Beyond Images:
Weaving body image into the classroom

teaching, inspiring, growing, thinking
Agenda

Welcome and Introductions

Here’s What:
What is body image, how do we define it?

So What?:
Why bother teaching about the issue?
Is there a place for this issue in the classroom?

Now What?:
Where do we go from here?
Who Are We?

Heather:
- federation released officer
- wife and mother
- education advocate
- experienced in issues of BI
- sensitive
- humourous
- curriculum writer
- facilitator

Helen:
- passionate educator
- life-long learner
- in a state of constant reflection
- questioner
- critical thinker
- analytical
- listener
- curriculum writer
- facilitator
Here’s What

What is body image?
How do we define it?
How do the body image experiences of students impact my teaching?
What is body image?

“Body image is the mental picture you have of your body - what it looks like, what you believe about it, and how you feel about your body. Self-esteem is the "real" opinion you have of yourself. how you value and respect yourself as a person. Your self-esteem has a direct effect on how you take care of yourself, emotionally, physically and spiritually. Self-esteem and body image also exert influences on each other - it is hard to feel good about yourself if you hate your body!”

- nedic.ca
What Is “Health at Every Size”?

Deb Burgard, Ph.D

The Health at Every Size (HAES) approach to eating and weight issues differs from a conventional treatment model in its emphasis on self-acceptance and healthy day-to-day behaviours, whether weight changes or not. Letting go of the goal of weight loss has made HAES controversial in a society where the pursuit of thinness is an unquestioned prescription for health and happiness. But many of the clinicians who have evolved the HAES approach have seen the devastating consequences of the pursuit of thinness in individuals with eating disorders, and find it hypocritical to prescribe for heavier people what we diagnose as eating disordered behaviour in thin ones.

What does Health at Every Size stand for?

1. **Enhancing health** - attending to emotional, physical and spiritual well being, without focussing on weight loss or achieving a specific “ideal weight”.
2. **Size and self-acceptance** - respecting and appreciating the wonderful diversity of body shapes, sizes and features (including one’s own!), rather than pursuing an idealized weight, shape or physical feature.
3. **The pleasure of eating well** - eating based on internal cues of hunger, satiety, and appetite, individual nutritional needs and enjoyment, rather than on external food plans or diets.
4. **The joy of movement** - encouraging all physical activities for the associated pleasure and health benefits, rather than following a specific routine of regimented exercise for the primary purpose of weight- loss or management.
5. **An end to weight bias** - recognising that body shape, size and/or weight are not evidence of any particular way of eating, level of physical activity, personality, psychological issue or moral character; confirmation that there is beauty and worth in EVERY body.

*(written by Ellen Shuman and Karin Kratina)*
What is an inclusive curriculum?

• It is not a separate subject a teacher presents in isolation, therefore, cannot be timetabled into hours or periods of the day.
• It is a way of thinking that includes everyone in the learning and teaching process.
• The goal of an inclusive curriculum is to create a learning environment that reflects, affirms, and validates the diversity and complexity of human experiences.

Think about:
• Whose voices are present?
• Whose voices are absent?
• What and whose knowledge is recognized?
• How is it recognized?
• Do resources acknowledge all people and perspectives?
• What assessment and evaluation tools will be most equitable?
• How can we create a classroom and a school climate that supports and welcomes the diversity of all students, staff and community members?
• How can the knowledge and experience of families and the general community be valued and reflected in our curriculum?
• Is a variety of methods used to ensure that all students are engaged in learning?
So...
what about the issue of
body image?
Reflecting and Challenging our Biases

• What is your bias?

• How are you affected by the issue of body image?

• How does your language affect those around you?

• Are you ready to challenge the misconceptions and myths?
How do YOU feel?

The problem isn't with your body, the problem is what you think of it... And what you think of yourself.
It's not our bodies that need changing. It's our attitudes.

Healthy is an outfit that looks different on everybody.


Your body is not wrong. Society is. Need to be skinny for summer.
10 STEPS TO POSITIVE BODY IMAGE

1. Appreciate all that your body can do.

2. Keep a top-10 list of things you like about yourself -- things that aren’t related to how much you weigh or what you look like.

3. Remind yourself that “true beauty” is not simply skin-deep... Beauty is a state of mind, not a state of your body.

4. Look at yourself as a whole person... choose not to focus on specific body parts.

5. Surround yourself with positive people.

6. Shut down those voices in your head that tell you your body is not “right” or that you are a “bad” person.

7. Wear clothes that are comfortable and that make you feel good about your body.

8. Become a critical viewer of social and media messages.

9. Do something nice for yourself -- something that lets your body know you appreciate it.

10. Use the time and energy that you might have spent worrying about food, calories, and your weight to do something to help others.

