amazing me

YEARS 5 and 6

Tools to Build Body Confidence

DEALING WITH BULLYING

Timing

45 minutes

Materials

- Bullying images— one set for teacher
- **Role Playing Scenarios** pupil handouts—cut into strips, one scenario per group
- **Refusal Strategy Exit Slip** pupil handouts— 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.*

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 pupils will engage in a role play activity to practise using specific strategies to address bullying, both as a victim and a bystander, before reflecting on which strategies they are most comfortable and most likely to use.

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.[1] 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.[2]

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[1] Cash & Pruzinsky, 1990; Cash & Smolak, 2011

[2] Eisenberg, Neumark-Sztainer, & Story, 2003

Dove self-esteem project

Discovery EDUCATION

STEVEN UNIVERSE

Pupils who are being bullied are also more likely to have unhealthy coping behaviours,[3] and skip school;[4] and engage in more unhealthy eating and dieting.[5] These consequences are not limited to childhood; weight-based bullying is also associated with poor body image and unhealthy eating in adulthood.[6]

A review of existing school anti-bullying programmes revealed that none of them address weight-based bullying and teasing.[7] There are several school anti-bullying programmes that have a BluePrint (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 exit and refusal strategies that can provide pupils with a sense of control if they encounter bullying, either as a victim or as a bystander.

Objectives
Pupils will:
- Engage in role play with peers to practise strategies to deal with bullying.
- Consider which strategies they are likely to use in the future.

Materials
- Bullying images–one set for teacher
- Role Playing Scenarios handouts–cut into strips, one scenario per group
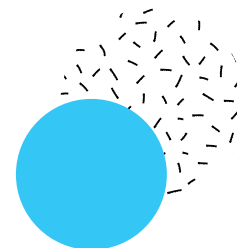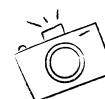- Strategies reflection handouts–one half sheet per pupil

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[3] Puhl & Luedicke, 2012

[4] Puhl & Luedicke, 2012

[5] Hayden-Wade, Stein, Ghaderi, Sabinski, & Wilfley, 2005; Neumark-Sztainer, Falkner, Story, Perry, Hannan, & Mulert, 2002

[6] Puhl, Wall, Chen, Austin, Eisenberg, & Neumark-Sztainer, 2017

[7] Aime et al., 2017

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Essential Question

What strategies can I use if I am a victim of bullying? How can I help a victim of bullying if I am a bystander?

Teacher Preparation

Before the lesson:

- Before the lesson put the pupils into groups of four and arrange the desks accordingly. Give out scripts 1–4 to groups evenly, printing the correct number of each scenario.

  - If you are teaching virtually, determine how you will assign groups for the Role Playing activity. If using breakout rooms, prepare prior to your session. Platforms like Zoom allow you to pre-assign participants to breakout rooms. Google Meet will randomly distribute participants.
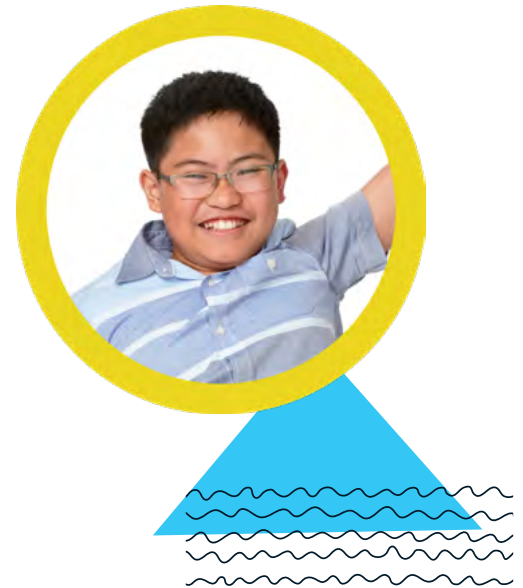
Suggestions for Implementing Virtual Meetings

- **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!
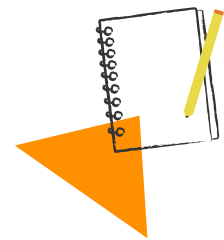
Sensitivity Note

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

- Begin a discussion about the following questions: "What does it mean to be bullied? What does it mean to bully someone else? What can you do if you are being bullied?" and "What can you do if you see someone being bullied?" Record pupils' responses on the board.

  - *Note*: If it isn't mentioned by pupils, remind them that bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance.[8] Bullying is teasing, being mean, or hurting someone on purpose, over and over again.

- Explain that today the class will identify and practise strategies they can use to address bullying.

Do

- Arrange pupils into groups of four. Give out one **Role-Playing Scenario** to each group, making sure you distribute the scenarios evenly.

- Explain that each scenario features a different strategy that pupils can use when presented with bullying.

- Give pupils around ten minutes to create and practise a role play based on their scenario. Invite groups one at a time to perform their role play for the class.

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[8] https://www.stopbullying.gov/bullying/what-is-bullying

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.

VIRTUAL FACILITATION OPTIONS

- Consider facilitating as a whole-group activity in which roles are assigned to specific pupils.

- Another option is to use breakout rooms to put pupils into groups so they can role play.

- You can also assign pupils a scenario and ask them to write about the scenario and strategy.

- After each role play use the following questions discuss the scenario using the following questions:
  - What did you do in this situation? Did it work? Why or why not?
  - Do you think this would work in real life? Why or why not?
  - What else can you do in this situation?
  - Let's say this really happened to you. How confident do you feel that you could stop bullying?
  - Ask the class to pick a strategy and try it the next time they see or experience bullying.

Reflect

- Distribute one Strategies Reflection to each pupil and give them time to complete it.
- If time is available allow pupils to share their responses.

VIRTUAL FACILITATION OPTIONS

- This can be facilitated as a group discussion or via the chat box.

Strategy 1: "Please STOP."

A pupil is being bullied by a group of peers because they are short. The pupil firmly but calmly tells the bullies to please stop and leave them alone. The bullies are caught off guard and walk away.

Strategy 2: "Laugh it off!"

A pupil is being teased about the clothes they are wearing. The pupil uses humour to stop the situation and get rid of the bullies.

Strategy 3: "Walk away."

A group of pupils are bullying a pupil. They are making fun of them and trying to grab at their hair. The pupil being bullied gets free from the bullies and walks away. The bullied pupil finds a teacher and tells them what happened.

Strategy 4: "Let's talk about something else."

A pupil sits alone. A group of pupils are staring, gossiping and pointing at the pupil sat alone. One of the pupils in the group uses the 'let's talk about something else' strategy. They switch the topic away from the pupil.

Strategy 5: "Stand up!"

A group of pupils are teasing another pupil about their weight. Another pupil comes up and tells the group to leave them alone.

Strategy 6: "Be inclusive."

You see another pupil sitting alone at lunch. People are staring at them and whispering. You invite them to sit with you.

Strategy 7: "Get help."

You go to the toilet. There you see a group of pupils pushing another pupil. They are shouting insults like 'weird' and 'ugly'. You run out of the toilet and find a teacher to tell them what is happening.

Strategies to deal with bullying Reflection   HANDOUT

1. Write a summary of what you learnt today:

2. Of the strategies discussed during the lesson, which ones do you think you will use in the future?

3. What will you say if you witness someone being bullied? What will you do?

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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

Respectful relationships

- 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

- 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

- 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

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

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

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