

Learning area 1: What is body image?

INTRODUCTION

This module contains professional development material for educators, learning activities for children and parent tip sheets, which can be sent home or displayed in your centre. All materials are linked to the National Quality Standards and to the Early Years Learning Framework.

The module is divided into three Learning Areas:

1. What is body image?
2. Talking about food and health
3. Words matter!

Each Learning Area contains:

- Professional development sheets for educators;
- Case studies for educators to think about or discuss in a group;
- Learning activities for children;
- A list of books and web resources suitable for Early Years Services.

Key messages

- Everyone is special.
- Who we are is more important than how we look.
- All foods can be part of a healthy diet, in moderation and appropriate portions.

These learning activities will help young children to:

- Express their individuality through discussion, craft, singing and dance;
- Recognise that although we are different in some ways, in many ways, we are all the same;



- Talk about their hunger and fullness signals; and □ Experience eating in a mindful manner.

QUALITY AREA	STANDARD	ELEMENT
Quality area 1		
Educational program and practice	1.1 The educational program enhances each child's learning and development.	1.1.1 1.1.2 1.1.3
	1.2 Educators facilitate and extend each child's learning and development.	1.2.1 1.2.2 1.2.3
Quality area 2		
Children's health and safety	2.1 Each child's health and physical activity is supported and promoted.	2.1.1 2.1.2
Quality area 5		
Relationships with children	5.1 Respectful and equitable relationships are maintained with each child.	5.1.1 5.1.2
	5.2 Each child is supported to build and maintain sensitive and responsive relationships.	5.2.1 5.2.2

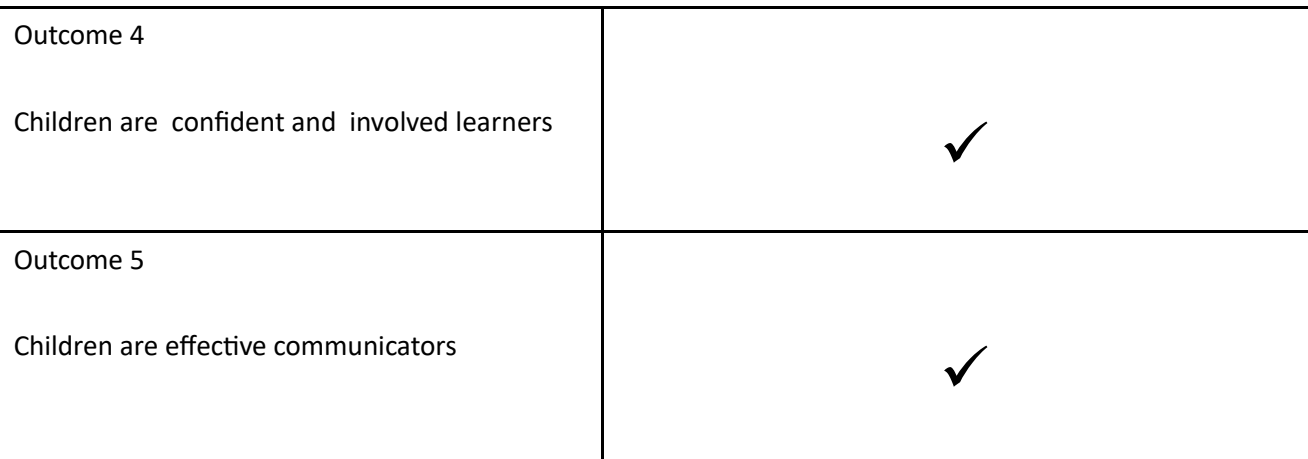


Supportive relationships with families	6.1 Respectful relationships with families are developed and maintained and families are supported in their parenting role.	6.1.1 6.1.2
Quality area 6		
Collaborative partnerships	6.2 Collaborative partnerships enhance children's inclusion, learning and wellbeing.	6.2.1 6.2.2
Quality area 7		
	7.2 Effective leadership builds and promotes a positive organisational culture and professional learning community.	7.2.2

Links to the National Quality Standard

The National Quality Standard (NQS) sets the national benchmarks for early childhood education and care, and also for outside school hours care in Australia. When implemented in the early childhood education and care setting, this module meets the following requirements of the NQS:

Outcome 1 Children have a strong sense of identity	✓
Outcome 2 Children are connected with and contribute to their world	
Outcome 3 Children have a strong sense of wellbeing	✓



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Resources required

OVERVIEW

Some learning activities require prior preparation, so please refer to the **RESOURCES REQUIRED** list below.

