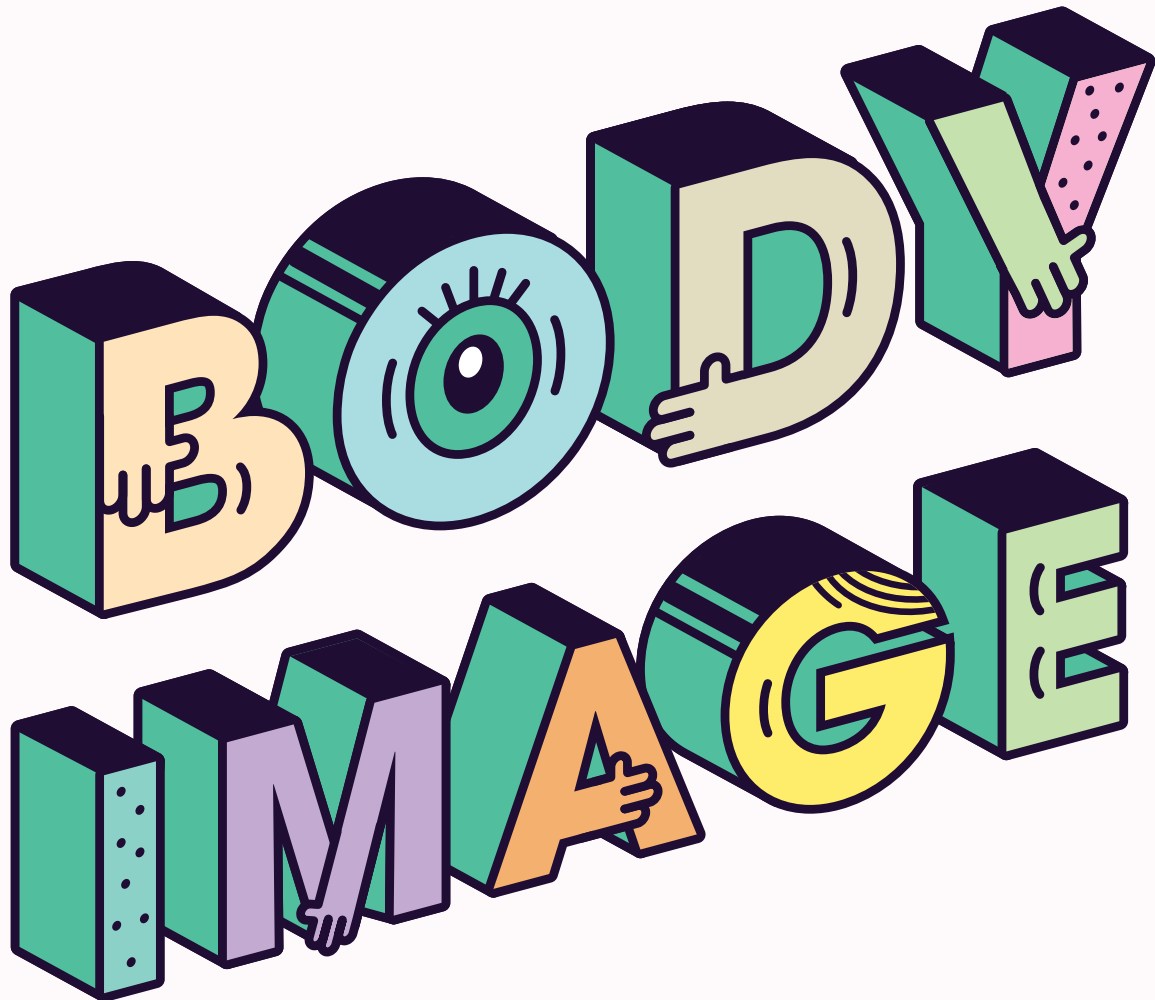




Peer
Education
Project



Mental Health
Foundation



How we think and feel
about our bodies.

