

BODY IMAGE: COUNSELLING STUDENTS IN A DIGITAL AGE

by

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Abstract

Digital devices and social media platforms are standard in adolescents' lives. Research has shown that youth mental health has been declining in recent years. The paper aims to evaluate the mental health impacts of technology on youth with a specific focus on body image. Based on a literature review on adolescent norms, the effects of social networking sites, and youth mental health, this paper aimed to recommend ways school counsellors can support body image in a digital age. The results indicate that youth spend less time in nature, sleeping, and being active and more time on screens. On this basis, it is recommended that school counsellors engage parents, teachers and students to participate in social media literacy programs, be physically active, and be aware of the impact of interactions with others in person and online.

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Body Image: Counselling Students in a Digital Age

Chapter 1: Introduction

Introduction

Supporting adolescents in navigating the digital world of cell phones and social networking sites is prominent in school counsellor's work. Adolescents engaging in unhealthy relationships with their devices can experience detrimental mental health outcomes. According to research, these outcomes can present in varying, distressing ways. For this capstone, exploring the digital context, social networking sites (SNSs) and mental health will provide insight into how school counsellors can support students in a digital age.

The following is a true story but names have been changed to protect the privacy of the individual. Rachel was a star basketball player, an honour roll student, a kind and caring big sister and a favourite babysitter with the neighbourhood kids. High school was about to begin, and she had a promising, bright future ahead of her. To celebrate her 14th birthday, her parents gifted her a smartphone. Rachel was excited to connect with friends and downloaded Pinterest, TikTok, Snapchat and Instagram. Rachel started to stay up later; she was meeting up with friends less, and the hours on her phone were increasing. In grade ten, her parents noticed a change in her mood and were frustrated that Rachel was constantly on her phone or in her room. They chalked up the change to puberty or teen moodiness and carried on. Rachel stopped attending family meals, or if she did, she wouldn't eat much. Her parents noticed that she was losing weight but weren't sure how to approach Rachel. One day at basketball practice, Rachel passed out. For the next year, Rachel and her family had many appointments with medical professionals. Eventually,

she had to stop attending school and was admitted to the hospital because her weight loss had become extreme. She has been working hard to recover from her eating disorder. Rachel is in grade 12 this year. She eats meals with her family, continues playing basketball, does well in school, and limits her phone use to one hour each day. Her journey of mental health is an ongoing work in progress. Rachel has supportive and loving parents who have been by her every step of this journey.

Background Information

The following research evaluates the digital context, SNSs impacts on body image, and the mental health implications of body dissatisfaction on youth. In the 2000s, smartphones, which combine computer and cellular phone technology, came of age. Since then, these devices have supported applications (apps) with various SNSs, and the use of SNSs is now part of contemporary culture. Smartphones have significantly impacted adolescents' social interactions. According to Statistics Canada, in 2018, 88.1% of citizens over 15 had a smartphone (Statistics Canada, 2021). Smartphones are a phone, calculator, camera, computer, and social network (among many other things) and can instantly connect people with others worldwide. Social networking sites create opportunities for adolescents to develop social groups, communicate with others, invent online identities, and be creative. With social media, people can instantly share pictures and videos with family, friends, and strangers in real time, which was impossible in the past.

The negative implications of traditional media, including television and magazines, on body image are well-established (Grabe et al., 2008). With increasing access and exposure to SNSs, social comparison has interested researchers. Evidence suggests that peer comparison is correlated with body dissatisfaction (Fardouly & Vartanian, 2016; Houge & Mills, 2019). Body

dissatisfaction has been identified as a significant risk factor for eating disorders (Myers & Crowther, 2009). Statistics show that the prevalence of eating disorders (ED) has risen significantly from 3.5% between 2000-2006 to 7.8% between 2013-2018 (Galmiche et al., 2019). Further, in a study by N. Saunders et al. (2022) pediatric acute care visits for ED increased 67% in Ontario at the onset of the Coronavirus pandemic. With this knowledge, researchers need to explore if there are links between SNSs and ED.

In this digital age, young people are experiencing media in a way their parents did not during their youth. While traditional media features models and celebrities, SNSs highlight pictures and videos of peers. The various media-sharing applications allow users to edit and filter photos and to like or comment. The ways that parents and schools engage with technology have implications on the approach to adolescent's interaction with technology.

Mental health development is critical during youth; most mental disorders begin in adolescence (Patel et al., 2007). With the knowledge that mental health problems in youth correlate to development and wellness challenges later in life, many researchers are currently exploring the implications of SNSs. Evidence of both pro and contra exists regarding adverse mental health and the use of SNSs (Seabrook et al., 2016).

Statement of the Problem

Youth struggling with mental health requires the support of knowledgeable people in the helping profession. The school counsellor's role is to support students struggling with mental health and further offer teachers education in supporting said students. Between 2010 and 2020, mental health in youth declined (Twenge et al., 2018). During this decade, the smartphone became commonplace among youth. According to recent research, 92% of youth are online every day, with 24% persistently engaged (Pew Research Center, 2022). Understanding that

youth mental health has declined while online engagement has steadily risen has left researchers curious about digital devices' implications on health. Teachers and school counsellors need to understand how youth interact with their devices and learn how to support youth struggling with unhealthy digital relationships.

Purpose of the Paper

This paper aims to explore and review current research findings on the consequences of youth interacting with digital devices. The eventual outcome is understanding which youth are most at risk and how schools can support students, staff, and families to navigate the challenges. As SNSs and cell phones become standard for youth, school counsellors, teachers, parents, and administrators must understand the implications, including physical and mental health outcomes. Although district protocols demand that students facing complex mental health challenges receive referrals to outside mental health agencies, there will often be lengthy waits before students can get an appointment. Therefore, interim support is crucial. To care for these individuals, an awareness of potential adverse outcomes associated with SNSs is essential.

Research Question or Thesis Statement

This paper aims to support school counsellors by exploring the following research question: How can counsellors provide body image support to adolescent students in a digital age? To address this question, the paper will examine how a digital era has created a gap between counsellors and students, how time spent on SNSs can increase body dissatisfaction, and finally, how high body dissatisfaction levels can impact physical well-being and psychological health. This exploration will deepen school counsellors' understanding of the interactions between students and their digital devices and provide research-based methods to promote body positivity to students, teachers, and parents.

Theoretical Framework

This paper will examine three possible theoretical frameworks to guide the reader. Theories that are often seen in the research related to SNSs are Social Comparison theory (Fardouly et al., 2015; Myers & Crowther, 2009; Hogue & Mills, 2019), Social Learning Theory (Burnette et al., 2017), and Objectification theory (Cohen et al., 2019).

Social Comparison

Social Comparison, established by Festinger (1954), states that humans compare themselves to others for self-evaluation. This theory describes both upward and downward social comparisons. Upward comparisons include scenarios where one compares to someone superior, whereas downward comparisons are against someone considered inferior. Upward comparisons are often associated with lower self-regard. SNSs provide constant comparison opportunities between peers, models, celebrities, and influencers. Many SNSs today include videos and images of bodies that are filtered, edited and unrealistic. When youth use SNSs to make comparisons, they are exposed to upward comparison, which has been linked to body dissatisfaction (Tiggemann et al., 2020).

Social Learning Theory

Social Learning theory postulates that most behaviours are learned (Bandura, 1977). The behaviours are learned through observation, modelling, and imitation. Attention, retention, reproduction, and motivation are four principles that guide this theory. SNSs allow observing, modelling, and imitating, which are all foundational in this theory.

Objectification Theory

Finally, the Objectification theory posits that being female in a culture where observers sexually objectify women and girls changes the female's view of oneself (Frederickson &

Roberts, 1997). This framework explains that females will adopt the observer's opinion as their own. Further, this objectification leads to increased shame and anxiety and decreased awareness of internal bodily states, and this can result in mental health risks. A significant representation of female subjects composes the research on body dissatisfaction. While research on males is increasing, this theory applies to much research on SNSs and body image.

Significance of the Study

This paper aims to give counsellors insight into the implications of digital technology on today's students so they can meaningfully provide support. The significance of the research is multilayered. Firstly, students have become digital experts and are immersed in a world of cell phones, tablets, and even smart watches where they can constantly access SNSs. Counsellors currently working in schools find themselves in a challenging position as they support students through technologies they did not grow up with. This digital divide has made students experts and counsellors the students in terms of technological capability and understanding (Gallo et al., 2016). Secondly, high levels of body dissatisfaction have been linked to mental health challenges (Mond et al., 2013). According to the Public Health Agency of Canada, as many as 25% of youth meet the standards for a psychiatric disorder (Woodgate et al., 2020). Finally, if school counsellors can provide early intervention, it may contribute to better health outcomes for students later in life (Membride, 2016).

Definition of Terms

Body Image: One's emotions and thoughts about their body. Today's body image ideals for females include a thin waist with curves in the hips and breasts. Male ideals include broad shoulders and a small waist. Adolescents are vying to meet these ideals with either weight gain or loss (Ganesan et al., 2018).

Digital Age: An era characterized by widespread access to digital technology has evolved how we store and share information. Less than 1% of the world's technological information was stored digitally in the late 1980s; by 2012, 99% was stored digitally (Hilbert, 2020). It is standard for most adolescent students to use digital devices at school and home.

Eating Disorders: Eating disorders (ED) are mental illnesses that affect people of all ages and genders. According to the American Psychiatric Association (2023), they are defined by upsetting thoughts and emotions coupled with acute and unrelenting behaviours associated with food consumption. Under the umbrella of ED are Anorexia Nervosa (AN), Bulimia Nervosa (BN), Binge Eating Disorder (BED), and Avoidance Restrictive Food Intake Disorder (ARFID).

Mental Health: A state of mental well-being that allows individuals to contribute to society, manage daily stressors and connect with others meaningfully. (World Health Organization: WHO, 2022). Risks for mental health problems can occur at any time, but developmentally sensitive periods are especially critical (World Health Organization: WHO, 2022).

Screen Time: the amount of time an individual spends on a screen, including smartphones, tablets, computers, and televisions.

Smartphones: a mobile phone with an integrated computer that can use various software applications, including web browsing. Smartphones are capable of photography and videography.

Social Comparison: A process where individuals compare aspects of themselves to others to determine their value (Buunk & Gibbons, 2007). Social media offers a platform where social comparison can be constant with rampant sharing of photos and videos.

Social Networking Sites: SNSs are applications accessed on smartphones, tablets and computers that allow individuals to share content with friends, family, and strangers instantly. Content

shared can include text, images, and videos. Applications allow private messaging and sharing with small groups or the entire public. Photo editing features, including filters and editing, and the ability to like and comment on content are often used. SNSs are also commonly used by businesses, and individuals with large followings are known as influencers. Popular SNSs are Facebook, Instagram, TikTok and Pinterest

Outline of the Remainder of the Paper

The remainder of this paper includes Chapters Two and Three. Chapter Two will explore the digital context, SNSs and body image, and mental health. Each theme includes subthemes, and relevant research will be analyzed and synthesized. The first theme will explore the digital context. Understanding adolescent norms, including sleep, screen time, sedentary time, and time in nature, gives the reader a point of reference for today's youth. Influences of parents and school communities are examined. The second theme investigates connections between SNSs and body image by examining social comparison, body positivity and protective factors. The final theme will examine mental health, including anxiety, depression, and eating disorders. A summary of the literature review will conclude this chapter. Chapter Three begins with a summary of the findings identified in Chapter Two. Following the summary are recommendations on ways school counsellors can support teachers and parents through psychoeducation and providing learning opportunities such as professional development. Finally, the paper will finish with concluding thoughts.

Chapter 2: Literature Review

Introduction

The next portion of the paper will identify themes emerging from the data. Each will be identified, and a rationale for choosing will be included. Themes will be broken into subthemes and will be further developed by analyzing and synthesizing scholarly sources. Firstly, the digital context will explore the digital norms of adolescents, the influence of parents and the ways that schools navigate technology. The second theme will explore connections between SNSs and body image by discussing social comparison, body positivity and protective factors. Finally, the third theme will examine pathways of anxiety, depression and eating disorders. A summary of the literature review will conclude this chapter.

Review of Research Literature

The Digital Context

An awareness of the digital context will give school counsellors a deeper understanding of how to support students. Technology has been changing at a rapid pace, and school counsellors must understand the way that human beings are interacting with devices. The impact of technology in our homes and schools' affects students in many ways. Research has demonstrated that adolescent norms, parenting styles and school factors contribute to how youth interact with the digital world. The digital context will be explained through analysis and synthesis of scholarly articles.

Adolescent Norms

The Canadian Paediatric Society (CPS) recommends no more than two hours per day of recreational screen time (ST) for youth aged 13-18 (Canadian Paediatric Society, n.d.). These two hours of screens include television, tablets, phones, and computers. While the guidelines are

clear, evidence suggests that many youths exceed the recommended timelines (Foerster et al., 2019; Khan et al., 2022; Larson et al., 2018).

Between 2006-2016 adolescents' adoption of smartphones and time spent on the internet has been on a steady rise (Twenge et al., 2018). Khan et al. (2022) completed a large internationally representative study with nearly 200,000 adolescents. Their study found that two hours of recommended daily screen time was exceeded with television (54.3%), computers (44.6%) and gaming (38.4%). This study's results demonstrated that higher screen time levels were correlated with increased levels of school stress and decreased levels of school satisfaction. In a Canadian study, researchers surveyed more than 40,000 high school students in Alberta and Ontario and found that, on average, youth spend more than 7.5 hours per day on screens (Katapally et al., 2018). They also found that participation in varsity sports decreased ST in all age groups and genders. Similarly to these findings, an extensive study of 11,427 youths showed that screen time is high among adolescents in the UK aged 13-15 (Twenge & Farley, 2020). They found that 25% of girls and boys spent more than five hours on screens daily.

Additionally, the authors examine the role gender plays in ST. Consistent with the findings of Katapally et al. (2018) the data underscores the observation that girls tend to allocate more time to SNSs, while boys predominantly engage in gaming. The authors highlight the importance of understanding that types of internet use have differing implications. They found depression, self-harm, low self esteem and low life satisfaction were directly related to time on SNSs and internet rather than hours on gaming and watching television. Results from their study indicated that girls' mental health is influenced negatively compared with boys who spend substantial time online. They explain that boys with heavy internet use were 75% more likely to have depressive symptoms than boys with low use however among girls the increased likelihood

of negative outcomes was 166%. The research of Katapally et al. (2018), Khan et al. (2022), and Twenge and Farley (2020) demonstrate that youth are spending significant amounts of time on screens. All authors used large sample sizes in their cross-sectional studies. It is important to note that self-reporting was used in these studies so the results may be inaccurate as individuals may either under or overreport. Understanding that ST is high, it is essential to consider how increased digital participation impacts the day in an adolescent's life.

The increase in ST has a domino effect on aspects of teens' daily lives and norms. While an increase in ST has occurred in recent years, a decrease in time in nature has been observed. Between 2015-2016, 543 middle school students from rural South Carolina were surveyed through an online or in-person questionnaire (Larson et al., 2018). A relevant finding from the study noted that most youth spent less time outdoors than on screens. A positive result of this study reveals that most participants spent at least two hours outdoors each day. This research supports findings from other studies that demonstrate youth in rural settings spend more time outdoors than youth in urban communities (Matz et al., 2015). In addition to this finding, it was also noted that students of colour and female students were less likely to spend time outdoors. These results align with a longitudinal study of Australian children that found neighbourhood green space encouraged more outdoor activity in boys than girls (Sanders et al., 2015). Together these studies point out that access to green space increases time outdoors.

In a systematic scoping review of 186 studies, high levels of screen time were correlated with negative psychological consequences; conversely, green time was associated with advantageous psychological results (Oswald et al., 2020). The authors note that initial evidence supports that the adverse effects of screen time can be mitigated through green time. It is important to know that much of the research regarding youth green time is correlational, and

further longitudinal analysis would be beneficial. Additionally, many studies depend on self-reporting, which can lend itself to misreporting. The authors suggest that reducing screen time and increasing time in nature may benefit youth.

In addition to less time in nature, youth are experiencing more hours of sedentary behaviours than previous generations. Hours outside of school where activity commonly occurs are now spent on screens, and more sedentary hours equate to less moving. Many health benefits result from regular physical activity (Janssen & LeBlanc, 2010). In a systematic review, 232 studies with nearly a million participants highlighted that reducing sedentary time in youth 5-17 years old is correlated with lower health hazards (Tremblay et al., 2011). The study identified correlations between low self-esteem, pro-social behaviour, academic achievement, fitness, and unfavourable body composition for participants with more than two hours of sedentary behaviours daily. Further, 9% of boys and 4% of girls meet the daily recommended 60 minutes of vigorous physical activity (Statistics, Canada 2011). This research indicates that youth are not getting adequate movement and that sedentary behaviours result in physical and mental health challenges.

Finally, youth are experiencing changes in sleep due to electronic devices. The American Academy of Sleep Medicine and the Sleep Research Society explain how chronic sleep deficiency can lead to many health problems, including physiological and neurobehavioral deficits (Banks & Dinges, 2007). The Canadian 24-Hour Movement Guideline for Children and Youth (ages 5-17) recommends that youth ages 5-13 have 9-11 hours of sleep and youth ages 14-17 have 8-10 hours of sleep per night (Tremblay et al., 2016).

In a cross-sectional study in Norway, of 9,846, youth ages 16-19, 90% self-reported using digital devices within one hour before bedtime (Hysing et al., 2015). Results of this study

showed that youth who were on devices closer to lights out took longer to fall asleep and experienced shorter sleep times. Foerster et al. (2019) discovered through a longitudinal study of students in Grades 7-9 that youth with high ST or nocturnal phone awakenings were likelier to develop various sleep issues. The authors noted that 80% of youth did not power off their phones and would wake up for messages or calls. Finally, Falbe et al. (2015) advised against youth having screens in rooms as their study exposed that youth with small screens in their rooms and those with high ST slept less than those with lower screen time and no screens in rooms. While all the sleep studies had large sample sizes, they depended on self-disclosure, which can lead to false reports. In addition to these findings, future research could include interviews with youth and parents to gain additional perspective. Further, many devices now have ST tracking and accessing those reports would provide more accurate reporting. While the findings show that ST and screens in rooms impact sleep, it is necessary also to consider that circadian rhythms naturally change in adolescence, which can contribute to sleep changes and how screens are used in the evenings.

In summary, the adolescent norms of today are different in many ways compared to the youth of past generations. Students spend more time on screens, less time in nature, less engagement in physical activity, and are experiencing changes in sleep patterns.

Parental Influence

Generally, parents have strong influences on their children's habits, and this includes media consumption. In a 2002 study, Gentile and Walsh evaluated six areas of media habits and demonstrated that healthy habits of parents were positively correlated with healthy habits in children. Further, they discovered that children with televisions in their rooms scored lower in all areas, including school performance. Since the time of this study, much has changed in the way

that media is distributed and received. We can identify how parent modelling, monitoring, and parenting styles impact youth by examining more current studies.

Parenting advice is plentiful, and many books, blogs, podcasts and advice forums exist for parents of newborns and up. While parenting supports have long existed, today's parents are the frontiers of parenting in a digital age. Parenting typologies have been described as permissive, authoritarian, and authoritative (Baumrind, 1971). Authoritarian parents are described as focusing on obedience and using punishment rather than discipline. Authoritative parents enforce rules and focus on creating a positive environment through connection. Permissive parents tend to focus on connection and struggle to set boundaries.

These types of parenting have been examined by researchers looking at screen time, risk coping and risk-taking associated with online activities. In a multicenter, cluster randomized controlled trial including five countries and more than 6,000 children and parents, the authors found that controlling (authoritarian) parenting resulted in higher screen time. In contrast, parents with rules (authoritative) were correlated with less time on screens (Bjelland et al., 2015). These findings are consistent with the research conducted by Ramirez (2010) and Carlson et al. (2010), which indicated that parental regulations regarding television viewing were inversely correlated with the duration of television consumption. Further, they both noted that when children agreed with these rules, an increase in television time was less likely. Parental involvement as a protective factor, as explained by Ramirez (2010) and Carlson et al. (2010), was also noted in a study by Seguin et al. (2021); these authors all point to modifying parenting styles as ways to support healthy screen time habits. In another cross-sectional study, Vaala and Bleakley (2015) found lower internet engagement in teens with parental monitoring (authoritative); however, parental tracking (authoritarian) predicted more teen direct messaging or chatting. Wisniewski et

al. (2015) looked further into the differences between direct intervention (authoritarian) and active mediation (authoritative). The author's main finding highlights that direct intervention only (such as setting up a child's social media account or using parenting controls) may create a risk exposure reduction but can adversely reduce the youth's capacity to manage themselves and keep them safe from harm. The authors suggest that direct interventions and active mediation (discussing and assessing posts and comments) will create rules and allow youth to learn through experiences. Vaala and Bleakley (2015) and Wisniewski et al. (2015) highlight the importance of rules and autonomy so youth can learn to navigate social media independently.

Parent modelling is influential to children in many aspects of life. Researchers have examined parents' engagement with digital media, and the results are unanimous. Repeated and relevant findings from seven countries and hundreds of participants show that parents who have high engagement online have children who are highly engaged online (Minges et al., 2015; Shoeppe et al., 2016; Totland et al., 2013; Vaala & Bleakley 2015). These authors examine qualitative and quantitative data through self-reporting, focus groups, interviews, and observations, leading to the same results however, longitudinal data is still needed. According to Shoeppe et al. (2016), 68% of adults believe screens should be limited on school days; in a position statement from CPS, 75% of Canadian parents are worried about the amount of time children interact with media (Canadian Paediatric Society, 2019). Most parents recognize that implementing screen time limits is beneficial (Minges et al., 2015). However, adults are engrossed in technology use, and Shoeppe (2016) notes that most adults spend more than two hours on screens daily. Considering this, it can be challenging for parents to ask children to be on their devices less when the parents are also struggling to manage their own ST. Further, for some parents, ST provides entertainment and distraction for children, giving parents a break from

parental responsibilities. Shoeppe (2016) concluded that adults with lower screen use are likelier to implement screen time boundaries. With these results in mind, a suggestion for adults to make changes in their ST may lead to the execution of parental guidelines for ST.

Digital Integration and Its Implications in the School Environment

Youth spend most of their waking hours in school. The digitization of the present-day impacts students' school experiences. Many factors can be considered when examining student's digital experience in school. The following will review how the digital divide, school policy, and teacher education and beliefs affect youths' interactions with technology at school.

The digital divide is a gap between younger people who are fluent and immersed in technology, including SNSs, and older people who are less adept. As technology advances briskly, adults working with youth often find themselves in an unusual situation—young people are more knowledgeable on this front than they are.

Prensky (2001) identified the divide as splitting the population into two groups: "digital natives" who grew up with technology, including computers and gaming devices, as part of their everyday life, and "digital immigrants" who must work hard to keep up with ever-changing technologies. This role reversal impacts the counselling realm, where the helper sometimes feels their effectiveness is lacking due to the digital problems that arise for their students (Gallo et al., 2016).

School counsellors support students with various issues during adolescence, including social and emotional challenges. SNSs now play a central role in social dynamics for youth. As school counsellors do not have the lived experience of socializing with peers digitally during their youth, the gap in understanding becomes evident. Finding ways to close this gap will allow school counsellors to support their students better.

A few decades ago, classrooms were equipped with chalkboards, pull-down maps, and overhead projectors. Presently, computers, tablets and mobile devices are commonplace in schools. Mobile phones have become an inherent part of daily life, with potential benefits and drawbacks. Schools have been tasked with creating policies surrounding the advances in technology. In a national survey of high school principals from 46 American states, the authors found that 84% of schools have district or school policies regarding cell phones (Obringer & Coffey, 2007). Further, the authors found that 82% of parents supported the school cell phone policy. In a more recent study, Tandon et al. (2020) also found that most schools had policies around cell phones. Their study delved further into the exact procedures and found that many schools allowed cell phone use during breaks and in-class time. The authors also noted that most principals reported that cell phone use impacted students' academic and social well-being.

Teachers create rules and guidelines within their classrooms. Teachers' education or beliefs about technology may impact how the classroom interacts with technology. Teachers are reporting both benefits and barriers to cell phones in classrooms. A significant barrier reported by teachers is distraction (Thomas et al., 2013; Thomas et al., 2014). Interestingly, students also report distraction as a challenge of cell phones in the classroom (Thomas & Munoz, 2016). Additional results from this survey indicated that cheating, bullying, access to inappropriate content and sexting were further barriers. An experimental study showed that students scored lower on a surprise quiz when a cell phone was ringing (Shelton et al., 2009). This study provides evidence to support what students and teachers are reporting as a challenge of cell phones in classrooms.

Some of the benefits of cell phones in classrooms, as reported by teachers, include student engagement and motivation (Thomas et al., 2013). Additional advantages to cell phones

in classrooms, according to teachers and students, include access to the internet, educational apps, calculators, and calendars (Thomas et al., 2014; Thomas & Munoz, 2016). A relevant finding from Thomas et al. (2013) was that a majority (69%) of teachers were in favour of using phones in the classroom for school-related work; however, in contradiction to those findings, only 39% of teachers were agreeable to cell phones being allowed in class (Thomas et al., 2014). While further research is needed, evidence suggests teachers' responses to cell phones in classrooms can differ.

Today's youth have been raised with technology in a way that most teachers, counsellors, and administrators did not experience. School staff are challenged to keep up with students while at the same time creating policies and classroom rules that promote learning and inclusion.

Connections Between SNSs and Body Image

Social media use is the norm for youth today. Scholarly articles on how media impacts body image abound. Traditional media, including television and magazines, have proven to impact body satisfaction negatively (Grabe et al., 2008). Contemporary research focuses on the impacts of SNSs on body image, as defined by the following categories: body image dissatisfaction (BID), thin-ideal internalization, self-esteem, and appearance comparison (Cohen & Blaszczynski, 2015; Fardouly & Vartanian 2016).

School counsellors offer students support in various ways, helping with social, emotional, and academic challenges. With most school-aged students interacting with SNSs daily, school counsellors need to support students with the psychological effects on body image. Three sub-themes that have emerged within this research include social comparison as a predictor of body dissatisfaction, impacts on mood and body image due to viewing body-positive content, and

social media literacy as a protective factor. The following will provide an in-depth analysis of the literature connected with each sub-theme.

Social Comparison

A meta-analytic review by Myers and Crowther (2009) demonstrated that higher body dissatisfaction levels correlate with social comparison. They also found that women were more impacted than men. This is worth noting because, at the time of publication, the only SNS was Facebook. Since then, many other SNSs have been introduced and gained tremendous popularity. In a more recent overview, Fardouly and Vartanian (2016) revisited social comparison and body dissatisfaction specifically through the lens of SNSs by examining evidence from cross-sectional, experimental, and longitudinal studies. Their findings supported the earlier work of Myers and Crowther (2009) and concluded that comparison to others on social media is connected to body image concerns.

Researchers have divided social comparison on SNSs into two categories: social comparison with peers and social comparison with non-peers. These categories have also been compared with traditional platforms such as online magazines. Recent experimental studies examined the effects on body image and mood in young women engaging in SNSs (Cohen & Blaszczynski, 2015; Fardouly et al., 2015; Hogue & Mills, 2019). Each experiment had a slightly different take on the types of comparison. While Cohen and Blaszczynski (2015) and (Fardouly et al. (2015) examined appearance comparison and body dissatisfaction on social media versus traditional media, Hogue and Mills (2019) investigated the differences between comparison with peers versus comparison with family members. Relevant findings to note are that body image worsened after comparison to peers, but body image was not impacted by viewing family members' accounts (Hogue & Mills, 2019). In contrast to these findings, Fardouly et al. (2015)

did not find evidence to support that time on Facebook led to increased body dissatisfaction. What was noted, however, was negative mood and face, skin, and hair-related concerns.

When reviewing these findings researchers must realize they have limited control of the content viewed, as participants are looking through their own Facebook feeds. Cohen and Blaszczynski (2015) aimed to control the content in their experiment and exposed one group of participants to mock Facebook images and another group to images from traditional media. While evidence did not support their hypothesis that time on Facebook would lead to higher body dissatisfaction than time on traditional media platforms, a weakness in this argument is that the mock Facebook feed did not show images of peers. Therefore, it may have been viewed similarly to traditional media.

It is important to note that these experiments were completed in minutes, and time spent on SNSs is higher in real life. The authors stress that real-life results may be amplified. Another discrepancy is that each sample was made up of women selected from one university. The studies had moderate-sized samples of between 100-200 participants and consisted of predominantly Caucasian women. The findings may have been more applicable if the samples had been drawn from various sources and included representation from other genders. As such, the authors point out that the findings cannot be applied to the general population. Further research is needed, including longitudinal studies. In addition to Facebook, future studies should consider examining body image dissatisfaction among other social media platforms such as Tik Tok or Snapchat.

Body Positivity

A recent trend on SNSs is the movement of body-positive posting. Body-positive content aims to challenge mainstream beauty ideals as the general population begins to understand the

negative implications of appearance comparison through social media sites. The body-positive movement encourages appreciation and acceptance of all body types.

Emerging research is examining the effects of viewing body-positive images and captions on mood and body image. Most of the literature in this area stems from correlational research, but two recent studies have shown promising findings through experimental studies (Cohen et al., 2019; Tiggeman et al., 2020). One examined mood and body image effects by viewing positive body posts on Instagram (Cohen et al., 2019). A sample of 195 young predominantly Caucasian women were placed in one of three groups: body-positive, thin-ideal, and appearance neutral. Preselected Instagram images were viewed for three minutes, and participants completed surveys before and immediately after viewing images. This is the first study to show improvements in mood, body satisfaction and body appreciation from exposure to body-positive images. The authors point out that viewing positive body content is a feasible and economical way to reduce negative implications associated with social media and body image. One limitation of this research, however, is the inability to distinguish if the impact resulted from the body positive image or the caption.

To build on this research, Tiggeman et al. (2020) created a two-by-two experimental design examining body dissatisfaction and body appreciation with photographs with and without captions. A significant finding was that body-positive captions did not result in positive benefits. This calls attention to the impact of the images viewed on SNSs. However, a question that needs to be asked is whether the results would apply to a broader population. Both Cohen et al. (2019) and Tiggeman et al. (2020) failed to consider other genders and age groups. Future studies should include diverse age, gender, and racial populations. Further, both experiments take only minutes to complete meaning real-life applications might carry more weight. Together these

studies point to the positive effects of viewing body-positive images, and the authors point out that, unlike traditional media, SNS users can curate their feeds accordingly.

Protective Factors

Social media literacy as a protective factor for body image is gaining attention from scholars (Burnette et al., 2017; Diedrichs et al., 2015, Mclean et al., 2017; Tamplin et al., 2018). Additional possible protective factors include parental influence and awareness in the school environment (Burnette et al., 2017). Research has supported that integrating interventions into schools where teachers can provide instruction provides accessibility and reduces cost (Kilpela et al., 2014). If teachers have the resources to provide social media literacy lessons, then many students can be reached at one time which increases accessibility. Further, having teachers provide the instruction is more cost effective than bringing in external agencies.

