



Seeing the Whole Image

Lesson Summary

Building on their work from Lesson 2, students will continue to investigate their feelings and attitudes around their own reflection and image. It is important to have mirrors available as students need to reflect deeply on how they truly feel about themselves and seeing their image reflect back to them. Through this reflection, students take an introspective look at themselves, with the goal of seeing how beautiful they are, inside and out. Using children's books featuring positive portrayals of bodies of many different shapes, sizes, colours, and abilities, students will consider how we can embrace our bodies and celebrate what they do for us.

Teacher Message

Mirrors can sometimes bring anxiety to some, as some will feel body dissatisfaction and struggle to find the self-love and self-positivity reflected back at them. Oftentimes, one might be able to find positive things to say about another but will struggle to find positive things to say about oneself. This lesson uses students' thinking from **Learning Organizer 2-1** in the last lesson and has them continue to reflect on how we see ourselves, promoting more self-love.

This lesson will also explore the ideas of *body positivity* and *body neutrality* and promote thinking about the purposes from both movements. Some people believe we should avoid engaging in comments about our own, or another's body, as this involves making a judgement, one way or another, and can perpetuate the practice of commenting on bodies. While comments are sometimes positive and uplifting, they can also be negative and shaming. The body neutrality movement promotes accepting our bodies as is and respecting the functions that they carry out. It is important to move beyond the idea that we all need to love our bodies to recognizing all they do for us.

You may decide that you would like to engage in learning more about both concepts with your students. A list of links to resources that you might find helpful is included under **Related Resources to Extend Learning**. Searching for body-neutral affirmations could also help generate discussion.

Materials

Mirrors → different sizes and shapes – hand-held ones work well
Chart paper
Markers
Cameras
Sticky notes

Books

Feder, T., 2021. *Bodies Are Cool*. Penguin Young Readers Group.
Ewald, W., 2001. *The Best Part of Me*. Little, Brown Books for Young Readers.
Noor, N., 2021. *Beautifully Me*. Simon & Schuster.

Media Clips

Family.ca, *Anti-Bullying Ad*
(Available at <https://www.youtube.com/watch?v=nWJut7KQhI4>)

Articles

Post-It, *Operation Beautiful* (Available at https://www.post-it.com/3M/en_US/post-it/ideas/articles/operation-beautiful/)

FoodShare, *Body Liberation and Fat Acceptance* (Available at <https://foodshare.net/about/body-liberation-fat-acceptance-statement/>)

Learning Organizers

Learning Organizer 3-1 The Best Part of Me

Assessment Tool

Assessment Tool Lesson 3

Supporting Curriculum Outcomes

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

Lesson Outline

Inspiration: How will I engage the students?

1. **Ask students to take out their completed Learning Organizers 2-1 from Lesson 2.**
2. **Hand out mirrors to students or desk groups** and have students look at themselves, reflecting on what they see and how they feel about what they see.
3. **Encourage them to add new words to their worksheets** they would use to describe themselves. As students are doing this, walk around, listen to conversations that are occurring, and observe the words they are using... are they referring only to their outer appearance or do their words reflect that they are thinking about what they see on the inside as well?
4. **Set up two pieces of chart paper on the blackboard. Invite students to call out the adjectives they used to describe themselves.** Without letting them know that you are recording their responses in any particular way yet, jot down positive body words on one chart and negative body words on the other. You could even sort words further based on whether they reflect outer appearance versus inner characteristics.
5. **Generate a class discussion about the words on the chart paper.** Ask students the following questions:
 - what do you notice about the groups of words?
 - what are the commonalities?
6. **Engage students in an honest discussion** about how easy, or difficult, it was to think of positive words to describe themselves, and how easy, or difficult, it was to think about their inner "beauty". Ask:
 - how easy was it to think of positive adjectives to describe yourself?
 - when looking in the mirror, did you think beyond your outer appearance, to the kind of person you are?

Facilitation: How will students learn the concepts?

7. **Begin by showing the [Anti-Bullying Ad](#).**
8. **Read aloud "Bodies Are Cool" by Tyler Feder. Initiate a class discussion with the question, "How is YOUR body cool?"** During the discussion, it is important to note that our bodies are very diverse and we need to move beyond talking about them in size only (i.e., thin/fat). We need to take an intersectional approach to talking about body image and look at how race, ability, sexuality, etc. influence the formation of our image of ourselves. You may choose to note down on chart paper, or using the document camera/projector, how students believe their bodies are cool.

9. **Proceed to looking at a variety of entries in “The Best Part of Me” by Wendy Ewald.** You can choose to read it all, or show four or five different pieces.
10. **Instruct students to pay attention to the camera angles and photos taken, and how the students’ words connect to the concept of recognizing and acknowledging one’s “best part” and how it helps one live and thrive.** Look closely at how the photos were taken, paying attention to the camera angles, backgrounds, and surroundings. Note that only the body part is focused on in each photo. Discuss how all of those elements help create a powerful image of the best part of them.

Explain that they will be creating their own page, thinking about the best part of their own body. They will be taking a picture, and completing a reflection, to share how that part helps them and supports them. Use the reflections in the book to anchor their own work.

At this point, you may decide to bring in articles and learning about body positivity and neutrality, through the articles included in this lesson. Taking the time to recognize the strength within our bodies is important and needs to be celebrated.

