



# Lunch Orders

Term Two 2024: Bodies



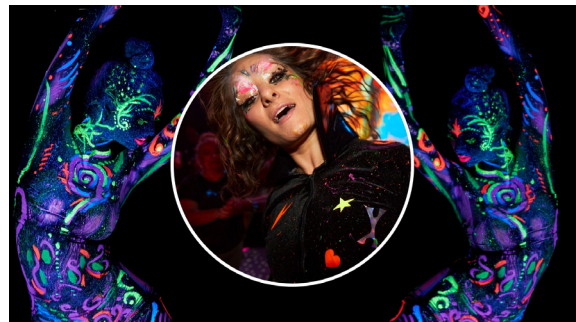
**Bodies Anonymous**  
With Dr Melissa Kang



**Love Your Body**  
With The Bodzilla



**The Skin You're In**  
With Chris Cheers



**Thank You Body**  
With Betty Grumble





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# About Lunch Orders

While you're nourishing your body, let us feed your mind with this series of fascinating deep dives into a different topic each term. Each serving opens with a 10-minute soapbox where an expert delivers their response to the provocation. They are then joined by The Wheeler Centre's Youth Programming Manager, Bec Kavanagh, who facilitates a 20-minute Q&A. Lunch Orders will have you back into the schoolyard with time to spare, and a few extra facts to pack in your lunchbox too.

*Lunch Orders is generously supported by George and Rosa Morstyn.*

## A Summary of Events

In Term Two, the focus of Lunch Orders was on bodies: How do they work? How can we learn to feel good about them? And how can we make space in society for all bodies?

Dr Melissa Kang shared insights on how people can be embarrassed about their bodies changing during puberty and the common questions she was asked during her long stint as Dolly Doctor. April H  l  ne-Horton (aka The Bodzilla) unpacked the fat positivity and body acceptance movements. Psychologist and educator Chris Cheers discussed the importance of self-acceptance and how to keep your brain and body connected, and performance artist Betty Grumble invited us to embrace the joy of movement, finishing off this term with a side of boogie.

### A note for teachers

The suggested activities are designed to be a springboard for exploring the overarching themes in the Lunch Orders series. Activities may be used in isolation to support other areas of study in your context or can be used in a sequence while sharing the videos with students. The curriculum links pertain to the Year 8 Victorian and Australian English curriculum; however, all activities can be differentiated and can be used with students from any secondary year level. Given some of the material in the following activities, teacher discretion as to the suitability is advised.

### Links to the Victorian Curriculum: [English – Year 8 \(Version 2.0\)](#)

- Understand how language shapes relationships and roles ([VC2E8LA01](#))
- Examine how still images, moving images and sound use intertextual references to enhance and layer meaning ([VC2E8LA09](#))
- Explain how language and still and moving images in a range of literary texts influence an audience's response to and formation of social and/or ethical positions ([VC2E8LE03](#))
- Describe how representations of people, places and events reflect the context of the text ([VC2E8LY04](#))
- Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to interpret and evaluate ideas in texts ([VC2ELY07](#)).





### General capabilities

- [Critical and Creative Thinking](#)
- [Ethical Capability](#)
- [Personal and Social Capability](#)

### Cross-curriculum priorities

- [Aboriginal and Torres Strait Islander Histories and Cultures](#)

### **Links to the Australian Curriculum: [English – Year 8 \(Version 9.0\)](#)**

- Recognise how language shapes relationships and roles ([AC9E8LA01](#))
- Investigate how visual texts use intertextual references to enhance and layer meaning ([AC9E8LA07](#))
- Explain how language and/or images in texts position readers to respond and form viewpoints ([AC9E8LE03](#))
- Identify how texts reflect contexts ([AC9E8LY01](#))
- Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to interpret and evaluate ideas in texts ([AC9E8LY05](#))

### General capabilities

- [Critical and Creative Thinking](#)
- [Ethical Understanding](#)
- [Literacy](#)
- [Personal and Social capability](#)

### Cross-curriculum priorities

- [Aboriginal and Torres Strait Islander Histories and Cultures](#)

### **About the author**

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# Bodies Anonymous

With Dr Melissa Kang



To access the recording of this Lunch Order, [click here](#).