A cluster randomized control trial examined the effectiveness of a single-session intervention delivered by teachers and researchers and short-term improvements in body esteem resulted (Diedrichs et al., 2015). Suggestions for a multi-session version were recommended. Building on this, a ground-breaking quasi-experimental, classroom-based pilot program evaluated the effects of a social media literacy intervention for girls (Mclean et al., 2017). Like results from Diedrichs et al. (2015), an essential and relevant finding showed that body esteem increased in participants in the intervention group. While this research provides a valuable starting point, it fails to consider long-term implications, and longitudinal studies would support future research. Both interventions specifically targeted young females, so it is unknown if these protective factors would have the same implications for males. In an experimental trial, Tamplin et al. (2017) investigated the protective factors of social media literacy in young men and women. While both men and women were affected by idealized images, social media literacy

only proved to diminish these adverse effects in women. Considering these findings, evidence is emerging to support media literacy as a protective factor for body satisfaction in young women.

Mental Health

A prominent area of interest in current research examines the impacts of SNSs on mental health. According to Statistics Canada, the population with the most significant decrease in perceived mental health between 2018-2020 was youth ages 15-24 (Statistics Canada, 2022). The number of adolescents reporting good mental health declined from 62% to 40%. With the knowledge that levels of poor mental health continue to rise, school counsellors need to understand what factors contribute to this problem. Studies have shown that high levels of body dissatisfaction are connected to mental health challenges (Mond et al., 2013). Specifically, negative body image perception contributes to decreased self-esteem, which impacts psychological turmoil (Duchesne et al., 2016). With the knowledge that early intervention is essential, school counsellors must understand the pathways of specific mental health issues like depression, anxiety, and body dissatisfaction to provide interventions and preventative support to students (Membride, 2016).

Anxiety and Depression

Between 2012 and before the Coronavirus Pandemic, decreases were noted in youth psychological well-being (Twenge et al., 2018). A large body of studies examine the impacts of ST and correlations with anxiety and depression. The results are varied, and there is evidence that points to a decrease in psychological well-being with social media use (Rasmussen et al., 2020; Neira & Barber, 2014; Fardouly et al., 2020) and contrary research that demonstrates that SNSs can be neutral regarding psychological well-being (Berryman et al., 2017; Coyne et al., 2020). With today's youth frequenting SNSs, school counsellors need an understanding of the

possible mental health implications associated with use. Researchers have examined psychological well-being, specifically depression, anxiety, and social media use. Two emerging themes include time spent on SNSs, type of SNSs, and gender of participant.

Time Spent on Screens.

The United Kingdom Millennial Cohort Study (MCS) examined the impacts of time spent on screens on mental health (Kelly et al., 2018; Twenge & Farley, 2020). Both studies deemed that increased time spent on SNSs led to more depressive symptoms. Kelly et al. (2018) did not specifically examine the types of media used but concluded that higher ST was linked with negative mental health implications. To further examine this research, Twenge and Farley (2020) make the valid point that types of screen time can lead to varying results; for example, higher time on social media and the internet is linked with more depressive symptoms than time spent gaming. Both studies had large sample sizes and derived data from the same wave in the MCS; however, it is important to note that data collection was done through self-reporting. While Kelly et al. (2018) gathered data from youth and their parents, Twenge and Farley (2020) only gathered data from youth. New technologies exist to monitor screen time on digital devices, and these technologies can also categorize the types of screen time used. Future research could use these technological advances to gain more accurate information. While both studies demonstrated that higher ST was associated with poor mental health, the research does not demonstrate a clear causation. The question that still needs to be addressed is whether people who are more depressed and anxious spend more time on screens or whether high ST leads to depression and anxiety.

In contrast to the connections found between time spent on screens and poor mental health, Coyne et al. (2019) found evidence to the contrary. Their longitudinal study collected

data from 500 youth from ages 13-20. Their initial results showed that higher screen time was moderately correlated with poorer mental health. However, the critical offering of their study was examining within-person changes rather than between-person. The authors discovered that at an individual level, increased ST did not equate to higher perceived anxiety or depression. Conversely, when individuals lowered their screen time, they did not lower their levels of depression and anxiety. The researchers suggest future studies examine the context and content of ST. The results of this study pose questions about other factors that might contribute to depression and anxiety in youth. Considering parent's education, income, marital status, and mental health history would benefit future studies.

Berryman et al. (2017), like Coyne et al. (2019), found that concerns about time spent on screens may be misguided. Their cross-sectional study of young adults highlighted the importance of understanding how SNSs are used rather than how much they are accessed. While the authors did not find associations between ST and mental health, they concluded that vaguebooking (posting something vague and exceptionally private or emotional) predicts suicidal ideation and loneliness. Other significant findings were that perceived social support is a protective factor of mental health, while conflict with parents and a strong need to belong can be risk factors for mental health. Limitations of this study, as pointed out by the author, include self-reported cross-sectional data. While both Berryman et al. (2017) and Coyne et al. (2019) examined mental health factors, participants were self-assessing, and adding a clinical component to future research in this area may be helpful.

A final consideration when examining the varying results is a discussion of the age of participants. Coyne et al. (2019) examined youth 13-20, while Berryman et al. (2017) participants had a mean age of 19. The studies that demonstrated positive correlations between

mental health and ST had younger adolescent participants ages 13-15 (Kelly et al., 2018; Twenge & Farley, 2020). These findings may suggest that younger adolescents are more likely to have mental health implications of prolonged ST.

Biological Sex.

Biological sex is another theme surrounding mental health and screen time. Three recent studies have examined the differences in types of screen use, screen time and mental health and relations between males and females. (Coyne et al., 2020; Kelly et al., 2018; Twenge & Farley, 2020). All three studies found that girls spent more time on SNSs than boys, whereas boys spent more time gaming. Additionally, the authors found more positive correlations between girls' ST and depressive and anxious symptoms than with boys. Twenge and Farley (2020) argue that not all ST is alike, and future research should focus on types of ST. Future research examining time spent on platforms may help to identify if certain kinds of SNSs are associated with mental health challenges.

While youth mental health has declined between 2012-2018, we cannot determine the cause. Some research demonstrates that high ST equals poor mental health, while others do not. Evidence suggests that girls spend more time on SNSs and are more likely than boys to have depressive and anxious symptoms. Perceived social support and strong parental relationships are considered protective factors for youth. More research is needed to demonstrate the causality between screen time and lower mental health.

Eating Disorders

Eating disorders (ED) are mental illnesses that affect people of all ages and genders. According to the American Psychiatric Association (2023), they are defined by upsetting thoughts and emotions coupled with acute and unrelenting behaviours associated with food

consumption. Under the umbrella of ED are Anorexia Nervosa (AN), Bulimia Nervosa (BN), Binge Eating Disorder (BED), and Avoidance Restrictive Food Intake Disorder (ARFID). People with EDs have elevated mortality rates, with AN being the highest (Arcelus et al., 2011; Smink et al., 2012). According to Statistics Canada, ED impacts women ten times more than men (Statistics Canada, 2012). The Canadian Mental Health Association notes that women are affected mainly by AN and BN, but BED has a more equal impact on men and women.

Further, they explain that these disorders usually begin in adolescents and are often comorbid with other mental health challenges like depression and anxiety (CMHA, 2023). Data demonstrates that ED were on a steady rise in recent years, with a sharp increase in 2020 (Harrison et al., 2021; Penn State Health, 2023). Understanding the severe potential outcomes of ED coupled with the steady rise of diagnoses, researchers are examining possible underlying issues contributing to ED.

One area of interest is understanding the use of SNSs and disordered eating. Body dissatisfaction strongly predicts ED (Cooley & Toray, 2001; Wertheim et al., 2001). Houge and Mills (2019) found that social comparison to peers is a pathway for body dissatisfaction. With this understanding, researchers are examining the impacts of SNSs on body dissatisfaction and ED.

An area of concern with social media is pro-anorexia (pro-ANA) or pro-eating disorder (pro-ED) content easily accessible to users. SNSs utilize algorithms to provide interesting and user-relative content to engage users for extended periods. These algorithms provide users searching for pro-ED content with additional recommendations of similar material. In recent years, published articles scrutinized SNSs for the dark side of algorithms (Greenfield, 2013;

Gregoire, 2017; Ryan, 2013). In response to this scrutiny, SNSs have begun to use hashtags as a way to moderate harmful content.

Two recent studies have examined how users can still access and become embedded in pro-ED content even with the moderation of hashtags by SNSs (Gerrard, 2018; Harriger et al., 2022). Gerrard (2018) and Harriger et al. (2022) concluded that harmful content is still easily accessible and often recommended. Further, they suggest that social media companies must take action to reduce the potentially harmful implications of pro-ED content consumption. In a 2021 press release, the Academy for Eating Disorders pleaded that SNSs stop using algorithms and take action to protect individuals at risk and struggling with disordered eating and ED (Academy For Eating Disorders, 2021).

Understanding the underlying processes of body dissatisfaction and an awareness of SNSs content will help counsellors to recognize students who might be at risk of experiencing this dissatisfaction. Adolescence is a crucial period of body image development, and factors such as dieting and weight talk in families, puberty onset, and maladaptive uses of SNSs all play a role in BID and ED.

Parental and Peer Influences. In three current studies, researchers have been interested in understanding the impacts of parental and peer teasing and pressure surrounding weight and dieting (Helfert & Warschburger, 2011; Neumark-Sztainer et al., 2010; Schaefer & Salafia, 2014). These studies examined adolescents between the ages of 11-16 years. Schaefer and Salafia (2014) and Helfert and Warschburger (2011) investigated the impacts of parents and peers on both boys and girls. Their main aim was to see the impacts on girls' BID and boys' drive for muscularity. Conversely, Neumark-Sztainer et al. (2010) examined a more specific group of adolescent girls in a school for overweight and sedentary girls. While Neumark-Sztainer et al.

(2010) specifically looked at a high-risk population, it is essential to note that their findings would not apply to the general population. All studies used body mass index (BMI) scores to assess participant's baseline. Schaefer and Salafia (2014) and Helfert and Warschburger (2011) relied on self-reporting for their studies, while Neumark-Sztainer et al. (2010) had participants height and weight collected by professionals. Similar findings from all studies showed that appearance-related teasing was harmful and negatively contributed to BID for girls and increased drive for muscularity in boys. One interesting finding is that teasing by parents was strongly correlated with teasing by siblings (Schaefer & Salafia 2014). The authors suggest that parents must understand how teasing can impact sibling dynamics. The authors also noted that more students were experiencing peer teasing. Finally, the authors suggested that youth examine their practices and beliefs as the impacts of peer teasing can be harmful.

In addition to teasing, many parents were reported to have conversations about weight and dieting around or with their children. One study found that 45% of girl's moms urged their daughters to diet (Neumark-Sztainer et al., 2010). Further, another study found that parent encouragement, whether ill-intended or not, was a strong predictor of weight concern in boys and girls, even more so than appearance-related teasing (Helfert & Warschburger, 2011). The authors explain that there is a delicate balance between encouraging and pressuring. Results from Neumark-Sztainer et al. (2010) suggest that parents' dialogue and behaviours may contribute to disordered eating. They concluded that under no circumstances did family dieting and weight talk benefit youth.

Onset of Puberty. The onset of puberty is a time of many changes in the body (*Raising Children Network*, n.d.). Children get taller, heavier, and stronger. Puberty takes place over a length of time between the ages of 8-14 years. In girls, the development of breasts and widening

of hips are physically notable changes, while boys grow taller, and their chest and shoulders become broader.

Researchers are curious about the implications of puberty onset on BID. Researchers want to know more about differences in early maturing, on-time, and late maturing adolescents. Findings from a cross-sectional study did not show that age of onset indicated risk factors for body dissatisfaction but noted that girls who perceived themselves as overweight before puberty were more likely to engage in disordered eating and have higher body dissatisfaction (Ackard & Peterson, 2001). Contrary to this research, McCabe and Ricciardelli (2004) conducted a longitudinal study including girls and boys. A key finding was that early and late-maturing girls are more at risk for engaging in health-risk behaviours. Further, they found that body image dissatisfaction was a predictor for all girls to engage in weight loss behaviours. The authors also noted that boys were likelier to engage in activities to increase muscle.

During the onset of puberty, many youth are engaging with SNSs. A recent study reported that more than 70% of middle school students were engaging with Instagram and that Snapchat and YouTube were also popular (Martin et al., 2018). Two recent studies have examined the timing of puberty and its connections with ST (Hoyt et al., 2020; Lee & Spence (2016). Both studies gathered data in several waves using a longitudinal approach. Lee and Spence did not find a direct connection between puberty onset and ST, but they found that early-maturing boys were likelier to have increased body mass index (BMI), and those with higher BMI were engaging in more ST. These findings were not consistent for girls.

Conversely, Hoyt et al. (2020) found that girls reaching puberty prior to peers led to higher ST. Key findings from Hoyt et al. (2020) highlight that early puberty and early puberty

compared with peers lead to more negative outcomes for girls than boys. The authors suggest that in addition to further research, all children should have early access to puberty education.

Engagement with Social Media. How youth engage in social media and the potential implications for BID and ED have interested researchers. In a systematic review, Holland and Tiggemann (2016) found that involvement in SNSs correlates with BID and ED, and gender was not a moderating factor. The authors highlighted that practices of viewing and uploading photos were distinctly troublesome. It was concluded that while there is plenty of correlational research, more experimental and longitudinal studies are required. In a more recent meta-analysis, Zhang et al. (2021) examined disordered eating and connections to SNSs. Their findings supported the earlier work of Holland and Tiggemann (2016) and concluded that persistent concentrated use of SNS was positively correlated with disordered eating behaviours. The authors recommended opportunities for learning healthy SNS engagement.

One theme that has emerged from examining engagement with social media relates to photos of oneself, known as selfies. Recent correlational studies have examined associations between selfies and BID (Lonergan et al., 2019; McLean et al., 2015; Saunders & Eaton, 2018). While all studies deemed that self-photos had positive associations with BID, each study took a slightly different approach. McLean et al. (2015) was the first study to examine the associations of body dissatisfaction and dietary restraints with selfies in early adolescent females. Their study demonstrated that girls who post more selfies have higher overvaluation of shape and weight, body dissatisfaction and dietary restraint. Lonegran et al. (2019) also discovered that selfies equally impacted men's and women's BID. The authors sought to understand risk and protective factors for BID; however, their hypothesis that self-esteem would be a moderating factor for BID was not supported. Examining the differences between upward and downward comparisons

(upward comparisons are to superiors while downward comparisons are to inferiors), Saunders and Eaton (2018) discovered that upward comparison and body surveillance were positively associated with disordered eating outcomes. The inclusion of Facebook, Instagram, and Snapchat was significant in their research. This is important as much of the previous literature focuses on Facebook. It is essential to consider that Saunders and Eaton (2018) and Lonegran et al. (2019) participants were all first-year university students, while McLean et al. (2015) had seventh graders as participants. Also, important to note is that only Lonegran et al. (2019) included men in their study. While these studies have their limitations, they point to the harmful effects of posting and editing self-images, and the authors point out that interventions to promote healthy engagement with SNSs would be beneficial.

Summary

Plenty of data exists to explain the digital context. Understanding adolescents' norms, parenting impacts, and school factors provides a wide lens on today's youth. Key findings highlight that most youth engage in higher ST than is recommended. Studies demonstrated that ST differed between boys and girls, with boys spending more time gaming and girls engaging more on SNS. A protective factor of engaging in sports showed decreased ST. A decrease in time in nature has been noted with today's youth and is especially problematic for girls of racial minority groups. Research has shown that youth in rural areas and those with neighbourhood green spaces are likelier to spend time in nature. Time in nature has the potential to mitigate the negative impacts of screen time. Sedentary behaviours are rising, and few youths meet the recommended 60 minutes of vigorous daily physical activity. Finally, the sleep habits of youth are impacted by devices, with youth sleeping for shorter times and experiencing more sleep interruptions. Parenting styles and modelling have implications for how youth interact with

mobile devices. Parents who create boundaries and rules and model healthy behaviours create protective factors for youth. Parents who are either restrictive or passive or struggle with their ST have youth who also struggle with healthy ST. Adolescents spend most of their waking hours in school, and school factors contribute to youths' relationships with digital devices. While many schools have policies around cell phones, there are inconsistencies around teachers' beliefs and practices. Students and teachers have expressed both barriers and benefits to cell phones in classrooms.

When reviewing emerging themes in body image research, several key issues were highlighted regarding samples, methods, contexts, and results. It should be noted that most of the research participants were young adult females. Some studies examined adolescent females, and very little research investigated social media and body image in males. School counsellors need more information on implications for male, trans and non-binary students. While there is much correlational and experimental research, more longitudinal studies are needed. Today's youth engage in various SNS; however, most research focuses on the implications of Facebook. There is a need to examine the implications of multiple SNSs. While research demonstrates that SNSs can negatively impact body image, a growing body of evidence supports parents, teachers, and school counsellors in combatting this phenomenon. Some protective factors against negative body image include body positivity content, social media literacy, school environment and parental attitudes.

The mental health of youth has been declining, and today's youth are highly anxious and depressed. While researchers are still debating correlations between ST and mental health, more evidence is needed to determine causation. Research has pointed out that girls are more likely to experience depressive and anxious symptoms. Protective factors for youth with adverse mental

health issues included perceived social support and strong relationships with parents. The prevalence of eating disorders has increased, and underlying pathways need to be understood. Family and peer cultures of dieting, weight talk, and appearance-related teasing are all associated with adverse outcomes. The onset of puberty can put early-maturing and late-maturing girls at higher risk for disordered eating symptoms. Finally, problematic use of SNSs can contribute to disordered eating behaviours. Specifically, posting and manipulating photos of oneself are correlated with BID.

Chapter 3: Summary, Recommendations and Conclusions

Summary

This section of the paper will provide a summary of the literature review. A snapshot of adolescent norms, parenting, and school factors will provide an understanding of today's youth. A review of body image and engagement with SNS examines social comparison, body-positive content, and protective factors. Finally, reviewing mental health implications correlated with screen time will examine anxiety, depression, and eating disorders.

Adolescent norms look different from those of past generations. Decreases in sleep, time in nature, and movement have been noted (Hysing et al., 2015; Larson et al., 2018; Statistics, Canada 2011). Increases in sedentary behaviours and ST higher than the recommended two hours are standard (Foerster et al., 2019; Khan et al., 2022; Larson et al., 2018). Involvement in sport and time in nature can attenuate the potential impacts of time on screens (Katapally et al., 2018; Oswald et al., 2020).

Parenting styles and parent modelling strongly predict healthy relationships with screen engagement. Parents who are permissive or restrictive have youth who do not follow ST guidelines, whereas parents who create rules with their children usually have more compliance (Bjelland et al., 2015; Carlson et al., 2010; Ramirez, 2010). Further, parents who have healthy ST behaviours are more likely to have youth who have healthy ST engagement. This means that parents who are on devices constantly are more likely to have children who are also regularly on their devices (Minges et al., 2015; Shoeppe et al., 2016; Totland et al., 2013; Vaala & Bleakley 2015).

School factors should be considered when examining youths' relationships with digital devices. School policies and teachers' beliefs impact the ways students engage with devices.

Even with school policies in place, classroom rules can create inconsistent guidelines. Teachers and students have highlighted the drawbacks and advantages of cell phones in classrooms, with distraction being the biggest challenge (Thomas et al., 2013; Thomas et al., 2014; Thomas & Munoz, 2016).

Social media use is a norm for adolescents today. Social comparison is unavoidable in day-to-day life, but using SNSs amplifies comparison opportunities with constant photo and video sharing. Researchers have found that social comparison with peers is more harmful than comparison to others and that comparison to peers leads to feelings of body dissatisfaction (Houge & Mills, 2019). Body positivity is a social campaign focused on challenging unrealistic beauty standards and drawing attention to accepting all body types. Emerging research has shown that viewing body positive content leads to positive feelings about oneself compared with negative feelings associated with the consumption of images of conventionally beautiful people. (Cohen et al., 2019; Tiggeman et al., 2020). Social media literacy allows users to evaluate and participate in SNSs critically. Research has shown that social media literacy intervention programs improve self-esteem in young girls and women (Diedrichs et al., 2015; Mclean et al., 2017).

The mental health of youth has been declining, with more anxiety, depression and eating disorders than ever before (Twenge et al., 2018). Upon examining research on mental health and ST, key findings were that higher ST led to more depressive symptoms (Kelly et al., 2018; Twenge & Farley, 2020). Further, time on SNSs had stronger correlations with adverse mental health than time spent gaming (Twenge & Farley, 2020). Studies have shown that online engagement differs by biological sex and that girls spend more time on SNSs and boys spend

more time gaming (Coyne et al., 2020; Kelly et al., 2018; Twenge & Farley, 2020). This research points to girls being more at risk for mental health challenges with ST than boys.

Finally, examining the onset of puberty, familial and peer pressures, and maladaptive uses of SNSs points to risk factors for eating disorders. Early and late-maturing boys and girls are at higher risk for ED (McCabe & Ricciardelli 2004). Families who focus on weight and dieting and peer pressure also contribute to ED (Helfert & Warschburger, 2011; Neumark-Sztainer et al., 2010; Schaefer & Salafia, 2014). Lastly, youth who post and edit photos of themselves are at higher risk for engaging in disordered eating, and pro-ANA content is easily accessible with current algorithms of SNSs (Lonergan et al., 2019; McLean et al., 2015; Saunders & Eaton, 2018).

Recommendations

In reviewing the literature, researchers have found ways school counsellors can support students with body image in a digital age. The first step involves counsellors closing the digital divide by understanding students' technologies and bringing awareness to the norms of today's youth and the recommendations for sleep, activity, and screen time. Social media literacy, school environment and parental influences have been proven to support students with body image. Below are recommendations for ways school counsellors can move forward with this knowledge.

Digital Divide

As school counsellors find themselves in an unusual position where the students are the technology experts, it is essential to find ways to close the gap between the "digital natives" and "digital immigrants." Youth Teaching Adults offers a cost-free digital literacy program for adults, providing tutoring, lesson plans and group workshops in-person and virtually (*Digital Literacy Program for Adults L ABC Connect for Learning, n.d.*). This program has been partially

funded by the government of Canada. Resources for counsellors are often shared at district counselling meetings, and this would be an appropriate time to distribute this information to school counsellors. It is necessary to consider that school counsellors are busy with high caseloads, and time constraints are real. This resource offers flexibility because of the variety of lessons and formats.

Safer Schools Together (SST) is another resource that bridges the gap between youth and counsellors. This program supports communities in North America and offers training to law enforcement, school districts and community partners (Safer Schools Together, 2023). These programs allow adults to learn about current online social media platforms and trends that youth are engaging in. They offer training for internet lingo and slang terms, social media awareness, digital citizenship and more. For adults to have an awareness of the ways that youth are interacting on their digital devices will provide an aid to school counsellors. SST offers free resources and paid programs.

Social Media Literacy

Often, school counsellors work in classrooms and with smaller focus groups. Several programs for social media literacy are addressed in this portion of the paper. La Trobe University's psychology department has created The Happy Being Me program. This curriculum is an evidence-based social media literacy program demonstrating body positivity results in a recent case study (McLean et al., 2013). Students receive six 50-minute lessons with a particular focus for each day, including media literacy, appearance-related conversations, and harms of body comparison. The program was designed for pre-adolescent boys and girls ages 10-11. Additionally, La Trobe University created the SoMe project—another six-session classroom intervention to support social media literacy. These programs aim to reduce body dissatisfaction,

comparison, and the kinds of conversations young people have about body image. Trials resulted in increased body satisfaction and, reduced risk factors and internalization of appearance ideals in girls. Boys showed improvements in comparison and internalization. Over time, only increases in body satisfaction were noted in girls (Happy Being Me, n.d.). While these programs have positive implications, regression must be considered, and schools must continue working with students to maintain body positivity. School counsellors can implement this program or provide the lessons to the classroom teacher for a more global approach. Please see Appendixes A and B to view the lesson plans.

The Social Institute (TSI) is an American based program that offers a curriculum for students in grades 3-12 and a parent toolkit (The Social Institute, 2023). The program is a resource for teachers, students and parents and takes a positive approach to understanding and equipping students with skills for social success. The elementary curriculum addresses rudimentary social skills and emotional consciousness. The middle-year's program addresses social predicaments and appropriate uses of SNSs and technology whether the students are on these platforms or not. Finally, the high school program builds on the previous year's program and focuses on emotional flexibility, balanced technology use, and the complex challenges of adolescents. The program has impacted more than 50,000 students and is being implemented locally in a Victoria school. It must be noted that there is a cost associated with this program, and not all districts will have the budget to implement it.

Finally, with the inspiration of the resources from La Trobe University in Australia, I have created a four-week program, Empowered Girlhood, which includes a workbook (see Appendix C) and lesson plans (below) for female-identifying youth ages 10-12. This program can be offered at lunch or as an after-school program for students in grades five through seven.

School counsellors and a teacher as a co-facilitator could run this small group with a maximum of 12 students to ensure that individuals have the opportunity to share. Students can express interest by completing a Google form. If more than 12 students sign up, a random lottery will be used to select students. If counsellors offer this program at the beginning of each term, students will have multiple opportunities to join. Supplies needed for the program include Empowered Girlhood handouts, duotangs, mason jars, stickers, affirmation cards, candies, essential oils, devices to play nature sounds or music, and images of nature.

This program aims to build an awareness of social interactions we have with others, online and with ourselves. The group conversations and sense of community established within the sessions will increase connection to others and self. More conscious and connected girls can be more confident and empowered. Using a simple check-in at the beginning and end of each session, facilitators can record on a scale of 1-5 how the student is feeling with the hope of an improvement from the start till the end of the session.

Empowered Girlhood

Build self-**compassion** through kindness and understanding.

Increase **confidence** and feel empowered in your body.

Improve self-love through deeper **connection** to self.

<i>Day 1</i>	Workbook – pages 1-4 welcome, how we are feeling, box breathing, defining concepts	Time
Goals and Objectives	<ul style="list-style-type: none"> • Create comfort and connection within the group. • Establish expectations. • Begin to explore and define confidence, compassion, and connection. 	
Ground Rules	<ul style="list-style-type: none"> • Create ground rules/group agreement brainstorm and record. • Be sure to include confidentiality and mutual respect. • Decide how we will share speaking. • Ask group what they need to feel safe, comfortable and heard. • Share group goals with girls (confidence, compassion and connection). 	10
Ice Breaker (forming/connecting)	<ul style="list-style-type: none"> • Split into pairs or threes and spend five minutes to find 3 things you have in common. • Share with the group. 	5

<p>Mindfulness</p>	<ul style="list-style-type: none"> • Take a moment to write down how you feel right now. Scale of 1-10. Anxious? Tired? Tense? Are you clenching your teeth? Are you sweating? Is your heart beating slow and steady or quickly? Jot down a few things you are noticing in your body. • Box Breathing <ul style="list-style-type: none"> - Let's all take a moment to settle into the space today. If it is available to you, I will invite you to close your eyes and focus on your breath. If closing your eyes isn't comfortable lower your eyes and gaze at the floor in front of you. The reason for closing your eyes is to take away any distractions and gazing ahead will do the same. -Imagine you are holding a box in your hand. As you breathe you can run your finger along each side of the box -The box has four sides. One side to inhale and one side to hold that breath. One side to exhale and another side to hold your empty lungs. -Try to hold each inhale, exhale, and pause for a count of four -For each person what feels comfortable might be different -As you breath in see if you can hold the breath just a little longer or see if you can extend your exhale 	<p>5</p> <p>5</p> <p>5</p>
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	<ul style="list-style-type: none"> • Debrief – how do you feel now? Did anything shift? 	
Activity	<p>Complete worksheet</p> <ul style="list-style-type: none"> • Defining concepts • Group brainstorm – what do each of these words mean. <p>Create a jar</p> <ul style="list-style-type: none"> • Take time to find a few stickers that symbolize confidence, compassion, and connection. <p>Debrief: Share your thoughts on the words you selected, why are these meaningful to you? How did creating the jar feel to you?</p>	25
Closing	<p>Take a minute to write down one word or phrase to complement each person in the group</p>	5

Day 2	Workbook pages 5-9 observing with your senses, how we use SNS, comparison trap, hurtful vs helpful	Time
Goals and Objectives	<ul style="list-style-type: none"> • Address the positive and negative effects of social media use • Explore the ways in which companies use social media advertising to influence and persuade social media users. 	
Review	<ul style="list-style-type: none"> • Revisit the last session and ask girls to share what they remember from the previous week - popcorn sharing • Ask if they have any new thoughts about compassion, connection, or confidence 	10
Mindfulness	<p>Provide students with the opportunity to engage their senses of taste, smell, sight and sound. Students can record their observations in the workbook if they choose. A variety of sensorial experiences will be offered. Students can experiment with all four choices or they can choose to do the ones that they prefer. The following four sensorial experiences will be available.</p> <ol style="list-style-type: none"> 1. Offer the girls one candy with a variety of flavours and textures available (Starburst, Werthers, Tootsie Rolls, or Pop Rocks) 	10

	<ol style="list-style-type: none"> 2. Essential oils on cotton pads (a variety of scents including lavender and peppermint will be available to smell). Ask students to focus on the sensation of breathing in the scent and notice how the body responds to it. Does it relax or invigorate? 3. Turn on a sound machine or calming song. Have students notice the way their body responds to the calming sounds. 4. Provide a few options of pictures of nature to look at. Prompt students to ask what they notice in the photographs and how they feel as they look at the images with intention. 	
Framing	Media is part of modern culture – what does the word media mean to you? Group brainstorm	10
Activity	<ul style="list-style-type: none"> • SNS (workbook page 7) – brainstorm as a group and individuals can record various SNSs and their uses. -List possible benefits and downfalls to the sites listed. • Comparison Trap (workbook page 8) -Ask the group what comparison means and if they can think of a time when they might have been comparing on SNSs. Remind the girls of filters and editing and point out that what people post is a highlight reel and does not show 	25

	<p>their whole life. Explain how comparison is part of being human and define upward and downward comparison.</p> <p>-Explain that representation matters and media doesn't show all body types equally – skin colours, gender, body types. Encourage a conversation around cultivating diversity in your feed.</p> <p>-Ask the girls who inspires you and why? Consider your reason for following them and whether their content makes you feel validated or disconnected.</p> <ul style="list-style-type: none"> • Helpful Versus Hurtful Comments (workbook page 9) <p>-Can you think of a time where you have seen a hurtful comment online? Maybe you can remember a time you or someone you know made a hurtful comment in person. Let us think about an example of a compliment that might be hurtful. As a group we can record ideas. Ask the girls in partners to come up with a comment for the same scenario that would be helpful. Pairs can share with the whole group and ideas can be recorded into workbooks.</p>	
Closing	Take a minute to write down one word or phrase to complement each person in the group	5

Day 3	Workbook pages 11-13 act intentionally, qualities in friends and self, who is in your circle	Time
Goals and Objectives	<ul style="list-style-type: none"> • Consider the importance of community and that we have a choice in who we surround ourselves with • Explore values that are important to us 	
Mindfulness	<p>Opposite Action - using a technique from Dialectic Behavioural Therapy (DBT) we will invite students to think about how to practice opposite action. For instance, if you are feeling unhappy and negative, your instant reaction might be to be crawl into bed and shut the lights off.</p> <p>However, getting outside in the light and moving your body would be the opposite action. Practicing opposite actions is a way to not let emotions control your life. It allows you to recognize your feelings and take an action that can be helpful. As a group we can share what actions we typically take when feeling certain emotions and we can brainstorm ideas for what opposite action might look like.</p>	10
Discussion	<p>Ask girls to define what community is. Do a think – pair - share.</p> <p>What does your community look like?</p>	25

	<p>Who supports you and uplifts you? How does that inspire your life in positive ways? (Friends, family, teachers, coaches)</p> <p>Are there people who take your energy and joy? (boundaries)</p> <p>How can you shift those relationships?</p>	
Worksheet	<ul style="list-style-type: none"> • Circle of Support (worksheet page 12) <p>Who is in your circle of support?</p> <p>Who would you like to have in your circle of support?</p> <p>What are steps you can take to add people to your circle</p> <ul style="list-style-type: none"> • Gather the Evidence (worksheet page 13) <p>Qualities that make a good friend?</p> <p>Qualities that I have...</p>	20
Closing	<p>Take a minute to write down one word or phrase to complement each person in the group</p>	5

Day 4	Workbook pages 11-13 - 3 things body does, letter to friend, notes page	Time
Goals and Objectives	<ul style="list-style-type: none"> • Recognize and appreciate our bodies and what they do for us. • Boost body confidence 	
Opening	<ul style="list-style-type: none"> • Choose an affirmation card see Appendix ? • Share with the group why you chose it and what it means to you 	10
Mindfulness	Thought feeling page Notice your thoughts.... like leaves on a tree. They will fall away.	5
Activity/Work sheet	Body Image Booster Name 3 things your body does for you everyday Name one thing that makes you feel empowered (confident) in your body. Letter to friend – your friend comes to you struggling with body image, write her a letter with advice to self-love. How would you encourage her to love herself?	30
Closing	-Closing circle to revisit all the ways we can care for ourselves including grounding using all senses – breathing or observing, affirmations, movement, surrounding yourself with people who make you feel good. Social	10

	<p>media is up to you so be mindful of who you follow and how much time you spend online.</p> <p>-Distribute jars for take home. Include a note from course instructors. This brief note will thank the child for participating and will highlight positive contributions that the student made to the group. For example, ways that the student was supportive, encouraging, kind and caring to others.</p>	
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School Environment

Professional development days and staff meetings offer opportunities for school counsellors to share knowledge with school staff and faculty. Counsellors can share information about the digital divide and social media literacy in a presentation or workshop to bring all staff on board with the knowledge gained through the literature review. School counsellors can also make presentations at school assemblies to address the entire student body to take the first steps in supporting students' body image in a digital age. Brie Mathers is a Canadian woman who travels to speak to youth about body image and social media. She has spoken to over 100,000 students and continues this work presently. A counsellor could arrange to bring Brie to speak at an assembly. See Appendix D for more information about Brie's work. Locally, Hannah Hiler Law is a registered clinical counsellor specializing in eating disorders. Hannah does presentations to staff. For more information, see Appendix E.

