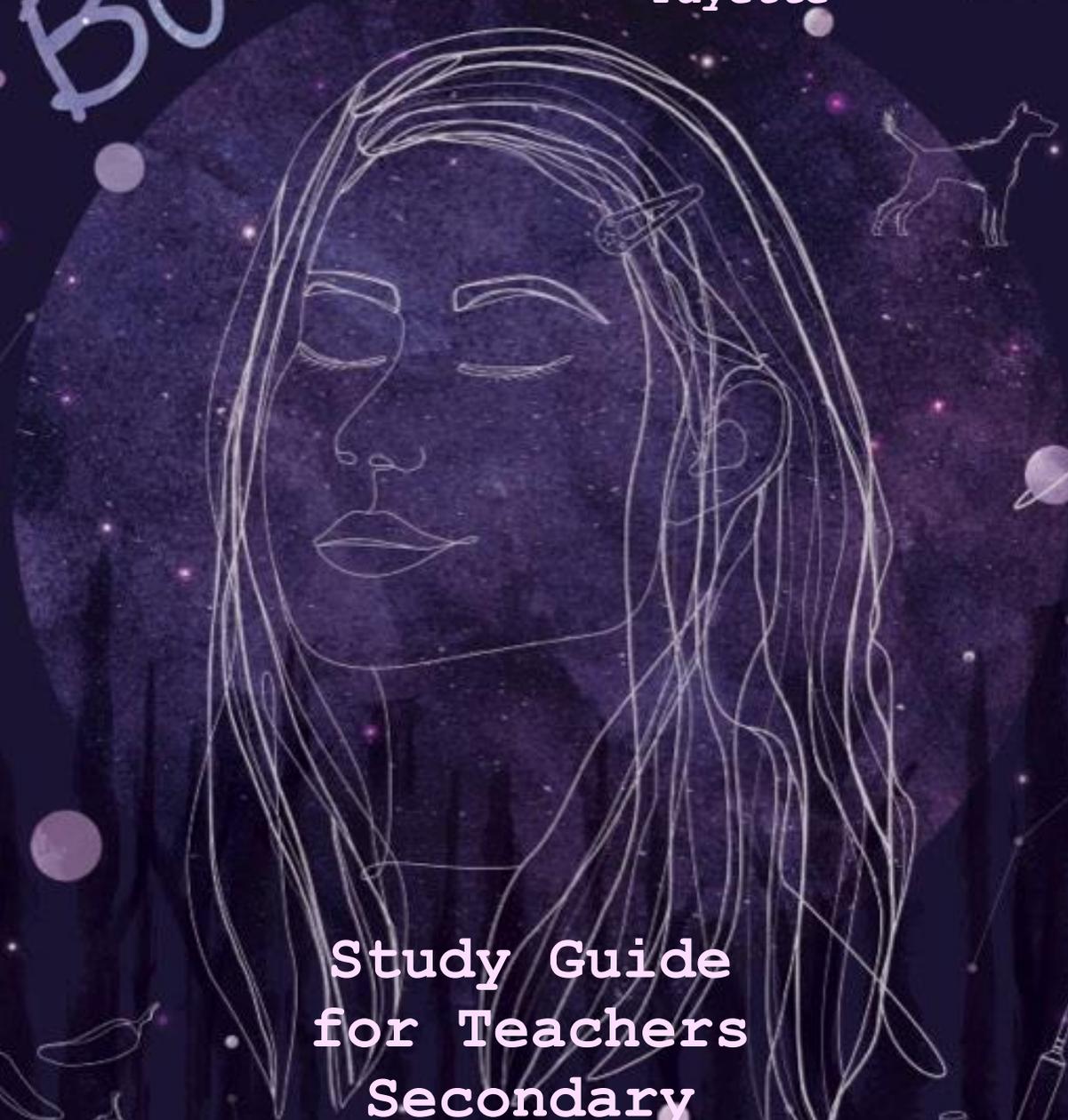


# Celestial Bodies

By Jacob Margaret  
Archer  
Directed by Mike  
Payette

A central illustration of a woman's face in profile, looking upwards. Her hair is long and wavy, and she has a hair clip. The background is a dark, starry sky with various celestial objects and constellations. A large, textured planet is behind her head. To the right, there is a constellation of a dog. At the bottom right, there is a constellation of a telescope. At the bottom left, there is a constellation of a pair of glasses.

