

Year 9	<b>Lesson 5 Body Language Lesson Plan</b>
<b>Ground Rules</b>	<b>Slide of ground rules</b>
<b>Warm-up</b>	<p>Introduction outlining what body image and self-esteem are</p> <p><b>In Groups of 4:</b></p> <ul style="list-style-type: none"> <li>• Discuss and list what factors influence body image</li> <li>• You have 5 minutes</li> <li>• Share these with the class</li> </ul> <p>Use Body Image Influences with this to compare with class lists</p> <ul style="list-style-type: none"> <li>• Teacher to record feedback</li> </ul>
<b>Lesson Aims</b>	<p>Today we are going to - taken from the PSHE Association Curriculum Framework 2014 (updated 2017)</p> <ul style="list-style-type: none"> <li>• Understand how the media portrays young people and to recognise its possible impact on body image and health issues</li> <li>• Understand that identity is affected by a range of factors, including the media and a positive sense of self</li> </ul>
<b>Appearance</b>	<p>How we are surrounded by images on a daily basis which mainly focus on appearance.</p> <p>Class Discussion:</p> <ul style="list-style-type: none"> <li>• Do you think the images you see are real?</li> <li>• How do these images affect people's behaviour and satisfaction with their own body image?</li> </ul> <p>Feedback and Class Discussion – use example What is real and Body dissatisfaction, with this to compare with class lists</p> <ul style="list-style-type: none"> <li>• Teacher to record feedback</li> </ul> <p>It's Not a Girl Thing, shows males are affected too including disorders</p>
<b>Image Manipulation</b>	Image Manipulation, shows the stages that models go through to get to what people see as perfection and the manufacturing involved
<b>Celebrity Quiz</b>	<p>Give out Celebrity Images without make-up handout</p> <p>In Groups of 4:</p> <ul style="list-style-type: none"> <li>• View the list of celebrity images without make-up or photo shopping and see how many you can identify</li> </ul> <p>After they have completed the exercise, put the post make-up or photo shopping images up and see how many each team got</p>

	<p>Class feedback and discussion</p> <ul style="list-style-type: none"> <li>• Teacher to record feedback</li> </ul>
<b>Media Impact</b>	<p>Class Discussion:</p> <ul style="list-style-type: none"> <li>• In what ways do you think the media is impacting negatively on how we see ourselves and on our mental health?</li> <li>• Why do you think they manipulate images?</li> </ul> <p>Feedback and Class Discussion – use the examples, Media Influence, Barbie boasts and Negative Body Image with this to compare with class lists</p> <ul style="list-style-type: none"> <li>• Teacher to record feedback</li> </ul>
<b>Body Image</b>	<p><a href="#">Body Image</a></p> <p>A short video dealing with body image issues and improve self-esteem</p> <p>Feedback and Class Discussion</p> <ul style="list-style-type: none"> <li>• What messages do you take from this video?</li> <li>• Teacher can record as appropriate</li> </ul> <p>Class Discussion:</p> <ul style="list-style-type: none"> <li>• How do you think people with negative body images might feel?</li> </ul> <p>Feedback and Class Discussion – use the next People With Negative Body Images Can Feel, examples of feelings and disorders that can occur</p> <ul style="list-style-type: none"> <li>• Teacher can record as appropriate</li> </ul>
<b>Fighting Back</b>	<p>Fighting Back, understanding that celebrities have all of the advantages of a team to make them look good and still have to Photoshop</p> <p>Be who you are!</p> <p>Tips on Body Image, some advice on goals and activity and a positive quote from Adele</p> <p>In Groups of 4:</p> <ul style="list-style-type: none"> <li>• This is an advert for weight loss. 70,000 people in the UK signed a petition to have it banned</li> <li>• Compose a letter to the Chief Executive outlining the reasons why you think it might be inappropriate to use this advert and image and the impact it might have on young people</li> <li>• Share with the class</li> </ul> <p>Class feedback and discussion</p> <ul style="list-style-type: none"> <li>• Teacher to record feedback</li> </ul>

<p><b>Help and Support</b></p>	<p>Where to go for any help and support and a handout listing organisations they can approach confidentially</p> <p>As School Nurses visit schools at different times and days, teachers need to ensure they cover their schools dates and accessibility rules in this section</p> <p>Teachers need to cover the ‘Your guide to children and young people’s emotional health services</p>
<p><b>Evaluation</b></p>	<p>Your reflection and feedback is important!</p> <ul style="list-style-type: none"> <li>• Use ‘What I Learned Today’ evaluation form – students to complete these anonymously and hand them in for teacher to review and assess.</li> </ul>