



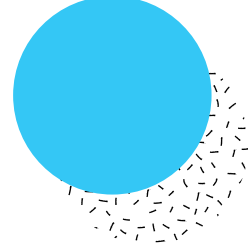
amazing me



Digital Lesson #1

Tool to Build Up
Body Confidence





Timing

Three lessons of approximately 45 minutes each

Materials

All In-Person Sessions

- Computer with ability to project—one for teacher

Session 1

- **Competing and Comparing Looks** video (<https://youtu.be/3GPkw0hZPE8>)
- **When I Compare** handout—one per pupil

Session 2

- **Body Talk** video (<https://youtu.be/KdwhTKOyu5E>)

Session 3

- **Media and Celebrities** video (<https://youtu.be/eNYnkWtOVHA>)
- **Positive Thoughts** handout—one per pupil
- **3-2-1 Exit Slip** handout—one per pupil

All Virtual Sessions

- Computer with camera, microphone, and virtual learning platform—one for facilitator
- At-home supplies for pupils (i.e. pencils, blank paper, craft materials, etc.)

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.

Digital Lesson #1

Overview

In this series of activities, pupils will establish ground rules around respectful behaviour before learning about the concept of body confidence. They will explore how comparing themselves to others, both in person and in the media, can have negative consequences by investigating ‘appearance ideals’ vs ‘healthy ideals.’ They will learn about the effects of body talk and practise ‘flipping the script’ before reflecting on their own feelings and experiences with comparisons.

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 children 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 children. Some of these factors are 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

The concept of ‘appearance ideals’ is the idea that people are influenced by what society tells us is attractive and use these ideals to set goals for their own appearance. People from different cultures can have different appearance ideals.

¹ Cash & Prunzinsky, 1990

² Thompson & Stice, 2001

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

For example, in the United States and UK, the dominant appearance ideal is for girls to be unrealistically thin.⁴ Research shows that appearance ideals lead to unhealthy behaviours in children and adults. This means that when a girl consumes media (including television, magazines, and social media), she is likely to set unrealistic goals for her own body. This may cause her to dislike her body, feel shame and guilt, and be more likely to engage in unhealthy behaviours. For boys and men, the appearance ideals are leanness and muscularity. When a boy consumes media, he is likely to set unrealistic goals for his own body. This may cause him to experience shame about his body, and be at risk for unhealthy behaviours to try to meet the ideals from popular culture.

Research shows that parents and educators have the ability to increase the body confidence of young people. Adults can help children become aware of the factors that negatively affect their self-image. Adults can also encourage healthy behaviours that have been proven to increase body confidence. Children can be healthier when they are aware of emotional and physical changes that occur during development. They have more body confidence when children can accept their changing bodies. Adults can help by avoiding making comments about weight, shape, and appearance.

Research suggests that body confidence increases with more supportive relationships rather than those based on competition or comparison. Regular conversations on these topics will encourage children to identify and connect with their peers instead of comparing themselves to each other.

Amazing Me was developed by Marisol Perez and Kimberly Yu from the REACH Institute at Arizona State University. It was adapted from the Confident Me middle school curriculum by Philippa C. Deidrichs, Melissa J. Atkinson, Kirsty M. Garbett, Helena Lewis-Smith, Nadia Craddock and Sharon Haywood.

Objectives

Pupils will:

- Define body confidence and body talk.
- Understand the negative consequences of body comparison.
- Provide alternative conversation topics which are not to do with appearance.
- Practise engaging in healthy conversations.



⁴ Thompson & Stice, 2001

Essential Question

If we know that everyone is different, why do we compare ourselves to one another?

Teacher Preparation

- Before each session, make sure pupils have access to the required handouts. They can print them out at home, utilise shared online documents, or they can be made available through your chosen virtual learning platform or learning management system.
- For activities that call for working with a partner or group, they can share their answers out loud, or you can encourage pupils to write their definitions down to reference later, add to a live/shared document, or comment in a chat box. Alternatively, you can prepare breakout rooms in your learning management system prior to your session.
 - Platforms like Zoom allow you to pre-assign participants to breakout rooms. Google Meet will randomly distribute participants.

