

I look great!

Year: Y6

Subjects and Issues

- Being yourself
- Body Image
- Bullying
- Growing and changing
- Media influence
- Mental wellbeing and mental health
- Relationships education
- LGBT+

Introduction

Hands up if you can think of someone who is seen on social media or in newspapers and magazines a lot. Make a verbal list. (This will vary, according to who is trending at the time).

Next, think of some people who were always in the news when you were growing up. Tell the class and see if any of them have heard of them. The chances are that few will be known by your class. (Lots of people don't stay famous for very long!)

Ask why the people they have named are so well known. Responses will depend on who the class names at the start.

Ask what they tend to look like when they are shown in the media – well groomed, 'perfect' make up, fashionable and often expensive clothes etc.

How might it make young people like you feel when seeing people who look like this? [Want to be like them, want to look like them.]

Hands up if you think celebrities always look like this. They look ordinary most of the time and only dress up when they are at an event or for a photo-shoot.

When you see a photo of a celebrity, is it certain to be exactly how they really look? How can photos be manipulated (changed) to enhance the final image? [They

can be edited to make the person look thinner, have bigger eyes, change hair colour etc.]

Looking at these manipulated images/photos of celebrities who have spent hours being dressed and groomed can make people feel dissatisfied with their own appearance. You may find it useful to show the class this video to highlight this point:

Bodies: Different Shapes and Sizes. All beautiful!

Activity 1 – I am Great

Explain that you are all going to do an activity that will make people feel really good about themselves.

Put the A4 pieces of paper on the wall, or on the floor or a surface. Give each child 4 Post-it notes, then pass the hat around so that each child takes out a name. (If they get their own, they put it back and take another).

Without saying whose name they pulled out, they write on 2 of the Post-it notes something that they like about ***the way that person is*** e.g. they are kind, happy, funny, enthusiastic, caring.

On the other 2 Post-it notes they write down what they like about ***the way that person looks*** e.g. they are smiley, have curly hair, are tall etc. They then stick all four Post-it notes on the A4 paper with the child's name on it and present it to them.

Ask:

Would anyone like to share something that they didn't realise about themselves?

Was there something that made them feel good about themselves when they read it?

How did it make them feel when they were thinking about the other person?

Activity 2 – Dove Selfie Project

Watch the video (see link in Resources needed area). It's just over 7 minutes long.

Discuss what struck them the most about it.

Tell the class that they will be doing a selfie project too. If you have access to a class or school tablet, then children can take selfies and these can be displayed. Once all the photos have been taken, they can be printed out and displayed. Just like in the film, comments can be made on notes and put by the photos. To make sure that this is a safe activity, you might want to act as 'moderator' for the Post-it comments: children write their comment on a Post-it with the name of the person it's about written on the back. You can then check the comments before posting them. You can also ensure that there is a similar number of Post-its for each Selfie, so that no children feel left out.

Summing up

Ask the class what they have learnt from the session(s) about body image and how it is portrayed in the media. How do they think a person should view their body? [Learn to love it, flaws and all.]

Extension (optional)

Continue with Selfie project. An IT competent class could use the photos and display them online, arrange them then print out.

Adapting lessons for learners with additional needs

Our additional [Signposting and Support page](#) provides further guidance on adapting SCARF lessons to meet the needs of learners with additional needs.

Learning Outcomes

Children will be able to:

- Understand that fame can be short-lived;
- Recognise that photos can be changed to match society's view of perfect;

- Identify qualities that people have, as well as their looks.

Key Vocabulary

body image

self esteem

manipulation

Resources needed

[Dove Selfie Project - click here to view](#)

A4 paper, each with name of child written in top corner: one for every child in the class

Post-it notes - enough for 4 Post-its per child

Names of each child in the class written on separate, small pieces of paper, folded and put in a hat (or box)

DfE Relationships Education and Health Education statutory requirements

- **Relationships Education** **Respectful relationships** 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- **Relationships Education** **Respectful relationships** 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- **Relationships Education** **Respectful relationships** 4. The importance of self-respect and how this links to their own happiness.

- **Relationships Education** **Respectful relationships** 6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- **Relationships Education** **Online relationships** 2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- **Physical Health and Mental Wellbeing (Health Education)**
 Mental wellbeing 3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- **Physical Health and Mental Wellbeing (Health Education)**
 Internet safety and harms 2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- **Physical Health and Mental Wellbeing (Health Education)**
 Changing adolescent body 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

PSHE Association Learning Opportunities

- L12 . How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.

National Curriculum Links

- Computing **KS2** Use technology safely, respectfully and responsibly.
- Computing **KS2** Recognise acceptable/unacceptable behaviour.