Parental Influences

School counsellors primarily work with students but can also support parents. Some schools host lunch and learn; others run book clubs. These are opportunities for parents to connect with counsellors, and this provides an opportunity to share resources, including book ideas, worksheets, and parent support. A simple way to engage working parents is to host a virtual lunch meeting. Counsellors can include a slide deck with the resources listed below and a brief synopsis of each service provided by those resources. The virtual session could be recorded and shared with parents who cannot attend. The presentation will provide a structured way to share resources and allow parents to attend from any place. The workshop could include a question-and-answer portion and an opportunity for parents to explore the site independently while the counsellor can answer questions. Another way counsellors can share information with parents is through weekly or monthly announcements in the school newsletter. Most schools communicate regularly with parents and caregivers; school counsellors could easily add a resource list. Please see Appendix F for an example of a welcome-back letter with a resource suggestion for parents.

Many communities have access to local experts or agencies that can present to parents and caregivers on topics of interest. Shannon Husk is a local clinical counsellor who presents to parents on finding a digital balance. A school counsellor could arrange to invite Shannon to speak at a parent education night. Please see Appendix G to view Shannon's presentation.

Common Sense Media is an online resource for counsellors to share with parents (*Common Sense Media*, n.d.). Additionally, their site does offer programs to educators. The site is simple and easy for parents to use and offers support based on age and type of digital activity. Common Sense Media has dedicated information on movies, television, apps, podcasts and

more. A resource section for parents includes tips from cell phones to YouTube and sleep. This site does require a subscription, and a cost is associated.

A final recommendation for parent resources is the Safer Schools Together (SST) webpage (Safer Schools Together, 2023). The comprehensive site offers a variety of parent resources, including a sexting safety agreement, internet lingo and slang terms and a parent's guide to raising digitally responsible youth. This webpage offers free resources, making it easy for parents to access.

Conclusions

While digital devices have evolved and changed our lives, essential self-care has remained the same. Nourishing our bodies with food, movement, time in nature, and sleep is essential. Connection to others through sports, clubs or groups is vital for our well-being. An awareness of the potential negative implications of ST is critical, but so is hope for today's youth. With the knowledge gained through the research examined in this paper, we must recognize that we have the tools to engage in SNSs in meaningful and healthy ways. Individuals can curate the kinds of images they see, and parents and caregivers can set limits for their children and themselves on how often we are on our devices. School counsellors can support students with body image in a digital age by modelling love and acceptance of our bodies. Counsellors can act as messengers to bring awareness to students, parents and school staff. All stakeholders must take action to promote social media literacy, self-awareness, and healthy practices for online engagement.

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Appendix A

A decorative vertical column on the left side of the cover, composed of a grid of colored squares. The colors include yellow, light green, teal, dark teal, light green, grey-blue, purple, and light green.

HAPPY BEING ME

**A CO-EDUCATIONAL
BODY IMAGE PROGRAM**

Facilitator
Manual





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The HAPPY BEING ME CO-EDUCATIONAL Program Facilitator's Manual

The HAPPY BEING ME CO-EDUCATIONAL (CO-ED) Program is a school based body image prevention program for boys and girls. The foundation for *HAPPY BEING ME CO-ED* was provided by the Happy Being Me program. This was a three session program for girls, developed and evaluated by Shanel Richardson and Susan Paxton. Happy Being Me was extended into a six-session program by Siân McLean and Susan Paxton from which the current six-session co-educational *HAPPY BEING ME CO-ED Program* has been developed.

This research project aims to evaluate the impact of *HAPPY BEING ME CO-ED* on body image and risk factors for body image concerns in year 7 and 8 girls and boys. *HAPPY BEING ME CO-ED* consists of six 50-minute interactive and engaging sessions that will be conducted in the classroom and facilitated by a trained researcher. All sessions involve small and large group discussions and activities such as role-plays and brainstorming.

The program is peer based and the content is designed to modify causal risk factors for body dissatisfaction that have been identified in the literature. Topics addressed include appearance conversations, appearance comparisons, body change behaviours, internalisation of media appearance ideals, sociocultural pressures to attain ideals, and media literacy.

To address the peer-based nature of the program, a “Body image buddy” theme runs through each session. *HAPPY BEING ME CO-ED* attempts to create a positive friendship environment, and peer appearance culture, that will prevent the development of body dissatisfaction and disordered eating within individual participants, and across their broader peer environment.

How to use the Facilitator's manual:

The *HAPPY BEING ME CO-ED* facilitator's manual outlines the content for each of the six sessions of the program. The manual is divided into sections representing each session.

An outline at the beginning of each session provides a summary of the topics to be addressed within the session, a timing guideline for each activity, and a list of the additional materials required for the session.

For each activity within the session, an activity description, rationale, procedure, and take home message are provided. In addition, facilitator notes provide additional resources to guide the facilitator in administering activities.

The manual is intended to be used in conjunction with related session materials, including handouts, power point slides, and reference to the student Activity Book provided to each participant.

Facilitator instructions

- **Learn student names!** The students will feel more valued if the facilitator makes an effort to know their names.
- **Be prepared:** If the whiteboard is recommended for an activity, make sure the space is available prior to the session. Make sure to write down comments provided by the students during discussions or activities.
- **Timing:** There is a lot of material to cover in each session, so ensure that you are aware of the timing guideline provided at the start of each session, and at the right hand side of each activity title.
- Aim for **quick transitions** between activities.
- When the **Activity Book** is needed, make sure to reference the page number in advance so students can follow along with discussions or activities.
- When setting up activities, it may be appropriate to ask one or more students to volunteer to help set up the activity.
- After providing instructions for group activities, ask the students to raise their hands if they do understand what to do.
 - ◆ If students do not understand, explain again using different language, or provide a personal example, explaining the way the particular problem may be experienced.
- If students are reluctant to respond to discussions, provide examples or prompts that may help students relate to the experiences of others.
 - ◆ Ask questions like “How do you think other people may feel in that situation?”
 - ◆ Look at the class list and use a gentle manner to call on unresponsive students by name to share their responses during group activities. Let them know that it is okay if they do not know an answer.
- During activities, add extra ideas that the students have not thought of and check in with them about whether the ideas are applicable.
- When students participate in group discussions or class activities, make sure to **thank everyone who volunteers**, addressing them by name.
- Praise and reinforce the responses of each student.
- Ask students to **further explain** anything that may not be obvious to other participants, or unclear.
 - ◆ Ask questions like “Could you say a little more about how that...?”
 - ◆ “What is it about x that contributes to...?”
- If arguments are proposed that may not be helpful for the discussion, attempt to transition the discussion to something more productive.
 - ◆ Ask for opinions from other students in the class about the solution provided and for possible additional solutions for the particular problem.
- During small group activities, move around the class to supervise students and ensure that they stay focused on the activity.
- **Summarise** main points after each activity and **make connections between sessions** to reinforce the messages from earlier sessions.
- Highlight the **take-home** message. This is **very** important.
- **Reference upcoming material:** After each session, mention the topics that will be covered next.
- If time is available, allow students to start each **homework** task at the end of the session.
- **Make yourself available:** Invite students to stay behind after the lesson if they would like to talk privately.

Session One

Body Image Buddies

Appearance ideals

Classroom set-up:

- Chairs and tables in usual class configuration.
- Facilitator stands at the front of the class.
- Each participant is provided with a *HAPPY BEING ME CO-ED* Student Activity Workbook.

Whiteboard:

- Facilitator name and *HAPPY BEING ME CO-ED* written in centre.

Timing for a 50 minute class:

- *5 minutes* - Introduction and ground rules.
- *10 minutes* - Ice-breaker activity.
- *10 minutes* - Appearance ideals - What are they?
- *10 minutes* - Appearance ideals - What problems do they cause?
- *10 minutes* - Appearance ideals - Where do they come from?
- *5 minutes* - Appearance ideals - Homework - What can you do to help?

Materials:

- *HAPPY BEING ME CO-ED* Student Activity Books (one per student, with a few extra).
- Student name tags or lanyards (printed with each participant's first name).
- Whiteboard markers x 4.
- A4 notepad and pens/pencil.
- Poster – Body Image Buddy and what this entails (note, these posters must remain flat, or the magnets will not stay up on the whiteboard).
- Poster – ‘Class Guidelines’ (to be placed on the white board for the whole session and used in later sessions if behaviour seems to be an issue - note, these posters must remain flat, or the magnets will not stay up on the whiteboard).
- Poster - Word images of characteristics that make up appearance ideal x 2 for girls and x 2 for boys (note, these posters must remain flat, or the magnets will not stay up on the whiteboard).
- Blue tac or sticky tape for attaching poster to whiteboard.

Introduction to *HAPPY BEING ME CO-ED*

2'

Description

The facilitator introduces him/herself to the class and briefly describes the HAPPY BEING ME CO-ED program.

Rationale

The introduction sets the tone for the sessions and reiterates the purpose for the sessions.

Procedure

1) Introduce The HAPPY BEING ME CO-ED Program.

- Introduce yourself (facilitator).
- Tell the students a little about yourself to allow them to get to know you, and better understand why you are there: *"I work at the University and I am here today to..."*
- *HAPPY BEING ME CO-ED*: six sessions on body image and related pressures.

2) Introduce the **Body Image Buddy** concept.

- Direct students to **page 10** of their Activity Book - "Body image buddies".
- Place the 'body image buddy' poster on the whiteboard and describe it to the students in order to help them understand what being a good "**body image buddy**" is.
- Main Focus of *HAPPY BEING ME CO-ED* (and what the poster entails):
 - ◆ Helping friends appreciate who they are.
 - ◆ Encouraging friends to contribute to a positive peer environment.
 - ◆ Listening to what your friends are saying.
 - ◆ Protecting your friends.
 - ◆ Being there for your friends.
 - ◆ Looking out for them.
 - ◆ Helping one another to feel good about yourselves, not only for how you look, but for what's inside.
 - ◆ Showing the way - showing friends how to feel good about themselves.

Ground rules for *HAPPY BEING ME CO-ED* sessions

3'

Description

The facilitator describes the rules for the HAPPY BEING ME CO-ED sessions (using the 'class guidelines' poster).

Rationale

Setting the ground rules/class guidelines at the beginning of the sessions assists with the smooth running of the sessions and ensures all material is covered.

Procedure

- 1) Place the '**Class Guidelines**' poster on the whiteboard and work through this with the students, explaining that it is particularly important to follow these in order for everyone to feel comfortable contributing opinions and answers.
 - *"Before we get into the activities for today, I want to go through a few things that might help the sessions run more smoothly."*
- 2) **Ask** for input from the students as to whether they agree with these guidelines and also whether they have anything they would like to add - Write down responses on the whiteboard.

- 3) Reinforce that it is important that all students follow these guidelines in order to create an environment that is respectful and enjoyable throughout the HAPPY BEING ME CO-ED sessions.

Description

Facilitator invites students to put on their name tags, introduce themselves and name their favourite TV show, movie, band/singer, athlete, or sports team.

Rationale

The students will feel more valued if the facilitator makes an effort to know their names.

Purpose

This activity helps the facilitator to learn student names. A neutral topic to begin the discussion also helps the students to feel comfortable in contributing to group discussion. Students are prompted to think about appearance ideals by recalling TV, movies, music, and athletes.

Procedure

- 1) **Introduce ice-breaking activity to learn student names.**
 - If the facilitator has a name that is difficult to pronounce, they write the pronunciation of their name on the whiteboard (next to where it is written already) so that students know how to pronounce it.
- 2) **Hand out name tags to the first person in the class, and have the student pass them around after he or she has introduced himself/herself and taken their name off the sheet of stickers.**
- 3) **Go around the room sequentially with all students and the teacher introducing themselves.**
 - Be aware that students may be from different classes and may not know each other, so ensure that all students are listening to the introductions.
- 4) **Thank everyone when they introduce themselves and repeat their name, checking for pronunciation. Comment on interesting/unusual TV, movie, or sporting favourites.**

Activity 1.1. Appearance ideals - What are they?
10'**Description**

In a full class discussion, students identify prescribed socio-cultural appearance ideals for girls and boys.

Rationale

This activity clarifies to all participants the notion of appearance ideals and sets out what those ideals are.

Caution

Do not overemphasise, and particularly over-glamorise, the thin or muscular ideal. Be careful of promoting this ideal.

Procedure

- 1) **Erase** *HAPPY BEING ME CO-ED* and facilitator name and **write** "Appearance Ideals".
- 2) Define appearance ideals (be sure to write a definition on the white board. For example, "appearance ideals refers to the standards or the 'ideal' that our society sets us in terms of how boys and girls 'should' look"). Explain to students that appearance ideals are:
 - The ideals or standards that exist in our culture.
 - The ideal refers to what our culture decides about how people "should" look. Ideals are generally different for males and females.
 - People often want to look like the ideals and think they are desirable.
- 3) Check that students understand what appearance ideals mean and explain further if necessary. You might like to ask students to explain what they understand appearance ideals to be in their own words (this is to ensure that they have a firm understanding of this term. The term is used a number of times throughout the program and we want to ensure that students have a clear understanding from the start).
 - Suggest that students can think about the appearance of people that are popular, or admired for their looks (e.g., popular students, movie stars, sports stars) and explain that the way they look is consistent with appearance ideals.
- 4) Direct students to page 11 of their Activity Book while placing the poster of the appearance ideals up on the white board and describe the poster to the students (page 11 of the students Activity Book will already be completed for them). Check to see if there are any other ideas the students might like to add.
 - **Ask students:** "*Do any of you personally know many people that look like this?*" We are wanting to emphasise the point that there are a narrow set of features that make up this so called ideal, and that very few people will have all of these features/be able to meet all of these ideals.
 - **Ask students:** "*Do you guys think that it is possible for us to meet these ideals or look the way that our society tells us we should?*" "*What do you think someone would have to do to look like this?*" We want to drive the point that appearance ideals are unrealistic/unobtainable and will only cause us problems if we try to meet them – as this is impossible.

Take home message

The appearance ideals for girls and boys are comprised of very narrow parameters that are quite unrealistic, and generally unnatural/impossible for people to achieve.

Facilitator Notes

Appearance ideals - What are they?

GIRLS

- Long legs
- Slim / skinny
- Big breasts
- Clear, flawless skin
- Slim waist
- Plump lips
- Tanned
- Toned (not flabby)
- Small frame
- Body in proportion
- Long hair
- Slim legs
- Youthful
- Big eyes
- Slim hips
- Long eyelashes
- Hour glass figure
- Anglo-Celtic (white)
- Not chunky
- Flat stomach

BOYS

- Muscular (also defined muscles)
- Toned
- Tall
- Slim waist
- Broad shoulders
- Slim hips
- Lean
- Slim
- Square jaw
- Defined stomach muscles (six pack)
- Toned pectoral (chest) muscles
- Large biceps (arm muscles)
- Full head of hair
- 'V' shaped back
- Large, but not fat
- Low body fat
- Broad chest
- Flat stomach
- Muscular legs
- Defined back (e.g., toned muscles)

Additional Notes:

Activity 1.2. Appearance ideals – What problems do they cause?

10'**Description**

In pairs, students identify the negative consequences of attempting to meet appearance ideals, which are then discussed with the class.

Rationale

Important - **this is a change activity** - it creates a seed of doubt regarding the appeal of chasing appearance ideals by recognising negative consequences. This is a dissonance type approach.

Caution

Participants may raise arguments in favour of the thin/muscular ideal. These points should be acknowledged and then with the use of gentle Socratic questioning the validity of the argument is challenged.

Participants may also discuss eating disorders or use of steroids or other extreme weight control behaviours as a consequence of appearance ideals. Acknowledge these points and indicate that at extremes people can experience great difficulty with their eating and weight control behaviours but do not discuss in detail examples of extreme weight loss methods.

Procedure

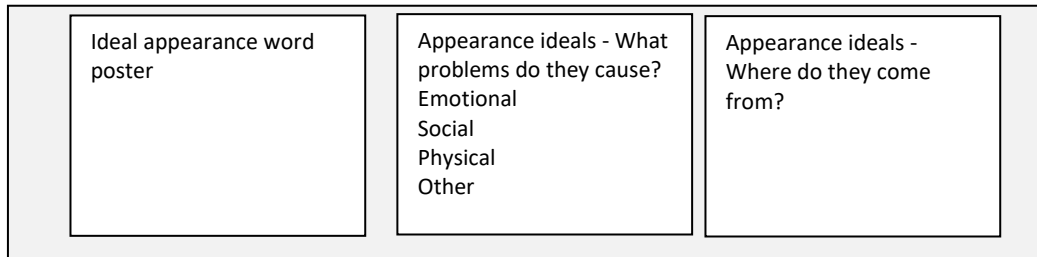
- 1) Link this topic with the previous activity: How does the presence of appearance ideals cause problems for girls and boys? (We want to be linking topics and activities in with each other as much as possible so that students understand what we are learning both as important individual aspects and also topics that contribute to the whole theme of the program – *body image buddies*).
- 2) **Direct students to page 12** of their Activity Books.
- 3) **Ask** students to get into pairs.
- 4) Use the following example.
 - *“I want you to imagine a girl and a boy about the same age as you, who are pretty much just regular people, average in body shape, size, and looks.*
 - *“This regular girl and boy really want to look like the ideal appearance we talked about.*
 - *“What sort of problems do you think would come up for this girl and boy if they try to look like the ideal? And remember, it is pretty much impossible to meet the appearance ideals, so no matter how much they try, they won’t be able to look exactly right.”*
- 5) Ask students to discuss the problems that could arise, and to write down their ideas in their Activity Book (a few responses have already been recorded in the students’ Activity Book to give them an idea of the sorts of things to be thinking of so as to help them along with the exercise). While the students are coming up with responses write the following on the centre of the board **“Problems caused by ideals”**. Under that heading, make additional headings for “Emotional”, “Social”, “Physical” and “Other”. See whiteboard set up below in facilitator notes.
- 6) After five minutes get the students’ attention for a group discussion.
- 7) Ask the students to share their responses with the group and write the responses on the whiteboard. Tell the students to write the extra ideas in the space provided in their Activity Book.
- 8) **Highlight** friendship-related problems when they are suggested.
- 9) Summarise.

Take home message

There are many negative consequences of attempting to live up to the appearance ideal. Although the ideal is appealing, when balanced against the negative consequences, it might not be that great or worthwhile. Pursuing these ideals is very unhealthy and unhelpful for girls and boys.

Facilitator Notes

Whiteboard set-up – Activity 1.2



Appearance ideals - What problems do they cause?

Emotional

- Low self-esteem, cannot appreciate oneself.
- Feel like a failure for not achieving the ideal.
- Self-criticism and negative self-evaluation due to failure to meet strict appearance standards.
- Disappointment/ frustration.
- Anxiety/panic about weight gain / not meeting the ideal.
- Focus on the things that are wrong with you, rather than positive aspects.
- Depressed mood.
- Constant focus on body image while ignoring other things.
- Unhealthy thinking.
- Obsessed with food & eating.
- Obsessive thoughts.
- Insecure.
- Maladaptive thoughts about food and eating.

Social

- Perpetuation of the problem among friends, other girls/boys, and family members, who think that if it is important to you to meet appearance ideals, they should meet them too.
- Limited enjoyment of social activities and being with other people due to focus on attainment of ideal / or inability to do so.
- Avoiding activities to prevent scrutiny of weight.
- Social isolation.
- Lose sight of the value of other qualities (in others) when we are only focused on appearance.

Physical (generally from dieting)

- Lack of appreciation of physical abilities of the body.
- Out of touch with body physically, e.g. ignoring body signals.
- Loss of concentration.
- Lack of nutritional intake (due to dieting).
- Pain - from extreme measures to look like the ideal, e.g. plastic surgery, cosmetic procedures.
- Health problems from too much exercise (e.g. no menstruation).
- Tired / fatigued / lethargic/ weak.

Other

- Miss out on pleasurable things in life, e.g. activities, great food.
- Efforts to achieve the thin ideal are unsustainable because they are unrealistic.
- Time consuming.

Activity 1.3. Appearance ideals - Where do they come from?**10'****Description**

Full class discussion to identify the sources of pressure that dictate to girls and boys what the appearance ideals are and that they need to meet them. This activity will focus particularly on peer pressure.

Rationale

Identifying the sources of pressure, and the ways in which those sources convey pressure, will help students to understand the ways that they can reduce pressure on others to look like the ideal.

Caution

This is not about playing the blame game. Be careful of engendering an “it’s all their fault” mentality.

Procedure

- 1) Describe activity.
- 2) **Write** “Where do appearance ideals come from?” on the right side of the whiteboard. See whiteboard set up on previous page.
- 3) Direct students to **page 13** of their Activity Book.
 - Ask for suggestions regarding the sources of pressure. Prompt, using the facilitator notes if students have difficulty identifying pressures.
 - Write them on the board as they are suggested.
- 4) After a broad range of responses have been provided, direct students’ attention to the ways in which the pressures are conveyed. Focus in particular on peer pressure.
 - *“Now that we have identified where the pressure comes from, let’s talk about what those people, or groups do, that make young people feel that they really need to look like appearance ideals.”*
 - Some answers are already recorded in students’ Activity Books so as to make the most of the time left for the session. Invite students to provide some additional suggestions. If time permits ask students how they would feel if someone said to them “*You would look much better if you lost weight*” or “*You should go to the gym and work on your biceps*” (comment recorded in students’ Activity Book). Highlight that these sorts of comments can place a lot of pressure on individuals to look a certain way.
- 5) Summarise key responses, focusing on peers, highlighting that the pressures peers exert may be inadvertent and not intended to produce unhelpful outcomes.

Take home message

Pressures to meet the appearance ideal come from a lot of sources and sometimes the sources are even friends and those close to us. Each individual can look at their own behaviour to see whether they are putting pressure, without meaning to, on others to look a certain way.

Facilitator Notes

Appearance ideals - Where do they come from?

- Groups of girls
- Groups of boys
- Friends
- Individual girls
- Individual boys
- Mothers
- Cousins
- Media
- Internet, e.g. Facebook
- Fathers
- Sport coaches
- Talking about and focussing on appearance and clothes
- Popular girls
- Popular boys
- Family
- Bullies
- Clothes makers / designers
- Models
- Teasing
- Siblings
- Social activities, e.g. parties
- Ballet teachers
- Drama teachers
- Obesity/overweight health messages

Appearance ideals - How is the pressure conveyed?

- Direct comments, e.g., "You would look much better if you lost weight, and were more toned".
- Indirect comments, e.g., admiring celebrities who look like the ideal
- Compliments, e.g., "You look great, you must have lost weight".
- Exclusion, e.g., not accepting other people if they do not fit appearance ideals
- Competition with peers to look good.
- Indirect behaviour, e.g., demonstrating an admiration for people who look like ideals.

Activity 1.4. Appearance ideals - What can you do to help?**5'****Description**

Students are asked to do a homework activity to identify the things they can do to reduce pressure on their friends to fit appearance ideals. If there is sufficient time, the homework activity is begun during the class session.

Rationale

Recognising the ways in which students can help their friends will motivate them to change their behaviour and also facilitate movement away from the internalisation of appearance ideals.

Procedure

- 1) Direct students to **page 13** of their Activity Book.
- 2) Ask students to write this homework activity in their diaries to be completed by next session.
- 3) Ask students to generate at least three different things that they or others can do to help reduce the pressure that teenage boys or girls feel in regard to meeting appearance ideals.
- 4) There should be enough time for students to start (and potentially finish) this activity during class.

Concluding comments**Description**

- Reinforce the major messages from the session.
- Briefly make mention of the topics for next session.
- Thank the students for their participation.
- Invite anyone to stay behind if they would like to talk privately about the session.

Procedure

- 1) Summarise session messages.
- 2) Mention topic for next week - **Appearance Pressure**.
- 3) Offer assistance if needed.

Session Two

Pals Opposed to Pressure and Prejudice

Appearance pressure, teasing, and prejudice

Classroom set-up:

- Chairs in usual classroom configuration so that students can write at their desks and engage in small group work.
- Facilitator stands at the front of the class.

HAPPY BEING ME CO-ED -

Whiteboard:

- "*HAPPY BEING ME CO-ED*" and Facilitator name written in centre

Timing for a 50 minute class:

- *2 minutes* - Re-introduction to *HAPPY BEING ME CO-ED* and session two.
- *5 minutes* - Appearance pressure - What can you do to help?
- *20 minutes* - Appearance teasing- What happens?
- *10 minutes* - Appearance teasing and prejudice - What can we do?
- *10 minutes* - There's more to being an awesome, likeable person.
- *2 minutes Homework* - Spread the word!

Materials:

- Participant name tags (printed with each participant's first name).
- Whiteboard markers x 4.
- A4 notepad and pens/pencil.
- Handout for homework – spread the word!

Re-introduction to *HAPPY BEING ME CO-ED* and Facilitator

2'

Description

The facilitator re-introduces him/herself to the class, welcomes the students back to the second session, briefly reiterates the important themes from the previous session, and describes the topic for session two.

Rationale

The re-introduction reminds the students who the facilitator is and sets out the topic for the day.

Procedure

- 1) Introduce self and *HAPPY BEING ME CO-ED*.
 - Name
 - *HAPPY BEING ME CO-ED* session two
- 2) Remind students about the last session/topic and introduce the topic and theme for this session. Important to recap on what was learnt previously and how it links in with the theme of the program –being a body image buddy.
 - Last session - Appearance ideals.
 - This session - Appearance pressure and teasing.
 - Theme - Pals opposed to pressure and prejudice.

Activity 2.1. Appearance pressure - What can you do to help?

5'

Description

Class discussion to review homework on peer actions to reduce appearance pressure.

Rationale

Altering the peer environment to promote positive body image is one of the major components of *HAPPY BEING ME CO-ED*. Students will learn that they can play a positive role for their friends. Revisiting the main messages from session one will reinforce those messages.

Procedure

- 1) Review homework.
- 2) Direct students to **page 13** of their Activity Book.
 - It is likely that some students will not have completed the homework.
 - Reinforce the importance of completing homework by praising those that have completed it and calling on them to volunteer for other activities, e.g., writing on the board.
 - Ensure that students who did not do the homework write notes for the activity.
- 3) Ask students to volunteer their suggestions to reduce pressure on others.
- 4) **Write** the responses on the whiteboard.
 - If the responses are unclear, ask students to clarify what is helpful about the suggestion and in what ways it reduces pressure.
 - If responses are not forthcoming, prompt from the list in the facilitator's notes.
- 5) Reinforce each response, then **summarise** and move on to next activity.

Take home message

Each individual can take positive action that can help their friends and those around them to feel less pressure to look like ideals, which in turn will help them feel better about themselves.

Facilitator Notes

|| Appearance pressure - What can you do?

Do:

- Talk about things that are appealing about people, not just appearance.
- Support diversity in appearance.
- Congratulate others for ignoring appearance pressures.
- Support, praise, and reinforce others for defying appearance pressures, or helping their friends to feel good about themselves.

Don't:

- Draw attention to appearance ideals in oneself or others, including friends, models, celebrities, or athletes.
- Compete with others on appearance dimensions.
- Judge others solely on appearance.
- Encourage/support others to change their appearance to meet ideals.

Additional Notes:

Description

This activity involves small group work to identify examples of appearance based teasing and class discussion of the effects of such teasing. In addition, appearance based teasing is recognised as a form of prejudice and discrimination.

Rationale

Labelling teasing as a form of prejudice and recognising the resultant negative effects of teasing will motivate students to change their behaviour.

Procedure

- 1) Introduce appearance based teasing as another form of pressure that young people are subject to in regard to their appearance.
- 2) Introduce the term anti-fat prejudice to describe teasing about body size.
 - Anti-fat prejudice, and other forms of teasing about appearance, are forms of discrimination, like sexual, racial, and religious discrimination.
 - *“We know that it is not okay to tease someone on the basis of the colour of their skin, but some people think it is okay to tease others about the size of their waist or the size of their muscles.”*
 - *“None of these sorts of teasing are appropriate or acceptable, and they should all be considered to be discrimination.”*
- 3) Direct students to page 16 of the Activity Book.
- 4) Following the text in the Activity Book, define discrimination and the way it manifests in relation to appearance.
- 5) Organise students into groups of 4 and direct them to the activity on page 17 of their Activity Book.
- 6) Ask the students to complete the three parts of the activity.
- 7) After about seven minutes, get the students’ attention for a full class discussion.
- 8) Ask each group (if time permits) to share one example of appearance teasing or prejudice, the type of prejudice they have identified, and the feelings of the target.
- 9) For each example that is suggested, highlight the different types of prejudice, paying close attention to those that are subtle, e.g., exclusion, rejection etc, that may not be as obvious to the students.
- 10) Summarise the negative consequences of prejudice as they are raised.
- 11) Summarise activity and take home message.
 - *“Not only are anti-fat prejudice and appearance related teasing unfair and discriminatory practices, they also have very hurtful consequences for the people who are subject to them.”*
 - *“These include social isolation and exclusion, victimisation, body dissatisfaction, low self-esteem, and depression.”*
 - *“I hope each of you will take into account what you have learned in this activity the next time you are considering making comments on the basis of someone’s appearance.”*

Take home message

Appearance teasing and anti-fat prejudice are forms of discrimination, similar to other prejudices like sexism and racism.