Activity sheets are already included in each separate learning activity (where required).

	RESOURCES REQUIRED
What I like about me	Book: Zobel, N. A., & Sakamoto, M. (2005). <i>What I like about me!</i> . New York: Reader's Digest Children's Books. □ Mirrors for children to use to draw self portraits □ Selection of drawing materials.
All of me	<ul style="list-style-type: none"> • 1 x poem per child • Butcher's paper • Pictures cut from magazines or magazines, and scissors □ Glue
I'm glad I'm me	<ul style="list-style-type: none"> • 1 x poem 'I'm glad I'm me' • Shaving cream (enough for each child to have a portion)
All about me playlist	Device to connect to Spotify and play music—phone or computer with speakers



The skin you live in	Book: Tyler, M., & Csicsko, D. L. (2005). <i>The skin you live in</i> . Chicago, Ill: Chicago Children's Museum. <ul style="list-style-type: none"> • Ink pads • Paper • Magnifying glasses
Shapesville	Book: Mills, A., Osborn, B., & Neitz, E. (2003). <i>Shapesville</i> . Carlsbad, Calif. : London: Gurze ; Hi Marketing. <ul style="list-style-type: none"> • Construction materials • Glue • Sticky tape • Camera or phone to take photographs of the constructions
Full mouse, empty mouse	Book: Zeckhausen, D., & Boyd, B. (2008). <i>Full mouse, empty mouse: A tale of food and feelings</i> . Washington, DC: Magination Press.
Mindfulness	<input type="checkbox"/> Sultanas—at least enough for one per child
At home activities	<ul style="list-style-type: none"> • Picture books on body image, teasing, diversity etc. • Bucket or bag to take books home in • Scrap book • Up to date photos of each of the children

Overview

A range of activities designed to encourage children to learn about themselves and one another have been provided. It is designed to foster positive body image by highlighting children's individuality as well as their similarities.

Some activities focus on developing a positive relationship with food that aims to encourage children to connect to their hunger signals and to explore foods textures and tastes mindfully.

The following table outlines the contents of this module:

Learning area	Professional development: tip sheet	Professional development : Case study	Learning activities	Parent tip sheets	At home activities
What is body image?	What is body image Educators role in developing positive body image	Body image Body image Diversity Educators role	Shapesville What I like about me All of me I'm glad I'm me All about me playlist	Body image	can Book Bucket Guess which baby?
Talking about food and health	Talking about food and health Mindfulness and food Screen time and media	Educators role	Full mouse, empty mouse Eating mindfully	Talking about food and health Facts about diets	
Words matter!	Teasing does matter Avoid fat talk	Fat talk and teasing	The skin you live in	Teasing does matter How to deal with fat talk	

Learning area 1: What is body image?

This learning area contains the following content:

Professional development: Tip sheet	Professional development: Case study	Learning activities	Parent tip sheets	At home activities
What is body image? Educators role in developing positive body image	Body image Body image Diversity Educators role	Shapesville What I like about me All of me I'm glad I'm me All about me playlist	Body image	I can Book Bucket Guess which baby?

How to use this material:

Professional development tip sheet: Read

Professional development: case study: Read as individual, or as a group. Think about how you would respond in this situation. If using the material as a group, it can be helpful to role play the scenario.

Learning activities: These activities are to be used with the children. Books, links to music and poetry are included.

Parent tip sheets: May be sent home or displayed in the centre.

At home activities: May be sent home to encourage caregivers to think about their role in the development of body image in young children.

Professional development for educators

Professional development : Educator tip sheets

What is body image?

Body image is the thoughts and feelings we have about our bodies. It does not depend upon the way we actually look. Both males and females develop body image, which can be positive or negative.

Body image begins to develop in young children between the ages of two and three. This is why it is so important that Early Years Educators understand body image and how they are able to influence it in very young children.

In Western culture, children as young as three years of age learn that being thin is thought to be attractive for women, and being muscular is considered attractive for men.

People may have negative body image to varying degrees. Poor body image may lead to poor mental health. At some levels it doesn't cause harm, but at high levels it can cause depression, anxiety, social isolation and disordered eating and harmful levels of exercising.

