

SECTION 3: Teaching and learning activities



YEARS 7 AND 8


Activity 1: Body dissatisfaction: influences and impacts

LEARNING INTENTIONS: After completing the activities students will:

- Know the factors that influence how we feel about our body image
- Understand the impact body dissatisfaction may have on ourselves and those around us
- Develop the skills to recognise disordered eating and its effects on the whole well-being of the sufferer
- Recognise when eating and exercise habits become unhealthy and a risk to the well-being of ourselves and those around us

CURRICULUM LINKS:

Australian/Victorian Curriculum	NSW Curriculum
<p>Achievement standard elements Evaluate strategies and resources to manage changes and transitions and investigate their impact on identities Investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing</p>	<p>Stage 3 Outcomes PD4-1 Examines and evaluates strategies to manage current and future challenges PD4-6 Recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity PD4-7 Investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities</p>

Australian/Victorian Curriculum	NSW Curriculum
<p>Content descriptions</p> <ul style="list-style-type: none"> • Investigate the impact of transition and change on identities (ACPPS070/VCHPEP123) • Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071/VCHPEP124) <div style="margin-top: 20px;">  <p><i>recommend and evaluate</i></p> <p><i>practice and plan</i></p> </div>	<p>Content</p> <ul style="list-style-type: none"> • Examine how identity and behaviour are influenced • Investigate the impact of transition and change on identity: (ACPPS070) • Investigate the changing nature of personal identity and how it can differ in various contexts, eg home, school, sport, online identity • Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071) • Access and assess health information, resources and services that support young people to effectively manage changes and transitions, eg websites promoting young people's mental health • Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079) • Research how stereotypes and prejudice are challenged in local, national and global contexts. Challenging and resisting stereotypes can help young people to be themselves • Develop health literacy skills and promote health information that is aimed at assisting young people to address health issues • Assess health products, information and advertising to expose myths and fallacies, eg accepted norms for body shape as represented in the media through advertising and gaming • Evaluate the credibility of media messages conveyed by different sources in terms of bias, reliability and validity, eg media messages associated with fad diets, body image and appearance

ACTIVITY DESCRIPTION

Introducing the concept



Create a padlet or write the terms **BODY IMAGE** and **BODY DISSATISFACTION** on a whiteboard. Ask students to brainstorm all of the words and phrases they associate with each of the terms and record them on the class padlet or whiteboard

In small groups, ask students to create their **own definition** for **BODY IMAGE** and **BODY DISSATISFACTION**

Share group responses and as a class come up with a shared definition for **BODY IMAGE & BODY DISSATISFACTION**

Compare the class definitions to the dictionary definitions:
(Oxford English Dictionary)

body image;

NOUN

The subjective picture or mental image of one's own body

dissatisfaction;

NOUN

Lack of satisfaction

Discuss how they are the same and/or different. Why do you think the class definitions may be different?



Expanding the concept



Watch the Talk Revolution video:

Body dissatisfaction (EDR010708)

What factors influence how we feel about our bodies?



Discuss the following questions with the class:

- What factors influence the view a person has of themselves?
- How can these factors trigger a feeling of body dissatisfaction?
- What is low self-esteem and depression?
- What activities emphasise certain body types?
- What is a stereotype?
- What stereotypes exist in relation to body image?
- How might physical disability and culture influence body image?

Reinforcing the concept - create an avatar



Teacher note: *The purpose of this activity is for students to explore the influences on how a person develops their personal view of their body. In researching how to create an avatar, they will need to consider the areas of influence and how they affect the outcome of their avatar's appearance. This activity can be completed individually or as a pair task.*



Resources & Equipment:

- Device with internet access
- ME Worksheet
- Positive Self Talk Worksheet
- AVATAR Worksheets
- Jumanji 2 trailer
- Jumanji 2 Strengths and Weaknesses
- Links to Reach Out and Kids Helpline Body Image resources



As a class, watch the Jumanji 2 clips. The trailer shows the real character behind the avatar. The Strengths and Weaknesses clip shows the scene where they discover the characteristics of their avatar.

As a class record Jumanji 2 character reactions to their avatar.

- Was each player comfortable with their avatar? Why? Why not?
- Why did they react the way they did?
- What stereotypes are represented through the characters and then their avatars?
- How does the character's perception of themselves affect the way the group works together to achieve their goals?

For easy revision of role description, strengths and weaknesses of each character use the following FANDOM HYPERLINKS:

- [Professor Shelly Oberon](#)
- [Dr Xander "Smolder" Bravestone](#)
- [Franklin "Mouse" Finbar](#)
- [Ruby Roundhouse](#)



Watch the Talk Revolution video:

What impact can body dissatisfaction have on people? (EDR020708)

As a class discuss:

- ▶ Why did the character become “super depressed” when puberty started?
- ▶ How did the friend react to this depression?
- ▶ Did Teen 1 grow through this depression into a stage of acceptance?
- ▶ How did Jess respond to her body dissatisfaction?

Students complete the **Me worksheet**. This is raising their awareness of how they perceive themselves at the moment.

Reflect on the **Me worksheet** with a friend by pairing up the factors that may have influenced this view of themselves.

Refer to *BODY IMAGE - KIDS HELPLINE - AUS REACH OUT - BODY IMAGE - AUS NEDC FACTSHEET* to help with this analysis. Record new discoveries on the worksheet.

Students complete the **Positive Self-Talk worksheet**.

This is raising their awareness of the internal voice and thoughts the students have, focussing on body image.

Unpack the **Positive Self-Talk worksheet** individually or with a friend. Refer to *Positive Self-Talk - Reach Out - AUS* to help with this analysis. Record discoveries on the worksheet.

How could negative self-talk be harmful?

How could a negative self-view impact those around a person?

Now that students are aware of the influences that lead to the development of body image they can move to create their own avatar. Using **Character Creator** create a female and male avatar.

Take a screenshot of avatars.

Print and add to the **My Character Creator Avatar worksheet**



DISCUSS AND RECORD THE AVATAR CREATION

Discuss and record the avatar creation by answering the following questions:

- Are there stereotypes used in this website?
- What are they?
- Are genders offered equal selection of characteristics?
- Is there scope for true body image depiction?

Students draw their own avatar using themselves as models. Use their new understanding of influences to create a realistic avatar for Jumanji. Students consider the strengths, weaknesses and abilities of the avatar by reflecting on their own strengths, weaknesses and abilities.

EXTENSION:

Some students may like to set up their avatar and play Reach Out Orb Game - Reach Out - AUS

What are the differences between the characteristics of the Orb avatar and the Jumanji 2 and Character Creator avatars?

