

Love Your Body

Written by Jessica Sanders • Illustrated by Carol Rossetti

\$17.99 US/\$22.99 CAN
ISBN: 9780711252424
Ages 8-12 (Grades: 3rd to 7)
40 Pages
Hardcover, 8.7 x 11 inches

Book description:

What if every young girl loved her body? *Love Your Body* encourages you to admire and celebrate your body for all the amazing things it can do (like laugh, cry, hug, and feel) and to help you see that you are so much more than your body. *Love Your Body* introduces the language of self-love and self-care to help build resilience, while representing and celebrating diverse bodies, encouraging you to appreciate your uniqueness. This book was written for every girl, regardless of how you view your body. All girls deserve to be equipped with the tools to navigate an image-obsessed world. Bodies come in all different forms and abilities. All these bodies are different and all these bodies are good bodies. There is no size, ability, or color that is perfect. What makes you different makes you, you—and you are amazing!

Key objectives:

Use this guide with students to help them understand that:

- Everyone is an individual – we have similarities and differences to other people, but no-one else is exactly like us; that makes each us unique and special.
- As we grow, we change in many ways, but deep down we are still the same person!
- Our bodies are amazing! We can do so many things using one body part or a combination of body parts.
- Self-care is important for our mental and physical health.
- Everyone needs help from others sometimes; when we are worried, scared or sad it is important to tell someone in our safety network.
- Resilience is the ability to bounce back in the face of adversity or disappointment, and crucial in building our self-worth.
- We all have strengths – we need to focus on what we can do and what we enjoy, and promote self-love in ourselves and those around us.

Author bio:



Jessica Sanders is an author, advocate, and social worker. She has volunteered for several women's rights organizations, supported women and children fleeing family violence, climbed Mt. Kilimanjaro in alliance with African women fighting for their rights to land, and lectured at schools teaching the importance of respect for self and others. Currently Jessica works at the Butterfly Foundation where she educates young people on the importance of positive body image.

Illustrator bio:



Carol Rossetti is a Brazilian designer and illustrator starting to come to terms with the word “artist” to define herself. She loves drawing, eating chocolate, reading and listening to music, although not necessarily in this order. In 2014, a personal project called ‘Women’, which showcased drawings of women alongside topics including weight, hair, clothes and sexuality, went viral and gained an international following. She lives in Belo Horizonte, Brazil.

Teaching Lessons

Depending on the age of the children, the following lessons will take place over seven sessions. The lessons are aimed at children aged 9–11, or 3–4th grade. Some adaptations are provided within the lessons. Please further adapt the lessons to suit the needs and ages of the children. While the focus text depicts female characters, the messages within the text are equally relevant for males. The lesson plans are not gendered and will equally suit both boys and girls. Lessons are written to accommodate a full class, however, if the opportunity to run these sessions with a smaller group arises, the optimal group size to promote meaningful discussion is around 12 students.



Seven teaching lessons have been designed to accompany the book:

- Lesson 1: I am unique
- Lesson 2: Then and now
- Lesson 3: My body is a good body!
- Lesson 4: Self-care plan
- Lesson 5: Asking for help
- Lesson 6: Resilience and focusing on the positive
- Lesson 7: I am strong!

For the lessons you will need...

1. A soft toy as a 'talking stick' (only the student holding the talking stick is allowed to speak)
2. Music (dance track and relaxing instrumental track)
3. Speakers
4. Mini whiteboards
5. Colored pencils/markers
6. Spare blank paper
7. Student Workbook prompts, which you can find at the end of this guide on page 14

Lesson 1

I am unique

Circle time:

Have students gather in a circle to think about something that makes them who they are. It might be something they can do – cartwheels, play guitar, etc.; something about their family heritage; an extracurricular activity; the number of pets they have at home; or anything about themselves. It doesn't have to be a big thing – it's all of the little things about us that make each of us unique!

