



## Timing

45 minutes

## Materials

- **Body Functionality** video (<https://youtu.be/IsHZOsRpNT8>)
- **Body Functionality** handout—one half sheet per pupil
- Paper or card
- Markers, coloured pencils, stickers, and other art materials

**Note:** *There are facilitation options below if the pupils are in a virtual situation. Handouts can be provided electronically to be printed at home or as an editable Microsoft Word template to be submitted via email, learning management systems, or a live/shared document.*

## Tools to Build Body Confidence

### WHAT'S YOUR FUNCTION?!

## Overview

Content for the *Amazing Me* programme was created in partnership with Dr. Marisol Perez, a clinical psychologist and researcher at Arizona State University and the Institute for Research and Education Advancing Children's Health (REACH). Dr. Perez has dedicated her career to assisting future generations to be less focused on appearance and more focused on respecting, liking, and appreciating their bodies.

In this activity, the teacher will show the video **Body Functionality** (<https://youtu.be/IsHZOsRpNT8>) before challenging pupils to think about the things that their bodies do every day, from the most basic functions to special skills. Pupils will write a brief thank you letter to their bodies. In these letter pupils can thank their bodies for what it can do, the enjoyable activities they participate in because of their bodies, and discuss why body appreciation is important to body confidence.

Each activity is part of a five-lesson series that focuses on the effects of bullying and teasing on body confidence. Lessons 1–3 include core content and should be completed in sequence. Lessons 4 and 5 are supplementary and provide pupils with an opportunity to extend their learning of core concepts.

## Background

Body image is the way we feel about our bodies, including how it looks and functions.<sup>1</sup>

Negative body image refers to having negative feelings and behaviours about the body's appearance and function. Positive body image can include:

- love and respect for the body
- appreciation of the functions the body performs
- acceptance and admiration of the figure
- feeling beautiful and confident
- emphasising the body's assets and strengths.

People with positive body image tend to reject negative information and internalise positive information about the body.<sup>2</sup>

This lesson will focus on de-emphasising the body's appearance and refocusing pupils' attention on their body functionality.



## Objectives

### Pupils will:

- Discuss the various functions of their body.
- Consider the everyday activities they enjoy and how their body helps them do these.
- Write a letter to their bodies, thanking it for all the things it does for them.
- Explain how body appreciation connects to body confidence.

## Essential Question

***What are some of the functions of our bodies? What activities can we do because of our bodies? Why is body appreciation important to body confidence?***

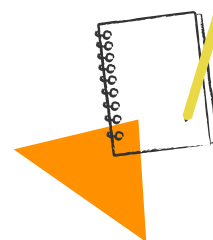
<sup>1</sup> Cash & Pruzinsky, 1990; Cash & Smolak, 2011

<sup>2</sup> Wood-Barcalow, et al., 2010; Tylka & Wood-Barcalow, 2015

## Teacher Preparation

### Before the lesson:

- Before the lesson arrive put the pupils into groups of four and arrange desks accordingly.
  - If you are teaching virtually, determine how you will assign partners/ groups for the activity. Prepare your breakout rooms or learning management system prior to your session. Platforms like Zoom allow you to pre-assign participants to breakout rooms. Google Meet will randomly distribute participants.
- If you are teaching virtually, provide the list of possible art and craft materials to pupils prior to the session to allow them time to gather items that can help them decorate their letters.



## Suggestions for Implementing Virtual Meetings

- **Lighting:** Backlighting prevents your audience from seeing you clearly. Make sure that you have lighting in front of you to ensure that you are seen.
- **Camera placement:** Try to make sure that your camera is placed at eye level. This helps to create eye contact and engagement with your audience. You can use books or other items to lift your computer (if using a laptop).
- **Sound:** Make sure that you do a quick sound check before beginning your session. Ensure that you can be heard and that participants will not hear an echo effect. Consider the usage of headphones equipped with a speaker.
- **Make connections:** Remember to try to connect with your audience, which can be challenging virtually. Connect with them using quick stories or humour.
- **Troubleshooting:** It is okay to make mistakes or have technology issues. If you have a technology hiccup or things don't go as planned, do your best to reconnect and move forward with your lesson. The best thing you can do is be prepared by testing your internet connection and sound and video settings prior to your session!

## Sensitivity Note

Due to the nature of today's discussion, be aware of pupils' feelings and be sensitive to the emotions and reactions of all pupils in the classroom. There can be a diversity of emotions and reactions to these topics. Teachers should feel free to paraphrase/edit the language to suit their class.

## Lesson Plan

### Discuss

- Show the video **Body Functionality** (<https://youtu.be/lsHZOsRpNT8>).
- Begin a discussion using the following questions as a guide:
  - What are some of the human 'powers' mentioned in the video?
  - What are some other 'powers' that are unique to humans—things that humans can do that other animals cannot do?
  - What are some unique 'powers' that you have?
- Explain that today the class will focus on the amazing things their bodies can do by thinking about their unique capabilities and thanking their bodies.