Using This Guide

The goal of this guide is to give teachers a complete set of resources for facilitating lessons on comparisons and body confidence. It provides slide-by-slide instructions to ensure teachers are prepared to explain, discuss, and facilitate the hands-on content in the presentation. Teachers should feel free to paraphrase/edit the language to suit their classes learning abilities. The presentation is designed to cover three class sessions, but it can be flexible depending on the pupils' needs and the time available. However, sessions should be presented in order. A glossary is included to support teachers and pupils with defining key words and concepts presented in the activities.

The accompanying presentation was created with PowerPoint so that it can be used in a variety of classrooms. If you are using a laptop with an LCD projector, simply progress through the PowerPoint by clicking to advance. All of the interactive aspects of the presentation are set to occur on clicking. This includes images, text boxes, and links which will appear in your web browser. If you are using an interactive whiteboard, tap on each slide with your finger or stylus to activate the interactive aspects of the presentation. In the notes for each slide, there will be information on how to proceed.



Lesson Plans

SESSION 1 (Slides 1–4)

Overview

Pupils will begin this series of lessons establishing ground rules around respectful behaviour. They will then learn about the concept of body confidence before exploring how comparing themselves to others can have negative consequences. Pupils will reflect on their own feelings and experiences with comparisons.

Slide 1—Today...

- Let pupils know that today ‘we are going to talk about our bodies.’
- Engage pupils in establishing ‘ground rules’ for discussion by asking them, ‘how do we create a safe, respectful, and kind space?’
- Examples might include: listen respectfully, no interrupting, question ideas without criticizing people, no insults, give everyone a chance to speak, etc.
 - Write responses on the board and keep them there through the duration of the lesson(s).
 - When needed, refer back to the pupils’ ground rules as a reminder of how important it is to respect one another in these sensitive conversations.

VIRTUAL FACILITATION OPTIONS

- Allow them to share their answers out loud or encourage pupils to write their definitions down to reference later, add to a live/shared document, or comment in a chat box.

Slide 2—Body Confidence

- Introduce pupils to the concept of body confidence or the sense of love and respect for our body and what it can do. Body Confidence is how a person feels about the way they look. This can include their body shape, size, or weight.
- When you are body confident you can:⁵
 - Focus on what your body can do.
 - Accept and be happy about how you look.
 - Value the unique things about your body.
 - Accept the things you do not like about your body.
 - Respect and admire your body for all it does for you.



⁵ Wood-Barcalow, et al., 2010; Tylka & Wood-Barcalow, 2015

Slide 3—Comparisons

- Inform pupils that one thing that can damage their body confidence is comparing themselves to others.
- Click to show the video **Competing and Comparing Looks** (<https://youtu.be/3GPkw0hZPE8>).
- After showing the video, consider asking the class one or more of the following questions:
 - How does Smoky Quartz feel when she begins comparing herself to Sardonyx?
 - *Anticipated responses might include:* she begins to feel upset about her body and her appearance, she begins to feel like her body is not as good as Sardonyx's body, etc.
 - What helped make Smoky Quartz feel better after she was upset?
 - *Anticipated responses might include:* she realised that everyone's body is unique but doesn't make one better than another; everyone's body has different and special qualities; Smoky Quartz can do special things with her body, and Sardonyx can do special things with her body; etc.)

Slide 4—Agree or Disagree

- Explain to pupils that they will see a series of statements appear on the screen. If they AGREE with the statement, they should stand up/stay standing. If they DISAGREE with the statement, they should sit down/stay seated.
- Click to reveal the first agree/disagree statement, '1. Smoky Quartz was upset after she compared herself to Sardonyx.' Ask pupils to stand or stay seated to show their opinion.
- Click again to reveal the second agree/disagree statement, '2. I can relate to how Smoky Quartz felt in the video.' Ask pupils to stand or stay seated to show their opinion.
- Click to reveal the next agree/disagree statement, '3. I compare myself to others.' Ask pupils to stand or stay seated to show their opinion.
- Click to reveal the next agree/disagree statement, '4. Comparing myself to others is bad for me.' Ask pupils to stand or stay seated to show their opinion.
- Click to reveal the next agree/disagree statement, '5. I can think of some things I love about my body.' Ask pupils to stand or stay seated to show their opinion.

