

# Growing Up: Just the Way You Are

<p><b>Aim:</b> To recognise and challenge stereotypes.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p> <p>To explore and critique how the media present information.</p> <p>To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward.</p> <p>I recognise that many things affect the way we feel about ourselves and I understand that there is no such thing as an ideal body.</p>	<p><b>The Big Question:</b> Is there an ideal kind of body?</p> <p>What information can affect how we think and feel about ourselves and our bodies?</p>	<p><b>Resources:</b> <a href="#">Lesson Pack</a></p> <p>Whiteboards and pens – class set</p> <p>It is recommended that this unit is taught alongside the accompanying <a href="#">Learning Journey Record Resource Pack</a>.</p>
<p><b>Success Criteria:</b> I understand the term 'body image'.</p> <p>I can name some things that affect the way we see ourselves.</p> <p>I appreciate that people have different bodies and can look very different from one another.</p> <p>I understand that images we see on social media can be misleading.</p>	<p><b>Key/New Words:</b> Body image, self-esteem, beauty, media, advertising, ideal, appearance, stereotype, positive, negative, representative, society.</p>	<p><b>Preparation:</b> <a href="#">Just the Way You Are Activity Sheet</a> – one per child</p>

## Prior Learning

It might help if children have already discussed similarities and differences and have covered topics relating to tolerance and acceptance.







## Special Considerations

Children who look physically different, such as children with physical disabilities, children with obesity or transgender children may find this lesson difficult and careful thought should be given.

## Learning Sequence

	<p><b>Reconnecting– Every Body!</b> Share the big questions on the <a href="#">Lesson Presentation</a>, asking children to reflect upon these quietly with a talk partner. Share some answers to these questions and gauge children's understanding of body image and their attitudes towards different body types. Show children the photos of different people and different types of bodies, asking them to write down adjectives and descriptive phrases for each of the images. Explain that there are so many different types of bodies, and no two bodies are exactly the same. We only ever have one body, so it is important that we look after the body we have got and respect it.</p> <p>Ask talk partners to <a href="#">discuss ways in which they can look after their body</a>.</p>	
	<p><b>Exploring – Body Image:</b> Work through the <a href="#">Lesson Presentation</a> with the class. Ask children to think about all the places that they see representations of 'perfect' or 'ideal' bodies. Look at the next set of images, of stereotypical 'good looking' people, or people with 'ideal' bodies. Ask children to consider whether these kinds of images, often seen in the media, are representative of real people. Discuss the questions on the following slide, asking children to explain their answers.</p>	
	<p><b>Exploring – Spot the Difference!</b> Next, look at the retouched images on the <a href="#">Lesson Presentation</a>, asking children if they can <a href="#">identify the ways that they show an unrealistic image of people's appearance and how they think the photos have been altered</a>. Ask children to discuss their ideas with their talk partners.</p>	
	<p><b>Exploring – More Than Just a Body:</b> Explain to the children that our identity – or who we are – is more than just the way we look. Ask children to imagine what the 'real' people, who all look very different, might have to be proud about. Work as a class to generate positive comments about the people's lives, careers, achievements, skills, hobbies, experiences, rather than focus on their appearance.</p>	

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).

	<p><b>Reflecting – Something I Like about You:</b> Ask children to consider a compliment they could give to the person next to them. Explain that it could be about their personality, interests, experiences and achievements. As a class, take turns to go round everyone, so that every child has had a compliment paid to them by someone else.</p> <p>Return to the big questions that children considered at the beginning of the lesson. Ask children to answer the questions again, taking into account what they have seen on the <b>Lesson Presentation</b>. <i>How have children's views changed in light of what they have learnt today?</i></p>	
	<p><b>Consolidating – This Is Me!</b> This is an optional activity to fit between the Exploring and Reflecting activities if there is time available. Children fill in speech bubbles on the <b>Just the Way You Are Activity Sheet</b>. Children can draw an illustration of themselves in the centre. Encourage children to write about things they like about their personality and their appearance, as well as achievements they are proud of.</p>	
	<p><b>Supporting:</b> Ask for suggestions from more confident children about the things they are going to write on their sheets, to assist those who are less confident with ideas.</p>	
	<p><b>Extending:</b> Ask children to write a description of a 'beautiful person' they know. It could be someone in their family, a friend, or a person they particularly admire. Ask them to consider the beauty within a person and their personality, rather than how that person looks.</p>	
	<p><b>Developing:</b> Ask children to research advertising campaigns that have tried to use 'real' people in their images and the reasons why they have done this. Children could write to a company requesting that they use more 'real' people in their advertising, explaining the importance of helping young people to develop a positive body image. They could learn about people with disabilities (such as Paralympians) who have achieved success, despite not having what the media say is an 'ideal' body.</p>	

### Learning Environment:

Follow these guidelines to prepare a safe and positive climate for learning when you are preparing to teach PSHE and Citizenship.

<b>Policies:</b>	If, at any time, you have any concerns about a child's safety or wellbeing, consult your school's safeguarding and child protection policies.
<b>Rules:</b>	Remind children of the class agreement or ground rules for discussion.
<b>Expect:</b>	Anticipate sensitive issues and plan how you will respond in the event of a spontaneous disclosure, so you are prepared to protect children from revealing personal information to others, while not discouraging them from seeking support.
<b>Procedures:</b>	Ensure that all children know what steps to follow to seek help and support if they feel uncomfortable or anxious during or after the lesson, within and outside of school.
<b>Ask:</b>	Encourage children to ask any questions they may have, before, during or after the lesson, and provide a question box for children to submit questions anonymously if they prefer.
<b>Respond:</b>	Always set aside time to explore any questions that are raised, either with the whole class, or separately if more appropriate.
<b>Enable:</b>	Be aware of any individual circumstances that may mean that children need extra support to enable them to participate in this lesson.