Lesson

Lesson plan:

- **Welcome**
Slides 1 & 2 7
- **Being in the moment**
Slide 3 9
- **Building connections**
Slide 4 10
- **Introducing the topic**
Slides 5-7 12
- **Learning through activity**
Slide 8 16
- **Reflecting on the learning**
Slides 9-13 19
- **Being in the moment**
Slide 14 22

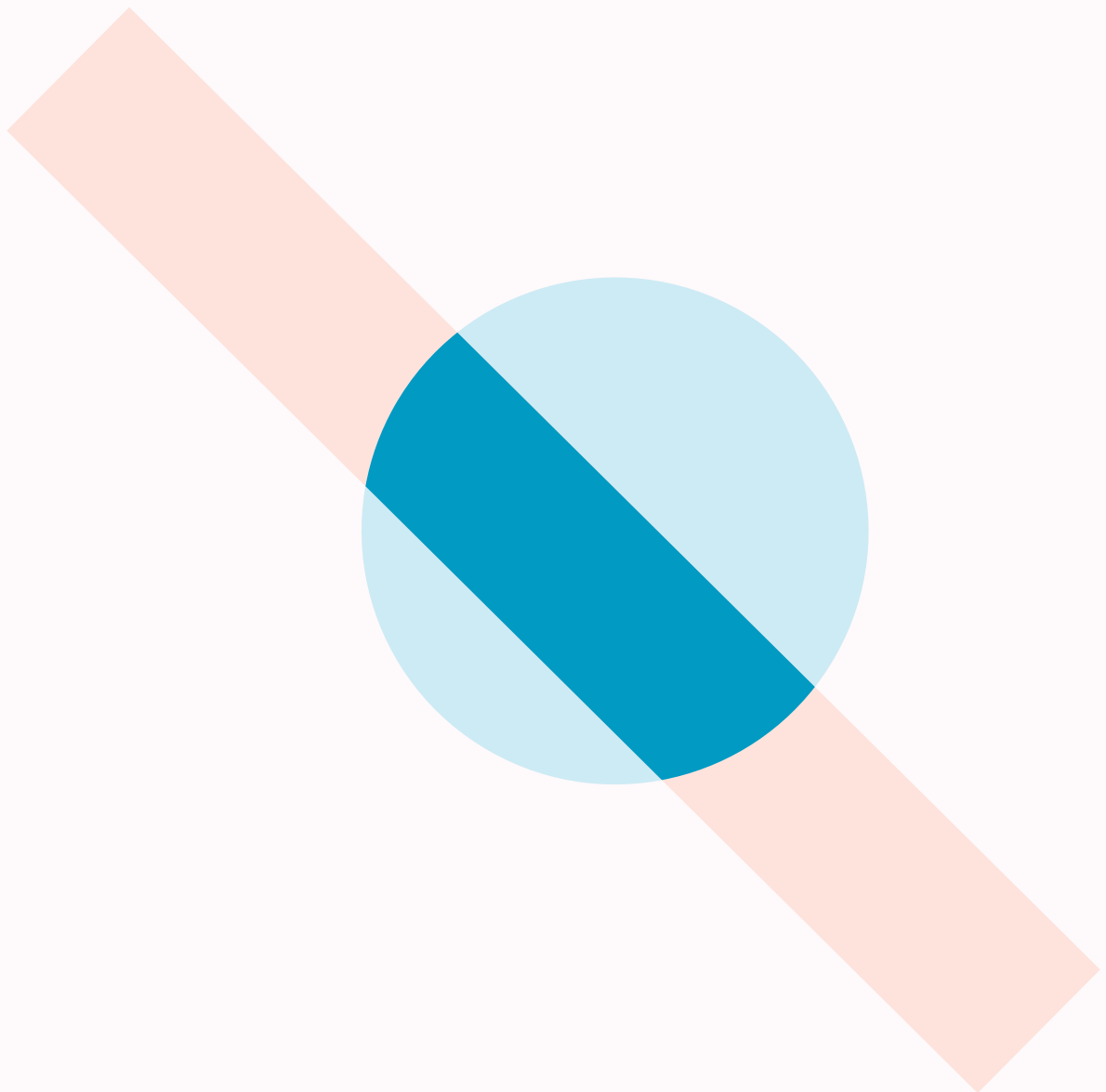
A L T E R N A T I V E A C T I V I T I E S

- **Taking action**
Slides 16-18 25
- **Challenging thinking**
Slide 19-23 29
- **Resources**
Understand body image worksheet 35
Reflection worksheet 36



This lesson has been developed from the Mental Health Foundation's Peer Education Project (PEP) - a secondary school-based, educational programme that aims to give young people the skills and knowledge they need to safeguard their mental health and that of their peers. PEP is a carefully researched, effective approach to mental health education whereby older pupils within school or college deliver mental health lessons to younger pupils.

For more information about PEP and how your school can get involved, [click here](#).





Lesson aims:

- To understand what body image is and why it is important for wellbeing.
- To think about what can affect body image.
- To learn about ways to have good body image.

