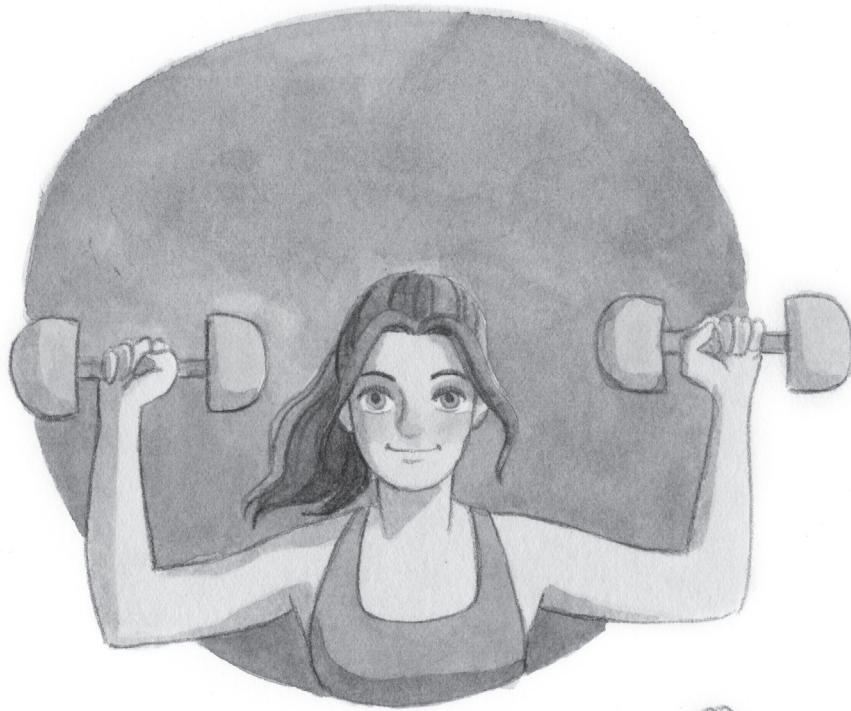
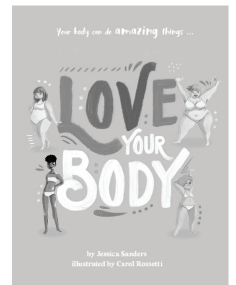


**LOVE
YOUR
BODY**

Lesson Plans



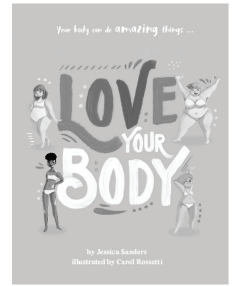
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Teaching lessons

Seven teaching lessons have been designed to accompany the children's book *Love Your Body* by Jessica Sanders.



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 focussing on the positive

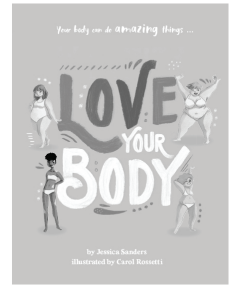
Lesson 7:

I am strong!

Focus text:

Love Your Body

by Jessica Sanders



Depending on the age of the children, the following lessons will take place over seven sessions. The lessons are pitched at children aged 9–11, or at around their fifth year of schooling. Some adaptations are provided within the lessons, and 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.

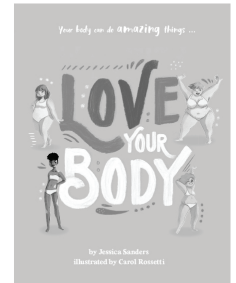
Key objectives

Children will 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.

For the lessons you will need:

- Soft toy as a ‘talking stick’
- Music (dance track and relaxing instrumental track)
- Speakers – portable if possible
- Mini whiteboards
- Coloured pencils/markers
- spare blank A4 paper
- digital tablets/notebooks (for an optional exercise)



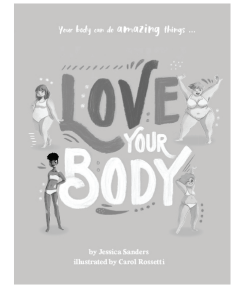
Digital Resource Masters to accompany this sequence:

- **Teacher Resource Masters** Three are included at the end of these lessons: 'Body parts', 'Dealing with disappointment scenarios' and 'Strength cards'.
- **Love Your Body: Student Workbook** This digital resource is designed to be printed double sided or photocopied into a booklet. Following the lesson sequence, encourage students to take their booklet home and discuss lessons and concepts with their parents.

