

Beyond Images

An introduction to NEDIC's
Grade 4-8 Body Image and
Self-Esteem Curriculum

KIDS...

let's listen to their voices



Why is everyone so obsessed with body image?

For Better or For Worse

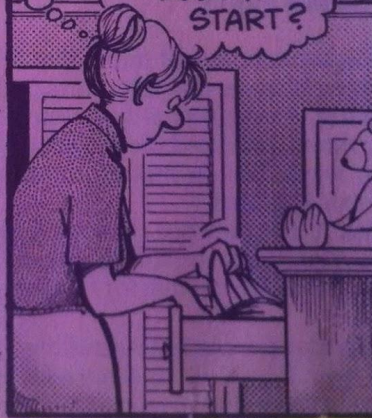
BODY IMAGE...WHY IS EVERYONE SO OBSESSED WITH BODY IMAGE?



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



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



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



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About your presenters

Heather:

- special education contained class teacher
- wife and mother
- education advocate
- experienced in issues of BI
- curriculum writer
- Facilitator

Currently teach Junior Communications Class at Whitehorn P.S., in Peel DSB

Helen:

- teach and lead from an anti-racist, anti-oppressive stance
- critical, analytical thinker
- passionate
- reflective
- listener
- facilitator

Currently teach Grade 7/8 at Silver Springs PS, in the TDSB



thankful
↔ & ↔
grateful

"First of all, why are we even talking about our bodies? Why aren't we talking about the fact that we're in a world crisis or what can we do to help other people?" says Sturino.

'COVID-15'

Me in Quarantine



When none of your jeans fit after being quarantined so now you have thigh high boots.



So, after this quarantine... will the producers of My 600 Pound Life just find me...or do I call them...or how will this work?

Stepped on my scale this morning and it said: Please use social distancing, one person at a time. 🤔🤔

Week 2 of quarantine got me like



Day 5 in quarantine:



I'm either coming out of this quarantine 50 lbs lighter or 100 lbs heavier only time will tell 🤔

You may be social distancing from your refrigerator, I'm social distancing from my scale. #quarantine15

tested positive for having a fat ass 🤔

I have bad news everyone, someone has posited positive for (COVID-19) in our apartment & her name is SCALE & she has been quarantined in another room where no one can touch or use her for the next few months.

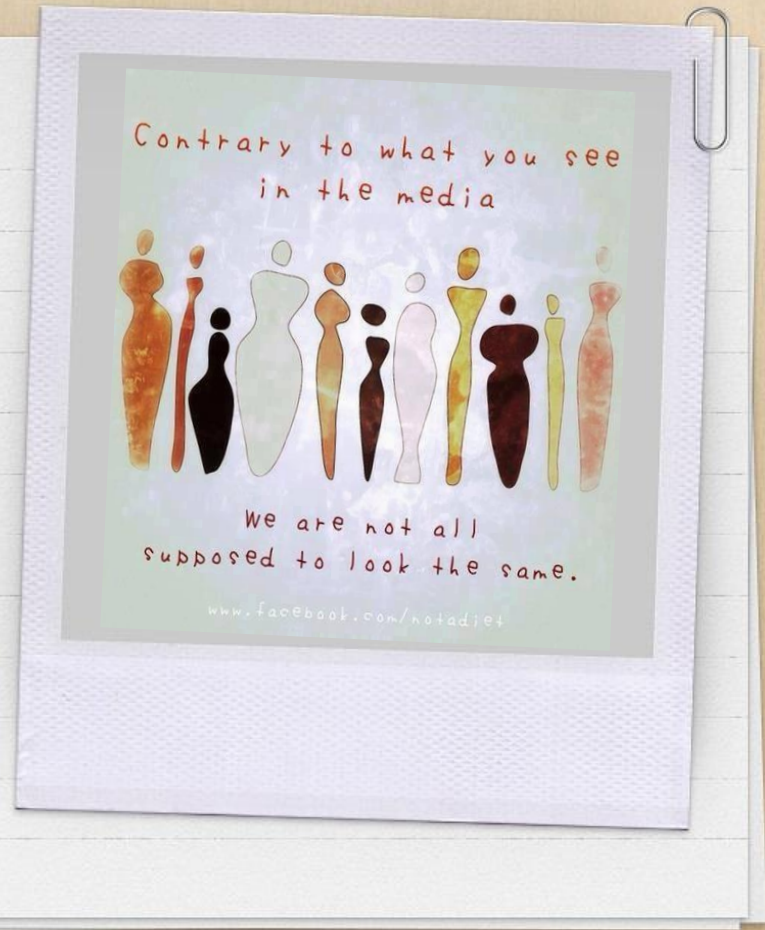
due to coronavirus my summer body will be postponed until 2021. Thank you for understanding

quarantine 15 is the new freshman 15

My Body Should Not Be Your New Favorite Coronavirus Quarantine Punchline

Everyone Is Terrified of Getting 'Quarantine Fat' and Just Enough Already

What is body image?
How do we define it?
How do the body image
experiences of children
impact them, and
impact us, as the adults
in their lives?