Study Guide  
for Teachers  
Secondary  
School

# Table of Contents

Introduction .....	3
About the Study Guide .....	3
A Note On Content .....	3
Curriculum Competencies .....	4
Synopsis .....	5
Themes/Concepts .....	5
Meet the Characters .....	6
Setting.....	6
Activities and Lesson Plans.....	7
Pre-Show Discussion Questions .....	7
Pre- and Post-Show Activities .....	8
Overview of Lesson Plans .....	9
Post-Show Discussion Questions .....	10
Resources .....	11
Appendices	
Theatre in Review: Student Handouts .....	12-13
The <i>Appearance Ideal</i> : Pursuing the Impossible .....	14-15
Weight Bias and Prejudice .....	16-17
Taking Action .....	18-21

# Introduction

Geordie Theatre is a Montreal-based professional theatre company that has presented live English-language productions for young audiences in Quebec and abroad since 1980. Pushing artistic boundaries with provocative and important stories, Geordie delivers more than 200 performances each season and reaches more than 40,000 young people and their communities annually.

Land Acknowledgement: We would like to begin by acknowledging that the territory on which Geordie Theatre operates is the traditional territory of the Kanien'kehá:ka Mohawk nation of the Haudenosaunee Confederacy. Montreal is known in the Mohawk language as Tiotià:ke or Broken in Two because of the way the river breaks around the island. It is considered unceded territory of the Kanien'kehà:ka nation. This land has also existed as a meeting ground of many peoples including the Abenaki, St. Lawrence Iroquians and Huron-Wendat people. We extend our deepest respect to the elders of these communities and to all Indigenous peoples who carry the history of the land -caring for it and calling it home. We are privileged to share a story with you on this land.

A note on acknowledging territory: A crucial part of Geordie Theatre's visit happens at the beginning of the performance- the Land Acknowledgement. The Land Acknowledgement is researched and customized for the territory on which your school is located, and acts as a crucial bridge between Geordie Theatre and Indigenous Peoples.

## About the Study Guide

This study guide was created as a tool for teachers to help engage students more deeply with the themes and concepts developed in *Celestial Bodies*. The guide contains a synopsis, character and setting information, a list of the themes/concepts, as well as pre- and post-show discussion questions, activity ideas and lesson plans.

The activities in the unit have strong pedagogical grounding and are class-ready for easy distribution to students. Additionally, most activities can be adapted to an online-learning platform. Corresponding cross-curricular and subject-specific competencies from the Quebec Education Plan (QEP) are indicated for each lesson plan.

## A Note on Content

The main character, Stella, describes herself as “fat” or “overweight”, for which she is bullied by other characters. Body image, and anti-fatness specifically, is a topic that can provoke strong opinions and lead to difficult classroom discussions. Please be sensitive to students who may feel embarrassed or shy during these discussions. Should a student demonstrate signs of anxiety or distress, please speak to the school counsellor.

# Curriculum Competencies

## English Language Arts

- Uses language/talks to communicate and to learn
- Reads and listens to written, spoken and media texts
- Produces texts for personal and social purposes

## Cross-Curricular Competencies

- Uses information
- Exercises critical judgment
- Uses creativity
- Adopts effective work methods
- Uses information and communications technologies
- Cooperates with others
- Communicates appropriately

## Arts Education - Dramatic Arts Competencies

- Creates dramatic works
- Performs dramatic works
- Appreciates dramatic works

# Synopsis

The play begins with Stella, an anxious teenaged girl, sitting in a hockey locker room, deep breathing to overcome a wave of panic. She begins to recall the past three months, since the beginning of the school year. Throughout, Stella, obsessed with space and anything cosmic, interjects her own narration with interesting facts and metaphors relating to the cosmos.

Stella is at the pharmacy with one of her two mothers conversing with a pharmacist who is concerned about her weight. Stella discusses her mothers; Imma, also overweight, is warm and accepting, and Andie, who she calls Mom, is a former Olympic hockey player who enjoys giving her daughter frequent pep talks as parental advice.

