



CLASSROOM ACTIVITY 2.5 | Bullying & Teasing

YEARS
5 and 6

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.*

Tools to Build Body Confidence

DEALING WITH BULLYING

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

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

² Eisenberg, Neumark-Sztainer, & Story, 2003

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) (<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

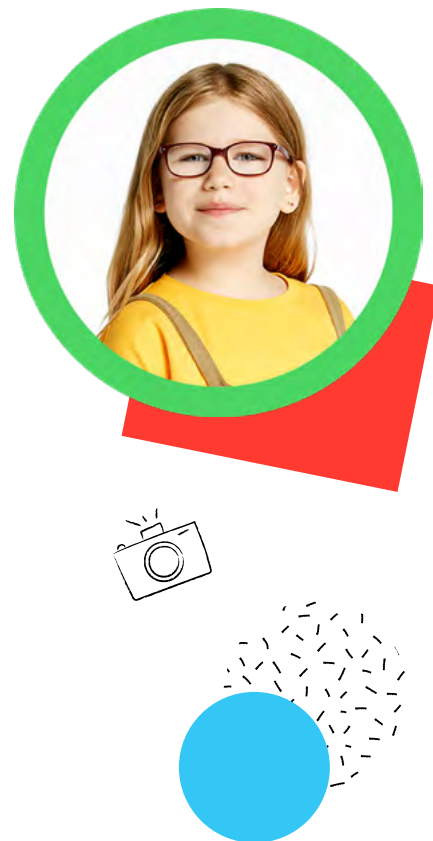
³ Puhl & Luedicke, 2012

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



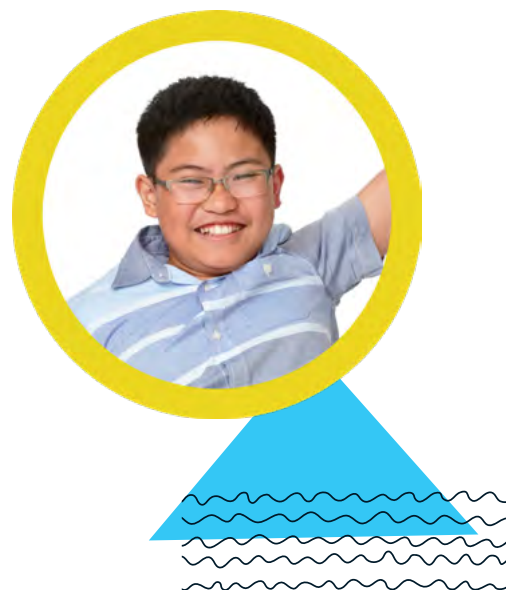
Essential Question

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

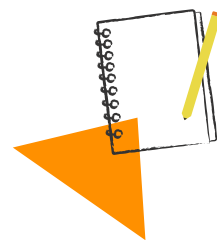
Before the lesson:

- 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.

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.

VIRTUAL FACILITATION OPTIONS

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

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.



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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