

Minnesota Writing Project

---Demonstration Lesson---

Title of lesson: The Best Part of Me

(adapted from Teaching Tolerance's "What is Body Image?" lesson plan available at <http://www.tolerance.org/lesson/what-body-image>)

Suggested grade/age: K-2/Ages 5-8

Approximate time needed to complete lesson: 2 days (30 minutes each day)

Learning objective(s) and significance of lesson:

This lesson helps students build and strengthen their foundational skills in writing within the context of a positive body image. The students are guided through a series of steps to help them express their thoughts and ideas on paper. I want my students to feel comfortable to express what they think and how they feel about their own bodies. I also want my students to be able to verbally share their thoughts and ideas with their peers so that by the end of the lesson, they will be able to show their thoughts and ideas through drawing and writing.

This lesson incorporates a couple of best practices. First, this lesson addresses the topic of building a positive body image in the primary grades. Embedding social justice themes in writing supports a positive and respectful classroom community. Secondly, this lesson uses drawing to help prepare students to take the beginning steps of writing words and sentences.

Minnesota State Standards

English Language Arts:

- 1.6.8.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- 1.8.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- 1.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Social Studies:

- 1.1.1.1.1 Demonstrate ways good citizens participate in the civic life of their community; explain why participation is important.

Brief summary/outline of lesson:

This lesson will be used at the beginning of the school year as we continue to build our classroom community. This supports my school-wide focus of building the *Four Cs* - *Commitment, Curiosity, Community, and Compassion*.

Day 1

1. Rally Robin – take turns in pairs naming different parts of the body.

2. Display large outline of a body on the board. Students work in pairs to discuss what we like about our bodies.
3. In pairs, students think about what their favorite aspect of their body is and explain why they chose this particular characteristic.
4. As a class, pick students to which part of the body corresponds to their choices. Use a marker to highlight the areas in the appropriate places on the body mentioned.
5. Ask students: “How many of you have ever heard of the term *body image*? What do you think it means?” Elicit some responses, writing down key words and phrases, then use that language to define body image.
6. Discuss body image and our thoughts on how others perceive us.
7. Discuss the following questions:
 - Which aspects of your body, when you think others are looking at them, make you feel good?
 - Which aspects of your body, when you think others are looking at them, make you feel bad?
8. Activity
 - Look at the types of comments (on cards) people might say about people’s bodies. Do you think each comment would make them feel good or bad? Sort them on the chart.
 - What do people say about people’s bodies that can make them feel good or bad? (For example: messy hair, long legs, beautiful smile)
9. Draw a picture of your favorite body part.

Day 2

1. Students finish drawings or add details to drawings from previous day, if necessary.
2. Gather students on carpet. Students share their picture from previous day and explain why they chose that particular characteristic in a small group using “Talking Chips.”
3. Share a few pages from *The Best Part of Me: Children Talk About their Bodies in Pictures and Words* by Wendy Ewald.
4. Teacher models how to write sentences explaining why the particular characteristic was chosen. Teacher also models what to do if you don’t know how to spell a word.

Related Resources:

(What technology, articles, books, or supplies do you recommend?)

- *The Best Part of Me: Children Talk About their Bodies in Pictures and Words* by Wendy Ewald
- *Crafting Writers* by Elizabeth Hale
- Picower, B. (2012). Using their words: Six elements of social justice curriculum design for the elementary classroom. *International Journal of Multicultural Education*, 14, 1-15.

Possible extensions or adaptations for different purposes/student needs:

This lesson can be easily adapted for older grades. Students can take pictures instead of drawing, as shown in *The Best Part of Me* book.