



amazing me

Digital Lesson

My Body is
Amazing—Loving Me!





GRADES
PRE-K-2

Digital Lesson Bundle: My Body is Amazing-Loving Me!

Quick Links

3 class sessions of approximately
45 minutes each

- Preview the full [Loving Me video featuring Blippi](#)
- Download the [Loving Me Lesson Presentation](#)
- Access the [Loving Me: Workshop Guide for Teachers](#)
- Explore the [Loving Me Choice Board](#)

Total Duration

5 Days (20–30 minutes per day)

This 5-day lesson experience is anchored by the *Loving Me* video featuring **Blippi**, a familiar and engaging figure for many young learners. The lesson supports young children in building body confidence through music, movement, and reflection. Students will celebrate what their bodies can do, not how they look.

To deepen and extend the experience, educators are encouraged to explore the **Loving Me: Workshop Guide for Teachers**, which provides background information and additional ideas for family engagement and ongoing body confidence conversations. Another flexible facilitation option is the **Loving Me Choice Board**, which pairs each video segment with an independent student activity.

Lesson Overview

This companion guide supports the use of the Loving Me Lesson Presentation with facilitation strategies, educator framing, and modification ideas. The goal is to build body confidence in primary students by focusing on what their bodies can do, *not how they look*. Each day includes optional adjustments for younger (PreK–K) or slightly

The Dove Self-Esteem Project and Blippi, together with the Centre for Appearance Research, have created The Blippi's Wonderful Talent Show, an upbeat and interactive set of edutainment videos aimed at building body confidence and self-esteem in the next generation of young people.

older (Grades 1–2) students to support diverse learning needs. Student-facing capture sheets may be used to help document ideas, drawings, and reflections across the week. Suggestions for **learning station extensions** are included for centers or small-group enrichment.

Lesson Objectives

- Celebrate the unique abilities of our bodies.
- Build confidence and positive self-expression through movement, play, and reflection.
- Encourage kindness and respect for ourselves and others.

Aligned Standards

- NHES 4.2.1: Express thoughts, feelings, wants, and needs to support health and well-being.
- NHES 4.2.2: Use active listening skills in a variety of situations.
- NHES 4.2.5: Demonstrate ways to show kindness and compassion.



- CCSS.ELA-LITERACY.SL.K.1 / SL.1.1: Participate in collaborative conversations.
- CCSS.ELA-LITERACY.SL.K.6 / SL.1.5: Express ideas clearly and use drawings to support communication.

Day 1: My Body is Amazing!

Start with excitement and celebration. This day introduces the central theme that bodies are amazing because of what they can do. Reinforce positive language about all bodies and abilities.

Slide-by-Slide Facilitation

- **Slide 1:** Welcome students and preview the week's learning.
- **Slide 2:** Play “My Body is Amazing” opening song (02:04). Encourage dancing and singing.
- **Slide 3:** Use questions to guide reflection. Accept a range of responses.
- **Slide 4:** Lead a class dance/movement break. Invite student volunteers to lead.
- **Slide 5:** Encourage students to draw themselves doing something amazing.

Capture Sheet: Provide the “What Can My Body Do?” drawing sheet for students to illustrate and label one thing their body helps them do.

Younger Student Modifications: Focus on one body part at a time and model responses using visual aids.

Older Student Extensions: Invite students to describe what their bodies help them *feel* or experience, using simple sentence stems.

Learning Station Extension Ideas

- **Body Part Puzzle Table:** Create simple puzzles showing different body parts and their actions.



- **Mirror Movement Center:** Provide hand mirrors and challenge students to make different facial expressions or gestures.
- **Feelings & Movement Match:** Sort cards with body actions and the feelings they help express (e.g., arms up = excited).

Day 2: Body Power Match-Up

This movement-based day helps students connect specific body parts with what they help us do. Through an interactive matching activity, students will discover how every part of their body has a purpose and power.

Slide-by-Slide Facilitation

- **Slide 6:** Set the tone and introduce the goal of the matching activity.
- **Slide 7:** Show sample cards and model how to find a match.
- **Slide 8:** Invite students to explore and find their body part + action match.
- **Slide 9:** Regroup to share discoveries and celebrate everyone's match.
- **Slide 10:** Reflect with a drawing activity.
Capture Sheet: Hand out the “Body Part Spotlight” drawing or writing sheet for students to illustrate and label a body part and describe its function.

Younger Student Modifications: Use larger cards and simpler pairings. Consider placing matches closer together or grouping students in pairs.

Older Student Extensions: After matching, ask students to come up with a new action that body part could help with and act it out.

Learning Station Extension Ideas

- **Body Part Bingo:** Create bingo cards with body parts; students mark off parts as they hear clues.



- **Tactile Match-Up:** Use textured cards or objects for students to match to parts of the body they use (e.g., hands for clay).
- **Gross Motor Station:** Set up an obstacle course that highlights different body parts in motion.

Day 3: Awesome and Terrific Game

This day fosters self-affirmation and helps students build verbal confidence. The chant structure is fun and inclusive, using repetition and rhythm to support participation.