Stella recalls the bullying she endures from peers. They tease and taunt her and even go so far as throwing a carton of yogurt at her. In the bathroom, Stella meets Essie, an edgy classmate, who helps wash her hair. Upon hearing about the bullying, her mothers encourage her to be more active to be more positive about herself. To that end, partly, they get her a dog, which Stella calls Oort Cloud.

Eventually, Essie and Stella become friends and Essie convinces Stella to play hockey with her and her brother, Noah, a cute boy she has already met while playing fetch with Oort Cloud. Noah and she discuss her interest in space and Stella admits she is an aspiring astronaut. However, the following day, when Essie tells Mr. E about Stella's aspiration, Mr. E explains that Canadian astronauts cannot weigh more than 95 kilos, which embarrasses Stella.

While Essie and Stella are in the cafeteria, the bullies throw another yogurt at Stella, but, owing to her new goalie reflexes, she catches it and passes to Essie who throws it back to the bullies, landing both of them in detention.

Stella is getting better at goaltending and Noah teaches her a few tricks, including square breathing to improve focus. Eventually, Essie signs Stella up as a back-up goalie for the Staff-Student hockey game. When the first goalie is unable to play, Stella is forced to join the team. She overcomes her anxiety, plays and saves an attempted goal by Mr. E in the last seconds of the game.

## Themes/Concepts

- Emotional Support
- Self-Love
- Body Image
- Social Pressure
- Mental Health and Wellbeing
- Upstander vs Bystander/Allyship
- Anti-Bullying
- Self-Expression
- Parental Relationships
- Perseverance

# Meet the Characters

Stella: An anxious and witty, teenaged girl.

Nadine (or Imma): Stella's mom, supportive, gets Oort Cloud for Stella

Andie (or Mom): Also Stella's mom, supportive, former Olympic hockey player, loves to give Stella pep talks

Essie: Stella's edgy classmate and friend

Noah: Essie's older brother, cute

Pharmacist: Concerned about Stella's weight

Doctor: Stella's family doctor

Mr. E: Stella's science teacher

Oort Cloud: Stella's dog

All characters will be played by one of the following actors (rotating from show to show).



Wahsonti:io Kirby



Alyssa Angelucci-Wall

## Setting

- ∞ Locker room
- ∞ Stella's home
- ∞ Stella's high school: Science classroom, cafeteria, bathroom, detention hall
- ∞ Soccer field with running track
- ∞ Essie and Noah's house
- ∞ Ice rink

# Activities and Lesson Plans

To help engage students with the themes and concepts developed in *Celestial Bodies*, we are proposing a variety of activities.

- Pre-show discussion questions
- Pre- or post-show activity ideas
- Lesson plans:
  - o *The Appearance Ideal: Pursuing the Impossible*
  - o *Weight Bias and Prejudice*
  - o *Taking Action*
- Post-show discussion questions

## Pre-Show Discussion Questions

The following discussion questions may be used to initiate conversation and build background information of the main themes in *Celestial Bodies*. They might also be used as writing prompts or as an introduction to lesson plans. Please select the questions that are most appropriate to the age group you teach.

### Social pressure

- ∞ How did you feel at the beginning of high-school? Why?
- ∞ What does it mean to fit in? How important is fitting in for children? For teenagers? For adults?
- ∞ In which ways do people sometimes act to fit in?
- ∞ Have you ever done something to fit in that you regret? Or, have you ever seen someone act differently to fit in? When might this be a bad thing?

### Body image

- ∞ The *appearance ideal* is what our culture tells us about how we are supposed to look. Where does the *appearance ideal* come from?
- ∞ How does the media affect the *appearance ideal*? What about social media specifically?
- ∞ How do you feel when you compare yourself to the *appearance ideal*? How does the pressure to have the *appearance ideal* make you feel?
- ∞ What does it mean to have positive body image? How might one improve their body image?

### Self-esteem

- ∞ What are things about yourself that make you feel proud? What are things about yourself that make you feel self-conscious (awkward/embarrassed)?
- ∞ When do you feel most comfortable in your own skin?
- ∞ What habits can one develop to increase their self-esteem?
- ∞ Which celebrities have inspired others by overcoming self-esteem problems or by breaking stereotypes? How?

### Bullying/Anti-Bullying/Allyship

- ∞ What does bullying mean? Why might someone bully another? What might they be gaining from it?

