

EDUCATIONAL SCENARIO

1. Identification of the educational scenario

1.1 Title of the scenario

“Beautiful”

1.2 Creator

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1.3 Topics or courses involved

Citizenship Education, Health, Body Image, Eating disorders, Eating healthy, Lifestyle, Social Inclusion.

1.4 Educational level

Primary

Secondary X (secondary education) 14-15 years old

Second chance school

Reception class

Other

1.5 Learning outcomes of the scenario

At the end of the scenario, students are expected to have acquired the skills that will enable them to:

- Have consciousness and mastery of the body
- Increase awareness and foster an understanding of body image as a social construction
- Identify key concepts related to this topic throughout schooling that promotes well-being and individual and collective health
- Develop personal and social practices that promote social inclusion throughout a healthy lifestyle
- Increase their school culture, based on a logic of participation and co-responsibility.

1.6 Time-duration

Class time: 3,5 hours

Outdoor preparation: 30 minutes

How many hours to be used in total: 4 hours

2. Development of the educational scenario

2.1 General description

1. Warm-up

1a. Challenge students to think and discuss **“body image”**, based on a theatrical game, such as **“three-word stories”** (15 minutes):

Group sits in a circle. The Leader explains that the aim is to tell a story around the circle, with each student contributing only three words each in succession. The story must make sense, have a beginning and most importantly, must end when it reaches the student where it began. The facilitator can introduce the theme of “Body image” starting the story.

Suggestions for lines:

- “When I look...”
- “I am hungry...”
- “What I like...”
- “I like/I don’t like...”

After the exercise, a discussion is important to highlight the main conclusions of it and share the definition of “body image” (**Worksheet 1**). Questions such as “What is meant by body image?”, “Why is body image a problem?”, “Is body image a social issue?”, “How does negative body image affect self-esteem?” can be launch by the facilitator.

2. Discussion to explore

2a. Show the videos “The Perfect Woman Body Type Throughout History” and “How the perfect body for men has changed over the last 150 years” to the students, challenged them to reflect and write down their thoughts about it. (15 minutes)

i) “The Perfect Women Body Type Throughout History”¹: <https://www.youtube.com/watch?v=-lpWdOZkdk0>

ii) “How the perfect body for men has changed over the last 150 years”²:
<https://youtu.be/kPAOPWIJt2k>

2b. Brainstorming activity:

Challenge students to think and share some ideas and their perspectives about the videos, following a set of questions. (10 minutes)

1. What did you saw in the videos?
2. What do you think about the videos?
3. What did the videos make you feel?

¹ Producer: The talko | Available on the Youtube.

² Producer: Tech Insider | Available on the Youtube

4. Does having a positive body image mean that everything about your body is perfect?
5. Does having a positive image mean accepting your body for what it is, with its size and shape?

Tips for the teacher:

- During the brainstorming activity, write down the main ideas on the board.
- Ask one of the students to write down in a notebook the ideas shared by students.
- It is important to guarantee that all students share, at least, one idea or opinion.

At the end of the activity, highlight the main conclusions of it.

BINARY OPPOSITIONS to be explored

1. Should we change our diet to achieve the body image that society and the media define as perfect even if we have healthy and balanced eating habits?
2. Should we change our body appearance to impress our friends even if we have a positive body image of ourselves? Do you think your friends will like you most if you look different?

Binary opposition 1: Should we change our diet to achieve the body image that society and the media define as perfect even if we have healthy and balanced eating habits?

3. Using Theatre techniques

3a. Discussion

- Divide the class into small groups of 3 or 4 elements.
- Each group will discuss the binary opposition, based on key-questions previously prepared (**Worksheet 2**). Some questions are provided on the Worksheet 2, however teachers can adapt, add or change it. (10 minutes)
- Each group will share the results from the discussion in small groups and the teacher will write the main conclusions on the board. (15 minutes)

3b. Using theatre techniques

- Each group will structure a 2 minutes scene, exemplifying different behaviours related to healthy eating habits and the relation with their own body image. Each element of the group needs to play a different role and show unique behaviour. (15 minutes)
- Each group will represent the scene to the large group. (15 minutes)

3c. Debriefing

- During the activity, students are likely to feel strong emotions. It is important to have frequent debrief sessions and make sure that participants' feelings are not repressed. It is important to start the debriefing by allowing people to describe what they feel or think. The teacher can let them speak freely or can guide them asking some questions, namely: (15 minutes)
 1. Think about the scene that you prepared:
 - a. what did you feel in your role?
 2. Imagine that you would witness or live a situation related to body image:

- a. do you know what you could do?
- b. would you tell it to someone?

