



BODY POSITIVITY 2 LESSON PLAN

PSHE LEARNING OBJECTIVES:

Session Goals:

- To connect with each other and to create a safe place to share thoughts and ideas
- To explore the theme of Body Image and what influences us
- To support each other to feel positive about the gift of our bodies
- To explore through drama and improvisation the challenges to body positivity and possible solutions
- To have fun

LESSON PLAN INCLUDES:

- Warm up / ice breaker
- Check in
- Goals
- Group agreements
- Opening activity (brainstorm/step into the circle etc)
- Main creative activity to explore topic
- Discussion and debrief (to assess learning)
- Closing

Time	Activity	Materials / Resources
Preparation Notes For this lesson it will be supportive to be in a clear room, or a room with tables pushed back and chairs set out in a circle. Circle-time is used throughout this lesson, and it is a beneficial format to build a cohesive and engaged group experience.		
2 mins (2 mins)	Warm Up / Check In: Name + A word for how you are feeling now (2mins)	
3 mins (5 mins)	Session Goals: - To connect with each other and create a safe place to share ideas - To explore the theme of Body Image and what influences us - To support each other to feel positive about the gift of our bodies - Have Fun Talk through - mention what 'body image' is and ways we can consider our bodies as a gift.	Goals on flipchart
3 mins (8 mins)	Group Agreements: - No Put Downs of Self or Others - Listen Well and Support Each other - Participate Fully - Take Care of Our Own Needs - No Gossip Quickly go over the other suggestions from last time & see if there are any additions. Seal the deal once more (stand up - hand clap)	Agreements on flipchart
5 mins (13 mins)	Opening Activity: What are you doing? 4 Groups of 6/7	
5 mins (18 mins)	Reflections on Last Session What did we do?	Flipcharts from last session

	Do you think their needs will be met and boost their body positivity? - Let each group devise their own solutions based on the <i>needs</i> that the characters spoke out. You might want to brainstorm this first. Your solution needs to be: • Realistic • Repeatable (you can do it again if it doesn't work) Performances in turn, each one followed by a little feedback.	
5 mins (55 mins)	Whole group reflection. • How did it feel to move from the challenge to the solution? • What would it be like for everybody if we were all dedicated to following behaviours that embody these solutions? • The world could be different couldn't it?	
5 mins (60mins)	Closing / Next Steps: • Evaluation • Reminder of Signposting • Introduce the idea of Body Positivity Champions in school • Stretch / Breathe / 1 word to sum up session	

Teacher Guidance Notes

What Are You Doing?

Time: 20 seconds per person

Purpose: Warming up imagination, laughter and play, relax into taking creative risks, build familiarity with mime

Instructions: Ask pupils to form circles of 6 – 8 people. Give them a chance to settle and if it is a class that is not familiar with each other, make sure they know the names of the people next to them in the circle. Remind people to use the person's name when they are playing the game.

1. The leader mimes an easily understandable movement such sweeping the floor with a broom.
2. The person next to them asks, "[*Their name*], *what are you doing?*"
3. They answer in a way at odds with her movement. For instance, if they are miming sweeping the floor, they might say, "*I'm washing the dishes.*"
4. The second person then begins to mime washing the dishes and the person next to him asks, "[*Their name*], *what are you doing?*"
Even though they are miming washing the dishes they also say that they are doing something completely different. They may say, for example, "*I am flying a kite.*"
5. The third person then mimes flying a kite, and so on around the circle.

You may want to share: "*We're now going to play a game that demonstrates the connection between imagination and our physical sensations.*"

Teacher tips:

- Offer easily identifiable and risk-free activities in your examples
- Say that people can be as simple or as creative as they like, but "*Keep it clean!*"
- Be ready to offer some people who are more shy with some suggestions, e.g.
 - "I'm brushing my teeth"
 - "I'm walking my dog"
 - "I'm doing karate"
- Model the activity to help visually explain it with a confident class member
- Let them know that they can't get this wrong - any attempt is great
- Encourage them to participate in the mime for at least 10 seconds to really demonstrate the activity before the next person goes

Tableau Activity

Step 1: Reflect with the group at some of the many possible challenges to body image that they have identified. Give the group encouragement and affirmation for the input and courage it has taken to raise these issues. Write each challenge out on a strip of paper and place in a hat to draw from.

Step 2: Split the class into smaller groups of 6-8 and get each group to draw one challenge at random from the hat. Ask each group to discuss how their challenge may present itself in different scenarios that affect young people. Ask them to choose one scenario to portray.

Step 3: Brief them that their task is to create a silent *tableau* or 'freeze frame' of this scenario for the rest of the group. Tell them they can include pupils, teachers and people from the wider community or parents and families. Each group must decide on how the challenge will be portrayed so that character roles are clearly represented: how different characters relate to each other, how they are expressing themselves through their physicality, how the challenges faced by each person are visible. Give the groups time to devise their tableaux/freeze-frames.

Step 4: Prepare the room dividing the space into a stage and audience. Invite one group at a time to take the stage to create their tableau, performing each character's posture, facial expressions and conveying the emotions and mood of each person.

Step 5: The facilitator then taps each character in the scenario in order to generate a verbal response. Ask in three rounds:

What are you thinking?

What are you feeling?

What do you need?

Make sure that the characters stick to the brief particularly in relation to feelings. You might want to write some core feelings on the board if it would be useful to develop the group's emotional literacy. As you explore the scenario, seek observations, realisations and solutions from the rest of the class (observers) and keep checking in with the tableau's participants.

Teacher tips:

- Be very clear on your instructions taking the activity one step at a time.
- Give enough time for the groups to explore their issues.
- When you are facilitating the exploration remember to ask each character to input as well as the audience to discuss.
- Allow participants to come out of their postures so that they don't become too exhausted!
- Appreciate each group with affirmation and also the audience
- Expand the learning by facilitating discussion about the issues and challenges that each scenario captures.