

Setting My Body Talk SMART Goal



Name:



Write a one-day SMART goal to decrease or eliminate body talk for yourself or others.

Tell three action steps you will take to meet your goal.

SMART checker:

S

Explain how your goal is **specific**
(clear)

M

Explain how you know your goal is **measurable**
(able to show success)

A

Explain how your goal is **attainable**
(within reach)

R

Explain how your goal is **realistic**
(with effort but possible)

T

Explain the **time** conditions of your goal
(when)



Find Someone Who...



Name:



Move around the room and have your classmates write their name in a box if they are able to answer the statement or question. You are allowed to sign your own paper twice and have another person sign your paper in two squares, but no more.

Can list two ways people's images are changed in media to create unrealistic appearance ideals.

Complimented someone without mentioning appearance.

Can explain what appearance ideals are.

Can name one way to challenge appearance ideals.

Can name an internal influence that helps overcome unhealthy appearance ideals.



Has a special talent.

Can list three common appearance ideals promoted in the media.

Can explain the whirlpool of comparisons concept.

Wants to spend less money on trying to achieve appearance ideals.

Can tell one way to confront comparisons.



Has an interesting hobby.

Has taken action to help stop someone from making an appearance-based comparison.

Can name three qualities in others they think are more important than appearance.

Can give two negative consequences of trying to match appearance ideals.

Has done something they are proud of.



Can explain a negative consequence of making appearance based comparisons.

Can list three external influences on appearance ideals.

Can name three qualities that make them unique.

Can name the five parts to a SMART goal.

Has seen an example of unrealistic appearance ideals on social media.



Has met their goal to reduce or eliminate body talk.

Can name two things the person holding this paper is good at.

Can name two places where appearance ideals come from.

Can give examples for both a positive and negative internal influence on body image.

Spends less time than before trying to achieve appearance ideals.



End-Of-Programme Performance Assessment



Name:



Select **ONE** of the following final projects to complete around body confidence that demonstrates your knowledge and skill development about analysing influences, interpersonal communication and advocacy.

Letter

Find a commercial or advertisement in a magazine, on television or on social media that focuses on appearance. Write a letter to the magazine, advertiser or company. Explain how its advertisement impacts you and your friends to have unrealistic appearance ideals.

+ You will be scored based on the Analysing Influences and Advocacy Rubrics.

Powtoon presentation

You are a secondary school teacher who is teaching your students the importance of positive self-image and the harmful effects of body talk. Create a one-minute Powtoon presentation that includes the following concepts or skills:

- + Defines the following terms: body confidence, SMART goal, professional media, personal and social media, appearance ideals, appearance pressures and manipulation of media.
- + Includes three suggestions for how school students can take action to lessen the impact of negative influences.
- + Exhibits strong awareness of the target audience (background, perspective, interests) with word choices, tone, examples, etc., that are well suited for school students.

Your Powtoon presentation will be scored using the following performance checklist:

How to create a Powtoon presentation:



Criteria	Yes/No
I defined each of the following terms: body confidence, SMART goal, professional media, personal and social media, appearance ideals, appearance pressures and manipulation of media.	
I included at least three suggestions on how school students can take action to lessen the impact of negative influences.	
I have exhibited strong awareness of the target audience (background, perspective, interests) with word choices, tone, examples, etc., that are well suited for school students.	



End-Of-Programme Performance Assessment



Name:



Policy

Review your school's policies in the student handbook around body confidence, body image, bullying and harassment. See if there is any language that includes creating a safe learning environment for all students and staff that avoids body talk and addresses the concepts you've learned in this program. Highlight any sections that do.

Write at least eight ideas that suggest additional language that could be included in your school policy related to topics such as:



01 Weight

02 Comparing body types

03 Lesson group agreement examples

04 Student terms and descriptions that should be avoided by teachers

05 Topics to teach in different classes

06 How to support students who may have low body confidence (where they can go to get support)

You will be scored using the following performance checklist:

Criteria	Yes/No
I have highlighted all the areas within our student policy handbook that include language that promotes body confidence or minimises negative influences. If there are none, share that.	
I have listed at least eight suggestions for language that could be included in our student policy handbook. These suggestions promote positive body confidence and minimise negative influences, body talk and low self-esteem.	



End-Of-Programme Performance Assessment



Name:



Rap, Song or Poem

You are a well-known rapper, performer, poet or singer who has been asked to promote the importance of positive self-image and the harmful effects of body talk to school students. Create a rap, song or poem that includes the following concepts or skills:

- + Defines the following terms: body confidence, SMART goal, professional media, personal and social media, appearance ideals, appearance pressures and manipulation of media.
- + Includes three suggestions on how school students can take action to lessen the impact of the negative influences.
- + Exhibits strong awareness of the target audience (background, perspective, interests) with word choices, tone, examples, etc., that are well suited for school students.

Please video record yourself performing your rap, song or poem.
Your product will be scored using the following performance checklist:

Criteria	Yes/No
I defined each of the following terms: body confidence, SMART goal, professional media, personal and social media, appearance ideals, appearance pressures and manipulation of media.	
I included at least three suggestions on how school students can take action to lessen the impact of negative influences.	
I have exhibited strong awareness of the target audience (background, perspective, interests) with word choices, tone, examples, etc., that are well suited for school students.	