## Pre-learning activities

- What kinds of things do your students find embarrassing? Perhaps it is something like getting up at an assembly to accept an award or being called upon to answer a question in class when they don't know the answer. Try to build a sense of collegiality in realising that almost everyone gets embarrassed. Discuss some of the positive and negative impacts of embarrassment. Is it healthy to be embarrassed sometimes? What happens when you are so embarrassed about something that it stops you from enjoying yourself?
- What does it mean to say something is 'taboo'? Look up the definition of the word in the dictionary. Taboo topics are generally related to sex, the body and its abilities and functions, and death and dying.
- Euphemisms can be linked to topics that are considered taboo. A euphemism is when you use an inoffensive word or phrase instead of saying the actual phrase as it can be considered offensive or harmful. Some common euphemisms are things such as 'gone to heaven' or 'passed away' when talking about someone who has died. What euphemisms can students come up with?
- Discuss the notion of shame with students. Unpack the type of shame you feel when you learn an important lesson after doing something wrong and how this is different from the kind of shame you feel when people exclude you or make fun of you as an individual. If your class is interested, you could even discuss [body shaming](#).

## Discussion questions and learning tasks

- Why would young people feel embarrassed about their bodies? What is it about changing bodies that makes people feel embarrassed?
- Do you engage with online influencers who talk about their body? What do you notice about the language that they use or views that they express?





- Some people can feel very ashamed about their bodies. Perhaps they have had people comment (positively or negatively) on it in the past, or they wish they looked like a particular actor or actress. 2023 Australian of the Year [Taryn Brumfitt](#) created the [Body Image Movement](#) to help people embrace their bodies and celebrate their body regardless of their shape, size, ethnicity, gender or ability. There is an [Education Hub](#) on the BIM website with activities to complement their Embrace Kids Documentary.
- Do you read magazines? These could be physical magazines you buy at the newsagency or supermarket, or online magazines. What about reading forums or blogs? How about vlogs on YouTube? Print magazines [used to be very popular](#) and there are some still in circulation like *Vogue* magazine. Interestingly, in 2023 print magazine sales increased 4.1% in Australia. Like vinyl record players and low-rise jeans, is it cool to read magazines again?

## **Classroom activities**

### *Activity 1*

The first thing that Melissa does ([4:20 mins](#)) is share some of the letters that she received while in her role as Dolly Doctor. [Dolly magazine](#) was in circulation from the 1970s through to the last print edition of *Dolly* in 2016 and the Dolly Doctor section was designed to answer reader's health questions. Melissa shares letters that deal with a range of experiences that are quite common to young people but that many feel shame or embarrassment around. Many of these letters are anonymous or non-identifiable.

Ask students why they think that people wanted to send these letters in anonymously. Where are people able to operate anonymously in today's world? For example, studies have shown that there are two main reasons that people choose to be anonymous online: to express themselves honestly or to engage in toxic, unacceptable behaviour. The [eSafety Commissioner](#) has information about the ways that young people engage in online spaces including about [why people shield their identity online](#). Task students with the responsibility of writing an anonymous letter. Websites like [Letters Anonymous](#) could provide inspiration for your students, but their letters need not be so vulnerable or about such big ideas and concepts (unless they would like them to be!) Consider:

- Exploring the art of writing a letter (some students may have never received a letter before).
- The structure and layout of a letter.
- You may like to give students prompts to respond to limit the focus/content of their letters.

### *Activity 2*

From [22:50 – 27:07](#) mins, Bec and Melissa discuss ways to normalise talking about bodies. They both mention the lack of information that young women receive about their bodies and the tendency to shy away from talking about bodies and reproductive development as it can be embarrassing. Both women call for the democratisation of access to information about all bodies. Melissa mentions ([28 mins](#)) that the language around anatomy has changed and notes that in her [new series of publications](#), young people are using more anatomically correct terms in their letters compared to decades ago when she was responding to letters for *Dolly*.

English teachers are aware of the power of using correct language and labels. Words shape how we see the world and how we perceive others in it. Language helps us to understand each other and ourselves. Bec and Melissa note that the signoffs to the letters she responded to often revealed shame and the negative ways that people felt about their bodies (29:35mins). They both say it was saddening to read the names people had given themselves at the conclusion of their letters – like 'Fat Slob', 'Ugly Duckling' or 'Flat Chested'.





Lead a discussion with students to explore the benefits of using correct language – especially when it comes to discussing bodies. Ask students to work with the person next to them to discuss:

- Why would it be helpful to know anatomically correct language?
- When would it be beneficial to know the correct names for body parts?
- Why do you think people develop nicknames for certain body parts?
- Would you like to know more about the correct names for body parts? If so, which parts and if you feel comfortable, why?
- Do you think students in school learn enough about the ways in which all systems of their bodies work?