Note: Each of the lessons in this series includes 'circle time'. This is where students sit in a circle and use the soft toy as a 'talking stick'. Only the person holding the toy is allowed to speak; other students must listen but cannot comment or ask questions.

This exercise offers a chance for students to 'settle in' to the lesson in regards to a relevant discussion topic, and also provides them with the opportunity to practise their listening skills and respect for their classmates' ideas. Students may use the sentence starter provided, and can be prompted with suggestions from the teacher, especially in the beginning as they get used to the idea of 'circle time'. You may decide to limit the number of words students are allowed to use, e.g. 'In less than 20 words, tell me ...' This may be because you are short on time or you have students who have a lot to say and find it hard to allow others their turn. Students are encouraged to take their turn, but are entitled to pass if they feel uncomfortable or aren't sure what to say.

Lesson 1: I am unique



Circle time: I'm special because ...

You will need: soft toy as a 'talking stick'

For this circle time, have students 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!

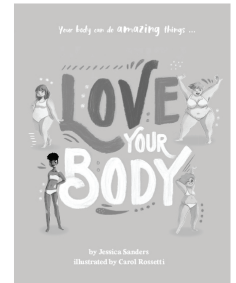
Warm-up game: Similarities and differences

You will need: an open space, music and speakers

This game is a variation on the standard musical statues. Have students dance to the music. When the music stops, they freeze and listen to the instructions, then form their group and sit down together, as quickly as they can. Instructions may include:

- Find 1–2 other people who have the same hair colour as you
- Make a group of 2 or 3 people who have different eye colour to you
- Find someone who is wearing different coloured 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

Note: While this lesson focusses on what makes us unique and special, this game also looks at both similarities and differences. Human brains are wired to find differences, but we also need to look at what makes us the same. Looking at what makes us the same helps us to understand that while our differences make us who we are, our sameness enables us to have empathy towards one another and to realise that each and every one of us faces challenges – whether we are tall, short, blue or brown eyed, have blonde or red hair. We all have tough days, and we all need to learn self-love and self-acceptance.



Partner task: Venn diagram – similarities and differences

You will need: mini whiteboards and markers (or paper and pencils if these are unavailable)

Have students work with a partner to draw a Venn diagram on a whiteboard, writing their names on either side of the differences between them and their partner. These differences may include physical attributes (height, hair colour, eye colour), things that they like (sports, hobbies, interests, favourite colour/animal) and qualities such as heritage, languages spoken, number of siblings and so on. The diagram should show numerous similarities as well as many differences; all of these things make them who they are and make them special! If time allows, select 1–2 pairs to share their ideas with the class.

Individual task: I am unique!

You will need: Student Workbook page 3: 'I am unique!', pencils/markers

Have students complete Student Workbook page 3: 'I am unique!' by drawing 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! They may draw ideas from their Venn Diagram. *Note:* it is important to look at the list of similarities also, for some of the similarities found with their partner would be differences with another partner – similarities with others are still special and unique parts of them!

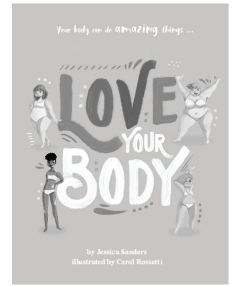
Reflection

Have students form groups of 3–4 and share their 'I am unique!' pages with their group, allowing approximately 30 seconds per student to share. On completion, ask: 'Has anyone learnt something about someone else in this room that they didn't know before? Do you think there would be at least one similarity and one difference between everyone in this room?' Discuss.

Home task: When I was three ...

