

Perfect Body – Book outline

Note for Readers:

Thank you so much for reading this!! I really hope it is going to help many children feel good about themselves and build a foundation for solid body self-esteem. I've put my feedback questions at the end if you don't mind answering as many of them as you can/ are relevant that would be fantastic!

Also, at this point the words are the meaning of what I want to convey, but the final rhyming words are coming later (after feedback). The words are in "quotation marks" and the illustrations will be described in [square brackets]. Also, I refer to specific characters, the descriptors are partly to remind me which ones I'm using and where. Many of them still need to be designed, so the descriptions of them are not complete.

COVER

"Perfect Body"

[Picture of the globe similar to my first book, but this one with children of many different body shapes happy and moving.]



this is the cover of my first book for reference:

PAGE 1

"I have a body just for me, it's different and perfect in its own special way. Sometimes we go on adventures together!"

[a few of the characters, most likely White girl with a port wine stain, boy with hearing aid, Black girl in wheelchair, and Asian girl without disability. All look happy and are in different poses]

PAGE 2-3

"I love discovering new things in places. My body can feel, taste and sense interesting things and take me to new places."

[picture of kids exploring and tasting things, probably Latino boy with cleft lip tasting something, electric wheelchair user looking at something cool, girl with spina bifida getting out of her wheelchair to explore something on crutches]

PAGE 4-5

“We may explore the world in different ways, at different speeds, to suit a different needs. Our own way of exploring is perfect!”

[the group are moving through a botanical garden-like landscape together, the electric wheelchair user girl is zooming along in front, an able-bodied boy is running after her, a couple of other kids are walking, one of which is wearing DAFOs and using crutches, a regular wheelchair user is next and then a couple more kids walking.]

PAGE 5

“Just like a tree grows the way it is meant to, my body does too.”

[kids with a variety of different features standing next to a big tree]

PAGE 6

“And just like every tree is different bodies are all different too.”

[zoom out to show a variety of different trees around the kids who are all different too]

PAGE 7-8

“Thank goodness we’re all different, can you imagine how boring it would be if everything and everyone was the same?”

[a field with endless rows of the 1 same plant and 1 same tree, and 1 same person, feeling bored with how monotonous it is]

PAGE 9-10

“Lucky us! We get to live in a world full of life and colour and differences. We are all the part of that world together.”

[page that is bursting with color and life and all the different kids having fun in their own ways. Maybe show goal ball and power soccer here? Maybe some “regular soccer” kids could be cheering on the power soccer team]

PAGE 11-12

“Nature has rhythms of growth and rest and so do we.”

[image showing sun and moon, with an energetic child and a sleepy child]

PAGE 13-14

“When I feel very awake I like to go outside and play. I love to feel the wind and the Sun on my face. Sometimes I like going really fast, like when I’m zooming down a hill, or surfing and I feel like I’m flying on a wave.”

[picture of kids surfing together, one with a limb difference, a couple on different kinds of adaptive surf boards]

PAGE 15-16

“When I feel tired I like to rest for a while, or snuggle somewhere cosy and sleep. By resting when I need to I can stay strong and happy.”

[kids resting after surfing, in a big hoodie with a hot chocolate and another kid sleeping wrapped up in a blanket, cosy, another kid getting into their wheelchair off crutches]

PAGE 17-18

“My body is so clever it can take food and drink and make it into energy: to play, to move, to think, to grow, to laugh.”

[diverse kids and some kind of representation of food being made into energy – probably metaphor rather than a boring diagram. This might be a good place to show the goal ball or power soccer also.]

PAGE 19-20

“And all the food and drink that can’t be used comes out the other end. Whether that is the usual way or into a bag, I am so proud of my clever body knowing how to clean itself out to keep me feeling great.”

[picture of Asian kid with a urostomy and colostomy bag, maybe beside a stall with a pair of feet under the door so you know the person is on the toilet – or maybe not in a toilet at all, just relaxing at the beach in their swim shorts and you can see the double stoma, while in the background another kid goes to the restrooms]

PAGE 21-22

“Sometimes our bodies need extra help. Like medicines, things to help us get around the world and to take part in it. Whatever we need to do for our unique body is perfect for us!”

[different kids chatting while getting chemo/ medicine they need, other kid gets physical therapy, and others use a cane and crutches to get around. Other kids are using magnified readers and a braille reader, another has thick glasses, a kid with a cochlear implant is hanging out with them.

It’s a positive vibe, and “normal” kids are hanging out with them and not making a big deal out of it. i.e. could be a girl getting chemo and her friend is with her and they’re painting their nails/ playing computer games.]

PAGE 23-24

“My body is very special to me, just like other peoples bodies are special to them. Mean words and looks can hurt our feelings, so it’s good to be kind about each other’s bodies even if they look different.”

[kids in the playground, showing different dynamics – bullying behavior on the left page, positive on the right. May include a child with autism and headphones holding a stuffed animal, boy with a cleft lip and a little person, as well as other kids who are shy or feel different. They are being excluded on the left page, and welcomed on the right page, while the bullies are left behind.]

PAGE 25-26

“When we are kind about everyone’s bodies everyone feels like they belong. I know how good that feels and I want everyone to feel that good. It’s great when we can all play together.”

[everyone together having fun, probably at a game like Pictionary or similar]

PAGE 27

“My name is _____ and my body is perfect.”

[picture of a golden picture frame that they can draw themselves inside of]

END PAGES

Information including the proper terms for conditions in the book, some stats around body image, inclusivity, bullying and a link to extra exercises and a teachers guide to the book.

Questions For Beta Readers

THANK YOU for reviewing my outline!! Any feedback you have is great, especially:

- Would you want to read this book with a child? (if not, why not?)
- Do you think kids with the features and disabilities mentioned would feel represented and seen, in a positive way?
- Is this book inclusive enough? (I will put a full list of the characters and features I aim to include below since I have not mentioned them all)
- Does this cover the aspects of body acceptance and appreciation you think kids need to know about?

- Would this book help in your classroom/ home/ library or other place, to start conversations around positive relationships with our body and other peoples' bodies?
- Any other feedback of all kinds and on any and all aspects is greatly appreciated!!

Thank you so much for your time! I really appreciate you taking the time to do this. Kids are very vulnerable to low self-esteem around their bodies right now and it is having a serious impact on their quality of life.

There are some great books out there already, but I really want to add this books as another resource and tp pick up a couple of disabilities and scenarios that have been left out, so those kids get to see themselves and feel valuable and included in our society. So once again, thank you for your help!!

Characters and features I aim to include:

Disabilities and differences: little people, glasses, low vision and blind, deaf, wheelchair users (manual and electric), cerebral palsy, spina bifida, limb difference, crutches and DAFOs, cleft lip and palate, port-wine stain, Down syndrome, urostomy and colostomy bags, vitiligo, chemotherapy, needing medication, diabetes pump, epilepsy, sensory processing disorder, autism, stretchmarks and also different shapes: tall, slim, overweight, short. Different races include: Black, Asian, White, Native American, Latino mixed and race (undecided which ones).