



CLASSROOM ACTIVITY 2.4 | Bullying & Teasing

**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.¹ 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.² 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.

¹ Cash & Prunzinsky, 1990

² Thompson & Stice, 2001

Research shows that pupils who are bullied are: at increased risk of suicidal ideation and attempts;³ more likely to have unhealthy coping behaviours;⁴ skip school;⁵ and 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.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 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?

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

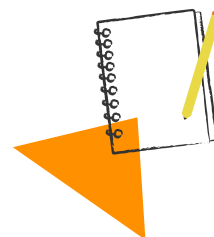
Before the lesson:

- 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

PLUS What do you like about our school's Anti-bullying policy?	MINUS How can the school's Anti-bullying policy be better?	INTERESTING 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

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



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