Discriminating against someone on the basis of their appearance, whether it is based on their weight, body size, or other physical characteristics is an unfair and hurtful practice.

In addition, this type of teasing can make people feel bad about themselves, and can add to their body image worries. Weight teasing is not the type of behaviour that a good **body image buddy** engages in.

Facilitator Notes

Appearance teasing - What happens?

Examples of appearance teasing and anti-fat prejudice

- A group of girls are sitting together after being away over the summer holidays and some other girls from their year level walk past. Cathy says - "Look at Tina, hasn't she put on a few kilos over the holidays." Samara responds by saying - "Yeah, she must have had a bit too much Christmas dinner". Then Melanie says "I can't believe she doesn't look after herself better, there's no way I'd let myself gain that much weight."
- Emma is sitting in the school cafeteria at lunchtime eating a jam donut when Ben sits down at the end of the table and says "How come you're eating that!?!?"
- When Stuart, a larger boy, was new at school, he became friends with Dominic, who normally hung out with a crowd of popular boys. Dominic told Stuart that he couldn't be seen with him because it would make him (Dominic) look bad.
- In phys-ed class all the girls have to do athletics. Today they are learning high jump and shot put. It's Megan's turn to try high jump and the other girls in the class are watching from the side. Some girls laugh and make nasty comments behind Megan's back which other girls in the class overhear. Sophie says - "There's no way Megan can get over that bar." Suchen responds by saying - "Yeah, she'd need like a trampoline or something to get over." And Wei finishes by saying - "She'd be way better at shot put, high jump's for fit girls."
- In phys-ed the class is learning to play soccer. Two team captains get to choose who they want on their team. Ameer, who was picked first, looks at Xavier, a boy with a slender build, and whispers to the team captain Will "Make sure we don't get stuck with Xavier, he looks like such a weed, I bet he is hopeless at soccer."

Reasons it is prejudice:

- Making assumptions on the basis of weight.
- Teasing on the basis of appearance.
- Assuming a character flaw, e.g., not being in control, on the basis of appearance.
- Hurtful comments - indirect.
- Making assumptions about what someone is allowed to eat.
- Being excluded on the basis of weight/appearance.
- Considered to be unacceptable as a friend due to one's appearance.
- Hurtful comments – indirect.
- Weight teasing.
- Making assumptions about abilities on the basis of appearance.
- Being singled out.
- Excluded/rejected on the basis of appearance.
- Making assumptions about physical appearance on the basis of body size.

Types of weightism

- Being treated differently.
- Hurtful comments:
 - ◆ Direct
 - ◆ Indirect
 - “How come you’re eating that!?!?”
- Being singled out because of body size.
- Exclusion, being left out.
- Rejected.
- Teased about being too skinny.
- “Helpful” comments about how to fix the problem.
- Considered unacceptable as a friend.
- Making assumptions about other things , or categorising people on the basis of appearance:
 - ◆ How much someone eats
 - ◆ Personal hygiene habits
 - ◆ Ability to participate in physical activity
 - ◆ Character flaw
 - “How can she let herself get that fat?”
 - e.g., being fat is associated with having a lack of control
 - ◆ All fat people are lazy

Consequences of weightism

- Social isolation and exclusion.
- Victimisation.
- Body dissatisfaction.
- Low self-esteem.
- Depression.
- Lower quality of life.

Unexpected responses - Positive comments about appearance

You may be asked complex questions about making compliments, or talking positively about appearance, and students may suggest that there is nothing wrong with that. Possible facilitator responses are shown below.

Facilitator response: *“Appearance based compliments are okay, as long as they are balanced by compliments about a lot of other things. If a person receives compliments only about appearance, it reinforces the importance of appearance to the exclusion of other things.”*

Facilitator response: *“Appearance compliments can result in body dissatisfaction, or anxiety about appearance, for example after receiving a compliment about having a pretty face a girl who is sensitive about body image may worry that there is something wrong with her body, because she was complimented only about her face.”*

Facilitator response: An absence of compliments, when they are expected to be received, can lead young people to worry that their appearance is not up to standards or expectations.

Facilitator response: Consider compliments about weight loss versus silence about weight gain. These practices reinforce the importance of the thin/lean ideal.

Activity 2.3. Appearance teasing and prejudice- What can we do?**10'****Description**

This class discussion generates suggestions for preventing and reacting to appearance teasing.

Rationale

Providing options to deal with teasing and prejudice will give students resources to react in a constructive manner to appearance based teasing and prejudice.

Procedure

- 1) **Direct** students to **page 18** of their Activity Book and **instruct** them to write down the responses from the class discussion.
- 2) **Write** down the following headings on the whiteboard.
 - Class rules; Bystanders; Pals
- 3) Following the instructions in the Activity Book, ask for suggestions from students to take action against appearance teasing and prejudice, using the headings as a guide.
- 4) Prompt for ideas for each type of action and **write** the responses on the whiteboard, identifying the category they fall under.
- 5) Summarise, acknowledging that it can be difficult to resist some of these forms of so called “acceptable” teasing, but making a stand will make a very big difference.

Take home message

There are constructive actions that can be taken both to prevent appearance related teasing from occurring, and reduce the negative consequences from teasing.

Facilitator Notes**Appearance teasing and prejudice - What can we do?****Class rules:**

Ask students to think about the other rules that are present in the class that are designed to stop other types of negative behaviour towards classmates.

- Declare the class an appearance-related comments free zone.
- Instigate a class standard, whereby it is known that people of all different shape and sizes are to be treated with respect.
- Talk to teachers about adding appearance teasing to the school’s bullying policy.

Bystanders:

Ask students to think about positive actions they have seen others take, in the school yard, on TV, or movies. How would they like to be supported if they personally were subject to teasing?

- Do not laugh at weight-related jokes, or join in any teasing.
- Offer support and friendship to the person being teased.
- Tell the person doing the teasing that their actions are discriminatory and prejudicial.

Friends:

Ask students to think about what a good body image buddy would do to show that appearance prejudice is unacceptable.

- Show other people in your friendship and wider group that you respect and accept everyone, regardless of their body size or shape.
- Don’t make comments about anyone’s appearance, build, or weight, whether large or small.
- Be aware that “helpful” remarks or jokes can be very painful.
- Don’t associate body size or weight to personality characteristics, e.g. lazy.

Activity 2.4 “There’s more to being an awesome, likeable person”

10’

Description

This activity is about recognising important values in addition to appearance. Participants are asked to think of a (same gender) person in their life who is special to them. Individually, they write down qualities about that person that makes them special. These qualities are shared with the whole class.

Rationale

Important - **this is a change activity** - enhancing self-worth and recognising values other than appearance reduces the focus and pressure on appearance and the need to meet ideals.

Caution

Ensure that students share what they are comfortable with, and do not share highly personal information.

Respect that different qualities may be special to some students, but not to others.

Be aware that appearance based qualities may be raised. Do not dismiss these but respond to them in the same way as other qualities, indicating that aesthetic qualities are also valuable, e.g. art, etc.

Procedure

- 1) Direct students to **page 19** of their Activity Book.
- 2) **Introduce the activity** according to instructions in the Activity Book.
- 3) Allow students five minutes to identify someone special, and also to list at least five special qualities that the person possesses or displays.
- 4) After five minutes, **ask** students to share the qualities they have thought of.
- 5) Facilitator **writes down the responses** on the board.
- 6) After at least 20 qualities have been volunteered **summarise** responses and note how few are appearance based.
- 7) Introduce homework assignment.

Activity 2.5. Homework- Spread the word - There’s more to being an awesome, likeable person! 2’

Description

Students are invited to send a card to their important person identified in Activity 2.4, in which they share with that person the qualities about that person that they admire, value, and respect. If there is any time at the end of the session allow the students to begin preparing the card in class.

Rationale

This activity reinforces one of the main messages in the program regarding being a “body image buddy” and providing positive body image messages to others.

Procedure

- 1) **Hand out cards** (S2_H2 - Card for Great Person) and **direct** students to write this homework in their diary.
- 2) Ask students to begin completing them in the time remaining.
- 3) In their own time, students are to finish their cards and give them to their special person.
- 4) Move on to the concluding comments.

Take home message

Values other than (in addition to) appearance are important, both in others and in oneself.

Concluding comments

Description

- Reinforce the major messages from the session.
- Briefly make mention of the topic for the next session.
- Thank the students for their participation.
- Invite anyone to stay behind if they would like to talk privately about the session or to ask any other questions about the session topics.

Procedure

- 1) Summarise session messages.
- 2) Mention topic for next week - **Appearance Conversations.**
- 3) Offer assistance if needed.

Session Three

Friends Against Fat Talk

Fat talk

Classroom set-up:

- Chairs in usual classroom configuration so that students can write at their desks and engage in small group work.
- Facilitator stands at the front of the class.

HAPPY BEING ME CO-ED -

Whiteboard:

- "*HAPPY BEING ME CO-ED*" and Facilitator name written in centre

Timing for a 50 minute class:

- *2 minutes* - Re-introduction to *HAPPY BEING ME CO-ED* and session three.
- *5-10 minutes* - Fat talk - What is it?
- *10 minutes* - Fat talk - What problems does it cause?
- *5 minutes* - Fat talk – So why do we do it?
- *20 minutes* - Fat talk - What else can you do? (script writing, scripts to be acted out in the next session).

Materials:

- Participant name tags (printed with each participant's first name).
- Whiteboard markers x 4.
- A4 notepad and pens/pencil.
- Handouts of blank scripts for students to work with, where students are encouraged to copy their newly formed scripts into their Activity Book.

Re-introduction to *HAPPY BEING ME CO-ED* and Facilitator

2'

Description

The facilitator re-introduces him/herself to the class, welcomes the students back to the third session, briefly reiterates the important themes from the previous session and describes the topic for session three.

Rationale

The re-introduction reminds the students who the facilitator is and sets out the topic for the day.

Procedure

- 1) Introduce self and *HAPPY BEING ME CO-ED*.
 - Name
 - *HAPPY BEING ME CO-ED* session three
- 2) Remind students about the topic from the previous session and introduce the topic and theme for this session:
 - Last session - appearance pressure, appearance teasing, and prejudice.
 - This session - appearance conversations/fat talk.
 - Theme - Friends against fat talk.

Activity 3.1. Fat talk - What is it?**10'****Description**

The aim of this activity is for students to recognise fat talk. The facilitator shows two examples of fat talk and clarifies that they are familiar with this type of conversation.

Rationale

Students need to recognise the topic for which we are aiming for change, before change can occur.

Procedure

- 1) **Direct** the students to **page 22** of their Activity Book.
- 2) Facilitator **reads** the first example aloud from the text below.
 - *“Karen is really good friends with Lecy, Jess, Zoe and Jasmine.*
 - *“They are always talking together about things that are going on at school.*
 - *“Sometimes they talk about how they look.*
 - *“Usually it starts with one of them saying, “Oh, I so need to lose weight”, or, “I wish I was taller...”, or, “I don’t like my...”.*
 - *“Often in response, someone else will say, “No, I’m the one who needs to lose weight...”, or, “No, there’s nothing wrong with your... but mine is huge!”*
- 3) Facilitator **reads** the second example aloud from the text below.
 - *“Joe, Goran and Khai often hang out together in class and after school.*
 - *“Sometimes, when it is just the three of them, they also talk about how they look. “They might say something like “It sucks being short, I can’t wait till I’m taller”, or “It’s so unfair, my brother is built way better than me”, or “I’m going to start working out and turn this flab into a six-pack”.*
- 4) **Ask** students if they are familiar with this type of talk.
- 5) **Explain** that these appearance related conversations have a special name, which is fat talk.
 - Conversations that revolve around appearance, including weight, muscularity, and height.
 - Often involve people expressing some sort of dissatisfaction with how they look.
 - Criticising others or teasing others about appearance is also a form of fat talk.
- 6) **Move on** to the next activity.

Facilitator Notes**Fat talk - What is it?**

- Fat talk is a type of conversation that focuses on appearance, and involves people putting themselves down and criticising what they look like.
- Self-deprecating, disparaging, and critical, these comments are directed at appearance.
- Fat talk is directed at oneself and can target weight (too small or too large), height, facial features, skin (e.g., complexion, pimples), hair, muscularity, etc.
- Fat talk can also include appearance teasing which involves criticising others on the basis of their appearance.

Activity 3.2. Fat talk - What problems does it cause?

10'**Description**

In pairs, students identify the consequences of fat talk, which are then discussed with the class.

Rationale

Learning that fat talk causes problems will motivate students to use alternatives.

Procedure

- 1) **Direct** students to **page 23** of their Activity Book, where we want them to consider the problems related to engaging in fat talk. We want to be linking in the previous exercise that included considering the problems that can eventuate when trying to meet the appearance ideal. Hence you might introduce the activity in the following way:
“Do you remember from our first session where we learnt that there were lots of problems that can occur when people try to look like the appearance ideals? Well there are also a list of problems that can occur when people talk with their friends about appearance ideals and whether they match that or not. Lets look at some of these now.”
- 2) Describe to students that a list has been generated highlighting all the potential problems that fat talk can cause. In pairs they are to circle which three they think are the biggest problems caused by fat talk and have a discussion about why they think this.
- 3) Ask a few pairs for their ideas, ensuring to highlight the take home message.

Take home message

Fat talk can cause a lot of problems, including body dissatisfaction. Engaging in fat talk can also strengthen the importance of body image to self-worth and identity.

Facilitator Notes**|| Fat talk - What problems does it cause?**

- Makes body size, shape, and weight control seem more important and relevant.
- Perpetuates appearance focus within friendship groups.
- Reinforces the notion that looks which meet sociocultural ideals are good, and deviation from those ideals is bad.
- Body awareness increases.
- Body concern increases.
- People begin to believe what they say, e.g. “I’m so fat”; “I’m so weak”.
- Individuals may feel fake for saying something they may not believe.
- Individuals feel like they need to “bag” themselves to fit in.
- Individuals feel self-absorbed because they are talking about themselves all the time.
- Individuals feel self-conscious because they are more focused on themselves.
- Low self-esteem.
- Anxiety.
- Negative emotions, e.g. embarrassment, shame, disrespect for oneself.
- Reinforces the idea that thin/muscled is good, and fat/weedy is bad.

Additional Notes:

Activity 3.3. Fat Talk – So why do we do it?

5'**Description**

This activity helps girls and boys to understand that fat talk is common, and has a number of different purposes.

Rationale

Understanding the function that fat talk serves can help participants develop alternative responses that are more adaptive but still fulfil the constructive social role of appearance conversations.

Caution

Ensure that the students do not feel that they are at fault for using fat talk, or that they deliberately make others feel bad about themselves, or that they are only talking that way because they are an attention seeker.

Procedure

- 1) **Direct** students to **page 24** of the Activity Book - "Fat talk – So why do we do it?"
- 2) Using a rhetorical manner, ask students if they are wondering why people would engage in fat talk, given that it causes so many problems as they have just identified.
- 3) Explain these reasons one by one, checking that students understand them.
 - If the students suggest "attention seeking" use Socratic questioning to draw out whether it might be related to either false modesty or reassurance seeking.
- 4) Summarise.

Take home message

Fat talk serves many different purposes. These tend to perpetuate the activity.

Facilitator Notes**Fat talk – So why do we do it?**

- To fit in, be part of the group
 - ◆ To not be seen as different
- To get reassurance from others that they are not fat, or weedy
- To show that they are normal
 - ◆ Because it is normal to be worried about your weight, even if you are not overweight, or if your muscles are well developed
- To show modesty
 - ◆ If you don't engage in fat talk, you might be worried that other people will think you are "stuck-up" or that you think you are perfect
- To express distress, or that things aren't going well
 - ◆ If you say "I'm having a fat day", it can generally mean that you are feeling depressed, or that things aren't going well.
- Because they think it is an important issue for other people in the group
 - ◆ To show that they value the things that are important to the group
 - ◆ To show group solidarity, that they are all in it together
 - ◆ To bond
- It's a habit
 - ◆ When something is just normal for everyone to do, it can become a habit and happen almost automatically
- So that others won't get in first and tease
- To protect our friends
- To reinforce the notion that "thin is good" and "fat is bad"
- To reinforce the notions that "broad/muscular is good" and "a slight build is bad"

Additional Notes:

Description

Students are presented with scripts depicting fat talk scenarios. In groups of four they develop alternative endings to the scripts to be acted out in front of the class in the next session.

Rationale

If students learn alternative ways of dealing with fat talk and understand that the alternatives offer more positive consequences, they will be more likely to reduce their engagement in fat talk.

Caution

Be very careful of reinforcing any of the ideas in the original fat talk scripts, especially the teasing scripts. Ensure that no students are singled out as the “fat/weedy” girl/boy during the activity.

Procedure

- 1) Introduce the script-writing task by segueing from the previous two activities.
 - Because fat talk causes so many problems, it is important to be able to have different options for talking with friends when the topic of appearance comes up.
 - When generating different options, it can help to know the reason that people engage in fat talk, so that those reasons can be addressed in the alternative option.
- 2) **Direct** students to **page 24** of their Activity Book and describe that the script they receive will indicate to them how to go about developing an alternative script.
- 3) **Read** the alternative fat talk examples to help students to generate alternatives.
- 4) **Organise** the students into **groups of four** and then give further instructions.
- 5) Allocate each group to one of the fat talk scripts (from **page 26-32**) and provide handouts for students to write their new scripts.
 - Allocate scripts with only boys to boys groups and the same for girls. Mixed gender scripts can be allocated to any groups. It is okay to double up on scripts and have more than one group work on the same script.
- 6) Each group is instructed to read through the script presented in their Activity Book, then come up with an alternate ending that will still support their friend, but won't have the negative consequences identified in the previous activity. Note each group will be instructed on how to develop their alternative script (i.e, by diverting the conversation, or by ignoring the fat talk without ignoring the person etc.), according to the script they receive (e.g., those receiving script 1 will need to develop an alternative ending by diverting the conversation, while those receiving script 2 will develop an alternative ending by ignoring the fat talk without ignoring the person etc.). This is to ensure that students get onto developing an alternative script as quickly as possible and also so that a variety of alternatives are utilised.
- 7) Allow fifteen minutes to develop the alternate endings.
- 8) If groups of students finish early, ask them to copy their scripts from the handout into their Activity Book so that they will be able to keep a copy.
- 9) Finish the activity by telling the students that they will be acting out their scripts in the next session and everyone will get a chance to comment on the ways in which they are helpful for avoiding the negative consequences of fat talk.
- 10) The facilitator **collects** the scripts to ensure that they will be in class to be used next session for the role play activity.
- 11) Ensure that the **names** of each student are on the script so that they can be identified in the next session.

Take home message

It is possible to not engage in fat talk and preserve your friends' feelings.

Not engaging in fat talk has positive consequences in comparison with the negative consequences of fat talk.

Facilitator Notes

|| **Suggestions for appropriate role play script alternate endings**

- Be respectful of the characters' feelings.
- Don't dismiss the concerns as fake, try to provide reassurance without buying into the fat talk cycle.
- Possible alternatives can:
 - ◆ Divert the conversation.
 - ◆ Ignore the fat talk without ignoring the person.
 - ◆ Show you care about what might be bothering the character.
 - ◆ Treat the character as a valuable person, not just a body size.
 - ◆ Try not to increase the attention onto body size and appearance.
 - ◆ Remember that it's okay for people to feel confident about their body, that doesn't mean they are bragging or stuck-up.
 - ◆ Highlight qualities other than weight and body size.

|| **Sample role play script alternate endings**

- Sample role play scripts are shown on the following pages.
- Note: the sample scripts are to be used as hints for the facilitator to help the students if they are having difficulty developing alternate endings.

Script 1: Typical fat talk (Girls). Students are to develop an alternative ending by ignoring the fat talk without ignoring the person.

Actor **Lines**

Amber: “Are you both invited to Kate’s birthday party on Saturday?”

Thai: “Yeah, it sounds really cool, I’m definitely going.”

Pia: “Yeah, me too.”

Amber: “What are you going to wear?”

Pia: “I don’t know... I’m so fat that nothing looks good on me!”

Thai: “I think that you look good in lots of things, maybe you’re just nervous about the party and that’s why you’re worried about how you’ll look.”

Amber: “Let’s try on some stuff together so we’ll feel a bit more confident.”

Likely different consequence:

- Amber receives reassurance without the other girls putting themselves down
- The real problem (being nervous) behind the concern about having nothing to wear is recognised
- Constructive problem solving can take place

Script 2: Weight teasing (Girls and Boys). Students are to develop an alternative ending by highlighting qualities other than weight and body size.

Actor **Lines**

Narrator: “These students are spending their first recess together after being away over the summer holidays”

Narrator: “While they are sitting on a bench, some other students from their year level walk past.”

Cathy: “Look at Tina and Mike, haven’t they put on some weight over the holidays.”

Samara: “Um, maybe, but I don’t take that much notice of anyone’s weight.”

Basheer: “Well, it’s natural for us all to get bigger, because we are still growing and our bodies are changing with puberty.”

Amal: “They might have, but whatever, they are really fun to hang out with.”

Likely different consequence:

- Sends the message that body size isn’t important in friendships
- Stops appearance teasing
- Recognises that changes in weight are natural and should not be subject to criticism

Script 3: You're so skinny (Boys). Students are to develop an alternative ending by showing they care about what might be bothering the character.

Actor	Lines
Narrator:	"Jack, Ben and Kevin are boys with slender builds who have big appetites, but always stay slim."
Jack:	"I'm so weedy; I'm never going to bulk up."
Ben:	"C'mon Jack, weedy is a bit strong. We are all fairly lightly built guys, but it's not that much of a problem."
Kevin:	"Yeah, none of us are that big, but don't worry about it too much. After all, weedy can be good, like with marathon runners."

Likely different consequence:

- Promotes acceptance of body size
- Provides reassurance to Jack but doesn't contribute to the fat talk cycle
- Focuses on positive aspects of diversity in body size and shape
- Prevents the boys from disparaging their own bodies

Script 4: Having a bad day (Girls). Students are to develop an alternative ending by showing they care about what might be bothering the character.

Actor	Lines
Narrator:	"Naomi, Jade and Emi are all walking to school together".
Narrator:	"Naomi is having a bad day, she just does not feel like herself and is kind of down."
Jade:	"Hey Naomi, you look really nice today."
Naomi:	"Nah, I look terrible, I'm having a fat day."
Emi:	"Naomi, we all love you for who you are, not what you look like. Is there something else going on that's bothering you?"

Likely different consequence:

- Responds to the real reason Naomi might be "feeling fat"
- Recognises that "feeling fat" is often used to mean other things, like feeling down.

Script 5: Attraction (Boys). Students are to develop an alternative ending by diverting the conversation.

Actor **Lines**

Narrator: “A bunch of boys are kicking a footy on the oval and some girls are sitting nearby.”

Thomas: “Hey did you see that, I reckon Libby was looking at Jase.”

Jase: “Nah, girls never look at me, I’m too short and scrawny, she must have been looking at you or Lance.”

Lance: “C’mon Jase, you look alright. You never know, Libby might be interested in more than just looks.”

Thomas: “Anyway, what sort of girl would she be if that was all she cared about?”

Jase: “You’re right guys, actually Libby’s okay, and I think she was looking at me a bit in maths this morning too.”

Likely different consequence:

- Recognition that attraction between people goes beyond looks
- Stops Jase feeling bad about his body and stops all boys in the scenario from disparaging themselves

Script 6: Laughed at for trying out sports (Girls). Students are to develop an alternative ending by treating the character as a valuable person not just a body size.

<u>Actor</u>	<u>Lines</u>
Narrator:	In phys-ed class all the girls have to do athletics.
Narrator:	Today they are learning high jump and shot put.
Narrator:	It's Megan's turn to try high jump and the other girls in the class are watching from the side.
Sophie:	"There's no way Megan can get over that bar."
Su-chen:	"Hey that's not fair, high jump is hard for all of us."
Wei:	"You know it might seem like Megan is having a hard time, but maybe it's just a confidence thing."
Sophie:	"You're right... I shouldn't tease Megan about her size or fitness. I guess it's the same as saying other kinds of bullying or prejudice."

Likely different consequence:

- Prevents the perpetuation of appearance-related teasing
- Does not connect weight with sporting ability
- Recognises that weightism is a form of discrimination which is unacceptable

Script 7: Laughed at for trying out sports (Boys). Students are to develop an alternative ending by treating the character as a valuable person not just a body size.

<u>Actor</u>	<u>Lines</u>
Narrator:	In phys-ed class all the boys have to do athletics.
Narrator:	Today they are learning high jump and shot put.
Narrator:	It's Jake's turn to try high jump and the other boys in the class are watching from the side.
Leo:	"There's no way Jake can get over that bar."
Ravi:	"Yeah right Leo, let's see you try it! It's pretty high, it would be hard for all of us."
Hashim:	"Jake's alright, he might not look it but he's actually pretty fit, just wait and see what he can do."
Leo:	"Yeah, I shouldn't have a go at Jake cos of his size, it's not much different from other sorts of bullying and prejudice."

Likely different consequence:

- Prevents the perpetuation of appearance-related teasing
- Does not connect body size with fitness or sporting ability
- Recognises that teasing about appearance is a form of discrimination which is unacceptable

Concluding comments

Description

- Reinforce the major messages from the session.
- Remind students that they will be acting out their scripts in the next session.
- Briefly make mention of the topics for the next session.
- Thank the students for their participation.
- Invite anyone to stay behind if they would like to talk privately about the session.

Procedure

- 1) Summarise session messages.
- 2) Mention topic for next week - **Fat Talk and Appearance Comparisons.**
- 3) Offer assistance if needed.

Session Four

Friends Fighting Fat Talk and Learning how to Become Comparison Comrades

Fat talk and appearance comparisons

Classroom set-up:

- Chairs in usual classroom configuration so that students can write at their desks and engage in small group work.
- Facilitator stands at the front of the class.

Timing for a 50 minute class:

- *2 minutes* - Introduction to session four.
- *20 minutes* - Fat talk - What else can you do?
 - ◆ Mini-play performances
- *2 minutes* - Appearance comparisons - What are they?
- *8 minutes* - Appearance comparisons - What do people compare?
- *8 minutes* - Appearance comparisons - What are the individual effects?
- *8 minutes* - Appearance comparisons - Getting out of the comparison trap:
 - ◆ Develop alternate scripts (scripts to be acted out in the next session).

Materials:

- Participant name tags (printed with each participant's first name).
- Whiteboard markers x 4.
- A4 notepad and pens/pencil.
- Power point slides:
 1. Title slide
 2. Description of appearance comparisons
 3. Pictures – boys comparisons
 4. Pictures – girls comparisons
 5. What do people compare?
 6. What are the personal effects?
 7. Getting out of the comparison trap.
- Handouts:
 - ◆ Fat talk scripts collected at the end of the previous session.

Re-introduction to *HAPPY BEING ME CO-ED* and Facilitator

2'

Description

The facilitator re-introduces him/herself to the class and briefly reiterates the important themes from the previous session and describes the topic for session four.

Procedure

- 1) Introduce self and *HAPPY BEING ME CO-ED* session four.
- 2) Remind students about the topic from the previous session:
 - Fat talk
- 3) Introduce today's topic and theme:
 - Appearance conversations and appearance comparisons.
 - Theme - Friends fighting fat talk and comparison comrades.

Activity 4.1. Fat talk - What else can you do?

20'

Description

Students present to the class their modified fat talk scripts that they developed in the previous session. Class discussion about the positive outcomes that may result from the new endings follows each presentation.

Rationale

Acting out the alternative, positive appearance conversations using role-play will help students to feel more familiar with these approaches and to adopt these behaviours in the future.

Caution

Be very careful of reinforcing any of the ideas in the original fat talk scripts, especially the teasing scripts.

Ensure that individual students are not singled out as the "fat" or "weedy" girl/boy during the acting.

Procedure

- 1) Introduce the role-play activity.
- 2) **Hand out** the modified fat talk scripts to the groups of students that were collected at the end of the previous session.
- 3) **Have each group in turn present both versions of their mini-play**, the original and altered version. Students are to do this by simply standing up, save time by not getting them to come to the front of the class.
- 4) After each presentation initiate a round of applause and then ask for feedback from the audience as to what was helpful in the alternate ending.
 - Prompt question: "What was different about how the characters would feel following the new ending, compared with the original fat talk ending?"
- 5) Thank the participant providing feedback and reinforce the message that they suggest and what it is about the new ending that is helpful.
- 6) **Write a very brief summary** of the feedback on the whiteboard and add to it with each performance. **Ask** the students to write down the feedback on **page 36** of their Activity Book.
- 7) Summarise the main ways in which the alternate endings have been helpful as well as the main message of the activity.

Take home message

It is possible to not engage in fat talk and preserve your friends' feelings.

Not engaging in fat talk has positive consequences in comparison with the negative consequences of fat talk.

Facilitator Notes

|| Potential positive consequences from the modified fat talk scripts

- The character can receive reassurance about their concerns without others putting themselves down in the process.
- The real problem (e.g., being nervous, having a bad day) behind the concern expressed through fat talk is recognised.
- Constructive problem solving can take place.
- Friends can be more understanding of what is happening.
- Friends don't get caught up in feeling bad about themselves too.
- The alternate ending sends the message that body size isn't important in friendships.
- Stops appearance teasing.
- Recognises that changes in weight are natural and should not be subject to criticism.
- Prevents perpetuation of jealousy based on appearance.
- Recognises that appearance and body size has a lot to do with genetics and not just what someone eats.
- Prevents the characters from disparaging their own bodies and experiencing body dissatisfaction.
- The characters directly share with their friends how they are feeling, allowing them to receive support for the actual problem.
- Recognition that attraction between people goes beyond looks.
- Reduce perpetuation of anti-fat prejudice.
- Does not connect weight/build/muscularity with sporting ability.
- Recognition that appearance teasing is a form of discrimination which is unacceptable.

Activity 4.2. Appearance comparisons - What are they?

2'**Description**

This activity provides a description of comparison processes as they relate to peers.

Caution

Be aware that students may compare their appearance with other students in the class or discuss the attributes of other students in class or in the year level.

If this appears to be happening, instruct the students to not compare or discuss the appearance of specific others.

