



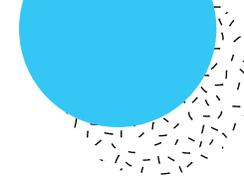
amazing me



Digital Lesson #1

Tool to Build Up
Body Confidence





**GRADES
4-5**

Timing

3 class sessions of approximately 45 minutes each

Materials

All In-Person Sessions

- Computer with ability to project—one for facilitator

Session 1

- **Competing and Comparing Looks** video (<https://youtu.be/3GPkw0hZPE8>)
- **When I Compare** student handout—one per student

Session 2

- **Body Talk** video (<https://youtu.be/KdwhTKOyu5E>)
- **Flip the Script** student handout—one per student

Session 3

- **Media and Celebrities** video (<https://youtu.be/eNYnkWtOVHA>)
- **Positive Thoughts** student handout—one per student
- **3-2-1 Exit Slip** student handout—one per student

All Virtual Sessions

- Computer with camera, microphone, and virtual learning platform—one for facilitator
- At-home supplies for students (i.e. pencils, blank paper, crafting materials, etc.)

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.*

Digital Lesson #1

Overview

In this series of activities, students will establish classroom norms around respectful discourse before learning about the concept of body confidence. They will explore how comparing themselves to others, both in person and in the media, can have negative consequences by investigating “appearance ideals” vs “healthy ideals.” They will learn about the effects of body talk and practice “flipping the script” before reflecting on their own feelings and experiences with comparisons.

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

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

The concept of “appearance ideals” is the idea that people are influenced by what society tells us is attractive and use these ideals to set goals for their own appearance. People from different cultures can have different appearance ideals. For example, in the United States, the

¹ Cash & Prunzinsky, 1990

² Thompson & Stice, 2001

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

dominant appearance ideal is for girls to be unrealistically thin.⁴ Research shows that appearance ideals lead to unhealthy behaviors in kids and adults. This means that when a girl consumes media (including television, magazines, and social media), she is likely to set unrealistic goals for her own body. This will make her dislike her body, feel shame and guilt, and is more likely to engage in unhealthy behaviors. For boys and men, the appearance ideals are leanness and muscularity. When a boy consumes media, he is likely to set unrealistic goals for his own body. This will make him experience shame about his body, and at risk for unhealthy behaviors to try to meet the ideals from popular culture.

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, shape, and appearance.

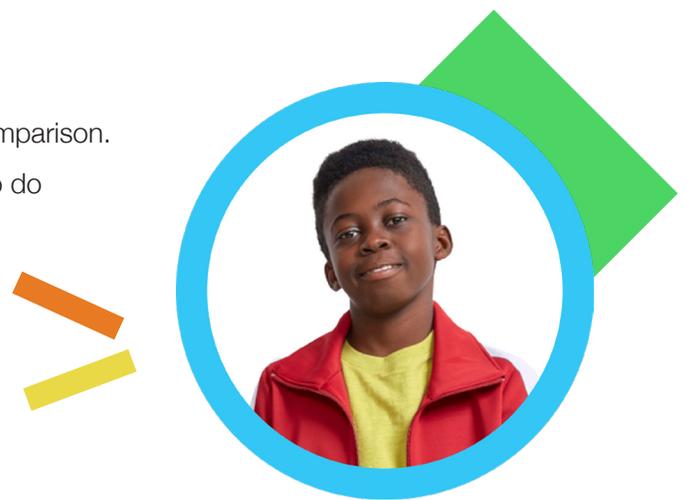
Research suggests that body confidence increases with more supportive relationships rather than those based on competition or comparison. Regular conversations on these topics will encourage students to identify and connect with their peers instead of comparing themselves to each other.

Amazing Me was developed by Marisol Perez and Kimberly Yu from R.E.A.C.H. Institute at Arizona State University, It was adapted from Confident Me middle school curriculum by Phillippa C. Deidrichs, Melissa J. Atkinson, Kirsty M. Garbett, Helena Lewis-Smith, Nadia Craddock and Sharon Haywood.

Objectives

Students will:

- Define body confidence and body talk.
- Understand the negative consequences of body comparison.
- Provide alternative conversation topics not having to do with appearance.
- Practice engaging in healthy conversations.



⁴ Thompson & Stice, 2001

Essential Question

If we know that everyone is different, why do we compare ourselves to one another?