11. **Return to the stanza at the end of “Bodies Are Cool”:**

*My body, your body,
every different kind of body!
All of them are good bodies!
BODIES ARE COOL!*

Have students use this stanza, as well as the other parts of both “Bodies Are Cool” and “The Best Part of Me”, to think about the questions in **Learning Organizer 3-1 The Best Part of Me**, to reflect on the best part of them and how they will share this with others.

12. **Give students time to reflect on the best part of them and allow them the time to take their pictures.** It will probably be best to have them take pictures with a partner, to allow them to help each other as it might be difficult to take a picture of their own body part. Please remind students that they need to decide on how their best part is to be photographed and to help their partner understand how they would like it captured.

Application: How will students demonstrate their learning?

13. **Now that students have thought about their own bodies and the ways in which we can accept and love them, invite them to think about how we can bring this work beyond the classroom, into the school and school community.** Possibilities might include but are not limited to:
 - creating posters with body-positive or neutral messages
 - creating announcements to be read on the PA system throughout the school
 - writing a column for the school newsletter
 - speaking with the school council and/or engaging parents/caregivers/families
14. **Share the story of how one woman, Caitlin Boyle, found a way to do so** by leaving notes in bathrooms and public places, beginning a movement called Operation Beautiful. In addition, FoodShare, the Toronto Food Justice Organization, embeds body liberation work into its mandate to promote the messages that “all bodies are worthy and have the right to exist as they are” and “there is no wrong way to have a body.”
15. **Decide on what you would like to engage in, as a class, and community of learners, to bring this work into the school community beyond their personal reflections and photographs.**

Reflection: How will students reflect on their learning?

16. **Prompt students to reflect on what they have learned so far in the three lessons and think about the dominant narrative and messages about bodies and body image.** A key question to reflect on with students is: *Is it important to provide a counter-narrative to the messages that often bombard us about our bodies? Why or why not?*
This reflection can take place in many forms – it could be a discussion, to reflect together; it could be through an exit slip, having students jot down their answer or on a sticky note, to put on a piece of chart paper; it could be through a JamBoard, online; it could be orally on Flip... there are many ways, depending on how you would like students to reflect.
17. **In addition to sharing ideas about the question above, students can also engage in reading any of the articles or readings noted in this lesson.**
18. **When students have finished their piece about the best part of them, you could culminate the lesson with reading “Beautifully Me” by Nabela Noor.** This is a heartwarming story of a young girl realizing that she is beautiful, just as she is, and she reminds her family of the same.

Assessment

Use **Assessment Tool 3** to assess students’ work with The Best Part of Me.

Related Resources to Extend Learning

Best Bets for Teachers:

Articles

[How to Shift from ‘Body Positivity’ to ‘Body Neutrality’ — and Why You Should](#)

[Body Positivity vs. Body Neutrality](#)

[Body Neutrality is One Way to Reject Diet Culture. Here’s What That Means](#)

[Body Neutrality: What it is and How it Can Help Lead to More Positive Body Image](#)

[Body Neutrality Movement](#)

[Body Neutrality for Tweens and Teens](#)

Best Bets for Students:

Digital Writing 101, “Camera Angles and Shooting Tips”

<http://digitalwriting101.net/content/excerpt-camera-angles-and-shooting-tips-for-digital-storytelling/>

Students can access this website on their own to help them with their photo work.

Engage in reading pieces from NEDIC, written by members of the NEDIC community:

For example:

[The Elephant](#)

[Love Letter](#)

[Life Over Looks: A Journey Beyond the Mirror](#)

The Best Part of Me

Name: _____ Date: _____

What is the best part of your body? _____

Why is it the best? Why did you choose this part of your body to celebrate? How does it help you, in your day-to-day life?

Thinking about the visual, how will you capture and share your best part, in a photo? From what angle, in what surroundings, with what background...?

Why have you chosen to set up your picture in this way (angle, surroundings, background)?

Use the back of this organizer to draft your written piece to accompany your photo. Refer to the adjective charts co-created together with the class, using the positive characteristics to help draft your piece.

The Best Part of Me: Recognizing My Body's Strength

Learning Goal

We are learning to use photography to reflect on the best part of our bodies, reflecting on celebrating our bodies as they are. This will allow the audience to infer meaning and think more deeply about body image issues through the connections we've made through our photo and writing.

Success Criteria

In order to *effectively* complete this task, I need to:

Knowledge and Understanding:

This category requires sharing of knowledge of content and comprehension of its meaning and significance:

- understand the importance of my best part
- share a photo of the best part of me
- share my message and ensure it connects to the photo and why this is my best part

Thinking:

This category requires being critical and creative and planning and processing carefully:

- choose a photo that I connect to and think about why
- think about the big idea and message of the photograph as my best part
- reflect on why I chose that part of my body and write a reflection about it as my best part

Communication:

This category requires being clear and concise when sharing thoughts and ideas:

- move beyond writing that is literal → explain why this is my best part by reflecting deeply about its importance
- communicate the emotions/intentions of the photo through my reflection
- be clear, making appropriate connections
- revise my reflection, to ensure that my writing makes sense
- edit my piece, to ensure that spelling, punctuation, capitals, and paragraphs are all intact

Application:

This category requires the ability to make connections *within* and *between* various contexts:

- share my opinion, thoughts, ideas, and feelings about the best part of me and why it is important to who I am
- make connections to what I have learned about the importance of our bodies and my best part