Warm-up game:

This game is a variation on the standard freeze dance game. Have students dance to the music, and when the music stops, they freeze and listen to the instructions. Then have them form groups and sit down together, as quickly as they can. Instructions may include:

- Find 1–2 other people who have the same hair color as you
- Make a group of 2 or 3 people who have a different eye color to you
- Find someone who is wearing different colored socks to you
- Make a group of 3–4 people who have about the same hair length as you
- Find 1–2 people who are different heights to you
- Make a group of 5–6 people that are the same age as you
- Make a group as big as you can of people that have the same number of legs/fingers/arms as you

I am unique worksheet:

Have students complete the “I am unique!” exercise of the Student Workbook on page 14 at the end of the guide. Ask them to draw a picture of themselves in the middle of the page doing something they love. This can be anything: holding a basketball, reading a book, picking flowers, playing with a pet, demonstrating a karate kick and so on. In the bubbles around the picture, ask them to write as many things as they can think of that makes them who they are!

Lesson 2

Then and Now

Circle time:

Have students reflect on the ideas from Lesson 1 and give their opinions about why it is important that we are all unique, remembering to think about both physical and mental attributes. Use the talking stick as you move around the circle, giving each child the opportunity to have their say.

Read pages 4–5 of *Love Your Body*, and have students look at each of the characters. Ask: “How are they different? How are they the same?” Encourage students to think about similarities and differences between themselves and the characters in the book.

Read pages 6–7 and discuss the idea of puberty as needed. While this lesson plan sequence doesn’t focus on puberty, students may wish to discuss this further. If appropriate and depending on the age of the students, compare the illustrations on pages 4–5 to 6–7; they are the same characters, just older. Ask: “In what ways have they changed? How are they the same?” If further discussion is required, you may ask: “What do you think puberty means?” and collect student ideas. Focus on the idea that puberty is a time when your body moves from being a child body to an adult body, and that puberty happens to everyone, no matter where you live or what you do.

Read pages 8–11 and discuss the illustrations as required.

Then and now worksheet:

Have students complete page 15 of the Student Workbook “Me at three...” using the information from the discussion with their parents/caregivers. Then have them complete Student Workbook page “Me now...” To do this, ask them to think about what they are like now, as a direct comparison to their younger self. Encourage the students to think about how they have changed over time and how they are still the same. Our bodies and our interests change over time, but deep down inside, we’re still the same person!

Lesson 3

My body is a good body!

Body parts game:

Hand out one “Body parts” card from the following page to each student. Select a student to begin; they are to read out their card and say one thing they use that body part for – they may be as creative and unique as they wish with their responses. For example, “I use my eyes to watch the waves from the window of our holiday house,” or “I use my fingers to play chords on my guitar,” and so on. Move around the circle. If time allows, you may have students think of a second use for their selected body part, or swap for a different body part, and move around the circle a second time.

Circle time:

On the whiteboard, write these headings: eyes, ears, fingers, mouth, nose and body. Leave enough space below each one to record student responses. Read pages 10-11 of *Love Your Body*, focusing on the illustrations. As a class, use the headings to create lists of all of the things the characters are doing, according to their body parts. For example, below “finger,” students may suggest braiding hair, painting a picture, playing the guitar, holding a book, holding a sandwich and so on. Try to exhaust as many options as possible – our bodies can do so many amazing things, and many tasks require a few body parts to complete them!

Then, read pages 12–15 of the book, and discuss as required. If students make suggestions to add to the class’s list, feel free to do so.

My body is a good body! worksheet

Have students complete page 17 of the Student Workbook “My body is a good body” by thinking of some of their favorite uses for the body parts listed.

Body Parts

Eyes	Nose	Ears	Mouth
Hands	Fingers	Arms	Tastebuds
Feet	Legs	Body	Brain
Eyes	Nose	Ears	Mouth
Hands	Fingers	Arms	Tastebuds
Feet	Legs	Body	Brain

Lesson 4

Self-care plan

Finding peace activity:

If possible, bring your students to a quiet, open space (preferably outside on the grass in the shade of a tree). Have students lie on their backs with their hands on their stomachs. If using music, play it quietly in the background. Have students focus on their breathing: breathing in to the count of six and out to the count of six, for at least six repetitions. They should be breathing in through their noses and feel their stomachs rise and fall with each breath in and out. Select a color, and have students visualize the color all around them, then suggest animals or objects to visualize that are also that color. For example, “Imagine the color blue all around you, like the sky or the ocean, peaceful and still. Two blue birds glide through the blue, blue flowers bloom all around and a graceful blue whale floats by gracefully.”