Share responses together. Be mindful of creating a judgement free environment. If your class is not likely to share ideas or be respectful, you may want to conduct this activity in another way or forego it altogether.

### Activity 3

Melissa notes that a lot of the letters she received while she was Dolly Doctor and those she has received for her new series, worry about the 'ideal' body type. At [19:10 mins](#), she critiques the sources that teens might be getting their information about bodies from – the internet and social media – and notes that these sources are not always helpful and contain conflicting information. This material is ripe for discussion, especially as studies indicate that social media platforms are responsible for contributing to young people's poor body image (see the Butterfly Foundation's 2023 [Body Kind Youth Survey](#)). Some ideas for exploring this topic with students include:

- Explore and explain stereotypes – focus on stereotypical characters in literature and the role of stereotyping.
- View one of the many videos online that outline how the 'ideal' women's body shape has changed over time – such as [as this](#). What does the changing nature of the ideal body type reveal about society's attitudes toward women and bodies? Have bodies really changed that much?
- Watch the Butterfly Foundation and Instagram's ['Enter The Chat' conversation](#) about supporting body image online. Have students respond to the same questions that the influencers respond to.
- Analyse fashion advertisements and campaigns, such as the ones on [this website](#).
- Look at the statistics from the [Vogue Australian Fashion Week](#) size inclusivity report.
- Read [this article](#) that explores the Australian Bureau of Statistics National Health Survey and the average size of Australian women.
- Talk with students about [misinformation and disinformation online](#). Why would it be best not to seek medical advice from an influencer or other online personality?
- Explore the power of the media in influencing young people's opinions about their body image and discuss ways to [use social media more purposefully](#).

### **Melissa's provocation**

At the end of this Lunch Order, Melissa leaves the audience with this provocation:

*How do we learn to be grateful for, and love, the bodies that we have?*

Provide students with some time to reflect on Melissa's provocation and think about the ways they can embrace and love their body. Providing time for journaling and quiet reflection outside in the school grounds might be one way to do this.





# Love Your Body

With The Bodzilla



To access the recording of this Lunch Order, click [here](#).

## Pre-learning activities

- What do students know about the following terms: body acceptance, body positivity, and body neutrality? Definitions can be found on the Butterfly Foundation's [website](#).
- What does it mean to be 'fake'? Have students brainstorm words, ideas, issues, etc. that spring to mind when they think about something that is fake? What does 'being fake' look like, sound like, and feel like?
- Consider fake or [toxic positivity](#). Do students know anything about this concept? Explore some examples of toxic positivity and unpack some problems with this kind of attitude.
- Self-love, or self-care, are popular terms that students may be familiar with. Discuss with your students why some people may find it hard to be kind to themselves. What are some ways that your students take care of themselves/practice self-care?
- Ask students to create a list of all the qualities and characteristics they value in their friends and family. Explore the importance of respecting, honouring and admiring people's personality and individuality rather than their physical appearance. What are some qualities they like about themselves?

## Discussion questions and learning tasks

- April was the first fat person to appear in a bikini on a billboard. This event happened in 2021. Given that the average Australian woman is a size 14/16, why do students think it has taken so long for a plus-size woman to be pictured on a billboard?
- Read some of the key points from the [Paying The Price report](#) commissioned by the Butterfly Foundation and Deloitte. Are any of these statistics alarming for students?







- [Healthy Harold](#) is a mascot giraffe for Life Ed ([28:58 mins](#)) who visits schools to discuss health and safety. April and Bec unpack some of the phrasing that Healthy Harold adopts around 'good' and 'bad' foods and suggest alternate labels. What is the purpose of having a program such as this to assist students to understand health and safety, and what kind of damage can a program that uses binary or reductive terms have?
- April comments that the word 'obesity' is "not a word that [she] would use". Discuss the power of labelling and the negative connotations that are associated with some terms.