Procedure

- 1) Show **power point slide 4.2** 'Appearance comparisons'
- 2) **Read out** the first two sentences on the slide.
 - *"A student is standing in the school yard and sees some other students from their year level."*
 - *"The student notices their appearance and then is aware of their own appearance in comparison with the other students."*
- 3) Show **power point slides 4.3** and **read out the text**, or consider asking a student to volunteer reading this out as it helps keep them involved, however it does depend on the students' behaviour.
 - *While Luke wishes he was as tall as Jarrod, Anh wishes his shoulders were as broad as Lee's... At the same time, Dimitri would love to have "guns" like Nathan's & Stephen wishes he had fewer pimples, like Craig...*
- 4) Show **power point slides 4.4** and **read out the text**, or consider asking a student to volunteer reading this out as it helps keep them involved, however it does depend on the students' behaviour.
 - *"While you are wishing you could have a nose like Anna's, Anna is wishing she had hair like Lena's..."*
 - *"At the same time, Sharni would love to have eyes like yours and Serena wishes she could have legs as long as Sharni's."*
- 5) **Check** that the students are familiar with comparisons, either that they engage in them or are aware that others do so.
- 6) Move quickly to the next slide and activity.

Description

This activity, conducted in pairs, followed by a group discussion, identifies the features of appearance, or the body parts, that students recognise as targets of comparisons. The activity also highlights upward comparisons, referring to this process as falling into the comparison trap.

Rationale

Recognising that appearance comparisons are often unhelpful (upward) in nature is a useful stepping stone towards establishing appropriate (i.e. neutral, alternate) comparisons.

Caution

Ensure that students do not name the people they compare with, only refer generally to what they look like.

Ensure that students are respectful of one another when discussing features and body parts.

Be aware that students may attempt to embarrass other students or the facilitator, e.g., by joking about comparisons with genitals/breast size.

Procedure

- 1) Show **power point slide 4.5** 'What do people compare?'
- 2) Organise the class into **pairs** and direct them to the activity on **page 37** of the Activity Book.
- 3) **Ask** the students to write down the particular body parts or features that boys and girls usually compare.
- 4) **Direct** students to answer questions 1 and 2 on **page 38**, by ticking the appropriate box.
- 5) After four minutes, get the students' attention for a group discussion.
- 6) **Ask** the students to share their responses with the group and **write the responses** on the whiteboard. Tell the students to write the extra ideas in the space provided in their Activity Book.
- 7) After a number of responses have been suggested, **ask** whether boys and girls like the features of themselves that they compare - show of hands.
- 8) **Ask** the students whether the body part of the target boy or girl is better looking, not as good looking, or the same as the body part of the boy or girl doing the comparison - show of hands.
 - Explain that this process is called "*falling into the comparison trap*".
 - Comparing oneself on features that are not liked.
 - Choosing "better" people to compare with.
- 9) Summarise.
- 10) Move to the next slide.

Take home message

In the **comparison trap**, people pick out things that they don't like about their appearance and find others to compare themselves with, who they think look better on that particular thing.

This process, although not deliberate, is a form of self-disparagement.

Facilitator Notes

Appearance comparisons - What do people compare?

Features of appearance that are likely targets for comparison are:

- ◆ Height.
- ◆ Weight (girls more than boys).
- ◆ Shape (girls more than boys).
- ◆ Build (boys more than girls).
- ◆ Facial attractiveness.
- Other features that will be targets for comparisons are the features that contribute to the ideal appearance as discussed in session one.

Are these things about yourself that you like, don't like, are unsure of?

- Expect that comparisons will be upward (with superior targets), on features that girls and boys do not like about themselves, or are unsure of and do not have confidence in.

Expect that comparison targets will be:

- Superior on the body part compared.
- Inspirational in terms of having some characteristic the participant might want to develop or acquire

Activity 4.4. Appearance comparisons - What are the personal effects?

8'

Description

This class discussion enables students to identify personal level negative consequences that arise from appearance comparisons.

Rationale

Recognising the negative consequences of unhelpful (upward) appearance comparisons will motivate students to change their behaviour.

Procedure

- 1) Show **power point slide 4.6** 'What are the personal effects?'
- 2) **Direct** students to **page 38** of their Activity Book.
- 3) **Ask** the students how boys and girls are likely to feel when they compare their appearance with superior others on features of themselves that they do not like.
- 4) **Write** the answers on the whiteboard, and direct students to copy these answers into their Activity Books.
- 5) Summarise.
- 6) Move to the next slide.

Take home message

Unhelpful (upward) comparisons result in negative personal consequences: body dissatisfaction, low mood, low self-esteem, and intention to diet and exercise.

Facilitator Notes

Appearance comparisons - What are the individual effects?

Feelings

- Negative affect.
- Guilt.
- Body dissatisfaction.

Focus

- **On what's wrong with me.**
- **The things I don't like about myself.**

Thoughts

- I'm not good enough.
- **I need to change.**
- I wish I looked like her/him.
- I'm going to go on a diet.

Behaviour related to change strategies

- Exercise, cardio, weight training.
- Dietary restraint.

Activity 4.5. Appearance comparisons - Getting out of the comparison trap

8'**Description**

In pairs students develop alternate responses to unhelpful (upward) appearance comparisons.

Rationale

If students develop alternate comparison approaches that do not involve upward comparisons, they will not experience body dissatisfaction or reinforce the unhelpful peer appearance culture.

Procedure

- 1) Show **power point slide 4.7** - 'Appearance comparisons - Getting out of the comparison trap'.
- 2) Organise the students into **pairs**.
- 3) **Direct** students to **page 39** of their Activity Book and introduce the activity.

Allow students seven to eight minutes to develop alternate scripts, and remind them that they will be reading them out in the next session.

Facilitator Notes

Facilitator Notes - Appearance comparisons - Getting out of the comparison trap.

Alternate script examples

1. Neutral, e.g. fact based:

- Did you see Lee today in PE? He was wearing those runners that I want to get.

2. Different comparison:

- He looks really built, but that doesn't mean anything about me, after all, I'm better at maths than Lee but that doesn't make him a bad person.
- Her hair looks gorgeous, good on her. I'm happy with the way my outfit looks today too.

3. Compliment rather than criticise:

- She's gorgeous - she's really lucky, it's nice for her that she looks like that.

4. Focus on your positives:

- His body is really toned, but appearance isn't everything. Comparing just makes me feel bad, so I will focus on thinking that I am fun to be with and good at lots of other things.

5. Be fair to yourself when you compare:

- He's got a great body but it's not fair for me to compare myself to him, we are so different, there are lots of other people I have a similar build to.

6. Check out a range of different people to see where you really lie

- She looks really great, but she's not the only person in the world I can compare myself to, after all, when I was at the beach I noticed that I was bigger, smaller, and the same size as lots of other girls my age.

Focus on your positives

- Think of the things friends have said that they like about you
- Remember to notice all the people who are similar to you
- Remember that someone else is probably wishing they have something that you have
- Focus on other important things in life
- Remember that we are all individuals
- Remember that we are all special in our own way
- Compare on other dimensions on which they feel advantaged

Likely consequences of alternate comparisons

Individual

- Body dissatisfaction does not result
- Feel good about yourself
- Not so worried about living up to the appearance standards of the comparison target
- Do not feel the need to change one's body

Friendship appearance culture

- Other people don't worry so much about appearance
- Appearance norms are more flexible, not so rigidly defined
- Other people won't feel judged by members of the group

Reduced peer pressure to meet appearance ideals

Concluding comments

Description

- Reinforce the major messages from the session.
- Briefly make mention of the topics for next session.
- Thank the students for their participation.
- Invite anyone to stay behind if they would like to talk privately about the session or to ask any other questions about the session topics.

Procedure

- 1) Summarise session messages.
- 2) Mention topic for next week – **Comparison Comrades and Media Literacy.**
- 3) Offer assistance if needed.

Session Five

Comparison Comrades and Media Mates

Appearance Comparisons and Media Literacy

Classroom set-up:

- Chairs in usual classroom configuration so that students can write at their desks and engage in small group work.
- Facilitator stands at the front of the class.

Timing for a 50 minute class:

- *2 minutes* - Introduction to session five.
- *10 minutes* - Appearance comparisons – getting out of the comparison trap: students read out their alternative scripts.
- *7 minutes* - Media images - How do we react?
- *15 minutes* - Media images - What does the media do?
- *10 minutes* - Media images - How can you be a media mate?
- 5 minutes – Homework: Appearance comparisons - There is more to me than how I look!

Materials:

- Participant name tags (printed with each participant's first name).
- Whiteboard markers x 4.
- A4 notepad and pens/pencil.
- USB flash drive:
 - ◆ Separate copies of media image manipulation videos
- Power point slides - file named "slideshow pictures"
 1. Media images of celebrities (slides 1-36)
- Power point slides - file named "Image manipulation"
 1. Video - Dove Evolution (female).
 2. Video - Male version of Dove Evolution.
 3. Video - Photoshop tutorial to fake muscles.
- Handout:
 - ◆ Appearance comparisons – There is more to me than how I look!

Re-introduction to *HAPPY BEING ME CO-ED* and Facilitator

2'

Description

The facilitator re-introduces him/herself to the class and briefly reiterates the important themes from the previous session and describes the topic for session five.

Rationale

The re-introduction reminds the students who the facilitator is and sets out the topic for the day.

Procedure

- 1) Introduce self and *HAPPY BEING ME CO-ED*.
 - Name
 - *HAPPY BEING ME CO-ED* session five
- 2) Remind students about the topic from the previous session:
 - Fat talk and appearance comparisons.
- 3) Introduce today's topic and theme:
 - Comparison comrades and Media mates - the impact of media on body image.

Activity 5.1. Appearance comparisons - Getting out of the comparison trap!**10'**

Description

During the last sessions students developed alternate responses to unhelpful (upward) appearance comparisons. Outcomes and consequences of these alternatives are discussed as a group.

Rationale

If students develop alternate comparison approaches that do not involve upward comparisons, they will not experience body dissatisfaction or reinforce the unhelpful peer appearance culture.

Procedure

- 4) **Direct** students to **page 38** of their Activity Book and remind them of the activity they completed in the previous session.
- 5) Allow two minutes for students to familiarise themselves with their scripts again and then get each group to share their new scripts.
- 6) To add some fun to the activity, encourage the students to present like actors. They may stand up to present (but to save time, not come to the front of the class).
- 7) After the pairs have read out their script thank them for their contributions and highlight the type of alternate that was used and why this is helpful.
- 8) Summarise.

Take home message

There are real alternatives to unhelpful (upward) appearance comparisons that have positive individual and group consequences.

Description

Students are shown media images of advertising and celebrities depicting appearance ideals. Individual student work is followed by a class discussion regarding reactions to these images, focusing on appearance comparisons and resultant body dissatisfaction.

Rationale

Identifying appearance comparisons that take place in response to viewing media images sets the platform for later activities regarding media images.

Caution

Be wary of over-glamorising the media. Be vigilant for students making inappropriate comments, either directly about the images, or relating those images in some way to other students. React immediately to such comments. It may be appropriate to remind the students of the class rules they developed in session two in relation to appearance teasing, e.g., “negative appearance comments are never okay”.

Procedure

- 1) **Display** slideshow of power point slides from file **Session 5_slideshow pictures** (these will scroll through automatically on pre-set timing until the escape button is pressed - the slides show images of celebrities).
 - While the images are displayed, describe the images as depicting appearance ideals that were discussed during session one.
 - Explain that these are images that students would come across every day, as they are pictures of celebrities from Australian TV shows, actors from movies, and Australian athletes that students would see frequently on TV, in magazines, and on the internet.
- 2) **Direct** students to **page 42** of their Activity Book.
- 3) **Ask** the students to consider how people their age, boys and girls, might react when they see such images.
- 4) Before providing students with a few minutes to write down what people think to themselves and how they feel when they see media images, remind them of the problems discussed in session one when learning about appearance ideals (refer to **page 17** of this manual for a refresher) and also session three when looking at fat talk (refer to **page 35** of this manual for a refresher). Ask students: *“Do people think that media images might make these problems worse?”*
 - Allow students to discuss this with one another when generating responses.
- 5) While the students are completing the task, **write** the headings *“thinking”* and *“feeling”* on the whiteboard.
- 6) After four minutes, begin a class discussion by asking students to share their ideas with the class. **Write** the responses on the whiteboard and ask students to write the extra ideas in their Activity Books.
- 7) After a number of responses have been provided, **summarise** and highlight appearance comparisons and body dissatisfaction as outcomes of viewing idealised images. If it is suggested, also highlight wanting to change one’s appearance and engage in body change strategies.

Take home message

Viewing media images of celebrities and models (whose appearance is consistent with ideals) results in appearance comparisons and body dissatisfaction. When teenagers compare their appearance to “perfect” images, they think they do not meet this standard, and as a result they feel dissatisfied with their own appearance and may start to engage in unhealthy body change strategies.

Facilitator Notes

Media images - How do we react?

What do teenage boys and girls think about themselves when they see “perfect” media images?

- Praise the appearance of the celebrity e.g., “She’s so pretty, why can’t I be that pretty”.
- Compare oneself with the image, e.g., “why can’t I be that thin/muscular”.
- Judge oneself to not meet the standard of appearance set by the media image.
- Desire to look like the image, e.g., “I wish I had a perfect flat stomach like hers”.
- Desire to change appearance.
- Desire to engage in specific body change strategies, e.g., go to the gym, diet, exercise, etc, e.g., “I need to go on a diet... lose weight”.

How do teenage boys and girls feel after viewing images?

- Dissatisfied with their bodies.
- Not good enough.
- Sad.
- Motivated to make some changes.

Unexpected responses - Anger towards the media

Students may respond with anger towards the media and media outlets. They may comment that they would like to deface advertising, or throw magazines away. Possible responses to such comments are shown below.

Facilitator response: Provide positive reinforcement for this type of response without encouraging vandalism.

Facilitator response: *“It’s great that you feel so strongly about these images, we might have to channel that energy into some productive activism”*

Unexpected responses - Positive responses towards the media

Students may respond positively towards the media images. Students may suggest that the images are helpful as they give them a standard to strive for.

Facilitator response: Reinforce the message that the next activity will show that media images are not real and that it is impossible for people to look like the fake images. Reinforce also the emotional, social, and physical problems associated with appearance ideals identified in session one.

Unexpected comment: *“It’s really helpful seeing this stuff advertised, then you know what to buy.”*

Facilitator response: Provide positive reinforcement by expressing your understanding that some people may feel this way but perhaps there are different ways of looking at things which we will also explore.

Unexpected comment: *“I really like to buy and use the beauty stuff.”*

Facilitator response: Provide positive reinforcement. There is nothing wrong with enjoying using the products but it can become a problem if people pin their hopes on the products making major changes to their appearance, and then they may be disappointed.

Activity 5.3. Media images - What does the media do?

15'

Description

Students watch two (potentially three) videos depicting photographic and digital manipulation techniques. The first two videos are Dove “Evolution” showing a female model, and a similar video with a male model. The third video is a segment of a Photoshop tutorial demonstrating techniques which demonstrates how to swap body parts from one photo to another. A discussion of the photo shoot techniques and digital manipulation follows.

Rationale

Showing the videos provides direct examples of the media manipulation techniques that occur. If students become aware of this manipulation they will understand that media images are not real, and therefore not directly comparable to themselves.

If students can recognise the degree to which media images are manipulated, they may be less likely to compare themselves or others to them.

Caution

Do not encourage the students to criticise the models themselves, rather the process that changes the images.

There may be difficulty with the technology. If the videos do not play from the power point slide, open the additional files with the videos saved separately.

Procedure

- 1) Link to the previous activity which identified that individuals tend to compare themselves to media images, which leads to body dissatisfaction. This activity will investigate whether comparisons with media images are fair.
- 2) Move to power point file **Session 5_image manipulation**.
- 3) **Play each video once.** Start by playing the Dove Evolution (female) video and then the male version. (Tell students that if they work well and we get to cover everything there will be another video for them to watch at the end of the lesson – this will be the photoshop tutorial). Pause after each video and allow the students to make some comments on the video content after each has played.
 - Note that some students may have seen the Dove Evolution (female) video before.
- 4) While the videos are playing **write** two headings on the whiteboard (*Before the photo; After the photo*) in different columns.
- 5) Engage the students in a general discussion of their impressions of the videos.
 - Ask the students what they like about how the models look in the final photo. In later discussions, talk about how the things they like are not real.
- 6) **Direct** students to **page 43** of their Activity Book and engage in a full class discussion. **Direct** students to write the responses in their books.
- 7) **Ask** the students what happens before the photo is taken.
- 8) **Ask** the students what happens after the photo is taken, prompting for specific techniques that were shown in the Dove videos and the Photoshop tutorial.
- 9) Reiterate each manipulation technique as it is suggested and reinforce the idea that each technique moves the image of the person further and further away from being real or natural.
- 10) Add extra ideals that the students have not thought of - see Facilitator notes.
- 11) **Summarise** and highlight take home message.

Take home message

Media images are not real - media images are so highly manipulated that they are not real, or natural.

It's not fair to compare - media images are highly unrealistic, therefore it is not possible for people to attain similar appearances in real life.

It is helpful to be critical of media images and understand that they may be altered, rather than taking them at face value.

Facilitator Notes**Media images - What does the media do?****Before the photo is taken:**

- Models are selected from the thinnest 2% of the population.
- It is a model's full-time career to maintain and present an ideal appearance.
- Model follows rigid diets to keep their body fat percentage very low so that they are very slim, or their muscles are well defined.
- Model undergoes many beauty regimes/cosmetic procedures to enhance features, e.g. facials, manicures, waxing, and even botox, lip plumping.
- Soft lighting.
- Hours in make-up and hair styling.
- Professional stylists, designers, photographers.
- Girdles to squeeze flesh of models into a dress sample size that is too small.
- Duct-tape is used to tape breasts together to create cleavage.
- Heavy clamps used to weigh down clothing to give illusion of perfect fit.
- Padded underwear to create shape at the back of a dress.
- Many, many photos are taken.

After the photo is taken:

- Re-imaging: scanning photos into computer so they can be altered in thousands of ways.
- Almost all magazines use some form of computer re-imaging.
- Two bodies combined to make one body (e.g., head of a celebrity on a thin model's body for posters advertising movies).
- Overlaying one body part from one person, onto the body of another person.
- Removing 'blemishes'.
- Stretching / squashing.
- Erasing spots, fat, cellulite.
- Reshaping body parts, e.g. eyes, as shown on Dove evolution video, arms, shoulders etc on Photoshop tutorial.
- Recolouring - portray a tan, even skin tones, make skin lighter if it is a darker model.
- Deleting parts of body (e.g., inches from Cindy Crawford's leg).

Description

Small group activity in which students develop peer-related strategies to deflect the impact of media images from themselves and their peers. The strategies will be based on the themes “*Media images are not real*” and “*It’s not fair to compare*”. A further focus will be reducing the negative impact of reflected appraisals (individuals believe the media standards are important because they believe their peers judge them on the basis of those standards).

Rationale

Learning self-protective and “body image buddy” strategies will provide students with helpful alternatives to prevent them from being impacted upon by media ideals. In addition, the activity will develop their awareness of the ways in which their own actions can influence peers.

Procedure

- 1) Organise the class into **small groups of four** per group and direct them to the activity on **page 44** of the Activity Book.
- 2) Introduce activity.
 - Groups are to generate at least five different things that may help to be a good “Media mate”.
 - These things are based on the themes “**Media images are not real**” and “**It’s not fair to compare**”.
 - Also introduce the concept of the **peer appearance culture** (see facilitator notes) and explain that individual’s actions, e.g., in praising media images, telling friends that they want to look like media images, can make others around them feel that media images are important and that they are also being judged in relation to those images. Part of being a good media mate is to set an example for friends and show them that you can critically examine the images, rather than think that everyone around you needs to look like them.
- 3) Give example:
 - An example of what you could say to your friends to be a good media mate when they are looking at magazine pictures could be “*Don’t worry about comparing yourself to those pictures, remember they have had all that make-up and hair-styling, and Photoshop removing any tiny spot - you’re not being fair if you compare yourself to those images.*”
- 4) Direct students to generate at least five ideas to being a good “Media mate”.
- 5) While students are engaged in the group activity, walk around the class and offer assistance to help students generate ideas - see Facilitator’s notes.
- 6) Allow about ten minutes for students to generate ideas.
- 7) **Summarise** and finish up and reiterate the take home message.

Take home message

Media images are not real - Media images are unrealistic and unattainable.

It is not fair to compare - It’s not fair to compare your appearance to unrealistic media images.

Be a good media mate and show your friends that you do not compare or judge them in relation to media images.

Facilitator Notes

Peer appearance culture and reflected appraisals

- Media images are a pervasive standard for comparison.
- Although some individual's may be able to reject the standards set by media images, due to "reflected appraisals", or how they believe others view them, they may indirectly be affected by media images.
- This occurs because they think that others judge them by the standards set in the media.
- They may also think that others believe that media images are ideal.
- These processes are very important to the peer appearance culture, particularly for teenagers who are very conscious of appraisals by their peers.
- In relation to media images, teenagers who show that they reject media images will indirectly assist their peers by reducing the pressure that peers feel to attain such an image.

Media images - How can you be a "media mate"?

Say to self or others

- Those images aren't even real.
- It's not worth wanting to look like them, they are so unrealistic.
- No one can look like that in real life, not even the models.
- Let's try and figure out what touch ups they have done to the picture.
- The advertisers are just making us feel bad, if we don't look at the ads it will help us to feel okay about ourselves.
- It's just an advertisers trick, we can ignore what they are trying to do and not get sucked in.
- Even if we buy the product we won't look like the unreal picture, so we shouldn't even bother.
- Media images do not represent the variety of shapes and sizes of real teenagers - it is unfair to compare ourselves.
- Remember that advertising only uses those images to try to sell you things - advertisers try every trick in the book.

Take action

- Don't buy magazines.
- Change the channel on the TV when really "bad" ads come on.
- Rate how fake the media images are on a scale from "totally fake" to "real".
- Find alternative things to read and look at, e.g. "Real Magazine" (www.realmagazine.net.au); Indigo (www.indigo4girls.com); Kaz Cooke's "Girl Stuff", John Marsden's "Secret Men's Business".
- Boycott products that use highly retouched images.
- Send letters of praise to companies that use "better" advertising.
- Show your friends that you are critical of media that shows only idealised images and that you don't expect anyone in real life to look like the fake images.
- Do not judge others by media standards.

Activity 5.5. Homework - Appearance comparisons - There's more to me than how I look!**5'****Description**

In this homework activity students consider non-appearance features about themselves that they value but that are not generally emphasised in media images of young people. They also focus on moving away from considering themselves in appearance terms, and focus on other dimensions of themselves related to friendship.

Rationale

This activity reinforces the messages presented in session five in relation to promoting a broader conceptualisation of positive attributes, beyond appearance.

Caution

Ensure that this activity does not become a “model-bash” activity. This activity is about qualities not depicted in the media, and about reducing appearance comparisons.

Procedure

- 1) Direct students to **page 45** of their Activity Book.
- 2) Provide instructions for the homework and ask the students to write the homework in their diaries.
- 3) If there is time before the end of the session, allow the students a few minutes to make a start on the activity.

Concluding comments**Description**

Reinforce the major messages from the session.

Briefly make mention of the topics for next session.

Thank the students for their participation.

Invite anyone to stay behind if they would like to talk privately about the session.

Procedure

- 1) Summarise session messages.
- 2) Mention topic for next week - **Spreading the Word!**.
- 3) Offer assistance if needed.

Additional Notes:

Session Six

Body Image Buddies - Spreading the Word!

Internalisation of the appearance ideal and review

Classroom set-up:

- Chairs in usual classroom configuration so that students can do group work together.
- Facilitator stands at the front of the class.

Whiteboard:

- Blank.

Timing for a 50 minute session:

- *2 minutes* - Introduction to session six.
- *10 minutes* - Appearance ideals - What's so good about them?
- *10 minutes* - Appearance ideals - What arguments can you use?
- *25 minutes* - Body image buddies - Spread the word!
 - ◆ *10 minutes* - Messages development
 - ◆ *10 minutes* - Group discussion
 - ◆ *5 minutes* - Poster development
- *5 minutes* - *HAPPY BEING ME CO-ED* - Certificate of completion.

Materials:

- Participant name tags (printed with each participant's first name).
- Whiteboard markers x 4 (different colours).
- Power point slides:
 1. Body image buddies- Spread the word! Title page.
 2. Body image buddies- Appearance ideal expectations pictures.
 3. Body image buddies- Appearance ideal expectations video.
 4. Body image buddies – A reminder of what we focused on in each session.
- A2 poster paper.
- Coloured textas x 7 packets.
- Stickers x 7 packets / pages.
- Certificate of completion for each student with their name.

Re-introduction to *HAPPY BEING ME CO-ED* and Facilitator

2'

Description

The facilitator re-introduces him/herself to the class and briefly reiterates the important themes from the previous session and describes the topic for session 6.

Procedure

- 1) Remind students about the topic from the previous session and introduce the topic and theme for this session:
 - Previous session – Comparison Comrades and Media Mates.
 - This session - appearance ideals; review.
 - Theme - Body image buddies.

Activity 6.1. Appearance ideals - What's so good about them?

10'

Description

Class discussion in which students identify positive characteristics and expected rewards associated with meeting appearance ideals. Students note the answers in their Activity Books.

Rationale

Recognition of positive characteristics associated with appearance ideals sets the foundation for students to dispute those associations in the following dissonance exercise.

Procedure

- 1) Show power point slide 6.1 displaying pictures (taken from magazines, and ads on the internet) that associate appearance ideals with positive outcomes.
 - While students are looking at the slide, ask them to think about any themes that are common to the pictures shown.
- 2) Show power point slide 6.2 and play the short video with Jennifer Hudson (former American idol contestant and actress) singing "Feeling good" while advertising Weight Watchers.
 - Again, ask students to think about a connection between the message shown from the video, and that shown in the advertisements from the previous slide.
- 3) Provide background.
 - Appearance can be connected with moral values like good and bad.
 - The pictures and advertisements show that you will "feel good" if you look good; if you are fat you must be "trapped" or "have the blues"; that you "gain life" if you lose weight, so before losing weight you must not have had much of a life; and the cartoon picture shows that an ideal body is one that others are attracted to.
 - If someone lives up to the appearance standards, they are also thought to have other great qualities and lots of other great things are going on.
 - e.g. weight loss is promoted as bringing valuable rewards (e.g. achieving success in life).
 - Connecting positive characteristics to appearance ideals make ideals even more desirable.
- 4) Direct students to page 48 of their Activity Book and begin the group discussion.
- 5) Benefits associated with looking like appearance ideals have been recorded in the students' Activity Books (in order to save time). Work through these with the students and ask them if there any others they think should be added.
- 6) Write the suggested ideas on the whiteboard.
 - Note that during this activity students may suggest that these benefits are untrue. Encourage students to pursue this.
- 7) Summarise.

Take home message

Meeting appearance ideals is associated with perceived benefits and rewards. These are assumptions, not fact.

Facilitator Notes**Appearance ideals - What's so good about them?****Perceived benefits of meeting appearance ideals****Social rewards:**

- Popular (accepted / liked by others).
- More friends.
- Friendly, extraverted.
- Social situations would be easier.
- Boys/girls are only attracted to people who look like appearance ideals.

Well-being rewards:

- More confidence.
- Less self-conscious.
- Happier.
- Healthier.
- Fitter.
- Successful.
- Strong (physically and mentally).
- Powerful (physical, mental, social).

Other

- You can eat anything you want and never gain weight.
- Anything you wear will look great.
- Hardworking.
- In control.
- Self-disciplined / strong willed.

Description

In this full class discussion students develop arguments against pursuing appearance ideals. They focus on counterarguments for perceived advantages of appearance ideals.

Rationale

Self-generated arguments are likely to have more effect than solutions presented in a didactic format and are more likely to create cognitive dissonance.

Generating counterarguments against the rewards of appearance ideals creates cognitive dissonance. When dissonance is present the individual is motivated to try to reduce the dissonance by changing their behaviour or attitudes. Reappraising the benefits of pursuing appearance ideals will reduce the extent to which the students hold the ideals as personal standards.

Procedure

- 1) **Direct** students to **page 48** of their Activity Book and start generating some arguments against these perceived benefits by firstly asking the students if they agree with this 100%, write any arguments against any of the points up on the white board and ask students to do the same in their workbooks.
- 2) Continue working on the points that are left unchallenged by asking students to volunteer suggestions to help convince someone that these perceived benefits associated with appearance ideals are exaggerated, unrealistic, or untrue.
 - It is possible that students may have already generated some of these counterarguments when the benefits were suggested in the previous activity.
- 3) **Write down all responses on the whiteboard linking each suggestion to the proposed benefit.**
 - For some of the perceived benefits it may be difficult for students to suggest counterarguments, so offer as many hints and ideas as are needed.
- 4) **After a number of counterarguments have been suggested, ask students if they think pursuing appearance ideals are worth it or not.**
 - Preferred response is that appearance ideals are not worth it because the benefits are not real.
- 5) **Summarise.**

Take home message

Benefits associated with appearance ideals are unrealistic and will not magically occur.

Reinforce from session one that the costs of pursuing appearance ideals are very high, emotionally, socially and physically because ideals are unattainable. Also, reinforce the lessons learnt in the previous session where we saw that even super models do not meet the appearance ideals and actually have a lot of work done in order for their images to look the way they do!

Previous sessions demonstrated that personality, attitudes and behaviours towards others are much more important for friendships and acceptance.

Facilitator Notes

Appearance ideals - What arguments can you use?

Perceived rewards from meeting appearance ideals

Social rewards

- Popular - the people who decide that teenagers are popular because of their looks are only being superficial, it's more important to be accepted on merit, not because of looks.
- Accepted / liked by others - Most people's friends like and accept them because of who they are, not what they look like.
- More friends - true friends value one another on the basis of kindness, humour, personality, openness, etc, not on what they look like.
- Friendly, extroverted, - being friendly and extroverted is about your social skills, not what you look like. Social skills can be practiced and improved and don't rely on your appearance.
- Social situations would be easier - being at ease in social situations is about confidence, not looks. Friends can help one another feel comfortable in social situations, regardless of what they look like.
- Attraction - people are attracted to one another for lots of reasons (e.g., sense of humour, caring, sensitive, fun etc), not just appearance. People of all different shapes and sizes are in great relationships.

Well-being rewards

- More confidence - confidence is about how you feel about yourself, which comes from the inside, not the outside.
- Less self-conscious - body image worries contribute to being self-conscious, worrying about wanting to change appearance will make that worse, but accepting one's appearance will reduce self-consciousness.
- Happier - losing weight doesn't make you happy. Being with people you love, enjoying activities, and having good things in your life contribute to happiness.
- Healthier, fitter, stronger - these attributes are not directly connected to body size and shape. People can be thin and lean without being fit, healthy, or strong. Taking care of food intake and regular movement will develop strength.

Disadvantages of not meeting appearance ideals.

- Body size and shape has nothing to do with intelligence, laziness, or being helpful.
- Eat too much - people of all different sizes overeat at certain times, not just larger people.

Facilitator Notes (Continued)

Appearance ideals - What are the costs? (from session one)

Emotional

- Low self-esteem because cannot appreciate oneself.
- Feeling like a failure for not achieving the ideal.
- Self-criticism and negative self-evaluation due to failure to meet strict appearance standards.
- Disappointment.
- Frustration.
- Anxiety/panic about weight gain / not meeting the ideal.
- Focus on the things that are wrong with you, rather than positive aspects.
- Depressed mood.
- Constant focus on body image while ignoring other things.
- Unhealthy thinking.
- Obsessed with food & eating.
- Obsessive thoughts.
- Insecure.
- Feel terrible.
- Maladaptive thoughts about food and eating.