### Do

- Put the pupils into their groups of four and give each pupil a number from 1–4. Give out one Body Function handout to each pupil.
- Invite groups to discuss the question: 'What are some of the amazing things your body can do?' Allow time for discussion, and ask pupils to record their ideas on the Body Function handout.
- Call out a number 1–4 and ask those pupils to raise their hands, physically or using the 'raise hand' feature in the online meeting.
- Ask each of the chosen pupils to share one of the functions their group identified. Some examples might be: 'Our bodies can run, play football, taste delicious food,' etc.
- Repeat this process for another number 1–4 and ask follow-up questions to include all the numbers so all the pupils have the chance to answer.

### VIRTUAL FACILITATION OPTIONS

- Allow pupils to share their answers out loud or encourage them to write their answers down to refer to later, add to a live/shared document, or comment in a chat box.

### VIRTUAL FACILITATION OPTIONS

- Use breakout rooms to put pupils into pairs or groups so they can collaborate with each other. You can choose to assign groups manually or automatically depending on how you want pupils organised and which online platform you are using.

- Explain to pupils that they will write a thank you letter to their bodies, acknowledging the amazing things it does every day. These letters can then be decorated using the art and craft materials.
- If time allows pupils can share their letters in their groups or with the whole class. Encourage pupils to keep these letters in a place where they can read them frequently to remind themselves of their own amazing bodily functions.

### Reflect

- Recap pupils' learning using the following questions:
  - Why is it important to recognise the unique things our bodies can do?
  - How do you think this helps your body confidence?
  - What things about your body are you most thankful for?
  - How will you remember the unique things and functions your body can do?
  - How will you thank your body for what it can do every day?

### VIRTUAL FACILITATION OPTIONS

- This can be facilitated as a group discussion or in a live/shared document.

## Body Function

**HANDOUT**

What are some of the amazing things your body can do? After talking with your group, record some of your answers below.

### Things My Body Can Do:

| Basic Functions             | Special Skills                                  |
|-----------------------------|---|
| Example: "My body can run!" | Example: "My body can draw beautiful pictures." |
|                             |   |



## Body Function

**HANDOUT**

What are some of the amazing things YOUR body can do? After talking with your group, record some of your answers below.

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|                             |   |

## Curriculum Links

| England  |
|--|
| <p><b>PSHE</b></p> <p><b>Health and Wellbeing</b><br/><i>Ourselves, growing and changing</i></p> <ul style="list-style-type: none"> <li>• <b>H27.</b> To recognise their individuality and personal qualities</li> <li>• <b>H28.</b> To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</li> <li>• <b>H29.</b> To know about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</li> </ul> <p><b>Relationships</b><br/><i>Respecting self and others</i></p> <ul style="list-style-type: none"> <li>• <b>R30.</b> To know that personal behaviour can affect other people; to recognise and model respectful behaviour online</li> <li>• <b>R32.</b> To know about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</li> </ul> |
| <p><b>Relationships Education, Relationships and Sex Education (RSE) and Health Education</b></p>  |
| <p><b>Relationships Education</b><br/><i>Being Safe</i></p> <ul style="list-style-type: none"> <li>• To know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> </ul>   |
| <p><b>English</b></p> <p><b>Spoken language</b></p> <ul style="list-style-type: none"> <li>• To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• To participate in discussions and debates</li> </ul>  |
| <p><b>Citizenship</b></p> <ul style="list-style-type: none"> <li>• <b>1.a</b> To talk and write about their opinions, and explain their views, on issues that affect themselves and society</li> <li>• <b>1.b</b> To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals</li> <li>• <b>1.d</b> To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way</li> <li>• <b>3.a</b> To know what affects mental health, and how to make informed choices</li> <li>• <b>4.f</b> To know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</li> </ul>                                 |

## Curriculum Links

### Scotland

#### Health and Wellbeing

- **2-01a** I am aware of and able to express my feelings and am developing the ability to talk about them
- **2-02a** I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them
- **2-06a** I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available
- **2-15a** I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health

#### Literacy Across Learning

- **2-07a** I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own
- **2-08a** To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are
- **2-10a** I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently

### Wales

#### Health and Well-being (Progression Step 3)

##### Developing physical health and well-being has lifelong benefits

- I can explain the way in which physical and emotional changes are connected in different contexts, and I can monitor, review and adapt my behaviour to support my physical and emotional health, setting myself relevant targets

##### How we process and respond to our experiences affects our mental health and emotional well-being

- I can recognise the benefits of being able to focus attention on my perceptions and thoughts and know that I am developing my self-awareness

#### Languages, Literacy and Communication

##### Expressing ourselves through languages is key to communication

- I can respond to others' points of view, seeking clarity, structuring arguments, summarising and explaining what I have heard, read or seen
- I can interact with others, talking and writing about my thoughts, feelings and opinions showing empathy and respect



## Curriculum Links

### Northern Ireland

#### Personal Development and Mutual Understanding

##### Self-Awareness

- To develop self-awareness, self-respect and self-esteem
- To explore and examine what influences their views, feelings and behaviour

##### Feelings and emotions

- To examine and explore their own and others' feelings and emotions
- To know how to recognise, express and manage feelings in a positive and safe way

##### Relationships

- To explore and examine what influences their views, feelings and behaviour.
- To consider the challenges and issues that can arise:
  - at home;
  - at school; and
  - between friends and how they can be avoided, lessened or resolved

#### Language and Literacy

##### Talking and Listening

- To participate in group and class discussions for a variety of curricular purposes
- To share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals
- To describe and talk about real experiences and imaginary situations and about people, places, events and artefacts