Resources checklist:

- PowerPoint slides
- One object as a talking tool for the welcome exercise (ball, balloon or classroom object)
- Pens and paper
- OPTIONAL: Understanding body image worksheet
- OPTIONAL: Reflection worksheet
- OPTIONAL: Pens and paper

Preparation checklist:

- Plan two 'Being in the moment' activities, referring to the [Mindfulness Activities Pack](#).
- Plan a 'Building connections' activity, referring to the [Ice Breaker Activities Pack](#).





How to use the lesson plan:

This lesson plan is designed to be delivered by pupils aged 15 and upwards (known as Peer Educators) to pupils aged 11 to 14 (known as Peer Learners).

The recommended lesson plan is primarily suited for pupils aged 11 or 12 and can be delivered as a 50-minute lesson or two 30-minute lessons.

The revised lesson plan offers alternative activities related to taking social action or challenging mental health information. The revised lesson plan provides pupils, particularly those who are older or who already have basic mental health awareness, an opportunity to explore the topics in more depth.

Recommended lesson plan 50 Minutes	Recommended lesson structure 2x 30 Minutes		Revised lesson plan 50 Minutes
	Lesson 1	Lesson 2	
Welcome 5 Minutes	Welcome 5 Minutes		Welcome 5 Minutes
Being in the moment 5 Minutes	Being in the moment 5 Minutes	Being in the moment 5 Minutes	Being in the moment 5 Minutes
Building connections 5 Minutes	Building connections 5 Minutes		Select either: <ul style="list-style-type: none"> • the 'Taking action' section; or • the 'Challenging thinking' section. 25 Minutes
Introducing the topic 10 Minutes	Introducing the topic 10 Minutes		
Learning through activity 10 Minutes		Learning through activity 10 Minutes	Reflecting on the learning 10 Minutes
Reflecting on the learning 10 Minutes		Reflecting on the learning 10 Minutes	
Being in the moment 5 Minutes	Being in the moment 5 Minutes	Being in the moment 5 Minutes	Being in the moment 5 Minutes

If the lesson is being delivered by Peer Educators, as per the Peer Education Project model, each activity is recommended to be delivered either by Peer Educators or School Staff.

How to do it:

The instructions for each activity are split into these steps:



Actions required such as presenting slides or handing resources out.

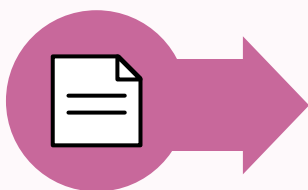


Key messages and activity instructions to be said.



Questions to be asked to extend the discussion or gauge understanding.

Notes and troubleshooting:



There is additional information to support lesson delivery such as activity adaptations, considerations for classroom management, and key preparations for the lesson.

It's not a script:

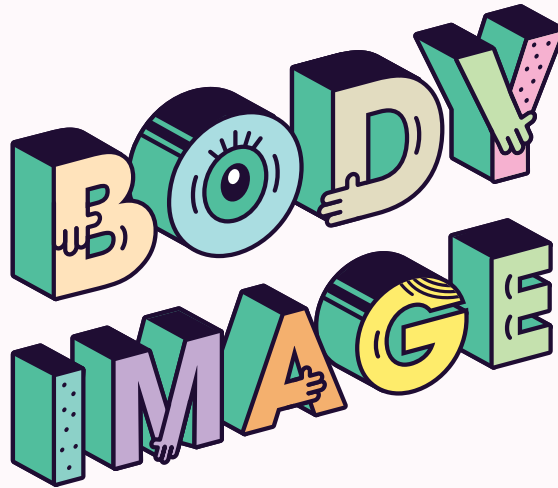
The lesson plan is not a word-for-word script. Prior to delivery, preparation time should be allocated to make key notes and plan how each activity will run.

Welcome 5 mins

Resources needed: • Slides 1 & 2



Slide 1



How we think and feel about our bodies.

Lesson



Do: Present Slide 1.

Welcome the class and the Peer Educators to the lesson. Explain that the Peer Educators will be leading some of the activities during the lesson – an opportunity for Peer Learners to get to know them and learn from those who are similar in age.



"In this lesson, we are going to explore what body image is, what affects it, and why good body image is important for wellbeing."



Ways of working



SLIDE 2

We will:

1. Respect and listen to each other, giving space for everyone to be heard.
2. Value everyone's opinion, even if it's different to yours.
3. Ask questions, especially if you are unsure about the information or activities.
4. Be kind to yourself and others, reaching out for support if you need it.

Any others? _____

Click to add text



Do:

Present Slide 2.



