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INTERNATIONAL

Sexuality Education Lesson Plans



BODIES,

DIFFERENT SHAPES

AND SIZES



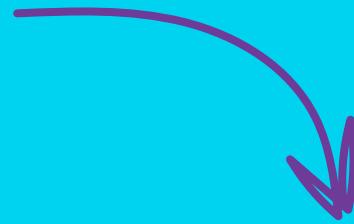
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ABOUT THIS LESSON...



This lesson plan is one of several, scripted lesson plans that are available to support in-school or out-of-school delivery of comprehensive sexuality education (CSE) around the globe. The scripted lesson plans are designed to incorporate use of AMAZE educational videos that address the lesson plan topics and can be used to supplement existing lesson plans or resources that you may already be using in the delivery of CSE.

Ideally, learning about any specific CSE topics should provide learners with the opportunity to develop, apply and practice learning in the domains of knowledge, skills and attitudes. In these lesson plans we provide as an example, only a few of the primary learning outcomes that could be targeted, recognizing that a single lesson is often not enough to achieve mastery of any one learning outcome or adequately cover more than one learning domain. Teachers are encouraged to schedule and deliver follow-up lessons that reinforce intended learning outcomes of these lessons/CSE topics, and to take advantage of other opportunities both in, and outside the classroom that enable learners to reflect on attitudes and practice and reinforce a skill.



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International Technical Guidance on Sexuality Education Alignment

Key Concept 6: The Human Body and Development.

- Topic 6.4: Body Image, ages 9-12

Prior Recommended Content

Students have a basic understanding that all bodies are special and unique and something to feel good about.

Target Age-Range

11-12+

Time

45 minutes

PREPARATION:

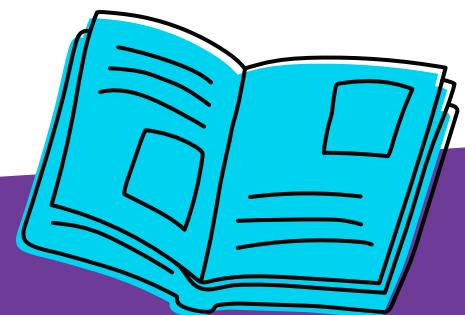
- Access and preview the **Bodies, Different Shapes and Sizes** video to be familiar with the content.
- Test playing the video so that it's ready to view during the lesson, either queued up to the start (to avoid ads) on [YouTube](#), off of an [AMAZE playlist](#), or a downloaded version.

MATERIALS NEEDED:

- Computer with internet access and speakers
- Projector and screen, laptop, or tablet
- Video link: [Bodies, Different Shapes and Sizes](#)
- Chalk and blackboard

OTHER RELATED VIDEOS:

- [Why Don't I Like the Way I Look](#)
- [Does Breast Size Really Matter?](#)
- [Does Penis Size Really Matter?](#)



LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Acknowledge that there are many types of body sizes, types, skin colors and physical abilities and that there is no one "best" body type (Knowledge)
2. Describe how adverts can portray people in unrealistic ways to sell products (Knowledge)
3. Reflect on something that they like about their body (Knowledge)

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PROCEDURE:

Step 1

Say that today's lesson is going to focus on body image. Ask students to share what comes to mind when they hear the term "body image" and make notes on the blackboard of some of the key words or ideas that students share. After they have responded and drawing from what they have already said, summarize and underscore that body image is how a person sees their body—that is, what they think and feel about their body, which can be good, bad, and can change over time. *(3 minutes)*



Note to the Educator: In the event that the next activity were to prompt hurtful comments or jokes about bodies or body types, be prepared to address disruptions and remind students to be respectful or pivot to a more individual or teacher-centered method, such as asking students to reflect on the question and list a couple of differences on a strip of paper that you collect from all students, read out loud, and write on the blackboard.

Step 2

Next, say that people's bodies can vary quite a lot. Divide students into groups of three or four and tell them that they have 5 minutes to create a list of ways that people can be physically different from each other. Let them know that once done, you will be asking for groups to volunteer to report out what they came up with. Possible answers could include things like different heights, weights, abilities, body types, complexions, hair color, etc.

Ask groups to report out what they came up with and note their answers on the blackboard. As groups report out, ask that they list differences that have not already been said by previous groups.

Once you have a consolidated list, ask students:

- What was it like to list out physical differences between people?
- Were you surprised by how many differences there are?

Summarize answers provided by the students and underscore that there are many different types of bodies, shapes, sizes, and abilities, that some of these things can change over time, and that there is no one "best" body type but rather many different body types. *(12 minutes)*

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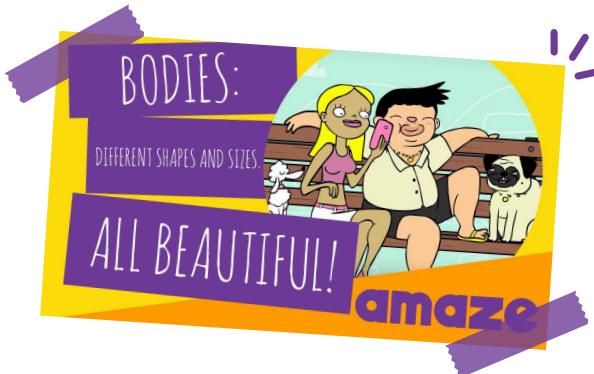
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Step 3

Say that next you will show a video that talks about body image and how there are many different types of bodies: **Bodies, Different Shapes and Sizes**.

