amazing me

YEARS 5 and 6

Timing

45 minutes

Materials

- **Body Talk** video (https://youtu.be/KdwhTKOyu5E)
- **Think–Pair–Share** handout–one per pupil
- **Think–Pair–Share** facilitation guide–one for the teacher
- **Body Talk Reflection** – one half sheet per pupil

Note: *There are facilitation options below if the pupils are in a virtual situation. Handouts can be provided electronically to be printed at home or as an editable Microsoft Word template to be submitted via email, learning management systems, or a live/shared document.*

Tools to Build Body Confidence

BODY TALK

Overview

Content for the *Amazing Me* programme was created in partnership with Dr. Marisol Perez, a clinical psychologist and researcher at Arizona State University and the Institute for Research and Education Advancing Children's Health (REACH). Dr. Perez has dedicated her career to assisting future generations to be less focused on appearance and more focused on respecting, liking, and appreciating their bodies.

In this activity, pupils view the video **Body Talk** (https://youtu.be/KdwhTKOyu5E) before working with a partner using a Think–Pair–Share activity to answer questions about body talk, including how it can be harmful to their self-image. They then brainstorm ways to change the course of a conversation that is centered around physical appearance.

Each activity is part of a five-lesson series that focuses on confronting comparisons and building body confidence. Lessons 1–3 include core content and should be completed in sequence. Lessons 4 and 5 are supplementary and provide pupils with an opportunity to extend their learning of core concepts.

Background

Body image is 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 pupils and adults. People are more likely to do unhealthy things to control their weight and body shape when they focus more on appearance than body functionality.[2]

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[1] Cash & Prunzinsky, 1990

[2] Thompson & Stice, 2001

1

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

Research shows that parents and educators have the ability to increase the body confidence of young people. Adults can help pupils 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. Pupils can be healthier when they are aware of emotional and physical changes that occur during development. Pupils have more body confidence when they 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 pupils to identify and connect with their peers instead of comparing themselves to each other.

This lesson will focus on body talk and how it affects body image.

Objectives

Pupils will:

- Describe how body talk can be harmful.
- Identify ways to redirect a conversation centred around physical appearance.

Essential Question

How can body talk be harmful, and what can we do to 'flip the script' and redirect conversations to focus less on physical appearance?

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

Teacher Preparation

- If you are teaching virtually, decide how you will assign partners/groups for the Think–Pair–Share activity. Prepare your breakout rooms or learning management system prior to your session.

  - Platforms like Zoom allow you to preassign participants to breakout rooms. Google Meet will randomly distribute participants.

Suggestions for Implementing
Virtual Meetings

- **Lighting:** Backlighting prevents your audience from seeing you clearly. Make sure that you have lighting in front of you to ensure that you are seen.

- **Camera placement:** Try to make sure that your camera is placed at eye level. This helps to create eye contact and engagement with your audience. You can use books or other items to lift your computer (if using a laptop).

- **Sound:** Make sure that you do a quick sound check before beginning your session. Ensure that you can be heard and that participants will not hear an echo effect. Consider the usage of headphones equipped with a speaker.

- **Make connections:** Remember to try to connect with your audience, which can be challenging, virtually. Connect with them using quick stories or humour.

- **Troubleshooting:** It is okay to make mistakes or have technology issues. If you have a technology issue or things don't go as planned, do your best to reconnect and move forward with your lesson. The best thing you can do is be prepared by testing your internet connection and sound and video settings prior to your session!
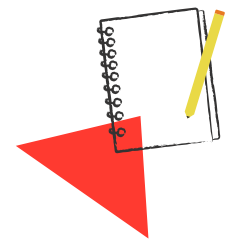
Sensitivity Note

This lesson focuses on compliments and physical appearance. Discussion questions can be modified to remain sensitive to the needs of particular groups of pupils and ensure that all participants are comfortable with the conversation. Teachers should feel free to paraphrase/edit the language to suit their class.

Lesson Plan

Discuss

- Write the following questions on the board, display them electronically, or use the poll function:
  - When was the last time you heard someone give another person a compliment on his/her appearance?
  - When was the last time you gave someone a compliment on his/her appearance?
  - Who do you typically hear giving compliments on appearance?
- Ask pupils to take a few minutes to consider this question, then write their responses in a notebook or on a sheet of paper.
- Ask pupils to share their answers, use the following questions to guide the discussion:
  - How often do you hear people saying nice things about how others look? Daily? Several times a day? Every week? Is this rare, common or very common? Who gives and receives these comments? Friends, family, strangers?
  - What are some nice things about getting or giving a compliment?
  - What are some negative things? How can a compliment hurt someone?
    - Possible answers might include a compliment could: make a person feel uncomfortable or embarrassed; make someone think that they always have to look a certain way; could cause someone to compare his/her appearance to that of others; make someone change the way they look to please others, etc.
- Explain that today the class will be discussing how body talk can be harmful. They will also think of ways to change the conversations which are centred around appearance.

VIRTUAL FACILITATION OPTIONS

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

Do

- Show the video **Body Talk** (https://youtu.be/KdwhTKOyu5E).

- Give out a **Think–Pair–Share** handout to each pupil.

- Ask pupils to independently answer the set of questions in the 'What I Thought' column.

- Ask pupils to share their responses with a partner. Pupils should listen to their partners' answers and record notes in the 'What My Partner Thought' column.

- After some discussion time, the pairs should decide on what they would like to share with the class. Ideally, this should be a combination of their individual responses.

- When pupils have completed the final column, ask for volunteers to share their 'What We Will Share' column for each of the questions. Use the **Think–Pair–Share** facilitation guide for reference.

Reflect

- Distribute one **Body Talk Reflection** handout to each pupil and give them time to complete it.

- Invite pupils to share which strategy they would feel most comfortable using.

VIRTUAL FACILITATION OPTIONS

- Use 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 to be organised and which online platform you are using.

VIRTUAL FACILITATION OPTIONS

- This can be facilitated as a group discussion or in a live/shared document.

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Think–Pair–Share

Question	What I Thought	What My Partner Thought	What We Will Share
What is body talk? When someone says, 'body talk,' what do they mean?			
What are some of Bismuth's qualities (other than looks)?			
How can body talk be harmful or upsetting?			
What are some ways you can stop body talk?			

Think–Pair–Share

Question	What I Thought	What My Partner Thought	What We Will Share
What is body talk? When someone says, 'body talk,' what do they mean?	• Any talk about body or body type • Talk focusing on how someone looks		
What are some of Bismuth's qualities (other than looks)?	• Loyalty • Strength • Building/construction		
How can body talk be harmful or upsetting?	• Uncomfortable or embarrassing • Make someone think that they always have to look a certain way • Cause comparisons • Make someone change the way they look to please others		
What are some ways you can stop body talk?	• Change the subject (i.e., sports, favourite TV programme, tomorrow's maths test, etc.) • Focus on abilities and body functionality instead of looks • Say you would rather talk about something else • Leave the situation		

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Body Talk Reflection

What is one thing you will do to encourage others to stop body talk?

Body Talk Reflection

What is one thing you will do to encourage others to stop body talk?

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

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.

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Curriculum Links

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
- **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

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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
- **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

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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

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Curriculum Links

How we process and respond to our experiences affects our mental health and emotional 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