Use a quiet, relaxed voice to maintain calm and peace. Once finished, have them refocus on their breathing for a further 6 rounds, before sitting up slowly and re-joining the class for circle time

Circle time:

Read pages 14–17 of *Love Your Body* and discuss the idea of self-care with your students. Ask students what they think self-care is. If answers are on track and become repetitive, extend questioning: “Why is self-care important? Who needs self-care? What are some ways we can care for ourselves?” Remind them that they are the boss of their self-care because no one knows them as well as they do. Self-care means taking the time to acknowledge that you matter and that your needs are important. Knowing what to do if you’re feeling exhausted or overwhelmed is central to self-care. We are always learning new things about ourselves and our bodies, discovering what we enjoy and what we need.

Self-care plan worksheet

Have students complete the Student Workbook exercises “A famous quote I love...” and “My self-care plan” on pages 18 and 19 of this guide. They may use ideas presented in *Love Your Body*, from the class discussion, or their own thoughts.

Lesson 5

Asking for help

Circle time:

Have students think about the kinds of things they need help with in their lives now. Have them think back to when they were younger. Back then, they needed lots of help from their parents/caregivers to do most things – to eat, to get dressed, to have a bath and so on. As they got bigger, when they first started school, they could do much more, but still needed help to learn how to read and write, how to ride a bike, to tie their shoelaces or to fix a scraped knee. Ask: “What kinds of things do you need help with now? How have your needs changed from when you were little?” Discuss the idea that while they are now able to look after basic physical needs (like a cut knee), they may need help dealing with their mental health – like when they are upset by a comment that someone makes at school or are having trouble with their friends. Everyone needs help sometimes. Whether it is physical or mental support, it is important that we ask for help when we need it!

Read pages 18–19 from *Love Your Body*. Ask students to think about the adults in their lives that they can go to when they need help – these may be family members, teachers, sports coaches, neighbors, family friends and so on. They are people who you know will be there for you, will listen to what you have to say and believe you. Emphasize the importance that at least one support person should not be a family member. Suggest yourself and other teachers within the school that your students have frequent contact with as possible support people. Discuss organizations, such as kids support lines, who are there 24/7 to talk if a child needs help. Record these organizations and their contact information on the whiteboard or create a handout of these contact details to share with your students.

Four corners of support game:

Have students form groups of 5 or 6. Select one group to demonstrate this activity while other groups sit and watch. Have one student stand in the middle while the other four group members form a square around them (about an arm’s length away from the student in the middle). The student in the middle stands straight, with their feet together, arms by their side. To begin, one of the corner students lightly pushes the middle student towards another side of the square – the middle student’s aim is to keep their body straight and stiff, while the four corners catch them and push them back up and in another direction. If they feel comfortable, the middle person may close their eyes, completely trusting their four corners to catch them and hold them up. Following the demonstration, all groups select their first student to stand in the middle and complete the activity. Rotate through five rounds, until all students have had a turn being in the middle.

Variation for younger students: Play a game of “robot directions” where one student is blindfolded (or eyes are closed tight) and the other student directs them around the classroom with simple directional language. For example, “quarter turn left,” “two steps forward,” “half turn,” and so on, ensuring that their partner doesn’t run into anyone or anything.

When done, regroup as a class and discuss how the game relates to the previous discussion and work on safety networks and what makes a good support person.

Asking for help worksheet

Have students complete page 20 of the Student Workbook “My safety network.” This task may be more difficult for some students to complete than others. Be sure to allow time for individual discussions with students who may require your assistance.