4. Dialectical Discussion to reveal the meaning

4a. Dialectical discussion to explore

- The teacher guides a discussion based on questions fostering the development of critical thinking skills (**Worksheet 3**). (10 minutes)

4b. Personalization

- The teacher tries to make the whole topic and discussion personal to mobilize students more (**Worksheet 4**). (10 minutes)

Binary opposition 2: Should we change our body appearance to impress our friends even if we have a positive body image of ourselves? Do you think your friends will like you most if you look different?

3. Using Theatre techniques

3a. Discussion

- Divide the class into small groups of 3 or 4 elements.
- Each group will discuss the binary opposition, based on key-questions previously prepared (**Worksheet 5**). (15 minutes)
- Each group will share the results from the discussion in small groups and the teacher will write the main conclusions on the board. (15 minutes)

3b. Using theatre techniques

- In fours, students tell each other a story. The four choose one story, then create a scene to perform to the class. The class has to guess who the story belongs to. (20 minutes)

Examples of stories:

“One day that you feel really good (or bad) with your body image”

“The worst dinner ever...”

“The best treats...”

3c. Debriefing

- During the activity, students are likely to feel strong emotions. It is important to have frequent debrief sessions and make sure that participants' feelings are not repressed. It is important to start the debriefing by allowing people to describe what they feel or think. The teacher can let them speak freely or can guide them asking some questions, namely: (15 minutes)
 1. Think about the scene that you prepared:
 - a. what did you feel in your role?
 2. Imagine that you would witness or live a situation related to body image:
 - a. do you know what you could do?
 - b. would you tell it to someone?

4. Dialectical Discussion to reveal the meaning

4a. Dialectical discussion to explore

- The teacher guides a discussion based on questions fostering the development of critical thinking skills (**Worksheet 6**). (15 minutes)

4b. Personalization

- The teacher tries to make the whole topic and discussion personal to mobilize students more (**Worksheet 7**). (10 minutes)

5. Action Plan

- The teacher can create an action plan with the students to define how they can deal with this problem.

Conclusions

- To closure the topic is important to discuss:
 - a) Recall the conclusions of the full activity;
 - b) About what students can do in the case they are living or know someone struggling with his/her body image, providing contacts and identifying organisations that can support victims and oppressors at National level. (10 minutes)

2.2 Worksheets & Resources

- Worksheet 1: Definition of “Body Image” by the National Eating Disorders Association (NEDA) and Definition of “Body Image” from the Government Equalities Office
- Worksheet 2: Questions to explore in small groups
- Worksheet 3: Questions for Dialectical Discussion
- Worksheet 4: Questions for Personalisation
- Worksheet 5: Questions to explore in small groups
- Worksheet 6: Questions for Dialectical Discussion
- Worksheet 7: Questions for Personalisation

2.3 Infrastructure & Materials needed

- Computer with access to internet
- Data show and sound
- Board
- Paper and pen

2.4 Versions-adaptations

Teachers may adapt the scenario to their own context, adapting the advertisements, but also the duration of the activities.

2.5 Challenges

- Some students may not want to participate due to personal experiences that can be related to the topic. The teacher needs to be aware and prepared to deal with this situation.

- The lack of knowledge of teachers related to theatre techniques.

2.6. Further reading

- Skills for Health from the World Health Organization: https://www.who.int/school_youth_health/media/en/sch_skills4health_03.pdf
- Taking action on body image: <https://bit.ly/2RQgcVi>
- 3 Council of Europe (2016). Competences for Democratic Culture. Living together as equals in culturally diverse democratic societies. Strasbourg: Autor. http://www.coe.int/t/dg4/education/Source/competences/CDC_en.pdf
- All-Party Parliamentary Group on Body Image (2012) Reflections on Body Image Report. Available from: www.ymca.co.uk/bodyimage/report
- Male Body Ideals Through Time: <https://lamamily.com/magazine/male-body-ideals-through-time/>

3. Evaluation of the educational scenario

- **Evaluation** - At the end of the scenario, through a focus group, the teacher will ask students to write down about:
 - a) What they felt about the activity
 - b) the challenges of the activity
 - c) what they learn with the activity
- **Lessons learned – conclusions**

Worksheet 1

Definition of “Body Image”

By the National Eating Disorders Association (NEDA)³

“Body image is how you see yourself when you look in the mirror or when you picture yourself in your mind. It encompasses:

- What you believe about your own appearance (including your memories, assumptions, and generalizations).
- How you feel about your body, including your height, shape, and weight.
- How you sense and control your body as you move. How you physically experience or feel in your body.

