



# TEACHERS' RESOURCES

## RECOMMENDED FOR

Pre-school and lower primary age students  
(ages 3-10)

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## KEY CURRICULUM AREAS

- **Learning areas:** Health and Physical Education
- **General capabilities:** Critical and Creative Thinking, Personal and Social Capability; Ethical Understanding

## REASONS FOR STUDYING THIS BOOK

- Understanding empathy and diversity
- Positive body image
- Learning about visual literacy

## THEMES

- Self-esteem and body image
- Diversity and inclusion
- Body movement

## PREPARED BY

Penguin Random House Australia

## PUBLICATION DETAILS

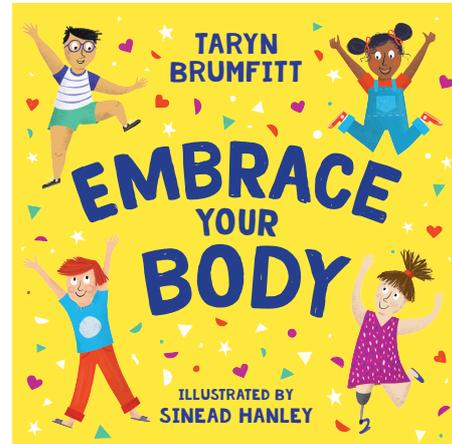
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## Embrace Your Body



By Taryn Brumfitt

Illustrated by Sinead Hanley

## PLOT SUMMARY

***Embrace your body – you've only got one!***

Based on the #1 hit children's song, this picture book encourages everyone to love who they are, inside and out.

Taryn Brumfitt is the fiercely passionate thought leader behind the Body Image Movement and director of *Embrace* the documentary. She is determined to inspire everyBODY to celebrate their body, regardless of size, colour, ethnicity, gender or ability.

## ABOUT THE AUTHOR

Taryn Brumfitt is an internationally recognised keynote speaker and the fiercely passionate thought leader behind the Body Image Movement.

Bestselling author and director of the inspiring social-change documentary *Embrace*, Taryn's global crusade to end the body dissatisfaction epidemic has seen her recognised by the United Nations Women, Amy Poehler's Smart Girls and the Geena Davis Institute.

Whether motivating the next generation at Google HQ or inspiring crowds on the international speakers circuit, Taryn's determination to shift the way the world thinks about themselves and their bodies has been praised as being 'good for the world'. Named alongside Beyonce and Emma Watson in *Brigitte* magazine's 'Woman of The Year', Taryn's positively infectious voice and powerful message has reached over 200 million people.

Taryn lives in Adelaide, Australia with her husband Mathew, three children, one dog, one turtle and ten fish.

## ABOUT THE ILLUSTRATOR

Sinead Hanley is an illustrator, designer and artist based in Melbourne. Growing up in semi-rural bushland of the WA Hills has inspired her creative passion for drawing wildlife, making textures and creating whimsical characters.

## A NOTE FROM THE AUTHOR

Hi! I'm Taryn Brumfitt.

I'm the author of *Embrace Your Body*. I'm also a mum of three children – Oliver, Cruz and Mikaela – and founder of The Body Image Movement. I work with people around the world, teaching them to embrace their bodies.

Thanks for reading this book. I hope it's left you feeling inspired. The book is based on the song, *Embrace*, which I co-wrote with award-winning children's entertainment band Pevan and Sarah.

Listen to the song at [bodyimagemovement.com/embrace](http://bodyimagemovement.com/embrace). But be warned –

it's very catchy! We loved the ideas in the song so much that I just had to create this book!

What's next?

I'm working on a documentary called *Embrace Kids* for kids just like you! Keep an eye out for it. You can also visit me online at [bodyimagemovement.com](http://bodyimagemovement.com) but remember to check with an adult first.

And if you see me on the street, give me a big high five – okay? Until then, keep embracing!

*Taryn Brumfitt x*

## WRITING STYLE

The text in this book is based on the song *Embrace*, which Taryn co-wrote with award-winning children's entertainment band Pevan and Sarah.

### Questions

1. What other songs or nursery rhymes have been turned into books, stories or movies?
2. What songs do you think might make good books?

