



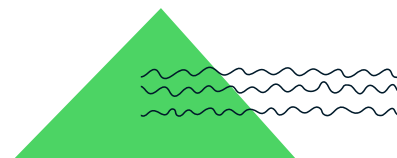
amazing me



Digital Lesson #2

Tool to Build Up
Body Confidence





**YEARS
5 and 6**

Timing

Three lessons of approximately 45 minutes each

Materials

All In-Person Sessions

- Computer with the ability to project—one for teacher

Session 1

- **Body Functionality** video (<https://youtu.be/IsHZOsRpNT8>)
- **Body Function** handout—one per pupil

Session 2

- **Teasing and Bullying** video (<https://youtu.be/61AqBH0bqIQ>)
- Copy of the school's anti-bullying policy and/or other documents related to bullying—one per pupil

Session 3

- **Role Playing Scenarios** handouts, cut into strips—one scenario per group
- **3-2-1 Exit Slip** handout— one per pupil

All Virtual Sessions

- Computer with camera, microphone, and virtual learning platform—one for the teacher

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

Digital Lesson #2

Overview

In this series of activities, pupils will identify what body confidence is and ways to help them achieve and maintain it. Pupils will explore the ideas of body function and how focusing on how they feel and function vs how they look can increase their body confidence. Pupils will be introduced to bullying and teasing with a focus on weight-based issues and explore the connection between bullying and body confidence.

Background

Body image is the way we feel about our bodies, including how it looks and functions.¹

Negative body image refers to having negative feelings and behaviours about the body's appearance and function. Positive body image can be:

- love and respect for the body
- appreciate functions the body performs
- accept and admire their figure
- feel beautiful and confident
- emphasise the body's assets and strengths

People with positive body image tend to reject negative information and internalise positive information about the body.²

Many things can affect body image, including weight-based bullying and teasing related to weight and teasing. When children get bullied or teased, it can damage their self-esteem and lead to serious negative outcomes. Research shows that children who are bullied are at

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

² Wood-Barcalow, et al., 2010; Tylka & Wood-Barclow, 2015

increased risk of suicidal ideation and attempts.³ Children who are bullied are more likely to have unhealthy coping behaviors,⁴ and skip school.⁵ In addition, children who are bullied engage in more unhealthy eating and dieting.⁶ These consequences are not limited to childhood: weight-based bullying is also associated with poor body image and unhealthy eating in adulthood.⁷

A review of existing school anti-bullying programmes revealed that none of them address weight-based bullying and teasing related to weight.⁸ 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 children 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 children should not bully others and what to do if bullying does occur. This lesson will also focus on de-emphasizing the body's appearance and refocusing children's attention on their body function.

Amazing Me was developed by Marisol Perez and Kimberly Yu from the REACH Institute at Arizona State University, It was adapted from the Confident Me middle school curriculum by Philippa C. Diedrichs, Melissa J. Atkinson, Kirsty M. Garbett, Helena Lewis-Smith, Nadia Craddock and Sharon Haywood.

Objectives

Pupils will:

- Define body confidence.
- Define body function.
- Practise replacing negative self-talk with positive statements about body function.
- Understand the difference between teasing and bullying.
- Role-play ways to stop weight-based teasing and bullying.



³ Eisenberg, Neumark-Sztainer, & Story, 2003

⁴ Puhl & Luedicke, 2012

⁵ Puhl & Luedicke, 2012

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

⁷ Puhl, Wall, Chen, Austin, Eisenberg, & Neumark-Sztainer, 2017

⁸ Aime et al., 2017

Teacher Preparation

- Before each session, make sure pupils have access to the required handouts. They can print them out at home, utilise shared online documents, or they can be made available through your chosen virtual learning platform or learning management system.
- For activities that call for working with a partner or group, they can share their answers out loud or you can encourage pupils to write their definitions down to refer to later, add to a live/shared document, or comment in a chat box. Alternatively, you can prepare breakout rooms in your learning management system prior to your session.
 - Platforms like Zoom allow you to pre-assign participants to breakout rooms. Google Meet will randomly distribute participants.