Ask students to have a discussion with their parents/caregivers about what they were like when they were three years old. What kinds of toys did they play with? What songs/books/movies did they like? What activities did they enjoy doing (bike riding, playing with balls, pretend play, etc)? Did they have any favourite clothes or dress ups? *Note:* You may provide a copy of Student Workbook page 4: 'Me at three ...' to send home for students to fill in to ensure this task is completed. In lesson 2 they could either transcribe their answers or cut and paste the 'scrapbook' components onto the Student Workbook page.

Lesson 2: Then and now



Circle time: It's good to be different

You will need: soft toy as a 'talking stick'

For this 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. Move around the circle, giving each child the opportunity to have their say.

Whole class focus: Text link: *Love Your Body* (pp. 4–11)

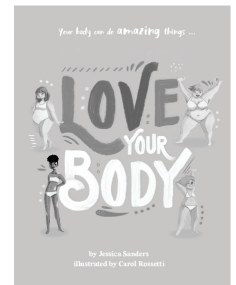
You will need Love Your Body by Jessica Sanders

Read pages 4–5 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.

Note: The topic of puberty will require a more in-depth discussion, with appropriate lesson plans and resources. This lesson-plan sequence is not intending to replace formal puberty education.



Independent task: Favourite things – then and now

You will need: Student Workbook page 4: 'Me at three ...' and page 5: 'Me now ...'

Have students complete Student Workbook page 4: 'Me at three ...' using the information from the discussion with their parents/caregivers.

Then have them complete Student Workbook page 5: '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!

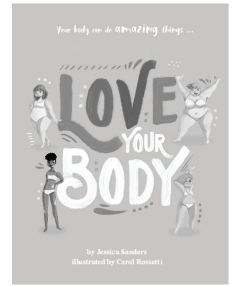
Reflection

You will need: soft toy as a 'talking stick'

Ask: 'As you grow up, you change in many ways. Is there anything about you that always stays the same, no matter what?' Discuss. For this discussion, follow the same rules as in circle time, however, have students volunteer their answers rather than moving around the circle.

Lesson 3:

My body is a good body!



Circle time: What do you use your _____ for?

You will need: soft toy as a 'talking stick', Teacher Resource Master: 'Body parts', photocopied and cut out

Hand out one 'Body parts' card 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.

Whole class focus: Text link: *Love Your Body* (pp. 10–15)

You will need Love Your Body by Jessica Sanders, whiteboard and markers

On the whiteboard, write these headings: eyes, ears, fingers, mouth, nose and body. Leave enough space below each one to record student responses. Revisit pages 10–11 of the book, focussing 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 'fingers', students may suggest plaiting 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.

Individual task: My body

You will need: Student Workbook page 7: 'My body is a good body!'

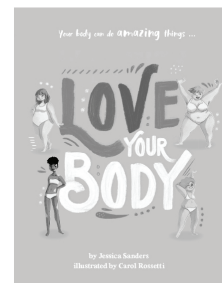
Have students complete Student Workbook page 7: 'My body is a good body' by thinking of some of their favourite uses for the body parts listed.

Reflection

You will need: soft toy as a 'talking stick'

Ask: 'What is more important – how your body looks or what your body can do? Why?' Discuss.

Lesson 4: Self-care plan



Whole class activity: Finding peace

You will need: a quiet, open space (preferably outside on the grass in the shade of a tree, otherwise inside is fine), relaxing instrumental music and, if possible, a portable speaker

Have students lie on their back with their hands on their stomach. 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 nose, and feel their stomach rise and fall with each breath in and out. Select a colour, and have students visualise the colour all around them, then suggest animals or objects to visualise that are also that colour. For example, 'Imagine the colour 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, ready for circle time.

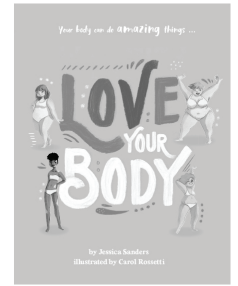
Circle time: What is self-care?

You will need: soft toy as a 'talking stick'

Ask students: 'What is self-care?' 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?'

Self-care is looking after your mental and physical health. It's about 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. For example, 'I notice that when I haven't been in nature for a while I become anxious and angry. Every time I feel these emotions coming up I take myself outside and lay under my favourite tree and watch the leaves sway in the wind. This calms me down and helps me to think clearly.'

