


# Body Talk

## The Inside and Outside of Being Me

### Overview

There are many internal and external factors that make up who we are. All are important, and some are more obvious than others. We can't tell by looking at someone who they are. In this lesson, students will begin to think critically about the ways in which we talk about bodies and identity and develop a self-compassionate view of themselves in relation to others and to community.

 **Suggested grade level** Grade 6/7 with adaptation suggestions for grade 4/5.

### Big Ideas

- We experience many changes in our lives that influence how we see ourselves and others. (Physical and Health Education Grades 6-7)
- Learning about similarities and differences in individuals and groups influences community health. (Physical and Health Education Grades 6-7)
- Understanding ourselves and the various aspects of health helps us develop a balanced lifestyle. (Physical and Health Education Grades 4-5)

### Key Concepts

- Body image is part of **self-concept**, which is how we perceive ourselves - our physical appearance, abilities, attributes, and aspects that make up who we are.
- It's important to become more aware of appearance ideals in broader culture and media. We may need support to develop personal strategies to build and protect our own positive body image and to promote a culture of body-inclusivity for others.
- One way to build and protect our own positive body image is to explore a self-compassionate view of ourselves in relation to others and to community.

# Curricular Connections

## Core Competencies

- **Communication** - Communicating
- **Thinking** - Critical and Reflective Thinking
- **Personal and Social** - Personal Awareness and Responsibility

## First Peoples Principles of Learning

- Learning requires exploration of one's identity

## Social Emotional Learning

- Self-awareness

## Curriculum Learning Standards

- Physical and Health Education Curricular Competencies
  - Describe factors that positively influence mental well-being and self-identity (Grade 4)
  - Explore and describe how personal identities adapt and change in different settings and situations (Grades 5-6)
- Physical and Health Education Content
  - Factors that influence self-identity, including body image and social media. (Grade 4)



# Lesson Outline

Guidelines for creating an environment that is inclusive and trauma-informed to talk about this topic.

**Guidelines PDF**

## 🕒 Time

30-40 minutes

## 📋 Materials

1. Large space
2. Laptop and screen to play video
3. Activity Sheet: More to Me
4. Pencil

## Opening

- Play "Step into the Circle" ([Brief instructions here](#)). Have students arrange themselves in a large circle, and as the moderator, announce that you will only say things that are True for you. So you will always be in the circle, they will never be alone. Create a script that is mixed with some positive and some negative items, and tailor it to your group. Here is a starting point:

Step into the circle if ...

- ...you sometimes feel so excited you can't contain yourself
  - ...you get sad sometimes
  - ...you laugh so hard with your friends that you can barely breathe
  - ...you think pineapple belongs on pizza
  - ...you get in fights with your friends
  - ...you wish you were good at something that you're not
  - ...you compare yourself to others
  - ...you're proud of yourself
  - ...you wish you could change something about yourself
  - ...you sometimes feel alone (This is a good one to say something like, "Hey wait, look at all these folks in the circle! Not so alone, right?!")
  - ...you want to feel like you belong
- This activity is great for getting everyone on the same page, and making folks feel vulnerable but also connected. Feel free to debrief afterwards by asking questions like "Was it sometimes scary to step into the circle?" "How did it feel when you saw other people in there too?" "How do we feel as a group now? More connected?"

## Activity

- Have students individually complete the Activity Sheet: More to Me. Encourage them to think about things that are markers of their outer identities, and then the more nuanced, subtle, and even private aspects of themselves.
- If students want to share out some aspects afterwards, they can do so voluntarily.
- Guiding questions: Was there anything on the list that you are super proud of, but that you don't always share with anyone you meet? Are there items that you wish more people understood about you? Are there items you only share with certain groups like family, best friends, community groups? Do you think everyone has sides to them that we cannot always see? Why is it important to remember that fact? How do you think this plays into how we treat one another?

**Key words:** identity, respect, difference, connection, privacy, introvert, extrovert

## Closure

- Show this Amaze.org video entitled "[Why Don't I Like the Way I Look?](#)" \* or this video from Every Body Curious: "[Body Image](#)".
- Discussion Prompts: How does the outside world affect how we think and feel about ourselves? Are there positive influences (e.g. style, hobbies, likes, trends)? Are there negative influences (e.g. pressure, comparison, ideals, perfection, environments that are not accessible to people of various body shapes and sizes)?
- We all have parts of us that are the same as each other's and parts that are different. We also all get to choose which parts we show to the world. It's important to remember that there are many things that make up ourselves and that there is room for everyone to be themselves and respect others.
- Invite students to complete one of the exit slips found on [beingmebeingus.ca](http://beingmebeingus.ca)

**\*Please note:** Although heavy weightlifting is not recommended for children and youth, the [24 hour movement guidelines for children and youth](#) recommend that muscle and bone strengthening activities be incorporated at least 3 days per week to increase skeletal muscle strength, power, endurance or mass. For examples, you can visit [Muscle Strengthening Activity under Glossary – 24-Hour Movement Guidelines](#).

# Additional Information

## Adaptations

- This game can be adapted to meet accessibility needs (e.g. to be seated, to be online) called "Make a funny face if..." or "Do a little chair dance if..." Music can be used for the dance adaptation.
- If students don't want to write down their ideas, they can brainstorm in their head (5 ideas for each column, count on each hand).

## Resources

- Being Me, Being Us: Creating a school community where every body belongs.

Visit website at [beingmebeingus.ca](http://beingmebeingus.ca)

## Further discussion

- The activity sheet they filled out could be turned into an art project. Examples:
  - All About Me Inside and Out Art Activity.
  - Make papier-mâché masks. On the inside is what people cannot see or know automatically. On the outside is what they present to the world.



## Connect to Support

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

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# Body Talk Activity Sheet

## (for Grades 6/7)

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Name

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Date

### Parts of me that you can't see:

Write some words that describe your inner self – the parts that people can't see.

#### Examples:

I am a good reader  
I love my family  
I am good at singing  
I have a pet  
I don't like math  
I fight with my sibling sometimes  
I like TaeKwonDo

### Parts of me that you can see:

Write some words that describe your outer self – the parts that you present to the world.

#### Examples:

I wear glasses  
I like the colour green  
I love soccer  
I am in grade 5  
I live in Canada  
I am 4'3"