



I look great!

(Y6, Lesson 2)

Vocabulary used and taught in this lesson

Being Yourself, Body Image, Bullying, Growing and changing, Media influence

Introduction

Hands up if you can think of someone who is seen on social media or in newspapers and magazines a lot. Make a verbal list. (This will vary, according to who is trending at the time).

Next, think of some people who were always in the news when you were growing up. Tell the class and see if any of them have heard of them. The chances are that few will be known by your class. (Lots of people don't stay famous for very long!)

Ask why the people they have named are so well known. Responses will depend on who the class names at the start.

Ask what they tend to look like when they are shown in the media – well groomed, 'perfect' make up, fashionable and often expensive clothes etc.

How might it make young people like you feel when seeing people who look like this? [Want to be like them, want to look like them.]

Hands up if you think celebrities always look like this. They look ordinary most of the time and only dress up when they are at an event or for a photo-shoot.

When you see a photo of a celebrity, is it certain to be exactly how they really look? How can photos be manipulated (changed) to enhance the final image? [They can be edited to make the person look thinner, have bigger eyes, change hair colour etc.]

Looking at these manipulated images/photos of celebrities who have spent hours being dressed and groomed can make people feel dissatisfied with their own appearance.

Activity

Activity 1 – I am Great

Explain that you are all going to do an activity that will make people feel really good about themselves.

Put the A4 pieces of paper on the wall, or on the floor or a surface. Give each child 4 Post-it notes, then pass the hat around so that each child takes out a name. (If they get their own, they put it back and take another).

Without saying whose name they pulled out, they write on 2 of the Post-it notes something that they like about **the way that person is** e.g. they are kind, happy, funny, enthusiastic, caring.

On the other 2 Post-it notes they write down what they like about ***the way that person looks*** e.g. they are smiley, have curly hair, are tall etc. They then stick all four Post-it notes on the A4 paper with the child's name on it and present it to them.

Ask:

Would anyone like to share something that they didn't realise about themselves?

Was there something that made them feel good about themselves when they read it?

How did it make them feel when they were thinking about the other person?

Activity 2 – Dove Selfie Project

Watch the video (<https://www.youtube.com/watch?v=BFkm1Hg4dTI>).

Discuss what struck them the most about it.

Tell the class that they will be doing a selfie project too. If you have access to a class or school tablet, then children can take selfies and these can be displayed. Once all the photos have been taken, they can be displayed. Just like in the film, comments can be made on notes and put by the photos. To make sure that this is a safe activity, you might want to act as 'moderator' for the Post-it comments: children write their comment on a Post-it with the name of the person it's about written on the back. You can then check the comments before posting them. You can also ensure that there is a similar number of Post-its for each Selfie, so that no children feel left out.

Plenary

Ask the class what they have learnt from the session(s) about body image and how it is portrayed in the media. How do they think a person should view their body? [Learn to love it, flaws and all.]

Learning outcomes:

Children will be able to:

- Understand that fame can be short-lived;
- Recognise that photos can be changed to match society's view of perfect;
- Identify qualities that people have, as well as their looks.