Slide-by-Slide Facilitation

- **Slide 11:** Set the tone for a joyful, confidence-building session.
- **Slide 12:** *Show the chant video. Invite echoing. Full segment is 05:31. If pressed for time, forward video to 03:13 and play the part where characters chant the phrase.*
- **Slide 13:** Practice the chant with sentence completion: “I love to...”
- **Slide 14:** Turn-and-talk with a partner to share other amazing things.
- **Slide 15:** Make a badge using simple craft materials.

Capture Sheet: Complete the “I’m Awesome Because...” writing or drawing sheet during or after the chant.

Younger Student Modifications: Use call-and-repeat versions of the chant and support students with visuals or gesture prompts.

Older Student Extensions: Have students write or draw multiple ways they are awesome.

Learning Station Extension Ideas:

- **Affirmation Station:** Students choose from a basket of sentence starters to complete (“I am...,” “I like how I...”) with writing or drawings.



- **Chant Practice Corner:** Echo games using rhythm sticks or clapping patterns to practice the chant.
- **Mirror Talk:** Use pretend microphones and mirrors for students to practice saying something kind about themselves.

Day 4: Dancing is for Everyone!

Center this session on expression and joy. Normalize all kinds of movement styles and emphasize that everyone can dance in their own way.

Slide-by-Slide Facilitation

- **Slide 16:** Introduce the idea that all bodies can express themselves through movement.
- **Slide 17:** Watch the dance segment. Highlight dancers' confidence and creativity. *Full video is 09:23. If pressed for time, stop video at 01:33 or 05:27.*
- **Slide 18:** Lead a short class discussion about styles and feelings.
- **Slide 19:** Demonstrate “kick ball change” or have students invent a move.
- **Slide 20:** Wrap up with a reflective movement activity.

Capture Sheet: Use the “My Dancing Feelings” response sheet to draw or describe how their body feels when dancing.

Younger Student Modifications: Focus on free movement and expressive play. Avoid complex choreography.

Older Student Extensions: Discuss how different emotions can be shown through dance (e.g., happy = jumpy; calm = swaying).

Learning Station Extension Ideas:

- **Dance Card Sort:** Match body movements to action words (twirl, jump, sway).
- **Dance Costume Corner:** Provide scarves, hats, or props for expressive movement play.
- **Music & Mood Station:** Play short music clips and invite students to move in ways that match the tone (fast, slow, happy, calm).

Day 5: The Wonderful Talent Show

This final day is about celebration and community. Support students in planning and performing in a safe, encouraging environment. Focus on effort, not perfection.

Slide-by-Slide Facilitation

- **Slide 21:** Build excitement! Today we celebrate what makes us special!
 - **Slide 22:** Watch the closing talent show clip for inspiration. *Full video is 09:16. If pressed for time, stop video at 01:51, 02:50, or 04:34.*
 - **Slide 23:** Facilitate group or individual brainstorming. What can you share?
 - **Slide 24:** Host the classroom talent show. Emphasize encouragement and kindness.
 - **Slide 25:** Lead a closing circle with reflections. Use “I love me because...” statements.
- Capture Sheet:** Provide the “My Talent Show Plan” organizer for drawing or writing their talent, how their body helps them, and how they feel about performing.

Younger Student Modifications: Encourage group acts or non-performance roles (e.g., announcer, stage helper).

Older Student Extensions: Invite students to introduce their act by explaining what their body can do and how they practiced.

Learning Station Extension Ideas

- **Talent Planner Table:** Students draw or write what they’ll perform.
- **Stage Rehearsal Zone:** Use a small carpet or taped square for students to practice their act.
- **Kindness Notes Corner:** Students write or dictate compliments to performers to share after the show.



Body Power Cards

Print on cardstock. Cut out cards and hide around the room or place in centers



Hands



Draw a picture



Legs



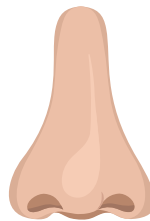
Run fast



Feet



Jump up high



Nose



Smell flowers



Eyes



See a book



Brain



Solve a Puzzle

Body Power Cards

Print on cardstock. Cut out cards and hide around the room or place in centers



Ears



Hear music



Teeth



Chew food



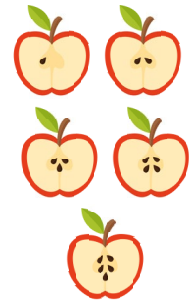
Mouth



Sing a song



Fingers



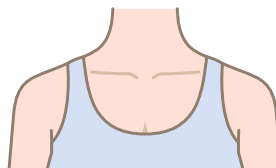
Count to five



Arms



Give a hug



Shoulders



Carry a
backpack

Name: _____

What Can My Body Do?

Draw a picture of something your body can do.



Name: _____

Body Part Spotlight

Name a body part. What does it help you do? Draw or write your answer.



Name: _____

I'm Awesome Because...

Complete the sentence. Then draw a picture of yourself doing it!

I am awesome because I can _____.

Name: _____

My Dancing Feelings

How does your body feel when you dance? Draw or write your answer.

Name: _____

My Talent Show Plan

Draw or write a response to each question.

What talent will you share?

How does your body help you do it?

How do you feel about performing?