“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 Body Image?

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



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



Media Analysis and Integration: Environmental Print



Being critical of the media

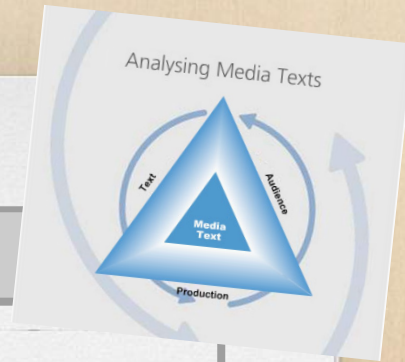
Why are critical media literacy skills important for children to develop?

How do they link to positive body image development?



Critical Media Analysis

Core Concepts	Key Questions
Constructions: All media messages are constructions.	<i>How is the message constructed? How well does it represent reality?</i>
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>
Audience: Each person interprets a message differently.	<i>How might others understand this message?</i>
Intent: Media messages serve commercial, social, and/or political interests.	<i>Who created this media message and why?</i>
Form: Each medium has its own language, style, form, techniques, conventions, and aesthetics.	<i>What techniques are used and why?</i>



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and Just Enough Already

Health at Every Size

The Health at Every Size (HAES) philosophy focuses on letting go of the rigid and unrealistic expectations of restrictive eating behaviours. Rather, HAES encourages:

- 1) **Enhancing health-** focusing on emotional, physical and mental health without a focus on achieving a "specific weight"
- 2) **Size and self-acceptance-** respecting and appreciating various body shapes and sizes (including one's own)
- 3) **The pleasure of eating well-** eating based on individual nutritional needs and enjoyment
- 4) **The joy of movement-** encouraging all sorts of physical movement
- 5) **An end to weight bias-** recognizing and confirming that there is beauty and worth in EVERY body

Home » What Is "Health at Every Size"?

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-** recognizing 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 Kratzke)

Health is not just about
what you're eating
It's also about
what you're thinking
and saying



THE "FOOD FOR THOUGHT" PYRAMID

How to REALLY enhance your health - Laura McKibbin, LICSW

www.food-for-thought-pyramid.com

Nutritional advice

Use Sparingly
(instead, rely on
internal cues)

*Humor,
Optimism, Play*
2-3 Servings

*Relationships &
Social Support*
(people, pets)
3-5 Servings

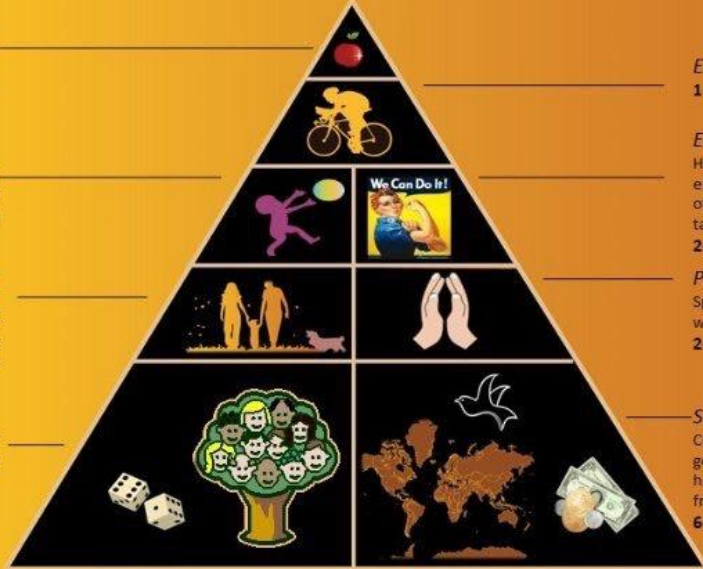
Genetics, Luck
6-11 Servings

Exercise
1 Serving

Emotional Resilience
Healthy management and
expression of anger and
other emotions, ability to
take action
2-3 Servings

Purpose & Meaning
Spirituality, altruism, contact
with nature, forgiveness
2-4 Servings

Socioeconomic Factors
Country of birth, race,
gender, income, access to
healthcare, Freedom
from violence
6-11 Servings



Sources: Dean Ornish, Jon Kabat-Zinn, Bernie Siegel, The Buddha, Gloria Steinem, Viktor Frankl, Glenn Gaesser, Mother Teresa, Martin Seligman, Jesus of Nazareth, Jon Robison, Larry Dossey, Jean Baker-Miller, the World Health Organization, my Mom, your gut intuition.

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Moving beyond
food and exercise
in understanding
how to REALLY
enhance your
health.

Reflecting and Challenging our Biases Towards Food and Bodies

- 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?



WATCHING OUR WORDS...

