

**#FREETHE
SHOULDERS**

WORKSHOP CONTENTS:

PAGES

1-4

WORKSHOP 1 - TYPES OF BULLYING BEHAVIOUR

5-6

WORKSHOP 2 - DESIGNING AN ANTI-BULLYING POSTER

7-8

WORKSHOP 3 - EXPLORING APPEARANCE-BASED BULLYING

9-10

WORKSHOP 4 - BUILDING CONFIDENCE AMONGST PEERS

11-13

WORKSHOP 5 - APPLYING LEARNING THROUGH
SCENARIOS

14-15

WORKSHOP 6 - THE IMPACT OF APPEARANCE-BASED
BULLYING-BEHAVIOUR

16

WORKSHOP 7 - JUDGE, JURY AND DEFENDANT

17-18

WORKSHOP 8 - THE PHYSIOLOGICAL, PSYCHOLOGICAL AND SOCIAL IMPACT
OF BULLYING BEHAVIOUR

19-20

WORKSHOP 9 - HOW TO BE AN UPSTANDER

21-22

WORKSHOP 10 - RESOURCE MAKING TIME!

23-24

WORKSHOP 11 - UPDATING YOUR ANTI-BULLYING POLICY

25-31

WORKSHOP 12 - HOW TO MEASURE THE IMPACT OF YOUR
ANTI-BULLYING WORK



#FREETHE
SHOULDERS

WORKSHOP 1: TYPES OF BULLYING BEHAVIOUR

LEARNING OBJECTIVE:

To identify and differentiate the different types of bullying behaviour
To understand how to respond to different types of bullying behaviour

HOW TO RUN THIS WORKSHOP:

We recommend delivering this workshop by splitting the class into smaller groups of around 2-4 students; alternatively, you may like your students to take part in the matching activity individually (to make it more challenging) or as a whole class (to make it easier). In advance, print the table below (we recommend one per group), cut each square out and place them around the room. Then, ask the groups to race to see who can match them up correctly first! To make this workshop easier for students, provide them with the 'type of bullying behaviour' to start and only ask them to search for the definitions that are around the room.

RESOURCES REQUIRED FOR THE ACTIVITY:

Print out (1 per 2-4 students in small groups), which you have already cut out and placed around the room before students begin. Plus 1 print out (not cut up) for you to refer to for the correct answers.

Optional: Your school's Anti-Bullying Policy (to refer to).

TIMINGS FOR THE ACTIVITY:

20 mins for the mix and match activity and an extra 10 minutes for the extension activity. Please allow more time if you anticipate lots of discussion and questions.



2
MINS



INTRODUCE THE ACTIVITY

Put students into small groups (we recommend 2-4 per group) and tell them to race to match up the squares around the room - first team to do this correctly, wins! Remind students to stay safe when moving around the space and remove any trip hazards.





10
MINS



Below are the answers

TYPE OF BULLYING BEHAVIOUR	DEFINITION OF BULLYING BEHAVIOUR
Bullying behaviour	Repeated, negative behaviour that is intended to make others feel upset, uncomfortable and/ or unsafe.
Verbal bullying behaviour	The repeated, negative use of speech or verbal gestures, to intentionally hurt others. Examples include hurtful words, offensive language, swearing and discriminatory language.
Physical bullying behaviour	The repeated, negative use of body contact to intentionally hurt others. Examples include kicking, punching, pinching, slapping and tripping someone over.
Indirect bullying behaviour	The repeated, negative use of actions which are neither verbal nor physical to intentionally hurt others. Examples include isolating someone, rumours, sharing secrets, damaging/ taking someone's property and intimidation.
Lookism	A term that describes the discriminatory treatment towards people who are considered unattractive.

CONTINUED OVERLEAF...



TYPE OF BULLYING BEHAVIOUR	DEFINITION OF BULLYING BEHAVIOUR
Sizeism	<p>A umbrella term that describes the discrimination of people that are prejudiced by their size.</p> <p>This includes Fatphobia: A term used to describe, an irrational fear of, aversion to, or discrimination against obesity of people with obesity (Collins Dictionary).</p>
Appearance-based bullying	A term that describes exhibiting bullying behaviour because of the way somebody looks.
Racism	A term that describes the discrimination of people based on their racial or ethnic group
Homophobic, Biphobic and Transphobic bullying behaviour	A term that describes bullying behaviour which targets someone because of their sexual orientation



TO CLOSE THE ACTIVITY

Ask students how they found the matching activity: was it easy/hard? Why? Was there anything that they found surprising? Are there any of these types of bullying behaviours that are more common in your school than others? (This can really help students relate the activity back to their own school environment.) Spend some time focusing on the definition of bullying behaviour and the 3 key components: it is REPEATED, NEGATIVE and INTENTIONAL.

(Helpful tips: Remember that, while behaviour must be REPEATED to be classed as bullying, one-off incidents should still be treated seriously. Similarly, some students may not realise the impact of their behaviour on others; by making them aware of their bullying behaviour, if they decide to repeat the same behaviour, it is now INTENTIONAL. And if you gave someone a cupcake every day for a week, it wouldn't be bullying behaviour, because it is not NEGATIVE.)

Why not task your students with updating your school's Anti-Bullying Policy to include this definition of what bullying behaviour is and the three key components? This is a great way for students to take ownership of tackling bullying behaviour in their school and have their say about what goes into the policy. Is the policy easy to understand? Do students know what to do if they experience bullying behaviour? Do parents/carers know about the policy? These are all great questions to generate discussion and get students practically engaged in anti-bullying work.



WORKSHOP 2:

DESIGNING AN ANTI-BULLYING POSTER

LEARNING OBJECTIVE:

To creatively spread your school's anti-bullying campaign around school
To raise awareness of anti-bullying amongst your peers

HOW TO RUN THIS WORKSHOP:

You can do this activity in groups of 3-5, depending on the number of students doing the activity. This activity will be based around asking the students to identify different aspects of what makes up an identity. You will then ask them to think about how they can creatively display their thoughts in posters which will be displayed around school.

