

Taking action on body image

An active citizenship toolkit for
those working with young people

INTRODUCTION

This toolkit has been developed for use by the National Citizen Service (NCS), a unique, full-time programme aimed at 16 and 17 year olds in England that runs for over three weeks in the summer holidays, and shorter programmes during spring and autumn half-terms.

NCS brings together young people from different backgrounds and helps them to develop greater confidence, self-awareness and responsibility. It encourages personal and social development for young people by working on skills such as leadership, teamwork and communication. Participants also develop a social action project that deals with a local issue they are passionate about, and spend 30 hours putting the project into action in their local community.

This toolkit was developed by Beat, the eating disorders charity, and Dr Helen Sharpe from the Kings College London, Institute of Psychiatry, with funding from the Government Equalities Office. It can also be used by others who work with young people of a similar age. It aims to engage young people with the issues around body image and inspire and guide them to utilise their understanding to promote positive body image in themselves and others through social action.

The resources are divided into four sections:



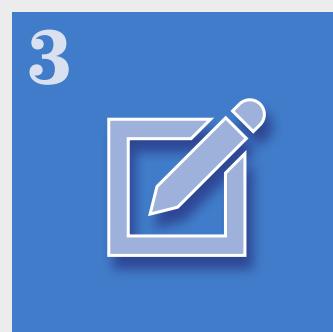
BACKGROUND INFORMATION

about body image
for group leaders



BEFORE YOU START

your body image
module



ACTIVITIES AND RESOURCES

for your body image
module



FURTHER INFORMATION

and sources of support
for group leaders

1

BACKGROUND INFORMATION

about body image for group leaders

Body image is an important topic for many young people. In this first section, we have compiled some information about body image to help get you started and make sure you feel confident leading this module. Some aspects may also be useful for you to refer back to during your module.

What is body image?

Body image is the way we think and feel about the size, shape, weight and overall appearance of our bodies. It has two components:

Evaluation: whether we like our physical appearance and feel positively about it.

Investment: how important our appearance is for our sense of self-esteem and value as a person.

A person has poor body image when they are dissatisfied with an aspect of their appearance and this has an impact on their overall self-esteem (i.e. low evaluation, high investment). A person with poor body image will worry about the way they look, and these worries can get in the way of them feeling confident and trying out new things. In contrast, positive body image is when a person accepts their body as it is, actively appreciates it for what it allows them to do, and does not feel their self-esteem is contingent on their appearance (i.e. high evaluation, low investment).

Some people might think that having positive body image is just the same as saying someone is vain, being a show off or thinking you're the best. But this isn't true. Someone who is vain is only happy with themselves if they meet ideals of beauty (which is impossible for most of us). In contrast to this, someone with positive body image may have aspects of their appearance that are more or less in line with ideals, but will feel positively towards their body however it is. Importantly, they won't associate their

appearance with their value as a person. For example, they won't think that their friends would like them more, or that they would be happier, if they were better looking.

We cannot simply divide people into those with positive body image and those with poor body image. Like most things in life, all aspects of our body image run on a continuum. We can also experience different aspects of our appearance quite differently. For example, we may have positive body image generally, but have poor body image about one particular aspect of our appearance. It's also important to realise that body image isn't static: people feel differently about their body at different times and in different situations.

Body image and gender

When most people think about problems with body image they think about young women. It is true that you can't separate questions of body image from those of gender and what it means to be a man or woman in our society. Historically, women have been subjected to greater objectification in the media – girls are constantly fed the message that the only way they can succeed is by being attractive.

That said, we know that body image is a problem for many young men. Media images of men focus on ultra-lean and muscular physiques and men are pushed towards 'quick fixes', such as using anabolic steroids, to achieve these ideals. So, whereas young women are sold a thin ideal, young men are sold an ideal of muscularity. As discussed below, men can and do suffer from eating disorders.

