

Beyond Images

**An Introduction to the Grade 4-8 Curriculum
With Heather and Helen**

About your presenters

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Heather:

- special education contained class teacher
- 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

Why is everyone so obsessed with body image?

For Better or For Worse

BODY IMAGE... WHY IS EVERYONE SO OBSESSED WITH BODY IMAGE?

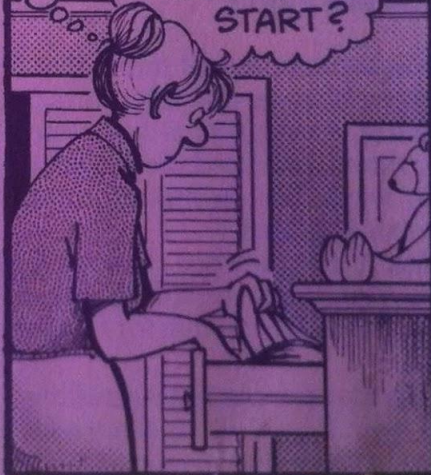


WE SHOULD JUDGE OURSELVES AND OTHERS BY WHO WE ARE INSIDE! NOT BY LOOKS OR SHAPE OR WEIGHT, FOR HEAVEN'S SAKE!



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



MOM... WOULD I LOOK TOO FAT IN THIS OUTFIT?



Media Analysis and Integration: The ABCs of Brands



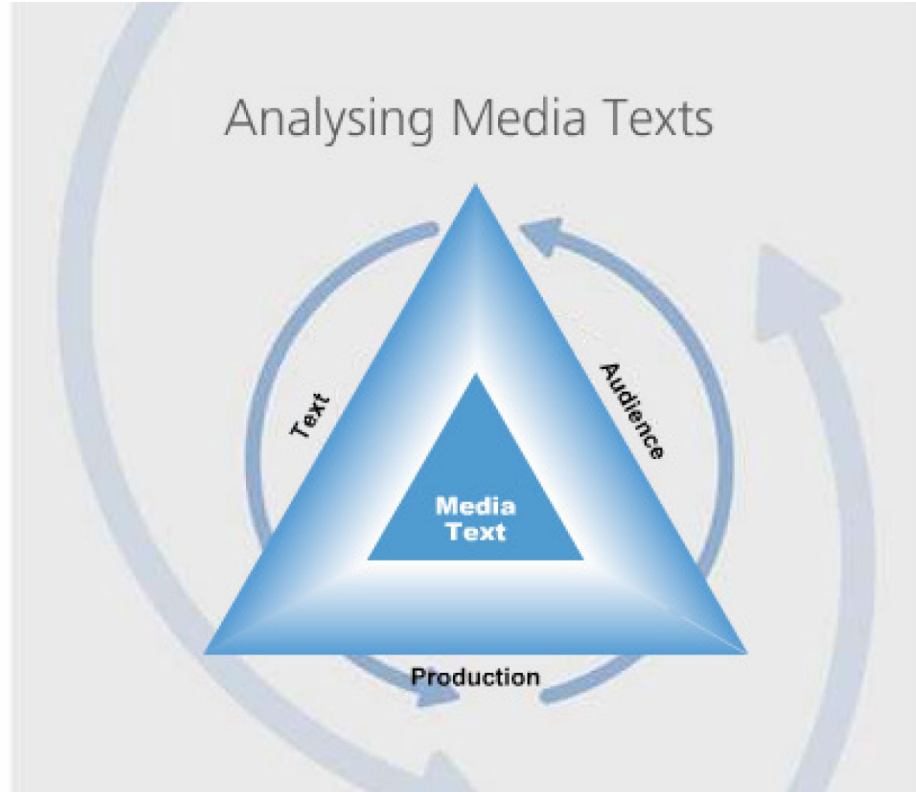
Five Core Concepts

Five Core Concepts and Questions

Core Concepts*		Key Questions
1.	Constructions All media messages are constructions.	<i>How is the message constructed? How well does it represent reality?</i>
2.	Beliefs and Values The media messages contain beliefs and value messages.	<i>What values, lifestyles, or points of view are represented in or omitted from this media message?</i>
3.	Audience Each person interprets a message differently.	<i>How might others understand this message differently?</i>
4.	Intent Media messages serve commercial, social, and/or political interests.	<i>Who created this media message and why?</i>
5.	Form Each medium has its own language, style, form, techniques, conventions, and aesthetics.	<i>What techniques are used and why?</i>

* An alternative "8 key concepts" model can be found at:
http://www.media-awareness.ca/english/teachers/media_literacy/key_concept.cfm

Media Triangle



*How do we use
media to teach an
issue
and how do we use
the issue to teach
media?*



Body Image

What is body image?

How do we define it?

How do the body image experiences of students impact my teaching?

Contrary to what you see
in the media



We are not all
supposed to look the same.

www.facebook.com/notadiet

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!”

Body Image

An individual's beliefs, thoughts, and attitudes towards his/her body and body parts.



How we think others see us

What we believe about our bodies

How we feel about the way we look, or how parts of us look

Stages and Influences

Developmental Stages

Ages 4-7

Physical Concept begins to form

Ages 8-10

Gender differences and importance of looks emerges

Ages 11-14

Pubertal changes and dieting/body changing rituals form

Social Influences

- Family

- School

- Peers

- Media



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?*

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.



medic

beyondimages
a self-esteem and body image curriculum

About

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GRADES

4-8

LESSONS

20+

COST

\$0

Free, fun and foundational.
Beyond Images fills a gap in
media literacy curricula
nationally.

Poor body image in youth leads to individuals not voicing an opinion and avoiding academic, social and economic opportunities. Building resilience in youth is key to helping them achieve a more positive body image and strong self-esteem.

DID YOU KNOW

25% of boys & 30% of girls
between 10 & 14 years old diet
despite being a healthy weight?

beyondimages.ca

Free, fun and
foundational:
20 lesson plans
for Grades 4 to 8



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.



Grade Five

Purpose of advertisements

Analyzing media

Strengthening their own sense of self-worth
and self-image

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.

Grade Six

Analysis of media through magazines
Promoting positive body image (to younger students)

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.

**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.

Closure