Say:

"It is important for us all to feel safe and confident to share our thoughts, ideas and questions in this lesson."



Do:

Read out the slide and ask the Peer Learners and the Peer Educators for any other points they would like to add. Write them directly on the slide.



Notes and troubleshooting

Variations: It can be useful to have the 'Ways of Working' list visible throughout the lesson. You could write these on a board or poster paper to display in each lesson.



Being in the moment 5 mins



Resources needed: • Slide 3
• A mindfulness activity

Slide 3

Being in the moment



SLIDE 3



Do: Present Slide 3.



Say: "We're going to start with a short exercise to bring our focus to this lesson."



Do: Read out the mindfulness activity you have chosen.



Notes and troubleshooting

Prepare: Select a mindfulness exercise from the [Mindfulness Activities Pack](#). You may want to explain what mindfulness is to the pupils.



Building connections 5 mins



Resources needed:

- Slide 4
- A talking tool such as a balloon
- An ice breaker activity





Slide 4

Building connections



SLIDE 4

There are many things that make us who we are:

-  Activities we enjoy doing
-  Topics we are interested in
-  Things we like
-  Things we appreciate about ourselves



Recommended ice breaker



Do: Present Slide 4.



Say: “Today’s welcome exercise is designed to get us thinking about the different things that make us who we are – such as the things we are interested in, enjoy doing, or that we appreciate about ourselves.”

Continued...



Building connections (continued)



Do:

Ask pupils to stand up, with one of the Peer Educators holding the talking tool. The Peer Educator should say their name and one thing they enjoy doing, are interested in or like, or appreciate about themselves e.g. I like going swimming, I like chocolate ice cream, or I have neat handwriting. Then they should pass the talking tool on to one of the Peer Learners.

Peer Learners each take their turn holding the talking tool and saying their name and one thing about themselves. The talking tool should then be passed on to the next person, until everyone has had a turn.



Say:

"We all have different things that we like and make us who we are. It is important for us to remember those unique things and reflect on what we enjoy."



Notes and troubleshooting

Prepare: This recommended ice breaker activity is directly relevant to the lesson content. However, you can select an alternative activity from the [Ice Breaker Activities Pack](#).

Before the lesson, you will need an object to use as a talking tool. The talking tool can be a ball, a balloon, or any object you can find in the classroom.



Introducing the topic 10 mins



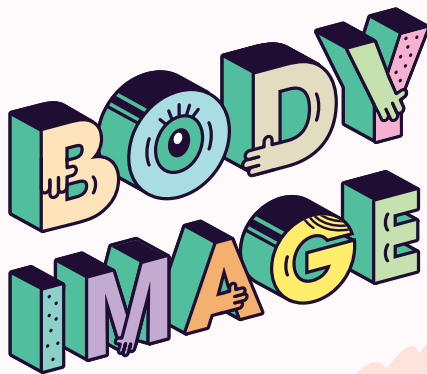
- Resources needed:
- Slides 5-7
 - Understanding body image worksheet (optional)
 - Pens and paper (optional)

Slide 5

Introducing the topic



SLIDE 5



Body image is how we think and feel about our bodies.

We each have our own body image, which is unique to us.



Say:

"Body image is how we think and feel about our bodies. These thoughts and feelings can affect us throughout our lives, especially the way we feel about ourselves and our mental health and wellbeing.

We each have our own body image, which is unique to us."



Notes and troubleshooting

Prepare: If using the worksheet, print copies ahead of the lesson and hand out to Peer Learners for this activity.

Classroom management: If using the worksheet, ask the Peer Learners to write down the definition of body image.



Introducing the topic (continued)

Slide 6

Introducing the topic



SLIDE 6

What does the term 'body image' mean to us?



Do:

Present Slide 6.

Ask pupils to share different thoughts, feelings and actions that someone might connect with body image.

Time to discuss: 5 minutes.



Introducing the topic (continued)

Slide 7

Introducing the topic



Poor body image is when we feel unsatisfied with our body's appearance or the way it functions.



SLIDE 7

Good body image is when we feel satisfied with our body, feel respect, appreciation and acceptance of its abilities, and have a healthy balance between valuing our body and valuing other aspects of ourselves.



"Poor body image is when we feel unsatisfied with our body's appearance or the way it functions. It can be linked to common mental health problems, such as depression and anxiety, and can affect how we behave.

Good body image is when we feel satisfied with our body, feel respect, appreciation and acceptance of its abilities, and have a healthy balance between valuing our body and valuing other aspects of ourselves. Good body image can reduce stress, boost our wellbeing and give us the confidence to try new things.