Social

- Perpetuation of the problem among friends, family members who think that if it is important to you to meet appearance ideals, then they should try to meet them too.
- Limited enjoyment of social activities and being with other people due to focus on attainment of ideal / or inability to do so.
- Avoiding activities to prevent scrutiny of weight.
- Social isolation.

Friendship-related

- Lose sight of the value of other qualities (in others) when we are only focused on appearance.

Other

- Miss out on pleasurable things in life, e.g. activities, great food.
- Efforts to achieve the thin ideal are unsustainable because unrealistic.
- Deprivation, e.g. food, fun.
- Waiting to start life - can't enjoy the moment.
- Time consuming.

Physical (generally from dieting)

- Lack of appreciation of physical abilities of the body.
- Out of touch with body physically, e.g. ignore body signals Loss of concentration.
- Feel weak.
- Lack of nutritional intake (due to dieting).
- Pain - from extreme measures to look like the ideal, e.g. plastic surgery, cosmetic procedures.
- Health problems from too much exercise (e.g. no menstruation).
- Tired / fatigued / lethargic.

Facilitator Notes (Continued)

Unexpected responses - Possible difficult questions about appearance ideals

You may be asked complex or difficult questions about appearance ideals. Students may suggest arguments in favour of rewards from thinness. Possible comments and responses to such comments are shown below.

Boys

Unexpected comment: *“What if boys only like thin girls”*

Facilitator response: *“It’s true that boys, like girls, are attracted to people who look appealing, but I think we would find it unacceptable if they had really narrow and restrictive ideas of what they thought looked good. For example, what if boys only liked girls who were between 160 and 165cm tall? We would think that is pretty crazy. Well it’s just the same if boys only like thin girls who are a certain size. I imagine that everyone in this room would like spending time with boys who like you for who you are, not because you fit some narrow stereotype of thinness.”*

Dieting

Unexpected comment: *“But I’ve heard that dieting gives you more energy.”*

Facilitator response: *“I think that dieting is promoted as a really healthy option that makes people feel better in themselves but I don’t know if any of you have been on a diet, or been around people who have, mostly dieting just makes them hungry, and tired, and feel deprived. Usually that means their energy levels are low, not higher.”*

Overweight/obesity

Unexpected comment: *“We all keep hearing that people should lose weight and that being fat is bad, shouldn’t people do something so they aren’t so fat?”*

Facilitator response: *“It’s a really important point that you raise, because you are suggesting that people must be fat, or overweight, if they want to diet, but that often isn’t the case for teenagers. Unfortunately lots of people feel pressure to change their body to look more like appearance ideals, even when they are in the healthy weight range. So firstly, we need to be careful of promoting weight loss to people who are already healthy and don’t need to change their body size for any reason. And secondly, we need to be careful about promoting the right way to go about being healthy, and even for people who are overweight or obese, dieting may not be the best and most healthy option for them.”*

Facilitator response: *“We have talked in our sessions about the problems associated with pursuing appearance ideals, and lots of those problems, like feeling like a failure, having no energy, and that sort of thing can happen to people who diet, particularly when the diets don’t work and they put weight back on - which almost always happens, no matter how hard people try. So in the end, I would say that diets cause more trouble than do any good, and we need to take different options, like the natural eating approach, to look after ourselves.”*

Description

This group activity brings together the body image buddy concepts from each session and is a review of the main concepts of the program. In small groups students select elements from each session that contribute towards being a good body image buddy. In their groups the students then share with the class their body image buddy messages.

Rationale

Using the body image buddy concept reinforces the transmission of the positive peer environment and assists with consolidation of the program content, as concepts addressed in previous sessions are revisited.

Procedure

- 1) Organise students into **groups of three**.
- 2) Guide their attention to power point slide **6.3** and highlight that this is a reminder for them of what was covered in each session.
- 3) **Direct** students to **page 49** of the Activity Book. Following the instructions outlined on page 49, students choose what they think are the best messages to share with others in regard to being a good body image buddy to help others look after their friends.
- 4) To develop ideas for the activity, students draw on activities from each of the previous sessions, and the notes they have made in their Activity Books.
- 5) If hints and ideas are needed, direct the students to the pages in their Activity Book that outline the main session messages, and also to the main change activities (see Facilitator's notes below).
 - Also, ask students to think about the problem with the particular behaviour that was the focus of the session, and then to identify what they think is the best solution.
 - e.g., appearance comparisons are a problem because.... and the best solution is to...
- 6) Allow groups ten minutes to generate their ideas.
- 7) **Ask** for body image buddy messages for each session in turn, asking each group to contribute an idea from at least one of the sessions.
- 8) Highlight and discuss the reasons the messages are helpful.
- 9) Summarise the important and helpful messages generated by the students.
- 10) After the ideas have been shared and discussed, **hand out** poster paper, textas, and stickers and allow students the remaining time to choose **ONE** favourite message to include on a poster.

Take home message

Body image buddies can be very valuable for their friends to help prevent body image concerns and help students to feel good about themselves, and to be accepted by their peers, regardless of their appearance.

Facilitator Notes

Body image buddies - Spreading the word!

Use the following messages to assist students to generate ideas for spreading the body image buddy word.

General

- Behaviour: modelling, engaging in non-appearance based activities
- Perception of others: accept others for non-appearance based attributes
- Peer environment: promote a body positive environment

Session One: Body image buddies (pg. 11-20)

- Pursuing appearance ideals causes many problems (emotional, social and physical). It is really unhealthy and unhelpful to pursue these ideals
- Let your friends know how much you appreciate them for qualities other than appearance
- Draw attention to qualities other than appearance that are appealing
- Support diversity in appearance
- Support, praise and reinforce the behaviour of others for defying appearance pressures, or helping their friends to feel good about themselves

Session Two: Pals opposed to pressure and prejudice (pg. 21-30)

- Appearance related teasing is discrimination - it is not acceptable
- Class rules send the message that appearance teasing will not be tolerated
- Bystanders can show that they do not support teasing by
 - ◆ Not joining in or laughing
 - ◆ Providing support to the person being teased
- Pals can show that they accept everyone, regardless of appearance
- Don't make comments about the appearance of others
- Remember that "jokes" or "helpful" comments can be very hurtful

Session Three: Friends against fat talk (pg. 31-44)

- Don't start fat talk (or let it continue)
- Instead of engaging in fat talk look after yourself and your friends by
 - ◆ Talking with friends about things other than appearance
 - ◆ Diverting the conversation
 - ◆ Ignoring fat talk
 - ◆ Move attention away from appearance

Session Four: Friends fighting fat talk and learning how to become comparison comrades (pg. 45-56)

- In the comparison trap, people pick out things that they don't like about their appearance and find others to compare themselves with who they think look better on that particular thing.

- Appearance comparisons (upward) are unhelpful because they focus on what people don't like about themselves and reinforce the importance of appearance ideals to others in the group
- Instead of getting caught in the comparison trap
 - ◆ Compliment friends for qualities other than appearance
 - ◆ Remind friends that there are lots of different looking people in the world
 - ◆ Remind friends that looking different from the "ideal" appearance doesn't mean there is anything wrong with them and that you like them for who they are
 - ◆ Focus on the things that make you a good friend, rather than focusing on your appearance

Session Five: Comparison comrades and media mates and (pg. 57-66)

- Remind friends that media images are not real
- Remind friends that it is "unfair to compare"
- Pick apart media images to see how fake they are
- Remind friends that advertisers use tricky tactics to get people to buy products
- Advertisers are just selling an ideal that no-one can attain (e.g. it has to be aspirational, not attainable)
- Don't buy magazines that use unreal images
- Share positive media experiences with friends, e.g. Real magazine, Indigo
- Encourage friends to focus on their positive features
- Value friends for what's on the inside, not the outside

Session Six: Body image buddies – spread the word (pg. 67-74)

- Show friends that rewards from appearance ideals are unrealistic
- Remind friends that chasing appearance ideals is not worth it

Concluding comments and Certificate of completion

5'**Description**

Reinforce the major messages from the session.

Thank the students for their participation for today's session and the entire program.

Hand out the *HAPPY BEING ME CO-ED* certificate of completion.

Invite anyone to stay behind if they would like to talk privately about the session.

Procedure

- 1) Summarise session messages.
- 2) Mention post-session and follow-up data collection.
- 3) **Hand out** certificate of completion.
- 4) Offer assistance if needed.
- 5) Remind students about the upcoming data collection session.

Appendix B

SoMe: Social Me

A Social Media Literacy

**Body Image and Well-Being Program
for Early High School Students**



SoMe: Social Me

Facilitator Manual

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School of Psychology and Public Health
La Trobe University, Bundoora

Lesson Delivery Guide

Facilitator manual structure

Learning objective: a description of what will be covered in the lesson.

Learning outcomes: a description of the intended learning outcomes.

Materials: materials required for delivery of the lessons.

Lesson outline and timing: list of lesson activities and allocated time for each activity

Icons



Topic duration (minutes)



Topic description



Show a PowerPoint slide



Click to reveal different contents on slide



Introduce, describe or discuss a concept or activity



Ask students a question



Close discussion and move on



Student activity



Handout



Set homework task



Link cue for facilitator to be aware of the segue into the next activity

Additional information for facilitating lessons

- Learn student names.
- Introduce yourself using your last name e.g. Ms Jones.
- Set up clear behavioural expectations from the beginning e.g. expect to be shown the same respect as regular classroom teacher; find out what incentives the regular classroom teacher uses to reward positive behaviour; ‘nip it in the bud’ – it is much easier to address unwanted behaviour right from the start
- As much as possible, keep to the recommended time limits for each topic/activity. The time limits indicate where the majority of time should be spent.
- Aim for seamless transitions between activities.
- Ask for student volunteers to help set up the activities, if appropriate.
- If appropriate, call on students by name to share responses. Let students know that it is okay if they do not know an answer.
- During activities, add extra ideas that students have not thought of and check in with them about whether the ideas are applicable.
- When students participate in group discussions or class activities, thank everyone who contributes, addressing them by name.
- Praise and reinforce the responses of students.
- Ask students to further explain anything that may not be obvious to others, or unclear.
 - “Could you say a little more about how that...?”
 - “What is it about x that contributes to...?”
- If arguments are proposed that may not be helpful for the discussion, attempt to transition the discussion to be more productive.
 - Ask for opinions from other students about the proposed idea and for possible additional solutions as to what could also work for the particular problem.
- During small group activities, supervise groups and ensure that students stay focused on the activity.

Connection to Health and Physical Education Australian Curriculum

Lesson	Year 7 and 8 Content descriptor(s)	Elaboration(s)
1	ACPPS076 – Evaluate health information and communicate their own and others’ health concerns	- Analyse the credibility of health messages conveyed by different sources in terms of bias, reliability and validity and applying credible information to health-related decisions
2	ACPPS070 – Being healthy, safe and active	- Examining online profiles and identifying and developing strategies to promote safety in online environments
3	ACPPS071 – Evaluate strategies to manage personal, physical and social changes that occur as they grow older ACPPS074 – Investigate the benefits of relationships and examine their impact on their own and others’ health and wellbeing	- Developing and evaluating strategies on use of social media, phones and the internet to remain safe and protect and respect the privacy of self and others - Understanding and applying online and social protocols to enhance relationships with others and protect their own wellbeing, including recognising and responding to inappropriate online content - Exploring skills and strategies needed to communicate and engage in relationships in respectful ways
4	ACPPS079 – Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity	- Examining values and beliefs about cultural and social issues such as gender, race, violence, sexuality and ability and how resisting stereotypes can help students to be themselves - Developing strategies to challenge narrow views of gender, race, violence, sexuality, gender diversity and ability to contribute to inclusive communities

Lesson 1: Critique of Social Media Advertising

Links to Australian Curriculum

Health and Physical Education - **ACPPS076**

Objectives

1. Address the positive and negative effects of social media use
2. Explore the ways in which companies use social media advertising to influence and persuade social media users.

Learning Outcomes

1. Recognise possible negative effects of social media use
2. Enhance social media literacy:
 - a. Recognise the influential nature of advertising
 - b. Recognise the persuasive intent of social media use by companies and brands and recognise the influence of persuasive tactics on the things that social media users like and value.
 - c. Recognise that following people, or topics changes one's social media environment
3. Reduce influence of social media advertising on participants using social media literacy skills

Materials

From the school

Projector and computer; Whiteboard

From the *SOME* project

Attendance list

Student name tags

Power point slides 1.1 – 1.29

Student sheets 1.1, 1.2

Housekeeping

Take attendance; Hand out name tags

Lesson outline and timing


Module One	50 minutes
Welcome and define concepts	5 / 5
Your social media use	5 / 10
Companies and brands: Persuasive messages	15 / 25
Social media marketing campaign	20 / 45
Review and wrap up	5 / 50


Lesson 1 Activities

Topic One




1.1 Welcome and introduction

 The facilitator introduces themselves and briefly describes the **SoMe** lessons to students.

 **SHOW** slide 1.1: Welcome slide. Provide your name and brief background about yourself.



 **SHOW** slide 1.2: What is **SoMe**.

 **INTRODUCE** self and **SoMe** lessons

Four lessons are about:

- The way teenagers use social media.
- The ways celebrities, brands and companies use social media.
- How you interact with your friends on social media.
- Getting social media to work for you





Teacher hint:


Emphasise to students the relevance of this topic to their everyday lives to build motivation for learning

Set up and reinforce expected “classroom climate” from the beginning e.g.

- really keen to hear students’ ideas
- expect to be shown the same respect as the regular classroom teacher
- find out what behaviour management strategies are used by the regular classroom teacher and use them, particularly if there are any incentives that are used to reward positive behaviour.

 **DESCRIPTION** In a whole class discussion, the facilitator asks students to define social media and then provides the definitions that will be used throughout the *SoMe* lessons.

 **SHOW** slide 1.3: What is Social Media?

 **ASK** what is **social media**?
Request ideas from students




Teacher hint:

Encourage and thank students when they provide responses to demonstrate that this is a classroom where participation is valued and appreciated.


 **CLICK** to reveal the definition

- Websites and apps to set up a profile and post content and to communicate with more than one person at a time.

 **CLICK** to reveal examples of social media

- Social networking, e.g., Facebook, Instagram and Snapchat;
- Micro-blogging, e.g., Twitter
- Sharing ideas, e.g., Pinterest
- Blogs, photos, text, video chat.
- User-generated content, e.g., selfies
- Comments, tags, likes, reactions
- Personal blogs and videos



 **LINK TO NEXT TOPIC** Next you'll be thinking about your own social media use

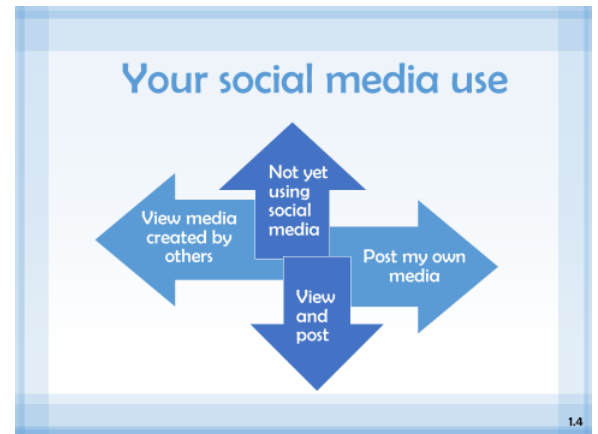
1.1.2 Your social media use (icebreaker)



DESCRIPTION Students will demonstrate their social media use by moving to different parts of the class to indicate how, and what types of social media they use. They will engage in brief group discussions to be shared with the class regarding pros and cons of social media use.

SHOW slide 1.4: Your social media use

STUDENT ACTIVITY Students to demonstrate their **main purpose for using social media** by moving to different sides of the room indicated by the arrows



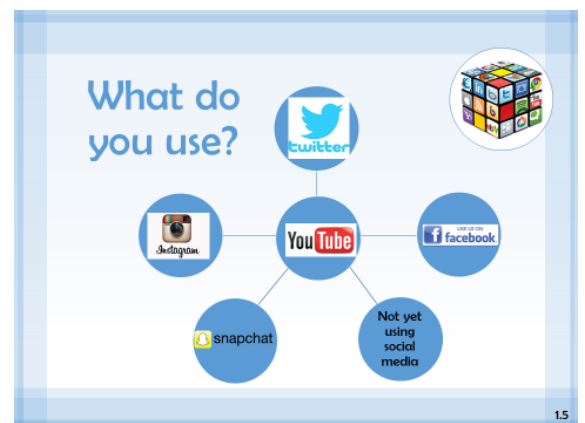
Teacher hint:

Timing is really tight, so make sure that students don't go off task with these movement activities e.g. taking their time to move to part of the room and unrelated chatter. Keep the activity short and snappy by telling the students they have 30 seconds to move to part of the room.

SHOW slide 1.5: What do you use?

STUDENT ACTIVITY Students to demonstrate **which social media platform they use the most** by moving to different parts of the room indicated by the position on the slide

- YouTube; Twitter; Facebook; Snapchat; Instagram,
- Anything else? (indicated by the rubics cube icon e.g., Pinterest), or
- Not yet using any social media





SHOW slide 1.6: The good and the bad



STUDENT ACTIVITY Students to discuss briefly in their groups (i.e., where they are standing) what they like (the good) and what they don't like (the bad) about using social media. Invite each group to report one like and/or one dislike back to the class



Desired responses:

- Good: keeping in contact with friends; meet new people; be creative; explore identity; post photos; promote charities; following interesting topics or celebrities you admire, spread positive messages
- Bad: cyber-bullying; people may conceal things about themselves; loss of privacy; embarrassing photos; intrusion by advertising, promotion of things that are not always good for people, spread negative rumours about people

SUMMARISE

People use social media in different ways and it can be a lot of fun. It's a great way to connect with people, and to be creative. But, not all experiences are positive. It is not always possible to control your personal information or things like photos, people sometimes get cyber-bullied, and advertising can move in to social media space and get in the way, or promote things that may not be good for people.

Topic Two

 15

1.2 Companies and brands on social media



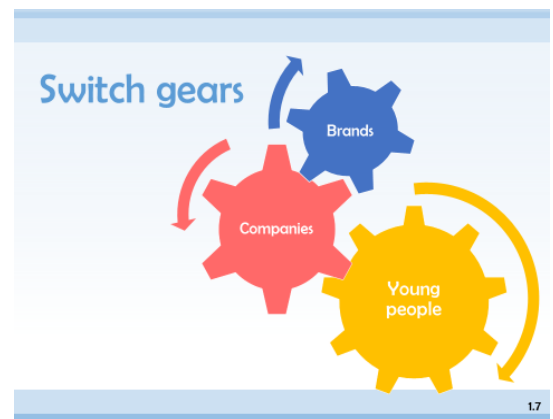
DESCRIPTION Slide show presentation and whole class discussion. Demonstration of different types of content that companies and brands post on social media. The concepts of persuasion and scepticism about social media content are introduced. The concept of hidden or secret persuasion whereby content is presented as entertainment or communication by celebrities but is actually intended to be persuasive is introduced. Difficulty in spotting the difference between these subtle persuasive techniques and obvious advertising is identified.



SHOW slide 1.7: Switch gears



DESCRIBE that as well as young people, companies and brands also use social media.



DESCRIBE that companies and brands put lots of different [types of content](#) on social media.

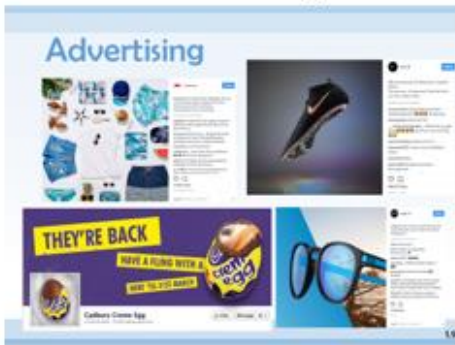
“Let’s take a look at some examples”





BRIEFLY SHOW slide show of pictures highlighting **different types of content** on social media. (6 slides: 1.9 – 1.15).

1.9 Advertising



1.10 Competitions



1.11 Polls



1.12 Videos



1.13 Games




1.14 Inspirational messages



1.15 Event promotion




 **SHOW** slide 1.16: Why?


 **ASK** why do companies and brands use direct advertising and other types of content on social media? What outcomes do they want?

Desired responses: to **influence** people to: buy their products, like their products and brand, follow them, share links, associate good things with their products and the brand, **persuade** people to want (to buy) something they otherwise might not have wanted

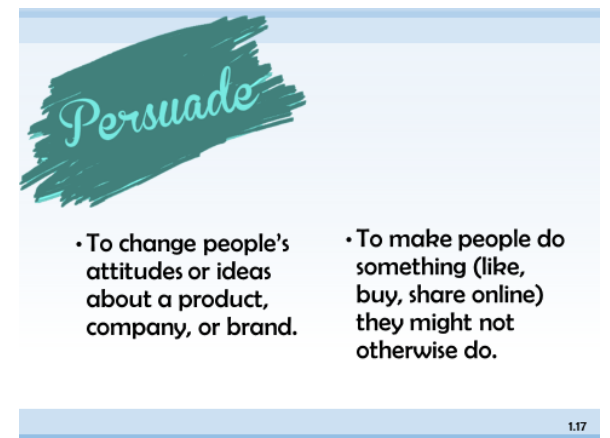



1.2.2 Persuasive techniques


 **SHOW** slide 1.17: Persuasion definitions

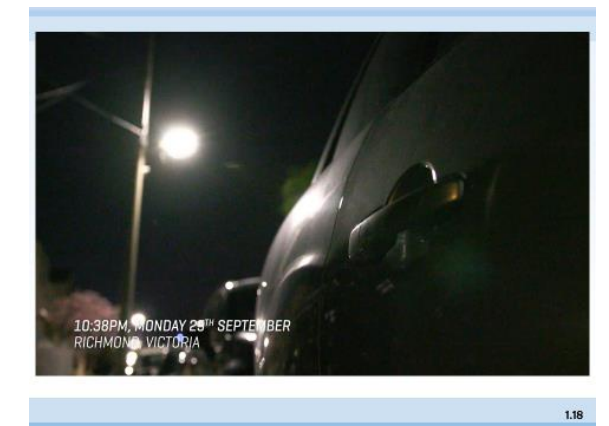
 **INTRODUCE** the concept of [persuasion](#).
Read definitions from the slide.

“Let’s take a look at some examples of persuasion techniques used in social media advertising”



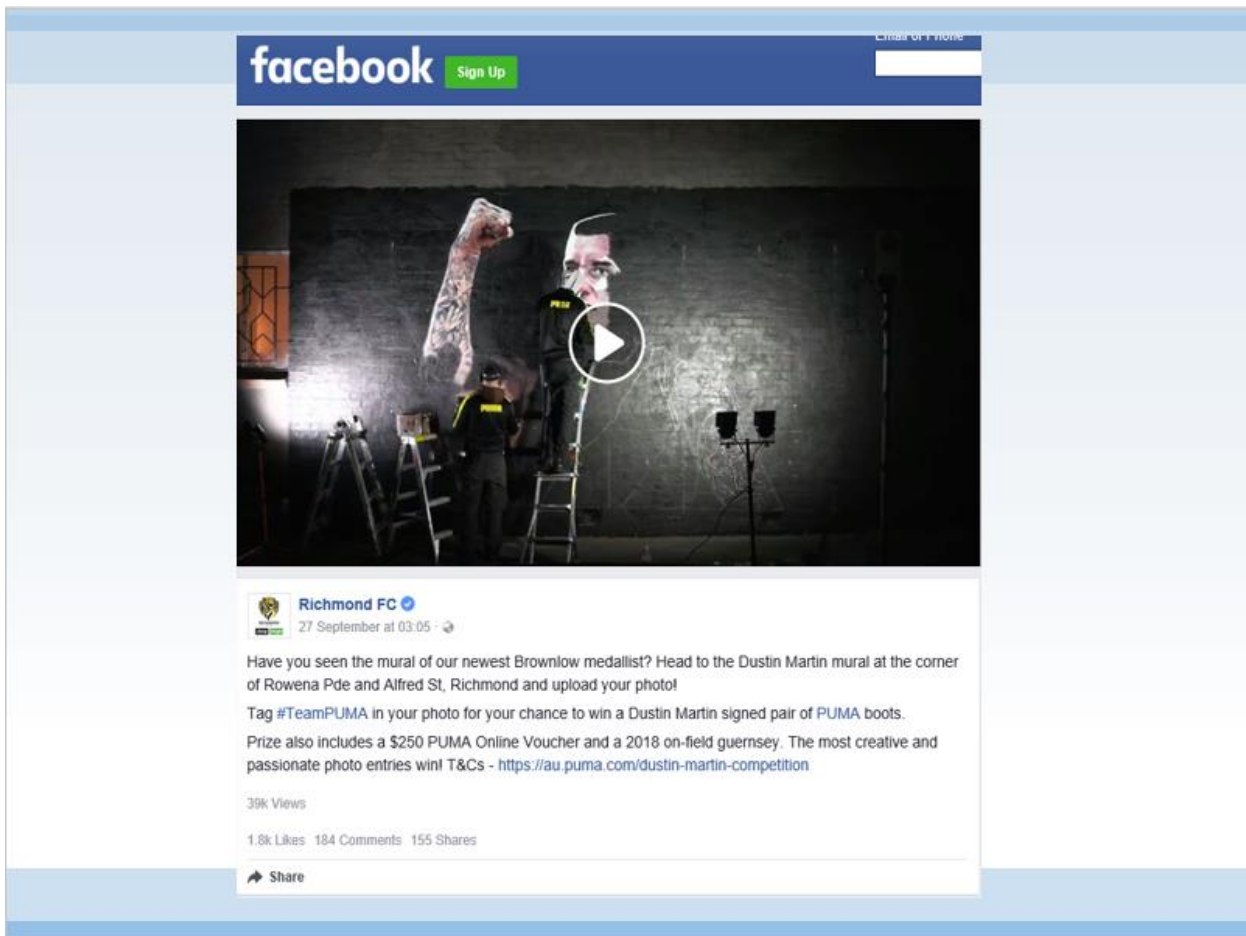
 **SHOW** slide 1.18: Video of the Dustin Martin mural, appearing on the Richmond Football Club Facebook page and PUMA website.

 **POINT OUT** examples of ‘product placement’ in the video, with the camera zooming in on the PUMA logo and the spray painters wearing PUMA shirts.





SHOW slide 1.19: Still shot of the mural video on Facebook with a description of the competition underneath. Have students read description.



ASK what persuasive techniques are being used to (somewhat subtly) advertise PUMA?

Desired responses: **Celebrity endorsement** and competition (**Share-Win**).



ASK what is the impact of using Dustin (celebrity endorsement)?

Desired responses:


- Effective advertising because he's someone that everyone knows and connects with; everyone is currently talking about him; tailored to the Australian (Melbourne) context
- It's an indirect form of advertising as everyone is focussed on the celebrity's success and yet PUMA makes it very clear that the mural is sponsored by them
- Makes the product PUMA seem 'cool'; desire to be like the celebrity could result in viewers buying the product.




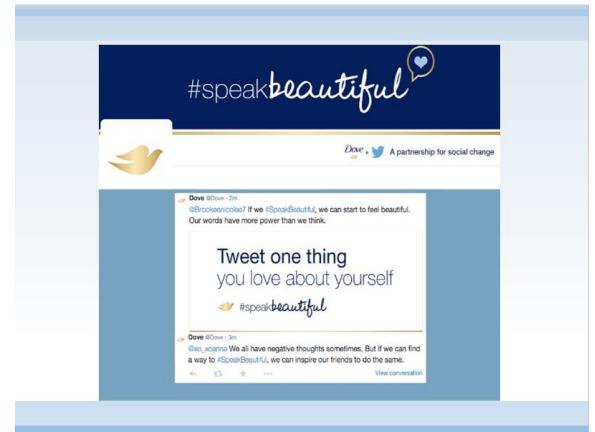
ASK what is the impact of using a competition (Share and Win)?


Desired responses:

- Users of social media are actively engaging in advertising by tagging photos with #TeamPUMA
- The impact is likely to be greater because users are reaching their peer group so the message is more likely to have impact


 **SHOW** slide 1.20: Dove #speakbeautiful campaign


 **ASK** How is Dove engaging the viewers in this (somewhat subtle) form of advertising?
Desired responses: Using an **inspirational message** – “speak beautiful”, **generating conversation** by encouraging viewers to tweet about themselves.





 **SHOW** slide 1.21. Have students read the twitter posts



 **ASK** What subtle techniques are Dove using to market their product?
Desired responses: Connecting with viewers in a really personal way and making it about them – “your beautiful skin deserves to be nourished and cared for”.

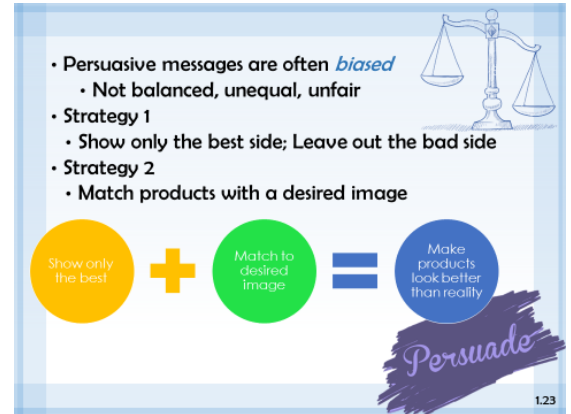
 **ASK** Do you think Dove really cares about their viewers? What is their ultimate purpose?
Desired responses: Ultimately Dove exists to sell products and they use clever forms of advertising to persuade viewers to buy their products; for example in the second half of their tweet they bring it back to the brand: “What is your favourite Dove product?”

 **SHOW** slide 1.22. Persuasive strategies.

 **DESCRIBE** that persuasive messages are often biased to make products and brands look better than they are in reality.


- First – show the best side and omit/filter bad side
- Second – persuasive advertising makes it seem like we can improve ourselves in some way to achieve a desired self (being cool, looking rich or powerful or more attractive) if we have the product.

These two things make the product seem better than reality



- Persuasive messages are often *biased*
 - Not balanced, unequal, unfair
- Strategy 1
 - Show only the best side; Leave out the bad side
- Strategy 2
 - Match products with a desired image

1.23


 **SHOW** slide 1.23: “Caution: Social media is not a reflection of reality”



1.24

SUMMARISE

To make sure you are not influenced in ways that you don't want to be, or persuaded to do things you don't want to do, it is important to observe and critique what you are seeing on social media. It is important to recognise if posts may have been created by companies or celebrities who may be sponsoring a brand. Sometimes persuasive techniques can be hidden or secret, where content is presented as entertainment or communication by celebrities but is actually intended to be persuasive. You should be confident you know the difference between reality and what might be fantasy on social media.

