

# **Body Image workshop**

## **Teachers Notes and lesson plan**

- These notes and lesson plans are to accompany the video workshop aimed at young people in years 5,6,7, and 8 to help you run the workshop. We hope by following the plan it will give you a step-by-step guide to the workshop, your parts and the video led parts.
  - The workshop is in a video format and has been designed so you can pause it where indicated to run the exercises. These have been suggested by us to compliment the video
  - There are worksheets provided to use alongside the Body Image workshop if you wish.
  - The workshop is designed to be an hour with the video stopped for short activities. Running time without stopping is approx. 30 mins.
  - Please feel able to adapt the timings of tasks based on the needs of your pupils. We have added extension tasks to the worksheets, in addition to the ones we will ask all pupils to do, so there are adaptations available. The extension activities have been included to help the children put some of the learning into action and develop a deeper understanding of some of the concepts or give them space to put some of the learning into action. You may also have some you would like to introduce and use.
  - Please feel able to extend the length of the session, perhaps over several lessons, or revisit some of the additional tasks in a subsequent lesson if you feel they would be helpful for your class.
  - We have designed the workshop so hopefully you do not feel you have to be an expert on the topic to support the exercises for young people to complete.
  - We would advise you to watch the teacher video first as this will give you a more in-depth view of the topic plus some hints for running the workshop with students.
  - We designed the whole school staff workshop to watch as part of a staff group, but it can be watched alone. If you watch it with other people in your school, it gives you space to think about how you can support this work within your school and class room.
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## **BODY IMAGE LESSON PLAN**

### **AIM**

To deliver a lesson plan to raise awareness of Body Image and skills to support a positive body image

### **Objectives**

By the end of the lesson(s) young people will be able:

- To identify what our bodies can do.
- To identify the potential sources of messages we receive about Body Image and an appearance ideal.
- To hear that there is not an ideal way to look.
- To practice skills to challenge an appearance ideal including: Critical Thinking and Noticing Negative thinking styles.
- To practice skills in building a positive self esteem including: Identify what makes other people special to us, completing positive sentence starters, to give and receive a compliment
- To identify one skill they will practice in the next week.

### **Key:**

We have lightly shaded every other row in the lesson plan to make it easier to follow.

**Bold** no italics- indicate timings you need to stop the video or highlights there is an activity.

**BOLD CAPS** indicate teacher to lead activity,

***Bold Italics*** are suggested extension activities not intended as part of the 1-hour workshop

Subtitles are available to switch on and off.

Content And time to stop video for activities.	Format and (suggested) timings	Further Information.
Intro.		<b>Aims of workshop</b> Introduction of first task.
<b>Activity 1</b> Alien/ Superhero powers <b>STOP Video at 2:28</b>	Classwork 3 minutes- to make the list	Task for young people- <b>Activity 1</b> Think about a superpower you would like and what feature could represent this power. Complete the worksheet  <b>TEACHER ACTION- INVITE CLASS TO CONTRIBUTE THEIR ANSWERS</b>  <i>Suggested extension activity: Draw or design the alien or superhero. Make sure it shows their superpowers. You could draw, design on a computer or cut out pictures and stick them together to show the superhero.</i>
Our amazing bodies	Video 2:28- 4:18	Debrief of Activity 1  Our amazing bodies- What can our bodies do?  introduction of Activity 2- What Our Bodies can do.
<b>Activity 2-</b> What can our bodies do. <b>STOP Video at 4:22</b>	Classwork 3 minutes	<b>Activity 2-</b> Label the body map with some of the things we do every day.  <b>TEACHER ACTION- INVITE CLASS TO CONTRIBUTE THEIR ANSWERS.</b>  <i>Suggested extension activity: Play Charades in pairs, small groups or as a whole class. Ask children to act out some of things our bodies can do whilst others guess.</i>

