

## Session 8: Body Image Part One: Media and Body Image

### Learning Goals

Students will explore the concept of healthy body image by recognizing and celebrating body differences. Students will read and discuss *Shapesville* by J. Andrew Mills and Rebecca Osborn and create a commercial celebrating bodies' different shapes and sizes.

### Materials

- *Shapesville* by J. Andrew Mills and Rebecca Osborn
- Positive Body Image script, copies (see Resources)
- Scissors (optional)
- Butcher paper (optional)
- Crayons or markers (optional)
- Post-its (optional)
- Food and Exercise Logs (see Resources)

### Warm Up

*Estimated Time: 10 minutes*

Facilitator introduces today's theme, Body Image. Body Image means what we think about how our bodies look.

**Celebrate Differences**—Students stand in a circle facing each other. One at a time, students say their name and add a movement that matches the number of syllables in their name. The group repeats each student's name and movement. (For example: My name is Ke-vin. Student does a 2 step action as he says his name. All: His name is Ke-vin. Everyone mimics the action.)

#### Debrief: Why Does This Matter?

How did it feel to show everyone your cool unique move?

What's great about people being different?

### Work Out

*Estimated Time: 35 minutes*

#### Context: How Does This Impact Me and Others?

Students will explore the concept of healthy body image and celebrate body differences by creating a commercial about bodies' different shapes and sizes. Students will consider how commercials influence their thinking.



### Activity: What Can I Do?

- Ask students to spend a few minutes filling in their Food and Exercise Logs (see Resources).
- Facilitator reminds students that being healthy is important for all bodies, but all of our bodies are different. Bodies come in lots different shapes and sizes. Part of being healthy is celebrating our differences.
- Facilitator reads *Shapesville* aloud, or asks students to take turns reading aloud.
- Facilitator asks students about the book: who are the characters, and what makes them special? Why is it important to be different?
- Students act out the commercial, “We Come in All Shapes and Sizes” using the Positive Body Image script (see Resources).
- Students create their own commercial celebrating body differences. (Students may work together as a class; in this case, the facilitator will record students’ words to create the script.) Remind students to think about how commercials influence their thinking. What makes a good commercial?
- If time permits, students may perform this commercial or plan to perform it for members of the school community.

## Cool Down

*Estimated Time: 5 minutes*

### Reflection: What is the Big Picture?

**What I Like About Me**—Students reflect on Body Image by sitting in a circle and telling the group one that thing that they like about themselves. (For example: “I like my legs, because they’re strong and help me to run fast” or “I like my elbows, because they’re shaped just right.”)

## Lesson Extensions

*(Optional)*

**What I Like About YOU**—Each student works with a partner to trace the outline of their partner on butcher paper. Then, students will cut out their own silhouettes and decorate their paper people to look like them. On each silhouette (around the heart), students will write five things that make them special (internal values). On the arms and legs, they will write things that they like and like to do. Students will hang their silhouettes around the classroom. Then, students will be given post-its and will walk around the room, write compliments on post-its, and stick them onto classmates’ paper people.