



Title: Emotional Wellbeing/Body image
Part 2: My body

Level: SECOND

Links to Curriculum for Excellence

Experiences and outcomes	Benchmarks
<p>I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. HWB 2-44b</p> <p>I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing. HWB 2-45a</p> <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"> • Identifies the skills required to manage changing relationships, for example, tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect. • Explains the impact of positive relationships on emotional wellbeing. • 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.

Learning Intentions

- Children learn to recognise their feelings.
- Children explain how positive relationships enhance emotional wellbeing.
- Children learn help-seeking behaviours.

Success Criteria

- I can communicate my feelings.
- I can talk about positive things about me.
- I recognise when I have positive emotions, and when I feel sad or worried.
- I can reflect on my relationships with others and how they impact on my emotional wellbeing.
- I know who or where I can go to for support or if I have a worry or a question.

Resources to support this activity

- PowerPoint slides
- **Bodies: Different shapes and sizes All Beautiful:** https://youtu.be/Fcy_VQZG5Dg (1 minute 53) published by amaze.org
- **Why don't I like the way I look?** <https://youtu.be/v7zUHOEYIN8> (4 minutes 32) a film by Rachel Gitlevich and published by amaze.org

Whenever you use content on a platform like YouTube please cue the film you intend to play in advance, check it is the film you want to view, and skip adverts.

NOTE: This learning activity requires the teacher/facilitator to do a bit of preparatory work to prepare and then share a positive comment about every child. The teacher/facilitator role is crucial to promoting the positive self-image and pro-social behaviour at the heart of this learning activity.

Activity

1. **Feelings check-in:** Start the session with a check-in. If you have been doing this as a daily exercise reflect back to the children how much you appreciate their engagement with the process.
2. Remind the children about this block of learning – that they have been thinking about feelings. Acknowledge that in other learning they have talked about puberty and how both feelings and bodies change as you grow. With this in mind it's important to think about our feelings and our changing bodies together.
3. **Have you heard the term body image?** Share the 2 slides with the definition, read and check understanding at the first then second slide, 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 and overall appearance of our bodies.

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

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

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

4. 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 smart-board: **My favourite thing about what my body can do is..** You might want to start with something of your own. Many but not all children will want to contribute, that's okay.
5. Is everything we see real? Pose the question on the slide and have some discussion about what children know about how images are manipulated online, particularly by celebrities but also but anyone with a smart phone: Do they or their siblings change images before posting?
6. Share the animation **Bodies: Different shapes and sizes All Beautiful:**
https://youtu.be/Fcy_VQZG5Dg (1 minute 53) and discuss responses, thinking about if images are manipulated, if they are not real, how does this make people feel about themselves?
7. **Why don't I like the way I look?** Introduce this next animation, explaining that it also shows how people feel about their bodies can change as they grow up and because they see how other people look in celebrity magazines and online. Watch: **Why don't I like the way I look?**
<https://youtu.be/v7zUHOEYIN8> (4 minutes 32) a film by Rachel Gitlevich and published by amaze.org. Discuss the issues that arise.
8. **Top tips.** Remind the children that you have been talking and thinking about having a positive body image, especially when there are pressures to look like others and lots of fake images. Use the slide/Ask the children: **What would be your top tips to other children to help them to be positive about their body – this means to have a positive body image?** Perhaps work with a shoulder-partner to come up with an idea and then share.
9. 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. Take one at a time (there are 5) and ask children how they might be able to do this or help others to.

Top tips for a positive body image:

- Try to make healthy choices – eat as healthy as you can and be active through play and exercise.
- If you visit websites or watch programmes that say that girls or boys have to look a certain way just remember that 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.

10. **To end the session**, having reached top tip 5, 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...”. This will take time but will build relationships and ensure that every child the activity with something positive. 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

A note to communicate with parents/carers about this set of activities is provided with activity **My Feelings**

Additional ideas

To facilitate further work on this area, perhaps in another term, Penumbra has made their Negative Body Image resources freely available to download. Piloted in North Ayrshire, the **My Body My Way** programme explores what body image is, explains what influences our body image and promotes positive body image and wellbeing. A series of 3 sessions with a booklet for children, facilitator guide and parent/carer information. <https://irocwellbeing.com/news/My-Body-My-Way>

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

- My Feelings
- When I feel sad or worried

Practitioner Notes