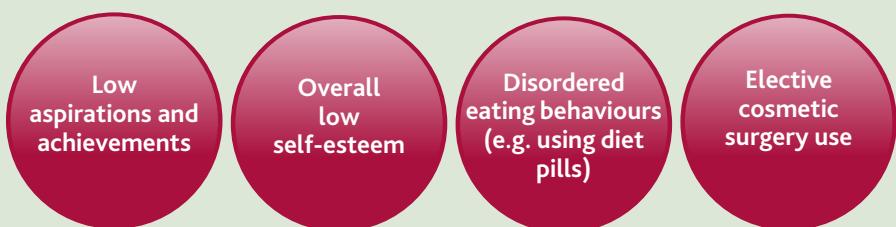
Why should we be thinking about body image with young people?

We know from research with young people that worries around body image are very common:

- Young people rate body image as being in their top three sources of concern, alongside coping with stress and school problems.¹
- Half of girls and one quarter of boys believe their peers have body image problems.²
- 60% of girls and 20% of boys have been on a diet to try to lose weight by the age of 16.³
- By their early 20s: 12% of girls and 8% of boys have used diet pills, 8% of girls and 1% of boys have made themselves vomit, and 5% of girls and 2% of boys have used laxatives to lose weight.⁴
- Between 1% and 5% of adolescents have used anabolic steroids to gain muscle mass.⁵

Promoting positive body image in young people is important because poor body image is a barrier to them being happy and healthy and fulfilling their ambitions in life. For this reason, raising the issue of body image and empowering young people to take action to improve the body image of themselves and their peers is intricately tied in to civic participation.

Poor body image is associated with:



In contrast, positive body image is associated with:



1 Mission Australia Youth Survey 2013. Available from: www.missionaustralia.com.au/component/docman/doc_download/198-mission-australia-youth-survey-2013

2 All Party Parliamentary Group on Body Image. (2012). Reflections on Body Image. Available from: www.ymca.co.uk/bodyimage/report

3 Neumark-Sztainer, D., Wall, M., Larson, N. I., Eisenberg, M. E., & Loth, K. (2011). Dieting and Disordered Eating Behaviors from Adolescence to Young Adulthood: Findings from a 10-Year Longitudinal Study. *Journal of the American Dietetic Association*, 111(7), 1004-1011.

4 Neumark-Sztainer, D., Wall, M., Larson, N. I., Eisenberg, M. E., & Loth, K. (2011). Dieting and Disordered Eating Behaviors from Adolescence to Young Adulthood: Findings from a 10-Year Longitudinal Study. *Journal of the American Dietetic Association*, 111(7), 1004-1011.

5 van den Berg, P., Neumark-Sztainer, D., Cafri, G., & Wall, M. (2007). Steroid Use Among Adolescents: Longitudinal Findings From Project EAT. *Pediatrics*, 119(3), 476-486. doi: 10.1542/peds.2006-2529

Aspirations and achievements

A growing body of research shows that poor body image is a major barrier to young people achieving their full potential. For example, we know that worries about the way they look mean that:

- 19% of girls won't try out for a team or club.
- 19% of girls won't go to a social event, party or club.
- 15% of girls won't go to school.
- 13% of girls won't give an opinion.

Poor body image has both direct and indirect effects on aspirations and achievements. Direct effects are that young people will find it hard to engage with activities that they feel draw attention to their bodies, such as swimming lessons or school sports. Indirect effects stem from the association between poor body image and overall low self-esteem. For example, a young person may not go along to a club at school because she thinks they'll never be any good at it. Each individual decision like this may be small, but the cumulative effect can be large: this young person continually loses the chance to gain knowledge, skills and friendships, starting a negative spiral of lowered aspirations and achievements.

The long-term effects of low body image and self-esteem are striking. In 2012, Dove released research showing that lowered self-esteem among girls and young women could, by 2050, be costing the nation:

- 14% of our female managers in UK businesses.
- 16% of our British female Olympic medallists.
- 21% of our female MPs.
- 17% of female doctors and lawyers
- And reduce the chance of a female Prime Minister in the UK by 2050 by 18%.