In our culture it's common to make judgments about people according to how they look. Some children begin to do this by the time they are age three.

Research has indicated that:

At 18 months of age:

- Children have developed some idea of 'themselves' as separate beings from those around them;
- Researchers are not sure when children begin to compare their bodies to others.

At three years of age, some children:

- Prefer thin friends to overweight ones;
- Believe that obese people are lazy, mean and untidy; and ☐ Want to be thin or muscular themselves.

By age 5:

- 20% of girls are unhappy with their bodies;



- Between 34 and 65% of girls understand the concept of dieting and those whose mothers dieted, understood dieting the best.

Children grow and develop by watching, copying and soaking up the information they get from all kinds of sources, including the TV and movies, their friends and their families and teachers.

In 2014, 1.8 million Australian children under the age of 12 attended some form of childcare (48% of children in this age group). This makes you as an educator an important influence on children's development.

There is not a great deal of research about body image development in very young children. We do know that by the time some children get to formal school, their body image concerns are growing. This is why it is so important for children to enter school with a positive body image.

Some of the influences on body image are out of our control, but by providing good role models of positive body image messages, hopefully the change to big school can be made a little easier.

Educators can be a positive influence on body image in a number of ways, including:

- Show love and acceptance for their own bodies;
- Accept people of a range of shapes and sizes;
- Be positive about the way they look;
- Keep talk about diets, calories or 'naughty' habits to 'staff only' areas;
- Encourage children to problem solve and deal with emotions without using food;
- Encourage children to talk about their feelings in relation to the way they look;
- Praise achievements not looks; and
- Discourage teasing about weight, shape or appearance in your centre.

For more information on what body image is, go to: <https://butterfly.org.au/body-image/body-image-explained/>

If you have any concerns about your own body image or eating disorders get help from:

Call: 1800 ED HOPE / 1800 33 4673 Monday–Friday 8am to 9pm



Professional development: Educator tip sheet

Educator's role in developing positive body image

What is positive body image?

Research over the last 40 years has focused mainly on negative body image and its causes. Focusing on developing positive body image is a relatively new idea.

Positive body image is important because it protects children from the possible outcomes of poor body image, such as poor relationships with food, anxiety and depression.

By increasing children's self-acceptance, it's hoped that children are less likely to be influenced by harmful messages from the media and friends.

- Young children have been shown to compare themselves not only to their friends and images in the media, but also to their toys.
- Studies have shown that young girls who play with 'fashion' dolls such as Barbie, are more likely to eat less after playing with them, compared to children who played with other dolls.

Helping children to develop positive body image means that we:

- Help them to develop resilience and flexibility;
- Help them to develop ways of filtering the information with which they are bombarded; and □
Influence their views of the ideal way to look.

Tips for Early Years Educators:

1. Encourage children to be themselves

- Encourage children to talk about their own skills and differences.
- Celebrate difference and individuality.
- Encourage children to think about their great abilities rather than the way they look.

2. Encourage children to treat their bodies well.

- Healthy eating and exercise are important for a healthy body and mind, but restricting foods and overexercising can be harmful.



- Talk in a positive way about food. Don't label foods as 'good' or 'bad'. All foods have a place in a varied diet.
- Encourage healthy eating and physical activity as healthy behaviours, rather than behaviours which lead to being thin or muscular

3. Encourage children to focus on the parts of themselves they like

- Encourage children to think about the positive aspects of their body, as well as their personality.
- 'Being a good friend', 'being helpful', 'playing fair' should be noted and encouraged, and so should functional physical attributes, such as 'I can run', 'I can climb', 'I can push myself on the swing', rather than commenting on the way children look or dress.

4. Encourage children to be kind to themselves and their friends.

- It's important for children to see that everyone makes mistakes, that mistakes aren't the end of the world, and that showing empathy for their friends and others are important traits.

For more information on what body image is, go to: <https://butterfly.org.au/body-image/body-image-explained/>

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Professional development: Case studies for educators

This section contains some examples of situations where it might be difficult to talk to other educators, parents or children about weight, exercise, food or body image.

Each of the examples is based on an actual situation described by an educator during focus groups and interviews about body image, so they are as real as possible.

The examples could be used during staff meetings as part of training, where educators could talk through how they would respond in each situation. Role plays in small groups or as a whole team might be good fun.