Many of us internalize messages starting at a young age that can lead to either positive or negative body image. Having a healthy body image is an important part of mental wellbeing and eating disorders prevention.”

Definition of “Body Image” from the Government Equalities Office⁴

“What is body image? Body image is the way we think and feel about the size, shape, weight and overall appearance of our bodies. It has two components:

- Evaluation: whether we like our physical appearance and feel positive about it.
- Investment: how important our appearance is for our sense of self-esteem and value as a person.

A person has poor body image when they are dissatisfied with an aspect of their appearance and this has an impact on their overall self-esteem (i.e. low evaluation, high investment). A person with poor body image will worry about the way they look, and these worries can get in the way of them feeling confident and trying out new things. In contrast, positive body image is when a person accepts their body as it is, actively appreciates it for what it allows them to do, and does not feel their self-esteem is contingent on their appearance (i.e. high evaluation, low investment). “

Body image and gender: When most people think about problems with body image they think about young women. It is true that you can't separate questions of body image from those of gender and what it means to be a man or woman in our society. Historically, women have been subjected to greater objectification in the media – girls are constantly fed the message that the only way they can succeed is by being attractive. That said, we know that body image is a problem for many young men. Media images of men focus on ultra-lean and muscular physiques and men are pushed towards ‘quick fixes’, such as using anabolic steroids, to achieve these ideals. So, whereas young women are sold a thin ideal, young men are sold an ideal of muscularity.

³ National Eating Disorders Association available [here](#)

⁴ Government Equalities Office available [here](#).

Worksheet 2

Questions to explore in small groups

Binary opposition 1: Should we change our diet to achieve the body image that society and the media define as perfect even if we have healthy and balanced eating habits?

3a. Discussion

1. Should we change our eating habits even though they are healthy just to be thinner (women) or more muscled (man)?
2. Why is body image so important among young people?
3. Is it possible to prevent radical behaviours to achieve the body image that society and the media define as perfect?
4. Why do girls and boys think they are less physically attractive if they don't have that ideal body image?
5. What health problems can result from a body image issue?

Worksheet 3

Questions for Dialectical Discussion

Binary opposition 1: Should we change our diet to achieve the body image that society and the media define as perfect even if we have healthy and balanced eating habits?

4a. Dialectical discussion to explore

1. What does it mean to have a good/bad body image?
2. What are the beauty standards being enforced through media?
3. What is a healthy body shape?
4. What are healthy eating habits?
5. What is an unhealthy body image?
6. How can body image affect personal health?
7. Does Body Image cause eating-disorders?

Worksheet 4

Questions for Personalisation

Binary opposition 1: Should we change our diet to achieve the body image that society and the media define as perfect even if we have healthy and balanced eating habits?

4b. Personalization

1. Think about the scene that you prepared:
 - a. what did you feel in your role?
 - b. what affects our image of ourselves?
 - c. in what ways can you improve your body image?
2. Think about the scenes prepared by your colleagues:
 - a. what did you feel about each one of the characters?
 - b. what do you think it needs to change?

Worksheet 5

Questions to explore in small groups

Binary opposition 2: Should we change our body appearance to impress our friends even if we have a positive body image of ourselves? Do you think your friends will like you most if you look different?

3a. Discussion

1. Why is having a positive body image important?
2. What is the perfect body image?
3. How can you improve your perception related to your body image?
4. What Causes Negative Body Image?

Worksheet 6

Questions for Dialectical Discussion

Binary opposition 2: Should we change our body appearance to impress our friends even if we have a positive body image of ourselves? Do you think your friends will like you most if you look different?

4a. Dialectical discussion to explore

1. How can body image and self-esteem directly influence each other (and your feelings, thoughts, and behaviours)?
2. What does poor body image mean?
3. How does your body image affect the way you related to others?
4. Do you think your friends will like you most if you look different?

Worksheet 7

Questions for Personalisation

Binary opposition 2: Should we change our body appearance to impress our friends even if we have a positive body image of ourselves? Do you think your friends will like you most if you look different?

4b. Personalization

1. Think about the scene that you prepared:

- a. what did you feel in your role?
- b. what would you do differently?
- c. How can I promote my body acceptance?

2. Think about the scenes prepared by your colleagues:

- a. what did you feel about each one of the characters?
- b. what do you think it needs to change?