Body image and eating disorders

Body image and eating disorders are very closely related and so it is likely that the young people in your group may raise the topic of eating disorders during the discussions. Some key facts about eating disorders are:

- Eating disorders are serious mental illnesses and include anorexia, bulimia and binge eating disorder.
- Over 1.6 million men and women of all ages and backgrounds in the UK are affected by eating disorders.
- Eating disorders claim more lives than any other mental illness – one in five of the most seriously affected will die prematurely from the physical consequences or suicide.
- Eating disorders are complex and there is no one single cause why someone develops an eating disorder. A whole range of different factors combine such as genetic, psychological, environmental, social and biological influences. Latest research is showing us that they are much more hard wired and biologically based than was previously thought.
- Poor body image and low self-esteem are key factors in the development of eating disorders and social and cultural pressures are strong in this area.

Although serious, eating disorders are treatable conditions and full recovery is possible. The sooner someone gets the treatment they need, the more likely they are to make a full recovery. People with eating disorders can and do make a full recovery.

If you want to know more about eating disorders, or other mental health problems that affect young people, have a look at some of the organisations listed in Section 4 at the end of this document.

Body image, weight and obesity

Given that body weight is so central to media ideals of attractiveness, discussions around body image are closely linked to those of weight and obesity. We know that overweight young people tend to experience more body dissatisfaction than their average weight peers. This is reflective of the pervasive weight stigma that is faced by people who are overweight.

Weight stigma involves systematic discrimination against people who are overweight, meaning that they are implicitly viewed as being greedy, lazy and undeserving. It has real life implications for people who are overweight, such as limiting their ability to access healthcare. Weight stigma is the flip side of buying into media ideals that being thin is associated with happiness and success. People sometimes try to justify insulting those who are overweight by citing the health risks of obesity, but shaming and victimising people is not a good way of supporting them to greater health. Being bigger than is good for you may be a health concern, but it does not make you less of a person.

Some people worry that by promoting body confidence in all young people we are contributing to rising obesity levels. However, there is very strong evidence that overweight people who are dissatisfied with their bodies have a greater tendency to gain weight over time compared to their more satisfied peers. This fits with the broader picture that people with positive body image treat their bodies with respect at all weights. So, having body confidence is a good thing for everyone.

2

BEFORE YOU START

your body image module

Body image is a complex topic. This means that it's an exciting topic to engage with young people about, but it can also be challenging. In this section, we provide some suggestions for how to ensure your body image module is a success.

1. Start with ground rules

Talking about body image will be very easy for some young people in your group and very difficult for others. Make sure your sessions provide a safe space where everyone can feel accepted and valued. You may find it useful to define some ground rules at the beginning of the session (or better, let your young people set them themselves), so that everyone knows what is and is not acceptable. These may be things like being respectful of others' opinions and having what's said in the room, stay in the room.

2. Be aware of the diversity in your group

Experiences around body image do not happen in a vacuum: they are intricately linked to our experiences of (for example) gender, ethnicity and disability. The young people in your group will all bring different backgrounds and experiences to the module and it is important that you recognise and value this diversity.

3. Think about your room layout

When talking about more challenging topics, the layout of the room can make a big difference to how comfortable people feel joining in a discussion. Sitting in a circle, rather than facing the front, makes for a more inclusive atmosphere. In many of the activities we suggest breaking up into small groups, so having enough room to allow small groups to have personal space is ideal.

4. Model positive body image yourself

Your time as a leader in the body image module is a chance to be a positive role model for your young people. Don't engage in 'body talking' (negative self-talk) and appreciate your body for everything it allows you to do. Don't make comments about others' bodies, even in jest, and have a zero tolerance policy for weight and shape teasing in your sessions.

5. Give young people the chance to speak with you before the module begins

It may be that some of the young people in your group will have struggled or will currently be struggling with body image problems or disordered eating. It is important that you let the group know when the body image module is starting and give young people the chance to speak to you about it beforehand. This is an opportunity for them to raise any concerns they may have and for you to work together to make sure that the young person feels as able as possible to participate in the group. You may wish to have a look at our additional resources section (*Section 4*) for some ideas on how best to approach these conversations.

