



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
6 weeks (6lessons)	<p>SMSC Sp.-They will be encouraged to answer for themselves some of life's fundamental questions related to body image and self-esteem. M – Pupils will develop understanding of the difference between right and wrong of moral conflict and a concern for others (e.g. bulimia, anorexia and binge eating). So- students will be given an opportunity to work individually and in pairs.</p> <p>Body image</p> <ul style="list-style-type: none"> - Exploring the meaning of the key word. - Investigating the links between body image and media. - Evaluate Katie Piper’s story and appreciate how body image can affect people’s lives. It can take more than one lesson if you decide to play the full documentary instead of video clips. - Understand how a negative body image can affect a person. To understand the different types of eating disorder and they affect the body. - Learn about ways to build/maintain positive body image. To write a poem/rap song or a speech to promote healthy body image amongst teenagers. To raise awareness of simple steps to maintain positive body image. 	<p>All – pupils should be aware that other people can change the way we feel about ourselves e.g. bullying. Most – pupils should know the meaning of self-esteem and be able to give examples of positive and negative self-esteem. They also will be aware of the term media. Some – pupils will have an understanding about Photoshop airbrushing and how this is used in the media. They will be able to make links between the impacts of the media and self-esteem.</p>
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)
<p>Unit title – Body image. Assessment after the 3rd lesson taught.</p>	<p>Main task lesson 3 – teacher feedback on the letter, students to record it. Plenary lesson 5 – peer feedback. Mid unit assessment – self/peer marking first, then teacher written feedback.</p>	<ul style="list-style-type: none"> ○ I can take part in decision-making activities with other people ○ I am able to identify different views on topical and controversial issues and I can describe what influences those views. ○ I can describe appropriate research methods and I can evaluate sources for validity and bias. ○ I can reflect on the success of my actions in achieving influence or improving my community; and I can suggest ways of taking the project further in the future. ○ I show understanding of the complexity of identities and diversity in communities and can explain the impact of some of the changes in UK society and the global community. ○ I can begin to evaluate the roles citizens can take in shaping decisions and the extent to which they can influence the operation of the political and legal systems. ○ I can compare the role of the citizens of the UK with those in other parts of the world in order to show the strengths and weakness of other political systems. ○ I can look at different situations and weigh up the implications of where an individual's or group's rights and obligations are contested. ○ I question assumptions and my own views after I have examined



		<p>relevant evidence.</p> <ul style="list-style-type: none"> ○ I can take part in an informed debate and can argue points well including those I don't agree with. ○ I utilise and test my research in my own community and draw conclusions about the impact and limitations of each.
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Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1	L.O-To explore what body image is and means KQ - What is body image?	ALL – will be able to describe what a positive and negative body image is. MOST – will be able to explain the relationship between self-esteem and body image. SOME – will evaluate how different factors can differently affect individuals.	Play part of the song in the background (first link - "Beautiful" Christina Aguilera, 2 nd link - Pink 'Perfect' (clean version)). You can also place copies of the lyrics on the tables (see last slide). Alternatively show few images related to the topic.	1. Introduction to the key terms. Students to watch the video, then think/pair/share. Video clip in the folder. 2. Students to define beauty in their own words and list the characteristics of an ideal boy/man and an ideal girl/woman. 3. Mind map activity first, then discussion – Which one is the most powerful for young kids, teenagers, adults? Why?	Discussion about 'ideal body' – Does it exist? Do you know anybody with a perfect body? Etc.	MUST DO: Bring in a magazine or a colourful newspaper.	Use the virtual dice: http://www.bgfl.org/bgfl/custom/resources_ftp/client_ft/ks1/maths/dice/ Roll the dice (click on the icon) and get students to complete the plenary activity for which ever part the dice lands on. Randomly selected students to give feedback.



