

Name of Program: Is that REALLY what I look like?

Target Audience: All Grade Levels

Strategy for Implementation: Presentation, Group Discussion w/ Activity

Time of Year to Implement: 2nd semester

Relevant Learning Goal: # 4 Intrapersonal Intelligence

- Students will explore personal values and identity
- Students will identify ways to support their emotional wellness

Specific Lesson Outcomes:

- Students will take an honest look at themselves and how they view their body.
- Students will review the some of the difficulties of maintaining a positive body image and damaging effects of negative body image
- Students will learn some benefits of positive body image and sources to reach out to for continuing their journeys
- Students will hear others' experiences with body image to learn from them and/ or use an activity to encourage each other to view themselves positively.

Purpose: Students are at a very fragile time in their lives. With so much change they're experiencing along with so much stigma and pressure to combat, it can be very difficult to maintain a positive sense of self-worth; especially when it comes to their physical appearance. The intention is to help students learn to manifest and maintain a positive body image.

Planning and Preparation: Review the information provided and gather necessary supplies-

1 Hand-mirror for each student or a full body photo of each student

Dry-erase markers if using mirrors; regular markers if photos

Sticky notes (small/ flags)

[Body Image PPT](#) (optional)

**When gathering input from students feel free to use a word cloud site or poster in lieu of sole communication for more interaction; especially if implemented virtually. (Word cloud sites could also be great for in-person anonymity too!)

Introduction: Either in a word cloud, poster, or discussion have students talk use describe themselves. What kinds of words are they using? Now ask them to specifically describe things specifically about their bodies. Has the tone changed at all? Whether it did or not ask them why they feel that way about themselves. Now introduce the topic of body image.

**This can be a very difficult topic for some students depending on current or previous struggles and experiences. Be sure to let them know if they are uncomfortable or need to excuse themselves at any time they are free to do so! Look out for any students who might need to follow-up after with an RC or a counselor.

Body: (Below is the intended general flow/ discussion points. Feel free to also utilize the powerpoint linked above for more detail/ structure):

Discussion question- How do you feel about your body? Anything you would change? Why/ why not?

Explain/ define body image and its 4 aspects

Deeper dive on the 4 aspects

Discussion question- Which aspect has played the biggest role in your body image and why?

Open up the discussion to include less represented groups when it come to this topic (males/ LGBTQ+)

Discussion question- Who do you typically think of as struggling with body image? How might that be impacting body image as a whole?

Looking at the negative effects of body image and some serious result of prolonged lack of treatment/ intervention

Discussion question- What might be some healthy ways to intervene for someone or yourself?

Ways that people can seek help and positive habits they can incorporate

Examine what having a positive body image can do for you

Discussion question- What are some ways you can promote positive body image?

Activity: (Positive Self-Reflection)

** Feel free to edit this activity to better fit your group or skip it altogether for discussion and/ or the video(s) in the presentation.

- Group students in groups of 2-4; preferably people they're more comfortable with.
- Give each student a photo of themselves or a hand mirror. Give the students a few minutes to list off as many things about themselves as they can, good and bad.
- After the time has elapsed have them pass their mirror/ picture to their partner or around to the next member of their group.
- After the switch, instruct the students to try and emphasize/ add more positivity to any positive notes and use the sticky notes to re-brand the negative ones. Give them the same amount of time for pairs or divide time by the number of students in a group. Ensure there is enough time for each person more than sticking to a definite amount of time.
- Once the original mirror/ picture makes it back to the owner, have the students take some time to read over their positive pictures/ mirrors.
- Have students post it up in their room and reference this over a period of time (week, month, quarter, etc).
- Follow up with students when time has elapsed to see if their positive message mirrors/ pictures have helped them and why or why not.

Conclusion: Have students reiterate the importance of self-love and a positive body image. Have they learned anything new and/or taken anything away from this program? Whether you choose to do the activity or not, be sure to have a follow-up to see if they are able to maintain a new practice for positive body image.