6. Let young people know you're available for a quiet chat after the module

The body image module will touch on topics that some young people may find to be difficult or bring up worries about themselves or others. Set aside some time after the end of the module where you can be available to speak to any of your group members. Be ready to listen to their concerns and to point them in the direction of further information and support (see *Section 4*).

3



ACTIVITIES AND RESOURCES

for your body image module

In this section we provide a plan for activities that you can use as part of your body image module.

Structure of module

Starter	10 mins	What is body image?
Activity 1	15 mins	Hidden messages
Activity 2	20 mins	3 choices: <ul style="list-style-type: none">• The social media trap• Combatting body talking• Personal strengths
Activity 3	15 mins	Review and take action!





STARTER: WHAT IS BODY IMAGE?

Place your young people into small groups of 3 or 4.
In 2–3 minutes, brainstorm answers to:

- What is body image?
- How is body image the same as or different to self-esteem?
- Is body image important for you and your friends?

Ask each half of the group to also think about one of:

- What might be the consequences of having poor body image?
- What might be the consequences of having positive body image?

Designate one person as scribe, and get each trio to feed back to the whole group.

Summarise the answers so that everyone is on the same page to start the activities.

Learning objectives

- To have a working definition of body image in terms of evaluation and investment.
- To know some consequences of positive and negative body image.

Preparation

- Bring: A way of recording responses, e.g. flip chart and pens, laptop and projector.
- Read: What is body image? Why should we think about body image with young people? (Section 1).

Further information to help you lead Activity 1

Prompts for the discussion:

- Is positive body image just about thinking that you look great?
- Do people have either good or bad body image? Is it a dichotomy?
- Is body image something static or does it change over time?
- Can you describe how someone with positive/poor body image might think and feel about their body? How are they likely to behave?



ACTIVITY 1 HIDDEN MESSAGES

Choose an appropriate print or video advert that demonstrates a focus on ideals of attractiveness. Get everyone together to watch/look at your advert.

If you are using an image, you may find it easier to work in small groups, but if you are using a video, you may find it easier to work all together.

Discuss:

- Why was this piece created?
- What are the hidden messages around body image in this piece?
- Are these messages positive or negative?
- What influence might these messages have?
- Who stands to benefit (economically or otherwise) from these messages?

Learning objectives

- To have critical discussion about the role of media ideals of attractiveness in body image.
- To understand that media images are constructed for the purpose of making money and that they do so by presenting a narrow and unachievable aesthetic ideal.

Preparation

- Bring: Copies of your chosen advert; paper; a way of recording responses (e.g. flip chart and pens).

Further information to help you lead Activity 1

The five key concepts underpinning media literacy are:

- 1 All media messages are constructed.
- 2 Media messages are constructed using a creative language with its own rules.
- 3 Different people experience the same message differently.
- 4 Media have embedded values and points of view.
- 5 Most media messages are organised to gain profit and/or power.

In this activity we are focusing on numbers 1, 4 and 5. If you don't feel well-versed in media-literacy, you could look up the Centre for Media Literacy (www.medialit.org) or MediaSmart (www.mediasmart.org.uk) for more detailed information.

Some key points that you may wish to incorporate into your discussion are:

Why was this piece created?

- All media are produced to influence people in a certain way, usually to sell them something.
- No aspect of the media is accidental – they are carefully constructed for this purpose.

What are the hidden messages around body image in this piece?

The message usually revolves around:

- There is a narrow beauty or aesthetic ideal.
- Meeting this ideal is essential for success, happiness and being valued as a person.
- If you don't meet this ideal it's your own fault: you are lazy and don't have sufficient self-control.
- The product on sale will bring you into this elite club of 'beautiful people'.

Who stands to benefit from these messages?

- Companies, especially those selling body modifying or beauty-enhancing products.
- As the aesthetic ideal isn't actually achievable by the vast majority of the population, we as the consumer don't benefit – companies need the ideal to be unachievable to continue to sell us products.

