Dove self-esteem project

Discovery EDUCATION

Steven Universe

amazing me

Digital Lesson #2

Tool to Build Up Body Confidence

amazing me

Digital Lesson #2

YEARS 5 and 6

Timing

Three lessons of approximately 45 minutes each

Materials

All In-Person Sessions

- Computer with the ability to project–one for teacher

Session 1

- **Body Functionality** video (https://youtu.be/IsHZOsRpNT8)
- **Body Function** handout–one per pupil

Session 2

- **Teasing and Bullying** video (https://youtu.be/61AqBH0bqlQ)
- Copy of the school's anti-bullying policy and/or other documents related to bullying–one per pupil

Session 3

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

All Virtual Sessions

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

Note: *There are facilitation options below if the pupils 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*

Overview

In this series of activities, pupils will identify what body confidence is and ways to help them achieve and maintain it. Pupils 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.Pupils 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.[1]

Negative body image refers to having negative feelings and behaviours 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
- emphasise the body's assets and strengths

People with positive body image tend to reject negative information and internalise positive information about the body.[2]

Many things can affect body image, including weight-based bullying and teasing related to weight and teasing. When children 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

[1] Cash & Pruzinsky, 1990; Cash & Smolak, 2011

[2] Wood-Barcalow, et al., 2010; Tylka & Wood-Barclow, 2015

Copyright © 2021 Discovery Education. All rights reserved. Discovery Education, Inc.

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

A review of existing school anti-bullying programmes revealed that none of them address weight-based bullying and teasing related to weight.[8] There are several school anti- bullying programmes that have a BluePrint (https://www.blueprintsprograms.org) designation (consistently demonstrated to reduce bullying in children and schools). These programmes 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 children 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 children's attention on their body function.

Amazing Me was developed by Marisol Perez and Kimberly Yu from the REACH Institute at Arizona State University, It was adapted from the Confident Me middle school curriculum by Philippa C. Diedrichs, Melissa J. Atkinson, Kirsty M. Garbett, Helena Lewis-Smith, Nadia Craddock and Sharon Haywood.

Objectives

Pupils will:

- Define body confidence.
- Define body function.
- Practise 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.

[3] Eisenberg, Neumark-Sztainer, & Story, 2003

[4] Puhl & Luedicke, 2012

[5] Puhl & Luedicke, 2012

[6] Hayden-Wade, Stein, Ghaderi, Sabinski, & Wilfley, 2005; Neumark-Sztainer, Falkner, Story, Perry, Hannan, & Mulert, 2002

[7] Puhl, Wall, Chen, Austin, Eisenberg, & Neumark-Sztainer, 2017

[8] Aime et al., 2017

Copyright © 2021 Discovery Education. All rights reserved. Discovery Education, Inc.

Teacher Preparation

- Before each session, make sure pupils have access to the required handouts. They can print them out at home, utilise 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 pupils to write their definitions down to refer to 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 teachers a complete set of resources for facilitating lessons on comparisons and body confidence. It provides slide-by-slide instructions to ensure teachers 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 class. The presentation is designed to cover three class sessions, but it can be flexible depending on the pupils' needs and the time available. However, sessions should be presented in order. A glossary is included to support t teachers and pupils 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.

Copyright © 2021 Discovery Education. All rights reserved. Discovery Education, Inc.

Lesson plans

Session 1 (Slides 1–6)

Overview

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

Slide 1—Today…

- Let pupils know that today 'we are going to talk about our bodies'
- Engage pupils 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 criticising people, no insults, give everyone a chance to speak, etc..
- Write responses on the board and keep them there through the duration of the lessons.
  - *Teacher 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 s 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 pupils to write their definitions down to refer to 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:[9]
  - 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.

[9] Wood-Barcalow, et al., 2010; Tylka & Wood-Barcalow, 2015

Copyright © 2021 Discovery Education. All rights reserved. Discovery Education, Inc.

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 pupils to write their answers down to refer to 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 pupil.
- As a group, brainstorm a list of things the human body can do. Record answers on the board as pupils 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.

Copyright © 2021 Discovery Education. All rights reserved. Discovery Education, Inc.

