



## Mirror Image

### Lesson Summary

In this lesson, students will define the concept of body-image and self-esteem and help identify some of the social factors that may influence their own body-image development.

### Teacher Message

Positive body-image and self-esteem can have a profound effect on adolescents' lives. Body-image is defined as an individual's beliefs, thoughts, and attitudes towards their body and physical appearance. An individual's body-image encompasses a wide range of physical features (e.g., weight, height, facial features, colour, physical maturation) and abilities. Body-image includes how we feel about the way we look, how we feel about what we can do with our bodies, and how we think others see us.

Young people aged 11–14 not only experience physical and mental changes as they enter puberty, but also experience social and emotional interactions that can positively or negatively affect their self-images. Parents, peers, and the media can have direct and indirect influences on how a child's body-image develops. Class discussions should focus on identifying the natural variety of human bodies, and how media messages often display very narrow definitions of desirable physical appearances.

### Materials

Promoting Positive Body Images Among Students: Tip Sheet for Teachers (Available at <https://beyondimages.ca/resources/>)

Chart paper

Markers

### Books

Tenasco, S. Q., 2023. *Smile So Big*. Northwinds Press.

Davis, M., 2023. *A Boy and His Mirror*. Nancy Paulsen Books.

### Media Clips

*Change One Thing*, Dove. (Available at <https://www.youtube.com/watch?v=c96SNJihPjQ>)

*A Selfie*, Dove. (Available at <https://www.youtube.com/watch?v=sQS9pymkLiU>)

*Reverse Selfie*, Dove. (Available at <https://www.youtube.com/watch?v=z2T-Rh838GA>)

### Learning Organizers

Learning Organizer 2-1 Mirror Image – Up Close and Personal with YOU

Learning Organizer 2-2 Working with Others

### Assessment Tool

Assessment Tool Lesson 2

### Supporting Curriculum Outcomes

Available at <https://beyondimages.ca/6th-grade>

## Lesson Outline

### Inspiration: How will I engage the students?

1. **Post the quote "Mirror mirror on the wall, who's the fairest of them all?" on the board for students to read and discuss.** Some prompts may include:
  - Do you recognize the traditional story that the quote is taken from?
  - Who says the quote in the story of "Snow White and the Seven Dwarves"?
  - What is the message? What is the purpose? Who is the intended audience?
  - How does the quote make you feel?
2. **Ask students to brainstorm/identify where we often see mirrors in our daily lives.** *What is the purpose of a mirror? Why do we use them? How are they helpful? How might they be hurtful?*
3. **Read the picture book "Smile So Big" by Sunshine Quem Tenasco or "A Boy and His Mirror" by Marchánt Davis.** Discuss the experience of the main character in the story. *How does the mirror help the character to embrace who they truly are? What is the relationship between the mirror and the main character? How does this differ from the use of the mirror in the traditional fairy tale "Snow White and the Seven Dwarves"?*

### Facilitation: How will students learn the concepts?

4. **Ask students to consider the term *body-image*.** *Where have the students heard the term before? What is body-image and what does the term mean to them?* Ask students, in groups of three or four, to brainstorm ideas, words, and images that come to mind when they hear the term "body-image". Provide chart paper and markers, and allow a few minutes for brainstorming.
5. **As a class, invite students to share some of their ideas and images.** Refer to **Promoting Positive Body Images Among Students: Tip Sheet for Teachers** to ensure that discussions include the key concepts of body-image development and the influences involved. See the *Teacher Message* above for a definition of body-image.
6. **Watch the Dove video, *Change One Thing*.** Have a discussion with students about the voices and messages they hear in this video. *What do they notice? What do they hear? How do these voices help us develop a clearer understanding of the definition of body-image?*
7. **Discuss factors that influence our body-image.** *How do our parents, teachers, peers, and the media help form our ideas about ourselves and others? What are some of the interests, activities, and experiences that help contribute to developing positive self-images? What situations or experiences can harm our self-images?* Encourage the students to share their ideas and, if comfortable, their experiences with body-image development. Using examples from the Dove video *Change One Thing* could help students who do not wish to disclose personal information.
8. **Discuss selfies.** *When do we take them? Why do we take them? How do we want our selfies to reflect us? How might our shared selfies and images influence what we think about ourselves and our peer group? What is important when we share a selfie?*

