



Timing

45 minutes

Materials

- **Body Talk** video
(<https://youtu.be/KdwhTKOyu5E>)
- **Think Pair Share**
student handout—one per student
- **Think Pair Share**
facilitation guide—one for teacher
- **Body Talk Reflection**
student handout—one half sheet per student

Note: There are facilitation options below if the students 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* program 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 be less focused on appearance and more focused on respecting, liking, and appreciating their bodies.

In this activity, students will view the video **Body Talk** (<https://youtu.be/KdwhTKOyu5E>) before working with a partner using a Think-Pair-Share to answer questions about body talk, including how it can be harmful to self-image. They will 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 4-5 are supplementary and provide students with an opportunity to extend their learning of core concepts.

Background

Body image is defined as the thoughts, feelings, and behaviors towards one's own body.¹ Research shows that body dissatisfaction contributes to the development of unhealthy behaviors in kids 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

¹ Cash & Prunzinsky, 1990

² Thompson & Stice, 2001

There are many factors that can cause body dissatisfaction in kids. 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

Research shows that parents and educators have the ability to increase the body confidence of young people. Adults can help kids become aware of the factors that negatively affect their self-image. Adults can also encourage healthy behaviors that have been proven to increase body confidence. Kids

can be healthier when they are aware of emotional and physical changes that occur during development. They have more body confidence when kids can accept their changing bodies. Adults can help by avoiding making comments about weight and 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 students 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

Students will:

- Describe how body talk can be harmful.
- Brainstorm ideas to redirect a conversation centered around physical appearance.

Essential Question

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

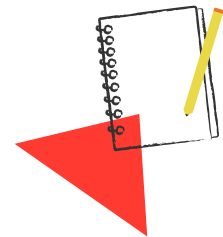
³ DSEP Content Development Framework, University of West England's Center for Appearance Research, 2012

Teacher Preparation

- If you are teaching virtually, determine 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 pre-assign 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 humor. Some suggestions have been included.
- **Troubleshooting:** It is okay to make mistakes or have technology issues. If you have a technology hiccup 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 students and ensure that all participants are comfortable with the conversation. Teachers should feel free to paraphrase/edit the language to suit their classes learning abilities.

Procedure

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 students to take a few minutes to consider this question, then write their responses in a notebook or on a sheet of scratch paper.
- Call on students to share their answers, then use the following questions as a guide to direct the discussion:
 - How often do you 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; a compliment could make someone think that they always have to look a certain way; a compliment could cause someone to compare his/her appearance to that of others; a compliment might 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 and brainstorming ways to change the course of a conversation centered around appearance.

VIRTUAL FACILITATION OPTIONS

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

Do

- Show the video **Body Talk** (<https://youtu.be/KdwhTKOyu5E>).
- Distribute one **Think Pair Share** student handout to each student.
- Instruct students to independently answer the set of questions in the “What I Thought” column.
- Direct students to share their responses with a partner. Students should listen to their partners’ answers and record notes in the “What My Partner Thought” column.
- After some discussion, student pairs should decide on what they would like to share with the class. Ideally, this should be a combination of their individual responses.
- When students 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** student handout to each student. Give them time to complete.
- Invite volunteers to share which strategy they would feel most comfortable using.

VIRTUAL FACILITATION OPTIONS

- Use breakout rooms to put students 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 students placed and which online platform you are using.

VIRTUAL FACILITATION OPTIONS

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



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 skills (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?	<ul style="list-style-type: none"> Any talk about body or body type Talk focusing on how someone looks 		
What are some of Bismuth's skills (other than looks)?	<ul style="list-style-type: none"> Loyalty Strength Building/construction 		
How can body talk be harmful or upsetting?	<ul style="list-style-type: none"> 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?	<ul style="list-style-type: none"> Change the subject (i.e., sports, favorite TV shows, tomorrow's math test, etc.) Focus on abilities and body functionality instead of looks Say you would rather talk about something else Exit the situation 		

Body Talk Reflection

STUDENT HANDOUT

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



Body Talk Reflection

STUDENT HANDOUT

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