

My Body is Beautiful

Lesson Plan

Resource: H&PE Elementary Resources

Unit: Human Development and Sexual Health

Grade(s): 1

Lesson: 2 of 5

H&PE Curriculum Expectations

2019 H&PE Curriculum Expectations: A1.5, D1.3, D1.5

Materials

- 4-5 photographs of people from magazines, advertisements or social media.
- Access to a shared document (chart paper and markers or online interactive tool)
- [Teacher Resource: Checklist](#)

Learning Goals

- We are learning to identify body parts, including genitalia, using correct terminology.
- We are learning to respect and appreciate ourselves and our body to support our overall health.

Overall Assessment

Using the Teacher Resource: Checklist, observe students and provide verbal and written feedback on their ability to identify how they show respect and appreciation for themselves and their body by using body-positive language.

Minds-On

Have students recall what they learned in Lesson 1 about the importance of knowing and using the correct terminology to describe the parts of their body using a **Think, Pair, Share** strategy and the following prompt: “Why is it important to know about your own body, and use correct names for the parts of your body?”

Use student responses to clarify their understanding of ways they respect and care for their body.

Action

Create a **See, Think, Wonder Chart** for students to reference and to record student responses. Using the following teacher prompts, have students share what they see, what they think, and what they wonder about each selected photograph (ensure to include a diverse range of people to represent different races, cultures, body types, body sizes, gender, ability and disability).

- “I See...”
- What do you see?
- What details stand out?
- What do you think others see when they see this person?
- “I Think...”
- Why do you think they are wearing these types of clothes?
- How do you think this person feels about their body, how they dress, and how they see themselves?
- “I Wonder...”
- What do you wonder about this photograph?
- What do you wonder about this person?

Continue this process with each selected photograph, recording student responses on the See, Think, Wonder Chart.

Explain to students that all bodies are unique just as they are. Their body is part of who they are, so it is important to respect and appreciate their body by taking care of it and talking about it in a positive way. Use the following teacher prompt to engage students in a large-group discussion about showing respect and appreciation for their body.

- **Teacher prompt:** “What does being ‘body-positive’ mean to you? How does being body-positive show that you respect your body?”

Student responses:

- “We are all different sizes. Some of us are bigger and some of us are smaller and some of us are taller or shorter. We are all different and that is what makes us unique.”
- “We also look and dress in different ways depending on our culture, religion and even what we like or don’t like. Our skin colour, the clothes we wear, and the shape of our body make us unique.”
- “Being positive about my body means that I am happy with who I am. My body can do many different things in different ways, and I should be proud of that.”
- “I take care of my body and love my body exactly the way it is. I shouldn’t compare myself to other people.”
- “I make sure I am active every day and feed my body to help it grow and be its best.”

Use the following teacher prompt and a **Think Aloud** strategy for students to identify what it looks, sounds and feels like to respect and appreciate their own and other people’s bodies.

- **Teacher prompt:** “What does it look like, feel like, or sound like when you are showing respect and appreciation for your own body and other people’s bodies?”

Student responses:

Respecting and appreciating my body and other people’s body looks like this:

- “Being active at home, school, and in the community.”
- “Eating foods that help me grow.”
- “Not touching other people without permission.”

- “Respecting other people’s personal boundaries.”
- “Using the correct names when I am talking about my body.”
- “Asking permission to touch other people before I do.”
- “Telling my friend what I like about them.”
- “Being proud of all the things I can do like dance, skip and play.”
- “Knowing when I am uncomfortable, anxious or scared and seeking help from a trusted adult.”

Consolidation

Remind students that everyone is unique in the way they look, dress, talk and act. Being body-positive means showing respect towards themselves and their body. Have students complete an [Exit Card](#) writing or drawing three ways they show how they respect and appreciate their body by using body-positive language. Use the following sentence stems as a guide:

- My body is...
- My body can...
- My body helps me...