RESOURCES REQUIRED FOR THE ACTIVITY:

Clear headshot of each student (students to bring in from existing photos they have of themselves, printed out before the workshop begins), scissors, glue, colouring pens, paper (for the poster). Optional: Celebrity magazines.

TIMINGS FOR THE ACTIVITY:

15-20 minutes

INTRODUCE THE ACTIVITY

Now that your students have a sound understanding of the different types of bullying behaviour, they are going to explore how to creatively spread their anti-bullying message throughout the whole school community, paying particular attention to appearance-based bullying behaviour.

To start, ask your students if they can define 'identity'. Then, ask them: 'what does our identity consist of?' You may find that some students focus on aspects of our identity that cannot be seen (like our hobbies, interests, likes, dislikes, etc), as well as aspects of our identity that can be seen (like our clothing, our skin, hair or eye colour, etc).

(The Oxford English Dictionary defines identity as 'what makes us different from others')

Explain that students will now create an eye-catching anti-bullying poster to display around school to raise awareness of appearance-based bullying behaviour. In small groups, ask students to cut up images of their faces and put them together to create one large collage to demonstrate that, even though we all look different, we are all part of one school community. By the end of the workshop, you should have several posters which you can copy and display around school.

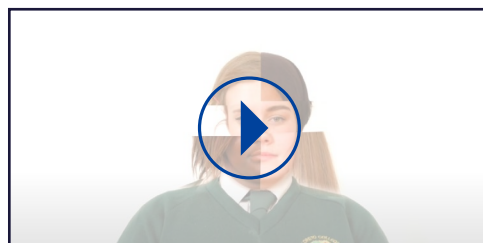


5/10
MINS



STRETCH/CHALLENGE ACTIVITIES:

Why not task your students with creating an anti-bullying video to accompany their posters around school? This could be played in assembly or in locations around school like reception to help promote your anti-bullying campaign.



NOTE:

Some students may find this workshop and associated discussions challenging, particularly if they have low self-esteem; if this is the case, you can use celebrity images in magazines instead of students' photos to demonstrate that everyone looks different and we should embrace and celebrate that.



WORKSHOP 3: EXPLORING APPEARANCE-BASED BULLYING

LEARNING OBJECTIVE:

To explore appearance-based bullying behaviour in more depth and discuss some real-life examples

To discuss and understand different experiences and challenges students may face regarding appearance-based bullying behaviour

HOW TO RUN THIS WORKSHOP:

You can do this activity in groups of 3-5, depending on the number of students doing the activity. This will be a mixture of group brainstorming and wider class discussions. Place pieces of A3 paper on each table, ready for the students to write down different types of appearance-based bullying behaviour.

RESOURCES REQUIRED FOR THE ACTIVITY:

Scissors, glue, paper, print out, coloured pens, magazines (for the stretch activity).

TIMINGS FOR THE ACTIVITY:

10 mins for the main activity and 10 mins for the extension activity.

10MINS



INTRODUCE THE ACTIVITY

Now that students have jump-started their anti-bullying campaign and considered appearance-based bullying behaviour, you're going to deepen their understanding by exploring how appearance-based bullying behaviour is pervasive: it can often be found in all aspects of our lives, making it even more challenging to tackle. You may find it helpful to have prepared some headlines and images from magazines that negatively comment on celebrities' appearance in advance.

Ask students to look through the magazines and count how many times they see a headline or image that comments negatively on someone's appearance. Chances are, this will be quite high! Ask students to also consider how often they come across these types of comments on social media. Ask students to discuss what they think about this? Were they shocked? If yes/no, why?

Heat magazine used to include a 'Circle of Shame' which shamed celebrities' bodies by zooming in on stomach rolls, sweat patches and cellulite; this was stopped a few years ago but do your students think this type of commentary still continues through the headlines and images they see in the magazines today?





10 MINS



MAIN ACTIVITY

For the next activity, students will be exploring magazine headlines and quotes. They can print or cut these out and stick them underneath each different type of bullying behaviour. Then ask what type of bullying behaviour they notice happens more frequently; try to focus on appearance-based bullying behaviour because this will come later in the later workshops.

Print out some of the following examples and put them on tables.

- ♦ ASK THE STUDENTS TO DISCUSS WHAT THEY THINK ABOUT THE HEADLINES?
- ♦ WHAT WAS SHOCKING?
- ♦ WHAT WAS NOT SO SHOCKING?

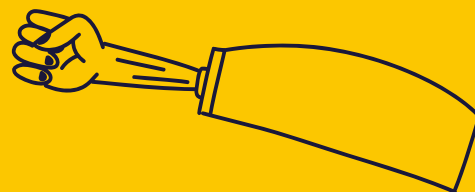


10 MINS



STRETCH/CHALLENGE ACTIVITIES:

How have views of body types changed over the years? Look at some old pictures of celebrities such as Marilyn Monroe and the latest celebrities like Kim Kardashian.



#FREETHE
SHOULDERS

WORKSHOP 4:

BUILDING CONFIDENCE AMONGST PEERS

LEARNING OBJECTIVE:

To identify the most common types of appearance-based bullying behaviour in your school

To work together to build their own and their peers' self-esteem

HOW TO RUN THIS WORKSHOP:

We recommend delivering this workshop in small groups of 3-5 students. Students will need to move around the classroom and work together to discuss and write down examples of appearance-based bullying behaviour. Students will also be asked to think about and discuss the diversity within their school, with the conclusion of celebrating everyone's individuality.

RESOURCES REQUIRED FOR THE ACTIVITY:

Scissors, paper, glue, print out of the two instagram photos on the next page.

TIMINGS FOR THE ACTIVITY:

10 minutes for the main activity with an additional 15 min extension activity.

