

Body Image Resources with links to curriculum

Learning Block: Healthy and Physical Education

Strand: Healthy Living

Grades	Curriculum Objectives covered	
	DOVE: Confident Me (5 session program)	NEDIC: Beyond Images
Grade 4	1.2 (Personal Skills) C1.5 (Human Development and Sexual health)	1.3, 1.4 (Interpersonal Skills) C1.3 (Personal Safety and Injury Prevention)
Grade 5	C1.3, C2.4 (Human Development and Sexual Health) C2.2, C3.2 (Personal Safety and Injury Prevention) C3.1 (Healthy Eating)	1.3 (Interpersonal Skills) 1.5 (Critical and Creative Thinking) C1.1, C2.2, C3.2 (Personal Safety and Injury Prevention) C3.1 (Healthy Eating)
Grade 6	1.1 (Personal Skills) 1.3 (Interpersonal Skills) C1.3 ,C2.5, C2.6, C3.3 (Human Development and Sexual Health) C2.3 (Personal Safety and Injury Prevention)	1.3 (Interpersonal Skills) 1.5 (Critical and Creative Thinking) C1.3, C3.3 (Human Development and Sexual Health)

DOVE Confident Me: 5 session program

Dove Session	Curriculum Expectations
<p>1. Appearance Ideals</p> <ul style="list-style-type: none"> Understand the concept of appearance ideals and where pressure to achieve them comes from. Recognize the pressures caused by trying to match appearance ideals, and the impact this has on their everyday lives. Develop strategies to challenge appearance ideals, resist appearance pressures and build body confidence. <p>2. Media Messages</p> <ul style="list-style-type: none"> Build media literacy, exploring how images and messages from advertising to cinema and social media, are often manipulations of the truth. Understand that it is pointless to compare themselves to images in media because the images often promote appearance ideals in order to sell us products and service. Generate ways they can challenge and reject media images and messages that promote appearance ideals. <p>3. Confront Comparisons</p> <ul style="list-style-type: none"> Understand that comparing looks to individuals and media images is automatic and part of human nature. Identify the ways in which the process of comparing looks often has negative consequences for themselves and their friends. Develop new ways to respond to comparison situations that have positive outcomes for themselves and people around them. 	<p>Grade 4:</p> <p>Personal Skills (PS)</p> <p>1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Healthy Living: describe how being aware of their feelings can help them adjust to physical and emotional changes at puberty).</p> <p>Human Development and Sexual Health</p> <p>C1.5 describe the physical changes that occur in males and females at puberty (<i>e.g., growth of body hair, breast development, changes in voice and body size, production of body odour, skin changes</i>) and the emotional and social impacts that may result from these changes [PS]</p> <hr/> <p>Grade 5:</p> <p>Human Development and Sexual Health</p> <p>C1.3 identify the parts of the reproductive system, and describe how the body changes during puberty [PS]</p> <p>C2.4 describe emotional and interpersonal stresses related to puberty (e.g., questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices), and identify strategies that they can apply to manage stress, build resilience, and enhance their mental health and emotional wellbeing (e.g., being active, writing feelings in a journal, accessing information about their concerns, taking action on a concern, talking to a trusted peer or adult, breathing deeply, meditating, seeking cultural advice from elders) [PS]</p> <p>Personal Safety and Injury Prevention</p> <p>C2.2 demonstrate the ability to deal with threatening situations by applying appropriate living skills (e.g., personal skills, including self-monitoring and anger management; interpersonal skills, including conflict resolution skills; communication skills, including assertiveness and refusal skills) and safety strategies (e.g., having a plan and thinking before acting; looking confident; being aware of their</p>