FACILITATION OPTIONS

- Pupils can stay seated and point to the corner of the room that best expresses his/her opinion.
- Pupils can sit and stand to represent agree and disagree, respectively.
- Pupils can write agree or disagree on small white boards and hold in the air.
- Pupils can show a thumbs up or down to represent agree and disagree, respectively.

- Click to reveal the next agree/disagree statement, '6. I can help my friends to like themselves more.' Ask pupils to stand or stay seated to show their opinion.
- Click to reveal the next agree/disagree statement, '7. All bodies are great bodies.' Ask pupils to stand or stay seated to show their opinion.
- Review pupils' responses to the agree/disagree statements, highlighting themes that emerged. Reinforce the key messages of the film.
- Distribute one **When I Compare** handout to each pupil. Encourage pupils to think carefully about how comparisons make them feel as they complete their own story.
 - **Note:** Pupils might struggle to complete this handout independently, consider working through it as a whole class or in small groups using information from the discussion and the video to help fill in the blanks.
- If there are pupils who would like to read their stories, allow them to do this and facilitate brief reflection after each one, connecting back to their learning in the session.

Session 1 Curriculum Links

England

PSHE

Health and Wellbeing Ourselves

Growing and changing

- **H27.** To recognise their individuality and personal qualities
- **H28.** To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- **H29.** To know about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

Relationships Respecting self and others

- **R30.** To know that personal behaviour can affect other people; to recognise and model respectful behaviour online
- **R31.** To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely

and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

- **R32.** To know about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

English

Spoken word

- To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- To participate in discussions and debates

Citizenship

- **1.a** To talk and write about their opinions, and explain their views, on issues that affect themselves and society
- **1.b** To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- **1.d** To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
- **3.a** To know what affects mental health, and how to make informed choices
- **4.a** To know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view

Scotland

Health and Wellbeing

- **2-01a** I am aware of and able to express my feelings and am developing the ability to talk about them
- **2-02a** I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them

Literacy Across Learning



- **2-08a** To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are

Wales

Health and Well-being (Progression Step 3)

Developing physical health and well-being has lifelong benefits

- I can explain the way in which physical and emotional changes are connected in different contexts, and I can monitor, review and adapt my behaviour to support my physical and emotional health, setting myself relevant targets

How we engage with social influences shapes who we are and affects our health and well-being

- I have developed an understanding that my values, attitudes and identity are shaped by different groups and influences

Languages, Literacy and Communication

Expressing ourselves through languages is key to communication

- I can respond to others' points of view, seeking clarity, structuring arguments, summarising and explaining what I have heard, read or seen
- I can interact with others, talking and writing about my thoughts, feelings and opinions showing empathy and respect

Northern Ireland

Personal Development and Mutual Understanding

Self-Awareness

- To develop self-awareness, self-respect and self-esteem
- To explore and examine what influences their views, feelings and behaviour

Feelings and emotions

- To examine and explore their own and others' feelings and emotions
- To know how to recognise, express and manage feelings in a positive and safe way

Relationships

- To explore and examine what influences their views, feelings and behaviour

Language and Literacy

Talking and Listening

- To participate in group and class discussions for a variety of curricular purposes
- To share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals
- To describe and talk about real experiences and imaginary situations and about people, places, events and artefacts

Session 2 (Slides 5–10) Overview

Pupils will continue this series of lessons by learning about ‘appearance ideals’ and ‘healthy ideals.’ They will explore the effects of body talk before brainstorming conversation topics not to do with appearances. Pupils will practise ‘flipping the script’ away from body talk.

VIRTUAL FACILITATION OPTIONS

- Consider turning this activity into a whole-class discussion.
- Another option is using breakout rooms to put pupils into pairs or groups so they can collaborate with each other. You can choose to assign groups manually or automatically depending on how you want pupils placed and which online platform you are using.

Slide 5—Why Do We Compare?

