

The Character Curriculum

Flourishing for Life



<p>Y7: Social Media L2 - Body Image</p>	<p>Learning objective:</p> <ul style="list-style-type: none"> - Understand how to express positive feelings about themselves, strengthen their own identity and appreciate positive virtues and traits in themselves and others. 	<p>Key vocabulary: Instagram, snapchat, twitter, digital footprint</p> <p>Key virtues: Honesty, integrity, courage, empathy, friendliness, wisdom respect, humility</p>
<p>Resources: PowerPoint presentation, body image resource sheet</p>	<p>Statutory links: Relationships, Sex and Health Education guidance (2019) Pupils should know:</p> <ul style="list-style-type: none"> - The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship; - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help; - their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. <p>PSHE guidance (2020) Students learn:</p> <ul style="list-style-type: none"> - To establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media; - to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms. 	
<p>Key questions:</p> <p>How does online pressure affect our character?</p> <p>Why do some people feel the need to portray a 'false-self' online?</p> <p>Is it possible to guard against this? How?</p>	<p>Learning activities:</p> <p>Starter: Talking about selfies</p> <p>Watch the film. https://riseabove.org.uk/article/helen-talks-body-image/ [available 05/20] (Body image and you)</p> <p>After sharing reactions to the film, discuss how you think the Internet, particularly social media, can cause stress and impact on a young person's body image.</p> <ul style="list-style-type: none"> - Do you feel pressured into gaining 'likes' or portraying a certain image of themselves online? - How does this pressure affect you? - Explain that online pressure like this can be a test of our character. How might that be the case? - In what ways have you had to demonstrate your character in these instances? 	

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How do you observe 'good character' in other people?

How might encouraging one another develop character?

Activity 1: Quick fire questions

- What do we mean by 'body image'?
- How is that different to what a person's actual body looks like?
- What makes people think they need to look a certain way?
- How does the media influence this? How does gaining likes and followers on social media make people feel?
- Why is this important to some people?

Activity 2: Behind the selfie

Choose a scenario and in groups discuss the following questions:

- What might be going through each character's mind?
- What feelings and emotions could they be experiencing?
- How might their body image and body confidence be affected by their experiences online?
- Being healthy is more important than what makeup or hair styles are trending on social media. Why is that?
- Is someone's online profile an accurate depiction of who they are?
- What lengths do some people go to create the perfect the selfie? Why?

Activity 3: Case Study

Read the story of Lizzie Velasquez once cyberbullied and labelled "the world's ugliest woman."

- What difficulties did she face in life?
- How was she treated in school? What are some of Lizzie's positive traits (perseverance, resilience, positive attitude, focus on what is important in life, etc.) that contribute to her positive self-concept?
- What about her do you most admire?
- How might her positive virtues and traits inspire and help others?
- How does Lizzie demonstrate that "beauty is on the inside"?
- Who in her life supported her, and how did this help build her self-esteem?

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Thinking about Lizzie's story:

- If she were a student at this school, how could the school community support her?
- How might you respond to Lizzie if she told you her story? What virtues would you need to use to ensure Lizzie felt supported and known?

Activity 4: Circle Time

Get in a circle either by standing or rearranging the desks. You have a few minutes to jot down the following with pen and paper:

1. Three virtues or traits you like about yourself. Rather than listing interests and talents, you should share core elements of your personality. Offer examples such as "kind," "creative" and "determined" to get students going, and maybe list of few of your own favourite traits. Encourage sharing of traits that are perhaps less common or are somewhat unique to themselves.
2. A characteristic or trait you like about the classmate sitting to your left or right (or a classmate whose name they've picked out of a hat).
3. Go around the circle once, with each student saying, "My three favourite positive traits are _____, _____ and _____" and "One of [classmate name]'s positive traits is _____."

Plenary:

- What does it mean to be beautiful?
- How does social media portray beauty online?
- What are the different ways people try to represent themselves on social media?
- Is beauty more than skin deep?
- How can developing your character enable you to become a beautiful person?