

EMBRACE YOUR BODY

FOUR KEY MESSAGES TO CONVEY:

- 1. Embrace diversity** – Regardless of size, shape, or colour we are all worthy, important, and beautiful. All bodies are good bodies, and all bodies can do amazing things.
- 2. Embrace functionality** – Bodies do incredible things every day. Rather than focussing on what it looks like, focus on what it can do!
- 3. Embrace you** – You are your own person – no one is like you, no two people look alike, it's best not to compare yourself and the way that you look to anyone else.
- 4. Embrace real ideals** – The pictures that you see on tv and social media often aren't real, and they are there to entertain us, not to show us what to look like.



ACTIVITIES USING THE “EMBRACE YOUR BODY BOOK” IN CLASS

GRADE	HPE SUB-STRAND	CONTENT DESCRIPTOR	SUGGESTED ACTIVITIES CONNECTED TO THE EMBRACE YOUR BODY BOOK
F	Being healthy, safe, and active	ACPPS001: Identify personal strengths	“My body is unique, every body’s different” – Use the Strengths Sheet and assign different parts of the room to mean ‘yes’, ‘no’, and ‘maybe’... Read out a strength and children move to the part of the room to indicate whether this sounds like them or not. Isn't it great that everyone is different!
		ACPPS002: Name parts of the body and describe how their body is growing and changing	“I’m grateful for my...” – Complete the ‘My Amazing Body Can’ worksheet – Do some circle talk giving each child a chance to complete the sentence: “I’m grateful for my (body part) because...”
	Contributing to healthy and active communities	ACPPS006: Identify actions that promote health, safety and wellbeing	“Look what my body can do” – Draw a picture of yourself doing something amazing with your body – Play ‘Simon Says’ or charades to explore the amazing things that we can do with our bodies – What are the things that we need to do to keep our body healthy?
1-2	Being healthy, safe, and active	ACPPS015: Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities	“Don’t compare me to someone else” – Determine personal strengths by cutting up the Strengths Sheet into cards and sort into ‘yes’, ‘no’, and ‘maybe’ piles then take a photo or glue your personal strengths onto a new piece of paper.
		ACPPS016: Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these	“Your body is somebody ‘cause nobody’s got a body like you” – Draw a timeline of the things that your body might be able to do as you grow older over time.

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1-2	Contributing to healthy and active communities	ACPPS022: Explore actions that help make the classroom a healthy, safe and active place	<p>“Embrace your body, everybody, love yourself”</p> <ul style="list-style-type: none"> – What are some of the things that we can do to keep our bodies happy and healthy? Create a chart and record whether your class can do all of the things that our bodies need to keep us healthy every day.
3-4	Being healthy, safe, and active	ACPPS036: Identify and practise strategies to promote health, safety and wellbeing	<p>“Listen to your strong heartbeat...”</p> <ul style="list-style-type: none"> – Moving our bodies is important to help to keep us healthy. Dance to the ‘Embrace Your Body’ song and discuss – “what happens in our body when we move?” Our heart beats faster to deliver oxygen to our working muscles etc. – Brainstorm a list of different types of movement that make our heart beat faster and then do something new as a class each day and tick it off the list.
	Communicating and interacting for health and wellbeing	ACPPS037: Describe how respect, empathy and valuing diversity can positively influence relationships	<p>“My beauty is inside, my beauty is my kindness. We all know that kindness is key”</p> <ul style="list-style-type: none"> – Write a recipe for friendship – Is kindness the key ingredient? – Write a recount of something that you have done recently where you were kind to someone else – what effect did this have on them?
	Contributing to healthy and active communities	ACPPS040: Describe strategies to make the classroom and playground healthy, safe and active spaces	<p>“Some people in this world will tell you to look different”</p> <ul style="list-style-type: none"> – Develop a strategy and pact for your class – to celebrate diversity in terms of what our bodies can do and look like. Write this out and display it on the way of your classroom, surrounded by pictures of what it looks like to stand up to bullies and be a good bully bystander. – Celebrate personal strengths by having each child trace around their hand and write all of the special and unique qualities about themselves inside the hand. You can use the Strengths Sheet as a prompt.
5-6	Being healthy, safe, and active	ACPPS054: Plan and practise strategies to promote health, safety and wellbeing	<p>“I’m gonna embrace my body, show it some love”</p> <ul style="list-style-type: none"> – What ways can we show our body some love? Integrate a body love activity each day for a week, or on a special day, where you eat nourishing food, move, relax to reduce stress, etc. This could be connected to the Butterfly Foundation Love your Body Week.
	Contributing to healthy and active communities	ACPPS058: Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities	<p>“Embrace your body, everybody, love yourself”</p> <ul style="list-style-type: none"> – Eating healthily and moving our bodies can prevent us from getting sick, and appreciating our bodies can make us more likely to treat them well... – How does eating healthy food make you feel inside? Create a poster or a short video to explain this. – Where in your community can you be active? Create a map with ideas for others to engage in physical activity in your area.
		ACPPS060: Identify how valuing diversity positively influences the wellbeing of the community	<p>“Embrace your body, everybody, love yourself”</p> <ul style="list-style-type: none"> – Create a media campaign or action plan for your school. – What could you do to help everyone at your school to Embrace their bodies and value diversity?

EMBRACE YOUR BODY ♥

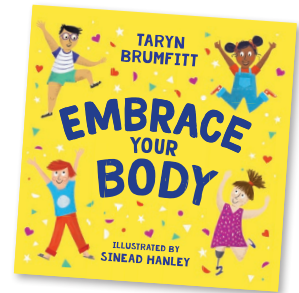
OTHER BODY IMAGE BOOKS FOR PRIMARY SCHOOLS

For younger children

- My Body is Brilliant
- Minnie and Max are Ok
- We are all Wonders
- Charlie's Tales (Pretty Foundation)

For older children

- *Wonder* – R.J Palacio
- Love your Body – Jessica Sanders
- Karma Khullar's Mustache – Kristi Wientge
- Diary of a Wimpy Kid: The Ugly Truth – Jeff Kenney
- *The Body Image Book for Girls* – Charlotte Markey



FAQ

WHAT DO I DO IF A CHILD CALLS THEMSELVES (OR SOMEONE ELSE) FAT?

If a child calls themselves or someone else, you can try using some of the following points in your response. The main idea is to avoid making a big deal about 'fat'. Adipose tissue (fat) is a part of your body, that keeps you alive. We all need fat – it isn't good, and it isn't bad. Just like your fingernails aren't good or bad. Calling people names and commenting on other people's bodies can really hurt their feelings. Our bodies come in all sorts of shapes, and we need this diversity to make life interesting. There are 8 billion people on the planet and no one else is like you! Some people have more fat than others, and live in larger bodies or smaller bodies, but no one size, or shape is any better than the other, there is no right or wrong way to have a body.



DO I HAVE TO TALK ABOUT MY OWN FEELINGS TOWARDS MY OWN BODY?

Try not to say anything negative about your own body, but modelling positive statements about your own appreciation of functionality and diversity can be helpful.