We may all experience poor body image at times, and that's ok. However, there are things we can do to experience good body image."

Continued...



Introducing the topic (continued)



Notes and troubleshooting

Prepare: If using the worksheet, print copies ahead of the lesson and hand out to Peer Learners for this activity.

Classroom management: If using the worksheet, ask the Peer Learners to write down the definitions of good body image and poor body image.



Learning through activity 10 mins



Resources needed: • Slide 8

Slide 8

Learning through activity



SLIDE 8

Factors affecting body image:

- Relationships with family and friends
- What other people say about their own bodies and other people's bodies
- Celebrities and influencers
- The media and social media
- Physical changes in our bodies throughout life
- Health conditions and disabilities



Say:

"We're now going to think about different things that can affect body image.

Our experiences and environment can impact our body image, and these will be different for all of us."



Do:

Present Slide 8.

Continued...



Learning through activity (continued)



For each factor ask the Peer Learners to:

- Stand up if they think this factor can promote good body image.
- Sit down if they think this factor can cause poor body image.
- Raise their hands if they think this factor could influence both good and poor body image, depending on the situation.

Invite Peer Learners to share why they chose each answer. Remind them that there is no right or wrong answer.



"Are there any other factors that affect body image?"



"We are all affected differently by these factors. By being aware of what affects our body image, we can better maintain a good body image."



Notes and troubleshooting

Prepare: If using the worksheet, print copies ahead of the lesson and hand out to Peer Learners for this activity.

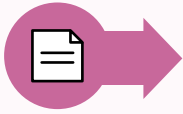
Classroom management: Use the notes below to help lead discussion about each factor:

- **Relationships with family and friends:** Positive relationships can influence good body image, but bullying and harmful relationships can influence poor body image.

Continued...



Learning through activity (continued)



- **What other people say about their own bodies and other people's bodies:** People speaking positively about lots of different bodies can influence good body image, but if people talk negatively about other people's weight or appearances, this can influence poor body image.
- **Celebrities and influencers:** Celebrities who promote body positivity and celebrate lots of different bodies can influence good body image, but if they promote an 'ideal body type' then this can influence poor body image.
- **The media and social media:** When 'ideal body types' are promoted in the media this can lead to us feeling dissatisfied with our bodies as we compare ourselves to them, but if images show lots of different bodies, then this can influence good body image.
- **Changes in our bodies throughout life:** When our bodies change in shape or ability at different points in our lives, this can influence both poor and good body image.
- **Health conditions and disabilities:** Some health conditions or disabilities that limit how our bodies move and feel can influence poor body image, but people with health conditions and disabilities can have good body image.

If using the worksheet, ask the Peer Learners to write down the factors affecting body image, and any notes from the discussions.

Variations: If the group doesn't feel comfortable raising their hands or standing up in front of others, you could ask them to close their eyes or just present the slide using the notes.



Reflecting on the learning 10 mins



- Resources needed:
- Slides 9-13
 - Reflection worksheet (optional)
 - Pens and paper (optional)

Slide 9

Reflecting on the learning



SLIDE 9



Do:

Present Slide 9.



Say:

"Spend two minutes thinking about these reflection statements:

- One thing I have learned.
- One thing I will do differently.
- One question I would like an answer to."

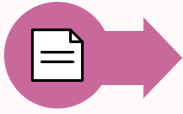


Do:

Invite pupils to share their reflections with the class for each statement. Write their responses on Slides 10-12.



Reflecting on the learning (continued)



Notes and troubleshooting

Prepare: If using the worksheet, print copies ahead of the lesson and hand out to Peer Learners for this activity.

Classroom management: Their comment, question or thought doesn't have to be about mental health – it can be about the lesson itself, the activities, how it went, etc.

If using the worksheet, ask pupils to write down their responses to the reflection statements.

Follow-up: Collate any questions that weren't answered, and follow-up with responses to the pupils in the next lesson.



Reflecting on the learning (continued)

Slide 13

Lesson summary



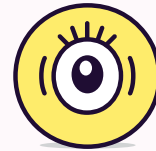
SLIDE 13

Body image is how we think and feel about our bodies.



Good body image is building a healthy relationship with our bodies.

Our body image is unique to us and will reflect our experiences and circumstances.



Do:

Present Slide 13.

Read out the lesson summary.