Explain that you will play the whole video first and then replay portions of the video to talk about different aspects of body image that the video raises.

(5 minutes)



Step 4

After playing the whole video once, ask for volunteers to share a bit about what they thought about the video. Then, explain that you will be replaying portions of the video to talk about particular points that the video raises about body image.

Start by playing the video again and pause it at :25. Ask students the following questions and probe for answers from multiple students:

- Does the picture being held up by Jane (the girl at the beginning and end of the video) look like her?
- How is the picture different from her?
- Why do you think Jane altered her appearance?

Summarize responses, noting that the picture does not look like Jane, that the person in the picture appears to be much taller, possibly thinner, and with different hair color than Jane, and that Jane probably altered her appearance to look more like images of young women that she hears about or sees on social media, often times over and over again, and in magazines, or on television or in movies.

Resume the video and pause it at :48. Ask students the following questions and probe for answers from multiple students:

- What was the advert for in the video?
- What are some examples of advertisements that you have seen that

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portray people's bodies in ways that are not realistic? How often do you come across them?

- Why do you think advertisements do this?
- How do these advertisements make people feel?

Summarize responses, noting that the advert was for a dog cream to make fur more shiny, that adverts often manipulate people's appearances to encourage people to buy their products. Note that this is not unlike social media where images of people are often unrealistic and edited, which can make people feel unhappy about their appearance.

When people feel bad about how they look, this can also lead to things like low-self-esteem, anxiety, eating disorders, or over-exercising. This is why it's important for people to understand how images can be misleading and for people to love and accept their bodies.

Resume the video and pause it at 1:19. Ask students the following questions and probe for answers from multiple students:

- How does Charlie, the dog, feel after seeing the advertisement?
- What does Charlie's friend say to make him feel better?

In terms of the video overall, ask students:

- What does the video say about people's bodies?
- Why is there no real "best" body type?
- If a friend is feeling bad about how their body looks, what could you suggest they do to feel more confident?

Affirm key points raised by the students and if not yet mentioned, note that the video helps us understand how bodies are all different and that there is no "best" or "perfect" body type. It also shows how images on adverts, like on social media, can be manipulated to be unrealistic, and that identifying things that one likes about one's body is important to being confident and feeling good about oneself. *(20 minutes)*

Step 5

Next, tell students that you will be asking them to think about things that they like about their own body and that they are good at. Ask them to take 5 minutes to reflect individually by writing down on a slip of paper, two things that they

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like about their bodies and two things that they are good at. Let them know that this is a personal reflection and that there is no need to hand in the slip of paper as it is for their own use only. Let them know again so it is very clear that they will not need to hand in the paper. *(5 minutes)*

Step 6

Conclude the lesson by drawing on key points raised by students upon concluding the previous activity and be sure to note the summary points below. *(2 minutes)*

KEY SUMMARY POINTS

- There are many types of bodies of different shapes, colors, abilities, and sizes.
- Adverts often use fake or touched up photos to sell their products.
- Whether in adverts or on social media, repeatedly seeing fake or touched up photos can make people feel unhappy about their own bodies.
- To build and maintain confidence, it is important for people to focus on the positive by thinking about what they like about their bodies rather than comparing themselves to images used in adverts or on social media.

OPTIONS FOR ASSESSMENT OF LEARNING OBJECTIVES UPON CONCLUDING THE LESSON

The discussion during and following the brainstorming and video watching activities will help the educator determine whether the students acknowledge how there are many types of bodies and understand that advertising and social media can portray unrealistic body images that lead to unhappiness. The self-reflection activity can enable the educator to observe whether students have practiced identifying something positive about their own bodies.

ADAPTATION TIPS FOR VIRTUAL DELIVERY

In the event of virtual delivery, use a digital platform like google classrooms or zoom and note student responses on a virtual whiteboard. Students can be split up into virtual groups to work on the brainstorming activity.

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ADAPTATION FOR LOW RESOURCE AND/OR LARGE CLASS SETTINGS

In the event of lack of internet, download the video onto a computer or laptop ahead of time to show the video offline. In the event that there is no large screen, consider projecting the video on a wall or if there is more than one computer or laptop available, split students into groups to watch the video simultaneously on separate computers or laptops.

To accommodate large numbers of students in a limited space, for the initial brainstorming activity, consider asking students to work in pairs rather than groups and call on as many pairs as time allows to report out.

EDUCATOR TIPS FOR PARENTS/CAREGIVERS

As part of broader parental outreach, consider sharing the video and engaging with them early on, such as during a parents meeting, and sharing these tips with parents/caregivers upon delivering the lesson.

- If you and your child come across adverts in the streets, social media, or magazines that portray unrealistic images of people's bodies, you can use that as an opportunity to ask what they think about those images, whether they seem realistic, and to talk about how these images are not realistic, how they can make people feel bad, and that people's bodies are all very different and need not look like those to be beautiful.
- Look for opportunities to ask your child to tell you about something that they really like about their body and why. Helping your child reflect on something that they like about their bodies can build self-confidence.
- As parents and caregivers, our own body image can affect how we relate to our child's body image. Try to model behavior that reinforces a positive body image, such as by expressing positive feelings about your own body and not criticizing your appearance (or that of others).

HOMEWORK (If any)

None

Informed by these sources: Mental Health Foundation. *Body Image, A Guide for Parents and Caregivers*, KidsHealth.org. *Body Image and Self-Esteem (for Teens)*, and HealthPowerKids.org. *Self-Esteem and Body Image Activities*.