



FROM THE DIANA AWARD

DIGITAL  
WELLBEING:

**#MyImageMyChoice**

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## INTRODUCTION

Social media usage is continuously on the rise, and from 2012 to 2022, we have seen a global increase from 1.48 billion users to an astounding 4.62 billion users (Kemp, 2022). Whether you use social media to stay connected with friends, keep up with the news, or simply to follow your favourite influencers, we have all seen those posts that make us stop scrolling. Those posts that make us think: am I good enough?

Even with the rise of #BodyPositivity, many of us are still dissatisfied with our bodies, and find social media content hard to look at when all we see is an unrealistic beauty standard on our screen. Negative thoughts can creep up on all of us about the way we look, but how do we stop this happening, or at least limit the impact that it has on us?

This resource is designed to help us acknowledge our own beauty and show us how to tackle the negativity we sometimes feel towards our bodies when using social media.

## THIS RESOURCE IS FOR:

SECONDARY SCHOOL PUPILS 13+

### TIME NEEDED FOR LESSON:

#### 1 hour in total

You are more than welcome to split this into different sessions at your own discretion (such as delivering it as three 20-minute sessions).

### LEARNING OBJECTIVES:

- I can define body image.
- I can identify how social media may influence my views on body image.
- I can identify ways to navigate negative social media triggers.

### PREPARATION (THINGS TO DO PRIOR TO THE SESSION):

- **Decide in your class who is going to run the session.** This should be done at least a week before you are due to teach it so that you have enough time to divide up who is going to lead what parts of the lesson, as well as allowing enough time for you to learn the content.
- **Decide when you are going to teach this lesson.** It may be that you want to run this lesson as one of your timetabled PSHE slots, as an afterschool club session or during your form time. It is entirely up to you!
- **Ensure you have a member of staff that is available to sit in on the lesson** as they will be able to support you in your delivery and help answer any questions your peers may have.
- **Check that you will have access to all resources needed for the lesson,** and, if not, decide how you could adapt the lesson.

### RESOURCES NEEDED:

- Classroom space
- Screen/Projector\*
- Accompanying PowerPoint presentation
- A3 paper
- Pens
- Blue Tac

*\*alternatively you could print the PowerPoint slides if there is no access to a projector*

### SAFEGUARDING:

Be aware that some things that you will be discussing may cause distress to others in your class. Be mindful of this and ensure that everybody knows that it is okay to take a break from the lesson if they need to. Please see **slide 17** for links to support services where you can seek help.

## LESSON CONTENT

## APPROX. TIMINGS

<p><b>Slide 1 and 2</b></p>	<p><b>Give your peers a brief overview of what you will be doing in this lesson</b> - this will involve reading the learning objectives and explaining that you will be doing a variety of activities and having many meaningful discussions. It is important to give your peers insight into what they will be learning, especially with sensitive topics like this.</p>	<p><b>2 minutes</b></p>
<p><b>Slide 3</b></p>	<p><b>This slide is the perfect opportunity for you to set expectations for the class.</b> Have everybody read the pledge aloud to themselves and allow for any suggestions that your peers may have to expand on this pledge, all ideas are welcome.</p>	<p><b>2 minutes</b></p>
<p><b>Slide 4</b></p>	<p><b>Following the instructions on the PowerPoint presentation, perform this icebreaker activity with the group, everyone must participate.</b> Emphasise that the compliment can be about physical qualities (<i>such as they have lovely hair</i>) or non-physical qualities (<i>such as they are a great listener</i>).</p> <p><b>Prompt question to ask the group:</b></p> <p><b>Why do you think that this activity has been included in the lesson?</b> Have a class discussion and see what feedback is given.</p> <p>Hopefully a variety of ideas (such as by doing this we can appreciate the beauty in others that they may not see in themselves/ it helps make the group feel at ease with each other) will arise.</p>	<p><b>5 minutes</b></p>
<p><b>Slide 5</b></p>	<p><b>Ask the group what they think body image is and what it means to them.</b> Encourage them to independently think of some ideas for 30 seconds before putting their hands up to share their ideas.</p> <p>Create a spider diagram on the class whiteboard to bring together everyone's thoughts. Did everyone have similar ideas? What different perspectives did people have?</p>	<p><b>5 minutes</b></p>
<p><b>Slide 6</b></p>	<p><b>Share the definition of body image with the class.</b> Does everyone agree with this definition (thumbs up/thumbs down)? If not, what could be changed/added.</p>	<p><b>2 minutes</b></p>

**Slide 7** **Ask the group what effect social media can have on body image.** Encourage them to reflect on personal experiences, however it is okay for individuals to give general answers if they feel uncomfortable.

**Create a table on the class whiteboard with the answers provided.** You will need a column for positive effects on body image and a column for negative effects on body image.

**Prompt questions to ask the group:**

*Why do you think social media has such a big impact on how we view ourselves?*

*What accounts do you follow on social media? How do they influence you? Do any of these contribute to a positive/negative self-image?*

N.B. After this discussion, explain that social media is not inherently 'good' or 'bad' - it's all about how we use it!

