



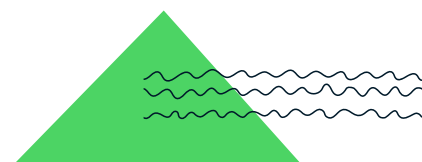
# amazing me



## Digital Lesson #2

Tool to Build Up  
Body Confidence





GRADES  
4-5

## Digital Lesson #2

### Overview

In this series of activities, students will identify what body confidence is and ways to help them achieve and maintain it. Students will explore the ideas of body function and how focusing on how they feel and function vs how they look can increase their body confidence. Students will be introduced to bullying and teasing with a focus on weight-based issues and explore the connection between bullying and body confidence.

### Background

Body image is the way we feel about our bodies, including how it looks and functions.<sup>1</sup>

Negative body image refers to having negative feelings and behaviors about the body's appearance and function. Positive body image can be:

- love and respect for the body
- appreciate functions the body performs
- accept and admire their figure
- feel beautiful and confident
- emphasize the body's assets and strengths

People with positive body image tend to reject negative information and internalize positive information about the body.<sup>2</sup>

Many things can affect body image, including weight-based bullying and teasing related to weight and teasing. When students get bullied or teased, it can damage their self-esteem and lead to serious negative outcomes. Research shows that children who are bullied are at

### Timing

3 class sessions of approximately 45 minutes each

### Materials

#### All In-Person Sessions

- Computer with the ability to project—one for facilitator

#### Session 1

- **Body Functionality** video (<https://youtu.be/IsHZOsRpNT8>)
- **Body Function** handout—one per student

#### Session 2

- **Teasing and Bullying** video (<https://youtu.be/61AqBH0bqIQ>)
- Copy of the school's bullying policy and/or other documents related to bullying—one per student

#### Session 3

- **Role Playing Scenarios** student handouts, cut into strips—one scenario per group
- **3-2-1 Exit Slip** handout—one per student

#### All Virtual Sessions

- Computer with camera, microphone, and virtual learning platform—one for facilitator

**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.

<sup>1</sup> Cash & Pruzinsky, 1990; Cash & Smolak, 2011

<sup>2</sup> Wood-Barcalow, et al., 2010; Tylka & Wood-Barcalow, 2015

increased risk of suicidal ideation and attempts.<sup>3</sup> Children who are bullied are more likely to have unhealthy coping behaviors,<sup>4</sup> and skip school.<sup>5</sup> In addition, children who are bullied engage in more unhealthy eating and dieting.<sup>6</sup> These consequences are not limited to childhood: weight-based bullying is also associated with poor body image and unhealthy eating in adulthood.<sup>7</sup>

A review of existing school bullying programs revealed that none of them address weight-based bullying and teasing related to weight.<sup>8</sup> There are several school bullying programs that have a [BluePrint](https://www.blueprintsprograms.org) (<https://www.blueprintsprograms.org>) Designation (consistently demonstrated to reduce bullying in students and schools). These programs focus on the following dissonance-based, teacher-led activities: classroom discussion on bullying and why it is bad, rules against bullying and why they are important, activities to reinforce anti-bullying norms and values, and what to do when bullying occurs.

This lesson will focus on why students should not bully others and what to do if bullying does occur. This lesson will also focus on de-emphasizing the body's appearance and refocusing students' attention on their body function.

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.
- Define body function.
- Practice replacing negative self-talk with positive statements about body function.
- Understand the difference between teasing and bullying.
- Role-play ways to stop weight-based teasing and bullying.



<sup>3</sup> Eisenberg, Neumark-Sztainer, & Story, 2003

<sup>4</sup> Puhl & Luedicke, 2012

<sup>5</sup> Puhl & Luedicke, 2012

<sup>6</sup> Hayden-Wade, Stein, Ghaderi, Sabinski, & Wilfley, 2005; Neumark-Sztainer, Falkner, Story, Perry, Hannan, & Mulert, 2002

<sup>7</sup> Puhl, Wall, Chen, Austin, Eisenberg, & Neumark-Sztainer, 2017

<sup>8</sup> Aime et al., 2017

## 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.

## Essential Question

*How can I reframe or reject negative messages about my body and build my body confidence?*

## 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 1–6)

#### Overview

Students will complete this series of lessons by learning about body function and how focusing on function can increase body confidence. Students will practice reframing negative self-talk into positive statements about body function.

