



Title: My body: It’s my body and I like it

Level: Second

Code: 2.1.3

Links to Curriculum for Excellence

Experiences and outcomes	Benchmarks
<p>I recognise that how my body changes can affect how I feel about myself and how I may behave. HWB 2-47a</p> <p>I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene. HWB 2-48a</p>	<ul style="list-style-type: none"> • Describes the physical and emotional changes during puberty including erections, wet dreams, pubic hair, masturbation, menstruation, hormones, mood swings. • Identifies positive things about own body image and appearance.

About this activity

To continue this block of activities where children learn about their bodies, we continue to explore the physical changes that come with puberty. This activity supports children to build a positive self-image regarding their changing bodies, building to the next learning activity, where we explore feelings and emotions as part of puberty.

This learning activity requires the teacher/facilitator to do a bit of preparatory work about themselves. The teacher/facilitator role is crucial to promoting the positive self-image and pro-social behaviour at the heart of this learning activity.

Resources to support this activity

- Slides
- Bunting/flag template
- Crayons/pens

Activity

1. Remind the children about this block of learning – that they have been thinking about their bodies and about the changes that will happen with puberty. Ask, *“do you remember what we mean when we say puberty?”* Share the slide with the definition of puberty from the last lesson. If there were remaining questions from the last lesson, return to these now.
2. Introduce the topic for today which is, *“thinking about how we feel about our bodies, this is called body image.”* Share the slide with the definition, read and check understanding, hear and discuss any questions.

What is body image? Why does it matter?

All our bodies are different, and that's a good thing.

How our bodies look is only one part of who we are.

Body image is the way we think and feel about the size, shape, weight and overall appearance of our bodies.

A good body image means that you like how you look and feel positive about your body.

A good body image means that you want to be fit and healthy.

A good body image means that you don't worry about how you look.

A good body image means we can be confident and try new things.

3. In the group, ask if any of the children would like to say what they appreciate about their bodies: they can start with this on the white/smart-board: **My favourite thing about my body is..** You might want to start with something of your own. Many but not all children will want to contribute, that's okay.
4. This activity requires a bit of preparation on your part as teacher/facilitator. This shouldn't be time consuming but does model the positivity that we want to promote, and some children may struggle with. Explain that today we are going to celebrate our bodies and everything we like about ourselves – by making **happy-body bunting**. Remind the children that, *“bunting is like a row of flags that people put up to celebrate things.”* Share the bunting flag template, cut out from the A4 template provided, it could be on coloured paper, and your pre-prepared example. Your example should have a simple drawing of you/full body and things you like about you should be decorated around the figure – this could be anything you like about you but should include things you like about your body – use words, images, smileys. Explain that children will now have a go and we can decorate the classroom/space with our **happy-body bunting!** Hand out the bunting, either cut out already or on the A4 page to be cut out after completion. When the children are done, use string or ribbon to pin up your bunting and have a look around.

(As the children work, seek out those children who need a bit of prompting/support. Encourage near-by friends to help).

5. Bring everyone together. Remind the children that you have been talking and thinking about having a positive body image. Ask the children: *“What would be your top tips to other children to help them have a good body image?”*
6. Tell the children you also have some top tips to suggest, review the slide **'Top Tips'** and talk about what's similar and different to what children have suggested.
7. To end the session, explain that you would like to tell the children something that you like about them – it might be something about their bodies (like they are fast at running!) but might be something about their personality. *Prepare something in advance for every child.* Start with their name, *“Rebecca, I like that...”*. At the end remind the children that not everyone has to be best friends, but that being a classmate that is kind and thoughtful is very important – so today and the rest of the week, say something to people that lets them know that they are appreciated.

Connecting with home

The text below could be used to communicate with home about the activities in this short block of learning.

The children are working on the topic of **my body**. They are learning about how their body changes with puberty. As part of this learning, we are encouraging children to think positively about themselves and their bodies. We are doing this because children can be unhappy with their body from an early age. It is also because children see a lot of unrealistic images of bodies online, on TV or in films. You can ask your child what we have been doing in our lessons. You can also build your child's positive body image with all the positive attention and love you give them. Here are the top tips for positive body image that we are encouraging the children to think about:

Top tips for a good body image:

- Try to make healthy choices – eat as healthy as you can and be active through play and exercise.
- Avoid visiting websites or watching programmes that say that girls or boys have to look a certain way. We are all different and that is okay.
- Never make bad comments to a person about how they look.
- Support your friends – remind them about how much you appreciate them for who they are.
- If you have a question or a worry about your body or about how you look, speak to a trusted adult.
- Always remember that you are unique and special.

You might also be interested to take a look at the *Dove Self-Esteem Project*. This has worked with experts from the fields of psychology, body image, self-esteem, eating disorders and media representation to create a resource offering parents advice on how to identify self-esteem issues that may be affecting their child and provide strategies to help them deal with them.

<https://parentzone.org.uk/download-free-parent-guide-boost-body-confidence-child>

Further learning activities are available that connect to this RSHP curriculum content

2.1.1 Names of parts of my body

2.1.2 My body is changing (inc menstruation)

2.1.4 Feelings and puberty

2.1.5 Personal hygiene

Practitioner Notes