10MINS

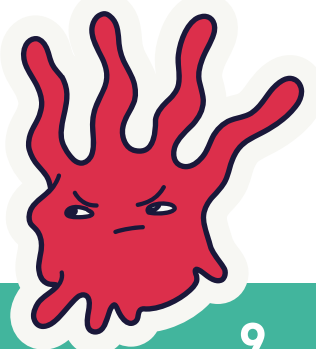


INTRODUCE THE ACTIVITY

Put up flipchart paper across your classroom and divide the students into teams. This activity will involve the students, in a relay, writing on the flipchart as many examples of appearance-based bullying that they have seen or heard in their school. Then, one person from each team will act as a 'spy' and copy as many other examples as they can from the other flipcharts. Whichever team has the most examples of appearance-based bullying after 5 minutes wins.

TOP TIP:

We recommend you make a note of the most common types of appearance-based bullying behaviour identified by your students, especially if there are any that surprise you. This can help inform discussions with your colleagues and Senior Leadership Team about how to tackle bullying behaviour in your school, for example, by upskilling staff on how to support young people experiencing this behaviour and educate your students through assemblies or other opportunities to learn and grow as a school community.



**SHOULDERS BACK
HEAD HIGH**

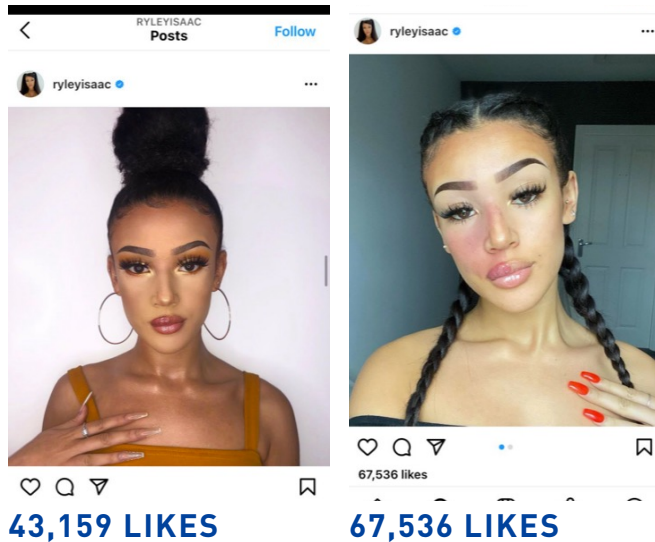


**5-10
MINS**



MAIN ACTIVITY

Once students have completed the starter activity, hand out the 2 pictures and ask which photo students think received more likes? (If you think this person is not relatable within your cohort of students, you can pick another celebrity as an example, like Tyra Banks, who revealed the pressure she received to be a certain body shape during her modelling career, or Katie Piper, a writer, activist, television presenter and model who survived an acid attack which affected her appearance.)



43,159 LIKES

67,536 LIKES

**5
MINS**



CONCLUSION:

Reveal there are more likes on the image with the birthmark (67,536 versus 43,159 likes). Does this surprise your students? If yes/no, why? Do students have any other examples of celebrities embracing their unedited/unfiltered appearance?

Ask students what techniques they use themselves or have seen others use to help build confidence and embrace their appearance. If students struggle with this, you could share a few examples of celebrities (listed above) who have embraced their appearance. Share that many people – including celebrities – find this difficult to do and that self-acceptance is a journey and can take many years to achieve.

To close, ask students to set themselves two challenges this week: one to celebrate their appearance (for example, saying something kind to themselves in the mirror) and one to celebrate someone else's appearance (paying a compliment to a peer, family member, friend or teacher). Check back in a week to see how they got on!



**5
MINS**



STRETCH/CHALLENGE ACTIVITIES:

If you have time, why not ask your students to write positive comments about their peers' appearance and go around the room sticking them to their peers? This can be a great, fun way to boost their confidence. Encourage students to keep their post-it notes as a way to remember to celebrate their differences.



WORKSHOP 5:

APPLYING LEARNING THROUGH SCENARIOS

LEARNING OBJECTIVE:

To apply their understanding of the definitions of appearance-based bullying behaviour to scenario-based questions

HOW TO RUN THIS WORKSHOP:

This workshop will present students with scenarios that could happen in your school. In groups, they will be tasked with responding to each scenario which how they think they could best support the student as if it was a real-life peer. Give students a few minutes to write down their ideas for each scenario and then discuss these as a whole class, encouraging students to share their ideas with each other and create one 'super' answer that they would feel confident to put in place if it happened in their school.

RESOURCES REQUIRED FOR THE ACTIVITY:

Print out of the following scenarios (one printout per small group of 2-4 students), pre-cut up.

TIMINGS FOR THE ACTIVITY:

20 minutes depending on the discussion time you allow for each scenario.

20-45
MINS



DEPENDING ON HOW MANY SCENARIOS YOU DISCUSS

SCENARIO 1:

One of your close friends has been acting distant (not answering your texts and becoming reluctant to sit with you at lunchtime). In the PE changing rooms, you notice a few peers commenting on their hair and calling them unclean. They refuse to get changed near someone who 'doesn't know how to look after themselves'. **What could you do to help?**

SCENARIO ACTIVITY 2:

There are several students in the toilet and they are all standing around one student who has seemingly been crying. They comment on the flakes of skin on their jumper and ask 'do you never wash your hair?' They keep making comments about how their hair looks greasy and there is 'white stuff in your hair'. They try to brush it out for them. The student continues to cry and does not say anything. **What do you do to help?**



APPEARANCE-BASED BULLYING SCENARIO EXAMPLES

SCENARIO ACTIVITY 3:

During a PSHE lesson, several students are making mean comments to a student who is sat in front of them. The teacher is explaining that during puberty, you will experience bodily changes. The students are not listening but keep commenting on how that student has 'grim hair' and 'lots of dry skin' since moving to secondary school.

