

# Body Image

## Learning Objectives

- I can understand the term *body image* (6.1p).
- I can *explain the importance of having a positive body image* (6.1p).

## Teacher Notes

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.

- **Body image** is the way a person thinks about themselves, or how someone thinks other people look at their own body. (Both positive and negative.)

As this definition shows, **body image** isn't just one unidimensional construct. It's made up of four aspects:

1. Perceptual body image: how you *see* your body
  2. Affective body image: how you *feel* about your body
  3. Cognitive body image: how you *think* about your body
  4. Behavioral body image: the way you *behave* as a result of your perceptual, affective, and cognitive body image
- Vocabulary knowledge chart, post-it notes, paper, pencil, markers will be needed.

## Lesson Steps: Video/Resource/Outline

### [6.1p, Body Image Google Slides](#)

## Step 1 Introduction

*Pre-assessment:*

- Most of us have heard the term “body image” before. But do we really know what that means? Take a minute and write down what you think is the proper definition of the term, body image.
  - Video [Talking To Kids About Body Image](#)
  - [Vocabulary Knowledge Chart](#)
  - Video [Girls 6-18 Talk About Body Image](#) (Girls)
  - Video [Boys Talk about Body Image](#) (Boys)

- Define Body Image.
  - **Movement Learning (Say the term and definition while performing the exercise):**
  - Perceptual =Sky jumps
  - Affective: Air squats
  - Cognitive: Plank hold
  - Behavioral: Burpee's

Perceptual body image: how you *see* your body

Affective body image: how you *feel* about your body

Cognitive body image: how you *think* about your body

Behavioral body image: the way you *behave* as a result of your perceptual, affective, and cognitive body image

- What are some things that you think might affect a person's body image?
- If a person has a negative body image, what does that mean? (Think of an example of how negative body image might impact a person in their daily life?)
- How might a *positive* body image impact a person?

## Step 2 Activities

- *Watch:* [What Happens When Strangers Get Real About Body Image](#)  
*Summary of the video:* Most people would say that they're their own worst critics, listening too closely to that voice in their heads that judges, mocks, and belittles their appearances, bodies, personalities and lifestyles.

But would saying these things aloud to a friend or stranger give you a different perspective on your inner-critic? In the video link above, six people exchange the most painful, critical things they think about their bodies, and try to find ways to be kinder to themselves.

- Activity 1 (Individual/whole group)

*In what ways are people different from each other?*

List some of the ways that people are different. (Write responses on the board or paper.)

Possibilities are:

1. Different heights.
2. Different weights.



3. Different body builds (slender, muscular, etc.).
4. Different complexions.
5. Different hair colors/types (straight, curly, etc.).
6. Different eye colors.
7. Different preferences.
8. Different likes/dislikes.
9. Different abilities (some of us are good in math, some in writing, some in art, some in sports, some in music, etc.).
10. Different interests.

Some things we can change through effort (by studying, practicing, etc.).

Some things we can't change, even if we want to (height, eye color, etc.).

- **Activity 2 (Small group work/whole group )**

Some things will change naturally over time whether we want them to or not (height and weight as we grow, preferences, interests, etc.).

1. List three things that you are good at. Of these, what are you best at?
2. Ask volunteers to tell the group their No. 1 item. Write responses on the board or paper.
3. Discuss that everyone has his or her strengths (and weaknesses).
4. A person's strengths and weaknesses are part of what defines them as a person (these are among their unique qualities).
5. One thing that makes the world interesting is that everyone has his or her own set of unique qualities.

- **Activity 3 (Partner work)**

*Paired Verbal Fluency*

It is always challenging to share what you most admire in a fellow peer at your age. However, it is a really important aspect of becoming a more positive person on the inside when we can share with others what we admire or think are good qualities about them.

This next activity students will practice Paired Verbal Fluency. Partners decide who is number one and who is number two. For 30 seconds-60 seconds student one talks while student two only listens. Then repeat again with student number two talking and student number one listening.

- Round 1 Share some traits that you like, that you find to be positive attributes, and are unique about your partner.
- Round 2 Share some traits that you like about yourself.



Was there anything that surprised you that was mentioned by your peers that you do not see in yourself or like about yourself that they think is positive about you? How did this make you feel?

How difficult was it to share what you positively like about yourself with another person?

### *Step 3 Closure*

- "I AM" Mosaic  
Students will now quietly work and write positive attributes that were shared in the Paired Verbal Fluency activity and go stick the words or phrases on the wall, around the I AM (That teacher has created and place on a wall/bulletin board in the classroom
- Revisit/questions:  
What does Body Image mean?  
Think of an example of how negative body image might impact a person in their daily life?  
On the contrary, how might a positive body image impact a person?

### **Assessments**

- Vocabulary Knowledge Chart
- Listing unique and positive traits about themselves
- Discussions
- Paired Verbal Fluency
- "I AM" Mosaic
- Re-visit Essential Questions from Pre-assessment

### **Extensions/Connections/Applications**

- Watch [I think You're Beautiful](#)  
Have students create a Positive Social Experiment to implement and then share with the class at the end of the week.(Individual, partners, small groups, whole class.)
- ELL Extension Role-Plays are a great way to practice expressive language skills. If you have English language learners in your class, try to partner them with students who are not English language learners. Help these partnerships write down their dialogue and pay attention to particular uses of idiom or oral expression. Encourage English language learners to incorporate the vocabulary and phrasing they use in their role-plays into other aspects of their spoken language throughout the day, then report back on what they have tried out.
- Have students create their own " I AM" Mosaics to take home or create one for a different student in the class.



Sample Lesson Plan  
Virginia 2021 SOL Edition  
Created by: Catherine Showalter, Lineburg  
**Mental Wellness, Social and  
Emotional Skills**  
**GR6-SE-8**  
**6.1p, {Positive} Body Image**

## **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](#)

## **Handouts**

[Various Body Image Handouts](#)

[Vocabulary Knowledge Chart](#)