

Unit One: Body Image

Lesson Plan

Objectives:

- Practice acceptance of diversity of body shapes, sizes, etc.
- Develop respectful attitude towards own body.
- Develop critical thinking to social media, magazines, ads, etc.
- Reduce internalization of beauty ideals.
- Focus more on developing personality, skills, hobbies, strengths than on appearance.
- Develop healthy habits which have benefits to own body
- Develop social skills.
- Developing skills how to cope with inner criticism.

Learning outcomes: Based on this lesson the participants will be able to:

Knowledge:

- Describe, discuss and analyze what is body image, how it affects wellbeing, identify characteristics of a negative and positive body image, describe how it manifests and develops.
- Describe and discuss a concept of body neutrality, tell and illustrate the importance of feeling healthy as opposed to attachment on outward appearance.
- Identify and tell ways how to cope with self-criticism.

Skills:


- Analyze and question beauty ideals, recognize internalization of beauty ideals, evaluate and discuss appearance as a value comparing personality traits, skills, etc.
- Practice self-acceptance and acceptance of diversity of body shapes, sizes, etc.
- Practice appreciation of own body and gratitude to it.
- Recognise positive and negative habits related to own body.
- Recognize inner dialogue related to appearance, identify and question negative thoughts related to body and formulate new more helpful and realistic thoughts about own body.
- Practice how to give and receive compliments


Attitudes:

- Choose and support respectful attitude towards own body.
- Demonstrate critical thinking on social media, magazines, ads, etc.
- Support healthy lifestyle, support habits which have benefits to own body.


Target group

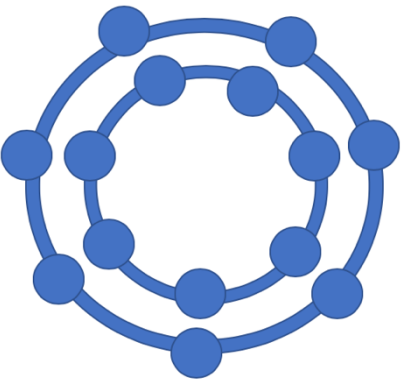
Secondary School Teachers
School students 13+

| Activity Title & number | Short description of activity | Resources needed | Time |
|---|--|--|--|
| <p>1. Introduction to the Body Image using Collage Technique</p> | <p>A collage is a visual representation made from an assembly of different forms, materials and sources creating a new whole. A collage may include newspaper clippings, ribbons, bits of colored or hand-made papers, portions of other artwork, photographs.</p>  <p>Instruction:</p> <ul style="list-style-type: none"> • Tell participants to create a collage which includes representations of associations how they understand a body image: What kind of associations, thoughts, images, feelings arise when you think about the body image. Give freedom to your imagination and creativity to express it. • They can use words, pictures of people, or objects, or whatever else inspires them. • After everyone has finished their collage, have them talk about why each thing they put on their collage. • Questions for reflection in group/pairs: <ol style="list-style-type: none"> 1. What kind of associations, thoughts, images, feelings arise when you think about the body image 2. What did you represent in the collage you created? 3. What does body image mean to you? | <p>Magazines Newspapers Scissors; Blank paper Glue sticks</p> <p>References: about Collage Technique: https://arl.human.cornell.edu/PAGES_Delft/Collage_deeper.pdf</p> <p>https://files.eric.ed.gov/fulltext/EJ1016637.pdf</p> | <p>3hs 15' in total</p> <p>45'</p> |