- Ask each pupil to write a list of all the special things that his/her body can do. Encourage pupils 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 pupils 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, the class will practise converting negative body talk statements into positive statements about function. There are suggested responses provided for each statement below and in the slide notes of the PowerPoint presentation.
- Click to reveal the first example of body talk: 'I feel fat.' Ask pupils 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 colour of my skin.' Ask pupils 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 skin colour is a combination of my mum's and dad's skin colours' etc.
- Click to reveal the next example: 'My arms are weak.' Ask pupils to reframe the negative body talk to positive statements about body function.
  - *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.' Ask pupils to reframe the negative body

FACILITATION OPTIONS

- Depending on time, pupils can do this activity individually with writing their answers on paper, in pairs with another pupil or in small groups.
- Pupils 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 pupils in your class say.

Copyright © 2021 Discovery Education. All rights reserved. Discovery Education, Inc.

talk to positive statements about body function.

- *Anticipated responses might include:* 'My body is growing and will change and evolve with puberty'; 'It is amazing that my body lets me play (chess, sports, games, etc.)' etc.

- Click to reveal the next example: 'My tummy is big; I ate too much.' Ask pupils 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 tummy protects my stomach, and lots of organs that I need'; 'My tummy 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: Pupils will begin this series of lessons by establishing ground rules around respectful behaviour. Pupils will discuss their school's anti-bullying policy and make suggestions for revisions. With the teacher's support, they will then revise the policy to include bullying and teasing related to weight and teasing.

Slide 7—Teasing & Bullying

- Inform pupils that one thing that can damage their body confidence is teasing and bullying.
- Click to show the video **Teasing and Bullying** (https://youtu.be/61AqBH0bqlQ).
- Lead 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?

Copyright © 2021 Discovery Education. All rights reserved. Discovery Education, Inc.

- Explain to pupils 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 pupils 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 pupil that bullying and teasing related to weight is when a pupil teases or hurts another pupil because of how they look of 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 is occurs over and over again.
- Victims of bullying and teasing related to weight are more likely to[10]:
  - Feel sad or nervous a lot.
  - Dislike how they look.
  - Have low self-esteem.

Slide 10—School Anti-Bullying Policy

- Tell pupils that sometimes bullying and teasing are obvious, but sometimes they are less clear. Bullying and teasing might look and feel different to different people. Explain that this kind of behaviour often happens in schools.
- Show pupils' the school's anti-bullying policy and procedures for handling bullying. Read through with pupils, stopping to clarify when needed. Provide approximately 5–10 minutes for pupils to analyse with a partner what they think is positive about the policy and what they think might be missing. Ask pupils to share 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?

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

[10] https://www.stopbullying.gov/blog/2018/11/05/preventing-weight-based-bullying.html

Copyright © 2021 Discovery Education. All rights reserved. Discovery Education, Inc.

- Guide pupils through the process of creating a 'Classroom Anti-Bullying Policy' that reflects the ideas they came up with for the Plus, Minus, Interesting chart. Record pupils' responses as they brainstorm their ideas on the slide.
- Discuss with pupils in the class how they will help each other to keep to the 'Classroom Anti-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

Pupils 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 with and most likely to use.

Slide 12—Review

- Begin the lesson by reinforcing what pupils learned about bullying and teasing related to weight and the effects it has on body confidence.
- Lead a brief discussion about the following questions, clicking one at a time, and record pupils' responses on the board, addressing misconceptions as they arise:
  - What does it mean to be bullied?
  - What does it mean to bully someone else?
  - What can you do if you are being bullied?
  - What can you do if you see someone being bullied?

    Teacher Note: If pupils do not mention what bullying is then remind them that bullying is unwanted, aggressive behaviour that involves a real or perceived power imbalance[8]
- Explain that today the class will identify and practise strategies they can use to address bullying.

Slide 13—Role Playing

- Arrange pupils into groups of four. Give one **Role Playing Scenario** to each group, make sure you distribute the scenarios evenly.
- Explain that each scenario features a different strategy that pupils can use when presented with bullying.
- Give pupils approximately 10 minutes to create and practise a role play based on their scenario. Invite groups one at a time to perform their role plays for the class.

Copyright © 2021 Discovery Education. All rights reserved. Discovery Education, Inc.

- After each role play, 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?
- Ask the class to pick a strategy and try it the next time they see or experience bullying.

VIRTUAL FACILITATION OPTIONS

- Consider facilitating this as a whole-group discussion with roles assigned to individual pupils.
- Another option is to use breakout rooms to put pupils 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 pupils placed and which online platform you are using.

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 pupils which strategy they think they would be most likely to use in the future.

Slide 15—Let's Review

- Recap pupils' learning so 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 pupils to discuss with a partner what he/she would change to stop bullying and teasing.