Facilitator Preparation

- Before each session, make sure students have access to the required handouts. They can print them out at home, utilize shared online documents, or they can be made available through your chosen virtual learning platform or learning management system.
- For activities that call for working with a partner or group, they can share their answers out loud or you can encourage students to write their definitions down to reference later, add to a live/shared document, or comment in a chat box. Alternatively, you can prepare breakout rooms in your 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.

Using This Guide

The goal of this guide is to give educators a complete set of resources for facilitating lessons on comparisons and body confidence. It provides slide-by-slide instructions to ensure educators are prepared to explain, discuss, and facilitate the hands-on content in the presentation. Teachers should feel free to paraphrase/edit the language to suit their classes learning abilities. The presentation is designed to cover three class sessions, but it can be flexible depending on the students' needs and the time available. However, sessions should be presented in order. A glossary is included to support educators and students with defining key words and concepts presented in the instructional activities.

The accompanying presentation was created with PowerPoint so that it can be used in a variety of classrooms. If you are using a laptop with an LCD projector, simply progress through the PowerPoint by clicking to advance. All of the interactive aspects of the presentation are set to occur on click. This includes images, text boxes, and links which will appear in your web browser. If you are using an interactive whiteboard, tap on each slide with your finger or stylus to activate the interactive aspects of the presentation. In the notes for each slide, there will be information on how to proceed.



Procedure

SESSION 1 (Slides 1–4)

Overview

Students will begin this series of lessons establishing classroom norms around respectful discourse. They will then learn about the concept of body confidence before exploring how comparing themselves to others can have negative consequences. Students will reflect on their own feelings and experiences with comparisons.

Slide 1 – Today...

- Let students know that today “we are going to talk about our bodies.”
- Engage students in establishing “ground rules” for discussion by asking them, “how do we create a safe, respectful, and kind space?”
- Examples might include: listen respectfully, no interrupting, question ideas without criticizing people, no insults, give everyone a chance to speak, etc.
 - Write responses on the board and keep them there through the duration of the series.
 - When needed, refer back to the students’ ground rules as a reminder of how important it is to respect one another in these sensitive conversations.

VIRTUAL FACILITATION OPTIONS

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

Slide 2 – Body Confidence

- Introduce students to the concept of body confidence or the sense of love and respect for our body and what it can do. Body Confidence is how a person feels about the way they look. This can include their body shape, size, or weight.
- When you are body confident you can:⁵
 - Focus on what your body can do
 - Accept and be happy about how you look
 - Value the unique things about your body
 - Accept the things you do not like about your body
 - Respect and admire your body for all it does for you



⁵ Wood-Barcalow, et al., 2010; Tylka & Wood-Barcalow, 2015

Slide 3—Comparisons

- Inform students that one thing that can damage their body confidence is comparing themselves to others.
- Click to show the video **Competing and Comparing Looks** (<https://youtu.be/3GPkw0hZPE8>).
- After showing the video, consider asking the class one or more of the following questions:
 - How does Smoky Quartz feel when she begins comparing herself to Sardonyx?
 - *Anticipated responses might include:* she begins to feel upset about her body and her appearance, she begins to feel like her body is not as good as Sardonyx’s body, etc.
 - What helped make Smoky Quartz feel better after she was upset?
 - *Anticipated responses might include:* she realized that everyone’s body is unique but doesn’t make one better than another; everyone’s body has different and special qualities; Smoky Quartz can do special things with her body, and Sardonyx can do special things with her body; etc.)

Slide 4—Agree or Disagree

- Explain to students that they will see a series of statements appear on the screen. If they AGREE with the statement, they should stand up/stay standing. If they DISAGREE with the statement, they should sit down/stay seated.
- Click to reveal the first agree/disagree statement, “1. Smoky Quartz was upset after she compared herself to Sardonyx.” Instruct students to stand or stay seated.
- Click again to reveal the second agree/disagree statement, “2. I can relate to how Smoky Quartz felt in the video.” Instruct students to stand or sit.
- Click to reveal the next agree/disagree statement, “3. I compare myself to others.” Instruct students to stand or stay seated.
- Click to reveal the next agree/disagree statement, “4. Comparing myself to others is bad for me.” Instruct students to stand or stay seated.
- Click to reveal the next agree/disagree statement, “5. I can think of some things I love about my body.” Instruct students to stand or sit.