| | | | |
|---|---|--|------------|
| | <ol style="list-style-type: none"> 4. What themes, attributes do you identify in your collage? 5. When you look at your collage now, what does it cause you to think about? 6. When you look at your collage now, what does it cause you to feel? <p>You can combine what learners already know with information about body image by presenting a short introduction about body image, explain what is that, what effects it has on psychological wellbeing, how can you recognize characteristics of positive and negative body image, how people develop a negative or positive body image. You can check what students already know and encourage them to discuss “How can you recognize that a person has a positive body image?”, “How do people develop a negative or positive body image?”, “Why is it important to develop positive a neutral body image?” (*see Support materials).</p>  | | |
| <p>2. Challenge Unrealistic Ideals of Beauty</p> | <p>Dissonance-based interventions (DBIs) encourage people to act in a way that is counter to their attitudes. The dissonance, or gap, between their attitudes and actions can lead to an attitudinal shift. Dissonance-based interventions encourage young people to actively speak out against unrealistic ideals of beauty through a range of interactive activities. The aim is to reduce internalization of beauty ideals and in turn reduce body image dissatisfaction.</p> <p>Instruction:</p> <p>Choose and show some example(s) of pictures, video (*Resources needed). Reinforce the message that bodies naturally come in a range of shapes, sizes, weights, and colors, and that all bodies are to be respected. After showing material encourage learners reflect on it.</p> | <p>Video projector Laptop/Smart phone Internet connection</p> <p>References to Videos/pictures about How Beauty Standards Changed Over Time</p> <p>https://www.littlethings.com/beauty-through-the-</p> | <p>45'</p> |



| | | | |
|--|---|---|------------|
| | <p>Some questions to encourage Reflection in group:</p> <ul style="list-style-type: none"> • Remind yourself that true beauty is not skin-deep. <i>Think of the most important people in your life and ask yourself why do you value them so much.</i> • After it ask students to share some answers. Consider whether their appearance was important: <i>Do you love your friends and family members because of the size of their waist or weight?</i> • You can ask students for discussion/debates: <i>what if we all would look the same? (* see a picture below for self- reflection)</i>  | <p>ages/</p> <p>https://www.youtube.com/watch?v=eZpCJvNK71c</p> <p>https://www.boredpanda.com/women-ideal-body-type-history-video/?utm_source=google&utm_medium=organic&utm_campaign=organic</p> <p>https://edition.cnn.com/2018/03/07/health/gallery/history-of-body-image-and-body-image/index.html</p> <p>Movies dealing with body image https://www.facebook.com/efpsa-socialimpact/posts/696145720842067</p> | |
| <p>3. Friend VS. Enemy to Your Body</p> | <p>Instruction</p> <p>At first ask students write ideas how they treat their body and after that put it on two flipchart papers “Enemy to your body” and “Friend to your body”.</p> <p>Divide students in small groups (3-4 people) or in pairs and please write them ideas how can nourish your body, do something nice for yourself – something that lets your body know you appreciate it (e.g., take a bubble bath, take time for</p> | <p>Sticky notes Flipchart paper Pens, markers</p> | <p>30’</p> |

| | | | |
|--|---|---|------------|
| | <p>a relaxation, taking for a walk in park, yoga, running, prepare healthy self-made meals, painting, dancing etc.).</p> <p>At the end of activity, you as a teacher could present some insights, tips how to make your body healthy in order to feel good in own body. Encourage physical activity and healthy eating as a means for physical and mental well-being and enjoyment, rather than weight manipulation. Try to emphasize the importance of feeling healthy, as opposed to attachment on outward appearance. Encourage curiosity and exploration of what makes your body feel good — maybe it's a dance class, painting, making a favorite meal, a run with your dog, reading a book, swimming, or taking for a walk in the park. There are so many ways to nourish our bodies, including the food we eat and many daily rituals we engage in.</p> <p>You can give students for homework or use it as additional material for extra activities Worksheet 1.1 (*see Workbook) 'Mindfulness exercise'</p> | <p>Worksheet 1.1 (*see Workbook)</p> | |
| <p>4. Energizer - Compliments Circles</p> | <p>Instruction</p> <p>Make two circles of people standing or sitting in pairs in front each other – one inner circle and one outer circle. People (listeners) in inner circle are assigned to stand/sit and listen what other person are saying for him/her (compliments).</p>  <p>People outside inner circle, who are in outer circle, are assigned to look at person behind, try to find what they like in each person related to appearance and say compliments related with body image (physical body characteristics: e.g. curly hair, small nose, wide smile, modern clothes, stylish shoes, etc.). When a leading teacher says 'Let's change!', every person from outer circle moves one place to right (after that</p> | <p>Free space for two circles of people</p> | <p>15'</p> |