Two ideas that are closely related to this discussion and you may wish to incorporate are:

1 Weight stigma

There is an intrinsic link between these body image messages and weight stigma. Weight stigma is the systematic bias and stigmatization that overweight people face, which interferes with equal opportunities for employment, access to health care and severely impacts quality of life. Weight bias rests on the implicitly held negative stereotype that overweight people are lazy, incapable and unworthy. Combatting weight bias is one cornerstone of promoting body confidence: we need to promote the message that our weight does not define our value as a person.

For more information on weight bias visit:

- The Obesity Society: www.obesity.org
- The Binge Eating Disorder Association: www.bedaonline.com

2 Objectification and self-objectification

Feminist theory has used the concept of objectification to explore how women are portrayed in the media (e.g. as passive, for the pleasure of men, lacking independent ideas). Similarly men are often portrayed as strong, detached, and single-minded. Self-objectification is a theory to describe the process whereby an individual internalises this objectification. This means that they treat themselves as only having value if they are physically attractive or match up to the images they have seen. This is similar to the idea of high body image investment, discussed in Section 1 of this document.

If you are interested in objectification, you may find it interesting to read: *Fredrickson, B. L., & Roberts, T. A. (1997). Objectification theory, in Psychology of Women Quarterly, 21(2), 173-206.*

For the middle section of the module, we have developed three different options for you to choose between. The options for Activity 2 are:

- 1 **The social media trap:** This activity focuses on the role that social media (e.g. Facebook, Instagram, Twitter) play in body image.

- 2 **Combatting body talking:** This activity focuses on noticing and challenging negative self-talk around body image.
- 3 **Personal strengths:** This activity focuses on recognising our strengths and making sure we can exercise them in our everyday lives.



ACTIVITY 2A THE SOCIAL MEDIA TRAP

Introduce the activity as being about social media and what effect it has on us.

- Give everyone in the group a few Post-It notes.
- Designate one wall as the space for how social media can positively affect our body image, and one wall for how social media can negatively affect our body image. Provide one example for each yourself.
- Give the group a few minutes to write down their ideas and stick them on the appropriate wall.

- Go through the suggestions, drawing out similar themes and allowing the group to feedback. The overall message is that social media is not inherently good or bad – it depends how we choose to use it.
- In small groups, think about what you would want to tell your younger self about using social media in a positive way. Write down ideas on the worksheets.
- Ask each group to feedback one or two things to tell their younger self.

Learning objectives

- To explore specific challenges that social media pose for body image (e.g. being public, always accessible, promoting social comparisons).
- To develop ideas for how to use social media in a positive way.

Preparation

- Bring: Several packs of Post-It notes, pens, paper.

Further information to help you lead Activity 2A

What are social media?

Social media are new ways of connecting with other people and sharing information like pictures, videos and posts. The most popular social media websites are things like Facebook, Twitter, Instagram, and Pinterest.

Social media are incredibly widely used. Facebook has over 1 billion users (i.e. 1 in 7 people in the world), Twitter has over 500 million users and Instagram has over 100 million users. Research

suggests adolescents are on Facebook for an average of two hours per day. Most social media sites have a minimum age of 13 years. But 50% of 11 and 12 year olds have a social media account.

What is different about social media and traditional forms of media?

Social media have changed the media landscape for this generation of young people because they are:

- Constantly available: e.g. you have Facebook on your phone, and it sends alerts at all times of day and night.
- Expanded peer group: your online peer group isn't just the others in your class, it includes friends of friends and even complete strangers.
- Explicit comparisons: unlike in a picture in a magazine, posts on social media have explicit markers of evaluation and approval, such as the number of likes/shares.
- Interactive: media are no longer just created by media agencies – we can make and upload it (e.g. photos, videos).

Prompts for thinking about positive and negative effects of social media:

- If you use social media, do you find yourself comparing yourself to others?
- How do you feel when a post gets shared or doesn't get shared at all?
- Do you think people edit their photos? Do they pick only the best ones or edit individual photos? What effect does this have?
- Can you think of something really inspiring that you came across on social media?
- Do you think the effects of social media are the same for everyone?
- Some people choose not to use social media – why do you think that is?
- What adverts appear on your social media? Why are they there and what effect do they have?