FACILITATION OPTIONS

- Students can stay seated and point to the corner of the room that best expresses his/her opinion.
- Students can sit and stand to represent agree and disagree, respectively.
- Students can write agree or disagree on small white boards and hold in the air.
- Students can show a thumbs up or down to represent agree and disagree, respectively.

- Click to reveal the next agree/disagree statement, “6. I can help my friends to like themselves more.” Instruct students to stand or sit.
- Click to reveal the next agree/disagree statement, “7. All bodies are great bodies.” Instruct students to stand or sit.
- Review student responses to the agree/disagree statement, highlighting themes that emerged. Reinforce the key messages of the film.
- Distribute one **When I Compare** handout to each student. Encourage students to think carefully about how comparisons make them feel as they complete their own story.
 - **Note:** If students are not at a point developmentally at which they can complete this handout independently, consider working through it as a whole class using information from the discussion and the video to help fill in the blanks.
- If there are students who would like to read their stories, provide them an opportunity and facilitate brief reflection after each one, connecting back to their learning in the session.

Session 2 (Slides 5–10)

Overview

Students will continue this series of lessons by learning about “appearance ideals” and “healthy ideals.” They will explore the effects of body talk before brainstorming conversation topics *not* having to do with appearances. Students will practice “flipping the script” away from body talk.

Slide 5—Why Do We Compare?

- Begin session by reinforcing what students learned about body comparisons and the effects they have on body confidence.
- Inform students that comparing themselves to friends and family happens a lot, but society can too. Society can promote the “ideal” way to look at a certain moment in time. This is called the “appearance ideal”.⁶
- Click to show students the following things they should remember about appearance ideals:⁷
 - They are impossible to achieve.
 - They are based on opinions.

⁶ https://www.dove.com/content/dam/unilever/dove/global/english/personal_care_unidentified/all/appearance_ideals_-_student_activity_sheets-717945.pdf

⁷ Engeln, R., Sladek, M. R., & Waldron, H. (2013). Body talk among college men: Content, correlates, and effects. *Body Image*, 10(3), 300-308

- They are always changing.
- They are unrealistic.
- Encourage students to remember that the way they look isn't a measure of how much they are worth. They can focus on other qualities and skills they have, how they feel, and what their bodies can do. This is called the "healthy ideal."
- For additional activities or information please see: https://www.dove.com/content/dam/unilever/dove/global/english/personal_care_unidentified/all/appearance_ideals_-_student_activity_sheets-717945.pdf

Slide 6—Body Talk

- Let students know that one way to avoid comparing and competing looks is to avoid body talk.
- Click to reveal the definition of body talk and its effects:
 - Body talk is talking about how you look. It can be talking about weight or size too.
 - Body talk is bad.
 - Body talk can hurt others.
 - Hearing your friends body talk can hurt you.⁷
- Click again to show the video **Body Talk** (<https://youtu.be/KdwhTKOyu5E>).
- After showing the video, consider asking the class one or more of the following questions:
 - What are some of Bismuth's skills?
 - *Anticipated responses might include:* loyalty; strength; can turn hand into a saw and cut things; can build and paint things with her hands; etc.
 - How can body talk be harmful or upsetting?
 - *Anticipated responses might include:* uncomfortable or embarrassing; can make someone think they have to look a certain way; cause comparisons; make someone change the way they look to please others; etc.



Slide 7—How Common is Body Talk?

- Explain to students that we are going to practice detecting and stopping body talk. This can avoid the negative consequences of talking about physical appearance.
- Ask students to raise their hands if they’ve been part of a conversation about someone’s physical appearance in the past week.
- Count how many students raise their hands and calculate the percentage of the class this represents by entering numbers on the slide ($\#$ of hands raised / total $\#$ of students x 100). Click to reveal the percentage.
- The goal of this activity is to demonstrate that body talk is common, thus we want the majority of the class to raise their hands in this activity. If the majority of the class answers “no” to the question on the slide, then keep asking questions until you get the majority of the class to raise their hands. Follow-up questions can be: Raise your hands if you have ever heard a friend talk about how someone looks? Raise your hands if you have ever heard your mom talk about how someone looks? Raise your hands if you have ever heard your dad talk about how someone looks? Raise your hand if you have ever heard your brother or sister talk about how someone looks?