<p>2</p>	<p>L.O. - To investigate the link between media and body image.</p> <p>KQ - <u>How are body images portrayed in the media?</u></p>	<p>ALL – will be able to describe how women and men are shown in the media.</p> <p>MOST – will be able to explain the link between media and body image and express their views on the problem.</p> <p>SOME – will be able to present their personal opinion with clear explanation of the arguments and show understanding of opinions different to their own.</p>	<p>Students using the scale, to finish the sentence: <i>How much do you think the media (film, TV, magazines, newspapers, etc.) influences (changes) the way people want to look? Selected students to share their views before finding out about the facts and the real influences are.</i></p>	<p>1. Students to use the magazines (homework task) to investigate how media portrays men and women.</p> <p>2. Students to watch the video (choose the one that is more appropriate for your class).</p>	<p>Class discussion to follow.</p> <p>Think/pair/share on the differentiated questions.</p>	<p>MUST DO: Write couple of paragraphs raising awareness of how media is influencing the way we want to look. Include the following: - methods and reasons used to change the original look e.g. airbrushing. - how are peoples' views of their bodies affected by the media.</p> <p>OPTIONAL: Present your work in a format of a newspaper article targeted at teenagers.</p>	<p>Students to evaluate their views on media and body image before and at the end of the lesson. Writing frame to guide but not compulsory. Selected students to read it out and receive verbal peer feedback.</p>
<p>3</p>	<p>L.O. – To evaluate Katie Piper's story and appreciate how body image can affect people's lives. It can take more than one lesson if you decide to play the full documentary instead of video clips.</p> <p>KQ - <u>Can the way you look change your life?</u></p>	<p>ALL – will be able to re-tell the story of Katie Piper.</p> <p>MOST – will be able to explain how Katie dealt with her change in body image and why is her journey so inspirational.</p> <p>SOME – will be able to evaluate how much beauty determines how well people can do in life using the case study.</p>	<p>Students to write down on the white board at least 3 adjectives to describe women from the photos.</p>	<p>1. Students to watch the clips (Warn about upsetting content) and answer differentiated questions. Full documentary - http://watchdocumentary.org/watch/katie-piper-e2-80-93-my-beautiful-face-video_6fe09e41e.html</p> <p>2. Students to write a draft letter to Katie, using the success criteria provided.</p>	<p>Class discussion to follow.</p> <p>Print out and go through the example and the formal layout of a letter.</p>	<p>MUST DO: Find out more information about Katie's life after the treatments and re- draft you letter to make it more personal.</p> <p>OPTIONAL: Write a personal message for someone else who have sustained an injury changing their body image.</p>	<p>Students to answer the KQ - Can the way you look change your life? Selected few students (with different answers) to justify their views.</p>
<p>4</p>	<p>KQ: How can I revise for the assessment on this topic?</p>	<p>To be able to track knowledge on the topic so far.</p> <p>To be able to take away one revision resource.</p> <p>To be able to show a full knowledge and understanding of the topic.</p>	<p>Learners to mind-map everything they can remember about the topic.</p>	<p>Learners to complete revision activities.</p>		<p>Revise for end of unit test. Must bring in a revision resource.</p>	<p>Pop quiz on topic.</p>



5	KQ: How can I show my knowledge on the topic?	All will be able to answer a question on the topic. Most will be able to explain their answers using PPE. Some will be able to describe why people may disagree with their view point.	Set assessment protocol.	Students to complete assessment.		Pupils to research one world religious view on the importance of family and to bring in a piece of scripture to support this.	Learners to self-assess how well they feel they did on the assessment.
6	KQ: How can I improve on my assessment?	All will be able to reflect on their test and see areas for improvement. Most will be able to pick a question to re-draft. Some will be able to add religious scripture to strengthen their answer.	Instructions on general class mistakes.	Read assessment and re-draft question. Learners to research scripture which they can add to support answer.	Re-draft of question.	Pupils to create a mind map for revision of all the topics they have done so far.	Learners read through each other's work for ideas on how to improve their own.
7	L.O. – To understand how a negative body image can affect a person. To understand the different types of eating disorder and they affect the body. <u>KQ - What are the impacts of a negative body image?</u>	ALL – will be able to name consequences of having a negative body image. MOST – will be able to explain the impact of eating disorders. SOME – will be able to evaluate physical and psychological impacts of a negative body image.	Students to write the first word or words, that come to their mind when they read the words displayed on the board. Then to find and correct 7 mistakes in the text.	1. A volunteer(s) to read diary entry aloud. Discuss what the problem is . Students to brainstorm possible effects of Tom's body dissatisfaction. 2. Students to watch 3 video clips and write down at least 3 facts about bulimia, anorexia and binge eating.	Model an example as a class.	MUST DO: You suspect that your best friend suffers from an eating disorder. What could you do? OPTIONAL: Carry out an additional research and write a short guide for parents on how to recognise that a child suffers from an eating disorder.	Students to agree or disagree with the comment (could be done verbally or in writing). Selected students (with different answers) to justify their views.



<p>8</p>	<p>L.O. – To learn about ways to build/maintain positive body image. To write a poem/rap song or a speech to promote healthy body image amongst teenagers. To raise awareness of simple steps to maintain positive body image.</p> <p>KQ - <u>How to build a positive body image?</u></p>	<p>ALL – will be able to name simple steps to improve body image. MOST – will be able to use information from the sources to back up their opinions and explain how teenagers can improve their body image. SOME – will be able to evaluate the social implications of negative body image and suggest solutions in a persuasive and age appropriate way.</p>	<p>Students to complete the quiz using the 1 to 5 scale - <i>1 means never, 2 means rarely, 3 is occasionally, 4 is quite often, 5 is always.</i> Then to add up to a total and read description.</p>	<ol style="list-style-type: none"> 1. Read the statistics aloud as class. Students to answer differentiated questions either verbally or in writing: all –red, most – orange, some –green. Feedback. 2. Students to watch the video clip and list and briefly explain steps that could help someone to improve their body image. Model example as a class. 3. Students can choose their favourite form and come up with an 8 or more line rap/song that includes two facts on being an advocate for positive body image. Success criteria to be provided. 	<p>Print out the slide.</p>	<p>MUST DO: Revise for end of unit assessment.</p>	<p>Presentation time - Randomly selected students to share their poems/speeches or rap songs. Peer feedback on the success criteria.</p>
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