Being in the moment 5 mins



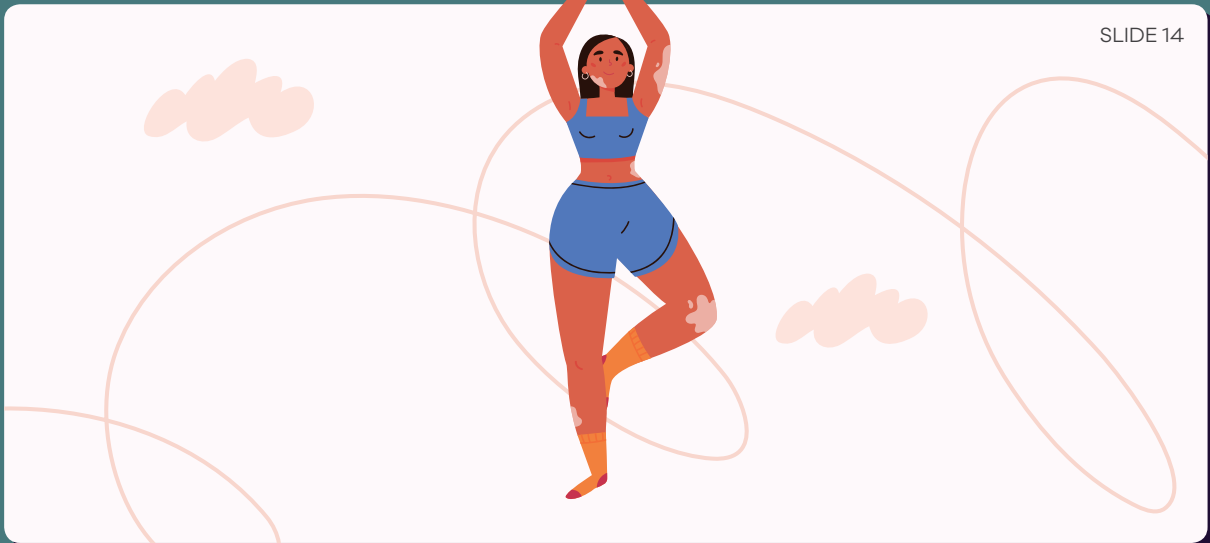
Resources needed: • Slide 14
• A mindfulness activity

Slide 14

Being in the moment



SLIDE 14



Do:

Present Slide 14.



Say:

"We'll finish the lesson with another short mindfulness exercise."



Do:

Read out the mindfulness activity you have chosen.



Say:

"That's the end of the lesson. Thank you everyone for your contributions."

Continued...



Being in the moment (continued)



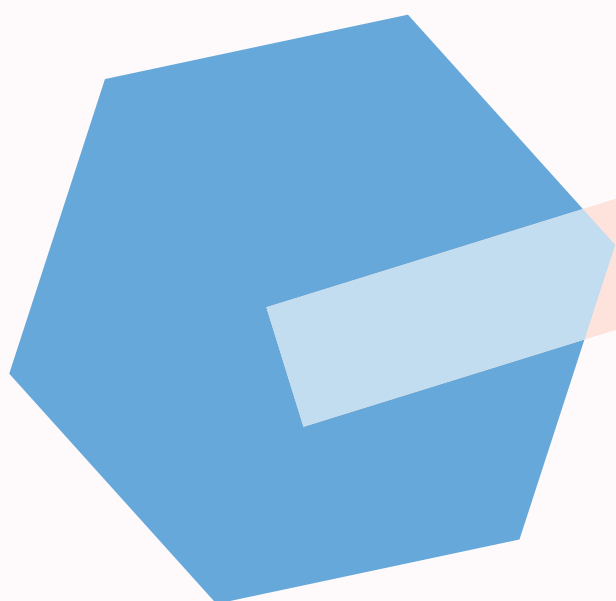
Notes and troubleshooting:

Prepare: Select a mindfulness exercise from the [Mindfulness Activities Pack](#).





Alternative activities



Taking action 25 mins



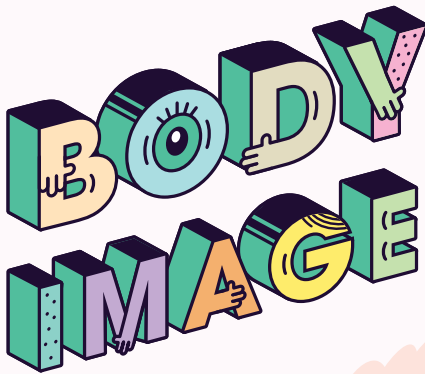
Resources needed: • Slides 16-18
• Pens and paper

Slide 16

Taking action



SLIDE 16



Body image is how we think and feel about our bodies.