Slide 8—Flip the Script

- Ask students “what are some problems with body talk?” Reinforce that even positive body talk can have negative consequences. Ask 1–2 volunteers to share why they think that might be. *Anticipated responses might include:*
 - You’re still focusing on how someone looks.
 - You might be enforcing the appearance ideal.
 - Someone who doesn’t hold that quality might start comparing.
 - You’re implicitly comparing yourself to whoever you are talking to/about.
- Discuss with students how body talk is common and explain that sometimes we do not realize we are engaging in body talk. We are going to practice stopping body talk when we realize it is happening.
- Challenge students to brainstorm topics of conversation that do not revolve around bodies or how people look. Some examples include sports, school, music, family, pets, etc. Record as many ideas as students can think of in five minutes on the board.

Slide 9—Practice: Flip the Script

- Have students find a partner—one student should be “Partner A” and one should be “Partner B.”

- Inform them that a series of scripts will appear on the screen. The assigned person should read the script while the other partner needs to think of a way to “flip it” by talking about something other than appearance.
 - *Anticipated responses to each example might include:*
What is your favorite sport to play? Who do you think is the best artist in our class? I’m worried about our math test; who do you think I should study with? I like that everyone is unique and looks different. Isn’t it cool that we all have different things we’re good at?
- Click to reveal the first script, “Who do you think is the best-looking kid in our class?” Provide 1–2 minutes for partners to discuss. Remind students that the objective is to talk about something else and to stop talking about appearance.
- Click to reveal the second script, “Did you see his muscles? How does he get so strong?” Provide 1–2 minutes for partners to discuss.
- Click to reveal the third script, “Did you lose weight? You look good.” Provide students 1–2 minutes for partners to discuss.
- Click to reveal the final script, “I hate my hair!” Provide students 1–2 minutes for partners to discuss.

VIRTUAL FACILITATION OPTIONS

- Consider turning this activity into a whole-class discussion.
- Another option is using 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.

Slide 10—Let’s Reflect

- Reflect on students’ learning by asking them how it felt to “flip the script.” What was their first reaction when they heard the questions? How did it feel to not participate in body talk? In the future, what are some things you feel comfortable doing to stop body talk?

Session 3 (Slides 11–14)

Overview

Students will learn more about body dissatisfaction and positive affirmations before working with peers to create posters or cards featuring each student’s positive qualities, skills, and characteristics. They can refer to these cards when they feel unsatisfied with their bodies and need positive affirmation.

Slide 11—Let’s Review

- Reinforce students’ learning thus far by asking the following questions. Write their responses on the board, addressing any misconceptions as they arise.

- What is body confidence?
- Why is comparing to others bad?
- What is body talk?

Slide 12—Media and Celebrities

- Explain to students that one of the most detrimental ways to let body comparisons affect their confidence is to compare themselves to images they see in the media. This is because rarely is what you see what you get, as it is common practice to “touch up” images or encourage habits that might not be healthy.
- Click to show **Media and Celebrities** video (<https://youtu.be/eNYnkWtOVHA>).
- After showing the video, consider asking the class one or more of the following questions:
 - What situation does Peridot experience in the video?
 - *Anticipated responses might include:* she loves her tablet but realizes it makes her feel bad about the way she looks because the internet features unrealistic expectations for people.
 - In what ways do you think the media sets unrealistic expectations for our bodies?
 - *Anticipated responses might include:* female models featured in the media are usually very tall and thin; male models tend to be tall and muscular; models for both genders are usually able-bodied; etc.
 - Why do people use filters or photo editing apps to change or touch up photos? Why might this be problematic or make consumers feel badly about themselves?
 - *Anticipated responses might include:* people touch up photos to look better; to hide the things they don't like about themselves; it makes people feel bad because you feel how you look is not good enough; you compare yourself to people on photos that are not real; etc.)

Slide 13—Body Dissatisfaction

- Ask students what they think body dissatisfaction means. After discussing, ensure students understand that body dissatisfaction is negative perceptions and feelings a person has about their body. Discuss how comparing ourselves to images in media can lead to body dissatisfaction.
- Challenge students to brainstorm things that could make us experience body dissatisfaction or feel unhappy with how we look. Record responses in box on the slide.
 - *Anticipated responses might include:* our weight, wanting our bodies or body parts to look a certain way, the changes the body go through during puberty, our height, etc.)

- Discuss how body dissatisfaction can lead to negative thoughts, feelings, and behaviors.
- Explain that today the class will be creating positive thoughts cards that they can reference when they experience feelings of body dissatisfaction. Positive thoughts are positive or encouraging thoughts that students can read or say when they are having negative thoughts about themselves.

