Learning Goals

By the end of this lesson, students will be able to:
- apply critical and creative thinking skills as they explain how preoccupation with body image can contribute to substance abuse
- apply health knowledge and living skills to make reasoned decisions and take appropriate actions regarding making informed choices about their bodies and identifying school and community supports.

Facility

Classroom

Materials

- 8 – 10 women’s and men’s magazines containing promotional advertisements (minimum 1 per group)
- Chart paper and markers (minimum 1 set per group)
- Teacher Resource 7: Anecdotal Observation Recording Chart: Body Image
- Student Resource 11: Body Image – Pros, Cons and Supports
- Student Resource 12: If …Then … Body Image

Minds On

Share and clarify the lesson Learning Goals with the class.

Using large-group discussion, review with students some of the reasons that individuals might start abusing substances.

To accommodate various types of learners, consider recording student responses in a visible area for referral throughout this lesson.

Teacher prompt: “Recalling the last lesson, what are some reasons that you can think of for people to start abusing substances?”

Student response: “People may be harassed or bullied about their appearance and abuse substances to alter their appearance.”

Student response: “People who have mental health issues sometimes abuse substances to avoid the issue or try to help them deal with it.”

Student response: “People may think that Internet advertisements that promise fast results are legitimate and may start using the substances the website sells.”

Student response: “People might start smoking because they think it’s cool and it will help them stay thin.”

A&E

Teacher observation with verbal feedback and anecdotal writing of students’ ability to apply critical and creative thinking skills to explain how preoccupation with body image can contribute to substance abuse, using Teacher Resource 7: Anecdotal Observation Recording Chart: Body Image
Minds On - continued...

Using Direct Instruction (see Appendix), divide students into groups of four based on teacher established criteria (e.g., favorite food, shoe size). Distribute at least one magazine, a piece of chart paper and some markers to each group. Instruct students to divide their groups into two sub-groups, one as advertisement searchers and the other as advertisement categorizers. Direct all advertisement searchers to search and cut out from the magazine(s) some examples of promotional advertisements involving body image. Direct all advertisement categorizers to use the examples of promotional advertisements from the magazine(s) to categorize the advertisements based on the method used to change body image (e.g., exercising, dieting, taking supplements, taking drugs, undergoing surgery).

Teacher prompt: "In your groups of four, divide yourselves into two sub-groups. One of the sub-groups will be responsible for searching through the magazine(s) and cutting out advertisements that involve body image. The other sub-group will be responsible for categorizing the magazine advertisements into categories based on the methods used to change body image (e.g., exercising, dieting, taking supplements, taking drugs, undergoing surgery). Remember that one of the learning goals of this lesson is to explain how preoccupation with body image can lead to substance abuse."

Using large-group discussion, the groups share their categories and advertisement examples. Clarify and expand upon classifications with students as necessary.

**Action**

Distribute Student Resource 11: Body Image – Pros, Cons and Supports. Instruct students to review their categories and the advertisements in each category. Have students use critical thinking skills to identify the pros and cons of each approach as well as school and community supports.

Note that for some students, oral conferencing or scribing may be necessary to achieve success with this activity.

Teacher prompt: "Using the advertisements you have collected and the categories you have identified, complete the pros and cons chart. Use the information from the advertisements themselves, but be critical of the information presented. Remember they are trying to sell you something and may be making claims that are not justified. When you have finished compiling a list of pros and cons for each approach, complete the worksheet by identifying appropriate school and community supports that could be accessed regarding body image."

Using a T-chart, compile a list of pros, cons and school and community supports for each approach. Record student responses on the board or chart paper for future reference.

**A&E**

Teacher observation with verbal feedback and anecdotal writing of students’ ability to apply critical and creative thinking skills to explain how preoccupation with body image can contribute to substance abuse, using Teacher Resource 7: Anecdotal Observation Recording Chart: Body Image
Consolidation

Distribute Student Resource 12: If ... Then ... Body Image. Instruct students to complete the worksheet, using the information taken from the advertisement categories and the pros, cons and supports chart.

Note that for some students, oral conferencing or scribing may be necessary to achieve success with this activity.

Teacher prompt: “Using the information we have obtained from the advertisements and the pros, cons and supports activity, complete the If... Then... Body Image worksheet, focusing on making an informed decision about your body.”

A&E

Teacher observation with verbal feedback and anecdotal writing of students’ ability to apply critical and creative thinking skills to explain how preoccupation with body image can contribute to substance abuse and demonstrate the ability to make an informed choice about their body, using Teacher Resource 7: Anecdotal Observation Recording Chart: Body Image

Ideas for Extension

Students can now use the same procedure to examine advertisements on Internet or television.