### Activities

3. Listen to the song *Embrace* at [bodyimagemovement.com/embrace](http://bodyimagemovement.com/embrace). Discuss how the song makes you feel and how it differs to the book.
4. Discuss the differences and similarities between reading the story and listening to the song. What are the senses you use for each?
5. Ask students to choose a song or nursery rhyme and turn it into their own picture book complete with illustrations, photos or pictures cut out of magazines.
6. Use the song as an interlude between different lessons, allowing students to move and dance around the classroom.

## KEY STUDY TOPICS

Being healthy, safe and active [ACPPS015] and [ACPPS033]

### Activities

1. Ask students to describe their own strengths and achievements and those of others.
2. Get students to think of a time in their life when a challenge, success or failure has affected them. Create two columns with headings 'positive



effects' and 'negative effects' for them to fill in. Discuss how both sides make us who we are.

### Questions

1. How do your strengths and weaknesses contribute to how you feel about yourself?
2. How do other people's strengths and weaknesses contribute to how you feel about yourself?
3. Why do we often think of negative things about ourselves before the positive things? And when we're describing someone else other than ourselves, why is our thinking often opposite (positive before negative)?
4. What is identity? How do you think a person gets their personal identity?
5. Do you feel the same way about yourself now as you did a year or two ago? Why or why not?

**Communicating and interacting for health and wellbeing and contributing to healthy and active communities** [ACPPS019], [ACPPS037] [ACPPS022], [ACPPS024], [ACPPS059], [ACPPS060]

### SELF-ESTEEM AND BODY IMAGE

'The body you have is the only one you'll ever get! Respect it, love it, embrace it!'

### Activities

1. Discuss with the class what the author might mean by the statement above. Work on a list of ways for how each student might respect, love and embrace themselves.
2. Ask students to write diary entries as a person who feels bad about themselves one day and then good about themselves the next. Encourage them to explore specific feelings, moods and actions for each day, and how they interact with other people with ease or difficulty.
3. Get students to write a newspaper-style piece on someone inspiring and who is different to them, for example, from a different culture, with different physical abilities etc.

### Questions

7. What is self-esteem?
8. What is body image? Is this the same or different to self-esteem?
9. How you feel about yourself can often change. What external things influence these changes? What internal things (things controlled by you) influence these changes?

10. What things can a person do to raise their self-confidence?

### DIVERSITY AND INCLUSION

'There are over 8 billion people on the planet and there is no one like you! Don't try to be someone else, just be you!'

### Activities

11. Ask students to create a project on the diversity of their community. This could be based around their class, school, family, favourite sporting team, local politicians or leaders etc. The focus could be on people's background, culture, religion, nationality, language, gender, ability etc. Encourage students to explore the similarities and differences of these people and how each individual contributes to the community and group.
12. Make up a story about a class of kids who are playing cricket but only some of the kids are included in the team and some are excluded. Ask students to describe how the kids who are included might feel and how the kids who are excluded might feel.
13. Ask students to describe the ideal core values for your class and how keeping to these ideas could positively influence relationships between students. Create a list and display it in the classroom. For example: respect, empathy and valuing diversity.
14. Look at the pictures in the book and discuss with students how each character is individual and why each of them should be accepted equally.

### Questions

15. Have you ever been left out of a friend group or activity? How did that make you feel? Why is it wrong to exclude people?
16. Are there some group activities that are naturally better suited to a type of person, for example, someone who isn't differently abled? Is this fair? How can this sort of exclusion be avoided?
17. Are there any interesting people in your community or family who are different to you? How are they different? Does the difference really matter? What do you learn from these people?

**Understanding movement** [ACPPS028]

'Your body is not an ornament, it is the vehicles to your dreams!'

### Activities

18. Discuss with the class what the author might mean by the statement above.



19. Ask students to look at their standard school day through the eyes of someone who is differently abled. Ask them to list the difficulties someone who is differently abled might come across during their day. Also list any possible solutions for creating an inclusive community for all abilities.