Lesson 6

Resilience and focusing on the positive

Circle time:

Using the talking stick, ask students: “What is resilience?” Discuss the notion that resilience is the ability to bounce back in the face of adversity, or when something doesn’t go according to plan. True resilience occurs when we have had something go wrong, have been sad or disappointed, and we have found ways to deal with our problems, learned how to move forward, and come out stronger than before. In order to achieve this, we need to take risks, be brave and, most importantly, be willing to fail. Remind students of the importance of failure – it is an inevitable part of success. Those who are willing to learn from their failures and keep moving forward are those who will experience the greatest success throughout their lives.

Move around the circle a second time and ask: “Can you give an example of a time in your life where you have shown resilience or where you have seen someone else show resilience?” If comfortable, provide an example of a time in your life when you have shown resilience – this could be related to your own schooling, sports or another time where you overcame a difficulty that is relatable to the students in your class. Students may share as much or as little as they wish, remembering they are allowed to pass if they wish.

Resilience scenario:

Read the following scenario out to the class:

Sarah was so excited that her team had made it to the basketball championships! It was finally game day; the team was prepped and ready to play. The team they were competing against was really good, but Sarah’s team was confident that they could win! In the final quarter, the other team was up by one point. Sarah was in center position. She had to get the ball to the point guard, so she could score. Everyone was so nervous! The wing attack threw the ball to Sarah because she was in the perfect position to throw to the point guard, but she threw the ball too hard! The point guard tried to catch it but missed! A player from the other team grabbed the ball and quickly threw it to their end. In the space of seconds, the other team had scored another goal. With only three minutes to go, Sarah’s hopes of winning the grand final were all but over.

Discuss the following questions:

- How is Sarah feeling?
- How is the point guard feeling?
- What types of things can they think or say to each other that would be negative, angry or placing blame? Would these things help anyone?
- What types of things could they think or say to each other that would be positive, encouraging and hopeful? Would these things help?
- What would you say to Sarah after the game to help her practice self-care?

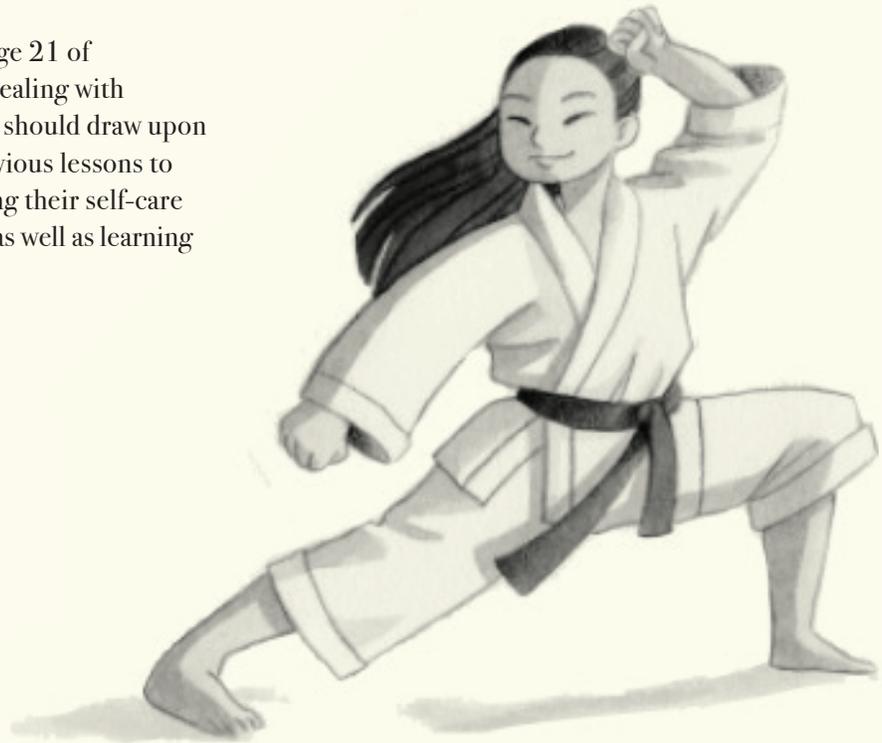
Resilience and focusing on the positive worksheet

