



Master Class Video Series Educator Guide

Objectives

Teachers will:

- Review available *Amazing Me* resources.
- Anticipate student reactions to discussion topics.
- Discuss ways to create a safe, inclusive, and supportive environment for students.
- Analyze their school's current bullying prevention program.

Materials

- Computer with projector
- Paper
- Writing utensil
- **Amazing Me Facilitator Fact Sheet**, one for reference

Overview

This collection of two master class videos is designed to help you explore ways that you can use Unilever's *Amazing Me* resources with elementary students. It will provide ideas for ways you can encourage kindness and open discourse while discussing topics including body dissatisfaction and bullying.

Note: The master class videos, when coupled with the activities and discussion in this educator guide, can be used as a professional learning activity independently or with a group of educators interested in incorporating more of the *Amazing Me* resources into classrooms. Facilitators may wish to incorporate discussion activities to encourage teachers to engage in open dialogue around the *Amazing Me* program and the subjects covered in the activities and virtual field trip. This could take the form of a Think-Pair-Share, Turn and Talk, or another instructional strategy. See Discovery Education's Spotlight on Strategies resource for more ideas.

Amazing Me Resources

In addition to the Master Class videos, *Amazing Me* offers these resources:

- **Virtual Field Trip:** Students can join characters from Cartoon Network's *Steven Universe* and representatives from the Dove Self-Esteem Project and Discovery Education to explore how to be kinder to themselves and others. This virtual field trip challenges students to appreciate their bodies, get smarter about images they see online, and build strategies to fight weight-based teasing and bullying.
- **Classroom Activities:** Each of the ten 45-minute classroom activities utilizes a discussion-based approach covering a range of topics including recognizing the influence of media and celebrities on body confidence, understanding how talking about appearance can be harmful to self-image, the usefulness of positive affirmations, strategies to respond to teasing and bullying, and more!

- **Digital Lesson Bundles:** Each bundle spans three class sessions and used together to cover the entire core content addressed in the classroom activities. Comprised of interactive PowerPoint presentations, implementation guides, and student handouts, these bundles provide educators with a multimedia approach for covering a range of topics including recognizing the influence of media and celebrities on body confidence, understanding how talking about appearance can be harmful to self-image, the usefulness of positive affirmations, strategies to respond to teasing and bullying, and more.
- **Family Activities:** These activities are designed to supplement topics learned in the classroom and provide opportunities for families to engage in critical conversations around *Amazing Me* lesson topics, including positive affirmations, appearance ideals, and being mindful of the way bodies are discussed.

About our Host

Marisol Perez is 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.

Video 1 Overview

Dr. Perez explains the emphasis our society often places on physical appearances and describes how this pressure can lead young people to dislike their bodies, a term she calls body dissatisfaction. She shares alarming statistics related to body dissatisfaction in young people, both at the elementary and middle school level. Dr. Perez provides tips to help teachers address body confidence issues in the classroom while providing the safe, mindful space necessary for students to flourish and learn social-emotional skills. Dr. Perez recommends creating a safe environment focusing on kindness and provides the following tips for implementing *Amazing Me* resources in the classroom:

- Tell students that it's ok to have different reactions when talking about our bodies, as long as we are kind and respectful to each other.
- Guide students to a deeper understanding of the material by engaging in dialogue in a meaningful way.
- Be mindful of the sensitivity of the topics discussed. Understand that some students may feel awkward or uncomfortable while discussing body dissatisfaction.
- Stay wary of social contagion: one student's body-shaming comment can lead others to do the same.
- Devote more time to the middle and end of each lesson than to the beginning.
- Use the educator guide for information and tools to help you succeed.

After providing some general guidelines for using *Amazing Me* resources in the classroom, Dr. Perez reminds educators and teachers that we live in a culture that emphasizes appearance which can lead adults to dislike their bodies, too. She encourages them to be mindful of their own biases about different body sizes and weights.



Questions to Consider or Discuss

1. What types of reactions can you anticipate your student having when discussing topics like body dissatisfaction? How can you plan to respond?
2. Which instructional strategies have you found effective to encourage meaningful dialogue in your classroom?
3. Can you remember a time when social pressures influenced the way you feel about your own body?

Related Resources

- Discovery Education Spotlight on Strategies
- Virtual Field Trip Educator Guide
- *Amazing Me* Digital Lesson Bundles
- *Amazing Me* Classroom Activities
- *Amazing Me* Family Activities



Video 2 Overview

Dr. Perez introduces issues related to weight-based bullying and teasing, including the consequences these events can have on elementary-aged students. She provides an overview of the *Amazing Me* resources that deal with weight-based bullying and teasing and makes some recommendations for using the *Amazing Me* resources that focus on these sensitive topics, including:

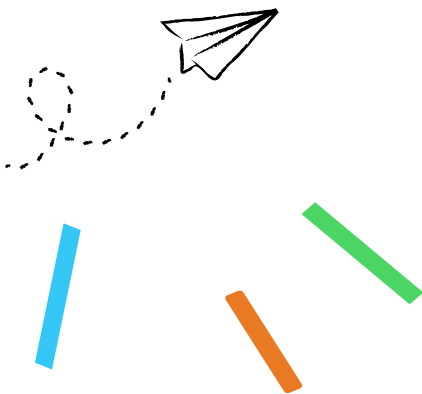
- Understand that most students have experienced or witnessed bullying or teasing. Teachers may have both bullies and victims in class. Keep this in mind while arranging student pairs or groups.
- Use your experience and intuition to decide when humor should be able to occur during role play activities. Silly behavior is acceptable as long as the goal of the lesson is being accomplished.
- Continue to promote body confidence and kindness in the classroom at all times.

Questions to Consider or Discuss

1. Describe your school's bullying prevention program. How does it serve students? How does it promote a culture of kindness?
2. Consider your own classroom. What values are at the "core" of the classroom environment?
3. List some ways you promote body confidence and kindness in your classroom.

Related Resources

- Stopbullying.gov: This website, managed by the United States Department of Public Health, provides information from various government agencies on what bullying is, what cyberbullying is, who is at risk, and how you can prevent and respond to bullying.



FACT 1: Children in 4th and 5th grades report body dissatisfaction.

- In a study of *Amazing Me* with 350 students in the 4th and 5th grades:
 - 65% reported not liking some aspect of their body or appearance.
 - 31% said ‘there are lots of things they would change about their looks if they could.’
 - 30% reported disliking how they look in pictures.

FACT 2: Body dissatisfaction appears in both boys and girls.

- Boys commonly reported disliking their belly/stomach, hair, face, and weight.
- Girls commonly reported disliking their belly/stomach, weight, hair, and legs.
- Both boys and girls reported disliking their skin color if it is “too white” or “too brown/black.”

FACT 3: Race and ethnicity affect body dissatisfaction.

- Children who identify as Black or African American commonly reported disliking their hair and skin color.
- Children who identify as Asian or Asian American commonly reported dissatisfaction with their faces (particularly eyes), weight, and height.

FACT 4: Media has a negative impact on youth body image.

- There have been numerous studies that have examined the impact of media images on children’s body image. A 2004 study by Hargreaves & Tiggemann had 595 youth watch commercials containing one of three sets of images: ultra-thin women, muscular men, or non-appearance related. The following was noted:
 - Both boys and girls reported immediate negative mood and appearance comparisons when watching commercials containing images of ultra-thin women or muscular men.
 - Girls reported an increase in body dissatisfaction after watching appearance related commercials.

BODY DISSATISFACTION

Negative feelings about one’s body.

BODY TALK

Conversations about others or one’s own appearance, weight, or body shape; often include predominantly negative statements, but even positive body talk can reinforce appearance ideals.

FACT 5: Children engage in body talk.

- Research shows that children (both boys and girls) ages 10 to 11 years old report engaging in body talk with their peers at school.¹
- The more that children engage in body talk, negative or positive, the more body dissatisfaction and appearance comparisons they report.
- The goal of *Amazing Me* is to reduce the amount of body talk and instead focus on other non-appearance related characteristics of a person, such as personality (i.e., funny, kind, etc.) or special skills (i.e., athletic, artistic, etc.).
- Reducing children's' engagement in body talk will reduce the amount of their self-worth that is associated to only their appearance.

FACT 6: Weight-based bullying and teasing is common and problematic.

- Teachers reported weight-based bullying to be the most problematic form of bullying at school, according to a National Education Association survey of 5056 teachers across the country.²
- In grades 3–6, the likelihood of being bullied is **63%** higher for an obese child compared to a healthy-weight peer.³
- In a study of 1555 adolescents between the ages of 13 and 19 years, **92%** reported seeing an overweight or obese peer being bullied and teased.⁴
 - **85%** observed the bullying and teasing during physical activities at school, like P.E. class.
 - **67%** observed exclusion during social activities such as lunch, recess, or after school clubs.
 - **57%** witnessed verbal threats at school.
 - **54%** witnessed physical harassment in between classes and before and after school.

FACT 7: Weight-based bullying and teasing have serious consequences.⁴

- Emotionally, weight-based bullying and teasing are associated with depression, anxiety, low self-esteem, and body dissatisfaction.
- Weight-based bullying and teasing are associated with increased risk for suicidal behaviors.
- Students who report weight-based bullying and teasing perform poorer at school.
- Students who report weight-based bullying and teasing are more likely to engage in chronic dieting, vomiting, laxative misuse, use of diet pills, and binge eating.

¹ (Bird, Halliwell, Deidrichs, & Harcourt, 2013)

² (Bradshaw, Waasdorp, O'Brennan, & Gulemetova, 2013)

³ (Lumeng, Forrest, Appugliese..., 2010)

⁴ (Puhl, Luedicke, & Heuer, 2011)