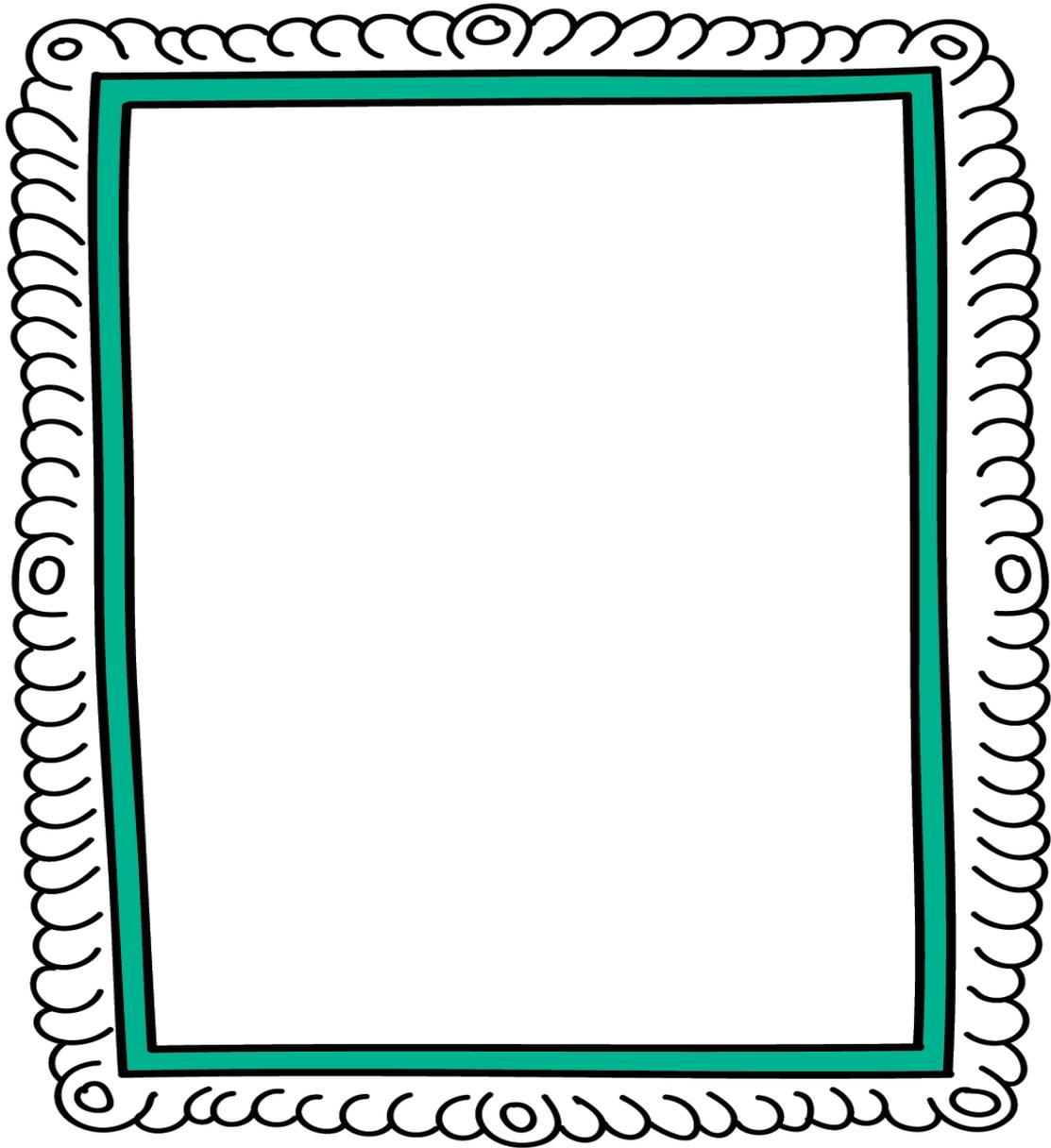
**Questions**

1. What are your dreams for the future?
2. Why is it important to be physically active? Look at the positive aspects for an individual and community.



## WORKSHEET: EMBRACE SELF-PORTRAIT

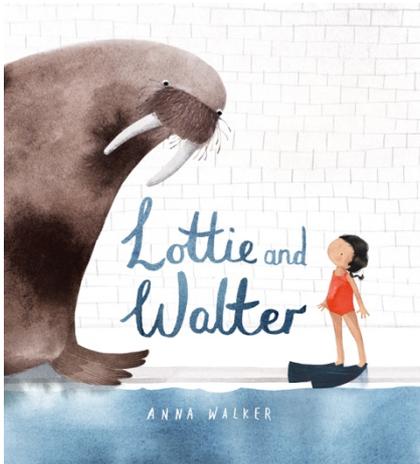
Draw a self-portrait and complete the sentence below.