Read aloud the following “Dealing with disappointment scenarios”:

1. You fail your belt assessment in Karate.
2. You enter a spelling bee but go out in the first round.
3. You forget the moves to one of the dances in your end of year concert while you’re on stage in front of everyone.
4. You miss out on the school captain position at your school.
5. You have been training for the cross-country and hope to be in the top 10 to go through to the next round but finish 11th.
6. You are put into a class next year with none of your best friends.

Ask the students to select the scenario that best applies to their own lives. If they are unable to find a scenario which resonates with them, allow them to write their own.

Have students complete page 21 of the Student Workbook “Dealing with disappointment.” Students should draw upon ideas and content from previous lessons to complete this task – utilizing their self-care ideas and social networks, as well as learning to use positive self-talk.



Lesson 7

I am strong!

Circle time:

Read pages 28–33 of *Love Your Body*. Discuss as needed. Focus on the idea of self-love, discuss ways in which we can promote self-love within ourselves and others.

The strength activity:

Print out **two** copies of the Strength cards on the following page. Lay out the cards face-up on a table. Have students think about what they are good at and what they enjoy. Then ask them to look at the cards and select the card that best suits them. If any students cannot find a card to suit them or their selection has been taken, write their customized strength on a piece of paper. Have students sit in a circle with their card and take turns to discuss which card they chose and why.

Post the poster where everyone can see it. Have students work in pairs, preferably with someone who is not one of their close friends. Have them sit down, facing their partner. Using the strength cards as prompts, have them think about their partners' strengths and what sets them apart from others in the class. There is no speaking at this stage, just a minute to think. Then students have 30 seconds each to share their thoughts with their partner. One partner will speak first, then change over when instructed. Students should be encouraged to look their partner in the eye throughout this exercise – being able to give and receive compliments with honesty and humility is a skill in itself. Following this activity, ask: “Did your partner say anything that surprised you? How did receiving compliments make you feel? How did giving compliments make you feel?” Briefly discuss.

I am strong! worksheet

Have students complete page 22 of the Student Workbook “My Letter to My Future Self.” This letter should reflect components of everything that has been taught throughout this lesson sequence – self-care, safety networks, how to cope with disappointment and that no matter how you change over time, it’s still you deep down! Most importantly, this letter should be a reminder of all the great things about them – their strengths, as perceived by themselves and others – it should be positive, uplifting and powerful.

