



CLASSROOM ACTIVITY 2.1 | Bullying & Teasing

GRADES
4–5

Timing

45 minutes

Materials

- **Body Functionality** video (<https://youtu.be/IsHZOsRpNT8>)
- **Body Functionality** student handout—one half sheet per student
- Construction paper or card stock
- Markers, colored pencils, stickers, and other art supplies

Note: *There are facilitation options below if the students are in a virtual situation. Handouts can be provided electronically to be printed at home or as an editable Microsoft Word template to be submitted via email, learning management systems, or a live/shared document.*

Tools to Build Body Confidence

WHAT'S YOUR FUNCTION?!

Overview

Content for the *Amazing Me* program was created in partnership with Dr. Marisol Perez, a clinical psychologist and researcher at Arizona State University and The Institute for Research and Education Advancing Children's Health (REACH). Dr. Perez has dedicated her career to assisting future generations be less focused on appearance and more focused on respecting, liking, and appreciating their bodies.

In this activity, the teacher will show the video **Body Functionality** (<https://youtu.be/IsHZOsRpNT8>) before challenging students to think about the things that their bodies DO every day, from the most basic functions to special skills. Students will write a brief thank you letter to their bodies. In these letter students can thank their bodies for what it can do, the enjoyable activities they participate in because of their bodies, and discuss why body appreciation is important to body confidence.

Each activity is part of a five-lesson series that focuses on the effects of bullying and teasing on body confidence. Lessons 1–3 include core content and should be completed in sequence. Lessons 4–5 are supplementary and provide students with an opportunity to extend their learning of core concepts.

Background

Body image is the way we feel about our bodies, including how it looks and functions.¹

Negative body image refers to having negative feelings and behaviors about the body's appearance and function. Positive body image can be:

- love and respect for the body,
- appreciate functions the body performs,
- accept and admire their figure,
- feel beautiful and confident,
- emphasize the body's assets and strengths.

People with positive body image tend to reject negative information and internalize positive information about the body.²

This lesson will focus on deemphasizing the body's appearance and refocusing students' attention on their body functionality.



Objectives

Students will:

- Discuss the various functions of their body.
- Consider the everyday activities they enjoy and how their body helps them achieve their goals.
- Write a letter to their bodies, thanking it for all the things it does for them.
- Explain how body appreciation connects to body confidence.

Essential Question

What are some of the functions of our bodies, and what activities can we do because of our bodies? Why is body appreciation important to body confidence?

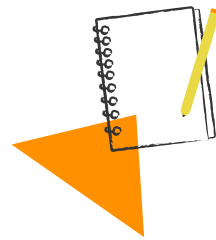
¹ Cash & Pruzinsky, 1990; Cash & Smolak, 2011

² Wood-Barcalow, et al., 2010; Tylka & Wood-Barcalow, 2015

Teacher Preparation

Before the students arrive:

- Before the students arrive, review and prepare the instructional strategy, [Numbered Heads](#), and arrange desks into groups of four.
 - If you are teaching virtually, determine how you will assign partners/ groups for the activity. Prepare your breakout rooms or learning management system prior to your session. Platforms like Zoom allow you to pre-assign participants to breakout rooms. Google Meet will randomly distribute participants.
- If you are teaching virtually, provide the list of possible decoration materials above to students prior to the session to allow them time to procure items that can help them embellish their letters.



Suggestions for Implementing Virtual Meetings

- **Lighting:** Backlighting prevents your audience from seeing you clearly. Make sure that you have lighting in front of you to ensure that you are seen.
- **Camera Placement:** Try to make sure that your camera is placed at eye level. This helps to create eye contact and engagement with your audience. You can use books or other items to lift your computer (if using a laptop).
- **Sound:** Make sure that you do a quick sound check before beginning your session. Ensure that you can be heard and that participants will not hear an echo effect. Consider the usage of headphones equipped with a speaker.
- **Make Connections:** Remember to try to connect with your audience, which can be challenging, virtually. Connect with them using quick stories or humor. Some suggestions have been included.
- **Troubleshooting:** It is okay to make mistakes or have technology issues. If you have a technology hiccup or things don't go as planned, do your best to reconnect and move forward with your lesson. The best thing you can do is be prepared by testing your internet connection and sound and video settings prior to your session!

Sensitivity Note

Due to the nature of today's discussion, be aware of student feelings and sensitive to the emotions and reactions of all students in the classroom. There can be a diversity of emotions and reactions to these topics. Teachers should feel free to paraphrase/edit the language to suit their classes learning abilities.

Procedure

Discuss

- Show the video **Body Functionality** (<https://youtu.be/lsHZOsRpNT8>).
- Facilitate a discussion using the following questions as a guide:
 - What are some of the human “powers” mentioned in the video?
 - What are some other “powers” that are unique to humans—things that humans can do that other animals cannot do?
 - What are some unique “powers” that your body can do?
- Explain that today the class will focus on the amazing things their bodies can do by acknowledging their unique capabilities and thanking their bodies.

Do

- Assign students to their [Numbered Heads](#) groups as described above, and have them sit at their assigned seats. Distribute one **Body Function** student handout to each student.
- Invite groups to discuss the question: “What are some of the amazing things your body can do?” Allow time for student discussion, and direct students to record their ideas on the **Body Function** student handout.
- Call out a number 1–4 and ask those students to raise their hands, physically or using the “raise hand” feature in the online meeting.
- Ask each of the called-upon students to share one of the functions their group brainstormed together. Sample responses include: “Our bodies can run, play soccer, taste delicious food,” etc.
- Repeat this process for another number–4 and ask follow-up questions to a number you have yet to call as the called-upon

VIRTUAL FACILITATION OPTIONS

- Allow them to share their answers out loud or encourage students to write their answers down to reference later, add to a live/shared document, or comment in a chat box.

VIRTUAL FACILITATION OPTIONS

- Use breakout rooms to put students into pairs or groups so they can collaborate with each other. You can choose to assign groups manually or automatically depending on how you want students placed and which online platform you are using.

students offer their responses.

- Explain to students that now they will have an opportunity to use construction paper and other decoration supplies to write a thank you letter to their bodies, acknowledging the amazing things it does every day.
- Provide students time to create their thank you letters. Encourage students to keep these letters in a place where they can read them frequently to remind themselves of their own amazing body function.

Reflect

- Reinforce students' learning by facilitating a brief discussion, using the following questions as a guide:
 - Why is it important to recognize the unique things our bodies can do?
 - How do you think this helps your body confidence?
 - What things about your body are you most thankful for?
 - How will you remember the unique things and functions your body can do?
 - How will you thank your body for what it can do every day?

VIRTUAL FACILITATION OPTIONS

- This can be facilitated as a group discussion or in a live/shared document.

Body Function

STUDENT HANDOUT

What are some of the amazing things YOUR body can do? After talking with your group, record some of your answers below.

Things My Body Can Do:

Basic Functions	Special Skills
Example: "My body can run!"	Example: "My body can draw beautiful pictures."



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