- Begin session by reinforcing what pupils learned about body comparisons and the effects they have on body confidence.
- Inform pupils that comparing themselves to friends and family happens a lot, but society can too. Society can promote the ‘ideal’ way to look at a certain moment in time. This is called the ‘appearance ideal’.⁶
- Click to show pupils the following things they should remember about appearance ideals:⁷
 - They are impossible to achieve.
 - They are based on opinions. They are always changing.
 - They are unrealistic.

⁶ https://www.dove.com/content/dam/unilever/dove/global/english/personal_care_unidentified/all/appearance_ideals_-_student_activity_sheets-717945.pdf

⁷ Engeln, R., Sladek, M. R., & Waldron, H. (2013). Body talk among college men: Content, correlates, and effects. *Body Image*, 10(3), 300-308

- Encourage pupils to remember that the way they look isn't a measure of how much they are worth. They can focus on other qualities and skills they have, how they feel, and what their bodies can do. This is called the 'healthy ideal.'
- For additional activities or information please see: https://www.dove.com/content/dam/unilever/dove/global/english/personal_care_unidentified/all/appearance_ideals_-_student_activity_sheets-717945.pdf

Slide 6—Body Talk

- Let pupils know that one way to avoid comparing and competing looks is to avoid body talk.
- Click to reveal the definition of body talk and its effects:
 - Body talk is talking about how you look. It can be talking about weight or size too.
 - Body talk is bad.
 - Body talk can hurt others.
 - Hearing your friends body talk can hurt you.⁷
- Click again to show the video **Body Talk** (<https://youtu.be/KdwhTKOyu5E>).
- After showing the video, consider asking the class one or more of the following questions:
 - What are some of Bismuth's skills?
 - *Anticipated responses might include:* loyalty; strength; can turn hand into a saw and cut things; can build and paint things with her hands; etc.
 - How can body talk be harmful or upsetting?
 - *Anticipated responses might include:* uncomfortable or embarrassing; can make someone think they have to look a certain way; cause comparisons; make someone change the way they look to please others; etc.

Slide 7—How Common is Body Talk?

- Explain to pupils that we are going to practise detecting and stopping body talk. This can avoid the negative consequences of talking about physical appearance.
- Ask pupils to raise their hands if they've been part of a conversation about someone's physical appearance in the past week.
- Count how many pupils raise their hands and calculate the percentage of the class this represents by entering numbers on the slide (# of hands raised / total # of pupils x 100). Click to reveal the percentage.
- The goal of this activity is to demonstrate that body talk is common, thus we want the majority of the class to raise their hands in this activity. If the majority of the class answers 'no' to the question on the slide, then keep asking questions until you get the majority of the

class to raise their hands. Follow-up questions can be: Raise your hands if you have ever heard a friend talk about how someone looks. Raise your hands if you have ever heard your mum talk about how someone looks. Raise your hands if you have ever heard your dad talk about how someone looks. Raise your hand if you have ever heard your brother or sister talk about how someone looks?

Slide 8—Flip the Script

- Ask pupils ‘what are some problems with body talk?’ Reinforce that even positive body talk can have negative consequences. Ask 1–2 volunteers to share why they think that might be.

Anticipated responses might include:

 - You’re still focusing on how someone looks.
 - You might be reinforcing the appearance ideal.
 - Someone who doesn’t hold that quality might start comparing.
 - You’re implicitly comparing yourself to whoever you are talking to/about.
- Discuss with pupils how body talk is common and explain that sometimes we do not realise we are engaging in body talk. We are going to practise stopping body talk when we realise it is happening.
- Challenge pupils to brainstorm topics of conversation that do not revolve around bodies or how people look. Some examples include sports, school, music, family, pets, etc. Record as many ideas as pupils can think of in five minutes on the board.