Essential Question

How can I reframe or reject negative messages about my body and build my body confidence?

Using This Guide

The goal of this guide is to give teachers a complete set of resources for facilitating lessons on comparisons and body confidence. It provides slide-by-slide instructions to ensure teachers are prepared to explain, discuss, and facilitate the hands-on content in the presentation. Teachers should feel free to paraphrase/edit the language to suit their class. The presentation is designed to cover three class sessions, but it can be flexible depending on the pupils' needs and the time available. However, sessions should be presented in order. A glossary is included to support teachers and pupils with defining key words and concepts presented in the instructional activities.

The accompanying presentation was created with PowerPoint so that it can be used in a variety of classrooms. If you are using a laptop with an LCD projector, simply progress through the PowerPoint by clicking to advance. All of the interactive aspects of the presentation are set to occur on click. This includes images, text boxes, and links, which will appear in your web browser. If you are using an interactive whiteboard, tap on each slide with your finger or stylus to activate the interactive aspects of the presentation. In the notes for each slide, there will be information on how to proceed.



Lesson plans

Session 1 (Slides 1–6)

Overview

Pupils will complete this series of lessons by learning about body function and how focusing on function can increase body confidence. Pupils will practise reframing negative self-talk into positive statements about body function.

Slide 1 – Today...

- Let pupils know that today ‘we are going to talk about our bodies’
- Engage pupils in establishing ‘ground rules’ for discussion by asking them, ‘how do we create a safe, respectful and kind space?’
 - Examples might include: listen respectfully, no interrupting, question ideas without criticising people, no insults, give everyone a chance to speak, etc..
- Write responses on the board and keep them there through the duration of the lessons.
 - *Teacher Note*: If your class has already completed the Digital Lesson #1 digital lesson bundle, you may review the notes you created for those lessons.
- When needed, refer back to the s ground rules as a reminder of how important it is to respect one another in these sensitive conversations.

VIRTUAL FACILITATION OPTIONS

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

Slide 2 – Body Confidence

- Introduce or review the concept of body confidence or the sense of love and respect for our body and what it can do.
- When you are confident you can:⁹
 - Focus on what your body can do.
 - Accept and be happy about how you look.
 - Value the unique things about your body.
 - Accept the things you do not like about your body.
 - Respect and admire your body for all it does for you.



⁹ Wood-Barcalow, et al., 2010; Tylka & Wood-Barcalow, 2015

Slide 3—Body Functionality

- Explain that one way to increase respect and love for your body is to focus on body function, or what their bodies can do, instead of how their bodies look.
- Click to show the video **Body Functionality** (<https://youtu.be/IsHZOsRpNT8>).
- After viewing the video, consider asking one or more of the following questions:
 - What are some human ‘powers’ mentioned in the video?
 - *Anticipated responses might include:* humans have the power to grow, to eat, to sleep, to heal, to care for themselves and others, etc.
 - What are some other ‘powers’ that are unique to humans –things that humans can do that other animals cannot do?
 - *Anticipated responses might include:* humans have the power to think, to speak a language, to create things, care for other animals, etc.
 - What are some unique ‘powers’ that your body can do?
 - *Anticipated responses might include:* unique skills and abilities, ability to help others when they are sad or hurt, ability to be kind to others, ability to make others laugh or feel good, etc.

VIRTUAL FACILITATION OPTIONS

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

Slide 4—Bodies Can Do a Lot

- Reinforce that focusing on function instead of appearance can increase body confidence and assist us in appreciating our bodies.
- Distribute one **Body Function** handout to each pupil.
- As a group, brainstorm a list of things the human body can do. Record answers on the board as pupils write them on their handouts. *Anticipated responses might include:*
 - Breathe.
 - Convert food into energy.
 - Produce warmth.
 - See, smell, hear, feel.
 - Heal broken bones.
 - Fight illness.



