

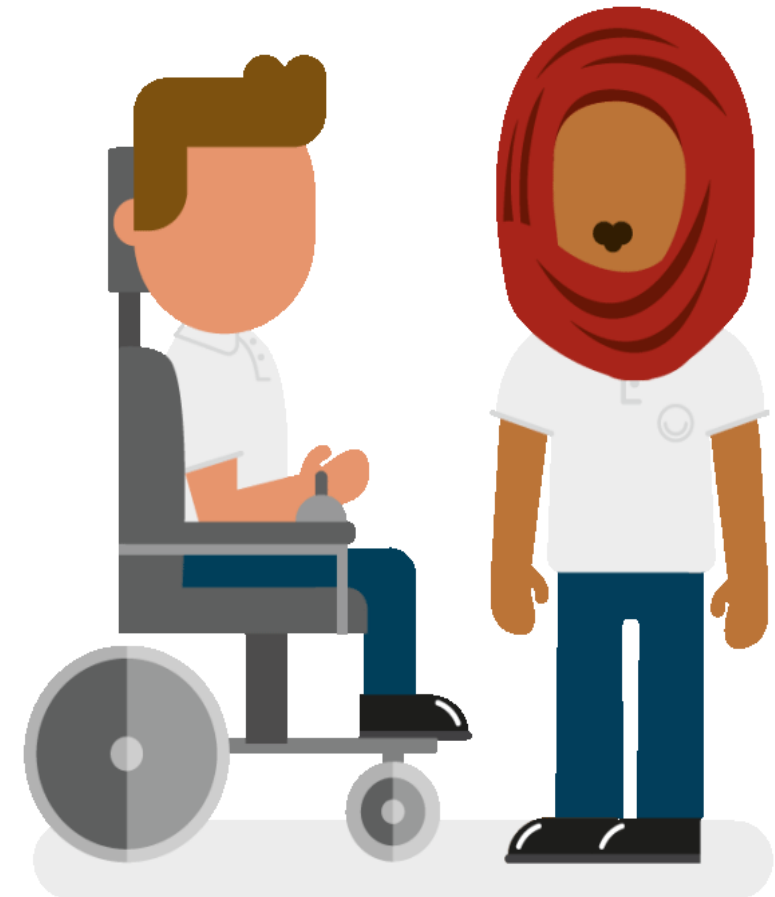
Printer Settings to enable booklet printing:

On Print Preview Screen select:

- Print on both sides flip sheets on short edge

In Printer Properties select:

- Two sided printing
- Binding Location Short Edge (Left)



Theme: Being the same and being different

Year: Year 6

Lesson: Body image/Social media

I can talk and listen in difficult discussions



MindMate



<p>Background information</p> <p>‘By the age of three or four some children have already pretty much begun to make up their minds (and even hold strong views) about how bodies should look.’</p> <p>(http://www.telegraph.co.uk/news/2016/08/30/children-as-young-as-three-have-body-image-issues-while-four-yea/)</p> <p>‘It’s certainly not a problem limited to girls. “Boys worry about it far more than in the past,” she says. “Traditionally girls have always shown greater concern about their weight and appearance, but the research shows boys are also worrying. They want to be tall and, when they’re a bit older, to be muscular – and they worry about weight too.’ (https://www.theguardian.com/education/2012/may/07/body-image-anxiety-primary-school-pupils)</p> <p>‘Girls as young as five routinely worry about their weight and appearance, while half of girls and a third of boys aged 14 have been on a diet to change their body shape, according to a recent report.’</p> <p>https://www.theguardian.com/education/2012/jun/11/teaching-resources-body-image-report</p>
<p>Prompt Questions</p> <p>What is beautiful?</p> <p>What might affect our ideas about what is beautiful?</p> <p>Does what we see in the media represent reality? Why? Why not? What is Photoshop?</p> <p>Why are things in the media, magazines etc photo-shopped?</p> <p>Why might ‘bright body talk’ be a good thing to focus on?</p> <p>How might this make the person receiving the compliment feel?</p> <p>How might this help them?</p> <p>Can you justify your decisions?</p> <p>Did you disagree about any of the statements?</p>
<p>Particular sensitivities:</p> <p>Give particular consideration to those children who may have difficulties with body image. Also give consideration to children who are particularly under- or overweight. Be aware also of children who may be exposed to experiences in the home/ family environment in terms of parents/carers/ other family members who may be affected by such issues.</p>
<p>Teacher resources</p> <p>http://www.berealcampaign.co.uk/assets/filemanager/documents/8121.pdf</p> <p>https://www.theguardian.com/education/2012/jun/11/teaching-resources-body-image-report</p>
<p>Pupil resources & where to go for additional help:</p> <p>Talk to your teacher or an adult in school</p> <p>Talk to your mum, dad or someone else you trust at home about how you are feeling</p> <p>Write your worry down and post it in the class worry box</p> <p>Write your worry down on the worry wall on the school’s website</p> <p>Talk to a peer mediator in your school</p> <p>Contact Childline – 0800 1111</p> <p>https://www.childline.org.uk/info-advice/you-your-body/my-body/how-you-look/</p>