Good - Healthy

- carrots
- apples
- cereal
- lettuce
- chicken
- cucumbers
- orange juice

Bad - Unhealthy

- cake
- chocolate bar
- pop
- candy
- granola bar
- popcorn
- chips

HEALTHY
IS AN OUTFIT
that looks different
ON EVERYBODY

The problem isn't
with your body,
the problem is
what you think
of it...

And what you think
of yourself.



How do YOU feel?!

It's not our bodies that need changing.
It's our attitudes.



FALL IN LOVE
WITH TAKING
CARE OF YOURSELF.
MIND-BODY-SPIRIT.

your body
is not
wrong.
SOCIETY IS.

need to be
~~skinny~~ ^{body positive} for
~~summer~~ ^{always}.

celebrating
our natural sizes



What is an inclusive curriculum?

Think about:

- ❑ It is a way of thinking that includes everyone in the learning and teaching process.
- ❑ Creating a learning environment that reflects, affirms, and validates the diversity and complexity of human experiences.

- *How can we create a classroom /school climate (or home 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?*
- *Are a variety of methods used to ensure that all students are engaged in learning?*

nedic beyondimages
a self-esteem and body-image curriculum

About Donate Access Curriculum

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

GRADES	LESSONS	COST
4-8	20+	\$0

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

[illegible]

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 4

Positive relationships and
friendships
Positive self-esteem
Standing up

The best parts of ME!

Some kids might say that I'm too tall
But adults always tell me I'm too small.

Some have said on my face too many dots
But my mom calls my freckles, my power spots!

Running and dancing aren't sports that I like,
But I'm faster than the wind when I'm on my bike.

I wonder sometimes what other people see
But then I remember, it's the best parts of me!



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 5

Purpose of advertisements

Analyzing media

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

Be Yourself!



See what the buzz is all about!



Don't follow the swarm, go your own way!

Public Service Announcements

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 6

Analysis of media through
magazines

Promoting positive body image
(to younger students)

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 7

Redefining appearance ideals
Creating a counter-narrative

Everything has
beauty, but not
everyone sees it.

-Confucius

Beauty is not in
the face; beauty
is a light in the
heart.

-Kahlil Gibran

WHAT ARE OUR PERCEPTIONS?

Though we travel the
world over to find
the beautiful, we
must carry it with
us or we find it not.

-Ralph Waldo Emerson

The best and most
beautiful things in
life cannot be seen
or touched, they are
felt in the heart.

-Helen Keller

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.

Grade 8

Critical analysis of media

Positive self-image

Making a difference

Three Rs of Responsible Media

1. **Reliable:** Can the information the media text conveys and the depictions the media text provides be relied upon? Does the media text state or make obvious its intent, purpose, and bias? Can the media text be trusted?
2. **Respectful:** Does the media text treat its subject(s) and its readers/viewers/listeners/handlers with fairness, decency, and respect, even if it is critical or satirical?
3. **Representative:** Does the media text offer an inclusive portrayal of its subjects? If not, does it explain why it doesn't?



Ideas for Families

Teach children that their self-worth is NOT related to how they look

Emphasize the positive aspects of eating

Do not use food as a reward or punishment

Encourage children to take responsibility for their own learning

Live with a positive attitude to body image,
not with a focus on food and weight

Model a healthy lifestyle

Encourage self-awareness and critical thinking skills

Be aware of advertising and toys aimed at children

Videos from DOVE

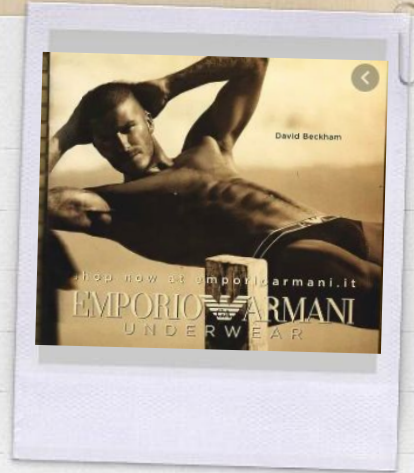
Using videos such as these, as discussion starters, is a great way to integrate thinking critically about the issues our children face. While Dove's ads focus primarily on girls, using them to talk about the issues of media bombardment, unrealistic body ideals, and the importance of body positivity are definitely themes that transcend boundaries of all intersectionalities of our identities.



And what about the boys?

Body image has been an issue for girls for a long time.

We are now seeing increased body dissatisfaction amongst boys as they struggle for that “perfect” body of six-packs and muscular builds.



"What matters is how we
talk to kids about bodies."
Dr. Angela Grace



IMAGINE IF
WE OBSESSED
ABOUT THE
THINGS WE
LOVED ABOUT
OURSELVES.

Do
YOU
have a
positive body
image?

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.

Source: National Eating Disorder Association.

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.

Please remember...



Thank you for joining us!

If you would like to contact us, please email:

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