying and teasing may not be included in the school's anti-bullying policy. Guide the discussion in this direction if pupils do not come to this conclusion on their own.



## 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 issue 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

- Ask the pupils to work in pairs and put the following questions on the board:
  - How do you think bullying based on appearance is related to body confidence?
  - What are the anti-bullying policies at our school?
  - What steps should you take if you are being bullied? What steps should you take if you see someone else being bullied?
- Ask the pupils to discuss the questions with their partner before asking them to share their ideas with the group.
- Explain that today the class will be investigating the anti-bullying policies at their school and making suggestions on how it can be more inclusive and effective.

### 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.

### Do

- Put the school's anti-bullying policy and procedures for handling bullying on the board or have copies for the pupils. Read them to the pupils and clarify anything they do not understand.
- Give out the **Plus, Minus, Interesting** handout.
- Give the pupils ten minutes to analyse the document and identify positive aspects of the school's anti-bullying policy, aspects of the school's anti-bullying policy that could be improved, and interesting things about the school's anti-bullying policy. They should record their thoughts as they go through it.
- Choose pupils' names at random using lollipop sticks and ask them to share their ideas from their **Plus, Minus, Interesting** handouts. Help pupils to identify what might be missing from the policy to make it fully inclusive and effective, with an emphasis on weight-based issues.

### VIRTUAL FACILITATION OPTIONS

- This can be facilitated in a live/shared document or submitted electronically.

- Ask pupils to brainstorm ways to prevent weight-based bullying and support peers if they feel they are being bullied.
- Guide pupils through the process of creating a “Classroom Anti-Bullying Policy” that reflects the ideas from the **Plus, Minus, Interesting** activity. Record pupils’ responses as they brainstorm their ideas on flip chart paper.
- Discuss how pupils will help each other keep to the new “Classroom Bullying Policy” (e.g. What will this look like? How will we know this is working? Who can we help keep us on track?)

## VIRTUAL FACILITATION OPTIONS

- This can be facilitated in a live/shared document or projected via screenshare.

## Reflect

- Distribute the **Anti-Bullying Policy Reflection** handout to each pupil and ask them to reflect on their learning.
- If time allows, ask pupils to share their reflections.



## Plus, Minus, Interesting

HANDOUT

<b>PLUS</b> What do you like about our school's Anti-bullying policy?	<b>MINUS</b> How can the school's Anti-bullying policy be better?	<b>INTERESTING</b> What are some things you found interesting?
Example: You are helping a pupil when you report it.	Example: More examples of bullying.	Example: The whole school is doing it.



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## Anti-Bullying Policy Reflection

HANDOUT

How can we add weight-based bullying to our policy?



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## Curriculum Links

England
<p><b>PSHE</b></p> <p><b>Relationships</b> <i>Managing hurtful behaviour and bullying</i></p> <ul style="list-style-type: none"> <li>• <b>R19.</b> To know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</li> <li>• <b>R20.</b> 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</li> <li>• <b>R21.</b> To know about discrimination: what it means and how to challenge it</li> </ul> <p><i>Respecting self and others</i></p> <ul style="list-style-type: none"> <li>• <b>R30.</b> To know that personal behaviour can affect other people; to recognise and model respectful behaviour online</li> <li>• <b>R31.</b> 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</li> <li>• <b>R32.</b> 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</li> </ul>
<p><b>Relationships Education, Relationships and Sex Education (RSE) and Health Education</b></p> <p><b>Relationships Education</b> <i>Respectful relationships</i></p> <ul style="list-style-type: none"> <li>• To know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• To know the practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• To know the importance of self-respect and how this links to their own happiness</li> <li>• To know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> </ul>
<p><b>English</b></p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Spoken language</b></p> <ul style="list-style-type: none"> <li>• To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• To participate in discussions and debates</li> </ul>



## Curriculum Links

### 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

- **2-03a** I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances
- **2-05a** I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others
- **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

#### 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

## Curriculum Links

### 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

### 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

## Curriculum Links

### 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