BODY MAPPING

Year groups 10-11

Children "enjoy standing up, moving around, being active and performing rebellious behaviours such as ripping up paper." This helps them to learn about "awkward" subjects like body parts. Conversely, "Sitting and writing interrupts the flow of conversation." Teacher, Sheffield

"Religion plays a big part in forming our views on how to deal with ... body change and puberty." Parent of faith, Sheffield "I work with my daughter (aged seven) on being open and frank about our bodies and what different parts are called, why it's important to keep some areas private and when it is safe for others to see or touch them, i.e., the doctor." Parent of faith,

Sheffield

Our backgrounds, culture and religion and our experiences affect the way we see, think about and relate to our bodies.

Body mapping is an exercise that creates a space for students to think on their relationship with their body.

This activity will provide a foundation for other discussions to do with body image and self-esteem. We recommend that children do not share their personal reflections with other children, as they may be personal and sensitive. Because this activity may remind children of difficult of traumatic memories, you should ensure that you signpost them to support that is available. For example, they could see an adult at break time or write a note in a comments box.

The learning from this exercise can then be returned to across the curriculum (and is designed to complement the activities in the KS3/4 resources: Shame and Pride, Empowering Relationships and Consent and your Rights (also available in this Resource Pack). They can also contact Childline, O8OO 1111. Always follow your school's safeguarding procedures.



Body Mapping Activity

Ask everyone in your class to:

- Draw an outline of a body
- Use different colours or place symbols to indicate on the body sites of:



- Then, make their body into a person by giving it distinguishing features (a face, hair, clothes for example)
- Reflect on their body map using the discussion points below.

Helpful Discussion Points

- Are any of the Pleasure, Pain, Shame & Pride markers not in obvious places?
- Has anyone placed two or more markers in the same place? For instance, pain and pleasure may be in the same place. Why might this be?
- Has anyone drawn any aspect of:
 - Sex or gender? How is this depicted?
 - Race or ethnicity? How is this depicted?
 - Religion? Faith? How?
 - Disability? (Including hidden disabilities?) How?
 - Age? E.g. A youthful or aging body and how is this depicted?
 - Body size? Fatphobia is rife, but often not talked about.
 - Adornments (eg tattoos, piercings, jewellery), what do these say about a person's identity?
- Discuss other features that might be depicted

Teacher's Notes

Although not all children will fully understand what this exercise is trying to teach them, most gain some understanding of their relationship with their body. They can also become more comfortable with speaking about their body, and may understand that their bodies have significance, not only physical, but emotional, cultural and – in some cases – religious. We strongly recommend looking at the addition resources below because although this activity appears simplistic, it can uncover a wealth of complexity.

Additional Resources

It's got to be about enjoying yourself: young people, sexual pleasure, and sex and relationships education by Julia Hirst

Whilst recognising apprehensions around including pleasure in the RSHE curriculum, this paper highlights the importance of providing positive and comprehensive Relationships and Sex Education.

http://shura.shu.ac.uk/6758/

Genderbread Person

A useful resource made by Genderbread.org and explained using voiceover by SAYiT Sheffield. The Genderbread Person uses body mapping to explore gender and sexual identity, with Sex, Identity, Expression and Attraction used as markers. https://www.genderbread.org/

Iraqi and Syrian refugees using body-mapping to share their stories by Dr Yafa Shanneik

This article explores how body-mapping was used as a tool of healing for refugee men and women, who through art, expressed their thoughts and feelings both on their refugee journey and their new lives in their host countries.

https://www.thebritishacademy.ac.uk/blog/summer-showcase-2019-iraqi-syrian-refugees-body-mapping/

Body Mapping Exercise with Michelle Maldonado

For those interested in more advanced body mapping – for example, as a meditative practice – there are lots of resources on YouTube to support you in your learning. This video invites us to take notice how our bodies react when we think of someone we love. This is a good example of how body mapping can be used with positive emotions.

https://www.youtube.com/watch?v=AZtbr8vbyfk

Example Responses