Slide 9—Practise: Flip the Script

- Ask the pupils find a partner—one pupil should be ‘Partner A’ and one should be ‘Partner B.’
- Inform them that a series of scripts will appear on the screen. The assigned person should read the script while the other partner needs to think of a way to ‘flip it’ by talking about something other than appearance.
 - *Anticipated responses to each example might include:* What is your favourite sport to play? Who do you think is the best artist in our class? I’m worried about our math test; who do you think I should work with? I like that everyone is unique and looks different. Isn’t it cool that we all have different things we’re good at?
- Click to reveal the first script, ‘Who do you think is the best- looking pupil in our class?’ Give the pupils 1–2 minutes to discuss with their partner. Remind pupils that the objective is to talk about something else and to stop talking about appearance.
- Click to reveal the second script, ‘Did you see his muscles? How does he get so strong?’ Give the pupils 1–2 minutes to discuss.

- Click to reveal the third script, 'Did you lose weight? You look good.' Give the pupils 1–2 minutes to discuss.
- Click to reveal the final script, 'I hate my hair!' Give the pupils 1–2 minutes to discuss.

Slide 10—Let's Reflect

- Reflect on pupils' learning by asking them how it felt to 'flip the script.' What was their first reaction when they heard the questions? How did it feel to not participate in body talk? In the future, what are some things you feel comfortable doing to stop body talk?

Session 2 Curriculum Links

England

PSHE

Health and Wellbeing Ourselves, growing and changing

Growing and changing

- **H27.** To recognise their individuality and personal qualities
- **H28.** To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- **H29.** To know about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

Relationships

Respecting self and others

- **R30.** To know that personal behaviour can affect other people; to recognise and model respectful behaviour online
- **R31.** To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
- **R32.** To know about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

VIRTUAL FACILITATION OPTIONS

- You may choose to use shared online documents between each pair.
- Another option is assigning each pupil the name of someone about whom they can complete their handout.
- You may also consider using breakout rooms to put pupils into pairs or groups so they can collaborate with each other.

Relationships Education, Relationships and Sex Education (RSE) and Health Education

Relationships Education

Respectful Relationships

- To know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- To know the importance of self-respect and how this links to their own happiness

Being Safe

- To know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings

Physical health and mental wellbeing

Mental Wellbeing

- To know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing

Internet Safety and Harms

- To know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

English

Spoken Language

- To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- To participate in discussions and debates

Citizenship

- **1.a** To talk and write about their opinions, and explain their views, on issues that affect themselves and society
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positive way

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Scotland

Health and Wellbeing

- **2-01a** I am aware of and able to express my feelings and am developing the ability to talk about them
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Literacy Across Learning

- **2-08a** To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are

Wales

Health and Well-being (Progression Step 3)

Developing physical health and well-being has lifelong benefits

- I can explain the way in which physical and emotional changes are connected in different contexts, and I can monitor, review and adapt my behaviour to support my physical and emotional health, setting myself relevant targets

How we engage with social influences shapes who we are and affects our health and well-being

- I can recognise the benefits of being able to focus attention on my perceptions and thoughts and know that I am developing my self-awareness
- I can see the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being

Our decision-making impacts on the quality of our lives and the lives of others

- I can reflect on the way that past events and experiences have affected my thoughts, feelings and actions
- I can anticipate how future events may make me and others feel

- I can make considered decisions, taking into account available information, including past experiences

How we engage with social influences shapes who we are and affects our health and well-being

- I have developed an understanding that my values, attitudes and identity are shaped by different groups and influences

Languages, Literacy and Communication

Expressing ourselves through languages is key to communication

- I can respond to others' points of view, seeking clarity, structuring arguments, summarising and explaining what I have heard, read or seen
- I can interact with others, talking and writing about my thoughts, feelings and opinions showing empathy and respect

Northern Ireland

Personal Development and Mutual Understanding

Self-Awareness

- To develop self-awareness, self-respect and self-esteem
- To explore and examine what influences their views, feelings and behaviour

Feelings and emotions

- To examine and explore their own and others' feelings and emotions
- To know how to recognise, express and manage feelings in a positive and safe way

Relationships

- To explore and examine what influences their views, feelings and behaviour

Language and Literacy

Talking and Listening

- To participate in group and class discussions for a variety of curricular purposes
- To share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals
- To describe and talk about real experiences and imaginary situations and about people, places, events and artefacts

Session 3 (Slides 11–14)

Overview

Pupils will learn more about body dissatisfaction and positive affirmations before working with peers to create posters or cards featuring each pupil's positive qualities, skills, and characteristics. They can refer to these cards when they feel unhappy with their bodies and need positive affirmation.

