

Topic : Body Image & Reading Visual Information		Year 7
<p>What does the session explore?</p> <p>In this lesson, students challenge their perception of what makes an ‘ideal’ body and examine where these perceptions come from. Students should come away with the message that we can celebrate differences in our bodies.</p>	<p>Lesson at a glance</p> <p>Where do we get ideas about how we should look? The influence of media on body image What would make the “ideal” body The “ideal body” through history What work goes in to taking a photograph</p> <p>Editing and filtering - debate</p> <p>Resources needed: PowerPoint Scrap paper and pens Dove Onslaught video clips (female and male) Women’s Ideal Body Types throughout History video clip Body Evolution Model before and after Photoshop video</p>	
<p>Learning outcomes:</p> <ul style="list-style-type: none"> • Students should have an awareness of the wide range of sources influencing us on how we should look, and our perception of what a “normal” body is • Students should understand that the “ideal body” has changed through history. Media uses people with “ideal” body types; images are further enhanced and filtered and may bear little resemblance to reality • Students should come away with the message that we can celebrate differences in our bodies • Students should have an awareness of how photos are edited and the beginnings of a critical eye towards images they see in media 		
<p>Activity details</p> <p>Introduction – 5 mins Refer back to the class constitution and highlight the relevant ground rules for the session. Explain the plan for the lesson and what you’d like the students to understand or have achieved by the end.</p>	<p>Key delivery information</p>	

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<p>Where do we get ideas about how we “should” look? - 5 mins</p> <p>Ask students to brainstorm in pairs: Where do we get ideas about how we should look?</p> <p>Re-group to ask whole group: What’s the biggest influence on how we look? What do we mean by “the media”?</p>	<p>Media, friends, family, school, workplace...</p>
<p>Body Image and the media—10 mins</p> <p>Explain to students that we’re now going to watch two short videos, and that we’re going to be talking afterwards about what these videos are presenting in terms of bodies and how they should look.</p> <p>Show the two Dove Onslaught clips: females and males, each of which show a young child being bombarded by media input related to body image and appearance.</p> <p>Ask students to discuss in pairs (they can make a few notes if they like) - what are we seeing in these videos, and what are we NOT seeing, in terms of body image / type / shape etc?</p> <p>Allow a few minutes for discussion pairs, and then invite students to feed back some of their ideas to the class.</p> <p>Are the messages we get about how we should look reliable? And when do we start getting these messages?</p>	<p>What do these videos show?</p> <p>What are we NOT seeing in these videos? (eg diversity in body types - mostly thin, muscular etc - also not seeing diversity in terms of skin colour, disability, gender identity..). Message from videos is “this is the (only) way you should look”.</p> <p>What lifestyle are we being “sold”?</p>
<p>Is there such thing as an “ideal body”? - 10 mins</p> <p>Discuss in small groups what would make the perfect body, and why you have chosen the characteristics you have.</p> <p>Do the features you’ve chosen differ from your neighbours’?</p> <p>Would that body ever exist in reality?</p> <p>Invite students to feed back some of their main ideas to class.</p>	<p>What is meant by body image? Why do some people feel they have to wear makeup? Why do some people want plastic surgery to make body parts bigger or smaller?</p>

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<p>The ideal body throughout history—8 mins</p> <p>Explain to the class that we're going to watch another video, which shows us how the "ideal body type" for women has changed throughout history; unfortunately we don't have a similar one for men, but there are lots of articles online describing the changes in how men's bodies have been viewed over time. Re-emphasise here that trends in body shape, skin, hair, makeup, fashion etc have affected people of all sexes and genders throughout history.</p> <p>Show Women's Ideal Body Types throughout History video (3 mins).</p> <p>Class discussion: Why do you think we should celebrate differences in our bodies?</p>	<p>A well as body types, we're also seeing different trends in hair, make-up, tattoos etc.</p> <p>Message to take away - that what is perceived as the ideal body changes over time - it's temporary.</p>
<p>What goes in to taking a photograph? - 10 mins</p> <p>Activity One:</p> <p>Students should use their personal phones to take a photo of either themselves, or if they like, pairs can take photos of each other. They should save or screen-shot this original image, and then use whatever tools or filters they have on their phone to make changes to the photo as if it was going to be on the front page of a magazine. If they're happy to, they can then show their two images to their partners, and compare the "real" image with the edited version.</p> <p>Or:</p> <p>Activity Two:</p> <p>Students should work with their partner on brainstorming or mind-mapping all the ways they think a photograph can be changed. Examples might include: turning from colour to B&W, sharpening, contrast, brightness, using filters to change the shape and colour of your facial features or body....</p>	<p>If students are allowed to use their own phones for this exercise, undertake Activity One. If not undertake Activity Two.</p> <p>If using Activity One, you may wish to plan for some lively or silly behaviour, and remind students what the aim of the activity is.</p> <p>How easy is it to tell if a photo has been edited?</p> <p>Make sure students pick up on lighting, angles, poses, as well as photographic techniques such as air-brushing, along with makeup, hair etc.</p>

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<p>Photoshop in action—3 mins</p> <p>Explain to students that, having just seen what an amateur photographer can do with just a smartphone camera, we're now going to look at an example of what a professional photographer can do with dedicated photography equipment, training and experience of poses and how to construct a photo, and editing tools such as Adobe Photoshop.</p> <p>Show students the Body Evolution Model before and after Photoshop video.</p> <p>Invite feedback on the video: was it surprising? Is that final image similar to the kind of images you see every day on magazines, TV, Instagram etc?</p>	
<p>Should we use filters? - 10-12 mins</p> <p>Exercise – split students into two teams to debate for or against using filters and editing techniques on photos.</p> <p>Allow about 5 minutes for students to prepare their arguments, and about 5-7 mins for the debate to take place.</p> <p>After debate comes to a natural end, or time runs out, ask students for brief feedback on this activity, and on the lesson as a whole: has anyone changed their minds about using filters now, as a result of this debate?</p> <p>Have you started to think differently, or more critically, about the images we see around us every day? What do we think about the idea of striving to achieve that “perfect” appearance—is it really “perfect”? And if we can't, or don't manage to achieve it, what could be the impact on ourselves; our physical and emotional health, self-esteem etc?</p> <p>What would be a more attainable, healthy and positive way of seeing ourselves, and of viewing the images around us every day?</p>	<p>Do you often take a photo and just send it? Why do people use filters?</p> <p>What filters do you use and why?</p> <p>Try to draw out whether young students use filters to change their appearance, or just for fun – eg dog-ears etc</p>
<p>Conclude lesson, thank students for their hard work and contributions.</p>	