

Body Image Influencers & The Media

Learning Objectives

- *I can describe how culture, media, and other external factors influence perceptions about body image (6.2p)*

Teacher Notes

Teachers prepare by watching this Ted Talk [Why Thinking You Are Ugly is Bad For You](#)

This lesson asks students to talk openly about the way they see themselves or others. Since the subject matter is sensitive, consider whether there are students in your class who may feel self-conscious, and whether your students are mature enough to handle this topic, before implementing the lesson. A suggestion might be to *separate* the girls and the boys (or other) into different classrooms for the pupils to feel more comfortable for discussion.

Children and teenagers are exposed to media, ranging from advertisements they see in their neighborhoods, to shows they see on television, to characters in video games they play with their friends. Media exposure influences body image on at least two distinct levels: Often, time spent engaged with media precludes being physically active and aware of the importance of our own bodies. At the same time, the media sends so many messages to children of all ages about how bodies “should” look, move, and be.

Media- a way of communicating that reaches and affects a lot of people, including television, magazines, advertisements, movies, music videos, video games, and more

Diverse -Different, showing different points of view or coming from different backgrounds.

Self-esteem- confidence in one's own worth or abilities; self-respect.

Materials

- Index cards or scrap paper
- Chart paper
- Markers or pens
- Smartboard/computer

Lesson Steps: Video/Resource/Outline

[Body Image Influencers, 6.2p](#)

Step 1 Introduction

Pre-assessment:

- Review the definition of body image.
- Introduce new key terms.
- Listen to the lyrical song video, *I love me*, by Meghan Trainor & LunchMoney Lewis. Have students write down lyrics or words that share a positive body image. [Lyrical Video of I Love Me](#)
- Relisten to the song, *I Love Me*. This time viewing the live video showing the two singers extraordinaire. [Live performance, I Love Me](#)
- What was your first thought about Meghan Trainor and LunchMoney Lewis?
- **Think-Pair-Share:** What influenced your thoughts about the two singers? What are the influences that impact our thoughts on body image? If students are stuck, prompt them by asking what they do after school or on weekends. Do they watch television? Play video games? Encourage students to share with each other and talk about what they like and don't like about different kinds of media.

Step 2 Activities

- Activity 1(Whole group): Ask students to consider where we get our ideas about what body shape and size is attractive and healthy. Draw a circle on the board or a sheet of chart paper and write "BODY IMAGE SHAPED BY..." in the center. (Create a web of the students' ideas.) Ask students to brainstorm aloud what kinds of media they use most often. Chart their responses (e.g., family, friends, social media, culture, advertisements, toys, video games, TV, movies, music, magazines, etc.)
- Activity 2 (Small group work):Divide students into small groups of 3-5 and assign each group one of the topics from the web on the board. Direct each group to discuss the ways in which that category has shaped our ideas about body image and our perceptions about people who fall outside what is considered "normal" or attractive. Have each group select a scribe to write down the group's ideas, and to select a reporter to share back to the whole class later. Allow groups 10-15 minutes for discussion. Reconvene the class and ask each reporter to share the highlights of the group discussion. List salient points on the web created on the board next to the appropriate categories.
- Activity 3: Watch [Reshaping Body Image](#) Slideshow. (Discuss questions embedded in the slides.) Are there any pop-culture celebrities that have changed body image over the last few years? Have pop-culture celebrities changed how we view our bodies in a better way? or not? Explain.
- Activity 4: [What 18 different countries think the ideal women should look like?](#) (This might be best to show if the genders are separated. For girls/Optional)

How are ideas about body image different in other parts of the world? What do you think accounts for this?

How do you think that fixed ideas about body shape and size in U.S. culture influence you?

Do you think that bias against people because of their body size and shape is acceptable?

- Now is a good time to discuss filters, photoshop, social media, magazines, advertisement posters, etc. that can give us all a distorted image of ourselves and our self-esteem.
- Common Sense Media Lesson: Picture Perfect. Students learn how photos can be altered digitally. They will consider the creative upside of photo alteration, as well as its power to distort our perceptions of beauty and health.
- [Media's Impact On Kids](#)
- [Photoshopping Real Women into Supermodels](#)
- [Photoshop, Frank Ribery](#)

Have students then list or discuss steps they could take to reduce the pressure they feel to look a certain way. (Delete Facebook, Instagram, TikTok, Snapchat, etc) Challenge them to take time away from social media--reduce the time they spend, etc. WHY IS THIS IMPORTANT?

Step 3 Closure

- Students will create a web with the center that reads, "Why I LOVE My Whole Self." The students will then draw at least eight - ten lines and list positive qualities and unique traits (internally and externally) about themselves.
- **3-Minute Pause:** is a type of formative assessment that can be used to quickly check for understanding. **The teacher poses one to three questions at any point during the lesson.** Students respond to one or more of the questions in writing on a ½ sheet of paper (an index card works). The teacher reviews the written statements and adjusts his/her teaching the following day based on the information provided. Volunteers can also read their statements at that time and teaching can be adjusted "on the fly".

How to Use the Strategy:

1. Provide a ½ sheet of paper (index card), with/without questions.
2. On the ½ sheet of paper, have the students complete one or more of the following statements and explain

Example:

I was surprised about...

I became more aware of...

I want to know more about...

3. Collect the 3-Minute Pause sheets from students or have volunteers read and discuss their written statements with the entire class.
4. If the teacher collects the sheets, then he/she will review each.
5. Teacher adjusts his/her teaching for the next day.
6. Students learn how to make adjustments for their learning based on what they've written.
 - Discussion and revisit pre-assessment regarding Meghan Trainor and LunchMoney Lewis. How did or can the students reset their mindset to be more positive, and not judge someone so quickly?

Assessments

- Three-Minute Pause
- Discussions
- Infographic-Web- "Why I LOVE My Whole Self"
- Revisit Essential Questions

Extensions/Connections/Applications

- Have student find a song (Appropriate song) and share the lyrics that make them feel beautiful
- Have a student write a "I AM" poem and share it with the class.
- Have the students find a quote that makes them feel good about themselves.
- Have the students create a positive self-mantra they can repeat when they are feeling low about themselves.

Resources/References

[Common Sense Education: Body Image](#)

[Learning for Justice: Body Image & The Media](#)

[I see you, you see me](#)

[Positive Body Image](#)

[Body Activism](#)



Sample Lesson Plan
Virginia 2021 SOL Edition
Created by: Catherine S. Lineburg
**Mental Wellness, Social & Emotional
Skills**
GR6-SE-6
6.2p, Body Image Influencers

[Body Image Report and Data](#)

Handouts

[Various Body Image Handouts](#)