- ∞ How is cyber-bullying different than verbal bullying? Is it better or worse?
- ∞ How might a victim of bullying feel? Which emotions might bullying elicit?
- ∞ Have you seen someone get bullied? What did the people around do? What did you do?
- ∞ What are some ways to stand up to bullies? How can you help the victim of bullying?

## Pre- or Post-Show Activity Ideas

### Tableaux by Theme

Students create a live tableau (a scene in which all students are “frozen” in their action) based on the themes of Celestial Bodies. Assign each group of 3-4 students one of three themes (anti-bullying, body confidence or social pressure) and have them practice a tableau. Have them present and hold the tableau for the rest of the class. Have the class guess the theme and have the group describe their tableau. For online learning, the students can either draw a tableau or may send a picture of a live tableau created with their sibling or parent.

### Celebrities: Compare and Contrast

Students write an essay comparing and contrasting two celebrities (social media, TV, film, model, youtuber/influencer, singer, rapper), one who contributes positively and another who contributes negatively to body image of their fans. This activity may also be delivered in oral presentation format.

### Improv

Using the task cards included in the *Taking Action* lesson plan, split students into small groups and have them create a scene around the suggested situation. Alternatively, have them create two scenes, one with a positive outcome and one with a negative outcome.

### Theatre in Rev!ew (Post-Show only)

Using the Theatre in Rev!ew handouts provided (below), have students write a review of the play for the school newspaper, using the following sections: introduction, plot summary, main message, performance and design elements, and personal reaction.

# Overview of Lesson Plans

Adolescents around the world struggle with low self-esteem and body confidence as a result of the pressure to adhere to the standards of beauty as depicted in the media and by those around them. These lessons are designed to help students reflect on the media's role in perpetuating the *appearance ideal*. They will come to understand the impossibility of matching the beauty ideals, the downsides of such pursuit, including the discrimination held against those who are "overweight". Students will understand the importance of being an *upstander* and an ally, as well as create a body-confident campaign for their peers.

\*Please note that the topic of some of these activities may be sensitive to some students. Please ensure students are mature enough to handle the topics and proceed with sensitivity. If any of the students seems anxious or distressed, please speak to the school counsellor.

## **The Appearance Ideal: Pursuing the Impossible**

*This lesson allows students to take a close look at how our society pressures adolescents to conform to standards of beauty, referred to as the appearance ideal. They will learn about the media's role in pressuring members of society to achieve a certain look, and the cost of such a pursuit on mental health, time and financial resources.*

Objectives:

- To increase awareness and understanding of body shape and diversity
- To develop an understanding of media's role in dictating the standards of "attractiveness"
- To understand the mental health issues related to pursuing the *Appearance Ideal*

## **Weight Bias and Prejudice**

*This lesson has students exploring their own prejudices against people who are overweight. They will also examine the societal pressures, mainly exerted through media, equating thinness to attractiveness and the related prejudice of being "overweight". Students will inform themselves about fatness while debunking commonly held myths.*

Objectives:

- To explore personal and societal prejudice against fatness
- To encourage acceptance of self and others in regards to body diversity

## **Taking Action**

*This lesson is designed to have students apply their new knowledge of the construct of the appearance ideal to help themselves and others. The lesson is divided into three sections:*

- (a) Individually, students will learn how to develop self-worth by exploring self-awareness, self-acceptance, and self-esteem.*
- (b) Student will learn how to be an upstander and an ally*
- (c) Students will design a body-confident campaign directed at their peers*

Objectives:

- To learn and understand the role and responsibilities of upstanders and allies
- To apply knowledge of the *appearance ideal* to help others

# Post-Show Discussion Questions

1. While Essie does not directly stand up to Stella's bullies, she checks in with Stella in the bathroom and helps her wash her hair. How do you think Stella felt when Essie came to help her? What do you think about this course of action? What does this say about Essie's character?
2. A) When Stella's parents hear about her bullies throwing yogurt at her, they empathize with Stella and then encourage her to become more active. What do you think about this reaction? Helpful or not? What are her parents intentions? In which ways could these comments be counterproductive? In which ways could these comments be helpful?  
  
