



Body Image KS3/ KS4

This lesson plan has been designed to support the positive mental health resources. Activities raise awareness of the impact social media can have on body image and societal pressures and the lessons starts to explore other aspects of self.

Further background reading about body image for group leaders can be found [here](#)

Aims

- To explore specific challenges that social media pose for body image
- To understand how the media can manipulate images to distort perceptions
- To develop ideas for how to use social media in a positive way

Time	Activity	Resources
00:00	<p>Ground Rules</p> <p>You may already have ground rules established from previous PSHE lessons, but at the beginning of the session it is very important to remind students of these or allow time for the students to develop their own agreement. Include within these:</p> <ul style="list-style-type: none"> • Listening to each other • Being kind • Being sensitive • Thinking about other people's feelings • Not talking about very personal issues (but they can talk to the teacher or other named person after if they need to) 	<p>Ground rules (if already set)</p> <p>Flip chart/ Pen</p>
00:05	<p>What do we mean by body image? (Slide 2)</p> <p>Ask pupils to contribute their ideas about what we mean by body image. A definition is as follows:</p> <p>Body image is the way we think and feel about the size, shape and weight and overall appearance of our bodies. It has two components:</p> <ol style="list-style-type: none"> 1. Whether we like our physical appearance and feel positive about it 2. How important our appearance is for our self-esteem and value as a person 	
00:10	<p>How social media affects our body image? (Slide 3)</p> <p>Split a wall in the room into two and place a heading on each side:</p> <ol style="list-style-type: none"> 1. Positive ways social media can affect our body image (e.g. people pay us compliments) 2. Negative ways social media can affect our body image (e.g. .comparing ourselves to others) <p>- Ask pupils to write on post it notes one positive and negative idea and place it under the heading</p>	<p>Post it notes, pens</p>

	<ul style="list-style-type: none"> - Go through suggestions, drawing out similar themes and allowing the group to feedback - The overall message is that social media is not inherently good or bad – it depends how we choose to use it. <p>At this point you may choose to share your SHEU (Health and wellbeing survey) data around weight and body image. B&NES averages include: In 2017 52% (45% in 2015) of year’s 8 and 10’s surveyed are happy with their weight as it is and 47% (47% in 2015) would like to lose weight.</p> <p>In 2017, 32% of year 8 and year 10 girls had high self-esteem compared to 47% among year 8 boys and 52% among year 10 boys.</p>	
00:20	<p>Media adverts (Slide 4) Use a group dividing activity to put the pupils into small groups Explain to the class that you are going to show a couple of short clips and that they will have the opportunity to discuss what they have seen after.</p> <ul style="list-style-type: none"> - Play the Dove evaluation clips from you tube: <p>Female: https://www.youtube.com/watch?v=hibyAJOSW8U</p> <p>Male: https://www.youtube.com/watch?v=Y1JnRZz73AY</p> <ul style="list-style-type: none"> - In groups, ask pupils to discuss the following questions: <ol style="list-style-type: none"> 1. What things were changed on the models? Female: Blemished & sports removed, neck elongated, hair made fuller, teeth whitened, cheek bones moved Male: Abs developed, hair changed, narrowed the hips, shoulders and arms toned 2. How did it make you feel? 3. How do we know what is real and what is being manipulated when we see media images? 	Projector, film clips from the internet
00:30	<p>Attitudes continuum Introduce the concept of a continuum with one end of the line/classroom being ‘agree and the other end being ‘disagree’</p> <p>Read the following statements and ask young people to stand along the continuum according to their personal view of how strongly they agree or disagree with the statment . For each question discuss where young people are standing and ask for a few volunteers to share their thoughts.</p> <ul style="list-style-type: none"> • Social media can influence the way we feel about ourselves • Girls are affected more by media images than boys • The media should be made to be honest about how they have manipulated images • The way we look is the most important characteristic about ourselves 	
00:35	<p>Personal Strengths (Slide 5) Ask the class to work in pairs with someone they know and are happy to</p>	

	<p>share ideas about personal strengths with. Ask each person to identify 5 personal strengths of their partner without referencing any aspect of their physical appearance and to give an example of each.</p> <ul style="list-style-type: none"> - If appropriate, ask each person to share with the class one personal strength they have identified. - Conclude that our identify is much more about who we are than what we look like. 	
00:40	<p>5 ways to wellbeing (Slide 6/7) Use a group dividing activity to put the class into 5 groups. Place 5 hoops around the room for each of the 5 ways to wellbeing. Ask the groups to circulate around the room and discuss how each of the 5 ways to wellbeing can have a positive impact on how they feel about themselves.</p> <p>5 way to wellbeing include: Connect – With friends/ family Be Active – Go for a walk/ run Take Notice – Savour the moment Keep learning – Try something new Give – Do something nice for someone else</p>	5 hoops and 5 ways to wellbeing cards
00:50	<p>Let's take action!</p> <p>Now it's the group's chance to make a difference and to spread awareness about body image. In small groups, come up with ideas about how they can build resilience in others such as peers or the younger generation that could challenge unhelpful attitudes to body image. Bring all ideas together and discuss as a group</p> <p>Examples:</p> <ul style="list-style-type: none"> - The group could pledge to go a day or even a whole weekend without making a comment on other people's appearance. - Create a display of positive role models - Draw up a list of compliments, unrelated to physical appearance and make them into cards and hand out to people in their year/class. 	