We each have our own body image, which is unique to us.



Present Slide 16.



“Body image is how we think and feel about our bodies. These thoughts and feelings can affect us throughout our lives, especially the way we feel about ourselves and our mental health and wellbeing.

We each have our own body image, which is unique to us.”



Taking action



Poor body image is when we feel unsatisfied with our body's appearance or the way it functions.



SLIDE 17

Good body image is when we feel satisfied with our body, feel respect, appreciation and acceptance of its abilities, and have a healthy balance between valuing our body and valuing other aspects of ourselves.



Do:

Present Slide 17.



Say:

"Poor body image is when we feel unsatisfied with our body's appearance or the way it functions. It can be linked to common mental health problems, such as depression and anxiety, and can affect how we behave.

Good body image is when we feel satisfied with our body, feel respect, appreciation and acceptance of its abilities, and have a healthy balance between valuing our body and valuing other aspects of ourselves. Good body image can reduce stress, boost our wellbeing and give us the confidence to try new things.

We may all experience poor body image at times, and that's ok. However, there are things we can do to build and maintain our own good body image and support others to do the same."



Taking action

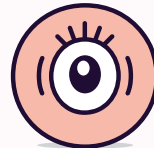


SLIDE 18

How can we develop and maintain good body image?



How can we support others to develop and maintain a good body image?



Do:

Present Slide 18.

Divide pupils into small groups and hand out the resources.



Do:

Ask pupils to discuss and write down their ideas for developing and maintaining good body image.

Time to discuss: 10 minutes.



Do:

Invite pupils to share their ideas, encouraging pupils to write any ideas from other groups on their paper.

Time to share: 5 minutes.



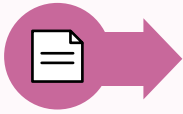
Do:

Ask the pupils to create posters they could put up around their school to promote good body image.

Time to complete: 10 minutes.

Continued...





Notes and troubleshooting

Classroom management: Here are ideas to support the discussion about developing and maintaining good body image.

Ourselfes:

- Eat well and exercise in a way that works for you.
- Take breaks from social media and spring clean the apps you use and the accounts you follow.
- Make time to do things you are good at.
- Try to appreciate and embrace your individuality.

Others:

- Praise others on things that aren't about their appearance.
- Think about how you speak about your body and other people's bodies in conversations.
- Focus on the positive things our bodies can do for us.
- Lead by example by role modelling good body image in yourself.
- If you think a peer might be having body image concerns, listen and support them to talk to a trusted adult.

Follow-up: Collect the posters and share with the class teacher, the Mental Health Staff Lead or student ambassadors such as Head Pupil or prefects.

Challenging thinking 25 mins



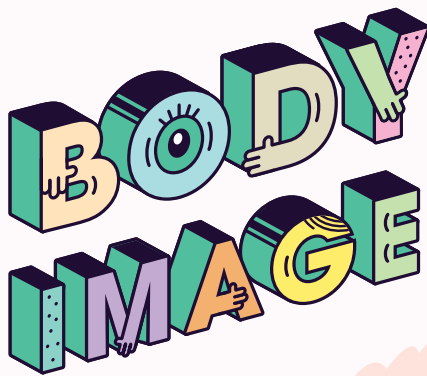
Resources needed: • Slides 19-23
• Pens and paper

Slide 19

Challenging thinking



SLIDE 19



Body image is how we think and feel about our bodies.

We each have our own body image, which is unique to us.



Present Slide 19.



"Body image is how we think and feel about our bodies. These thoughts and feelings can affect us throughout our lives, especially the way we feel about ourselves and our mental health and wellbeing.

We each have our own body image, which is unique to us."



Challenging thinking (continued)

Slide 20

Challenging thinking



Poor body image is when we feel unsatisfied with our body's appearance or the way it functions.



SLIDE 20

Good body image is when we feel satisfied with our body, feel respect, appreciation and acceptance of its abilities, and have a healthy balance between valuing our body and valuing other aspects of ourselves.



Do: Present Slide 20.



"Poor body image is when we feel unsatisfied with our body's appearance or the way it functions. It can be linked to common mental health problems, such as depression and anxiety, and can affect how we behave.

Good body image is when we feel satisfied with our body, feel respect, appreciation and acceptance of its abilities, and have a healthy balance between valuing our body and valuing other aspects of ourselves. Good body image can reduce stress, boost our wellbeing and give us the confidence to try new things.

