



Guidelines to help create an environment that is inclusive and trauma-informed when talking about bodies

- Refer to existing classroom guidelines or create new ones about how we talk about others in our group/class.
- Remind students that some of the discussions might bring up different feelings and emotions for you.
 - Have a hand signal that discreetly lets the teacher know they need to take 5.
 - Have another safe adult check on the student after 5 minutes or sooner if they are visibly upset.
- Some students in our class or school may be struggling with their relationships with food. Our language matters when we discuss bodies.
- Some students in our class or school may have experienced appearance-based bullying. Remind students that all bodies are beautiful and worthy of respect, acceptance, and love.
- If the activity is difficult for an individual student, consider pairing students up with a friend or an adult who is present for classroom support.
- Consider gentle, personal check-ins with students who you've heard share negative comments about their body, who have used negative body language, or have experienced appearance-based challenges.
- Spaces that aren't accessible (like seats that are too narrow or places without ramps) can send a non-verbal message that not all bodies belong. Identify ways to create an environment that is welcoming for everyone.
- Reminders for all of us
 - Be respectful
 - Listen without judgement
 - We are all learning about this topic

Connect to Support

If you or a student is looking for emotional support or more resources on this topic, visit [NEDIC.ca](https://nedic.ca). It connects you to a confidential telephone helpline or live chat.