What could you do to help?

SCENARIO ACTIVITY 4:

You are outside during lunchtime and one of the students has forgotten their school jumper. They keep complaining they are cold during the lesson. Someone kindly offers them their jumper; however, they notice there are white flakes of dandruff on their jumper. The student starts making fun of them and throws their jumper on the floor, stating 'I don't want their dirty jumper'. **What could you do?**

SCENARIO 5:

You are in the toilets, and you notice someone commenting on another student's moles. They point them out in PE and repeat their comments in your afternoon Geography lesson. The student they are talking about does not seem to be bothered by the comments at the time. However, after school, you see them waiting for the bus and crying. When you ask them what is wrong, they tell you that everyone is teasing them about their moles and they wish they could get rid of the moles. **What could you do?**

SCENARIO 6:

You are in registration time and someone throws a post-it note with the words 'ginger freak' written on it to another student. They explain they cannot help the colour of their hair and ask them to leave them alone. They go online on social media and comment on all their Instagram photos writing 'ginger freak'. They then make a meme with their ginger hair in it which you see posted on social media and several people send to group chats you're part of. **What could you do?**



APPEARANCE-BASED BULLYING SCENARIO EXAMPLES

SCENARIO ACTIVITY 7:

Some of the students in your school are Muslim and wear a hijab. Some other students have started teasing them about this and you have even seen people try to pull someone's hijab off and then say, 'It's just a joke'. You have had an assembly about the importance of respect the hijab and why students must keep it on, even in PE. However, on Friday afternoon you are walking home from school and you see some students trying to take the hijab off a girl. The girl is telling them to stop and that she's going to call her parents but it looks like she's finding it hard to make the phone call because of their behaviour. **What could you do?**

SCENARIO ACTIVITY 8:

During a drama lesson, you are put in a new group of students who all know each other from their RE class. One of the students keeps commenting on another's teeth, making fun and teasing them by pulling a funny face. They refer to them as rabbit teeth throughout the drama lesson. The teacher does not notice this. **What could you do?**

SCENARIO 9:

At break time, you notice some of the students always leaving out one of the boys. They keep commenting he is no good at any of the sports because he is not strong. They continually comment how 'lanky' and 'skinny' he is. They ask when he is going to grow muscles. **What could you do?**

SCENARIO ACTIVITY 10:

You are sat next to your friend during assembly. Someone behind you keeps poking your friend next to you. They keep commenting on their glasses calling them 'specky' and 'nerdy'. They try to remove your friend's glasses and eventually grab them and break them. **What could you do?**

15-20
MINS



STRETCH/CHALLENGE ACTIVITIES:

Allow your students to have a look at your own school's anti-bullying policy and discuss how you could include appearance-based bullying in there.

TIPS TO ENGAGE CHILDREN WHO MAY STRUGGLE:

Provide these students with some quick wins and ideas, for example asking if the person is ok, getting a staff member and asking if they can speak to their parents/guardians at home.

#FREETHE
SHOULDERS

WORKSHOP 6:

THE IMPACT OF APPEARANCE-BASED BULLYING BEHAVIOUR

LEARNING OBJECTIVE:

To develop empathy for those who suffer from appearance-based bullying
To apply their knowledge of the definitions of bullying to discuss the impact this can have on individuals

HOW TO RUN THIS WORKSHOP:

This workshop will require students to move around the room. You will read out statements based around appearance-based bullying and students will be asked to stand where they think the percentage for each statement falls. There is also a video to play for the students based on the impact of bullying

RESOURCES REQUIRED FOR THE ACTIVITY:

Statements to read out (see below) and screen to play a video.

TIMINGS FOR THE ACTIVITY:

10 mins for the starter activity and video and
10 mins for the main activity.

5 MINS



STARTER ACTIVITY

Start with a discussion on some of the impact appearance-based bullying can have on someone, for example, low self-esteem, less confidence, missed school time and social interaction with others. Make a list together on the board.

5 MINS



WATCH THE IMPACT VIDEO OF BULLYING BEHAVIOUR ON THE DIANA AWARD WEBSITE





10 MINS



MAIN ACTIVITY

This activity is designed to strengthen students' understanding and empathy for those with dandruff. This activity is taken from research completed by Head and Shoulders with participants who experience dandruff. During the research, participants were asked a series of questions and their answers were recorded as percentages. For this activity, students will be given a statement such as 'people would have negative thoughts about the person with dandruff'. They will be told that one side of the room represents 0% and the other side represents 100% and will be asked to stand where they think the percentage for each statement falls. Pick a few students at different places in the room to share why they decided to stand there.

To round off the activity, encourage students to share whether any of the statistics surprised them. Why? Thinking back to the previous workshop on scenarios, what practical actions could they carry out in school to ensure their peers feel safe and supported? This could include running an assembly to share these statistics with the rest of their school community, delivering a peer-led workshop or even training up their teachers or parents/carers on what they have learned so far about appearance-based bullying behaviour.



I BELIEVE PEOPLE WHO SEE DANDRUFF ON SOMEONE ELSE WILL...

STATEMENT:

Have negative thoughts about the person with dandruff.

ANSWER: 50%

STATEMENT:

Think the person is unclean/ dirty.

ANSWER: 52%

STATEMENT:

Make negative comments to others about the person with dandruff.

ANSWER: 48%

STATEMENT:

Make negative comments to the person with dandruff.

ANSWER: 39%

Question for the students:

Why do you think this percentage is lower than the previous one?

How does that make you feel?

STATEMENT:

Make fun of/tease the person with dandruff.

ANSWER: 41%

STATEMENT:

Avoid the person with dandruff.

ANSWER: 44%

TIPS TO ENGAGE CHILDREN WHO MAY STRUGGLE:

You can simplify the activity by asking students do they think it's over half or under half of the people that agreed.