Sometimes it's hard to think of a way to react to tricky situations on the spot, so by practicing each situation, you might feel more prepared if it comes up in the future!



Professional development: Case study for educators

Poor body image

A child is looking at themselves in the mirror and says "I hate my nose".

As a group, discuss what would you do in this situation.

Some examples of how to deal with this situation include:

- *Ask the child why they feel that way, and listen to what they have to say.*
- *Explain to the children that everybody is different, and that's what makes us so special.*
- *Talk to the child about how everyone grows and changes, and that this is normal.*
- *Listen, and be supportive rather than dismissing their concerns.*
- *Talk about how everyone looks different and that's ok.*
- *Focus on positive aspects of the child unrelated to appearance, such as their helpful attitude, or their happy nature.*

Professional development: Case studies for educators

Poor body image

After a water play activity, a child says they would like to change into a dry shirt. As he takes off his t-shirt, he mentions that his tummy is getting fat from eating too much cake at the weekend.

As a group, discuss what would you do in this situation.

Some examples of how to deal with this situation include:

- *Talk to the child about how everyone grows and changes at different rates – some grow faster than others.*
- *Talk to the child about how cake is okay to eat on special occasions, and that eating a piece of cake at a birthday party isn't a problem.*
- *Talk about what other kinds of foods were available at the party.*
- *Talk about the kinds of foods it's important to eat every day, such as vegetables, fruit, some meat and some bread, pasta or rice.*

Professional development: Case studies for educators

Diversity

An educator has taken a group of children to a local park on an excursion. On the play equipment is a child who is not from the centre who has dark skin.

One of the children in the group says, “Look, that kid is black! Why is his skin black?” Another child responds, “I don’t want to play with him because he’s black”.

As a group, discuss what would you do in this situation.

Some examples of how to deal with this situation include:

- *Explain to the children that everybody is different – you could point out different hair and eye colour in the daycare group. Explain that skin is just the same – it comes in different colours! Ask the children to compare the skin colours on their forearms and note the differences.*
- *Explain that all people look different to one another, and that’s what makes us special.*
- *Encourage the children to play with all of the children at the park.*



Professional development: Case studies for educators

Teasing

A visitor has come to your children's service and she is a larger woman. One of the children points to her as she walks past, and says, "Look at that fat lady". Other children laugh and giggle and repeat the word fat as she walks past.

As a group, discuss what would you do in this situation.

Some examples of how to deal with this situation include:

- *Explain to the children that everybody is different. Some people are bigger and some are smaller, but that makes no difference to the kind of person they are.*
- *Talk to the children about whether it was polite or friendly to call a visitor names. Ask how they would feel if somebody teased them or made them feel unwelcome when they went somewhere new.*
- *Ask the children to think of ways they should behave when someone new comes to daycare. Examples might be to say hello, to introduce themselves, to ask the new person's name, or to show them an important feature of their daycare, such as where the books are kept. You could ask them to think of times that somebody made them feel welcome.*
- *Encourage a sense of community in your group. Make sure children are encouraged to help others, and that focus is placed on the valuable contributions that all members of the group can make.*

Learning activities for children

Learning Activity

What I like about me: Read and draw

Read the book 'What I like about me'.

- Talk about the differences between the characters in the book.
- Ask the children to think about things that make them special and different to others.
- Provide children with mirrors and ask them to look at themselves and draw a self portrait—concentrating on the colour of their eyes, their hair, their skin etc.
- Display self portraits in the centre.

Learning Activity

All of me: Poem and collage

Read the poem "All of me" (on the following page).

- Provide each of the children with a copy of the poem to paste on a large piece of butcher's paper.
- Using cut outs from magazines, ask children to paste pictures of things they like to do, to eat, to read, or to play with around the poem.
- Collages can be displayed in the centre.

All of Me

by Jessica McDonald

My hands are for clapping

My arms can hug tight

My fingers can snap

Or can turn out the light

My legs are for jumping

My eyes help me see This
is my body,

And I love all of me!

Learning Activity

I'm glad I'm me! Shaving cream families

Read the poem 'I'm glad I'm me' (on the following page).