You are the boss of your self-care because no-one knows you as well as you do.



Whole class focus: Text link: *Love Your Body* (pp. 14–17)

You will need: Love Your Body by Jessica Sanders, whiteboard and markers

Re-read pages 14–15, then move onto our focus for this session, pages 16–17. As you introduce each idea, ask: ‘Who has done something like this before?’ If students wish to share their own experiences, have them briefly elaborate. If a new idea arises during this discussion, write it on the board. Once the 10 ideas are read and discussed, ask: ‘Does anyone have any other ideas of things you could do when you’re feeling down?’ Have students share ideas and make a list of class ideas on the whiteboard.

Individual task: Self-care plan

You will need: Student Workbook page 8: ‘A famous quote I love ...’ and page 9: ‘My self-care plan’; digital tablets/laptops

Have students complete Student Workbook page 9: ‘My self-care plan’. They may use ideas presented in the text, from the class discussion, or their own thoughts.

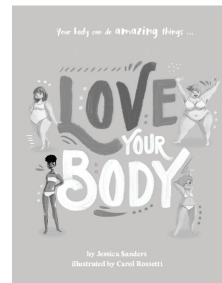
Early finishers may complete Student Workbook page 8, by looking online for inspirational quotes and finding one that resonates with them. This may be also completed as a home task.

Reflection

You will need: soft toy as a ‘talking stick’

Ask: ‘What might you do if you’ve tried a couple of things from your list, but you’re still feeling down?’ Discuss.

Lesson 5: Asking for help



Circle time: When do we need help?

You will need: soft toy as a 'talking stick'

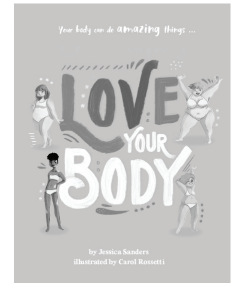
For this circle time, have students think about the kinds of things they need help with in their lives now. Have them think back to when they were younger. Back then, they needed lots of help from their parents/carers to do most things – to eat, to get dressed, to have a bath and so on. As they got bigger, 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 troubles 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!

Whole class focus: Text link: *Love Your Body* (pp. 18–19)

You will need: Love Your Body by Jessica Sanders

Read pages 18–19. 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, neighbours, 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. Emphasise 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 organisations, such as kids support lines, who are there 24/7 to talk if a child needs help. Record these organisations and their contact information on the whiteboard or create a hand-out of these contact details to share with your students.



Individual task: My safety network

You will need: Student Workbook page 11: 'My safety network'

Have students complete Student Workbook page 11: 'My safety network'. This task may be more difficult for some students to complete than others. Have early finishers colour the picture on page 10 to allow time for individual discussions with students who may require your assistance.

Whole class activity: Four corners of support game

You will need: a large, open space

Have students form groups of 5 (or 6 if required). 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.

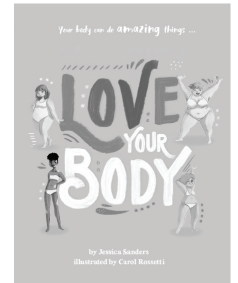
Variation for younger students: Play a game of 'robot directions' where one student is blindfolded (or eyes are closed tight) and the other student directs them around the classroom with simple directional language. For example, 'quarter turn left', 'two steps forward', 'half turn' and so on, ensuring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

Reflection

Ask students:

- 'How does this game relate to our discussion and work today on safety networks?'
 - 'What makes a good support person?' Relate this question back to safety networks, not the game.
 - 'Would a friend's support person be a good support person for you?'
- Discuss.

Lesson 6: Resilience and focussing on the positive



Circle time: Resilience

You will need: soft toy as a 'talking stick'

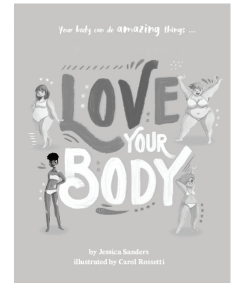
Ask students: 'What is resilience?' Discuss the notion that resilience is the ability to bounce back in the face of adversity, or when something doesn't go according to plan. True resilience occurs when we have had something go wrong, have been sad or disappointed, and we have found ways to deal with our problems, learnt 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 required, 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.