WORKSHOP 7: JUDGE, JURY AND DEFENDANT

LEARNING OBJECTIVE:

To develop empathy for those who experience appearance-based bullying behaviour and to understand that it is not acceptable within their school.

HOW TO RUN THIS WORKSHOP:

This workshop will be discussion-based. Split the students into teams of 3-5, depending on the number of students doing the activity. You will give each team a topic to argue against, with evidence on why they disagree with it.

RESOURCES REQUIRED FOR THE ACTIVITY:

Access to the internet (for research)

TIMINGS FOR THE ACTIVITY:

20 mins depending on the time allowed for discussion.

20MINS



DISCUSSION ACTIVITY

Assign yourself as the judge and different teams as the defence. Each team will present an argument why their type of appearance-based bullying behaviour is unacceptable, the impact it can have and why it is important to challenge this behaviour in schools. You will give each team a topic to argue against, present evidence against and justify why they disagree with it. Allow the students time to research and find evidence for their case and practice in their teams. (15 mins) Ask the students to present their argument to the class; then, you need to decide which was the most convincing argument.

TOPICS TO ARGUE THAT THE IMPACT IS GREATEST FOR THIS TYPE:

- SKIN (ACNE)
- BODY TYPE (SHAPE AND HEIGHT)
- NAILS
- BRACES
- BODY HAIR
- HAIR COLOUR/ TEXTURE
- DANDRUFF
- MOLES
- BIRTHMARKS

TIPS TO ENGAGE CHILDREN WHO MAY STRUGGLE:

Give them time to prepare their arguments, write down their justification/ evidence and practice beforehand.



WORKSHOP 8:

THE PHYSIOLOGICAL, PSYCHOLOGICAL AND SOCIAL IMPACT OF BULLYING BEHAVIOUR

LEARNING OBJECTIVE:

To explore the physiological, psychological and social impact that bullying behaviour can have and coping strategies if they experience bullying behaviour

HOW TO RUN THIS WORKSHOP:

You can do this activity in groups of 5, depending on how many students are doing the activity. You will need to print out an A3 size outline of a human body and ask students to label parts of the body. This will then lead onto a discussion about the different areas of the body that can be activated in response to bullying behaviour.

RESOURCES REQUIRED FOR THE ACTIVITY:

Printout, scissors, glue, A3 paper with a body outline on it.

TIMINGS FOR THE ACTIVITY:

20-30 mins, depending on the discussion time allowed.

5MINS



STARTER ACTIVITY

Print out an A3 size outline of a human body for each group. We would recommend groups of 5 depending on the class size. Or ask students to lie down and draw carefully around each other on the paper - you will need to stick together a few sheets to make it fit!

10MINS



MAIN ACTIVITY

Ask the students to label each part of the body, for example, brain, sweat glands, hands, legs, arms etc. Depending on the age of the students, adjust the language and level of detail being used.

10MINS



DISCUSSION ACTIVITY

Then, talk about the different areas of the body that can be activated when you are upset, scared or uncomfortable. For example, stress hormones such as cortisol around the body and the amygdala (part of the brain that activates when you are scared); you get sweaty when you are scared and your legs may shake.

THE PHYSIOLOGICAL, PSYCHOLOGICAL AND SOCIAL IMPACT BULLYING BEHAVIOUR CAN HAVE.

#FreeTheShoulders



Now, ask students to consider whether they think they could identify someone who was experiencing bullying behaviour. Have they included signs and symptoms of bullying behaviour like missing possessions (often seen in indirect bullying behaviour), seeming tired or withdrawn, having physical signs like bruises or scratches, etc. Ask your students to add these now, using a different coloured pen.

Sometimes spotting bullying behaviour can be very tricky and sometimes a person experiencing this can become good at hiding what is happening, so it's important for your students to remember this when tackling bullying behaviour.

5
MINS



EXTENSION/CHALLENGE ACTIVITY:

Spotting bullying behaviour signs and symptoms can be challenging; task your students with coming up with some proactive actions to encourage their peers to come forward if they are experiencing bullying behaviour.

For example, if someone is experiencing bullying behaviour but there are no signs or symptoms, how would your students know and how could they support them? Their ideas may include an anonymous reporting system on the school website or a simple box where students can post anonymous reports of bullying incidents they see or hear about. How about creating a lunchtime 'safe space' for students to come if they want to talk to someone about what has been happening? (Make sure to call this something innocuous to avoid stigma.)

Your students will know best how to support and encourage their peers to report bullying behaviour, so see what ideas they can come up with!



WORKSHOP 9:

HOW TO BE AN UPSTANDER

LEARNING OBJECTIVE:

To understand what an Upstander is and how to be an Upstander in bullying situations

HOW TO RUN THIS WORKSHOP:

This is a drama-based workshop activity. Students will work in small groups of 3-5, depending on the number of students doing the activity. Ask them to create a scenario around bullying and act out how they might address the situation. Their scenarios must have an Upstander character.

RESOURCES REQUIRED FOR THE ACTIVITY:

Drama script and print out.

TIMINGS FOR THE ACTIVITY:

20 mins

5MINS



STARTER ACTIVITY:

Introduce the idea of an Upstander compared to a bystander. Read the definitions of an Upstander and a bystander from the worksheet and ask the students to reflect on the differences between them. Ask if they have ever seen someone in their school being an Upstander. You can also ask them how they think someone who has acted as an Upstander or bystander may feel. The Diana Award defines an Upstander as 'someone who stands up when they see or hear something that isn't right'.

20MINS



MAIN ACTIVITY:

Then, ask your students to create a short (5 mins max.) drama piece which demonstrates the importance of being an Upstander to bullying behaviour! Depending on the confidence level of your students, they may find it helpful to review the example script provided below together to generate some initial ideas before being put into smaller groups to create their own drama piece. (You could even ask students to perform it in a school assembly to show off their hard work!)