Body Image and Junior/Intermediate Students

What are some of the developmental and social influences students experience?
Health

Physical Health

Physical Activity

Mental Health

Nutritional

Body Image

Positive

Choices

Self Esteem

Jan Moxey, Executive Staff,
Professional Services
So What?

Why bother teaching about the issue?
Is there a place for this issue in the classroom?
Why focus on Body Image?

For Better or For Worse

BODY IMAGE... Why is EVERYONE so OBESSED with BODY IMAGE?

WE SHOULD JUDGE OURSELVES AND OTHERS BY WHO WE ARE INSIDE! NOT BY LOOKS OR SHAPE OR WEIGHT, FOR HEAVEN'S SAKE!

WHERE DOES IT COME FROM?... WHEN DOES IT START?

MOM... Would I look too FAT in this OUTFIT?
Watching Our Words...

Good - Healthy
• carrots
• apples
• cereal
• lettuce
• chicken
• cucumbers
• orange juice

Bad - Unhealthy
• cake
• chocolate bar
• pop
• candy
• granola bar
• popcorn
• chips
Reflecting on the Stories

- Student monitoring teacher diet
- Venn diagrams of good and bad foods
- Student snacks
- SNACK DAY!
- Staff room banter
Now what?

Beyond Images- a curriculum resource for Grades 4-8
Critical Media Literacy

Why are critical media literacy skills important for students to develop? How do they link to positive body image development?
MORE than half of children report being involved in appearance based bullying. Be part of the solution.

A positive body-image can lead to better self-esteem, emotional stability, happiness and confidence in children.

TEACHER ADVANTAGES: a comprehensive media literacy curriculum written by teachers that includes:
- Lesson objectives
- Lesson plans and contemporary mixed media examples
- Student worksheets
- Evaluation rubrics
- Curriculum outcomes matched for all provinces
- Free!

Beyond Images helps students understand how and why media messages are constructed — and then learn to make their own.

Beyond Images explores current concepts of what it means to ‘fit in’.

Join us on this journey of self-discovery and build understanding and resilience towards negative messaging in students and in the schoolyard.

Beyond Images meets students where they’re at and takes them further.

Developed by the National Eating Disorder Information Centre (www.nedic.ca)
Beyond Images is generously supported by the Dove Self-Esteem Project.
Grade Four

Positive relationships and friendships
Positive self-esteem
Standing up

This unit allows students to celebrate their uniqueness and talents. This leads into an exploration of what being a good friend means, and how we can build positive relationships with others through inclusion and kindness.

Students think critically about how to build positive self-esteem and share positive messages through a blog, poetry, chants, raps, etc.
This unit focuses on language, specifically through PSAs and the impact that these advertisements have on shaping views of ourselves and strengthening our self-image and self-esteem. So many messages engulf our students, and it is important to have the students critically examine the voices that deliver those messages and what they represent.

Through different tasks, students create art pieces, and write letters, allowing them to reinforce their learning. By providing opportunities for students to examine magazine ads, create slogans of their own, and writing letters, students build critical thinking skills both by analyzing media and by creating it.
Media encompasses a wide variety of forms in which communication takes place. People make media messages to inform, entertain, and/or persuade for political, commercial, educational, artistic, moral and/or other purposes.

Students will have the opportunity to think critically about media through the exploration of some of the typical images presented in magazine advertisements that may influence how society views beauty ideals.

They will then consolidate their learning by creating an eight-page layout for a magazine aimed at promoting positive body-image and self-esteem in children in younger grades.
Grade Seven

Redefining appearance ideals
Creating a counter-narrative

This unit focuses on the big idea of empowering students to redefine appearance ideals, allowing students the opportunity to reflect on the theme of beauty, and having them build a counter-narrative to the portrayal of appearance ideals in the world around them.

Students explore three key questions:

• What is beautiful?

• Who defines appearance ideals?

• How are appearance ideals represented to us?
Grade Eight

Critical analysis of media
Positive self-image
Making a difference

Students consolidate their ideas about body-image, media, and championing a positive self-image, to determine how they share themselves with others. They review and analyze positive and negative images used in different media. To culminate their learning, they use an online tool to create a visual presentation that represents their true self and how they make — or would like to make — a difference in their world.
Curriculum Resources

- **NEDIC**: [http://www.nedic.ca/](http://www.nedic.ca/)
Body Image and Self-Esteem CONFERENE

Thursday May 11 & Friday May 12, 2017
Chestnut Conference Centre, Toronto
Please remember...

you are not a size.
you are not a weight.
you are not a colour.
you are not an age.
you are not a trophy.
you are not a doll.
you are not stupid.
you are not an image.
you are not an advert.
Thank you for joining us!

If you would like to contact us, please email:

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