- Talk to the children about the similarities and differences they've noticed in the way people look, walk or talk etc.
- Ask children to think about their family. Are they same or different to their mum, their dad, their brothers or sisters?
- Do they have different kinds of families? Do some people live just with mum, with dad, with grandparents? Do some people have lots of brothers and sisters, and are some an only child?
- Explain to children that they are going to draw their families—but not with paper and pencils!
- On a large table, give each child a portion of shaving cream to spread over the table, and to draw their families in using their fingers or pop sticks.
- As the children are drawing, ask them to think about how the shaving cream looks, how it smells, whether its easy to draw in.
- Talk to the children about the families they're drawing, and encourage children to ask questions of one another about their families.
- Following the activity, talk to the children about different kinds of families. Talk about how all families love and care for one another, no matter what their structure might be.

I'm glad I'm me!

No one looks the way I do. I have
noticed that is true!

No one walks the way I walk.

No one talks the way I talk.

No one plays the way I play.

No one says the things I say.

I am special! I am ME!

There's no one else I'd rather be!

Learning Activity

Shapesville: Read and create

Read the book 'Shapesville' by Mills, Osborn, & Neitz.

- Use the discussion points at the back of the book in a mat session to discuss diversity and acceptance.
- Draw pictures of the characters inside the book, talking about their colour and their shapes.
- Ask questions such as:
- *"How many sides does Sam the Blue Square have?"*
- *"How many legs does Tracey Triangle have?"*
- Allow children to make their own Shapesville character using recycled materials such as boxes paper towel holders or egg cartons.
- Educators could write the child's description of their character.
- Photographs could be taken of the children's 'Shapesville' creations.
- Photographs and descriptions could be made into a book for children to read and look at.

Learning Activity

All about me playlist: Singing and dancing

Listen to the "All about me playlist" COPY AND PASTE this link into your internet browser

<https://open.spotify.com/playlist/4KlxxDFm6kE8TANBerlkv6> Let children sing and dance and have fun!



Tip sheets for caregivers

Caregiver tip sheet: What is body image?

Body image is the thoughts and feelings we have about our bodies. It does not depend upon the way we actually look. Both males and females develop body image, which can be positive or negative.

Body image begins to develop in young children between the ages of two and three. This is why it is so important that parents understand body image and how they are able to influence it in very young children.

In Western culture, children as young as three years of age learn that being thin is thought to be attractive for women, and being muscular is considered attractive for men.

People may have negative body image to varying degrees. **Poor body image may lead to poor mental health.** At high levels, poor body image can cause depression, anxiety, social isolation and disordered eating and harmful levels of exercising.

In our culture it's common to make judgments about people according to how they look. Some children begin to do this by the time they are three years old.

Research has shown that:

At 18 months of age:

- Children have developed some idea of 'themselves' as separate beings from those around them.
- **At three years of age, some children:**
- Prefer thin friends to overweight ones;



- Believe that obese people are lazy, mean and untidy; and □ Want to be thin or muscular themselves.

By age 5:

- 20% of girls are unhappy with their bodies; and
- Between 34% and 65% of girls understand the concept of dieting . Girls whose mothers diet understand dieting the best.

Children grow and develop by watching, copying and soaking up the information they get from all kinds of sources. These include the TV and movies, their friends and their families and teachers.

There is not a lot of research about body image in very young children. We do know that by the time some children get to formal school, their body image concerns are growing. This is why it is so important for children to start school with positive body image.

Being a good role model who gives positive body image messages will help children to make a good start to school.

Parents and other caregivers can be a positive influence on the body image of very young children in a number of ways, including:

- Showing love and acceptance for their own bodies;
- Accepting people of a range of shapes and sizes;
- Being positive about the way they look;
- Keeping talk about diets, calories or 'naughty' habits to times when children are not around;
- Encouraging children to solve problems themselves and to deal with their emotions without using food;
- Encouraging children to talk about their feelings about the way they look;
- Praising children's achievements not their appearance ; and
- Discouraging teasing about weight, shape or appearance in your home.



For more information on what body image is, go to: <https://butterfly.org.au/body-image/body-image-explained/>

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Caregiver tip sheet: Positive body image

What is positive body image?

Research over the last 40 years has focused mainly on negative body image. Focusing on helping a young child to develop positive body image is a new idea.

Positive body image is important because it protects children from the possible outcomes of poor body image, such as poor relationships with food, anxiety and depression.

By increasing children's self-acceptance, they are less likely to be influenced by harmful messages from the media and friends.