EXAMPLE SCRIPT:

RAY:

(whispers to Emma) I cannot believe that Rob has come in with his hair looking like that!

EMMA:

I know! Look at his jumper. it has all these grim white flakes on it! How gross!

(picks up Rob's jumper and shows it to the whole class whilst laughing)

AMANADA:

C'mon, don't you think you're being a bit mean?

EMMA:

Whatever, does he even shower?

ROB:

Stop saying horrible things to me, I am trying to get on with my work.
(looks upset)

AMANADA:

I can stay with you after class and we'll tell Miss so she can help sort things out.

MOHAMMAD:

Why are you saying these things to Rob? This school doesn't tolerate bullying; haven't you seen all our anti-bullying posters around school? Stop being so horrible.

DISCUSSION QUESTIONS

1. Who the Upstander was?
2. Was there more than one Upstander?
3. How could you be the Upstander in a similar situation?

**5-10
MINS**



STRETCH/CHALLENGE ACTIVITIES:

Ask some prompting questions about how they could be an Upstander within their school, for example, could they set up a group who are committed to being Upstanders against bullying behaviour on the playground. You could also ask your students what they see as some barriers to being an Upstander - for example, fear or retaliation. What could they do collectively to overcome these barriers?



WORKSHOP 10: RESOURCE MAKING TIME!

LEARNING OBJECTIVE:

To make resources that will help to tackle appearance-based bullying behaviour within your school.

HOW TO RUN THIS WORKSHOP:

This workshop is designed to empower students to get involved in making positive change within your school. This can be a great chance for them to get creative!

RESOURCES REQUIRED FOR THE ACTIVITY:

Coloured card, tissue paper, glue, scissors and any other materials to make posters.

TIMINGS FOR THE ACTIVITY:

20 mins

20MINS



RESEARCH ACTIVITY:

Task students in small groups to create an eye-catching and/or helpful resource to spread their anti-bullying message throughout school; they may find it helpful to reflect on the topics they have covered so far in the workshops and pick out any key facts, definitions, stats, etc, that they would like to include in their resource. Some examples that schools have made in the past include:

- 1 A colourful handprint display which includes a decorated handprint made by everyone in the school community (including teachers, parents/carers, janitors, lunch staff, bus drivers, etc!) to represent that the whole school community stands united against bullying behaviour.
- 2 A definition of bullying behaviour and an Upstander to be displayed around school to remind students of their part to play in tackling bullying behaviour
- 3 A student-friendly version of your school's Anti-Bullying Policy, to be displayed around school and online. The sky is the limit, so encourage your students' creativity!
For more inspiration, visit our Resource Centre at antibullyingpro.com/resources



15-20
MINS



STRETCH/CHALLENGE ACTIVITIES:

Ask the students to think of some proactive and reactive appearance-based bullying techniques. This means some strategies to prevent bullying behaviour from taking place (proactive) and deal with it when it happens (reactive). Ask the students if they would like to engage in assemblies or Anti-Bullying Week (a national campaign run by the Anti-Bullying Alliance each year) to share their resources with the whole school. Be sure to use their creations to promote your school's anti-bullying message around school! and share photos with The Diana Award on socials by tagging @antibullyingpro



WORKSHOP 11:

UPDATING YOUR ANTI-BULLYING POLICY

LEARNING OBJECTIVE:

To update your school's Anti-Bullying Policy through a student-led approach.

RESOURCES REQUIRED FOR THE ACTIVITY:

Your school's current anti-bullying policy, highlighters, sticky notes and the printout.

TIMINGS FOR THE ACTIVITY:

25 mins

10MINS



STARTER ACTIVITY:

To start, ask students to read through the school's current anti-bullying policy and highlight/circle any sections they find confusing or that they think need editing to make it more student-friendly. Your students may find it helpful to do this in pairs to start, before feeding back to the wider group.

15MINS



MAIN ACTIVITY:

Now it's time for students to re-write your school's anti-bullying policy! For guidance, check out our key things to include below:



AN ANTI-BULLYING POLICY SHOULD:

- **BE STUDENT FRIENDLY**
- **INCLUDE THE 3 TYPES OF BULLYING BEHAVIOUR AND A DEFINITION OF BULLYING BEHAVIOUR (PARTICULARLY FOCUSING ON 'REPEATED', 'NEGATIVE' AND 'INTENTIONAL')**
- **INCLUDE KEY EXAMPLES OF BULLYING BEHAVIOUR FOR EACH TYPE**
- **INCLUDE STEPS THAT STAFF AND STUDENTS CAN TAKE IF THEY SEE BULLYING BEHAVIOUR**
- **INCLUDE THE IMPORTANCE OF BEING AN UPSTANDER AND A DEFINITION**

HELPFUL TIP:

Why not ensure that appearance-based bullying is given its own feature within the anti-bullying policy?

**15-20
MINS**



STRETCH/CHALLENGE ACTIVITIES:

Ask the students if they would like to take their new anti-bullying policy to the headteacher to get their approval to share it with the whole school and ensure the Senior Leadership Team is on board with the students' work to tackle bullying behaviour.

Don't forget to put the updated policy on the school website and share it with parents/carers!

TIPS TO ENGAGE CHILDREN WHO MAY STRUGGLE:

Ask students to make a classroom mantra, chant or phrase to encourage all students to be kind to others.

#FREETHE
SHOULDERS

WORKSHOP 12:

HOW TO MEASURE THE IMPACT OF YOUR ANTI-BULLYING WORK

Through your amazing work tackling appearance-based bullying behaviour, you've helped promote a safe and inclusive environment for everyone in your school. Whether you've taken part in one of our #FreetheShoulders workshops, or if you've been using your own ideas to tackle appearance-based bullying behaviour, why not take the next step and learn how to measure the impact of your actions? Discover what you've done well, what you need to keep doing, and what to do next.