- Ask each pupil to write a list of all the special things that his/her body can do. Encourage pupils to think of skills or traits that make them unique.

Anticipated responses might include:

- I can play [sport] really well.
- I am able to play the piano.
- My voice lets me sing in the choir.
- I give good hugs.

Slide 5—Flip the Script

- Define body talk: Body talk is conversation about body shape, weight, or size.
- Remind pupils that body talk, even if it seems positive, can have negative effects on body confidence. This is because the focus is on a person's appearance instead of their abilities/function.
- In the following statements, the class will practise converting negative body talk statements into positive statements about function. There are suggested responses provided for each statement below and in the slide notes of the PowerPoint presentation.
- Click to reveal the first example of body talk: 'I feel fat.' Ask pupils to reframe the body talk to positive statements about body function.
 - *Anticipated responses might include:* : 'I appreciate that my body keeps going even when I am tired'; 'I appreciate all the things my body lets me enjoy' etc.
- Click again to reveal the next example: 'I don't like the colour of my skin.' Ask pupils to reframe the negative body talk to positive statements about body function.
 - *Anticipated responses might include:* : 'It is amazing how my skin stretches and grows with my body'; 'My skin colour is a combination of my mum's and dad's skin colours' etc.
- Click to reveal the next example: 'My arms are weak.' Ask pupils to reframe the negative body talk to positive statements about body function.
 - *Anticipated responses might include:* 'It is amazing that my arms allow me to play video games'; 'My arms let me give warm hugs to my family'; etc.
- Click to reveal the next example: 'I feel too skinny.' Ask pupils to reframe the negative body

FACILITATION OPTIONS

- Depending on time, pupils can do this activity individually with writing their answers on paper, in pairs with another pupil or in small groups.
- Pupils will get the most out of this activity if they do it individually, but this will take the most time.
- Replace any of the statements with body talk statements you have heard pupils in your class say.

talk to positive statements about body function.

- *Anticipated responses might include:* ‘My body is growing and will change and evolve with puberty’; ‘It is amazing that my body lets me play (chess, sports, games, etc.)’ etc.
- Click to reveal the next example: ‘My tummy is big; I ate too much.’ Ask pupils to reframe the negative body talk to positive statements about body function.
 - *Anticipated responses might include:* : ‘It is amazing how my body converts food to fuel’; ‘My tummy protects my stomach, and lots of organs that I need’; ‘My tummy lets me bend’; etc.

Slide 6—Reflect

- Reflect with the class on diverse ways to increase and maintain body confidence. What are some things they can say, think, or do to be more confident?

Session 1 Curriculum Links

England

PSHE

Health and Wellbeing

Ourselves, growing and changing

- **H27.** To recognise their individuality and personal qualities
- **H28.** To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- **H29.** To know about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

Relationships

Respecting self and others

- **R30.** To know that personal behaviour can affect other people; to recognise and model respectful behaviour online
- **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

Being Safe

- To know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings

English

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
- **1.b** To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- **1.d** To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
- **3.a** To know what affects mental health, and how to make informed choices
- **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

- **2-15a** I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health

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
- **2-08a** To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are
- **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

Wales

Health and Well-being (Progression Step 3)

Developing physical health and well-being has lifelong benefits

- I can explain the way in which physical and emotional changes are connected in different contexts, and I can monitor, review and adapt my behaviour to support my physical and emotional health, setting myself relevant targets

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

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

Language and Literacy

Talking and Listening

- To participate in group and class discussions for a variety of curricular purposes
- 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

Session 2 (Slides 7–11)

Overview: Pupils will begin this series of lessons by establishing ground rules around respectful behaviour. Pupils will discuss their school's anti-bullying policy and make suggestions for revisions. With the teacher's support, they will then revise the policy to include bullying and teasing related to weight and teasing.