#### 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.
  - **Facilitator Note:** If your class has already completed the *Digital Lesson #1* digital lesson bundle, you may review the notes you created for those lessons.
- 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 or review the concept of body confidence or the sense of love and respect for our body and what it can do.
- When you are confident you can:<sup>9</sup>
  - 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



<sup>9</sup> Wood-Barcalow, et al., 2010; Tylka & Wood-Barcalow, 2015

### Slide 3—Body Functionality

- Explain that one way to increase respect and love for your body is to focus on body function, or what their bodies can do, instead of how their bodies look.
- Click to show the video **Body Functionality** (<https://youtu.be/IsHZOsRpNT8>).
- After viewing the video, consider asking one or more of the following questions:
  - What are some human “powers” mentioned in the video?
    - *Anticipated responses might include:* humans have the power to grow, to eat, to sleep, to heal, to care for themselves and others, etc.
  - What are some other “powers” that are unique to humans –things that humans can do that other animals cannot do?
    - *Anticipated responses might include:* humans have the power to think, to speak a language, to create things, care for other animals, etc.
  - What are some unique “powers” that your body can do?
    - *Anticipated responses might include:* unique skills and abilities, ability to help others when they are sad or hurt, ability to be kind to others, ability to make others laugh or feel good, etc.

### 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.

### Slide 4—Bodies Can Do a Lot

- Reinforce that focusing on function instead of appearance can increase body confidence and assist us in appreciating our bodies.
- Distribute one **Body Function** handout to each student.
- As a group, brainstorm a list of things the human body can do. Record answers on the board as students write them on their handouts. *Anticipated responses might include:*
  - Breathe
  - Convert food into energy
  - Produce warmth
  - See, smell, hear, feel



- Heal broken bones
- Fight illness
- Challenge each student to now write a list of all the special things that his/her body can do. Encourage students to think of skills or traits that make them unique. *Anticipated responses might include:*
  - I can play [sport] really well.
  - I am able to play the piano.
  - My voice lets me sing in the choir.
  - I give good hugs.

### Slide 5—Flip the Script

- Define body talk: Body talk is conversation about body shape, weight, or size.
- Remind students that body talk, even if it seems positive, can have negative effects on body confidence. This is because the focus is on a person's appearance instead of their abilities/function.
- In the following statements, have the class practice converting negative body talk statements into positive statements about function. There are suggested responses provided for each statement below in the slide notes of the PowerPoint presentation.
- Click to reveal the first example of body talk: "I feel fat." Challenge students to reframe the body talk to positive statements about body function.
  - *Anticipated responses might include:* "I appreciate that my body keeps going even when I am tired"; "I appreciate all the things my body lets me enjoy"; etc.
- Click again to reveal the next example: "I don't like the color of my skin." Challenge students to reframe the negative body talk to positive statements about body function.
  - *Anticipated responses might include:* "It is amazing how my skin stretches and grows with my body"; "My color of skin is a combination of my mom's and dad's skin colors"; etc.
- Click to reveal the next example: "My arms are weak." Challenge students to reframe the negative body talk to positive statements about body function.

### FACILITATION OPTIONS

- Depending on time, students can do this activity individually with writing their answers on paper, in pairs with another student, or in small groups.
- Students will get the most out of this activity if they do it individually, but this will take the most time.
- Replace any of the statements with body talk statements you have heard your students say.