We may all experience poor body image at times, and that's ok. However, there are things we can do to build and maintain our own good body image and support others to do the same."



Challenging thinking (continued)

Slide 21

Challenging thinking



Click to add text

SLIDE 21

**What factors
affect body
image?**



Do:

Present Slide 21.



Ask:

“What factors affect body image?”



Do:

Invite pupils to share their ideas and write them on the slide.

Time to share: 5 minutes.



Challenging thinking (continued)

Slide 22

Challenging thinking



SLIDE 22



www.whatsupwitheveryone.com/social-media.php



Present Slide 22.



"Social media is a common factor that can support good body image and contribute to poor body image.

We are going to watch a short video about someone called Alex, who is struggling with comparing to others on social media."



Play the 'What's up with Alex' video.

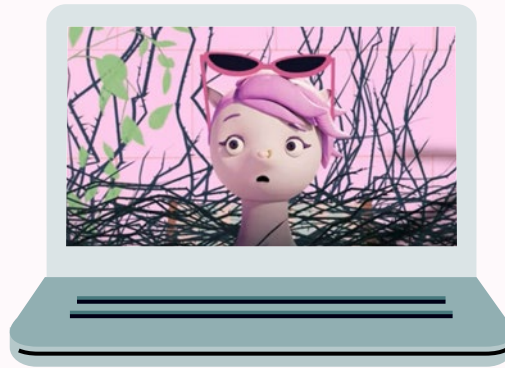


Challenging thinking



SLIDE 23

What could Alex do to positively interact with social media to develop and maintain a good body image?



Do:

Present Slide 23.

Following the video, ask pupils to discuss in pairs what Alex could do to positively interact with social media. Ask them to relate their answers to social media and good body image.

Time to discuss: 5 minutes



Do:

Invite pupils to share their ideas with the class.

Time to share: 5 minutes.

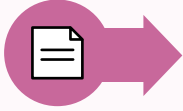


Do:

Ask pupils to discuss in pairs what social media, and other advertising companies, need to do to support young people to have good body image. Ask pupils to write a letter expressing what needs to change.

Time to complete: 10 minutes.

Challenging thinking (continued)

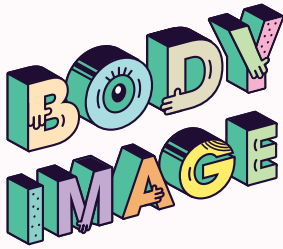


Notes and troubleshooting

Follow-up: Collect the letters. These could be shared with the All-Party Parliamentary Group (APPG) on Online Safety on Social Media.



Understanding body image worksheet



Definition:



Poor body image
Definition:



Good body image
Definition:

Factors affecting body image

Factor:

Notes:

Factor:

Notes:

Factor:

Notes:

Factor:

Notes:

Factor:

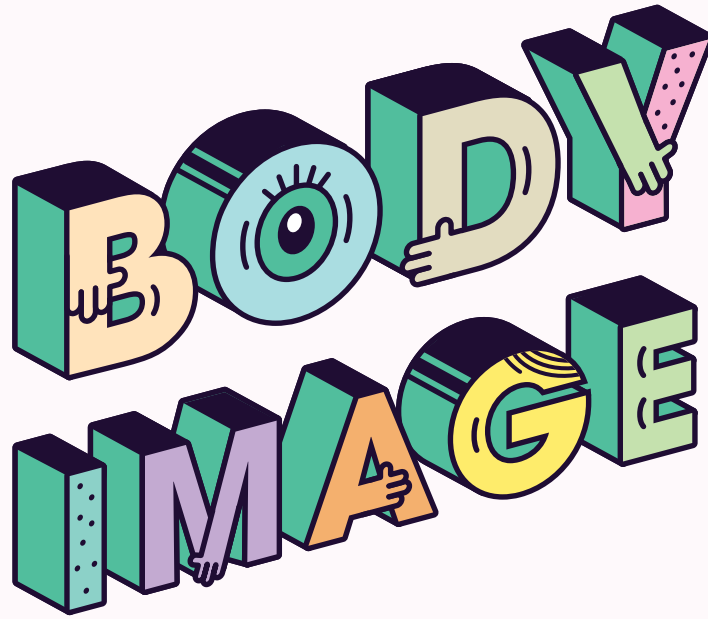
Notes:

Other factors:

Notes:



Reflection worksheet



One thing I have learned:

One thing I would do differently:

One question I would like an answer to:





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