**Application: How will students demonstrate their learning?**

9. **Ask students to think about their own interests, activities, and experiences**, and how these help shape their own body-image. Provide students with some time to think about their own experiences and influences. Students may be encouraged to share with partners, or in small groups if appropriate.
10. Independently, have students complete both parts of **Learning Organizer 2-1 Mirror Image – Up Close and Personal with YOU**. Encourage students to reflect on their own experiences when answering the questions.

**Reflection: How will students reflect on their learning?**

11. **Show students the two videos from Grade 6 Lesson 1 – A Selfie and Reverse Selfie**. Encourage students to recall some of the reactions and ideas that were shared after watching the videos in the first lesson.
12. **Encourage students to take a “selfie” and create a photo wall in the classroom that has natural photos posted**. For students who may be reluctant to take a photo, they may choose to do a drawing of themselves, or provide a “coming soon” sign. Throughout the unit, students can be encouraged to add more selfies or to change the selfie that is posted as they become more comfortable with their natural selves.

**Extension:** A mirror may also be placed by the “selfie wall”, to encourage students to smile at themselves and share affirming messages to themselves and others. *Note: educators will want to check with their school board’s health and safety procedures around safe placement/hanging of mirrors in the classroom.*

**Assessment**

Students’ responses from **Learning Organizer 2-2 Working with Others** may be used to collect anecdotal information about students’ participation in classroom discussions, working with a partner, and understanding of the concepts introduced. **Grade 6 Lesson 2 Assessment Tool is provided.**

**Related Resources to Extend Learning**

**Best Bets for Teachers:**

What Selfies are Doing to Self-Esteem (<https://childmind.org/article/what-selfies-are-doing-to-girls-self-esteem/>)

This article highlights the influence of on young people’s self-esteem, and provides tips for teaching them to use social media responsibly and helping them build confidence. While the article focuses on girls, some of the information and tips are applicable to young people of all genders.

Geena Davis Institute on Gender in Media (<https://seejane.org/research-informs-empowers/>)

The Institute’s website houses a number of relevant research articles, links to activities, and other items of interest to educators, parents, and community organizations.

**Best Bets for Students:**

Saedi Bocci, G., 2019. *The Social Media Workbook for Teens: Skills to Help You Balance Screen Time, Manage Stress and Take Charge of Your Life*. New Harbinger Publications.

## Mirror Image – Up Close and Personal with YOU

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Imagine you are looking at your reflection in the mirror, or a photograph of yourself as you look today...**

What are three words that you would use to describe yourself?

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What are three words that your parents might use to describe you?

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What are three words that your friends might use to describe you?

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Look at the three lists of words you wrote. What similarities and differences are there between the lists?  
Why might these lists be different?

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## Mirror Image – Up Close and Personal with YOU (continued)

When do you feel great about yourself? Think about situations, events, activities, etc.

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Who or what helps you feel positive about yourself? How does this person, event, or thing help you feel positive?

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Has a media image (e.g., television or movie character, advertisement, poster, book, etc.) had an influence on how you think about yourself? If you answered yes, explain how or why. If you answered no, consider why not.

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## Working with Others

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Complete each sentence.

Something new I learned during our class discussion today was...

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This may have an impact on my own thinking because...

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Working with a partner on this activity was... because...

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I prefer to work on activities (choose: independently, in partners, in groups) because...

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A topic that we discussed today that I would like to explore further is... because...

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Teachers may wish to photocopy this assessment tool and use it to record anecdotal notes based on students' reflections on Learning Organizer 2-1.

**Student Name:**

Participation in Class Discussions	Working with a Partner	Understanding of Concepts

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Participation in Class Discussions	Working with a Partner	Understanding of Concepts