ACTIVITY 2B COMBATTING BODY TALKING

Introduce the session as being about body talking. Define body talking and give a few examples. Spend a few minutes discussing whether members of the group have experienced body talking (naming no names).

- Divide a wall into three spaces: one for thinking, one for feeling, one for behaving. Give everyone in the group a few Post-It notes. Then ask everyone to come up with ideas for how body talking (either doing it ourselves or hearing it) may affect us in terms of

these three things and stick the notes on the relevant section. Summarise the ideas.

- In small groups, discuss ways that you would try to stop body talking in your peer group. This is a time to get creative – it could be anything from a pact with your friends to not allow body talking or a campaign at school or in your local community. Your group may find it helpful to think about how they overcame other pressures from peers and apply those skills to this situation.

Learning objectives

- To be able to define body talking as negative appearance-related self-talk.
- To explore consequences of body talking in terms of how it makes people think, feel and act.
- To develop ideas for how to stop body talking.

Preparation

- Bring: Post-It notes, pens.

Further information to help you lead Activity 2B

What is body talking?

Body-talk, or fat-talk, is a type of negative self-talk focusing on weight and shape. You might recognise comments like: "I'm having a fat day", "He should lift some weights before he comes to the beach", "She doesn't have the legs to pull off those shorts".

Body talking can be very noxious, and something that can become engrained like a habit in a friendship group. It's difficult to know how to respond to someone saying 'I'm the chubby one' without ending up engaging in body talking yourself.

What are the effects of body talking?

Body talking has two effects:

- It makes us feel negatively about ourselves.
- It endorses an investment in appearance ideals (see What is Body Image? In Section 1).

Research following adolescent girls over time has shown that high levels of body talking, or fat talking, predict a drop in body satisfaction a year later. Girls who body talk go on to be more likely to compare themselves to others and consequently to feel less satisfied with their own appearance. Recent research shows that boys engage in a similar sort of talk focusing on muscularity.

The effects of body talking are widespread and can include the speaker, the listener and others that are observing. Even self-derogatory statements can spread body dissatisfaction to others: the hidden message of this body talking is one of putting others down ("if they think they're fat, what am I?"), and of determining the social hierarchy on the grounds of appearances. In this way body talking is subtly aggressive and creates a friendship culture in which explicit degradation of yourself or others is needed for acceptance.

An important caveat

An important thing to keep in mind is that in aiming to stop body talking or fat talking we are not advocating stopping any reference to weight and shape in conversation. Rather, the aim of the body talking activity is to raise the issue of body talking with young people, to explore how these everyday interactions may be harmful, and to give young people techniques for breaking the cycle of body talking and fat talking with their friends.



ACTIVITY 2C PERSONAL STRENGTHS

Introduce the activity: growing up today it can be easy to feel that we are only valued for our appearances. In this activity we're going to look at our individual strengths.

- Give everyone a list of the personal strengths and get them to cross off the strength that is least like them one at a time until they reach three that are left. These are each person's personal strengths.
- Get everyone to write their personal strengths on

stickers/paper and show them to the group. Discuss: do they recognise the strength in themselves? What about the top strengths of others in the group?

- Using our personal strengths is a great way of feeling positive. In small groups, think of a way in which you could exercise your top personal strength more in the next week [there are some prompts in the information below, but students can come up with their own creative ideas]. Feedback your ideas to the group.

Learning objectives

- To know which are our top three personal strengths.
- To think of ways to practise using our personal strengths.

Preparation

- Bring: white sticky labels/paper and pens, worksheet.

Further information to help you lead Activity 2C

This activity is based on ideas from the positive psychology movement. These psychologists focus on how we can promote mental health and help people to lead meaningful and fulfilling lives rather than just try to alleviate mental distress. This approach has been led by a psychologist called Martin Seligman. If you are interested in learning more about it have a look at Martin Seligman's books (*see Section 4*) or his website: www.authenticity.sas.upenn.edu.