Slide 7—Teasing & Bullying

- Inform pupils that one thing that can damage their body confidence is teasing and bullying.
- Click to show the video **Teasing and Bullying** (<https://youtu.be/61AqBH0bqIQ>).
- Lead a discussion using the following 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

- This can be facilitated as a group discussion, in a live/shared document, or submitted electronically through your chosen virtual learning platform.

Slide 8—What's the Difference?

- Explain to pupils that there is a difference between teasing and bullying.
 - **TEASING:** making fun of someone; can lead to similar outcomes as bullying.
 - **BULLYING:** being mean to someone on purpose, repeatedly.
- Remind pupils that not all teasing is bad, but when it is done over and over again or is meant to hurt someone, it can become bullying.

Slide 9—Weight-Based Bullying

- Discuss with pupil that bullying and teasing related to weight is when a pupil teases or hurts another pupil because of how they look or their weight. This can include calling them names, excluding them from activities, spreading rumors, physical aggression, and teasing. What makes teasing turn into bullying is if it is done intentionally to hurt someone and it occurs over and over again.
- Victims of bullying and teasing related to weight are more likely to¹⁰:
 - Feel sad or nervous a lot.
 - Dislike how they look.
 - Have low self-esteem.

Slide 10—School Anti-Bullying Policy

- Tell pupils that sometimes bullying and teasing are obvious, but sometimes they are less clear. Bullying and teasing might look and feel different to different people. Explain that this kind of behaviour often happens in schools.
- Show pupils' the school's anti-bullying policy and procedures for handling bullying. Read through with pupils, stopping to clarify when needed. Provide approximately 5–10 minutes for pupils to analyse with a partner what they think is positive about the policy and what they think might be missing. Ask pupils

¹⁰ <https://www.stopbullying.gov/blog/2018/11/05/preventing-weight-based-bullying.html>

to share their ideas for each column of the Plus, Minus, Interesting chart. Record ideas on the slide.

Slide 11 – What Can We Do to Stop Bullying?

- Ask pupils to brainstorm ways to prevent bullying and teasing related to weight and support peers if they feel they are being bullied or teased.
- Guide pupils through the process of creating a ‘Classroom Anti-Bullying Policy’ that reflects the ideas they came up with for the Plus, Minus, Interesting chart. Record pupils’ responses as they brainstorm their ideas on the slide.
- Discuss with pupils in the class how they will help each other to keep to the ‘Classroom Anti-Bullying Policy’ (e.g., What will this look like? How will we know this is working? Who can we rely on to keep us on track?)

Session 2 Curriculum Links

England

PSHE

Relationships

Respecting self and others

- **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 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)

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
- **1.c** To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- **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
- **2-03a** 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
- **2-06a** 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

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

How we engage with social influences shapes who we are and affects our health and well-being

- I have developed an understanding that my values, attitudes and identity are shaped by different groups and influences

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

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

Session 3 (Slides 12–16)

Overview

Pupils will continue this series of lessons by practicing using specific strategies to address bullying, both as a victim and a bystander, before reflecting on which strategies they are most comfortable with and most likely to use.

Slide 12—Review

- Begin the lesson by reinforcing what pupils learned about bullying and teasing related to weight and the effects it has on body confidence.
- Lead a brief discussion about the following questions, clicking one at a time, and record pupils' responses on the board, addressing misconceptions as they arise:
 - What does it mean to be bullied?
 - What does it mean to bully someone else?
 - What can you do if you are being bullied?
 - What can you do if you see someone being bullied?

