



CLASSROOM ACTIVITY 2.3 | Bullying & Teasing

**YEARS
5 and 6**

Timing

45 minutes

Materials

- **Social Media** video (<https://youtu.be/yCNjiU12gf8>)
- **Social Media Post Data Collection Sheet**, one for teacher
- **Social Media Post 1: Group A** handout, one for half of class
- **Social Media Post 1: Group B** handout, one for half of class
- **Social Media Post 2: Group A** handout, one for half of class
- **Social Media Post 2: Group B** handout, one for half of class
- **Social Media Post 3: Group A** handout, one for half of class
- **Social Media Post 3: Group B** handout, one for half of class
- Sticky notes, one 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

MEDIA: WHAT'S THE INFLUENCE?

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.

Pupils will participate in a class-based social experiment that mimics social media usage and demonstrates the 'herding effect,' the influence that the actions of others have on one's decisions. Pupils will look at social media post styled photos, both with and without 'likes', captions. They will gather information and analyse classroom data about whether knowing what others think affects whether pupils express liking a photo. Pupils will view the video **Social Media** (<https://youtu.be/yCNjiU12gf8>) to reinforce what they learn from the results as well review their learning about bullying and teasing and the bystander effect.

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

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

There are many factors that can cause body dissatisfaction in pupils. These factors include media and celebrity body images, pressures from family and friends to look a certain way, and teasing and bullying from peers. Any talk about body or body type (even positive statements) can result in negative feelings about one's body.³

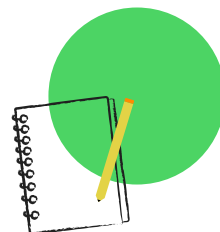
Media plays a critical role in shaping individuals' attitudes about their bodies. Media promotes certain body types, which emphasise the importance of thinness for girls and muscularity for boys. Research indicates that young people's social media use is associated with more negative attitudes about their bodies.⁴

To better prepare young people from the pressures online it is recommended that they are educated on how social media influences their likes and dislikes.⁵

Objectives

Pupils will:

- Demonstrate understanding of the herding effect.
- Collect and analyse classroom data regarding social media.
- Make connections between social media usage and bullying and teasing.



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

² Thompson & Stice, 2001

³ DSEP Content Development Framework, University of West England's Center for Appearance Research, 2012

⁴ Salomon, I., & Brown, C. S. (2019). The selfie generation: examining the relationship between social media use and early adolescent body image.

⁵ <https://www.psychologytoday.com/us/blog/smart-people-don-t-diet/201902/teens-body-image-and-social-media>

Essential Question

How does social media and other's use of social media influence my body image? How can I minimise the negative effects of social media on my body image and self-esteem?

Teacher Preparation

Before the lesson:

- If you are teaching virtually, determine how you will assign groups for the **Social Media Posts** activity. Prepare breakout rooms 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 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

- Ask pupils what they think of when they hear the word 'herd.' Reinforce that a herd is a large group that moves in the same direction.
- Ask pupils how they think the concept of herding might apply to social media use. Explain that social media is websites and apps that allow people to share pictures, stories, or talk. It's all on the internet. You should also stress that most social media platforms have age restrictions and that they are not old enough to use them. You might also go on to explain that you know pupils may well be using social media, know other people who do or be looking forward to using it when they are older. This lesson will help them to understand some problems with social media.
- Explain that today the class will think about how other people's opinions on social media can affect their body image.

Do

- Divide class in half and label them as A and B. Try to separate the two halves enough so that they do not have the opportunity to see the other groups photo during the activity.
- Give out the **Social Media Post 1** handout, Group A to one half of the class and Group B to the other.
- Once the pupils have had chance to look at their image, ask how many pupils in each group would 'like' the social media post, and record on the **Social Media Post Data Collection Sheet**. Pupils can raise their hands physically or by using the 'raise hand' feature in the online meeting..
- Give out the **Social Media Post 2: Group A** handout to one half of the class and **Group B** to the other.

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

- Use breakout rooms to put pupils into groups so they can collaborate with each other on their assigned social media post. You can choose to assign groups manually or automatically depending on how you want pupils organised and which online platform you are using.
- Another option is to upload Set A for half of the pupils and Set B for the other half in your learning management system, so not all of the pupils are looking at the same thing.

- Once the pupils have had chance to look at their image ask how many pupils in each group would 'like' the social media post, and record on the **Social Media Post Data Collection Sheet**. Pupils can raise their hands physically or by using the 'raise hand' feature in the online meeting.
- Give out the **Social Media Post 3: Group A** handout to one half of the class and **Group B** to the other.
- Once the pupils have had chance to look at their image , ask how many pupils in each group would 'like' the social media post, and record on the **Social Media Post Data Collection Sheet**. Pupils can raise their hands physically or by using the 'raise hand' feature in the online meeting.
- Show the class the differences between 'likes' in Group A and Group B while showing the different photos. Then reveal that each group was given a different form of the social media post—Group A without 'like' information, comments, and captions and Group B with.
- Ask pupils to think about the classroom data and the concept of herding (the phenomenon of individuals deciding to follow others and imitate group behaviours rather than deciding for themselves). Remind them of the influence that the actions of others have on one's decisions.
- Show the **Social Media** video (<https://youtu.be/yCNjiU12gf8>).

VIRTUAL FACILITATION OPTIONS

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

Reflect

- Distribute one sticky note to each pupil.
- Ask pupils to record one key thing they have learnt from today's lesson and stick it to the board.
- Choose sticky notes to share out loud with the class.

Social Media Data Collection

Post	Group A Likes	Group B Likes
1		
2		
3		

Social Media Post 1: Group A



Social Media Post 1: Group B



Social Media Post 2: Group A



Social Media Post 2: Group B



Social Media Post 3: Group A



Social Media Post 3: Group B

