



## REALITY AVENUE: "Body Image: Are You Seeing the REAL You?"

Follow-Up Discussion Prompters, Classroom Activities & Assignments

### Follow-Up Discussion Prompters

*Questions can be utilized as a resource for an interactive teacher driven activity or as a prompter for written assignments. Classroom ground rules for the discussion should be set, if not already, for example: confidentiality (no names – "I know someone who..."), respect (all ideas accepted), what is said in the class stays in the class, we all get a chance to talk, keep an open mind, etc.*

1. Define *beauty*.
2. When thinking about yourself, what do you consider your *best* three physical attributes and why?
3. What physical attributes do you believe *others* notice about you and why?
4. Do people value physical attributes above intellect – if so, why or why not?
5. Do you believe our focus on physical beauty is harmful? Please explain.
6. When thinking about yourself, what three *non-physical* attributes do you consider your strongest and why?
7. When thinking about yourself, what three *non-physical* attributes do you believe you could improve upon and why?
8. In the video students talk about food being a source of emotional comfort. What do you find comfort in and why? What other forms of coping do people utilize and which are beneficial versus harmful and why?
9. Is there a celebrity you feel models a positive sense of self without focusing on physical image? Explain.
10. Do you subscribe to "The clothes make the man" or "Never judge a book by its cover"? Explain.
11. Prejudice has become unacceptable in the form of race, religion and so many other areas – what areas of prejudice do we fail to question? Judging others by their size, weight, etc.? Why is this and how could we alter our "lazy" thinking to remedy the imbalance – i.e. – what can we say or do to make a difference?
12. Do you believe body image concerns take away from school related activities? How have you seen this premise played out at school? Explain.
13. How do you anticipate your view of yourself will change as you age? How do you expect you will feel about yourself and your body in 5 years, 10, 20? What will your priorities be – will they change? How will your *interior* self change?
14. Which is more important and affects your life more - *your* view of yourself or *others'* view of you?
15. So often our view of ourselves is askew – how we view ourselves and how others view us is very divergent and we often fail to appreciate ourselves. Use the following exercise as an opportunity to build self-esteem and sense of class unity: After an atmosphere of open discussion and respect has been established (often times works nicely as a closer), have each student take a turn as the class volunteers 3 attributes that they admire about the student. Make sure to summarize the purpose of exercise and thank the class.

# Classroom Activities & Assignments

(for middle and high school students)

<b>Sunshine State Benchmarks For Middle School</b>	LAA1.3, LAA23, LAB1.3, LAB23, LAC1.3, LAC23, LAC3.3 SSA23, SSA3.3, FLA1.3, FLA23, FLB1.3, FLC1.3, DAB1.3 THA1.3, THA23, THE1.3, VAE1.3 HEA1.3, HEA23, HEB1.3, HEB23, HEB33, HEC1.3, HEC23
<b>Sunshine State Benchmarks For High School</b>	LAA1.4, LAA24, LAB1.4, LAB24, LAC1.4, LAC2.4, LAC3.4, LAD1.4, LAD2.4, LAE2.4, SSB2.4, FLA1.4, FLA2.4, FLA3.4, FLB1.4, FLC1.4, THB1.4, THC1.4, THE1.4, VAA1.4, VAB1.4, VAE1.4 HEA1.4, HEA2.4, HEB1.4, HEB2.4, HEB3.4, HEC1.4, HEC2.4

## Activity 1: “Your Class’s Individual Interviews”

### **Student Learning Objectives:**

Students will demonstrate the ability to - Comprehend and respect the diverse opinions of others regarding “body image”. Furthermore, students will learn to effectively process information gathered through the interview process.

**Activity:** After having students view the Reality Avenue video, request they respond to the prompts through personal interview or individual writing process. If assigning interviews, prior to interview process, briefly instruct students in effective interview and listening skills.

Have students select one prompter question only.

Student will randomly select five to ten classmates of varied gender and ethnicity and interview them for individual response. Have students record the answers. Indicate to students that they will be discussing their findings in small groups, as a class, or in essay form. Focus can be on what they learned, what is similar or different to their own views or just as a presentation about that interviewee.

## Activity 2: “Media, Culture and Ourselves”

### **Student Learning Objectives:**

Students will demonstrate the ability to – Take a more critical look at how beauty is portrayed in the media and examine personal and collective social attitudes and behaviors based on those perceptions.

**Activity:** After having students view Reality Avenue video, divide students into small groups. Provide each group with one prompter provided above. Ask students to discuss their views in response to the prompter and cultural perceptions identified through the media. Have each group develop a 1 minute television commercial marketing *inappropriate* and *appropriate* body image attitudes and behavior. Have students perform their commercial. Debrief as a class.

## Activity 3: “Self-Reflection”

**Student Learning Objectives:**

Students will demonstrate the ability to - Identify and express issues of self-doubt and self-acceptance within themselves and others through discussion and/or journal writing.

**Activity:** After students view the Reality Avenue video, ask them to write down the following concept words: *stereotype, attributes, conform, accept, empathy, self-doubt, self-acceptance*. Ask students collectively to define vocabulary as associated with the issue of "body image". Reflecting on the video, class discussion, and/or their personal experiences, ask them to write a fictional story, artwork or poem utilizing the concept words above (if in the process of storytelling additional significant vocabulary is addressed, please add to class list). Ask students to volunteer their work. Debrief.