Teacher Note: If pupils do not mention what bullying is then remind them that bullying is unwanted, aggressive behaviour that involves a real or perceived power imbalance⁸

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

Slide 13—Role Playing

- Arrange pupils into groups of four. Give one **Role Playing Scenario** to each group, make sure you distribute the scenarios evenly.
- Explain that each scenario features a different strategy that pupils can use when presented with bullying.
- Give pupils approximately 10 minutes to create and practise a role play based on their scenario. Invite groups one at a time to perform their role plays for the class.
- After each role play, facilitate a brief discussion. Click to use the following questions as a guide:
 - 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 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.

Slide 14—How to Stop Bullying & Teasing

- Reveal the types of responses that can be used in each of the five scenarios:
 - Strong ‘No’ or ‘Stop’.
 - Walk away.
 - Change the subject.
 - Laugh it off.
 - Stand up against the bully.
 - Be friends with victims.
 - Get help.
- Ask pupils which strategy they think they would be most likely to use in the future.

Slide 15—Let’s Review

- Recap pupils’ learning so far by asking the following questions. Write their responses on the board, addressing any misconceptions as they arise.
 - What is body confidence?
 - What is body function?
 - What are ways to stop bullying and teasing?
- Invite pupils to discuss with a partner what he/she would change to stop bullying and teasing.

Slide 16—3-2-1

- Distribute one **3-2-1 Reflection** handout to each pupil and give them time to complete.
- Collect reflection from pupils. If time allows, choose a few questions that still remain and discuss with the group. As you are able, follow up with pupils regarding their reflection after the lessons.

VIRTUAL FACILITATION OPTIONS

- Consider facilitating this as a whole-group discussion with roles assigned to individual pupils.
- Another option is to use breakout rooms to put pupils into pairs or groups so they can collaborate with each other. You can choose to assign groups manually or automatically depending on how you want pupils placed and which online platform you are using.

VIRTUAL FACILITATION OPTIONS

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

Slide 17—Glossary

- **Body Confidence:** How a person feels about the way they look.
- **Body Function:** what the body can do.
 - This includes how flexible you are. It can be breathing. It can be how well the body works.
- **Weight-Based Bullying:** when a pupil teases or hurts another pupil because of how they look or their weight.
 - Bullying can be spreading rumours or excluding another pupil.

**VIRTUAL
FACILITATION
OPTIONS**

- This can be facilitated as a group discussion, in a live/shared document, or submitted electronically through your chosen virtual learning platform.



Session 3 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

Media literacy and digital resilience

- **L11.** To recognise ways in which the internet and social media can be used both positively and negatively
- **L16.** To know about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

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

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

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

How we engage with social influences shapes who we are and affects our health and well-being

- I have developed an understanding that my values, attitudes and identity are shaped by different groups and influences

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

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

Body Function

What amazing things can the human body do?

What special things can MY body do?

Role Playing Scenarios



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 diffuse the situation and get rid of the bullies.

Strategy 3: "Walk away."

A group of pupils are physically bullying another pupil by making fun of and trying to grab at their hair. The pupil being bullied gets free from the grasp of one of the bullies and walks away. The bullied pupil finds a trusted adult and explains what happened.

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

A group of pupils are staring at another pupil, who is sitting alone. They are gossiping and pointing at them. The bystander uses the 'let's talk about something else' strategy to move the topic of discussion away from the pupil and onto something else.

Role Playing Scenarios



Strategy 5: “Stand up!”

A group of pupils are making jokes and teasing another pupil about their weight. The bystander firmly stands up for the pupil by telling the group to leave them alone.

Strategy 6: “Be inclusive.”

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

Strategy 7: “Get help.”

While in the toilets, you witness a group of pupils pushing another pupil around and shouting insults like ‘weird’ and ‘ugly.’ You run out of the toilet and immediately find a trusted adult and tell them what is happening.

3-2-1 Reflection

What are the **THREE** key things you have learned from the three lessons on ‘Bullying & Teasing and Their Effects on Body Confidence?’

1.

2.

3.

What are **TWO** things you are going to change in your life based on what you learned?

1.

2.

What is **ONE** question you still have about something you learned?

1.