

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 or 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, 0800 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:

△ Pleasure

■ Pain

○ Shame

Pride

- 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