 **LINK TO NEXT TOPIC** Now it's time for you to apply these techniques for your own social media marketing campaign

Topic Three

1.3 Create a Social media marketing campaign



DESCRIPTION In small groups, students create the building blocks for a social media marketing campaign to secretly persuade consumers to “like” and to buy **SoMe** toothpaste. Groups will identify persuasive techniques to show the best side of the product and to promote a desired self, associated with the product and brand. Campaigns will focus on how to embed the advertising in social media to look like content or communication, not advertising. A class discussion takes place to identify the persuasive elements of the campaign ideas.



SHOW slide 1.24. Create a social media marketing campaign.



Create a social media marketing campaign

Aim: Promote **SoMe** toothpaste on social media to persuade people to “like” and buy the toothpaste – but, you need to make it **NOT** look like an ad – be secretly persuasive!

Instructions: Answer questions 1 – 7 to create the building blocks of your campaign.

1. What desired image do you match with **SoMe** toothpaste to make it appealing?

2. What needs to be included to show only the best side of **SoMe** toothpaste?

3. Who will be in your campaign material (e.g., actors, models)

What do they look like? _____
What will they be doing? _____
4. Which social media sites will you use? _____
5. What type of content will you use and how will it be secretly persuasive?

6. For class discussion, Which part of your campaign makes people like your product and persuades them to buy it?


1.1




STUDENT ACTIVITY Facilitator or class teacher to allocate students to groups of 4-5. Provide activity instructions according to the handout 1.1 (Slide 1.24)

Give examples from PUMA and Dove ads discussed previously. E.g. 1) desired image in the PUMA ad was of success and popularity; 2) a well-known celebrity was used to show the best side of the product; 3) athlete was used standing in a winning stance; 4) Facebook and twitter were used; 5) Competition – share and win


Allow 10-15 minutes. If some groups finish earlier than others, direct them to the other side of the handout

 **SHOW** slide 1.25: Types of content and persuasive techniques to provide prompts for types of content to use in their marketing campaign.

 Distribute **STUDENT SHEET** 1.1 (2 pages); one per group

 **SHOW** slide 1.26: Social Media campaign.

Engage students in class discussion.

 **ASK** groups to identify the part of their campaign that is persuasive.



Types of content and persuasive techniques:

- Competitions
- Polls
- Videos
- Games
- Inspirational message
- Events
- Celebrity endorsement
- Like, share, win
- Generate conversation
- Engage emotions
 - Happiness or humour
- Entertainment
 - Interactive game

1.25



Social media campaign

Class discussion:

- Which part of your campaign makes people like your product and **persuades** them to buy it?

1.27

SUMMARISE

Companies and brands use social media to persuade people to like and buy their products. The techniques they use are persuasive because they make products seem better than they really are and they go under the radar by making their ads look like normal social media content. To make sure you don't get caught out by secretly persuasive campaigns, be on the look out for ads disguised as something else and remind yourself that Persuasive Messages are Not Real!

Topic Four



1.4 Social Media Environment: How “following” changes your content



DESCRIPTION A brief facilitator led whole class discussion about following people or topics (e.g., #hashtags) on social media is followed by setting an experimental task to be completed for homework before the next lesson. The aim is to demonstrate what happens to their online environment when they ‘follow’ something new on their profiles.



SHOW slide 1.28: Following something new on social media



DESCRIBE that as well as posting content, another way of using social media is to follow specific people, like celebrities, or to follow specific interests, through hashtags.

Following something new on social media

Another way of using social media is to **follow**:

- specific people, e.g., celebrities
- specific interests through hashtags*

* #Hashtags are for categorising content on social media

1.28



Distribute **STUDENT SHEET 1.2**

SoMe Spot the difference in your social media environment

Task 1:
Track your social media environment (platforms you visit or your profiles) for two days and note down what you see.

Q1. Write down:

Social media platform	Types of ads or content
Day 1	
Day 2	

Task 2:
After two “normal” days, start following something new and note down what you

Q2. Write down:

The new person/thing followed was: _____

Social media platform	Types of ads or content
Day 3	
Day 4	
Day 5	

Q3. What changed in your social media content after you started following something new?

1.2



SHOW slide 1.20: Choose one new topic to follow

Choose a new topic to follow

- **Girls:** follow something traditionally marked to boys
 - Dirt bikes; action heroes (e.g., marvel characters, Ironman)
- **Boys:** follow something traditionally marked to girls
 - Make-up; interior design
- **All** –different type of celebrity
 - Comedians/presenters: Peter Helliar; Waleed Aly; Meshel Laurie; Celia Pacquola; Hamish & Andy
 - Politicians: Malcolm Turnbull; Bill Shorten; Julie Bishop; Tanya Plibersek; Angela Merkel
 - Scientists: Professor Brian Cox (physicist)
 - Sportsperson: Serena Williams; Tim Cahill
- new charity or ‘cause’: RSPCA; World Wildlife Fund; National Geographic; one campaign; Landcare; Amy Poehler; Smart Girls
- new interest or topic: Penguins; chess; scouts; photography; lawn bowls

1.29



INTRODUCE and set **homework task** for completion before next lesson. Ensure that students choose something to follow from the list on the powerpoint slide and write it down on their homework sheet before leaving class.

For students not on social media, suggest they ask their parents, or older sibling to follow something on their behalf, or look up their chosen new topic on YouTube and record how it changes their online environment on their PC or laptop.

WRAP UP

Thank students for their participation and invite any students to ask further questions at the end of class.

OFFER ASSISTANCE to all students if the lesson topics have raised concerns. Direct to school counsellor or Kids Help Line (1800 55 1800).

Lesson 2: Social Media – Is it real?

Links to Australian Curriculum

Health and Physical Education - **ACPPS070**

Objectives

1. Improve media literacy skills related to realism and representation to deconstruct social media posts.
2. Reduce persuasive impact of social media content.

Learning Outcomes

1. Recognise that following people, or topics changes one’s social media environment
2. Understand how celebrities and advertising on social media can influence people to change or improve their appearance.
3. Identify how celebrities use social media to try to present a perfect life.
4. Identify how images posted by celebrities can be unrealistic.

Materials

From the school

Projector and computer
Whiteboard

From the *SOME* project

Attendance list
Student name tags
Power point slides 2.1 – 2.20
Student sheets
Video: People come clean about their “perfect” Instagram moments

Housekeeping

Take attendance
Hand out name tags

Lesson outline and timing

Module Two	50 minutes
Welcome and review of lesson one (including homework task)	10 / 10
Deconstructing appearance pressures on social media	20 / 30
Celebrities online	5 / 35
Behind the scenes of social media and wrap up	10 / 45



Lesson 2 Activities

Topic One



2.1 Welcome and review lesson one



SHOW slide 2.1 and **INTRODUCE** self again to remind students who you are



ASK students what they can remember from the previous lesson and **request** thoughts from students.



SHOW slide 2.2: Lesson 1 review



DESCRIBE topics covered in Lesson 1.

- Discussed students' own social media use and the positive and negative aspects about using social media.
- Explored the way big companies use social media to persuade or influence people to buy their products.
 - These posts are often biased, meaning they only show the best side of the product and they try to make people like or buy the product by making us think we will achieve a better life if we do.
 - Companies also use secret persuasion so that we don't always recognise we are being sold something.
- In groups, you created your own social media marketing campaign for **SoMe** toothpaste which used hidden persuasion.
- We then discussed how to spot secret persuasion techniques that are well hidden within social media.



DESCRIBE the focus of Lesson 2.

- Extend what we learned from the last lesson to think about how social media targets persuasive content to different users, and
- Think about the way celebrities present themselves on social media
- Think about how young people may feel pressure from celebrity posts to change or improve their appearance
- Consider whether celebrity images on social media are realistic



2.2 Review experimental task



DESCRIPTION In a whole class discussion, the facilitator assists students to review the pattern of observations from their homework. Students describe baseline observations of social media advertising content and compare these to observations of new content they noticed after following something new. Students will refer to their handouts on which they recorded their observations.



SHOW slide 2.3: Review experimental task



ASK What did you follow that was different?

Request some examples from students



ASK What did you notice that was different in the advertisements, pop-ups, or newsfeeds on your social media platforms after you started following something new?

Request some examples from students

Review experimental task

Student sheet 1.2 from Lesson 1

- What did you notice about the ads, pop-ups or newsfeeds on your page?
- What does tell us about the way social media works?

2.3



ASK What does this mean about the way social media works?

Desired responses apps can track our actions on social media and tailor the content they show us; what pops up in our feeds, or in advertisements depends on who we are and what we follow. We don't always have control over our social media environment.



ASK Is that tailoring or targetting of content and advertising even more persuasive?

Desired responses yes – targeted content is more persuasive because it captures our attention; it is more relevant; we are more interested in it and likely to engage – through likes, clicks, comments, etc.

SUMMARISE

On social media, who you follow, what you search for, and what you 'like' will change your social media environment, for example, the advertisements you see. Personal details on your profile, like your age and gender, will also determine what advertising and content is presented to you. If your personal details and information in your feed changes, so does your social media environment.

Targeted advertising and content is more persuasive, especially if it is hidden as entertainment or personal stories. This means we need to be even better at spotting the difference between user created content and secretly persuasive posts.



LINK TO NEXT TOPIC People often receive advertisements or pop ups about changing the way they look.

Topic Two

2.3 Deconstructing appearance pressures on social media



DESCRIPTION The facilitator presents a slideshow with examples of social media content that promotes changing or improving appearance. A brief discussion of the pressure this places on young people follows. A student quiz activity then takes place in which students deconstruct social media posts with a focus on realism and over-exaggeration of claims.



SHOW slideshow with examples of appearance change products and promotions. (3 slides: 2.4 – 2.6).

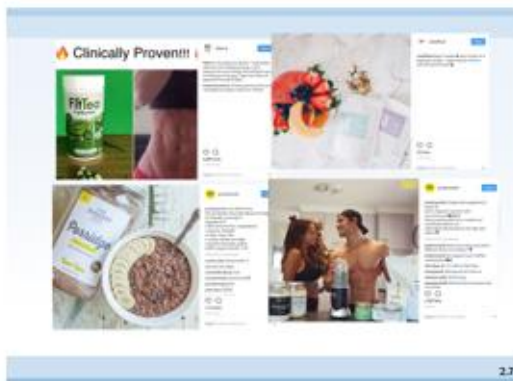
2.4 Fitness



2.5 Beauty



2.6 Diet



ASK What is your reaction to these social media pop-ups and ads? What do you think or feel when you look at the images?

Desired responses Varied responses e.g. may find some of the images 'fake' or unrealistic, may wish they looked like the person in the ad etc

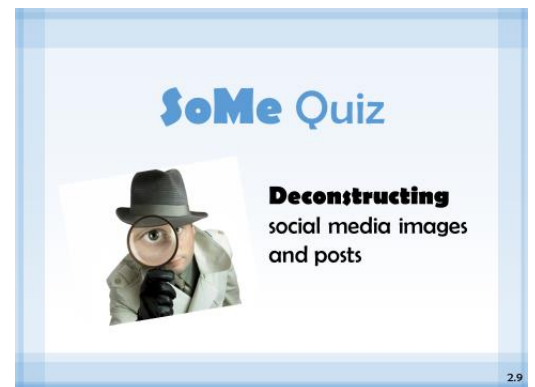
Teacher hint: Teacher think-aloud is a strategy that involves the teacher verbalizing what they are thinking as they process an image/text. This strategy is helpful for modelling critical and metacognitive thinking processes to students. For example, 'initially when I look at the image of the woman exercising I think "wow she looks really good, I wish I looked like her". Then I look at the images of the men exercising and I notice the contrast between the images – the men are straining and sweating while the women look poised and perfect. This makes me feel annoyed because I realised the image is very unrealistic! Women strain and sweat when they exercise too!'

- ?** **ASK** What messages or values are we being sold? Can you identify the persuasive techniques?
Desired responses Pressure on young people to change their appearance, appearance is important, need to look perfect, buy the products endorsed and promoted on social media – by celebrities, or others; hidden persuasion also creates pressure when we don't spot it is advertising

LINK TO STUDENT ACTIVITY What can we do about these unhelpful messages? Learn to spot these pressures!

SHOW slide 2.7: *SoMe* Quiz

STUDENT ACTIVITY
 Students work in small teams (e.g. 4-5 per team) to compete in a quiz to deconstruct social media images and posts. Stimuli images and quiz questions are shown on slides. Each team will record their responses to each question on a scoring sheet.



SHOW slides 2.8 – 2.13 for *SoMe* Quiz questions

- 1) a) Is post A or B a better example of hidden persuasion and b) why?

- 2) For each ad, identify the content that is an exaggeration of the truth

Question 2: For each ad, identify the content that is an exaggeration of the truth?

As Seen On CNN
Gain 700% More Muscle in 7 Weeks!
 "Powerful Muscle-Building Results"

RALPH LAUREN

2.11

- 3) Place the following social media images in order from the most unrealistic to the most realistic image.

Question 3: Place the following social media images in order from the most unrealistic to the most realistic image

2.12

- 4) a) What is the 'desired self' that this ad is trying to match the product to?

A desired self is how a person wants to be seen

- b) Bonus point: what is untrue about the message being presented in this ad?

Question 4:

a) What is the 'desired self' that this ad is trying to match the product to?

b) Bonus point: what is untrue about the message being presented in this ad?

2.11

5) What will the quote “MAKE MUSCLES NOT EXCUSES” most likely cause people to feel? Provide two possible responses.

Question 5: For people viewing these social media images, what will the quote “MAKE MUSCLES NOT EXCUSES” most likely cause people to feel?

2.12

6) Create a #hashtag that mocks or challenges the slogan: Maybe she’s born with it...

Question 6: Create a #hashtag that mocks or challenges the slogan: Maybe she’s born with it...

2.13

At end of quiz, congratulate all teams and go through answers and scoring – have groups share their responses and determine where points are rewarded. Each group can score their own quiz answers, or could swap with another team. Wrap up with final general discussion question.

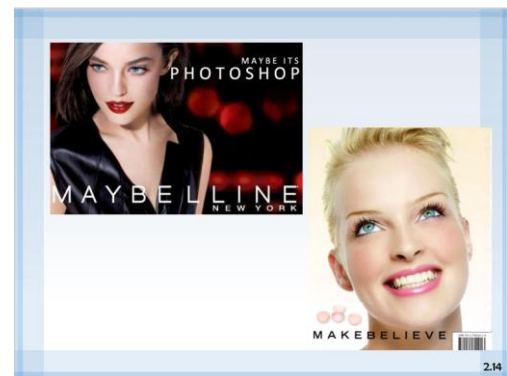
Question	Answer	Points value
1 a)	B, unless the students give a particularly convincing justification for A	1
1 b)	B – It’s quite subtle, as the focus is on Dusty and celebrating his achievement, however the PUMA logo and name is clearly visible via the hashtag and spray painter’s clothing	2
2	A - “Gain 700% more muscle”; Image of the man’s body on far right B – Photo shopped waistline. Share interesting fact: A website criticised this ad for the model’s unnaturally thin figure that isn’t even in proportion to her head. Ralph Lauren ended up releasing a statement taking responsibility for the poor imaging and retouching that resulted in a very distorted image of a woman’s body.	2
3	B, A, C, D (B is extremely photoshopped while D is an ad <u>before</u> it was photoshopped)	3
4 a)	Traditional masculinity e.g. a man that is strong, brave, adventurous, blokey etc	1

4 b)	Presenting a very limited and narrow view of what it means to be a 'real man'. You don't have to be strong, brave, adventurous and blokey to be a 'real man'.	1
5	Example responses: guilt, pressure, motivation to exercise	1
6	Examples: #Maybe it's make believe, #Maybe it's photoshop, #Maybe she's born with it. But probably not.	1
		/ 12

? **ASK** Now that we can identify elements of social media posts that are unrealistic and also include hidden persuasion, what can we do when we are on social media to use those skills to make sure young people don't feel pressure to change their appearance?

Desired Responses not like or share social media content that is unrealistic or creates this pressure; call out posts that make exaggerated claims; start counter movements with a new #hashtag

SHOW slide 2.14 and provide summary below



SUMMARISE

Social media content, both advertisements and hidden persuasive posts, often promote ways to change or improve the way you look. It is important to know how to spot the false claims, notice when content is unrealistic or has been digitally edited, and be able to tell the difference between real posts and sponsored posts with hidden persuasion.

LINK TO NEXT TOPIC It is not just products that get advertised on social media, celebrities also use social media to promote themselves.

2.3 Celebrities online



DESCRIPTION The facilitator to lead a class discussion about celebrities on social media. Questions will prompt students to think about what motivated them to follow celebrities and why they believe many celebrities themselves are active on social media. A slideshow will present examples of posts from celebrity social media profiles.



SHOW slide 2.15: Celebrities online



ASK Who follows celebrities on social media? Highlight that celebrities include actors, models, sports people, reality stars.



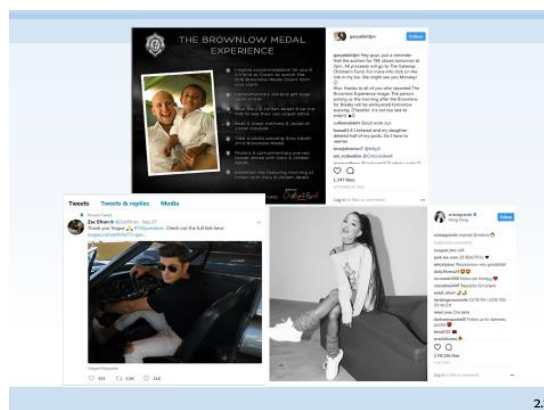
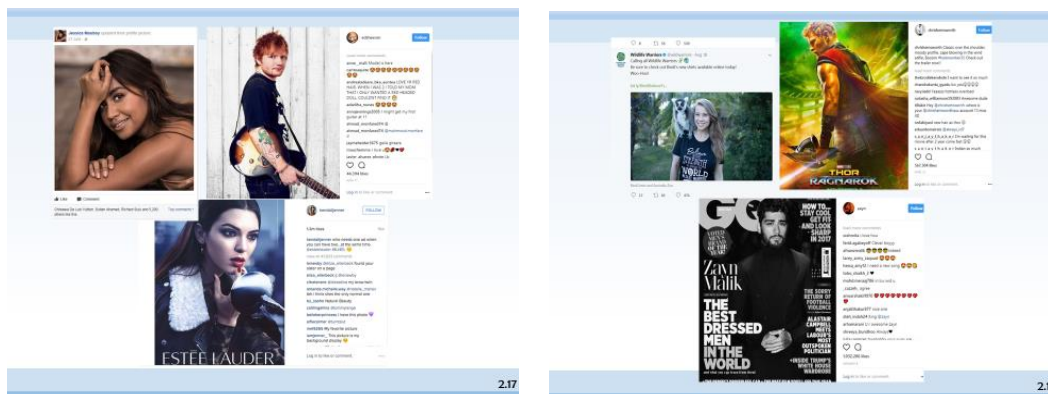
ASK Why do you follow these celebrities?

Possible reasons for following celebrities

- 1) To get a reciprocal following, i.e., they follow you back (unlikely)
- 2) To find out what they do in their day to day life
- 3) Because they provide interesting content
- 4) Because they are connected to other celebrities and may have access to things that “normal” people do not
- 5) Giving an insight into parts of the world or a culture they do not have access to
- 6) To get a chance to interact with them by commenting, liking, or “talking” to them




SHOW slides 2.16 – 2.18: examples of celebrity posts.



ASK Why do you think celebrities have social media profiles?

Desired responses to be connected with their fans and create a sense of intimacy, increase their popularity, increase number of followers, get feedback, and promote causes they are involved in.

 **ASK** Do you think they are trying to sell you anything or influence you in any way?

Desired responses Selling themselves, their products, a certain 'image.'

SUMMARISE

It is common for people to follow celebrities on social media. Celebrities themselves use social media for different reasons. Generally, their use of social media is about self-promotion which can also involve endorsing products and brands. It is important to recognise the motives behind celebrity posts and to remember they are promoting a certain image for themselves.



LINK TO NEXT TOPIC Let's think about the ways celebrities create an image for themselves on social media. How do they give us the idea of a 'perfect life?'

4.1 Behind the scenes of social media.



DESCRIPTION The topic will focus on the realism of celebrity social media by prompting students to consider what takes place before an image is posted. The facilitator will ask students to brainstorm ideas about what activities may occur behind the scenes of a celebrity photo. In small groups students will be asked to view a celebrity’s social media profile and compare images on this page to what they see in the real world.



STUDENT ACTIVITY Students to answer the following questions based on their observations from celebrity Instagram profile – Lance ‘Buddy’ Franklin.



SHOW slide 2.19: Celebrity posts




Distribute **STUDENT SHEET** 2.2 showing Instagram posts.

Celebrity posts




- Do you think celebrities show their whole life on social media? What sort of posts get the most feedback/attention?
- Are photos taken spontaneously?
- What kind of preparation takes place before images are posted?
- How do these types of celebrity posts make you feel, especially if you see these often? What effects do you think they have on young people?




2.19






Buddy Franklin

2.2



2.3

Allow students about five minutes to view the student sheet and reflect on the three questions.

Teacher hint: Think-pair-share is a teaching strategy where students spend a few moments thinking individually about the questions, bounce their ideas of a partner and then have the opportunity to share their response in a whole-class discussion. This teaching strategy provides students with additional thinking time and the opportunity to share their thoughts. The strategy encourages student classroom participation and increases the quality of student responses. It also provides variation to the way in which discussions are conducted.

- ?** **ASK** Do you think celebrity’s posts show their whole life? What sort of posts get the most feedback/attention?

Desired responses Celebrity posts do not present every aspect of their lives, show the best parts (link to idea of the ‘highlights,’ show a glamorous lifestyle).

- ?** **ASK** Do the photos look like they have been taken spontaneously? What kind of preparation do you think takes place before images are posted on social media?

Desired responses Photos are not spontaneous, images are manipulated – photo shopped, enhanced or filtered, involve professionals working on the shoots, sponsored posts (#ad, #spon, #partner), celebrities may employ people to manage their social media profiles. Images commonly show a flawless appearance.

Emphasise that these activities highlight the unrealistic nature of the images.

- ?** **ASK** How do these types of celebrity posts make you feel, especially if you see these often? What effects do you think they have on young people?

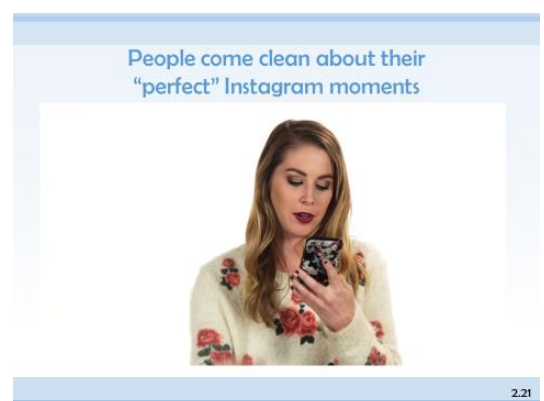
Desired responses Pressure to change or improve the way I look and pressure to want the perfect life. Pressure to present oneself in a favourable way.

SUMMARISE

There are many activities which take place behind the scenes of celebrity posts to ensure that images portray the desired image before they are posted. When viewing these posts, people should remember that these do not represent real life. This means we should be cautious that we do not feel influenced by pressures



SHOW slide 2.21: Optional video to finish lesson 2. People come clean about their “perfect” Instagram moments



WRAP UP

Thank students for their participation and invite any students to ask further questions at the end of class.

OFFER ASSISTANCE to all students if the lesson topics have raised concerns. Direct to school counsellor or Kids Help Line (1800 55 1800).

Lesson 3: Interacting with friends on social media

Links to Australian Curriculum

Health and Physical Education - **ACPPS071; ACPPS074**

Objectives

1. Spend less time curating online profile
2. Reduce negative emotional response to feedback or lack of feedback

Learning Outcomes

1. Recognise that 'friends' are presenting their best selves online and the pressure this places to conform to this social norm
2. Recognise the influence of interactions ('likes') and appearance feedback, and how these reinforce a need to present best selves
3. Critically analyse feedback given and received and consider alternative ways to give, interpret, and react to feedback.

Materials

From the school

Projector and computer
Whiteboard

From the **SOME** project


Attendance list
Student name tags
Power point slides 3.1 – 3.16
Video: Instagram vs Real Life
Post-it notes

Housekeeping

Take attendance
Hand out name tags

Lesson outline and timing

Lesson 3	50 minutes
Welcome and review of lesson 2	5 / 5
Social media versus real life	10 / 15
Real me versus highlight reel	10 / 25
How do we interact on social media?	5 / 30
Responding to negative feedback and wrap up	20 / 50





Lesson 3 Activities





Topic One

3.1 Welcome and review lesson two


 **SHOW** slide 3.1 and **INTRODUCE** self again to remind students who you are.

 **ASK** students what they can remember from the previous lesson and **request** thoughts from students


 **SHOW** slide 3.2: Lesson 2 Review


 **DESCRIBE** topics covered in Lesson 2

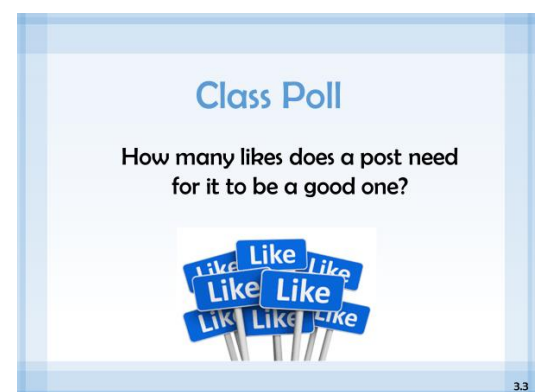
- Social media advertising and celebrity posts can influence people to change their appearance.
- Celebrities use social media for different reasons e.g., self-promotion, advertising, connecting with fans.
- Celebrity profiles often depict a perfect life; images they post are often unrealistic.


 **DESCRIBE** the focus of lesson three.

- Extend on what we learned from lesson two in thinking about the unrealistic nature of celebrity social media images, and
- Think about how social media compares to real life
- Think about the way we interact with friends on social media
- Explore the way we give and receive feedback on social media

 **SHOW** slide 3.3: Class Poll

 **ASK** Students to think about how many likes a post needs for it to be a good one.



 **LINK TO NEXT TOPIC** Let's take a look at how social media may compare to real life.

Topic Two

3.2 Social media vs real life



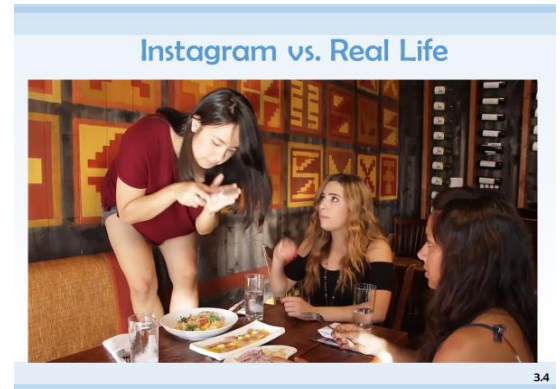
DESCRIPTION Students will be directed to observe and identify the discrepancies between what they see and perceive on social media and what they see in real life. A short video and example 'selfie' image will be used to demonstrate these differences. The concept of people mostly presenting the highlights of their lives on personal social media profiles will also be introduced.



SHOW slide 3.4 Instagram vs Real Life VIDEO



ASK Do any of the things you just saw in the video ring true?



3.4

3.2.1 The "just woke up" selfie



SHOW slide 3.5: The "just woke up selfie."



DESCRIBE We see Ashley take a selfie in the morning after spending some time in the bathroom fixing her appearance.



What do you notice about the comments?

Desired responses Some of the comments recognise that the image is not actually a "just woke up" selfie. For example, "[djaj_79_ who is ur stylist?!](#)" and "[can I have my hairspray back??](#)"



3.5



STUDENT ACTIVITY students to create a hashtag of their own.

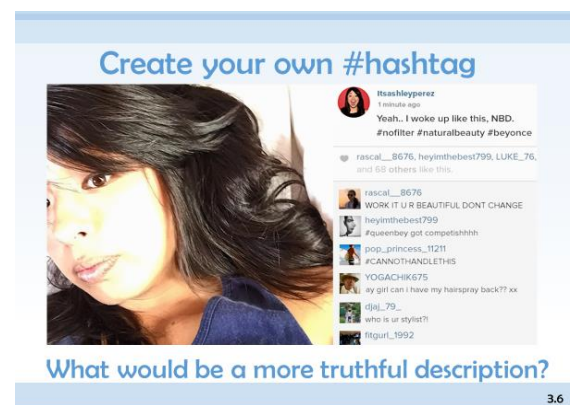


SHOW slide 3.6 to reveal activity description. What would be a more truthful description?
e.g. **#lots of effort**

Provide each student with a post-it note and have them create a hashtag of their own. Have each student place their post-it note with a hashtag on the board. Read out select responses.



LINK TO NEXT TOPIC Remember, Ashley is showing only showing us selected moments of her life.



What would be a more truthful description?

3.6

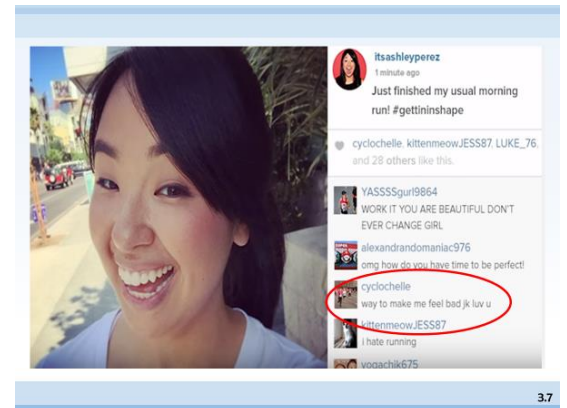
3.2.1 The Highlights

DESCRIBE Ashley is only posting carefully selected snapshots of the “best bits” her life: the highlights. However, these snapshots are not a realistic picture of what Ashley says she has been doing.

SHOW slide 3.7 showing still shot of Ashley on a run

DESCRIBE When Ashley takes a picture of herself allegedly running, one of the comments she gets is **“way to make me feel bad jk luv u”**

ASK Why would her friend be feeling bad? **Request** ideas from students



Desired Responses She feels inadequate in comparison to Ashley because she thinks that her own life is not living up to the standards (the highlights) of Ashley’s life.

ASK Why does her friend then say she is just kidding? **Request** ideas from students

Desired Responses She is trying to make Ashley feel happy and good about herself.

SUMMARISE

Social media posts only show small snapshots of people’s lives and do not always show what is real. It is important to remember that friends on social media could be posting the highlights of their day. This means you only see the best parts of their life. If people compare their own lives to these moments, they may feel inadequate and dissatisfied with themselves.

LINK TO NEXT TOPIC The real you versus the highlights. How well do her friends really know Ashley if she shows only these snippets of her life, just the highlights?

Topic Three



3.3 The real me



DESCRIPTION In this section the facilitator will expand on the concept of people mostly presenting the highlights of their life on social media and emphasise the positive aspects of focussing on the real-self. Students will have the opportunity to identify characteristics that would represent another student's real self.



SHOW slide 3.8: The highlights vs the real you



ASK Do you think that people you know might be like Ashley and present only their highlight reel? What are the advantages of presenting the real you instead of presenting only the highlight reel. **Request** ideas from students

Desired responses Less effort spent on putting together images and posts, friends and others getting to know your unique qualities and interests, becoming closer with friends, influence others to also represent characteristics of their true selves, easier to live up to online presentation in real life.