B) Stella responds back to her parents. "I'm not sure that the solution to Idiot Yogurt Boys is 'stop being fat,' but I guess it's true that I'm feeling badly about myself, even if I'm not sure how loving myself more is going to convince them to treat me like a person." What do you think about what she says? What is the benefit of Stella feeling better about herself? Will it affect how others think of her?  
  
C) Later, Stella says to herself: "The food isn't the problem. Self-love is not the problem. Self-love is not going to shield me from cosmic radiation." Throughout the play, Stella shows that she is more accepting of her weight than others are. How do Stella's feelings about herself (self-perception) differ from how others perceive her? What role does self-love and self-acceptance play when faced with others' judgement? What does *cosmic radiation* refer to in this excerpt? What can be done about the *cosmic radiation*?  
  
D) Sometimes it can seem that self-acceptance and self-improvement are in conflict with one another. Using an anecdote or example to illustrate your arguments, argue how someone can have both OR argue where the line between self-acceptance and self-improvement stands and how to hit a balance between the two.
3. When Essie reveals that Stella is an aspiring astronaut to Mr. E, he responds, "Hah, well, Canadian astronaut candidates can't weigh more than 95 kilos." Stella is deeply embarrassed. What do you think of this? Should he have encouraged her aspiration without mentioning the weight restriction or is being honest important and shows acceptance?
4. Stella and Essie respond to Stella's bullies by throwing the yogurt back at them, for which they receive a detention. Should they have been punished for their actions? Is it fair to respond to someone's attack by an equivalent attack? Are Stella and Essie standing up for Stella or are they acting as poorly as her bullies?

# Resources

Websites on bullying:

[Bullying](#) by The Children's Society

[Bullying Canada](#)

Lesson plans with themes relating to Celestial Bodies:

[True To Me](#) by The Dove Self Esteem Project

[Prejudice and Body Image](#) by mediasmart.ca

[Reshaping Body Image](#) by tolerance.org

[Free Being Me](#) by WAGGGS and Dove

Suggested readings relating to anti-fat bias:

[Prejudice and Body Image](#) by mediasmart.ca

[Reshaping Body Image](#) by Tolerance.org

[Obesity Stigma: Important Considerations for Public Health](#) by the U.S National Library of Medicine

[The Harmful Effects of Fat Shaming](#) by Healthline.



# Theatre in Review



Using the template on the next page, write a review of *Celestial Bodies* for your school or local newspaper.

**Title:** Use a catchy title.

**Introduction:** State the name of the play and where you viewed it.

**Plot summary:** Who were the characters? What was the story about? Don't ruin the ending!

**MAIN message:** What is the main message of the play? What might someone learn as a result of viewing the play?

**Design Elements & Performances:** Discuss the set design, prop design, costume design, sound design, and how the play was performed.

**Personal reaction:** How did this play impact you? Did this play make you think? Did it change your perspective? What were the aspects of this production that you enjoyed the most and the least? Would you recommend it to your readers?

# Theatre in Review

By:

Introduction

---

---

---

Plot summary

---

---

---

---

---

---

MAIN MESSAGE

---

---

---

---

Design Elements & PERFORMANCES

---

---

---

---

---

Personal reaction

---

---

---

---

---

---



# The *Appearance Ideal*: Pursuing the Impossible

## OVERVIEW & PURPOSE

- To increase awareness and understanding of body shape and diversity
- To develop an understanding of media's role in dictating the standards of "attractiveness"
- To understand the mental health issues related to pursuing the *Appearance Ideal*

## COMPETENCIES

1. Uses language/talks to communicate and to learn
2. Writes a persuasive essay

## ACTIVITY

This lesson is inspired by [True To Me](#) by The Dove Self Esteem Project. This topic may be sensitive to some students. Please ensure students are mature enough to handle this topic and proceed with sensitivity. Make sure to remind them about appropriateness and respect.