Personal strengths are about knowing what's best about ourselves. Martin Seligman suggests that personal strengths should have the following characteristics:

- A sense of authenticity ('This is the real me').
- A feel of excitement while displaying it, particularly at first.
- A rapid learning curve.
- A sense of yearning to want to use it.
- A feeling of inevitability in using the strength ('Try to stop me').
- Invigoration rather than exhaustion while using the strength.
- The creation and pursuit of personal projects that revolve around it.
- A joy, zest and enthusiasm while using it.

Seligman and colleagues identified 24 personal strengths, which are universally valued. These are listed in the table on the next page.

PERSONAL STRENGTHS

WHAT ARE YOU LIKE?

1 Creativity I always like to do things in different way	2 Curiosity I always want to know more	3 Open-mindedness I am always able to look at both sides of an issue
4 Love of learning When I want to learn something, I try to find out everything about it	5 Perspective I often come up with solutions to problems that make everyone happy	6 Bravery I have the courage to do what I think is right
7 Persistence When I start a project, I always finish it	8 Integrity I always keep my word	9 Vitality Whatever I do, I throw myself into it
10 Love When I have a problem, I know I have someone who will be there for me	11 Kindness If there are new students in my class, I try to make them feel welcome	12 Social intelligence I always know what to say to make people feel good
13 Citizenship I am loyal to my group no matter what	14 Fairness When I work in a group, I give an equal chance to everybody	15 Leadership When people in my group do not agree, I can get them to work together
16 Forgiveness and mercy When people say they are sorry I give them a second chance	17 Humility and modesty Rather than just talking about myself, I prefer to let others talk about themselves	18 Prudence I make sure I am careful so that I get things right
19 Self-regulation Once I make a plan I stick to it	20 Appreciation of beauty and excellence Listening to beautiful music makes me feel better	21 Gratitude I often feel lucky to have my parents and family
22 Hope I can find what is good in any situation, even when others can't	23 Humour I am good at making people laugh	24 Spirituality When I am upset, I often pray to myself

PERSONAL STRENGTHS

USING PERSONAL STRENGTHS – SOME IDEAS

1 Creativity Make time to write, draw or create at least once a week. Redesign your room to make it reflect your personality.	2 Curiosity Expand your knowledge about something through reading a specialist magazine, or using the internet. Visit new places as often as you can.	3 Open-mindedness Write down the pros and cons when making important decisions. When facing a challenge, imagine the best and worse situations and then think of the most realistic outcome.
4 Love of learning Visit a museum every month. Read a non-fiction book on something that interests you.	5 Perspective Volunteer to be a peer mentor. Investigate the life of someone you think of as wise.	6 Bravery Take a stand against peer pressure to do things in your school. Stand up for someone who doesn't stand up for themself.
7 Persistence Start a long term project, such as growing plants from seed. Think about a big goal you have and write down the small steps you need to get there.	8 Integrity Notice if you are telling small, white lies and immediately correct yourself. Find a charity or group that works in an area you feel is important.	9 Vitality Start doing a new type of outdoor physical activity. Think of someone who really makes you laugh and call them for a chat.
10 Love Take time to appreciate the strengths of people you love. Carry out a small act of kindness for someone you care about.	11 Kindness Share your belongings with others. Start volunteering for a local organisation.	12 Social intelligence Speak plainly about what you want with others. If someone offends you, find at least one positive element in their motives.
13 Citizenship Find and join a local community project. Play a sport for your school or area.	14 Fairness, equality & justice Write to your MP about something you think needs changing. Make sure everyone is involved in a group discussion.	15 Leadership Start a new group or club at school. Stand up for someone who is being treated unfairly.
16 Forgiveness & mercy Be kind in your interactions with someone who has offended you. Make a conscious effort to let bygones be bygones.	17 Humility & modesty Resist showing off if you notice that you're better than others. If you make a mistake, admit it and apologise straight away.	18 Prudence Think about a big goal you have and write down the small steps you need to get there. Vow not to take the easy option if it will hinder you reaching your long term goals.
19 Self-regulation Make a homework plan and try to stick to it each week. If you have a bad habit, like biting your nails, vow to stop for one week and reward yourself if you succeed.	20 Appreciation of beauty Take time to visit a museum or art gallery. Start a creative project of documenting beauty around you.	21 Gratitude Make sure you always say thank you to someone who has helped you, no matter how small the task. Everyday take note of one thing that you usually take for granted.
22 Hope Read a book about someone who succeeds against the odds. Write down three past accomplishments and stick them up in your room to remind you of them.	23 Humour Cheer up a friend who is feeling down. Take time to read funny books or to watch a comedian.	24 Spirituality Spend ten minutes relaxing and meditating each evening. Join a community group that shares your values.