Next Steps

Students will participate in an activity in which they will use information obtained from the previous lessons in the unit to critically assess a case study and make recommendations based on making good choices for personal health.

Notes to Teacher

Pre-teaching on media and advertisements techniques may have to be done if they were not covered in other strands or grades of the Healthy Living curriculum.

Consider integrating with the English Curriculum (Media Strand).

Body Image During Puberty

Body image is a part of self-esteem. It is the picture people have of their own bodies and how they think others see them and their bodies. A person’s body image can range along a continuum from positive to negative. Between the ages of nine and twelve, and continuing on into the teen years, children often feel uncomfortable with their rapidly changing bodies. It is common for children to become dissatisfied with how they look. Young people at this age may feel that they are too short, too tall, too fat or too thin. Many are dissatisfied with their body weight. They may even think that their peers notice these features and do not like them either. These are examples of negative body images. Studies have shown that children as young as nine are trying to lose weight in an effort to “improve” their bodies.

Adults, peers, and the media play important roles in the development of the body images that teens create of themselves. Children at a young age are taught to idealize their “perfect” peers and idols in their culture. While in other countries, people may prefer different body sizes and shapes, movie stars and magazine models in North America often have body shapes that are too thin for good health.

It is important that children and teens develop healthy body images and accept themselves as they are with unique personalities, body shapes, and sizes. Through this support and positive attitude, children will grow into healthy adults, with a positive self-esteem.
Notes to Teacher - continued...

Girls and Body Image

Today in Western society, thinness represents attractiveness, success, and self-control. Thinness has become the ideal feminine body shape. However, throughout history this has not always been the case. Just a hundred years ago, full, rounded figures were considered beautiful and fashionable. The ideal woman was “plump” and if you were not so, then you could eat “fat-ten-U foods.”

The ideal body shape of women portrayed in Western culture has changed over the decades.

In the 50s and 60s, the well-rounded, shapely figures of Marilyn Monroe and Brigitte Bardot were considered attractive and beautiful. The 80s saw the rise of the “super model.” Super models such as Cindy Crawford and Claudia Schiffer began to symbolize the ideal body shape for a woman. The trimming and leaning of women’s bodies began around this era.

In the 90s, an even thinner ideal emerged. Excessively thin models such as Kate Moss in her Calvin Klein advertisements captured the billboards all around North America.

However, change began to occur in the late 2000s. In 2004, Dove launched the Dove Campaign for Real Beauty. A worldwide marketing campaign which includes advertisements, videos, workshops, sleepover events and even the publication of a book and the production of a play celebrating the natural figure embodied by all girls and women and inspire them to have the confidence to be comfortable with themselves. Further that decade, in 2006, the first ban on overly thin models was made at a top-level fashion show in Madrid, Spain.

Boys and Body Image

Most discussions about body image tend to revolve around issues of weight and shape dissatisfaction of teen girls. However, teen girls are not the only ones that are dissatisfied with how they look. Boys are also affected by pressure to shape their bodies to match the current images. They strive to attain the “ideal” body shape, which is portrayed by the media as a muscular body – the “macho” look. Body dissatisfaction is becoming the focus of advertising directed toward males as it has been for females. Boys, too, are taught that only physical perfection is acceptable. Boys are beginning to react to this message. Some alarming studies have reported the high prevalence of severe weight concerns and unhealthy eating habits among male students. Eating disorder specialists are beginning to see many more boys with eating disorders today.

Most of boys’ body concerns focus on building lean body mass and sculpting their muscles. This can lead to extreme forms of exercise and body building. While over-exercising or over-training can cause physical damage, some teenage boys are turning to an even more harmful method – the use of steroids. Studies indicate that an increasing number of teens are using steroids to improve their physical appearance.

There are two types of synthetic steroids. They are anabolic and androgenic steroids. Each of these substances has its own effect: the anabolic steroid enhances tissue building and the androgenic steroid enhances masculinizing—causing the body to become more masculine—even if the user is a female. Most teenage boys who use steroids want the tissue building effect and so they use steroids with higher anabolic than androgenic properties.

Numerous health hazards are associated with short-term use of steroids, such as increased irritability and aggressiveness, acne formation, hair loss, bloated appearance, changes in sex drive, and impotence and decline in sperm production, many of which are reversible. Long-term effects, however, are largely unknown, and there is a growing concern over possible psychiatric effects. According to a recent study, adolescent steroid users are also likely to use other drugs and to share needles. People who inject steroids are at risk of acquiring HIV/AIDS from sharing needles.
Media Messages

Television and Internet play a major role in daily life for most children and teens. Like other entertainment media, television and Internet reflect social values and shape societal behaviours.