<p>4. Banish Body Talk</p> <ul style="list-style-type: none"> Understand what is meant by body talk, and why people engage in conversations about appearance. Recognized the problems body talk can cause and developed strategies to challenge the use of body talk. Committed to taking action to build their body confidence. <p>5. Be the Change</p> <ul style="list-style-type: none"> Understand the concept of appearance ideals and where pressure to achieve them comes from. Make a commitment to act as a Body Confidence Champion and to champion change for themselves. Celebrate their new role as Body Confidence Champions and develop a plan to champion body confidence in their community. 	<p>surroundings and of people’s body language, tone of voice, or facial expressions; seeking help; drawing on cultural teachings, where appropriate, to analyse situations and develop responses) [PS, IS, CT].</p> <p>C3.2 explain how a person’s actions, either in person or online, can affect their own and others’ feelings, self-concept, emotional well-being, and reputation (e.g., negative actions such as name calling, making homophobic or racist remarks, mocking appearance or ability, excluding, bullying, sexual harassment [including online activities such as making sexual comments, sharing sexual pictures, or asking for such pictures to be sent]; positive actions such as praising, supporting, including, and advocating) [PS, IS]</p> <p>Healthy Eating</p> <p>C3.1 describe how advertising and media influences affect food choices (e.g., TV commercials, product packaging, celebrity endorsements, product placements in movies and programs, idealized body images in movies and programs, magazine articles promoting fad diets), and explain how these influences can be evaluated to make healthier choices (e.g., critically examining the reasons for celebrity endorsements or the plausibility of product claims, checking whether there is information in the advertisement that verifies the claims, asking for information about product ingredients and nutrients, critically examining the reality and healthiness of idealized body images in the media, evaluating diet plans against accepted nutritional criteria such as those used in Canada’s Food Guide) [CT].</p>
---	---

Grade 6:

Personal Skills

1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Healthy Living: reflect on how their body image affects their self-concept, and identify other factors, including acceptance by others, that influence their sense of themselves).

Interpersonal Skills (IS)

1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: use encouraging words to support other students when being active; Healthy Living: describe what verbal and non-verbal signals could be used to send messages to others about how you feel about them).

Human Development and Sexual Health

C1.3 identify factors that affect the development of a person's self-concept (e.g., environment, evaluations by others who are important to them, stereotypes, awareness of strengths and needs, social competencies, cultural and gender identity, support, body image, mental health and emotional well-being, physical abilities) [PS]

C2.5 describe how they can build confidence and lay a foundation for healthy relationships by acquiring a clearer understanding of the physical, social, and emotional changes that occur during adolescence (e.g., **physical:** voice changes, skin changes, body growth; **social:** changing social relationships, increasing influence of peers; **emotional:** increased intensity of feelings, new interest in relationships with boys or girls, confusion and questions about changes) [PS]

C2.6 make informed decisions that demonstrate respect for themselves and others and help to build healthier relationships, using a variety of living skills (e.g., personal and interpersonal skills; critical and creative thinking skills; skills based on First Nation, Métis, and Inuit cultural teachings).

C3.3 assess the effects of stereotypes, including homophobia and assumptions regarding gender roles and expectations, sexual orientation, gender expression, race, ethnicity or culture, mental health, and abilities, on an individual's self-concept, social inclusion, and relationships with others,

and propose appropriate ways of responding to and changing assumptions and stereotypes [PS, CT]

such as medicine wheel teachings connected to the four colour or seven grandfather teachings, or other cultural teachings) [IS, CT]

Personal Safety and Injury Prevention

C2.3 apply personal skills and interpersonal skills (e.g., self-awareness and self-management skills, including anger management; communication skills, including listening skills and assertiveness skills) to promote positive interaction and avoid or manage conflict in social situations (e.g., classroom groups, groups of friends, sports teams, school clubs) [PS, IS].