| | | | |
|--|---|---|------------|
| | <p>they are standing/sitting behind next person from inner circle). Time is limited, so every person has just 10 seconds to think and say a compliment(s) for one person. People from inner circle stay at the same place.</p> <p>After all people from outer circle come back to the same position, ask participants to change their positions: those who were in outer circle go to inner circle and vice versa.</p> <p>Reflection in group. You can ask learners how did they feel when they were assigned to listen compliments and when they were assigned to tell compliments for others.</p> <p>You can give students for homework or use it as additional material for extra activities Worksheet 1.2 (*see Workbook) 'Improve Body Image by Improving Social Skills'</p> | <p>Worksheet 1.2 (*see Workbook)</p> | |
| <p>5. Identify Inner Body Self-Talk</p> | <p>Instruction</p> <p>Divide a wall/ board/ flipchart paper into three spaces: one - for thinking, one - for feeling, one - for behaving.</p> <div data-bbox="493 1129 1143 1604" data-label="Diagram"> <pre> graph TD Thoughts[Thoughts] <--> Feelings[Feelings] Thoughts <--> Behaviour[Behaviour] Feelings <--> Behaviour </pre> </div> <p>Give everyone in the group a few post-It notes. Then ask everyone to come up with ideas for how body talking may affect us in terms of these three things and stick the notes on the relevant section.</p> <p>Summarize the ideas.</p> | <p>Wall/ board/ flipchart paper</p> <p>Sticky notes</p> <p>Pencils, markers</p> | <p>45'</p> |



In small groups, discuss ways that you would try to stop negative body talking and encourage positive body talk in your peer group, you can consider real actions (behavior), encourage discussion how can you change your thoughts and take care of your emotional state (feelings). This is a time to get creative – it could be a poster, picture, inspiring sentences. Your group may find it helpful to think about how they overcame other pressures from peers and apply those skills to this situation.

You can give students for homework or use as additional material for extra activities Worksheet 1.3 (*see Workbook) 'Confronting your Inner Judge'

Worksheet 1.3
(*see Workbook)



**6.Assessment/
Evaluation**

Reflection Grid: It is a process of systematic review. Time is allowed at the end of every session for participants to think over the activities they have just experienced and make notes under various headings: For us as a group/For us as teachers/For our work with students.
Free Feedback: Teachers will like to know how information on the content, process and atmosphere as well as how and what students feel they are learning. Five minutes before the end of the lesson students are given a small 10x10cm piece of paper on which they (teachers and later students) are asked to give their feedback on the lesson. This kind of feedback will be used with the participants as well. At the end of each session they will receive such pieces of paper on which to write their feedback. The slips will be redistributed at the beginning of the next session, asking participants to ensure that they do not receive their own and then in a seated circle they are invited to read out the slip they have. Others with slips containing a

15'

| | | | |
|-------------------------------|--|---------------|--|
| | <p>similar theme or comment will read theirs. It serves as a link, reminding the group what happened during the last session.</p> <p>Also, students can be assigned to fill a test about Body Image on platform.</p> | *See platform | |
| <p>7. Bibliography</p> | <ul style="list-style-type: none"> • NEDC Fact Sheet - Body Image: https://www.nedc.com.au/assets/Fact-Sheets/NEDC-Fact-Sheet-Body-Image.pdf • Taking action on body image - An active citizenship toolkit for those working with young people: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370677/Body_image_final_17.10.14.pdf • Body Activism Activity Guide: https://www.nationaleatingdisorders.org/sites/default/files/BodyActivismGuideFINAL.pdf • APPG Reflections on body image: http://ymca-central-assets.s3-eu-west-1.amazonaws.com/s3fs-public/APPG-Reflections-on-body-image.pdf • Body Image – Tool Kit 2012“ https://baytreementors.files.wordpress.com/2018/10/body-image-tool-kit-2012.pdf • The Rejected Self: Working with Body Image Distortion in Eating Disorders: http://www.nataliaseijo.com/pdf/Articulos/Rejectedself.pdf | | |

See Workbook for filling in the worksheets 1.1, 1.2, 1.3:

| | |
|---------------|--|
| Worksheet 1.1 | Mindfulness Exercise |
| Worksheet 1.2 | Improve Body Image by Improving Social Skills' |
| Worksheet 1.3 | Confronting your Inner Judge |