1. Invite students to refer to the first page of their student handout.
2. To complete the first activity, split the class into small groups. Ask some groups to list the characteristics of "the perfect-looking man" and the other groups to list of characteristics of "the perfect-looking woman". Ask them to be as descriptive as possible and to avoid general terms such as "beautiful" or "perfect". After a few minutes, have students share their lists with the class while compiling a list for both "perfect-looking" women and men on the whiteboard for all to see.
3. Cross out "perfect-looking" and change it to "The Appearance Myth" and have them do the same. Explain that a myth, such as the *appearance ideal*, is something that does not actually exist. As they can see from the long list, it is physically impossible for anyone to meet all these standards. The *Appearance Ideal*, then, is what we think we should look like, but it does not exist naturally. Tell them that the *Appearance Ideal* can have negative consequences on us and that you will explore it over the next few lessons.
4. Watch one or several of the following videos to help build context for the class discussion: Dove's [Beauty Pressure](#), Dove Campaign for [Real Beauty \(male version\)](#)
5. Class discussion. Ask the following questions while prompting for these answers.
  - Q1. How are we sold the *appearance ideal*? How are we brainwashed into accepting the *appearance ideal* as what is the most attractive?
    - A. Media: TV shows, movies, magazine
    - A. Social media: Instagram models, selfie culture, youtubers, bloggers/vloggers, influencers
    - A. Celebrities and reality shows
    - A. To achieve the *appearance ideal*, almost all the above mentioned people spend disproportionate time, effort and money on their appearance (diet and workout), use makeup and beauty products, get cosmetic procedures such as lip fillers, or plastic surgery, and even then, they use apps to photo-manipulate such as Photoshop and Facetune.

Q2. What do “regular” people do to themselves to achieve the *Appearance Ideal*?

- A. The same as the celebrities/influencers/models etc. mentioned above:
- Workout and diet
  - Use weight loss/body training programs
  - Use of makeup and beauty products
  - Use photo-manipulation apps such as Facetune or Photoshop
  - Undergo cosmetic procedures or medical surgeries

Q3. Who benefits financially when people are pursuing the *appearance ideal*?

- A. Fashion and beauty industries  
A. Diet/weight loss programs and body training programs  
A. Cosmetic procedure and plastic surgery industries

Q4. What are the negative impacts of pursuing the *appearance ideal* on individuals?

- A. Mental health: Low self-worth, poor body image, depression, anxiety, low self-esteem (which can lead to lower grades in school, difficulty making and keeping friends, toxic relationships).  
A. Health issues: eating disorders, fixation on body.  
A. Financial and time issues: spending time working on our appearance rather than with friends and/or hobbies; beauty products and procedures, plastic surgery, and weight loss and body training programs are expensive.

5. In their small groups, have the students complete the chart at the top of page 2 and share answers.  
6. As a closing activity or for homework, have students write a persuasive letter to a younger student to dissuade them from pursuing the *appearance ideal*, also on page 2.

#### EXTENSION ACTIVITIES / ADDITIONAL READINGS & RESOURCES

- Lesson on [Stress and Body Image](#) by Manitoba Education
- Have students research what the *appearance ideal* has been over history or around the world to highlight its ever changing and elusive nature.

# Weight Bias and Prejudice

## OVERVIEW & PURPOSE

- To explore personal and societal prejudice against fatness
- To encourage acceptance of self and others in regards to body diversity

## COMPETENCIES

1. Develops research skills
2. Exercises critical judgement and adopts effective work methods
3. Reads and listens to written, spoken and media texts

## ACTIVITY

This lesson is inspired by [Prejudice and Body Image](#) by mediasmart.ca and from [Reshaping Body Image](#) by Tolerance.org. This topic may be sensitive to some students. Please ensure students are mature enough to handle this topic and proceed with sensitivity. Make sure to remind students about appropriateness and respect before beginning this lesson.

It is advised to read about Weight Bias and prejudice prior to implementing this lesson to increase your knowledge base and explore your own biases. Suggested readings include: [Prejudice and Body Image](#) by mediasmart.ca, [Reshaping Body Image](#) by Tolerance.org, [Obesity Stigma: Important Considerations for Public Health](#) by the U.S National Library of Medicine, [The Harmful Effects of Fat Shaming](#) by Healthline.

1. Before discussing this lesson's topic, have students look at the pictures and think about the questions on page 4 of the Student Handout.
2. Class discussion. For question c, depending on the age and maturity of your students, it may be best to avoid sharing answers to avoid hurtful comments, especially for students who might feel targeted. Instead enumerate possible negative biases yourself, based on the *Fatness Myths* section.
  - a. What does the *appearance ideal* dictate about body weight?
  - b. What makes a body healthy? Do you have to be thin to be healthy?
  - c. What are some negative thoughts people sometimes have about people who are overweight, even before they know them?