Whole class activity: Resilience scenario

Read the following scenario out to the class. Then discuss, using the prompts on page 16.

Sarah was so excited that her team had made it to the netball grand final! It was finally game day; the team were prepped and ready to play. The team they were competing against were really good, but Sarah's team were confident that they could win! In the final quarter, the other team were up by one goal. Sarah was in centre position. She had to get the ball to the goal shooter, so she could shoot for a goal. Everyone was so nervous! The wing attack threw the ball to Sarah because she was in the perfect position to throw to the goal shooter, but she threw the ball too hard! The goal shooter 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 goal shooter 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 practise self-care?

Whole class focus: Text link: *Love Your Body* (pp. 20–27)

You will need: Love Your Body by Jessica Sanders

Read pages 20–27 of *Love Your Body*. Discuss as needed.

Individual task: Dealing with disappointment

You will need: Student Workbook page 13: 'Dealing with disappointment' and Teacher Resource Master: 'Dealing with disappointment scenarios', photocopied and cut out

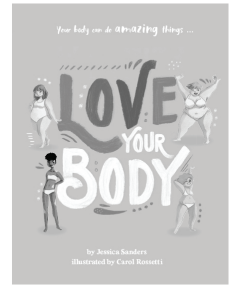
Read the different scenarios to the class, and ask the students to select the scenario that best applies to their own lives. If they are unable to find a scenario which resonates with them, allow them to write their own.

Have students complete Student Workbook page 13: 'Dealing with disappointment'. Students should draw upon ideas and content from previous lessons to complete this task – utilising their self-care ideas and social networks, as well as learning to use positive self-talk.

Reflection

Ask students: 'How does building our self-care strategies make us more resilient?'
Discuss.

Lesson 7: I am strong



Circle time: Recognising personal strengths

You will need: soft toy as a 'talking stick' and two copies of Teacher Resource Master: 'Strength cards', photocopied to A3 size, laminated and cut out

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 customised 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.

Partner task: Assessing others' strengths

You will need: Teacher Resource Master: 'Strength cards', photocopied as an A3 poster

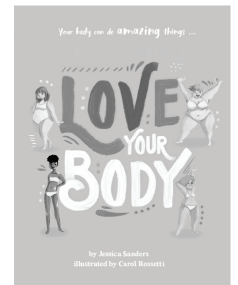
Stick up the poster where everyone can see it. Have students work in pairs, preferably with someone who is not one of their close friends. Have them sit down, facing their partner. Using the strength cards as prompts, have them think about their partners' strengths and what sets them apart from others 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.

Whole class focus: Text link: *Love Your Body* (pp. 28–33)

You will need: Love Your Body by Jessica Sanders

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



Independent task: Self-love

You will need: Student Workbook page 15: 'My letter to my future self ...'

Have students write a letter to their 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.

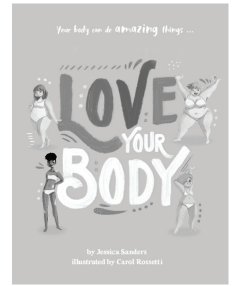
Note: Prior to sending the workbooks home, take a photocopy of the letters. If possible, put them in a 'time capsule' to be put away until primary school graduation (or the end of the year, or similar) and return them to the students then. This will be a great reminder of the messages from *Love Your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

Reflection

You will need: Love Your Body by Jessica Sanders

Read the whole text to the class. Once finished, you may have a final circle time for students to discuss what they have learnt from this book.

Teacher Resource Masters



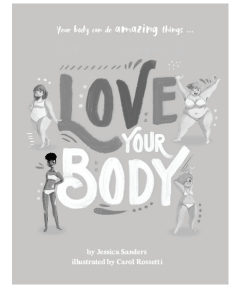
Teacher Resource Masters have been included on the following pages to accompany specific lesson plans for the children's book *Love Your Body* by Jessica Sanders. These are intended to be used in conjunction with the Student Workbook.