TOGETHER, WE CAN STOP BULLYING BEHAVIOUR

1 of 5 teenagers experience bullying behaviour and those with dandruff are twice as likely to be amongst them. Dandruff is a completely normal skin condition that affects 1 in 2 of us and it is treatable; yet, like so many other things, because of misconceptions and stigma, it is often a source of bullying behaviour. No matter the reason, bullying behaviour should never be accepted.

WHY DO WE MEASURE IMPACT?

Measuring the impact of your actions and campaigns means you can keep improving. It also helps you figure out if there's a specific problem you need to tackle, so you can focus on that. And, of course, it lets you know what you've done well so you can celebrate your successes!

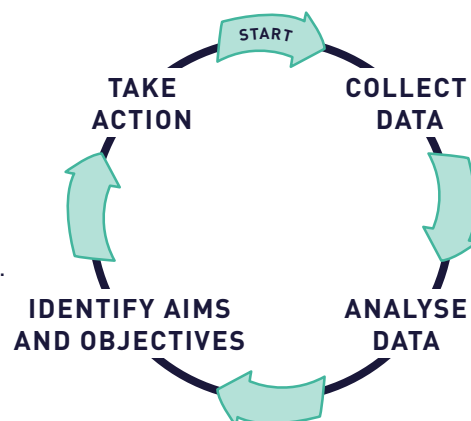
HOW DO WE MEASURE OUR IMPACT?

To measure impact, you compare how things are before you take action with how things are after you've taken action. The difference shows the impact you've had.

There's two ways to measure impact:

1. Before and after a long period of time covering several events, like a term or a year.
2. Before and after a specific event or activity.

The most effective way to measure your impact over the long-term is to use a feedback cycle. It means you're continuously evaluating and improving.



Click the links to
download useful
resources.





To make your impact measurement even more effective, within the 'take action' step, you can measure the impact of specific events or actions.

FOR EXAMPLE, you may have identified in your long-term feedback cycle that your aim this year is to do more community action. If you then decide to become pen pals with local care home residents, the data you collect might be a survey measuring happiness and wellbeing for both students and residents before and after the pen pal scheme.

Let's look at each step in more detail.



STEP ONE

COLLECT DATA

There are many ways to collect data, so pick the method that's right for your school.

WHOLE SCHOOL BULLYING SURVEY

Use the ready-made template to ask every student in your school about their experiences of bullying behaviour. The survey is anonymous so students may feel more comfortable filling it out. [!\[\]\(4fe57c3593bf1b21d272ae7ac8dfaf77_img.jpg\)](#)

TOP TIP: Ask students to fill out the surveys during form time, or offer an incentive (something people want which motivates them) if 90 per cent of the student body complete a survey, such as a non-uniform day or an extra half hour of break time for everyone.

FOCUS GROUPS

Focus groups are when you invite a small selection of students to talk to you about their thoughts, opinions and experiences.

A good size for a focus group is between four and eight participants, with two students and a staff member running the session. This allows everyone a chance to speak.

During the focus group session, use an icebreaker or short activity to warm up your participants. You can use this time to make sure everyone is on the same page about bullying behaviour. You could run:

- 'Types Of Bullying Behaviour' activity from #FreeTheShoulders workshop activity pack [!\[\]\(00e558ce89be4dcec517713b4394e0f1_img.jpg\)](#)
- Positive Relationships Activity [!\[\]\(f748e2d4deb80241a4b835dd7227a725_img.jpg\)](#)
- 'Digital Portrait' activity from The Pressure for Perfect resource [!\[\]\(8053a714426ba3ea439d630e127e8882_img.jpg\)](#)



Running a focus group might feel nerve-racking, so check out the ABA Confidence resource. [📄](#) And it's important to practise good listening skills when other people are sharing, which you can learn more about in ABA Listening resource. [📄](#)

During the focus group, you're in charge of making sure everyone gets a chance to speak. This might mean encouraging quiet people to share, or asking chatty people to let others have a turn. To engage everyone, you might like to try out different activities. For instance, you might start with some individual note-making in response to a question, before asking people to discuss something in pairs. You might finish with a full group discussion.

You may also include a movement activity. You could ask participants to write their thoughts on sticky notes and arrange them in groups on a board. Or you could run 'The Impact Of Appearance-Based Bullying Behaviour' activity from #FreeTheShoulders workshop activity pack, [📄](#) which involves moving about the room to show the percentage of people who agree with different statements. You can adapt this for other types of bullying since it's an exciting way to investigate different attitudes.

COLLECTING FEEDBACK DURING EVENTS

If you ask for feedback on the day of the event, people's opinions will be fresh in their minds. So try dedicating time during your event (for example, the first and last five minutes of an assembly) to ask for feedback. Here are some methods you might like to try:

FEEDBACK FORMS

A feedback form is a short, anonymous set of questions. Try open questions like 'what did you learn today?' and 'what is one thing you'll do differently?'. Or if you want to see how people's feelings have changed, you might ask them to rate their confidence or beliefs on a scale of 1 to 10. You can also use pictures or emojis to represent feelings.

TAKE A VOTE

Set up three ballot boxes. Label them with different answers to one statement or question. For example, if you've just put on a play or performance demonstrating how to report bullying behaviour, the statement might be 'I know how to report bullying behaviour'. The three answers may be 'agree', 'disagree' and 'not sure'. Then give everyone a token and ask them to put it into the ballot box that best reflects them. This is an anonymous way of gathering information about the students' understanding of a topic or their attitudes towards something.

THUMBS UP

Simply asking students to show a thumbs up, a thumbs middle, or a thumbs down in response to a question can tell you a lot about how confident, excited or engaged students are. It's harder to record this data, but it can be a quick way to check in and gather informal feedback during an event. If everyone shows a thumbs down, you may need to change what you're doing!