ACTIVITY 3

REVIEW AND TAKE ACTION!

Spend a few minutes briefly writing down:

- 1 something that most surprised you in the session.
- 2 something that you will take away from the session in your own life.

Ask individuals to feedback to the group.

- Now it's the group's chance to make a difference and to spread awareness about body image. In small groups, come up with ideas about how you could build resilience in others, such as your peers or the younger generation. Get creative and think big!
- Bring all of the ideas together to discuss as a group.

Learning objectives

- To bring together everything that has been covered in the session.
- To generate ideas for community engagement and social action around body image.

Preparation

- Bring: Big pieces of paper to collect ideas, pens, paper.

Further information to help you lead Activity 3

Key things to think about when planning your social action (these could be built into worksheets to help to prompt ideas):

- Who do you want to target?
- What age are they?
- Do you want to target boys and girls?
- What setting will they be in? School? Youth group? Clubs?
- What key message do you want to put across?
- What is the most important thing we've covered?
- What don't people already know?
- How can you most effectively give that message?
- What gets people's attention?
- How can you make it fun and engaging?
- What would you have liked to have been part of?

Potential ideas for body image social action are (and we're sure your group can come up with loads more!):

- Give a talk about body talking in your local youth group.
- Put together a presentation for younger children in your school.
- Start a campaign about having a diversity of body sizes and shapes in advertising.
- Film a video about body image which you can distribute through social media.
- Hold a body confidence event at a youth group, and invite positive body image role models.



FURTHER INFORMATION AND SOURCES OF SUPPORT

for group leaders

Below is a list of organisations for young people affected by mental health problems. These are good sources of information to improve your own knowledge. You can also direct young people to them if they are worried about themselves or a friend.

Beat

Information and support for those affected by eating disorders
Help for Adults Helpline:
0845 634 1414
Email: help@b-eat.co.uk
Help for Young People Youthline:
0845 634 7650
Email: fyp@b-eat.co.uk
Text: 07786 201820
www.b-eat.co.uk

Mind

Information and support for those affected by mental health problems:
0300 123 3393
info@mind.org.uk
www.mind.org.uk

YoungMinds

Information about mental health problems in young people
Parents' helpline:
0808 802 5544
www.youngminds.org.uk

TheSite.org

Website with information about issues affecting 16–24 year olds
www.thesite.org

Samaritans

Confidential support for anyone experiencing distress, despair or suicidal thoughts:
08457 909090
jo@samaritans.org
www.samaritans.org

Childline

Helpline for children and young people in trouble or danger:
0800 1111
www.childline.org.uk

Be Real Campaign

Campaigning to change attitudes to body image:
www.berealcampaign.co.uk

Further reading

If you are interested in gaining more in depth knowledge about the topics covered in this module, you may find it useful to read some of the following texts.

All Party Parliamentary Group on Body Image (2012) Reflections on Body Image Report. Available from: www.ymca.co.uk/bodyimage/report

Laura Bates (2014) Everyday Sexism, Simon & Schuster UK

Pooky Knightsmith (2012) Eating Disorders Pocketbook, Teachers Pocketbooks

Caitlin Moran (2012) How To Be A Woman, Ebury Press

Harrison G. Jr. Pope, Katharine A. Phillips & Roberto Olivardia (2002) The Adonis Complex, Free Press

Martin Seligman (2003) Authentic Happiness, Nicholas Brealey Publishing

Martin Seligman (2007) Flourish, Nicholas Brealey Publishing

Naomi Wolf (1991) The Beauty Myth, Vintage Press

Further information on the Government work on body confidence can be found at:
<http://bit.ly/1j2Hx2d>