VIRTUAL FACILITATION OPTIONS

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

Copyright © 2021 Discovery Education. All rights reserved. Discovery Education, Inc.

Slide 16—3-2-1

- Distribute one **3-2-1 Reflection** handout to each pupil and give them time to complete.
- Collect reflection from pupils. If time allows, choose a few questions that still remain and discuss with the group. As you are able, follow up with pupils regarding their reflection after the lessons.

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 pupil teases or hurts another pupil because of how they look or their weight.
  - Bullying can be spreading rumours or excluding another pupil.

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.

Curriculum Links

England

Statutory Relationships and Health Education links

Relationships

Caring Friendships

- Pupils should know how important friendships are in making us feel happy and secure, and how people choose and make friends
- Pupils should know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

Respectful relationships

- Pupils should know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Pupils should know the importance of self-respect and how this links to their own happiness
- Pupils should know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

Copyright © 2021 Discovery Education. All rights reserved. Discovery Education, Inc.

Health

Mental health and wellbeing

- Pupils should know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing

Internet Safety and Harms

- •Pupils should know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing

Physical health and fitness

- Pupils should know the characteristics and mental and physical benefits of an active lifestyle
- Pupils should know how and when to seek support including which adults to speak to in school if they are worried about their health

Changing Adolescent Body

- Pupils should know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes

Copyright © 2021 Discovery Education. All rights reserved. Discovery Education, Inc.

National Curriculum Wales

Personal and Social Education

Skills

Developing thinking

Learners should be given opportunities to:

- identify links between cause and effect
- distinguish between ‘facts’, beliefs and opinions
- form personal opinions and make informed decisions
- use appropriate techniques for personal reflection

Developing communication

- Learners should be given opportunities to:
- listen carefully, question and respond to others
- express their views and ideas confidently through a range of appropriate methods
- contribute to class discussions and take part in debates.

Health and emotional well-being

Learners should be given opportunities to:

- feel positive about themselves and be sensitive towards the feelings of others

Active citizenship

Learners should be given opportunities to:

- develop respect for themselves and others

English

Write for a variety of purposes, including to: recount, instruct, inform, explain, argue/persuade, discuss/analyse, evaluate, narrate, describe and empathise write for a range of authentic audiences.

Copyright © 2021 Discovery Education. All rights reserved. Discovery Education, Inc.

National Curriculum Scotland

Personal and Social Education

Health and Wellbeing

Relationships, sexual health and parenthood- 2nd level Benchmark

- Identifies the skills required to manage changing relationships, for example, tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect.
- Explains the impact of positive relationships on emotional wellbeing.
- Identifies positive things about own body image and appearance.
- Identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help.

Literacy and English

Listening and speaking 2nd level benchmarks

- Contributes a number of relevant ideas, information and opinions when engaging with others.
- Shows respect for the views of others and offers own viewpoint.

Copyright © 2021 Discovery Education. All rights reserved. Discovery Education, Inc.

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 pupil is being bullied by a group of peers because they are short. The pupil firmly but calmly tells the bullies to please stop and leave them alone. The bullies are caught off guard and walk away.

Strategy 2: “Laugh it off!”

A pupil is being teased about the clothes they are wearing. The pupil uses humour to diffuse the situation and get rid of the bullies.

Strategy 3: “Walk away.”

A group of pupils are physically bullying another pupil by making fun of and trying to grab at their hair. The pupil being bullied gets free from the grasp of one of the bullies and walks away. The bullied pupil finds a trusted adult and explains what happened.

Strategy 4: “Let’s talk about something else.”

A group of pupils are staring at another pupil, who is sitting alone. They are gossiping and pointing at them. The bystander uses the ‘let’s talk about something else’ strategy to move the topic of discussion away from the pupil and onto something else.

Role Playing Scenarios

Strategy 5: “Stand up!”

A group of pupils are making jokes and teasing another pupil about their weight. The bystander firmly stands up for the pupil by telling the group to leave them alone.

Strategy 6: “Be inclusive.”

You witness another pupil sitting alone at lunch. People are staring at them and whispering. You walk over and invite them to sit with you.

Strategy 7: “Get help.”

While in the toilets, you witness a group of pupils pushing another pupil around and shouting insults like ‘weird’ and ‘ugly.’ You run out of the toilet and immediately find a trusted adult and tell them what is happening.

3-2-1 Reflection

What are the THREE key things you have learned 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.