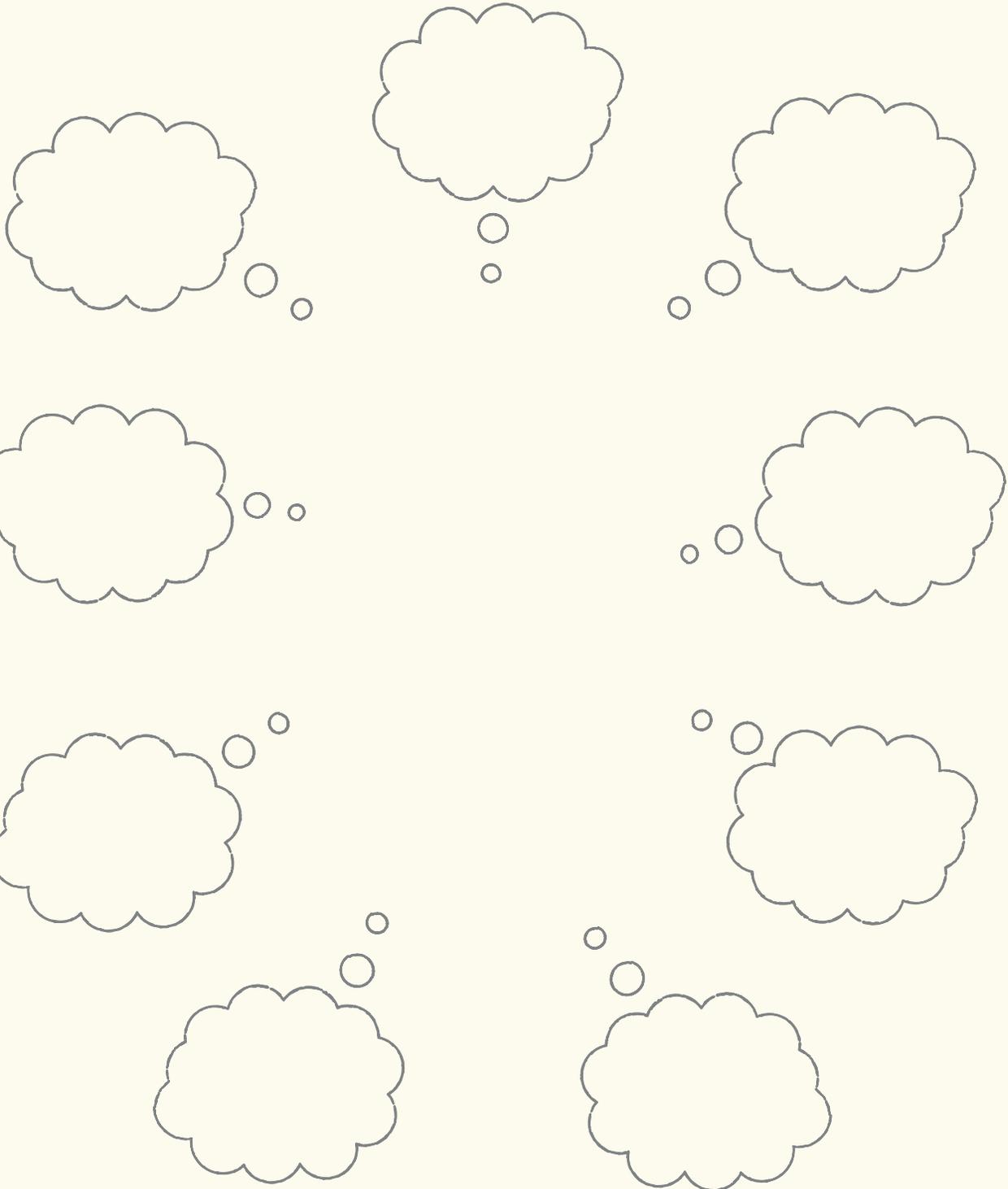
Note: If possible, prior to sending the workbooks home, make a photocopy of the letters and put them in a time capsule to be put away until primary school graduation (or the end of the year, or similar) and return them to the students then. This will be a great reminder of the messages from *Love Your Body* and of how wonderful each of your students are!

Strength Cards

I am good at helping others	I am good at working on my own	I am good at working in a team	I get along well with others
I am good at asking for help when I need it	I can see when someone is upset, and offer to help them	I am good at finding different ways to solve a problem	I am good at making others laugh
People often say that I have good ideas	I am good at thinking of new ideas	I am kind	I am caring
I am good at problem solving	I am good at sport	I am good at spelling	I often help others to complete their work
I am good at being creative	I am good at music	People often join in with games I've thought of	If I see someone is alone, I will offer to play with them
I am good at maths	I am good at cooking	I am fair	I always treat others with respect
I set a good example to other students	I am fun	I am good at dancing	I am good at taking care of animals

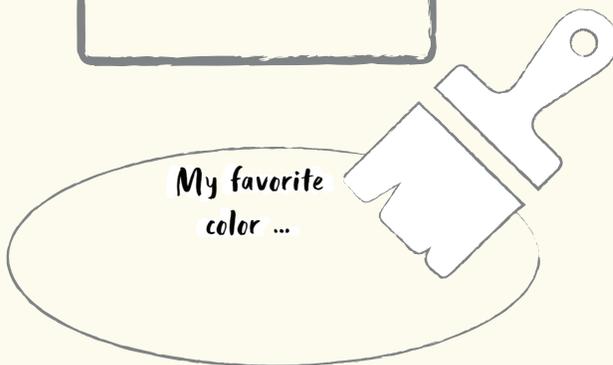
I am unique!