- Young children have been shown to compare themselves to their friends; images in the media; and also to their toys.
- Studies have shown that young girls who play with 'fashion' dolls such as Barbie, are more likely to eat less after playing with them, compared to children who played with other dolls.

Helping children to develop positive body image means that we:

- Help them to develop resilience and flexibility;
- Help them to develop ways of filtering the information with which they are bombarded; and □
Influence their views about the ideal way to look.

Tips for caregivers:

1. *Encourage children to be themselves*



- Encourage children to talk about their own skills, abilities and differences rather than how they look.
- Celebrate difference and individuality.

2. Encourage children to treat their bodies well

- Healthy eating and exercise are important for a healthy body and mind, but restricting foods and overexercising can be harmful.
- Talk in a positive way about food. Don't label foods as 'good' or 'bad'. All foods have a place in a varied diet.
- Encourage healthy eating and physical activity as healthy behaviours, rather than behaviours which lead to being thin or muscular.

3. Encourage children to focus on the parts of themselves they like

- Encourage children to think about the positive aspects of their body, as well as their personality.
- 'Being a good friend', 'being helpful', 'playing fair' should be praised and encouraged. Physical abilities such as 'I can run', 'I can climb', 'I can push myself on the swing', should be praised rather than commenting on the way children look or dress.

4. Encourage children to be kind to themselves and their friends

- It's important for children to see that everyone makes mistakes and that mistakes aren't the end of the world. Being kind to their friends and others is also an important trait to develop.

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At home activities

I CAN CHART

- Send home the 'I can chart' with children (on the following page).
- Ask caregivers to help the child to think about things they can do, and to list these.
- To make it clear to caregivers the kind of things to include, you could provide the first one or two items on the list. Help the children to think about things they can do by themselves, for example: 'I can push myself on the swing', or 'I can play with my friends' or 'I can draw a smiley face'.
- There is also a space for the children to draw a picture of themselves engaged in one of these activities.
- Ask children to bring 'I can chart' back to the centre, where they could be displayed on the wall or discussed in a mat session.
- Children should be encouraged to focus on their achievements rather than their appearance.

BOOK BUCKET

- Place a selection of children's body image books into a bucket or bag, along with a large scrapbook.
- Ask caregivers to read one or more of the books with their child at home. In the scrapbook, the child can draw a picture of themselves reading the book with their caregiver, or a picture of something they enjoyed from the story.
- Caregivers can then help the child to write a sentence about their picture.
- The book is then brought back to the centre, and another child gets to repeat the process.
- Sending the book home with children on a Friday may give caregivers enough time to complete the activity, and bring the book bucket back in time for the next person to take a turn.

GUESS WHICH BABY?

- Ask caregivers to send a photo of their child when he or she was a baby.
- Place baby photos on the wall, along with photos of the children now.
- Play a matching game, where children have to match the picture of the baby with a picture of one of the children in the class.
- This activity shows children that they all grow and change.



I can....

Make a list of all the great things your child can do!

I can _____

I can _____

I can _____

I can _____

I can _____

I can _____

I can _____

Ask your child to draw a picture here of their favourite thing they can do.

Other resources

The following pages list body image resources, including books and webpages.

These include:

- Children's books about body image and self-esteem;
- Children's books about diversity;
- Children's books about food and feelings; □ Reference books for educators.
- Links to online materials.

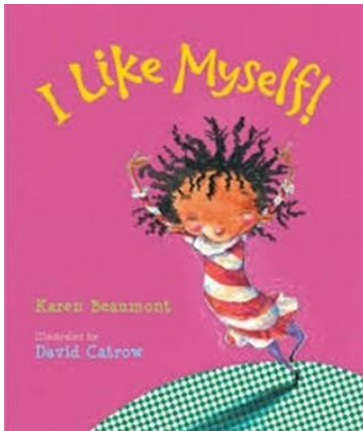
You can access the SNACPlus body image resources Facebook page and Pinterest page.

