

Topic	Body Positive Messages for Teachers and Parents
Defining Health	<ul style="list-style-type: none"> a. People can be healthy at different sizes. b. How we define health and how we talk about health are both important. c. Health includes physical, mental, and social well-being. d. We can compromise one aspect of our health by focusing exclusively on another aspect. e. We need to check if our health focus is on well-being or on looking a certain way or size. f. Health can be presented as exercise and restricted eating but this approach is limited and sometimes harmful. g. Health is being a full participant in life
Bullying	<ul style="list-style-type: none"> a. Nobody deserves to be bullied. b. Bullying hurts. It impacts on self esteem. Body-based bullying and stigma are hurtful. c. We can learn to become more aware of and respond to weight-based teasing. d. Bystanders can learn how to report and stand up against bullying and teasing. e. Teasing and harassment are also forms of bullying and children need adults to help them address this. f. Body-based bullying is common and linked to stereotyping and discrimination. g. Jokes based on appearance and identity are harmful and not funny.
Body Image	<ul style="list-style-type: none"> a. Comments about someone's appearance are often internalized for life. b. Body size is determined by many factors such as genetics, access to health care, education, and the environment, and should not be viewed as merely individual choice and personal responsibility. Schools should avoid activities that focus on regulation and surveillance of food choices. c. BI is an issue for males and females of all ages. Boys feel pressure to be muscular. Girls feel pressure to be thin. d. There is no such thing as the perfect size or shape. e. Body shapes and sizes are naturally diverse as is everything else in nature. f. How body shapes and sizes are valued changes with history, culture, gender and age groups. g. All ages and genders can be impacted by weight and eating preoccupations. h. The clothes we wear are part of our body image. i. Our society places an unnatural emphasis on appearance over competence.

Self Esteem	<ul style="list-style-type: none"> a. Self esteem is an important part of well-being. b. Parents, peers and teachers all impact students' self esteem. c. Self esteem is being aware of who and what you are and accepting yourself. d. Accepting, respecting, and promoting natural diversity in size and shape contributes to self esteem. e. People should avoid linking acceptance and appearance.
Healthy Eating	<ul style="list-style-type: none"> a. We need to listen to and pay attention to our body's cues for hunger, thirst, exercise, and rest. b. Foods meet many needs (pleasure, social gathering, nutrition). c. Parents and teachers should encourage nutrition over calorie-counting (avoid over-regulation). d. Disordered eating can be over-eating or restrictive eating and under-eating. e. Dieting is a futile, often harmful process of restrictive eating. f. Healthy eating involves eating well-balanced snacks and meals from a variety of foods to give you energy to carry out your daily activities. g. Teaching about eating disorders may introduce disordered eating to students who have not yet considered it. h. US research indicates that one in four school children live in "eating deserts" where nutritious food is not readily available and affordable from grocery stores.
Role Models	<ul style="list-style-type: none"> a. Adults need first to recognize their own weight and shape biases. b. Adults can help students to recognize and challenge existing ways in which our society and schools favour certain body types and sizes. c. Teachers and parents as well as peers who model shape acceptance give children the strength to resist pressure to become a certain shape or size. d. Parents and teachers should model healthy eating habits and refrain from modelling dieting and using the word "diet".
Stereotyping	<ul style="list-style-type: none"> a. Bias, stereotyping, and stigma are forms of discrimination that students can learn to recognize and address. b. Since the majority of people are not born with the <i>ideal</i> shape and size, weight stereotypes can privilege some persons and harm others. c. Gender stereotypes can contribute to narrow, sexist ideas and beliefs. d. Stereotypes are not always true and limit people from reaching their potential. e. We can learn to break down stereotypes. f. We can recognize difference and celebrate uniqueness.

Media Literacy	<ul style="list-style-type: none"> a. Children and adolescents can learn to understand that media are not neutral and influence us for different purposes eg. politics, profit. b. Teachers can teach and model how to take apart media messages to examine their intent and perspective. c. The <i>ideal</i> body is culturally, socially and historically defined and media influenced d. Media show us only limited views of the world. e. Both girls' and boys' bodies can be mis-represented in media. Girls' are presented as hyper-sexualized, and boys as hyper-masculinized. Girls' and boys' bodies can also be objectified. It is important to recognize that hyper-sexualization and objectification contribute to harassment and discrimination. f. The media can exaggerate health issues and promote simple solutions for complex issues e.g. BMI monitoring. g. Social pressure to be a certain size can be resisted by empowering students through critical media literacy studies.
Advertising	<ul style="list-style-type: none"> a. There are benefits and drawbacks to consumerism. b. Advertising impacts body image, self esteem, and choices for all ages and genders. c. The diet and exercise industries stand to gain from rigid ideas of body perfection. d. Advertising uses our insecurities in order to convince us that we need a product. e. Advertising can reinforce harmful stereotypes eg. girls only or boys only toys.
Active Living	<ul style="list-style-type: none"> a. Body-based teasing and stigma from peers can prevent students from joining in physical activity. b. Teachers and parents can encourage the joy of movement. c. Active living is not just sports or organized activities. d. People can be active in many different ways. e. Schools should find ways for all students to be active. f. Teachers should be aware that students who are concerned about their body image may limit their own participation in physical activities. g. Teachers of all sizes and shapes can model active living for diverse body types.
Social Comparison	<ul style="list-style-type: none"> a. Teachers and parents can model size and shape acceptance and discourage social comparison. b. The clothes we wear are part of our body image. c. Advertising uses our insecurities in order to convince us that we need a product. d. Teachers and parents can help by avoiding linking acceptance and appearance. d. Gender stereotypes can contribute to narrow, sexist ideas and beliefs. Students can learn that stereotypes are not always true and limit people from reaching their potential. e. Teachers can teach and model how to take apart society's messages and media messages to examine their intent and perspective.