

Subject/Grade: Grade 6 Health Lesson Title: Stereotypes & Body Image Teacher: Darian & Cheryl		
Stage 1: Identify Desired Results		
Outcome(s)/Indicator(s): USC 6.5 Analyze the influences (e.g., cultural, social) on perceptions of and personal standards related to body image, and the resulting impact on the identities and the well-being of self, family, and community. a. Identify sources of, and evaluate information about, influences on body image. b. Discuss stereotypes based on appearances and the importance of not judging self or others based on appearances.		
Key Understandings: ('I Can' statements) <ul style="list-style-type: none"> I can identify the influence that media has on individuals I can identify common stereotypes in media I can see the impact of stereotypes on my well being 	Essential Questions: <ul style="list-style-type: none"> How do stereotypes make me feel? How do other people's judgments affect my well being? What are different ways the media targets/influences us? 	
Prerequisite Learning: <ul style="list-style-type: none"> Understanding what a stereotype is 		
Instructional Strategies: <ul style="list-style-type: none"> Brainstorming Cooperative learning Group Roles - recorder and speaker Graffiti Wall 		
Stage 2: Determine Evidence for Assessing Learning		
Formative: <ul style="list-style-type: none"> ability to identify stereotypes in ads and how it affects development of a healthy body image participation in discussion and group work 		
Stage 3: Build Learning Plan		
Set (Engagement): <ul style="list-style-type: none"> Explain to students that before we get into today's lesson that we want to go over a few things with them first. Explain that today we are going to talk about stereotypes which is something some of us may have experienced before. Stereotypes can be hurtful and affect us very deeply. Because of this it is important that we create a safe space in our classroom when we talk about things that could be sensitive or upsetting. We can create a safe space in our classroom first by agreeing that what is shared in our classroom stays in our classroom. The feelings and experiences of our friends and peers are theirs to share not ours. 	Length of Time: 10 min	Materials/Resources: <ul style="list-style-type: none"> laptop connected to projector Google Slides Stereotypes in Advertising pulled up Advertising Images Jamboard pulled up laptops for student use (1 per table) or 2 copies of the advertising images from Jamboard Images for printing printed single sided. wipe board markers and sticky notes for the Graffiti wall.

- Next, when someone is sharing we need to listen quietly and be respectful in how we respond and words we chose. Ask yourself, how would I feel if someone said or did that when I shared something personal? Please use language that is school appropriate and that is not hurtful or offensive.
- It takes a great deal of courage to share our personal experiences so let's support one another and if at any point in time our discussion or activity becomes overwhelming, please feel free to leave the room for a short walk and one of us (Mr. Chambers, Ms C or Mrs B) will come to check on you.
- Topics like this can be tricky and uncomfortable to talk about but they are also important in helping us to develop a healthy body image and self esteem.
- Provide an opportunity for students to clarify the expectations for the class discussion.
- Ask students to share what they know about body image and stereotypes. What are they? How do they make people feel? What are some stereotypes about appearance that you know, have heard or seen? What effect do stereotypes have on our body image? ***If students are reluctant to share or speak up, offer some stereotypes you personally have faced and how it has affected your body image.

Development:

Time: 30 minutes

- Explain to students that the media which includes tv, movies, commercials, print such as magazines and billboards, and social media all can have an affect on our body image. Advertising, the ads that we see all over the place is one of our main sources of information about body image, what is considered beautiful/handsome, what is acceptable and unacceptable in terms of appearance, gender roles, and race.
- Using the Google Slides [Stereotypes in Advertising](#), let's look at a few ads together and see what stereotypes we can find. As you review each slide, engage students in discussions about what stereotypes they see, why they think advertisers chose to continue those stereotypes and what effect that ad might have on someone's body image.
- Next explain to students that you would like them to look into this a bit further. In your table groups, you will look at 2 advertising images on [Advertising Images Jamboard](#) (your table number is the slide number you are to look at). Choose someone to be a recorder for your group and someone to speak.
- Look at the images together and identify the stereotype you see and the effect they may have on someone's body image. Have the recorder write down what you found.

Possible Adaptations/ Differentiation:

- If advertisement images are being printed, may need in colour or a larger size
- Providing some sort of an alternate way to engage in the activity if it becomes to much/triggering

Management Strategies:

- Repeat instructions and have the students repeat back to ensure they understand the task to be completed
- Encourage students to discuss and share when appropriate, also ensure the conversations are on topic
- Walk the room to ensure on task and focused

Safety Considerations:

- recognize that this topic may be sensitive and/or triggering for some students and provide a way for them to leave the room quickly if needed (without asking)

<ul style="list-style-type: none"> • Next choice one of your two ads and brainstorm as a group how the ad could be redone without using stereotypes. Show examples from slide 5 and 6 showing ads trying to break down stereotypes. • Give students about 10 minutes or so to review ads and brainstorm their rewrite. • Using the Advertising Images Jamboard on the projector, have groups share what they found and how they would change the ad. Invite others to share any ideas they may have as well (time permitting) <p>Learning Closure: Time: 20 minutes</p> <ul style="list-style-type: none"> • Create a Graffiti Wall on the wipe board. Encourage students to add their thoughts or feelings about stereotypes and how they affect body image. They can either write on the board directly or put their thoughts onto a post it note and add it to the graffiti wall. 	
Stage 4: Reflection	
<ul style="list-style-type: none"> • overall went well, students reluctant to discuss initially • timing was off, no time for graffiti wall, instead asked students to look for examples in their everyday lives over the next few days and have then share in the next lesson 	

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