Debrief of Activity 2	Video 4:22- 6:03	Debrief of Activity 2- Video will give lots of potential answers to what our body does.
What is Body Image?	Video 6:04- 8:03	Introduction of What is Body Image. Reason why we are talking about Body Image What is a Study? Stats about how young people feel about Body Image.
The Appearance ideal? What is it.	Video 8:04- 9:59	What is the appearance ideal? How might this impact on young people.  Introduction of <b>Activity 3</b> - What have you been told is the 'best' way to look.
<b>Activity 3A- STOP the video at 10:00</b>	Classwork 4 minutes	Young people to complete worksheet in pairs or individually and consider Messages they have received about the 'perfect' way to look.  <b>TEACHER ACTION- INVITE CLASS TO CONTRIBUTE THEIR ANSWERS to class</b>
<b>Debrief or Activity 3A</b>	Video 10:01- 11:12	Debrief of activity 3A and introduction of Activity 3B.
<b>Activity 3B STOP the video at 11:13</b>	Classwork 3 minutes	Young people to consider where they got these messages from.  <b>TEACHER ACTION- INVITE CLASS TO CONTRIBUTE THEIR ANSWERS to class</b>  <i>Suggested extension activity: Pupils to search for pictures/ video/ adverts which supports the message of what we should look like and notice where we get the messages from</i>
Where we get these messages from?	Video 11:14- 14:50	Information and stats about where research or studies show young people reported they get messages from. Information about the potential impact of these messages. Why think about body image?

What can we do to support ourselves or others? Critical Thinking	Video 14:50- 16:44	What is Critical thinking. How can it help us think about the messages we receive about an appearance ideal?  16:30- images come on the screen which have been airbrushed, ask students what is different about each picture. <i>(More pictures are available on You Tube Channel 'Infectiousinperfection.' Including videos of how this is done.)</i>
	Classwork 1 minute	<b>TEACHER ACTION- INVITE CLASS TO CONTRIBUTE THEIR ANSWERS to class. ( a minute or two)</b>
Critical Thinking- Questioning and Fact Checking	Video 16:45- 19:51	Questions we can use to question and fact check.
Critical Thinking- activity <b>Activity 4</b> <b>STOP the Video at 19:52</b>	Classwork 5 minutes	<p><b>Activity 4-</b> Young people's tasks.</p> <p>Worksheet-</p> <p>Consider how critical thinking might have helped us when we last saw a picture/ video. Write a sentence.</p> <p><b>TEACHER ACTION- INVITE CLASS TO CONTRIBUTE THEIR ANSWERS to class</b></p> <p><i>Suggested extension activity</i></p> <p><i>a) Pupils to come up with a definition of 'Critical Thinking'</i></p> <p><i>b) If pupils have found images in extension activity 3 use those to ask the questions on the video.</i></p> <p><i>Ask young people to answer the questions on the powerpoint, and below, to apply critical thinking skills to the image or advert. Perhaps this could be a piece of written work or debate</i></p> <ul style="list-style-type: none"> <li><i>• Are the messages or images we see realistic or true?</i></li> <li><i>• Do they show us the whole picture or the whole story?</i></li> <li><i>• Who is posting it and why?</i></li> <li><i>• Who makes money from it?</i></li> <li><i>• Are they telling us something is wrong with us so they can sell us something to fix this perceived problem</i></li> </ul>

Critical thinking activity cont...		<p>There are 2 short DOVE video that shows in video format some of the background workings of a photoshoot/ Selfie- see below which may help demonstrate these points. Links here:  <a href="#">Reverse Selfie: Social Media's Impact on Girls' Self-Esteem   Dove Egy Szelfi</a></p> <p>Jameela Jamil clip talking about media and reporting.- <a href="#">Media wrongly saw weight gain as sign of sadness - Jameela Jamil - BBC News</a></p>
Challenging Our Thoughts	Video- 19:52- 20:41	<p>Introduce how to Challenge our thoughts and 'think like a judge.'</p> <p><b><i>Suggested extension activity</i></b>  <b><i>Ask the young people to consider the different unhelpful thinking styles and if they use any of these?</i></b>  <b><i>Make a list of thoughts that might come under each of these unhelpful thinking styles. Further clip on unhelpful thinking styles can be found here:</i></b> <a href="http://www.youtube.com/watch?v=PnxWRwQYdIQ">www.youtube.com/watch?v=PnxWRwQYdIQ</a></p>
Video Building Self Esteem	Video 20:41-23:04	What Self-esteem is and how it can help us with Body Image.
Building Self Esteem- exercises. <b>STOP video for activities at 23:05</b>	Classwork 5 minutes for both activities	<p><b>Activity 5</b>  The class to individually, write down things that make the people they love or care about special. It could be a friend, a relative, an adult they have a special relationship with.</p> <p><b>TEACHER ACTION- INVITE CLASS TO CONTRIBUTE THEIR ANSWERS to class</b></p> <p><b>Activity 5 part ii)</b>  Children to complete the sentence starters provided on the worksheet.</p> <p><b><i>Suggested extension activity: The sentence starters could become a regular feature in your classes week or lesson. Practice makes these skills easier.</i></b></p>