## **Classroom activities**

### *Activity 1*

At [17:40 mins](#), April discusses the reason why she chose the name 'Bodzilla' to represent the work she is doing online to combat negative body image and representation of fat bodies. She explains that the name was a "direct act of defiance" and the image of a giantess storming a city came to mind when she first heard it. Listen to April's explanation of the giantess imagery and then engage in the following activities:

- View posters for 1950s movies [Attack of the 50 Foot Woman](#), [The 30 Foot Bride of Candy Rock](#), [Village of the Giants](#), and [Attack of the 50 Foot Cheerleader](#).
- View AC Comics characters [Garganta](#) and [Tara](#).
  - What do students notice about the depictions of these women?
  - Some of the women are scantily dressed in these images. How does this align with the idea that giants are to be feared?
- Watch the film clip for Kylie Minogue's '[Giving You Up](#)' and Lana Del Ray's '[Doin' Time](#)'.
  - What kind of actions or behaviours are attributed to a giantess?
  - How do people respond to the giantess?
  - Why is the use of the giantess important to these songs?
- View some of the advertising featuring giantesses. Here is a [YouTube channel](#) of commercials but you may have your own.
  - How are the giantesses meant to make the audience feel?
  - What kind of characters do the giantesses play and what kind of jobs do they have? Mothers, office workers?
  - How would the commercials function if the giantess character was a regular-size woman? Is the giantess essential to the messaging?
- If you were to create a giant version of yourself, how would they act and why? What would you be able to achieve with your size and behaviour? Is there something you would want to dismantle and tear apart like April, or would you focus on something else?

### *Activity 2*

April mentions an incident that occurred where a friend's child commented that her teacher could afford to "lose a few pounds" ([26:33 mins](#)). April suggests that the child may not have learned that language from children's television like *Spot*, but maybe from *Peppa Pig*. *Peppa Pig* has come under scrutiny for the way in which the program fat shames Daddy Pig. There are various articles online about this including [this one from HuffPost](#) that outlines Peppa's behaviour towards her dad and the comments she makes about his tummy in [this episode](#) or this episode, '[Daddy Gets Fit](#)'.





More recently, Australian television program *Bluey* came under fire for including a scene where Bluey's father and mother weighed themselves in the bathroom and expressed dissatisfaction at the numbers on the scale. The episode was edited and re-released. The edited section of the episode can be viewed [here](#). YouTuber Rowan Ellis has created a video that explores '[The Relentless Fatphobia of Children's TV](#)' (38mins approx.). If time allows, watch this with students and compare Rowan's thoughts with those expressed by April in her Lunch Order. Explore some of the tropes that Rowan outlines and compare these to students' own experiences of childhood television or shows they watch now. Author Roxane Gay writes extensively about her weight and the assumptions that people have made about her intelligence and capacity in [Hunger: A Memoir of \(My\) Body](#). While the material in the book may not be suitable for your students, excerpts or short passages will complement both April and Rowan's shared sentiments about fatphobia and fat representation.

### Activity 3

April states that "representation is a critical part of changing the way we see ourselves" ([12:48 mins](#)). Seeing people who look, sound, and even dress like you is powerful and April notes that representation on television can help people feel understood, valued, and that people are interested in you.

April gives the example of Netflix's [Heartbreak High](#) which is loosely inspired by the 1994 series that screened on Network Ten. The two seasons of *Heartbreak High* have been critically reviewed and praised for the diversity of the casting in both seasons. An article in [The Conversation](#) claims that this "new season of *Heartbreak High* helps us to aspire to a multicultural future in which young people can transcend ethnic boxes" and helps us to view a version of Australia that decentres the Anglo experience, where multiculturalism is banal.

[Refinery29](#) has [curated all their articles](#) about *Heartbreak High* including interviews with the actors and advice about fashion, autism, and asexuality, among other things. Engage with these articles to garner a richer appreciation for the kinds of television young people are watching and invite students to contribute to changing texts in your classes in order to be more representative of your cohort.

### The Bodzilla's provocation

At the end of this Lunch Order, April leaves the audience with this provocation:

*Take the opportunity to unlearn one thing about yourself and learn something new. If you have always believed something negative about yourself or about your body, go away and work on unlearning that by unfollowing people who make you feel bad [on social media], following people that make you feel good, and making sure that every time you hear something bad about yourself you just fact check it, because you're definitely not the bad person the media would have you believe.*

Provide students with some time to reflect on April's provocation and think about the ways they can unlearn some of the negative thoughts about their body. Providing time for journaling and quiet reflection outside in the school grounds might be one way to do this.





# The Skin You're In

With Chris Cheers



To access the recording of this Lunch Order, click [here](#).

## Pre-learning activities

- What is mental health? Discuss with students what this phrase/concept means?
- Ask students how they care for their mental health (if at all). Do they prioritise their mental health as they might their physical health?
- Take students through a guided body scan meditation like this one from [Headspace](#).