<p>Lesson: Body image /Social media</p> <p><i>I can talk and listen in difficult discussions</i></p>		<p>Key stage: Two/ Year 6</p>
<p>Topic overview & what should stick</p> <p>This lesson fits into the Being the same, being different strand. It focuses on recognising how images and campaigns in the media and social media do not always reflect reality and how they can affect how people feel about themselves. Children will be given the opportunity to explore issues relating to body image and eating issues. They will also be given opportunities to share their thoughts and opinions through discussion with others.</p>		
<p>Learning outcomes: knowledge</p> <p>I can recognise how images and campaigns in the media and social media do not always reflect reality and can affect how people feel about themselves e.g. body image, eating issues.</p> <p>I can share my opinions on things that matter to me and explain my views through discussions with one other person and the whole class.</p>		
<p>Learning outcomes: skills</p> <p>I can use appropriate vocabulary, such as ‘in my opinion...’ to talk about lesson topics in a discussion and I can ask others for their opinions.</p>		
<p>Groundrules</p> <p>Remind group of ground rules and display them</p>		
<p>Baseline assessment (mixed ability groups/ pairs)</p> <p>‘What is beautiful?’ Groups/pairs to sort the range of images from magazines from slide 4 in order from 1-10</p>		
<p>Engagement activity (mixed ability groups) Slides 6 & 7</p> <p>https://www.youtube.com/watch?v=c2Mn0TvDbay</p> <p>Watch video clip (Stop at 2:02). Ask ‘What is Photoshop?’ Continue watching video clip (stop at 3:19). Discuss ‘Why are things in the media, magazines etc photo-shopped?’ using previous images from slide 4. Watch the remainder of the clip.</p>		
	Name/overview	Slides
Learning episode 1	http://www.bbc.co.uk/programmes/p012d8l4 (Start watching clip from 01:12). Follow instructions as per PowerPoint to open discussion on body image.	Slide 8
Learning episode 2	Groups to think about words and phrases they could use to engage in ‘bright body talk’ and sharing positive body compliments with others. Use body outline resource.	Slide 9
Learning episode 3	‘Bright body talk’ pledges	Slide 11
<p>Plenary/impact assessment</p> <p>Re-cap LOs and discuss. True/ false sorting activity. Groups to sort statements under ‘true’, ‘false’ and ‘unsure’. Can they justify their decisions? Did they disagree about any of the statements? Share ideas as a class. What were the common threads?</p>		
<p>Home practice/follow on activity</p> <p>When you’re next watching television, if there are any advertisements, record your thoughts and feelings about body image and how this is portrayed, perhaps using a homework diary. Practise using the words and opinions we shared when offering your opinions and ideas in a future discussion.</p>		