The media can exert powerful influence on how young people view themselves. For example, it delivers messages such as “thin is in” and a large body shape is unacceptable. Body image attitudes on prime time television often deal negatively with large body sizes. People with large body sizes may be laughed at, marginalized and ridiculed. The media or corporate view of the “ideal” body size for women is at the thinnest percent of a normal weight distribution. This excludes 95 percent of women in our society. The increasing pressure to be thin is reflected in cultural images. A typical female model weighs 13 – 19 percent below the normal weight for her height and age.

It is not always easy to resist the pressures from the media to conform to an “ideal” body image. The media often present false images of what people should look like, sometimes glamourizing unhealthy images. Advances in computer technology enable the media to adjust pictures of models, changing their physical features so that they conform to the “ideal body image” (e.g., making legs look longer, stomachs flatter and muscles bigger). The media creates a distorted picture of reality by:

- Normalizing and glamourizing what is abnormal or unhealthy.
- Creating the false impression that all women and men are the same by not representing whole segments of the population.
- Sending the message that one must continually improve and that one is never good enough.
- Falsely presenting the idea that there is one “perfect” body shape or size.

Influences of Body Image on Food Choices

The body image a person has of his or her body influences eating patterns and food choices. During the teenage years, the pressure to “fit in” is very intense. Young people receive the message that a person’s self-worth is based on their physical appearance. Adolescent boys and girls need to eat more during puberty because they are growing, but often youth see their need to eat as abnormal and restrict their food intake because they are afraid of gaining weight. Teens who become dissatisfied with the way they look may begin to diet (i.e., restrict food intake) or engage in other unhealthy and dangerous eating behaviours that may lead to serious eating disorders.

Teacher Attitudes

As a teacher, your attitude towards body image is important and can have a powerful effect on your students’ understanding about body image, self-esteem, healthy eating and physical activity.

Helping Children and Teens Feel Good about Themselves

Promote a classroom philosophy that fosters the understanding that all body shapes have beauty and value. Accept individuals as they are, regardless their weight, size or shape. Focus on their abilities, not their appearance. Listen when individuals talk to you about their changing bodies and their feelings. Promote healthy eating and physical activity, but resist coaxing heavy individuals to diet or small individuals to eat more. Encourage individuals to be physically active and decide for themselves how much to eat. Help them choose foods according to Canada’s Food Guide. Encourage activities that promote an individual’s self-esteem without focusing on appearance.

The things students say to themselves and peers can really affect their body image. Encourage students to become aware of the messages they are sending themselves and peers, especially the negative ones. Help them learn to make these messages more positive.
Specific Expectations

1.5 - use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analyzing and solving problems, making decisions, resolving conflicts, and evaluating their choices in connection with learning in health and physical education

C1.2 - demonstrate an understanding of linkages between mental illness and problematic substance use, and identify school and community resources that can provide support for mental health concerns relating to substance use, addictions, and related behaviours

C2.3 - explain how preoccupation with body image can contribute to substance abuse, and demonstrate the ability to make informed choices about caring for their bodies [PS, CT]

Success Criteria

1.5 Critical Thinking Skills, C1.2 Mental Health and Substance Use
- Uses critical thinking skills to explain how preoccupation with body image can contribute to substance abuse and identifies school and community supports.

1.5 Critical Thinking Skills, C2.3 Body Image
- Thinks critically when making informed choices about caring for their bodies.

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<th>Student Name</th>
<th>Observation</th>
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<td>Robin</td>
<td>Thinks critically to explain issues relating to body image and substance abuse and identifies appropriate supports.</td>
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<td>Struggles to think critically when making informed decisions about body health.</td>
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Student Name

Observation

Student Name

Observation

Student Name

Observation
**Teacher Resource 7: Anecdotal Observations Recording Chart:**

**Body Image**

**Healthy Living**

**Making Choices for Personal Health: Understanding Health Concepts and Making Connections for Healthy Living**

**Healthy Bodies**

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### Teacher Resource 11: Body Image – Pros, Cons and Supports

**Category** | **Pros** | **Cons** | **Appropriate Supports**
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**Name:** ____________________________  **Date:** ____________________________
Complete this worksheet by filling in the blank sections with appropriate information gained from this lesson.

If a person chooses to change their body shape they would have several different options, some healthy and some unhealthy.

Some healthy and unhealthy options that are available for a person to change their body shape are:

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- 
- 

Choose three options you identified above and complete the following pros and cons chart.

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<th>Body Shape</th>
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If a person needed more information or support when considering which option is the best for their personal health, they could access the following school and community supports:

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- 

What can a person do to improve their body image?

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