To access the Facebook page click [here](#)



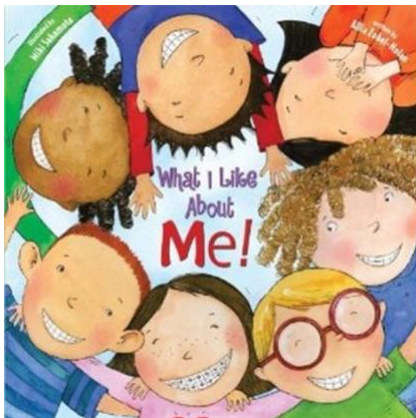
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Books about body image and self-esteem

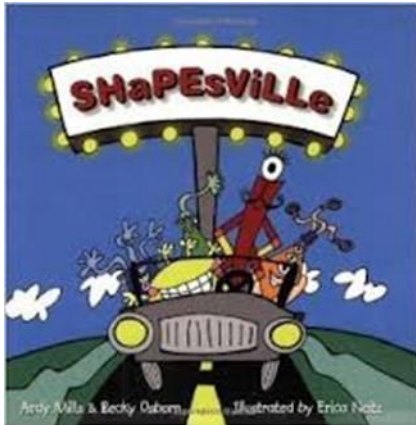


Beaumont, K. , & Catrow, D. (2004). *I like myself!* Boston Houghton Mifflin Harcourt.

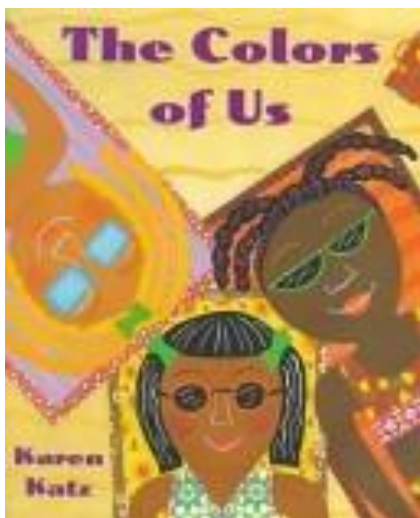
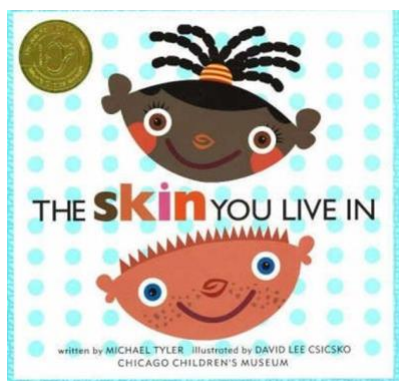
<https://www.amazon.com.au/I-Like-Myself-Board-Book/dp/0544641019>



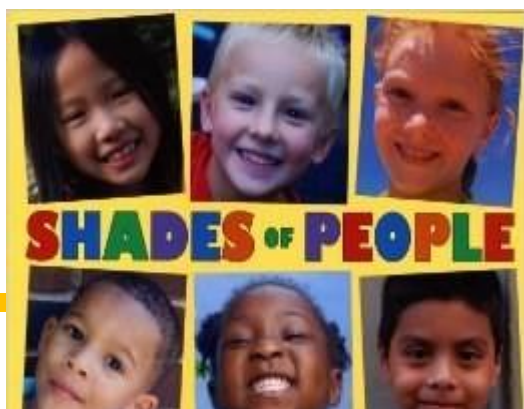
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Marketing.



Books about diversity



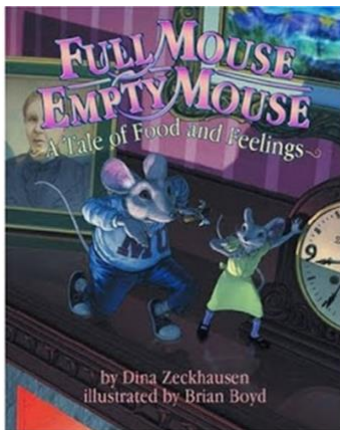


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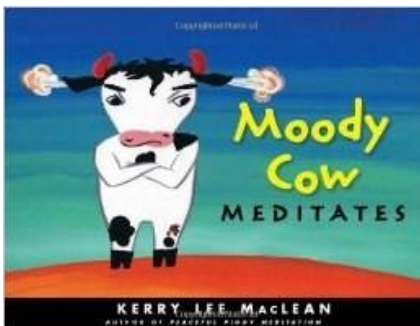
Katz, K. *The colors of us*. New York: Henry Holt and Co.

Rotner and Kelly. (2011). *Shades of people*.
New York: Holiday House.