NEDIC Beyond Images: A Self-Esteem and Body Image Curriculum

NEDIC Lesson	Curriculum Expectations
<p>Lesson 1: My True Colours- Celebrating My Authentic Self</p> <ul style="list-style-type: none"> In this lesson, students will have the opportunity to celebrate their uniqueness and talents. They will explore the connection between colour and emotion, consider their own individual characteristics, and come to recognize how their “true colours” can contribute to their self-esteem. <p>Lesson 2: Friendship and Self-Esteem: A Two-Way Street</p> <ul style="list-style-type: none"> In this lesson, students will have an opportunity to consider both sides of friendship - what makes a good friend, and their responsibilities in being a friend, including the importance of communicating positively to build self-esteem in themselves and others. 	<p>Grade 4:</p> <p>Interpersonal Skills (IS)</p> <p>1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: use encouraging words to support teammates when playing in small groups; Healthy Living: identify what a bystander could do or say when someone calls another person names).</p> <p>1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members (e.g., Active Living: play fairly by maintaining self-control and sharing opportunities to play; Healthy Living: explain what they can do, when sending text messages or communicating online, to avoid saying something that they wouldn’t say face to face; identify some of the teachings of First Nation, Métis, or Inuit cultures that can help them strengthen their own relationships).</p> <p>Personal Safety and Injury Prevention</p> <p>C1.3 describe various types of bullying and abuse (e.g., social, physical, verbal), including bullying using technology (e.g., via e-mail, text messaging, chat rooms, websites), and identify appropriate ways of responding [IS].</p>

Lesson 3: Friendship and Taking a Stand

- Students will examine the consequences that can occur when they have trouble with friends. They will explore what constitutes bullying behaviour and strategies for responding to bullying. Students will have the opportunity to consider the purpose, audience, and point of view of messages in the world around them, then create a message that demonstrates how to be the kind of friend who includes others and stands up for those who are being excluded or bullied.

Lesson 4: Blogging for Friendship and Self-Esteem

- In this lesson, students will investigate self-esteem quotes and sayings and add a quote and a picture of their choice to a class slideshow. They will choose a topic from the lessons studied to write a rap/chant/poem that celebrates their positive self-esteem and their learning. These pieces will be posted with the slides or on their own in posts on the class *Friendship and Self-Esteem* blog.

<p>Lesson 1: The Message IS the Medium</p> <ul style="list-style-type: none"> In this lesson, students will have the opportunity to explore the differences between a public service announcement (PSA) and a for-profit-commercial. Within this understanding, students will be able to discuss and reflect on how advertising affects our body-image and self-esteem and create a message or slogan to share with others that might contradict mainstream media messaging on the topic. <p>Lesson 2: Names DO Hurt Me!</p> <p>In this lesson, students will view a short segment of two Public Service Ads (PSAs) that deal with the impact of name calling. This lesson focuses on the impact of language and how it can become ingrained as truth. While viewing the segments is critical, dissecting them afterward is vital to developing an understanding of the issue.</p> <p>Lesson 3: Discovering the Voices Within</p> <ul style="list-style-type: none"> In this lesson, students will have the opportunity to get into role and give voice to the girl and boy from the two PSAs in lesson. Using the drama strategies of writing in role and inner/outer circle, students will write from the perspective of each child. 	<p>Grade 5</p> <p>Interpersonal Skills (IS)</p> <p>1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: warn others and report to the teacher if any equipment is broken or unsafe to use; listen to their partner and share ideas; Healthy Living: practise using refusal skills if presented with choices or peer pressure regarding use of alcohol or tobacco).</p> <p>Critical and Creative Thinking (CT)</p> <p>1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (e.g., Active Living: make connections between being active and working towards personal fitness goals; Movement Competence: explain the idea of “healthy competition”, what it involves and what it should not involve, and how the presence or absence of those features might affect participation in physical activity; Healthy Living: describe how the media can influence their food choices).</p> <p>Personal Safety and Injury Prevention</p> <p>C1.1 identify people (e.g., parents, guardians, neighbours, teachers, crossing guards, police, older students, coaches, elders) and supportive services (e.g., help lines, 9-1-1, Telehealth, public health units, student services) that can assist with injury prevention, emergencies, bullying, and abusive and violent situations [PS].</p> <p>C2.2 demonstrate the ability to deal with threatening situations by applying appropriate living skills (e.g., personal skills, including self-monitoring and anger management; interpersonal skills, including conflict resolution skills; communication skills, including assertiveness and refusal skills) and safety strategies (e.g., having a plan and thinking before acting; looking confident; being aware of their surroundings and of people’s body language, tone of voice, or facial expressions; seeking help; drawing on cultural teachings, where appropriate, to analyse situations and develop responses) [PS, IS, CT].</p> <p>C3.2 explain how a person’s actions, either in person or online, can affect their own and others’ feelings, self-concept, emotional well-being, and reputation (e.g., negative actions such as name calling, making homophobic or racist remarks, mocking appearance or ability, excluding, bullying, sexual harassment [including online activities such as making sexual comments, sharing sexual</p>
---	---