Slide 11—Let's Review

- Reinforce pupils' learning thus far by asking the following questions. Write their responses on the board, addressing any misconceptions as they arise.
 - What is body confidence?
 - Why is comparing to others bad?
 - What is body talk?

Slide 12—Media and Celebrities

- Explain to pupils that one of the most detrimental ways to let body comparisons affect their confidence is to compare themselves to images they see in the media. This is because these images are often unrealistic for example it is common practice to 'touch up' images or encourage habits that might not be healthy.
- Click to show **Media and Celebrities** video (<https://youtu.be/eNYnkWtOVHA>).
- After showing the video, consider asking the class one or more of the following questions:
 - What situation does Peridot experience in the video?
 - *Anticipated responses might include:* she loves her tablet but realises it makes her feel bad about the way she looks because the internet features unrealistic expectations for people.
 - In what ways do you think the media sets unrealistic expectations for our bodies?
 - *Anticipated responses might include:* female models featured in the media are usually very tall and thin; male models tend to be tall and muscular; models for both genders are usually able-bodied; etc.
 - Why do people use filters or photo editing apps to change or touch up photos? Why might this be problematic or make consumers feel badly about themselves?
 - *Anticipated responses might include:* people touch up photos to look better; to hide the things they don't like about themselves; it makes people feel bad because you feel how you look is not good enough; you compare yourself to people on photos that are not real etc.)

Slide 13—Body Dissatisfaction

- Ask pupils what they think body dissatisfaction means. After discussing, ensure pupils understand that body dissatisfaction is negative perceptions and feelings a person has about their body. Discuss how comparing ourselves to images in media can lead to body dissatisfaction.
- Challenge pupils to brainstorm things that could make us experience body dissatisfaction or feel unhappy with how we look. Record responses in box on the slide.
 - *Anticipated responses might include:* our weight, wanting our bodies or body parts to look a certain way, the changes the body go through during puberty, our height, etc
- Discuss how body dissatisfaction can lead to negative thoughts, feelings, and behaviours.
- Explain that today the class will be creating positive thoughts cards that they can look at if they experience feelings of body dissatisfaction. Positive thoughts are good or encouraging thoughts that pupils can read or say when they are having negative thoughts about themselves.

Slide 14—Positive Thoughts

- Ask pupils to find a partner and distribute one **Positive Thoughts** handout to each pupil.
- Ask pupils to fill in each column of the chart about their partner, give them 5 minutes to do this. If they are not familiar with their partner, they can take a few minutes to talk to them about their hobbies, their favourite subjects in school, achievements, etc.
- When they have finished, ask pupils to read their positive statements about their partner to that person, starting each point with ‘You are...’ or ‘Your’ (For example: ‘Your hands help you create beautiful drawings.’; ‘Your legs allow you to run fast.’; etc.)
- After pupils have completed this process, ask them to collect their own positive affirmation sheets and take a moment to review the comments from their peers.
- Explain to pupils that they will now use their **Positive Thoughts** handout to create cards for themselves. Positive thoughts are good things you can think or say to yourself.
- Distribute the art materials you have chosen to use or remind pupils where to find them in the classroom.
- If necessary model the creation of their **Positive Thoughts** Cards. Some suggested formats might include:
 - writing their name in the centre of the paper and surrounding the name with adjectives, qualities, skills, and unique characteristics.
 - choosing one ‘You are...’ statement read from the Positive Thoughts handout to write in large letters and decorate.
- Provide time for pupils to complete their cards. If time allows, they may complete more than one. The purpose of the cards is to think these positive thoughts every time they have a negative thought. For

example, let's say I thought 'I don't like my legs.' You can stop that thought by thinking 'My legs let me run and dance.'

- Invite pupils to think about some places they can put their card see it throughout the day (i.e., inside of locker, tucked in a binder, taped to the mirror at home, etc.).