Teacher Resource Master to be used with Lesson 3:
Body parts

Teacher Resource Master to be used with Lesson 6:
Dealing with disappointment scenarios

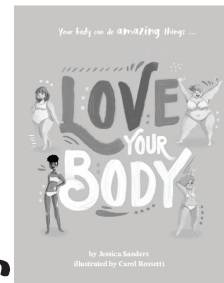
Teacher Resource Master to be used with Lesson 7:
Strength cards

Body parts



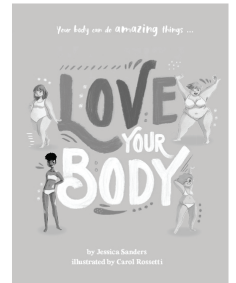
Eyes	Nose	Ears	Mouth
Hands	Fingers	Arms	Tastebuds
Feet	Legs	Body	Brain
Eyes	Nose	Ears	Mouth
Hands	Fingers	Arms	Tastebuds
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Dealing with disappointment scenarios

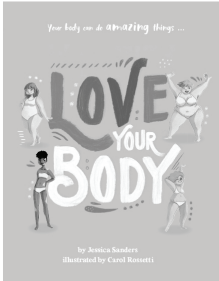


<p>You fail your belt assessment in Karate.</p>	<p>You fail your belt assessment in Karate.</p>
<p>You enter a spelling bee, but go out in the first round.</p>	<p>You enter a spelling bee, but go out in the first round.</p>
<p>You forget the moves to one of the dances in your end of year concert while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

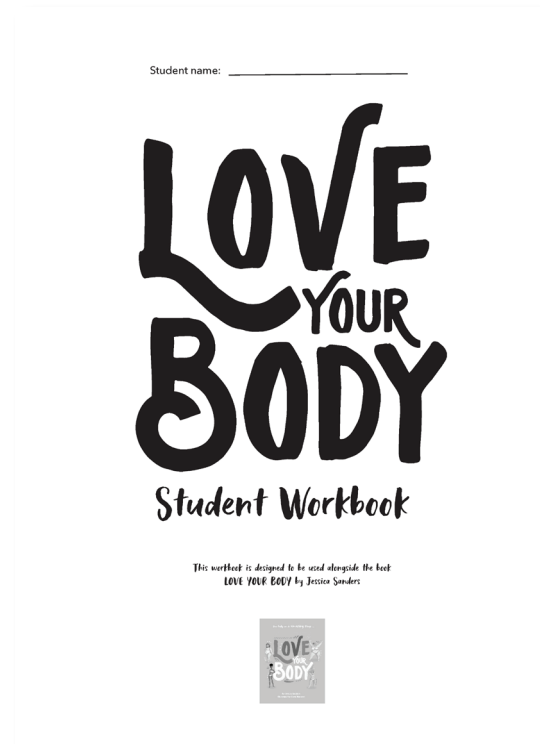
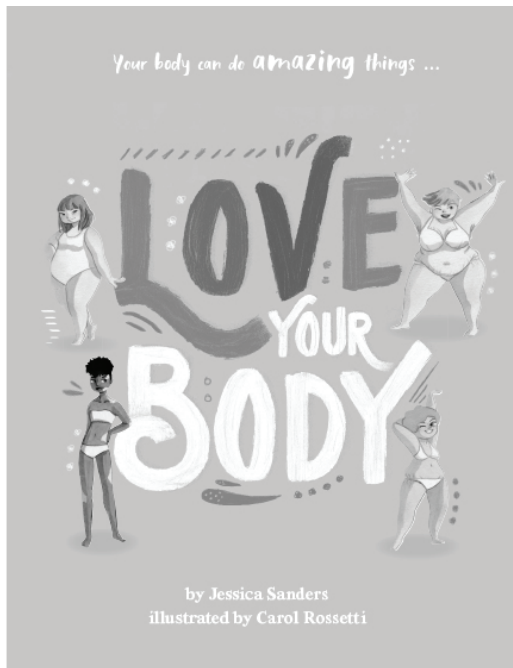
Strength cards



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



These Lesson Plans are designed to be used alongside
the book **LOVE YOUR BODY** by Jessica Sanders and the
Student Workbook.



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