



Virtual Field Trip Companion Guide

Objectives

Students will:

- Engage in discussion with peers on the topics of beauty, body comparisons, and bullying
- Define the terms appearance, ideal internalizations, positive body image, and body talk
- Recognize that most images in the media have been edited or altered
- Use self-awareness to consider how their words and actions may affect other.

Grade Level

4–5

Overview

Each of us is unique, beautiful, and worth celebrating: however, too often, things like appearance ideals, negative body image, and weight-based bullying get in the way of us appreciating our awesome selves. In this virtual field trip, students will join characters from Cartoon Network’s Steven Universe as well as ambassadors from the Dove Self-Esteem Project and Discovery Education to explore how to be kinder to themselves and others. Students will learn to appreciate their bodies, get smarter about images they see online and build strategies to fight weight-based teasing and bullying.

Before the virtual field trip, students will work with a partner to answer questions aimed at activating their prior knowledge on the topics discussed during the field trip. As they view the video, they will take guided notes on key vocabulary terms. After the field trip, students will create a visual representation or drawing of what they’ve learned and will share it with the class.

Materials

- **Think-Pair-Share: Student Handout**, one per student*
- **Guided Notes: Student Handout**, one per student*
- **Guided Notes: Answer Key**, one for the educator
- Plain White Paper: 2–3 sheets
- Pencil

*There are facilitation options below in the event students are in a virtual situation in which they do not have access to the handouts.

Before the Field Trip

1. Distribute one **Think-Pair-Share** handout to each student.
2. Instruct students to complete the first column of questions, recording their thoughts in the boxes provided.
3. Next, direct students to turn to the peer next to them. As each partner is sharing their thoughts, the other partner should record responses in the second column.
4. Challenge students to extrapolate the main ideas of both peers' thoughts and decide what they would like to share with the whole group. This should be recorded in the third column.
5. Invite students to share what they recorded in the third column.

During the Field Trip

6. Distribute the **Guided Notes** handout.
7. Instruct students to fill in the blanks as they watch the virtual field trips.
8. Pause throughout to allow students to fill in key terms.
9. Using the **Guided Notes: Answer Key** as a reference, review the correct answers after the virtual field trip. Utilize this opportunity to address any misconceptions as they arise.

After the Field Trip

1. Instruct students to take 2–3 minutes to consider their takeaways from the day's activities and the virtual field trip. What was most impactful to them?
2. Provide students with the opportunity to create a drawing or visual representation of what they've learned.
3. Invite volunteers to share and explain their drawings.

Facilitation Options

If your students are learning in a remote or virtual environment, provide them with the questions and consider one of the following strategies:

- Virtual breakout rooms
- Chat boxes
- Shared live documents
- [“Silent Conversations”](#)

Facilitation Options

If your students are learning in a remote environment and do not have access to the handouts, provide them with the key terms list and instruct them to record notes for each term on a sheet of paper as they watch the virtual field trip

Facilitation Options

If your students are learning in a remote or virtual environment, consider one of the following strategies:

- Hold drawings up to the web camera
- Online drawing tool or paint program
- Screen sharing

National Content Standards

English Language Arts

- CCSS.ELA-LITERACY.SL.1
 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.SL.1.C
 - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- CCSS.ELA-LITERACY.SL.1.D
 - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.



National Health Education Standards

- Standard 2:
 - Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 4:
 - Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 8:
 - Students will demonstrate the ability to advocate for personal, family, and community health.

Think-Pair-Share

Directions

1. Record your response to each question in the “What I thought” column.
2. Discuss the questions with your partner and record his/her responses in the “What my partner thought” column.
3. Together, decide the main ideas you will share with the class and record them in the “What we will share” column.

Question	What I thought	What my partner thought	What we will share
What is beauty? Is beauty on the inside or the outside?			
Have you ever compared yourself to someone else in pictures or real life? How did it make you feel?			
Have you ever seen someone being bullied? How do you think that person felt?			

Guided Notes

Directions:

Fill in the blanks on this handout to take notes while viewing the virtual field trip.

1. _____ is a fancy term for how humans tend to compare themselves to one another.
2. When you have a _____, you appreciate your body's unique body and the awesome things it can do.
3. The less we engage in _____, the more body confidence we-and our friends-will have.
4. True or False: 99% of images in the media are edited or retouched: _____.
5. We should always be aware of the _____ our words have on _____.

Guided Notes: Answer Key

Directions:

Fill in the blanks on this handout to take notes while viewing the virtual field trip.

1. **Appearance ideal internalizations** is a fancy term for how humans tend to compare themselves to one another.
2. When you have a **positive body image**, you appreciate your body's unique body and the awesome things it can do.
3. The less we engage in **body talk**, the more body confidence we—and our friends—will have.
4. True or False: 99% of images in the media are edited or retouched: **true**.
5. We should always be aware of the **effect** our words have on **others**.