Lesson 4: Sharing Our Messages

- In this lesson, students will have the opportunity to write letters to different industries associated with beauty - to fashion magazines, to cosmetic surgeons, to advertisers, to producers, etc. They have examined the importance of language and messaging and our own view of ourselves, and how we view and treat others. This lesson builds on what students have learned and focuses on body-image. Students will write letters to stakeholders in the beauty industries and share their thoughts about body-image and how it is portrayed.

pictures, or asking for such pictures to be sent]; positive actions such as praising, supporting, including, and advocating) [PS, IS].

Healthy Eating

C3.1 describe how advertising and media influences affect food choices (e.g., TV commercials, product packaging, celebrity endorsements, product placements in movies and programs, idealized body images in movies and programs, magazine articles promoting fad diets), and explain how these influences can be evaluated to make healthier choices (e.g., critically examining the reasons for celebrity endorsements or the plausibility of product claims, checking whether there is information in the advertisement that verifies the claims, asking for information about product ingredients and nutrients, critically examining the reality and healthiness of idealized body images in the media, evaluating diet plans against accepted nutritional criteria such as those used in Canada's Food Guide) [CT].

<p>Lesson 1: It's Not Just a Game- Body Image and Media</p> <ul style="list-style-type: none"> In this lesson, students will have an opportunity to consider the images portrayed by toys and games. Audience, purpose, and the impact of stereotypes on body-image and self-esteem will be explored by examining a variety of images related to toys and games. <p>Lesson 2: Games- From the Outside In</p> <ul style="list-style-type: none"> In this lesson, students will have an opportunity to explore the characteristics of board and video games and to consider the images and marketing techniques used for those games. Audience, purpose and the impact of stereotypes on body-image and self-esteem will be examined. Commercial advertising of games will be critiqued and analyzed. <p>Lesson 3: Thinking Outside the Box</p> <ul style="list-style-type: none"> In this lesson, students will have the opportunity to create a cover design for an existing game to attract a different audience than was intended by the game's manufacturer. In creating their game cover, students will try to attract a wider audience for the game, moving away from stereotypical images and making the game more inclusive. 	<p>Grade 6</p> <p>Interpersonal Skills (IS)</p> <p>1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: use encouraging words to support other students when being active; Movement Competence: communicate clearly when working together in small groups to create a movement sequence; Healthy Living: describe what verbal and non-verbal signals could be used to send messages to others about how you feel about them).</p> <p>Critical and Creative Thinking (CT)</p> <p>1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (e.g., Active Living: describe the steps that should be taken when responding to minor injuries; Healthy Living: describe what can be done to challenge stereotypes and assumptions, and to encourage respect for and acceptance of differences and inclusion of all people in social activities).</p> <p>Human Development and Sexual Health</p> <p>C1.3 identify factors that affect the development of a person's self-concept (e.g., environment, evaluations by others who are important to them, stereotypes, awareness of strengths and needs, social competencies, cultural and gender identity, support, body image, mental health and emotional well-being, physical abilities) [PS].</p> <p>C3.3 assess the effects of stereotypes, including homophobia and assumptions regarding gender roles and expectations, sexual orientation, gender expression, race, ethnicity or culture, mental health, and abilities, on an individual's self-concept, social inclusion, and relationships with others, and propose appropriate ways of responding to and changing assumptions and stereotypes [PS, CT].</p>
---	---

Lesson 4: A “Musing” Avatar- Is This the Real Mii?

- In this lesson, the students will have the opportunity to consolidate and reflect on their learning about body-image and self-esteem in the first three lessons, and to examine their development of a positive self-concept and how it can be influenced by toys and games. Students will create a personal avatar to represent their complete image - including skills, interests, and personality characteristics.