**SHOULDERS BACK
HEAD HIGH**



COLLECTING ONGOING FEEDBACK

If your impact measurement is not tied to one particular event, you can collect feedback all the time! You could try:

WONDER OF THE WEEK

On a central noticeboard, ask a question (what your anti-bullying team are “wondering” this week) and have a whiteboard and pen, or slips of paper and a box, for students to answer the question. They can choose to keep it anonymous, or add their name to their answer.

TOP TIP: You can add an incentive like a raffle or prize draw for anyone who answers a question over the term. Make sure to check this with your teachers!

STEP TWO

ANALYSE DATA

No matter how you collect your feedback, it’s really important that you don’t ignore it once you have it. Plan time to go through the data together. It can be quite daunting going through lots of data, so follow these suggestions to be as effective and efficient as possible.



- **Divide and conquer.** Take on different responsibilities for a set of data.
- **Sort the data.** Transfer pen and paper data into a spreadsheet so you can easily keep track, find keywords and do calculations. Or if you’ve asked questions that don’t have number answers, you may tag each answer with keywords. So if you’ve asked ‘what would you like to do for Anti-Bullying Week?’, you can sort the answers into ‘fundraising ideas’, ‘raising awareness ideas’ and ‘community action ideas’.
- **Make it visual.** It can help to turn numbers and words into something you can see. Create charts or graphs out of your data, or use sticky notes to categorise different themes and show you which answers are the most popular. Or if you’ve asked a geographical question, like ‘where do you feel the least safe around school?’, you could mark the answers on a map.

When you analyse data, you’re looking for trends. This means the most popular or common answers. You’re also looking for anything that requires immediate attention, such as if someone says they’ve experienced bullying. If that’s the case, you can use the Anti-Bullying Ambassador Reporting Cards to tell a teacher.



STEP THREE

IDENTIFY AIMS AND OBJECTIVES

Now you've collected data about how things are currently, you can think about what you want things to be like in the future. To help you get there, decide the aims and objectives of your one-off events, or what you want to achieve over the long term.

Aims = what you want to happen as a result of your action/s

Objectives = how you're going to know you're successful

Aims and objectives will make sure your actions are intentional and focused, so you can maximise your impact. They also help you collect specific data, so you can easily track and compare your progress.

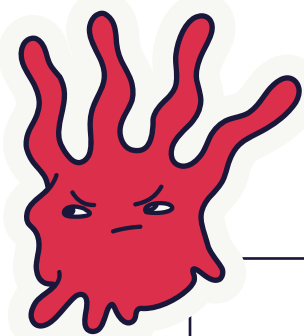
If you're measuring impact over a long period of time, your aims may be to:

- Make your school a safe place for everyone.
- Reduce instances of bullying behaviour.

Those aims can be hard to measure! So you may want to make your objectives specific, measurable things such as:

- Hold one assembly a term to promote different kinds of inclusion.
- Have 80% of the student body take part in at least two anti-bullying events over the year.
- See a 10% decrease in instances of faith-based bullying behaviour submitted through your school's reporting tool.
- See a 3% increase in students' attendance over the year.

Let's look at how four different schools approach their aims and objectives.



SCHOOL ONE

Type of impact measurement: Long-term, over one year.

Plan: To focus on school sports clubs, because that's what their whole school survey suggested was a problem.

Aim: To prevent bullying behaviour between teammates.

Objectives: To see a 10% decrease in reports of bullying-behaviour in the end of the year survey, compared with the first survey.



SCHOOL TWO

Type of impact measurement: Long-term, over one term.

Plan: To raise awareness about appearance-based bullying through a series of events: an assembly, a display board and a “mirror messages” campaign.

Aim: To spread positivity across the school for differences in appearance.

Objectives: To see an increase in students’ self-esteem through focus groups before and after the events.

SCHOOL THREE

Type of impact measurement: Action specific.

Plan: To hold a colour run in the summer.

Aim: To promote LGBTQ+ inclusion and fundraise for a local LGBTQ+ youth charity.

Objectives: To raise £300 for the charity and see an increase in awareness about LGBTQ+ identities, which they’ll measure through a survey sent out a week before and a week after the event.



SCHOOL FOUR

Type of impact measurement: Action specific.

Plan: To create a lunchtime ‘safe space’ drop-in, organised by Ambassadors.

Aim: To provide an inclusive and welcoming space for students.

Objectives: To see a positive change in student’s wellbeing before and after attending the drop-in, measured using an entrance and exit ballot box and tracked over the weeks.



STEP FOUR

TAKE ACTION

Once you have a good idea of what you want to achieve, and how things currently are, you’re ready to plan your events or campaigns.



STEP FIVE

BEGIN THE FEEDBACK CYCLE AGAIN!

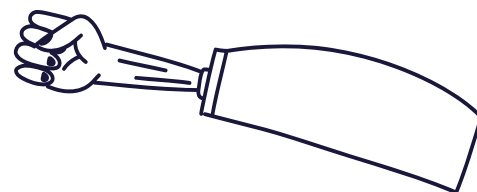
After you've taken action, it's time to collect more feedback. You want to compare this data directly with your before data, so use the same method and questions. This time, you're specifically looking for how things have changed. That represents the impact you've had.

Every time you analyse your feedback, think back to your aims and objectives. Have you achieved them? How do you know – is there data to show you that? Be really honest. If something hasn't worked, that's okay! That just means that you've learned valuable lessons and your next actions will be even better! But there will always be things you've done well and can celebrate. Share your successes with the rest of the school, including your school's senior management team, through assemblies or newsletters. How else could you celebrate? Maybe throw an anti-bullying party!

Finally, take the time to set your team new aims and objectives so you can build on your success and continue your incredible work.

Find all the resources mentioned and more at

[ANTIBULLYINGPRO.COM/RESOURCES](https://antibullyingpro.com/resources)



Be the first to hear about our new resources and anti-bullying news by signing up for our anti-bullying newsletter here!