Draw yourself doing something you love in the middle of this page. In each bubble, write something unique about you.



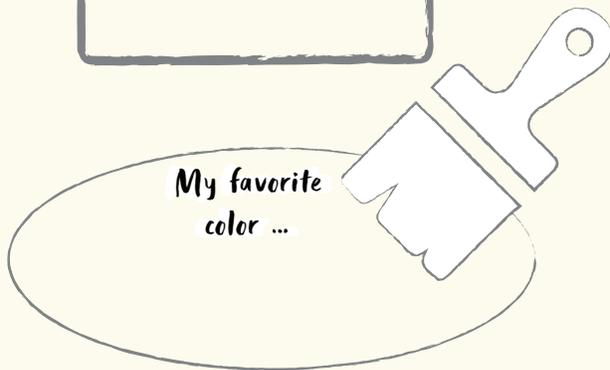
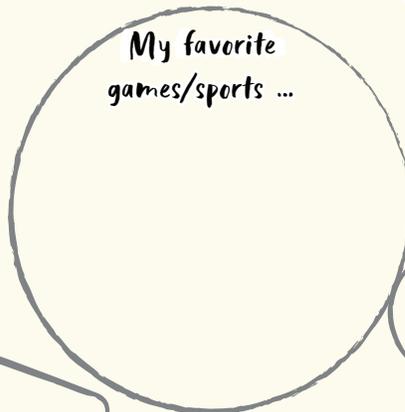
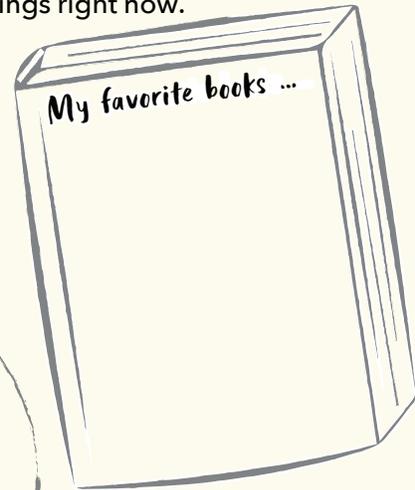
Me at three ...

In the spaces below, draw yourself and then write or draw your favorite things when you were three years old.



Me now ...

In the spaces below, draw or write your favorite things right now.



My body is a good body!

What are the amazing things your body helps you to do?
Write down some of them here.

I love that
my eyes can ...

I love that
my nose can ...

I love that
my ears can ...

I love that
my fingers can ...

I love that
my mouth can ...

I love that
my legs can ...

I love that
my body can ...

A famous quote I love ...

Find a quote that makes you feel positive and happy!
Write it down in the space below. If you find any other quotes
you really love, add them here too.