Explain that these are called biases - negative thoughts we subconsciously think about something – and that today's lesson is about addressing these.

3. Remind students about what they learned in the first lesson or, if not implemented, consider using some of the questions and answers from the first lesson.
4. Explain that throughout history the *appearance ideal* has changed over the years and we currently live in a society which values thinness and fitness as the most attractive body type. Explain that one of the many negative consequences of this phenomenon is the discrimination and stigma associated with overweightness.
5. Watch the [video clip](#) of celebrity James Corden shutting down another late night show host, Bill Maher, for his ill-informed comments on fat-shaming. It is a light and humorous way to introduce the concept of anti-fat prejudice.

\*While coarse language has been blipped out for the most part, preview the clip before using it to ensure that it is appropriate for your age group, school, community, etc. Here is an [article](#) summarising the video clip, if more appropriate.

6. Discuss the pervasive prejudice and stigma that overweight people face and how it negatively impacts them, both psychologically and physically. Use Stella's experience at school as an example, or if you have not seen the play yet, explain the main plot and tie it into the discussion.
7. In small groups, have students research the Fatness Myths and correct the statements to make them true. Consider teaching a mini-lesson on research and trusted websites.
8. Conclude by discussing important strides towards encouraging self-love and body positivity, made over the past few years. Have students discuss important social-media movements and celebrities, such as Lizzo, discussed below, who contribute to forward and positive movement.

## EXTENSION ACTIVITIES / ADDITIONAL READINGS & RESOURCES

- Lizzo, an American pop culture icon, has contributed to the revolution towards overcoming traditional beauty standards. By embracing and celebrating her large figure as equally beautiful and respect-worthy, many were inspired to take a step forward towards self-love regardless of whether their physical appearance matches the *appearance ideal*. With your class, read this [Vox article](#) and discuss your thoughts regarding celebrity trainer Juliana Michael's comments about Lizzo's body.
- Read and analyse a scientific article, [Obesity Stigma: Important Considerations for Public Health](#)
- Connect Post-Show Question 1.c. to the lesson and discuss.

*Stella says to herself: "The food isn't the problem. Self-love is not the problem. Self-love is not going to shield me from cosmic radiation." Throughout the play, Stella shows that she is more accepting of her weight than others are. How does how Stella feels about herself (self-perception) differ from how others perceive her? What role does self-love and self-acceptance play when faced with others' judgement? What does cosmic radiation refer to in this excerpt? What can be done to help her with cosmic radiation?*

# Taking Action

## OVERVIEW & PURPOSE

- To learn and understand the role and responsibilities of upstanders (versus bystanders) and allies
- To apply knowledge of the *appearance ideal* to help others

## COMPETENCIES

1. Uses information and adopts effective work methods
2. Exercises critical judgement
3. Represents their literacy in different media
4. Cooperates with others

## ACTIVITY

This lesson is inspired by [Free Being Me](#) by WAGGGS and Dove. Now that students have learned about the *appearance ideal* and its negative consequences, as well as the consequences of prejudice based on body shape, this lesson invites students to take action at individual, group and community levels. This lesson may be done in multiple sessions.

### Taking Action: From the Inside Out

1. This is an independent activity (page 6) that serves as an introduction to developing better self-worth. You may begin the lesson by watching the video of [the pyramid of self-worth developed by Dr. Christina Hibbert](#). It is not designed to “fix” low self-esteem but to have students reflect on themselves and understand how self-worth may be achieved.
  2. Depending on the age and maturity of your students, you may opt to have students share some of their answers with others.
  3. If you feel a student is struggling with this assignment for reasons of low self-esteem or other, please discuss the student with the school counsellor.
- \* Please note that the authors of this study guide are not promoting Dr. Christina Hibbert and that the video and concept of the pyramid of self-worth are purely proposed for educational purposes.