5 minutes

**Slide 8** **Share this slide with the group.**

**Prompt questions to ask the group:**

*Did you come up with all these ideas? Were there any that you didn't think of?*

2 minutes

**Slide 9** **Ask someone in the class to read this slide aloud before moving on to slide 10.**

1 minute

**Slide 10** **Explain the following instructions for the 'my true selfie' task to the group:**

*On a piece of A3 paper, ask a peer to draw around your silhouette.*

*Then, around your silhouette, write words and draw images to show who you really are. This could include anything from the music you like to the values you hold; it is entirely up to you, but it is important to be honest with both yourself and the group.*

**Look at the example on the PowerPoint for inspiration.**

Hand out resources needed (A3 paper, coloured pens and blue tac to stick paper to the wall). Give the group 15 minutes to do this.

15 minutes

## LESSON CONTENT

## APPROX. TIMINGS

**Slide 11** **Direct the class to display their work around the classroom.** It could be that you lay them out on the desks, floor or hang them up with the blue tac. Direct the group to walk around the room and look at other people's selfies. If you feel as if someone has left an important trait off their work, add to it in a different colour.

**Prompt questions for the group:**

*How did you find creating your 'my true selfie'?*

*Was it easy or hard?*

*Why do you think this task has been included?*

**Answer:** The main purpose was to show that there is so much more to all of us than just the way that we look.

**5 minutes**

**Slide 12** **Read the slide to the group and ensure that everybody understands what the task involves.** Do not give them any ideas as to what the appropriate actions could be, just encourage open discussion with no right or wrong answers for the next two slides.

**1 minute**

**Slide 13 and 14** **Ask someone in the class to read the scenario on slide 13 out loud** before giving them 30 seconds to discuss with their partner what they would do to combat this situation. Then, ask people to feed back to the class so that a variety of ideas can be shared. Everyone's ideas may be different, and it is important to respect this. **Repeat the same process for slide 14.**

**4 minutes**

**Slide 15** **Read through the possible solutions** now that everybody has had an opportunity to discuss their own ideas and ask the group what each of them means. Definitions are provided below for you to share with the group.

**3 minutes**

**Unfollowing** - To stop seeing content that an account posts.

**Soft blocking** - Limiting the content you see from someone on social media without actually unfollowing or blocking them (muting their posts for example).

**Blocking** - To remove an account from your social media so that there is no way of seeing their content or having any form of interaction with them.

**Limiting social media use** - To reduce the amount that you use social media. One of the easiest ways to do this is by setting yourself daily time limits.

## LESSON CONTENT

## APPROX. TIMINGS

<p><b>Slide 15 continued</b></p>	<p><b>Knowing your triggers</b> - Being aware of what social media content affects you negatively.</p> <p><b>Knowing ways to help yourself</b> - If you have seen something that makes you feel negatively about your body image, being aware of what can make you feel better (such as coming off social media, exercising, drawing, it could be anything!).</p> <p><b>Knowing when to seek help from professionals</b> - If social media is severely affecting your view on body image, then speaking to a professionally trained individual (such as a therapist) will help you formulate ways to manage your emotions and views on body image.</p>	
<p><b>Slide 16</b></p>	<p><b>Using the practice scenarios and solutions for inspiration, get the group to come up with their own example scenarios.</b> Then, ask them to pitch these to their partner for them to decide on the best solution.</p>	<p><b>4 minutes</b></p>
<p><b>Slide 17</b></p>	<p><b>Show this slide and ensure your peers are aware of where they can go to seek help if they are struggling with their mental health.</b></p>	<p><b>1 minute</b></p>
<p><b>Slide 18</b></p>	<p><b>To bring the session to an ending, ask your peers to write their own personal affirmations</b> for when they are having negative feelings about their body image. <b>An affirmation is simply a statement that is designed to encourage positivity, something that can be looked back on in a time of need.</b></p>	<p><b>3 minutes</b></p>
<p><b>Slide 19</b></p>	<p>This slide includes the sources used to help create this lesson. They were particularly useful in forming the definitions for slide 15.</p> <p><b>Bring the lesson to an end by thanking everyone for their time today</b> and for sharing so many ideas with the group.</p>	

### After the lesson:

Reflect on the lesson that you taught. Discuss what went well, what could have gone better, and what you think the impact may have been on your peers.

Email the slides to your peers (especially slide 17) so that they can look back and reflect. Ensure you also have a copy too.

Encourage other classes to run this lesson so that more people can gain a better understanding of social media's impact on body image.

Send The Diana Award an email to let us know how your lesson went or tag us on social media [@thedianaaward](#) and [@antibullyingpro](#) (it would be great to see your 'My True Selfies'!)

We're proud to be the only charity set up in memory of Diana, Princess of Wales, and her belief that young people have the power to change the world. It's a big mission but there are two things within it that we focus our charity's efforts on – young people and change.

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Throughout all of our programmes and initiatives, 'change' for and by young people is central, including our anti-bullying work which encourages change in attitudes and behaviours.

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We hope you found this resource useful and wish you all the best in your anti-bullying journey. If you would like to help us create more resources and train even more Anti-Bullying Ambassadors, you can make a £5 donation by texting CHANGE 5 to 70470 or visit [diana-award.org.uk/donate](https://diana-award.org.uk/donate)

**Give us feedback on this resource:**  
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