- *Anticipated responses might include:* “It is amazing that my arms allow me to play video games”; “My arms let me give warm hugs to my family”; etc.
- Click to reveal the next example: “I feel too skinny.” Challenge students to reframe the negative body talk to positive statements about body function.
  - *Anticipated responses might include:* “My body is growing and will change and evolve with puberty”; “It is awesome that my body lets me play (chess, sports, games, etc.)”; etc.
- Click to reveal the next example: “My belly is big, I ate too much.” Challenge students to reframe the negative body talk to positive statements about body function.
  - *Anticipated responses might include:* “It is amazing how my body converts food to fuel”; “My belly protects my stomach, and lots of organs that I need”; “My belly lets me bend”; etc.

### Slide 6—Reflect

- Reflect with the class on diverse ways to increase and maintain body confidence. What are some things they can say, think, or do to be more confident?

## Session 2 (Slides 7–11)

Overview: Students will begin this series of lessons by establishing classroom norms around respectful discourse. Students will discuss their school’s bullying policy and make suggestions for revisions. With the facilitator’s support, they will then revise the policy to include bullying and teasing related to weight and teasing.

### Slide 7—Teasing & Bullying

- Inform students that one thing that can damage their body confidence is teasing and bullying.
- Click to show the video **Teasing and Bullying** (<https://youtu.be/61AqBH0bqIQ>).
- Facilitate a discussion using the following as a guide:
  - Have you ever been teased because of the way you look?
  - Have you ever teased someone else because of the way they look?
  - Why do you think people tease others?



### Slide 8—What's the Difference?

- Explain to students that there is a difference between teasing and bullying.
  - **TEASING:** making fun of someone; can lead to similar outcomes as bullying
  - **BULLYING:** being mean to someone on purpose, repeatedly
- Remind students that not all teasing is bad, but when it is done over and over again or is meant to hurt someone, it can become bullying.

### Slide 9—Weight-Based Bullying

- Discuss with students that bullying and teasing related to weight is when a student teases or hurts another student because of how they look or their weight. This can include calling them names, excluding them from activities, spreading rumors, physical aggression, and teasing. What makes teasing turn into bullying is if it is done intentionally to hurt someone and it occurs over and over again.
- Victims of bullying and teasing related to weight are more likely to<sup>10</sup>:
  - Feel sad or nervous a lot
  - Dislike how they look
  - Have low self-esteem

### Slide 10—School Bullying Policy

- Inform students that sometimes bullying and teasing are obvious, but sometimes they are less clear. Bullying and teasing might look and feel different to different people. Many times, this kind of behavior happens in schools.
- Direct students' attention to the school's bullying policy and procedures for handling bullying to each student. Read through with students, stopping to clarify when needed. Read the policy out loud, and provide approximately 5–10 minutes for students to analyze with a partner what they think is positive about the policy and what they think might be missing. Ask for 3–4 volunteers to offer their ideas for each column of the Plus, Minus, Interesting chart. Record ideas on the slide.

### Slide 11—What Can We Do to Stop Bullying?

- Challenge students to brainstorm ways to prevent bullying and teasing related to weight and support peers if they feel they are being bullied or teased.

<sup>10</sup> <https://www.stopbullying.gov/blog/2018/11/05/preventing-weight-based-bullying.html>

- Guide students through the process of creating a “Classroom Bullying Policy” that reflects the ideas gleaned from the Plus, Minus, Interesting chart. Record student responses as they brainstorm their ideas on the slide.
- Discuss how students in the class will keep each other accountable for adhering to the new “Classroom Bullying Policy” (e.g., What will this look like? How will we know this is working? Who can we rely on to keep us on track?)

### Session 3 (Slides 12–16)

#### Overview

Students will continue this series of lessons by practicing using specific strategies to address bullying, both as a victim and a bystander, before reflecting on which strategies they are most comfortable and most likely to use.

#### Slide 12—Review

- Begin session by reinforcing what students learned about bullying and teasing related to weight and the effects it has on body confidence.
- Facilitate a brief discussion about the following questions, clicking one at a time, and record student responses on the board, addressing misconceptions as they arise:
  - Click to reveal "What did you do in this situation? Did it work? Why or why not?"
  - Click to reveal "Do you think this would work in real life? Why or why not?"
  - Click to reveal "What else can you do in this situation?"
  - Click to reveal "Let's say this really happened to you. How confident do you feel that you could stop bullying?"