### Taking Action: How To Help Others and Be An Ally

1. Explain to students that one of the best ways to combat the negative consequences of the *appearance ideal* is to challenge the thoughts of people around them.
2. Split the class in small groups and pass out one set of the Comeback Task Cards (below) per group. Have students read each card and brainstorm a quick comeback they might say to themselves or to a friend. Do a few with them before they begin, as examples.
3. Share some of the best comebacks and challenge the students this technique in real life.
4. Explain to them that while everyone has bad days in terms of self-esteem and may feel badly about some parts of how they look, chronic and severe self-esteem issues are typically one of the main causes (for bullies) and consequences (for victims) of bullying and discrimination.
5. Use these questions (from the Post-Show Discussion Questions section) to initiate a class discussion.
  - ∞ What does bullying mean? Why might someone bully another? What might they be gaining from it?

- ∞ How is cyberbullying different than verbal bullying? Is it better or worse?
  - ∞ How might a victim of bullying feel? Which emotions might bullying elicit?
  - ∞ Have you seen someone get bullied? What did the people around do? What did you do?
  - ∞ What are some ways to stand up to bullies? How can you help the victim of bullying?
6. Tell students that they can help by being what is called an upstander (rather than bystander), or an ally. Depending on their age group and maturity level, you may want to choose only one concept.
  7. Students complete page 7, after watching and discussing this [short clip](#) on what to do when you see bullying happening and the [video clip](#) *How to Be a Good Ally* by Ahsanta the Artist.
  8. Finish the activity with the Anti-Bullying/Allyship Task Cards (below) to consolidate their learning. The cards are in order of simplest situation to most complex – only hand out those that are appropriate for your students’ age group and maturity level.

#### Taking Action: A Body-Confident Campaign

This culminating project can be done in teams of three to four. Ask students to plan and develop a project based on body positivity directed at the students of your school. The project can be informational or motivational. Remind them of everything they have learned during previous lessons and encourage them to include some of the main ideas covered.

Here is a non-exhaustive list of ideas:

- TikTok
- Posters to put around the school, in the bathrooms or gym changing rooms
- News report
- Funny/angry rant denouncing the *appearance ideal*
- Instagram page (including a hashtag, quotes and pictures)
- TV or magazine advertisement
- Blog or vlog post (could be done by impersonating an influencer)
- Song and/or music video
- Picture or video exposing photo-manipulation

Have students share their projects as class presentations or in a presentation fair.

#### EXTENSION ACTIVITIES / ADDITIONAL READINGS & RESOURCES

- Split the class into two groups and have them debate whether social media has a positive or negative effect on self-esteem.

## Comeback Task Cards

<p>Why are my arms so skinny? I've been hitting the gym every second day for months now... I hate them.</p>	<p>My hair is so thin and ugly – I'm sure everybody is talking about it.</p>
<p>Omg, I'm going to untag myself from these pictures. My braces are so embarrassing.</p>	<p>Look at that girl! She is so skinny the wind might blow her away.</p>
<p>Ouf, look at that girl's skinny lips. I hope she can afford lip fillers!</p>	<p>I feel like garbage today. I'm not bad looking, but I'm short and I hate it.</p>
<p>I'm getting a summer job because I want to save up for a nose job.</p>	<p>I can't possibly join my friends to the beach today. I haven't had a chance to tan – my skin is so white!</p>
<p>I better lose my extra weight asap or I won't get a girlfriend.</p>	<p>I am so self-conscious about my ugly feet. There is no way I will wear sandals this summer.</p>
<p>I'd love to try that dress on, but my body shape would make it look awful.</p>	<p>It's super hot outside, but I still have to wear a sweater because I'm shy about my eczema.</p>

## Anti-bullying/Allyship Task Cards

<p>You see a student emptying a younger student's locker by throwing all its contents on the floor.</p>	<p>You go to the bathroom and someone is in there crying because their peers are making fun of them.</p>
<p>Someone in your grade keeps sending embarrassing Snaps of a classmate in gym class to a large group of students.</p>	<p>You find out about a girl group chat designed to make fun of and spread rumours about "less popular" girls.</p>
<p>Another students falls down the stairs at school, right in front of you.</p>	<p>You are working on a school project in groups and one student is refusing to do any work because he finds the other students are not as academically strong as he is.</p>
<p>A friend of yours got a job after sending in their CV. However, after they had to send their picture in, the store rescinded their offer to employ them. You suspect it is because they are from a minority group.</p>	<p>A friend of yours just lost their job because their boss has found out they are gay.</p>