## Discussion questions and learning tasks

- Chris explains the mind and body connection. Can students explain the ways that their body responds to their mind when they experience certain emotions or feelings, like stress or happiness?
- At [4:00 mins](#), Chris invites the audience to pay attention to their body and how they are feeling. Ask students to do the same. Can students identify:
  - The emotions they are feeling
  - Why they are feeling that way
  - What do they need?
- Chris suggests that naming emotions can help them feel less overwhelming and knowing/listening to them can help with improving mental health ([6:30 mins](#)). Explore Plutchik's Wheel of Emotions together. [This website](#) explains the wheel and how it can be used.
- Other guests in this Lunch Orders series have spoken about body neutrality. How is Chris' interpretation of this concept different or the same?
- Chris asks the audience to challenge negative and critical thoughts that come into their minds. Does your classroom space contribute to negative feelings students may have about themselves/their bodies? Brainstorm ways you can collectively adjust this and make the space more positive.





## Classroom activities

### Activity 1

During his acknowledgement of Country, Chris mentions the long history of supporting mental health in Aboriginal and Torres Strait Islander communities and notes the importance of kinship, community and land to good mental health for First Nations people. This is supported by the *National Strategic Framework for Aboriginal and Torres Strait Islander Peoples' Mental Health and Social and Emotional Wellbeing 2017-2023* (read more [here](#)) that outlines seven domains that are integral to good social and emotional wellbeing.

Unpack the domains of social and emotional wellbeing from the Framework with students. In what ways do they also engage in the seven domains and seek nourishment from each one? What can be learned from the holistic approach to social and emotional wellbeing that First Nations people adopt and nurture?

### Activity 2

At [15:40 mins](#), Bec and Chris discuss the phrases and languages that make them feel “crappy” about themselves including demands to get your body “into shape” and the push to be “summer body ready”. Ask students the same question. What are comments, phrases or language around bodies that make them feel crappy about themselves? These comments do not necessarily have to be comments made about their own body but even the ways that their friends or family talk about other people, or what they see and hear on social media. These could be comments about body shape and type, or even level of fitness/activity, or fashion sense.

Further to this, do a quick scan of magazine front covers while waiting in line at the supermarket. Do any headlines jump out at you as being unhelpful when it comes to facilitating conversations about bodies? Alternatively, a quick scan of the Instagram pages of [Men's Health Magazine](#) reveals links to articles:

- “How Travis Jeffery got ripped for ‘Kingdom of the Planet of the Apes’” (9 May 2024)
- “How this Aussie school teacher lost nearly 20kg in nine months” (15 March 2024).

Similarly, [Women's Health Magazine](#) promotes articles:

- “Everything Zendaya Does To Stay Fit” (8 June 2024)
- “Jelena Dokic's Latest Insta Post Slams Body Shamers” (11 June 2024)
- “Kristin Davis Opens Up About Dissolving Her Facial Fillers” (27 May 2024)

Unpack the pervasive values and attitudes headlines like this perpetuate. Students could even re-write headlines for articles to offer a more neutral take on the article.





### Activity 3

A thread that runs through Bec and Chris' conversation is the way in which critical thoughts about your body can creep in through social media and advertising which promote a certain body type, representation of beauty standards, and pit people against each other as they constantly compare themselves. One way to help with challenging these thoughts is to change the way in which we talk about bodies and in fact to not comment on someone's body at all.

Have students create a set of compliment cards that highlight a range of positive comments they can make instead of referring to someone's physical appearance. These could be used to spread positivity, show gratitude, and affirm qualities in each student that move beyond what they look like. A quick Google search brings up a number of different formats, structures and examples of what you could do with students.

### Chris' provocation

At the end of this Lunch Order, Chris leaves the audience with this provocation:

*Tune into your body and create a space to ask these questions to improve both your mental and physical health.*

- *What am I feeling?*
- *Why does it make sense that I feel this way?*
- *What do I need?*

Provide students with some time to reflect on Chris' provocation and think about the ways they can unlearn some of the negative thoughts about their body. Providing time for journaling and quiet reflection might be one way to do this.





# Thank You Body

With Betty Grumble



To access the recording of this Lunch Order, click [here](#).

## **Pre-learning activities**

- Do your students dance or move in order to feel connected to their body?
- When students think about movement and moving their bodies, what kinds of words come to mind? Do they feel strong, agile, flexible, nimble?

## **Discussion questions and learning tasks**

Before undertaking the activities that stem from this episode of Lunch Orders, it is important to understand Betty Grumble's work and the experience of a 'Grumble Boogie'. Make space in your classroom to undertake the Grumble Boogie. Start at [20:18 mins](#) of the video and have students follow along with Emma Maye's instructions.