Slide 15—3-2-1

- Distribute one **3-2-1 Reflection** handout to each pupil.
- Collect slips from pupils. If time allows, choose a few questions that still remain and discuss with the group. As you are able, follow up with pupils regarding their reflection after the conclusion of the lessons.

Slide 16—Glossary

- **Body Confidence:** How a person feels about the way they look.
- **Body Talk:** Talking about how you look.
 - It can be talking about weight or size too.
- **Positive Thoughts:** Good things you can think or say to yourself.



Session 3 Curriculum Links

England

PSHE

Relationships

Respecting self and others

- **R31.** To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

Living in the Wider World

Communities

- **L9.** To know about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

Media literacy and digital resilience

- **L11.** To recognise ways in which the internet and social media can be used both positively and negatively
- **L16.** To know about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

Relationships Education, Relationships and Sex Education (RSE) and Health Education

Relationships Education

Respectful Relationships

- To know the importance of self-respect and how this links to their own happiness

Online Relationships

- To know how information and data is shared and used online

Physical health and mental wellbeing

Mental Wellbeing

- To know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing

Internet Safety and Harms

- To know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health

English

Spoken Language

- To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- To participate in discussions and debates

Citizenship

- **1.a** To talk and write about their opinions, and explain their views, on issues that affect themselves and society
- **1.b** To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals

- **2.k** To explore how the media present information
- **3.a** To know what affects mental health, and how to make informed choices

Scotland

Health and Wellbeing

- **2-01a** I am aware of and able to express my feelings and am developing the ability to talk about them
- **2-02a** I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them
- **2-47a** I recognise that how my body changes can affect how I feel about myself and how I may behave

Literacy Across Learning

- **2-08a** To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are

Wales

Health and Well-being (Progression Step 3)

Developing physical health and well-being has lifelong benefits

- I can explain the way in which physical and emotional changes are connected in different contexts, and I can monitor, review and adapt my behaviour to support my physical and emotional health, setting myself relevant targets

How we engage with social influences shapes who we are and affects our health and well-being

- I can recognise the benefits of being able to focus attention on my perceptions and thoughts and know that I am developing my self-awareness
- I can see the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being

Our decision-making impacts on the quality of our lives and the lives of others

- I can reflect on the way that past events and experiences have affected my thoughts, feelings and actions
- I can anticipate how future events may make me and others feel

- I can make considered decisions, taking into account available information, including past experiences

How we engage with social influences shapes who we are and affects our health and well-being

- I have developed an understanding that my values, attitudes and identity are shaped by different groups and influences

Languages, Literacy and Communication

Expressing ourselves through languages is key to communication

- I can respond to others' points of view, seeking clarity, structuring arguments, summarising and explaining what I have heard, read or seen
- I can interact with others, talking and writing about my thoughts, feelings and opinions showing empathy and respect

Northern Ireland

Personal Development and Mutual Understanding

Self-Awareness

- To develop self-awareness, self-respect and self-esteem
- To explore and examine what influences their views, feelings and behaviour

Feelings and emotions

- To examine and explore their own and others' feelings and emotions
- To know how to recognise, express and manage feelings in a positive and safe way

Relationships

- To explore and examine what influences their views, feelings and behaviour

Language and Literacy

Talking and Listening

- To participate in group and class discussions for a variety of curricular purposes
- To share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals

When I Compare

Body confidence is liking my body. One thing I like about my body is _____.

Like the video said, it does not make sense to compare our bodies to others because

_____.

The next time I want to compare my body to others, I will try to remember the things that make me unique. Two things that make me unique are _____ and _____.

_____. Everyone looks different. One reason this is a good thing is

_____.

One thing I can do to feel good about my body is _____

This can help my body confidence.



Positive Thoughts

My Partner's Name: _____

Unique Skills of My Partner	How My Partner's Body Helps Them With These Skills
Examples: drawing	Example: My partner's hands help him create beautiful drawings.

3-2-1 Reflection

What are the **THREE** key points you have learned from the three lessons on 'Tools to Build Body Confidence'?

1.

2.

3.

What are **TWO** things you are going to change in your life based on what you learned?

1.

2.

What is **ONE** question you still have about something you learned?

1.