My name is \_\_\_\_\_ and I love  
my body because \_\_\_\_\_  
\_\_\_\_\_.



FURTHER READING FROM PENGUIN RANDOM HOUSE AUSTRALIA



*Lottie and Walter*  
by Anna Walker

From this master picture-book creator comes a warm, funny and empowering story about overcoming fear, and the unique friendship between one little girl and her own secret, flipped companion.

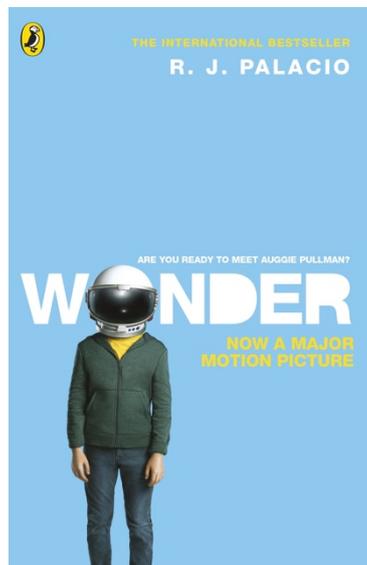
*'I'm not swimming,' Lottie announced.*

Lottie doesn't want to be afraid, but no matter what she does, she just can't go in the water.

Until she finds a surprising friend, who turns out to be more helpful than Lottie could ever have imagined...

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[Teachers' resources available.](#)



*Wonder*  
by R.J. Palacio

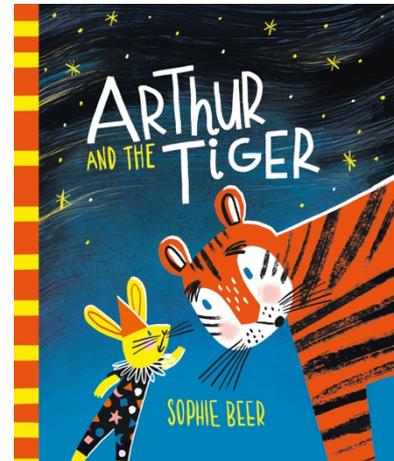
The unforgettable and life-affirming story of August Pullman - a boy who's desperate to blend in, but is destined to stand out.

*'My name is August. I won't describe what I look like. Whatever you're thinking, it's probably worse.'*

Auggie wants to be an ordinary ten-year-old. He does ordinary things - eating ice cream, playing on his Xbox. He feels ordinary - inside. But ordinary kids don't make other ordinary kids run away screaming in playgrounds. Ordinary kids aren't stared at wherever they go.

Born with a terrible facial abnormality, Auggie has been home-schooled by his parents his whole life. Now, for the first time, he's being sent to a real school. All he wants is to be accepted. But can he convince his new classmates that he's just like them, underneath it all?

[Teachers' resources available.](#)



*Arthur and the Tiger*  
by Sophie Beer

What will Arthur do when a terrifying tiger joins his circus?

Arthur's circus is full of daring performers.

The Acrobat can soar like an eagle. The Strongman can lift a car with one finger. The Jugglers can breathe fire like dragons. But Arthur has never been brave enough to learn any daring circus tricks.

So what will Arthur do when a terrifying tiger joins the circus?

A beautiful story of finding strength in difference and resisting prejudice, by rising picture book star Sophie Beer.

[Teachers' resources available.](#)



## ORDER FORM

TITLE	AUTHOR	ISBN	SCHOOL YEAR	RRP	QTY	TOTAL
Embrace Your Body	Taryn Brumfitt & Sinead Hanley	9781760895983	K-5	\$19.99		
Lottie and Walter	Anna Walker	9780143787181	K-5	\$24.99		
Wonder	R.J. Palacio	9780141378244	3-6	\$19.99		
Arthur and the Tiger	Sophie Beer	9780143791836	K-2	\$19.99		
<b>TOTAL</b>						

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<p>NAME: _____</p> <p>SCHOOL: _____</p> <p>ADDRESS: _____</p> <p>STATE: _____</p> <p>POSTCODE: _____</p> <p>TEL: _____</p> <p>EMAIL: _____</p> <p>ACCOUNT NO.: _____</p> <p>PURCHASE ORDER NO.: _____</p> <p>_____</p>	<p>PLEASE SEND ORDER FORMS TO YOUR LOCAL EDUCATION SUPPLIER.</p>
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