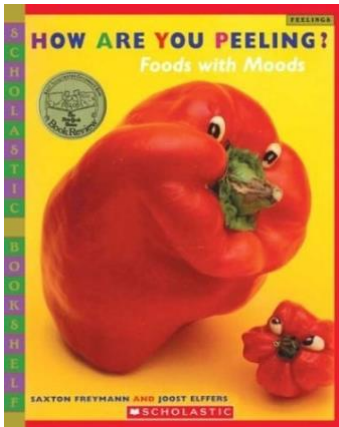
Books about food and feelings



Zeckhausen, D., & Boyd, B. (2008). *Full mouse, empty mouse: A tale of food and feelings*. Washington, DC: Magination Press.

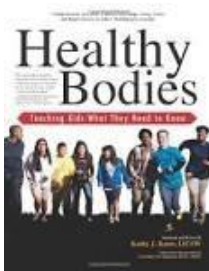


MacLean, k. (2009). *Moody cow meditates*. Somerville: Wisdom Publications.

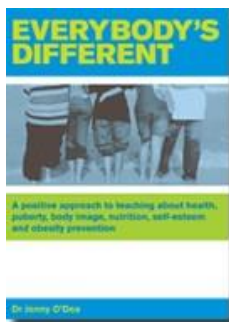


Freymann, S., & Elffers, J. (1999). *How are you peeling? Foods with moods*. New York: Arthur A. Levine Books.

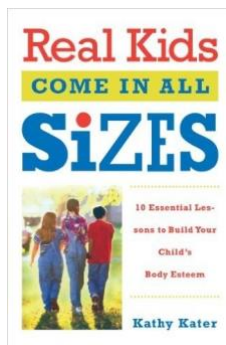
Reference books for educators



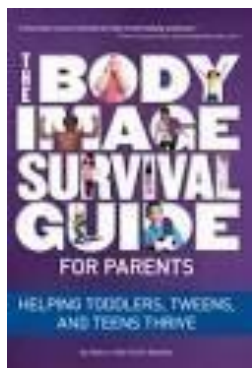
Kater, K. (2012). *Healthy Bodies; Teaching Kids What They Need to Know: A Comprehensive Curriculum to Address Body Image, Eating, Fitness and Weight Concerns in Today's Challenging Environment* (Volume 3). New York: Body Image Health



O'Dea, J.A. (2007). *Everybody's different: A positive approach to teaching about health, puberty, body image, nutrition, self-esteem and obesity prevention*. Sydney: University of Sydney Press.



Kater, K. (2004) *Real kids come in all sizes*. New York: Broadway Books.



Warhaft-Nadler, M. (2013). *The Body Image Survival Guide for Parents: Helping Toddlers, Tweens, and Teens Thrive*.

Germany: Eifrig Publishing.

Links to online materials

BODY IMAGE:

[https://butterfly.org.au/wp-content/uploads/2024/04/EDAA-Conversation-](https://butterfly.org.au/wp-content/uploads/2024/04/EDAA-Conversation-Starter_updated-1.pdf)

[Starter_updated-1.pdf](#)

<https://kidshelpline.com.au/teens/issues/body-image>

kidshealth.org/teen/food_fitness/problems/body_image.html

www.healthactive.gov.au

<https://au.reachout.com/challenges-and-coping/body-image>

<https://www.betterhealth.vic.gov.au/health/healthyliving/body-image-tips-for-parents>

<http://www.cyh.com/HealthTopics/HealthTopicDetails.aspx?p=243&np=293&id=2248>

<https://www.common sense media.org/lists/books-that-promote-a-healthy-body-image>

<https://psychcentral.com/health/ways-to-help-others-improve-their-body-image>

<http://www.amightygirl.com/blog?p=1757>

<http://blogs.psychcentral.com/weightless/2011/11/7-of-my-favorite-books-on-body-image/>

TEASING AND BULLYING:

<https://bullyingnoway.gov.au/teaching-about-bullying>

MEDIA

<http://mediasmarts.ca/digital-media-literacy/media-issues/body-image>

<https://mediasmart.uk.com/body-image-advertising-11-14yrs/>

<https://www.common sense media.org/blog/5-ways-parents-of-preschoolers-can-raise-a-body-positive-kid>



MINDFULNESS

http://www.huffingtonpost.com/sarah-rudell-beach-/8-ways-to-teach-mindfulness-tokids_b_5611721.html