## **Classroom activities**

### *Activity 1*

It is possible that many students found undertaking the Grumble Boogie embarrassing or uncomfortable. It is not easy to be daggy or to unashamedly enjoy something as earnest as dancing. Acknowledge any discomfort felt by your students, and if they feel comfortable, ask them to share why.

Emma Maye explains that play and pleasure are taking on different shapes in the lives of young people ([13:25 mins](#)). She explains that playing on a device may be a new way of seeking pleasure and enjoyment in the technological age compared to playing with toys or playing outside. Ask your students what it means to 'play'.

- Where do they play and with whom do they play?
- What kind of things come to mind when they use the word 'play'?
- Is playing something for children and not for adults? That is, can adults play?
- If playing is to just do something for fun rather than for business or practicality, can't lots of things be forms of play?

Emma Maye says that she holds clowns in high regard for their playful qualities. Are there any people, characters or figures that students think best represent playfulness and fun? At [18 mins](#), Emma Maye says that play is a radical act as it challenges power structures and encourages critical thinking. Thinking about the Boogie they just engaged with, have students analyse the ways in which their movements could be seen as thinking critically.

### *Activity 2*

Emma Maye says that "the beauty of language is that we are always meeting each other in it" ([11:30 mins](#)). She says this in response to Bec's comment that the language that she uses in her Grumble Boogies is always inclusive, especially of people who may have restricted capacity to move.

Alongside the other episodes of Lunch Orders in this series, Emma Maye's discussion of the power of language is about the ways that people can be united rather than divided by language choices. The role of language in social media, advertising, and curriculum has been explored by the other guests but Emma Maye focuses on her individual responsibility to invite people into her Grumble movement. Around [11 mins](#) of this episode she discusses that language is always shifting, and the ways in which we meet each other are always changing – a powerful sentiment in a series of conversations about how the media landscape continues to pit people against each other.

Discuss inclusive language with your students, including the ways in which they can refer to people who are differently abled – such as [person-first and identity-first language](#), gender neutral language, language that supports the culturally and linguistically diverse community, and language that affirms the identity of Aboriginal and Torres Strait Islander peoples.





### Activity 3

To conclude these Lunch Orders episodes on ‘bodies’, practice Emma Maye’s mantra of “thank you, body”. At [22 mins](#), Emma Maye talks about all the different bodies she is referring to – both her own body, students’ bodies, the body of students watching/participating, bodies on earth, the bodies of water and trees. The term ‘body’ can be all encompassing, but in this series, it has been individual, and students have been encouraged to think about the ways they have been told to think, feel, speak to, critique, shift, contort and manipulate their bodies by a range of people and groups including themselves.

Allow students some time to reflect on all the amazing things their body does to see them through their days and will continue to do so through their life. Encourage students to practice gratitude for their bodies by writing a list of all the things they want to thank their body for. This could be things like helping them get through hockey training, walking up the stairs to their bedroom at home, or thanking their brain for remembering their revision for a maths test. If students are comfortable, have them share a few moments of gratitude with their peers.

### **Betty Grumble’s provocation**

At the end of this Lunch Order, Emma Maye leaves students with the following provocation:

*What have you done to thank your body today? What could you do to thank your body today?*

Provide students with some time to reflect on Emma Maye’s provocation and think about the ways they can thank their body for its work – maybe through some mindful movement, cooking a nice meal for dinner, or nourishing their skin with some moisturiser. Provide time for journaling and quiet reflection.







## Suggested reading and resource list for Lunch Orders: bodies

### Dr Melissa Kang: Bodies Anonymous

- Link to Dolly Doctor
- Welcome to Sex!
- Welcome to Consent!
- Welcome to Your Period!
- Taryn Brumfitt – Embrace bodies movement, Australian of the Year
- <https://www.abc.net.au/triplej/programs/drive/dolly-doctor/10328714>

### The Bodzilla: Love Your Body

- The Bodzilla's [website](#)
- 'Beach Please' billboard [campaign](#)
- [SBS documentary \*What Do People Really Think?\*](#)

### Chris Cheers: The Skin You're In

- Chris's [website](#)
- [The New Rulebook: Notes from a psychologist to help redefine the way you live](#)

### Betty Grumble: Thank You Body

- Emma Maye's website is [here](#)
- Betty Grumble's [Instagram](#)