Continuation of Self-esteem exercises.	Video 23:06- 24:21	Debrief from Activity no 5.  The importance of who we are.
<b>Activity.</b> Give and Receive a compliment Starts at: 24:21 <b>STOP video at 25:53</b>	Classwork 4 minutes	Explain how our words can impact on others The importance of words. Being Kind and accepting kindness  <b>Activity:</b> Give and receive a compliment to someone  <i><b>Suggested extension activity: Bags of Confidence- Explanation after the lesson plan.</b></i>
Setting a goal Starts at 26: 32 <b>STOP video at 26:45</b>	Video 25:53- 26:45	Setting a goal- with examples.
<b>Activity-</b> Children to set themselves a goal	Classwork 3 minutes	<b>Activity:</b> Set a goal about one thing you will do that you have learnt from this video.  <i><b>Suggested extension activity: You may wish to have young people write down their goals and check in with them how well they achieved their goal on a scale of 1-10. This can be useful if you will run these sessions over a number of different lessons. Self-assessing their achievement from 1-10 can be helpful for some young people.</b></i>
Video Starts at: 26:46	Video 25:46 to end	Grounding exercise. Mindfulness

### EXTENSION ACTIVITY 5 explanation

BAGS OF CONFIDENCE. Each child has a bag or envelope with their name on it. They can design their own. Everyone in the class is encouraged to write something nice about each person in the class (not appearance based) perhaps a nice memory, something they think they are good at or admire about that person. Children can be given Sentence starters to help think about this.

In a future lesson, everyone is given their own 'bag of confidence.' To take home and read. NOTES: It is advisable that a member of staff reads through all the comments to 1) check their suitability and 2) check all children have a good number of comments written about them.

### **ADDITIONAL NOTES:**

#### **1) Some of the children have positive or neutral body image already**

This is to be celebrated. These kinds of comments can be acknowledged within the remit of the lesson plan by celebrating the fact that they have not been negatively impacted by messages they may hear and that perhaps they already reject the appearance ideal. Explain that this workshop is how we can support ourselves and others, so they may find ways to help others who do hear and are influenced by these messages.

#### **2) Sensitive topic**

Some discussions may bring up worries about body image, or raise concerns about bullying or unkind comments from others. Remind the class to be respectful to one another – perhaps using a shared contract for the session. Provide a space for young people to raise any concerns after the workshop with a trusted member of staff, who can then follow any safeguarding or wellbeing policy needed.

#### **3) Confidence in delivering the topic**

The workshop is structured with different sections and corresponding activities to help you feel confident in supporting the exercises. The Whole School Staff video will give you some further information and tips which may help when delivering this workshop. We would also advise that you have a look through the child's video before you run the workshop to help you feel more confident with the content.



### **Links to potentially useful sites/ videos if you would like to do further work with your class.**

<https://www.independent.co.uk/life-style/tiktok-fitness-fitspo-body-image-b2615152.html#:~:text=After%20analyzing%20200%20TikTok%20fitspiration%20videos%20using,fittok%20%E2%80%93%20the%20team%20found%20that%20over> This is a link to the independent article mentioned in the video that TikTok videos cause negative body image issues.

A clip showing 'real women' in a photoshoot and their reactions to their photoshopped images.

<https://www.youtube.com/watch?v=zRlplkH3b5I>

Guardian points of view advert- A very old clip but shows how not having the whole picture can make us jump to conclusions.

<https://www.youtube.com/watch?v=SccRkLLzU>

### **Potentially helpful clips to show the 'Appearance Ideal'**

Two clip showing 100 years of mens 'beauty/ hairstyles' useful for exploring the appearance idea and how attitudes and what is in fashion change

<https://www.youtube.com/watch?v=3-tJ5erxh4Y>

[100 years of British men's hair GB](#)

A clip showing 100 years of black womens beauty/ hair (UK/ US based)

[100 Years of Black Beauty - YouTube](#)

BBC article reporting on the rise in adverts being banned due to models seeming too thin. [Is super skinny back? UK sees rise in complaints over thin models - BBC News](#)

BBC article reporting on young men wanting to be 'ripped'. [Cut and bulk: Teenagers explain why they want to get ripped - BBC News](#)