Slide 14—Positive Thoughts

- Assign each student a partner and distribute one **Positive Thoughts** student handout to each student.
- Instruct students to take approximately five minutes to fill in each column of the chart about their partner. If they are not familiar with their partner, they can take a few minutes to talk to them about their hobbies, their favorite subjects in school, accomplishments, etc.
- When they have finished, direct students to read their positive statements about their partner to that person, starting each point with “You are...” (For example: “Your hands help you create beautiful drawings.”; “Your legs allow you to run fast.”; etc.)
- After students have completed this process, instruct them to collect their own positive affirmation sheets and take a moment to review the comments from their peers.
- Explain to students that they will now use their **Positive Thoughts** handout to create cards for themselves. Positive thoughts are positive things you can think or say to yourself.
- Distribute the supplies you have chosen to use or direct students to their location in the room.
- Guide students through the creation of their Positive Thoughts Cards by modeling the process. Some suggested formats might include:
 - writing student’s name in the center of the paper and surrounding the name with adjectives, qualities, skills, and unique characteristics.
 - choosing one “You are...” statement read from the **Positive Thoughts** handout to write in large letters and decorate.
- Provide time for students to complete their cards. If time allows, students may complete more than one. The purpose of the cards is to think these positive thoughts every time they have a negative thought. For example, let’s say I thought “I don’t like my legs.” You can stop that thought by thinking “My legs let me run and dance.”
- Invite students to brainstorm some places they can put their card to reference it throughout the day (i.e., inside of locker, tucked in a binder, taped to the mirror at home, etc.).

VIRTUAL FACILITATION OPTIONS

- You may choose to use shared online documents between each pair.
- Another option is assigning each student the name of a peer about which they can complete their handout.
- You may also consider using breakout rooms to put students into pairs or groups so they can collaborate with each other.

Slide 15—3-2-1

- Distribute one **3-2-1 Exit Slip** handout to each student.
- Collect slips from students. If time allows, choose a few questions that still remain and discuss with the group. As you are able, follow up with students regarding their exit slips after the conclusion of the series.

Slide 16—Glossary

- **Body Confidence:** How a person feels about the way they look.
- **Body Talk:** Talking about how you look.
 - It can be talking about weight or size too.
- **Positive Thoughts:** Positive things you can think or say to yourself.

VIRTUAL FACILITATION OPTIONS

- This can be facilitated as a group discussion, in a live/shared document, or submitted through your chosen virtual learning platform.

National Content Standards

National Health Education Standards

Standard 2

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- 2.5.1: Describe how family influences personal health practices and behaviors.
- 2.5.2: Identify the influence of culture on health practices and behaviors.
- 2.5.3: Identify how peers can influence healthy and unhealthy behaviors.
- 2.5.4: Describe how the school and community can support personal health practices and behaviors.
- 2.5.5: Explain how media influences thoughts, feelings, and health behaviors.
- 2.5.6: Describe ways that technology can influence personal health.

Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

- 8.5: Express opinions and give accurate information about health issues.
- 8.5.2: Encourage others to make positive health choices.



Common Core State Standards: English Language Arts Standards

CCSS.ELA-LITERACY.W.5.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and facilitator-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- **CCSS.ELA-LITERACY.SL.5.1.A:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **CCSS.ELA-LITERACY.SL.5.1.B:** Follow agreed-upon rules for discussions and carry out assigned roles.
- **CCSS.ELA-LITERACY.SL.5.1.C:** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **CCSS.ELA-LITERACY.SL.5.1.D:** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.



When I Compare

Body confidence is liking my body. One thing I like about my body is _____.

Like the video said, it does not make sense to compare our bodies to others because

_____.

The next time I want to compare my body to others, I will try to remember the things that make me unique. Two things that make me unique are _____ and _____.

Everyone looks different. One reason this is a good thing is

_____.

One thing I can do to feel good about my body is _____

This can help my body confidence.



Positive Thoughts

My Partner's Name: _____

Unique Skills of My Partner	How My Partner's Body Helps Achieve These Things
Examples: drawing	Example: My partner's hands help him create beautiful drawings.

3-2-1 Exit Slip

What are the **THREE** key takeaways you have from the three lessons on "Tools to Build Body Confidence"?

1.

2.

3.

What are **TWO** things you are going to change in your life based on what you learned?

1.

2.

What is **ONE** question you still have about something you learned?

1.