**Facilitator Note:** If not offered by student suggestions, reinforce that bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance<sup>8</sup>

- Explain that today the class identify and practice strategies they can use to address bullying.

#### Slide 13—Role Playing

- Arrange students into groups of four. Distribute one **Role Playing Scenario** to each group, making sure to distribute the scenarios evenly.
- Explain that each scenario features a different strategy that students can use when presented with bullying.
- Provide students with approximately 10 minutes to create and practice a skit based on their scenario. Invite groups one at a time to perform their skits for the class.

- After each skit, facilitate a brief discussion. Click to use the following questions as a guide:
  - What did you do in this situation? Did it work? Why or why not?
  - Do you think this would work in real life? Why or why not?
  - What else can you do in this situation?
  - Let's say this happened to you. How confident do you feel that you could stop bullying?
- Challenge the class to pick a strategy and try it the next time they see or experience bullying.

#### Slide 14—How to Stop Bullying & Teasing

- Reveal the types of responses that can be used in each of the five scenarios:
  - Strong “No” or “Stop”
  - Walk away
  - Change the subject
  - Laugh it off
  - Stand up against the bully
  - Be friends with victims
  - Get help
- Ask 3–4 volunteers to share which strategy they think they would be most likely to use in the future.

#### Slide 15—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?
  - What is body function?
  - What are ways to stop bullying and teasing?
- Invite students to turn to a partner and say what he/she would change to stop bullying and teasing.

#### VIRTUAL FACILITATION OPTIONS

- Consider facilitating this as a whole-group discussion with roles assigned to individual students.
- Another option is to 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.

### Slide 16—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.

### VIRTUAL FACILITATION OPTIONS

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

### Slide 17—Glossary

- **Body Confidence:** How a person feels about the way they look.
- **Body Function:** what the body can do.
  - This includes how flexible you are. It can be breathing. It can be how well the body works.
- **Weight-Based Bullying:** when a kid teases or hurts another kid because of how they look or their weight.
  - Bullying can be spreading rumors or excluding another kid.

## 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.

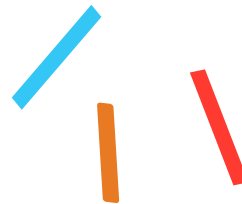
### CCSS.ELA-LITERACY.W.5.4

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 teacher-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.



## Body Function

What amazing things can the human body do?

What special things can MY body do?

## Role Playing Scenarios



### Strategy 1: "Please STOP."

A student is being bullied by a group of peers because he/she is short. The student firmly but calmly tells the bullies to please stop and leave him/her alone. The bullies are caught off guard and walk away.

### Strategy 2: "Laugh it off!"

A student is being teased about the clothes he/she is wearing. The student uses humor to diffuse the situation and get rid of the bullies.

### Strategy 3: "Walk away."

A group of students is physically bullying another kid by making fun of and trying to grab at his/her hair. The student being bullied gets free from the grasp of one of the bullies and walks away. The bullied student finds a trusted adult and explains what happened.

### Strategy 4: "Let's talk about something else."

A group of students is staring at another student, who is sitting alone. They are gossiping and pointing at the student. The bystander uses the "let's talk about something else" strategy to move the topic of discussion away from the student and onto something else.



## Role Playing Scenarios



### Strategy 5: “Stand up!”

A group of students is making jokes and teasing another student about his/her weight. The bystander firmly stands up for the student by telling the group to leave the kid alone.

### Strategy 6: “Be inclusive.”

You witness another student sitting alone at lunch. People are staring at the student and whispering. You walk over to the student and invite him/her to sit with you.

### Strategy 7: “Get help.”

While in the bathroom, you witness a group of students pushing another student around and shouting insults like “weird” and “ugly.” You run out of the restroom and immediately find a trusted adult to report what is happening.

## 3-2-1 Exit Slip

What are the **THREE** key takeaways you have from the three lessons on “Bullying & Teasing and Their Effects on 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.