My self-care plan

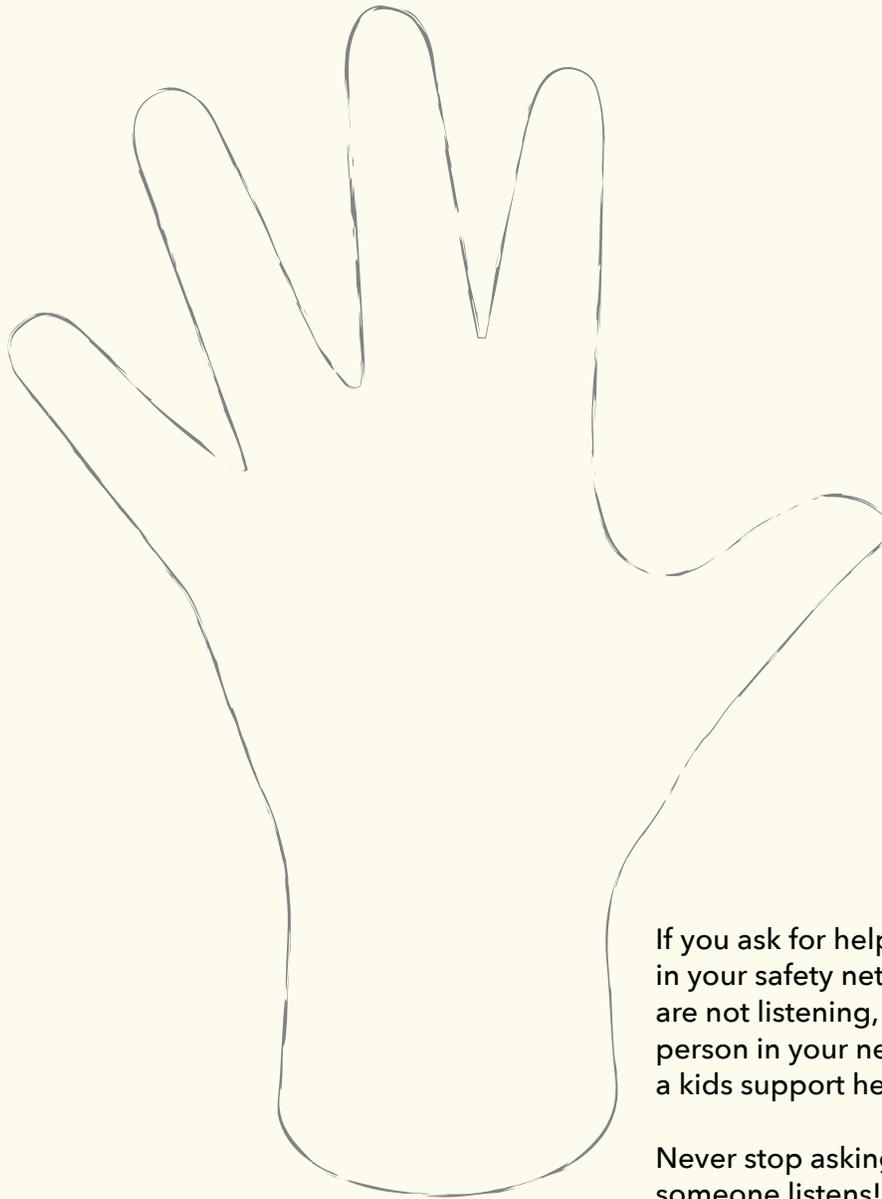
If you're feeling a little down, you need to look after your mind and body. In the circles below, write down five ideas about how you can show kindness to yourself and help yourself to feel happier.

The form consists of five large, hand-drawn style circles arranged in a loose pattern. The top-left circle is the largest. To its right is a smaller circle. Below the top-left circle is another circle. In the center is a circle. At the bottom right is the largest circle. All circles are empty and intended for writing.

If these ideas aren't working to make you feel better, you may need to talk to a trusted adult, or call a kids support helpline.

My safety network

A safety network should include 3-5 trusted adults. These can be family, neighbors, teachers, sports coaches and so on. At least one of these people should not be a family member. Write the names of 3-5 adults you might include in your safety network on the fingers of this hand.



If you ask for help from someone in your safety network and they are not listening, ask another person in your network or call a kids support helpline.

Never stop asking for help until someone listens! You are brave and strong, and you are not alone.

Dealing with disappointment

From your teacher's selection of 'Dealing with disappointment' scenarios, choose the scenario you most relate to.

Paste your scenario right here!

Imagine that this scenario happened to you and answer these questions.

What could you tell yourself that might make you feel better?

Who could you talk to about it?

Why did you choose them?

Look back to your self-care plan. Which of your self-care activities would you try if this happened to you?

What could you do to demonstrate resilience?

My letter to my future self ...

Write a letter to your future self as if you are writing to your best friend.
Remind 'future you' about all the things you are great at and the things that
make you who you are! Include a wish for your future self about something you
would like them to do or to try!

Dear _____

Love, _____

XXOO




Frances Lincoln
Children's Books


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Guide created by Jessica Sanders