CLICK to reveal examples of advantages for representing the real you



SHOW slide 3.9: What kind of picture would you post to represent your friend?



STUDENT ACTIVITY In pairs, think about what kind of picture you would post to represent your partner's real self. List 5 things per person (not just pictures of your partner). Provide examples of hobbies, skills, talents, interests, family relationships etc. about this person.

The highlights vs the real you

- Do you think people you know show only their 'highlights' on their social media profiles?
- What are advantages of presenting more of your real-self instead of the highlights?

- Spend less time and effort spent on images
- Friends get to know your unique qualities
- Easier to represent your real-self and connect with friends

3.8

What kind of picture would you post to represent your friend?

List 5 things to represent your friend's **real self**

- Activities and hobbies they enjoy
- Skills and talents
- Interests
- Favourite music, movies, sports
- Family

3.9

SUMMARISE

Presenting some aspects of the real you on social media reduces pressure to live up to your online self-presentation. There are unique parts of life you can choose to share which can strengthen your connections with friends.





LINK TO NEXT TOPIC Emphasise that in addition to thinking about how you represent yourself on your profiles, it is also important to think about how you interact with your peers on social media.


Topic Four





3.4 How do you interact on social media


 **DESCRIPTION** Students will be prompted to think about rules they follow when responding to feedback (e.g., comments) on social media, even though they may not be explicitly aware of these rules. It should be emphasised that people should not judge themselves based on social media feedback.

 **SHOW** slide 3.10: Are there rules about how to respond to friends on social media?

 **ASK** When considering your friendship group, how quickly do you need to respond? What are the rules about being positive or negative, and how strongly (i.e., intensity of positive or negative reaction)?


 **SHOW** slide 3.11: Class Poll

 **ASK** How many likes? What it means if you don't get any responses? Request a few students share their answers from the class poll: How many likes does a post need for it to be a good one?

 **DESCRIBE** These rules are socially constructed, meaning they are made up by people and not necessarily rules at all. Describe the variability of responses to the class poll. Highlight that the variability of responses from the class poll as evidence of this.

SUMMARISE

People respond to social media posts in different ways. Within your friendship group there may be certain ways that you respond to each other's posts, images and comments. It is important to remember that you should not judge yourself because of the way your friends or others respond to you on social media.

 **LINK TO NEXT TOPIC** Let's consider how you or a friend would react if you receive negative feedback on social media.

Are there rules about how to respond to friends on social media?



3.10

Class Poll

How many likes does a post need for it to be a good one?



3.11

Topic Five



3.5 What about negative feedback?



DESCRIPTION This activity will allow students to explore the impact of the feedback they give to others on social media. Facilitator to engage students in a discussion about the different ways comments may affect the way someone feels and behaves.



SHOW slide 3.12 slide. What about negative feedback?



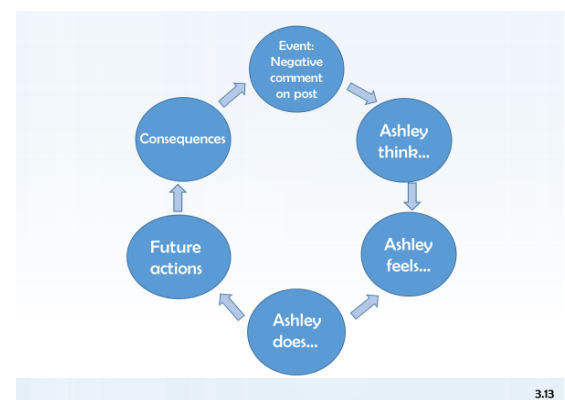
DESCRIBE Your friend Ashley texts or calls you to say that someone has left a negative comment on her post.



SHOW slide 3.13: Response cycle.



DESCRIBE Thoughts lead to emotions and behaviours. Integrate student responses in discussion by talking directly about the examples provided by students when showing CBT cycle on slide. Write students' responses on the board next to each of the circles.



ASK What might Ashley be thinking in this scenario?

Example responses Thinks – “Maybe I shouldn’t have posted that”, “Other people might see the negative post and agree with it”, “that was a mean thing to say”,



ASK What might Ashley be thinking in this scenario?

Example responses Feels – embarrassed about her post, hurt by the negative comment, worried about whether others agree with the negative comment



ASK What is she likely to do in response to how she thinks and feels? Relate to one of the examples provided by the students. E.g if Ashley feels embarrassed, how might she respond?

Example responses Does – deletes the negative comment, deletes her own post, writes something negative on the other person’s post, ignores the negative comment



ASK How will this influence her future actions and what are the consequences of those actions?

Example responses Future actions – “Try harder to present even better highlights”, “spend more time curating future posts”, “not post anything” Consequences – “Feel more disconnected from friends”, “feel isolated”, “present a less authentic self”

3.5.1 Responding to negative feedback in a helpful way



DESCRIBE We have shown how thoughts lead to emotions and behaviours, which in turn may have negative consequences for someone who has received hurtful comments on social media. If you consider this cycle, you will see that there are ways in which you can help Ashley.



STUDENT ACTIVITY In pairs, pick two of the following options as the ones that you think will be most helpful for Ashley. Using the CBT model, ask students to explain their choices as to why these would be the most helpful.



ASK What thoughts and emotions may Ashley experience because of your more helpful response? What actions may Ashley take? What outcomes would this lead to for her?



SHOW slide 3.14: Which two responses will be most helpful for Ashley?

- This person is just mean
- If they were a real friend they wouldn't say this, just ignore it
- It doesn't matter it's just a comment
- You're never going to be able to please everyone all the time
- What matters is who you are in real life, not your popularity on social media
- Let's leave a nasty comment on their profile in return

Which two responses will be most helpful for Ashley?

- "This person is just mean"
- "If they were a real friend they wouldn't say this, just ignore it"
- "It doesn't matter it's just a comment"
- "You're never going to be able to please everyone all the time"
- "What matters is who you are in real life, not your popularity on social media"
- "Let's leave a really nasty comment on their profile in return"

The diagram illustrates the CBT model cycle with six interconnected nodes: 'Response to Ashley' (top), 'Ashley thinks...' (right), 'Ashley feels...' (bottom right), 'Ashley does...' (bottom), 'Future actions' (bottom left), and 'Consequences' (left). Arrows indicate a clockwise flow from one node to the next, forming a continuous cycle.

3.14

If some students finish earlier than others, direct them towards an optional activity: Remaining in pairs, ask students to come up with a different helpful response not in the list above.



SHOW slide 3.15: Response cycle.

As a class, have students indicate which responses they thought would be the most helpful. Students to explain one of the responses using the CBT model.

SUMMARISE

Negative responses on social media can affect the way people think and feel about themselves and can increase the time and effort spent on posts. When your friends receive negative comments, you can support them by giving more helpful feedback so that these types of responses don't affect them as much in the future.



SHOW slide 3.16: Preparing for Lesson 4

Preparing for Lesson 4...

For our last *SoMe* lesson:

- Prepare pictures or props for making a social media profile in Lesson 4.
- Represent something about who you are and what you believe in.
- Examples of your values, abilities, talents and characteristics.

3.16



INTRODUCE and set **task** in preparation for Lesson 4. Students are asked to prepare pictures or props for making a representative profile in lesson 4. Emphasise that these pictures or props should represent their values, abilities, talents, and characteristics.

WRAP UP

Thank students for their participation and invite any students to ask further questions at the end of class.

OFFER ASSISTANCE to all students if the lesson topics have raised concerns. Direct to school counsellor or Kids Help Line (1800 55 1800)

Lesson 4: Creating positive social media

Links to Australian Curriculum

Health and Physical Education - **ACPPS079**

Objectives

1. Develop awareness of the positive impact social media can have on important social issues.
2. Revise the content of lessons 1, 2 and 3.
3. Explore ways to create a representative social media profile.
4. Reduce focus on appearance in personal presentation on social media.

Learning Outcomes

1. Recognise how social media can be used for social change and to promote values, talents, ideas.
2. Consolidate the content of lessons 1, 2, and 3.

Materials

From the school

Projector and computer
Whiteboard

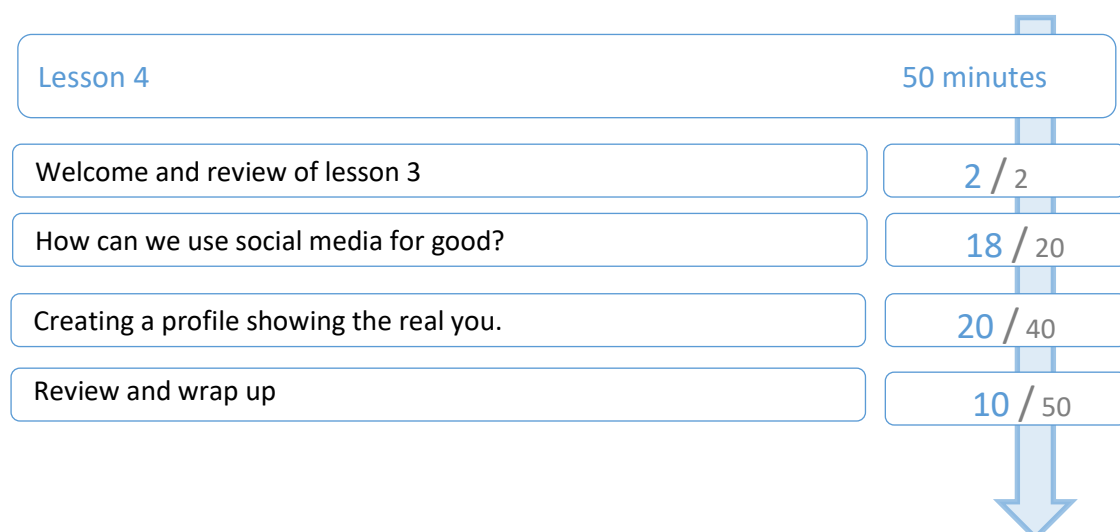
From the **SOME** project

Attendance list
Student name tags
Power point slides

Housekeeping

Take attendance
Hand out name tags

Lesson outline and timing



Lesson 4 Activities

Topic One



4.1 Welcome and review lesson three



SHOW slide 4.1 and **INTRODUCE** self again to remind students who you are.



SHOW slide 4.2: Lesson 3 Review



DESCRIBE topics covered in Lesson 3.

- Friends on social media may present ‘highlights’ from their lives on their profiles.
- These images and posts are not always realistic.
- Feedback from others can reinforce the need to present the best parts of your life online.
- There are helpful ways you can respond to negative feedback on social media.



DESCRIBE the focus of lesson four

- Discover how social media is being used to encourage positive change.
- Create your own representative profile.
- Wrap up the **SoMe** lessons.



Topic Two

4.2 How is social media and the internet used to create positive change?



DESCRIPTION This section focuses on alternative uses of social media, such as accessing new ideas and interests, and advocacy through social media. Students will be shown how social media can be used to encourage social change using real world examples.



SHOW slide 4.3: Social Media for POSITIVE CHANGE



DESCRIBE each point.

- Compared to traditional media (e.g., newspapers, magazines), social media platforms have the power to reach millions of people
- You can follow organisations and causes that you believe in
- Share ideas and help build a community that is aware of important social issues



Social media and POSITIVE CHANGE

On social media you can...

- Reach a larger number of people than traditional media (e.g. newspapers and magazines)
- Follow organisations and causes you believe in
- Share ideas and help build a community that is aware of important social issues

4.3



SHOW slide 4.4

DESCRIBE

Australia Zoo Wildlife Warriors is an organisation that looks after Australian Wildlife to ensure that species continue to thrive.



ASK What are some of the ways that Australia Zoo Wildlife Warriors have used social media to engage with their audience and promote their cause?

Desired responses

- Use of images, posts and videos that can be 'liked', 'shared' and commented on. Point out their reach: 2.2k views for one of the posts and 66 shares for the other.
- Promote fundraising events and the opportunity to donate to support their work
- Provide 'snap shots' of the work that they do

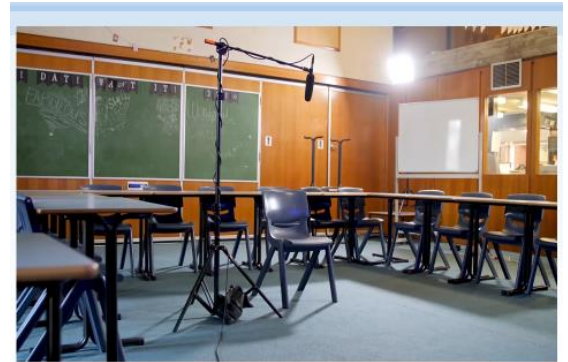


4.4


 **SHOW** slide 4.4


DESCRIBE


- NSW Public Schools released a YouTube video for their anti-bullying campaign this year (2017). <https://www.youtube.com/watch?v=ZoNfsh7NxU>
- People have shared the YouTube video to raise awareness and highlight why the issue is important
- The video has been shared by people across many social media platforms including Facebook, Twitter and LinkedIn (used by professionals).
- Many people add a personal statement when they post the video, such as “Love this! The power of words.”



4.5

 **ASK** Can you think of any other examples of people or organisations who have used social media to create conversation or raise awareness of an important issue?

 **SHOW** slide 4.6: McKenna Pope


 **DESCRIBE** At 13 years old, McKenna Pope posted a video and petition urging a toy company to change its marketing and packaging for the Easy Bake Oven to make it appealing to both boys and girls. Highlight its impact on challenging stereotypes.


McKenna Pope

Posted a video and petition urging a toy company to change its marketing and packaging for the Easy Bake Oven to make it appealing to both boys and girls.



4.6

 **SHOW** slide 4.7: Benjamin O'Keefe

 **DESCRIBE** Wrote a blog and created a petition to demand a clothing brand change their practices. The brand said they only marketed their clothes to “attractive, cool” kids. The petition was signed by **70, 000** people!
The result was the brand making a formal apology and commitment to changing their practices!



Benjamin O'Keefe

Wrote a blog and created a petition to demand a clothing brand change their practices. The brand said they only marketed their clothes to “attractive, cool” kids. The petition was signed by **70, 000** people!



change.org

4.7

4.2.1 How could you use social media to stand up for your beliefs?

? **ASK** What are some of the things that you might want to become involved with on social media that reflect your interests and social issues you believe in?

SHOW slide 4.8: Create your own post



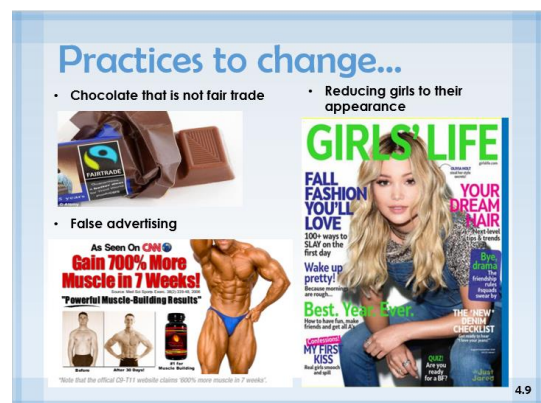
STUDENT ACTIVITY Students to create a dissonance-inducing post, tweet or hashtag they would send to a company or a celebrity on social media asking the company or celebrity to change their practices.

SHOW slide 4.9: Practices to change...

Companies that don't pay their workers in third world countries fair wages

False claims in advertising

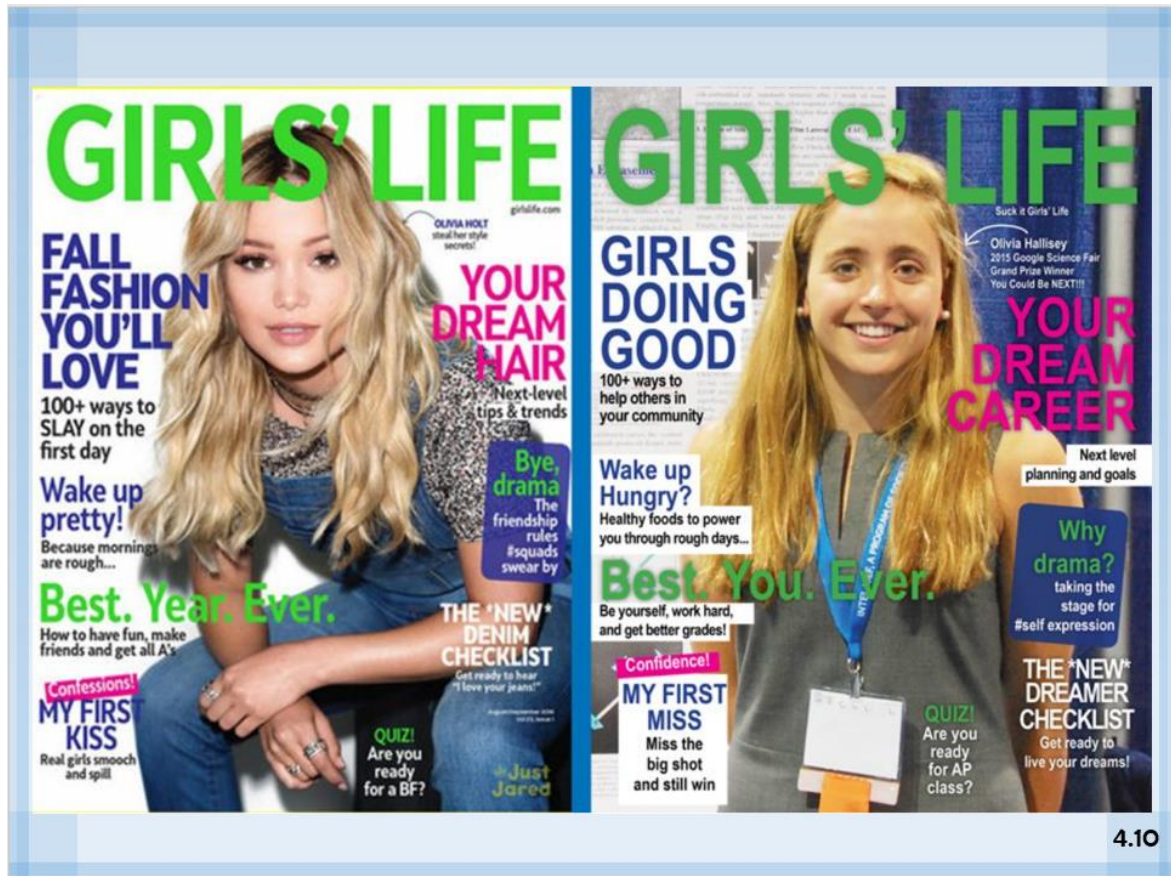
Magazines that promote stereotypes and reduce women to their appearance.




? **ASK** students how they could challenge one of the companies practices in the examples given using social media. E.g. what would student say in a Facebook post? What might students say in a Tweet? Is there a petition they would create? Students to provide responses on a post-it note that is stuck on the board. Read out select examples.


Teacher hint: Does the regular classroom teacher use incentives to reward positive behaviour? E.g. house points. An incentive could be used to encourage students to think creatively and apply effort in creating a dissonance-inducing post. E.g. reward the three most creative posts (review each post as the student places it on the board).

 **SHOW** slide 4.10




4.10

 **DESCRIBE** A graphic designer was appalled by this magazine cover that was reinforcing stereotypes of girls. After seeing it posted on her Facebook feed, Katherine took matters into her own hands and decided to show *Girls' Life* what their cover should look like.

 **ASK** students how the graphic designer challenged stereotypes. What phrases did she use? E.g. 'Fall fashion you'll love, 100+ ways to SLAY on your first day', was replaced with, 'Girls doing good, 100+ ways to help others in your community'. The message was changed from a focus on appearance to a focus on taking social action.

SUMMARISE

Social media is saturated with content related to appearance. Despite this, social media platforms are also used to promote social change, share ideas and encourage participation and involvement in important causes. Young people are using social media to stand up for what they value and advocate for what they believe in.

 **LINK TO NEXT TOPIC** It is equally as important to try and include information in your personal profile that represents the real you.

Topic Three



4.3 How can we create a real me profile?



DESCRIPTION In this activity, students will generate a social media profile or post that represents their personal qualities that do not relate to their appearance.



SHOW slide 4.9: A new profile



STUDENT ACTIVITY Using the photos and props prepared as homework, generate a profile or a post that shows the real you by focussing on personal qualities. Remind students of overarching guidelines:

A = portray **more** than just **appearance**

B = try to say something about who you are as a person and what you **believe** in

C = think about what effect your post will have and what social media **culture** it promotes e.g. a culture that shows people's real self.

Suggest adding a hashtag to show the type of interest they like or follow.

SHOW slide 4.10: Example profile

Facilitator to share their own example and highlight how the post incorporates the three overarching principles.



A new profile....

- Using the photos and props prepared you prepared as homework, generate a profile or a post that shows the real you.
- Focus on personal qualities.
- A = portray **more** than just **appearance**
B = try to say something about who you are as a person and what you **believe** in
C = think about what effect your post will have and what social media **culture** it promotes
- Add a hashtag to show the type of interest they like or follow.

4.9



#HappyPlace

#HaveCourage
#TakeRisks

*She was
UNSTOPPABLE,
not because she did not have
FAILURES OR DOUBTS
but
because she continued on
DESPITE THEM*

4.10

Teacher hint: Tell the students how much time they have to complete the activity (e.g. 10-15 minutes) to help them stay focussed. Let the students know when they have a 3 minutes left so that they can wrap the activity up and save their work (if working on electronic devices).

Early finishers can write down how their post meets the overarching principles.

Invite a few students to present their work, and the rest of the group to comment on how these posts/profiles illustrate the above point.


? **ASK** How might you react or respond to such a profile or post? If you received these types of positive responses, how would that be for you?


? **ASK** What is good about using a real-me picture instead of an actual picture?
Request ideas from students
Desired responses Focuses on the real you, not just what you look like; reduces chances of negative appearance comments.

Topic Four

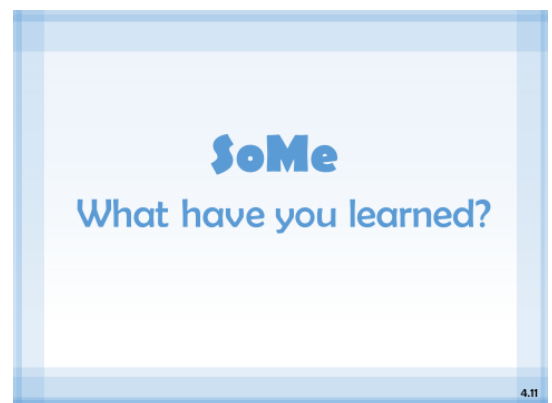
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4.4 SoMe review and wrap up

 **SHOW** slide 4.11: What have you learned?

 **DESCRIBE** To finish the **SOME** lessons, the facilitator engages students in a discussion of what they have learned during the three lessons.

? **ASK** students to describe what they have learned from the lessons that everyone could use to help themselves use social media in a positive way.
Request ideas from students



Teacher hint: [Create a Word Cloud](#) – if the class has access to the internet, and time permits, the above discussion could be completed as a Word Cloud.

Have each student provide a short take-home message. Type the words/phrases into <http://www.wordle.net/create> to create a word cloud (use tilde character '~' to keep words together). Below is an example. More frequently used phrases appear in a larger font.



If a Word Cloud can't be created, students could write their response on a post-it note.

SUMMARISE

Social media posts and images often concentrate on the way people look. Online self-presentation can show friends and others on social media what is important to you by focussing on personal qualities. This reduces time and energy focussed on looks.

4.4.1 Bringing it all together...

SHOW slide 4.14: Bringing it all together

Bringing it all together...

- **Social media** is often **not a reflection of reality** – ads can be unrealistic and posts are often just the highlights
- Sharing photos online is even better if we remember **we don't have to look "perfect"**
- **Show your 'real self'**, by posting about your interests and what you believe in such as your interests and personality
- **Use social media positively** by raising awareness about important causes and issues and being thinking before you post

4.12

4.4.2 The SoMe Challenge

DESCRIPTION As students finish the *SoMe* lessons, present a challenge to them to continue to engage in the ABCs of *SoMe*.



SHOW slide 4.15: The *SoMe* Challenge



Once per day, for one week, post (to a trusted person or safe platform) something that does at least one of the following:

- Portrays **more than appearance**
- Shows who you are and what you **believe** in.
- Creates a positive social media **culture**.

The SoMe Challenge

Once per day, for one week, post something that does at least one of the following:

1. Portrays **more than appearance**
2. Shows who you are and what you **believe** in.
3. Creates a positive social media **culture**

*Post to a trusted person or safe social media platform

4.10

THANK students for their participation in the lessons

OFFER ASSISTANCE to all students if the lesson topics have raised concerns. Direct to school counsellor or Kids Help Line (1800 55 1800)

Facilitator Notes

Definition of persuasion in the marketing context:

“to make a person do something or to persuade a person to do something, which involves an element of coercion or manipulation such that the message attempts to remove receiver freedom, often through biased means”

Definition of “Influencers”

“Social media influencers (SMIs) represent a new type of independent third party endorser who shape audience attitudes through blogs, tweets, and the use of other social media.” (Freberg, Graham, McGaughey, & Freberg, 2011)

Uses of social media by companies and brands

“companies have the ability to influence the conversations that consumers have with one another” on social media, using a variety of methods (Mangold & Faulds, 2009, p. 359)

Reasons for following celebrities

- 7) To get a reciprocal following, i.e., they follow you back (unlikely)
- 8) To find out what they do in their day to day life
- 9) Because they provide interesting content
- 10) Because they are connected to other celebrities and may have access to things that “normal” people do not
- 11) Giving an insight into parts of the world or a culture they do not have access to
- 12) To get a chance to interact with them by commenting, liking, or “talking” to them

- Freberg, K., Graham, K., McGaughey, K., & Freberg, L. A. (2011). Who are the social media influencers? A study of public perceptions of personality. *Public Relations Review*, 37(1), 90-92. doi:10.1016/j.pubrev.2010.11.001
- Mangold, W. G., & Faulds, D. J. (2009). Social media: The new hybrid element of the promotion mix. *Business Horizons*, 52(4), 357-365. doi:10.1016/j.bushor.2009.03.002
- Wright, P., Friestad, M., & Boush, D. M. (2005). The development of marketplace persuasion knowledge in children, adolescents, and young adults. *Journal of Public Policy & Marketing*, 24(2), 222-233. doi:10.1509/jppm.2005.24.2.222

Appendix C

Empowered Girlhood

HEARTWOOD FAMILY WELLNESS

"A girl should be two things: who and what she wants."

Coco Chanel

WWW.HEARTWOODFAMILYWELLNESS.COM



Self Check-In

What emotions am I feeling right now?
What are these feelings trying to tell me?
How is my body reacting?
What am I thinking right now?

How is my mood?

How is my energy?

How is my breathing?

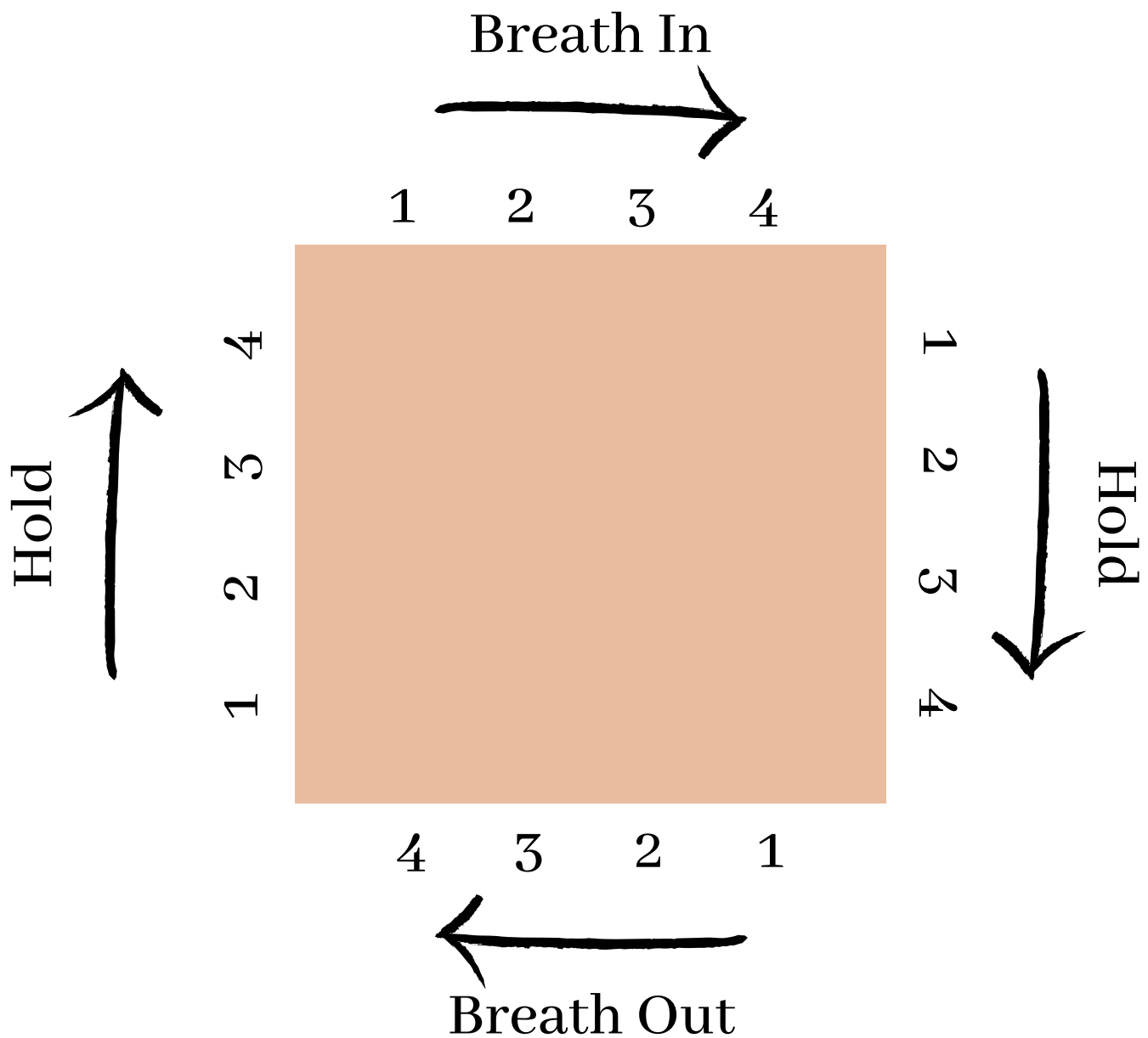
How is my focus?

How is my body doing?

Breathing Exercise

Box Breathing

Using the **breath**
to focus the **mind**



What Does it Mean to You?

"A connection is the energy that exists between two people when they feel seen, heard, and valued."

Brene Brown



Connection

Compassion

Confidence



EMPOWERED GIRLHOOD

DAY 2

Observing With Your Senses

Observe With Your Eyes

Observe Using Taste

Observe Using Sound

Observe Using Smell

Social Media

"Regardless of all the glitz and glamour portrayed on social media, never forget real-life connections happen offline."

Unknown



Social Media Site		What it is used for?
	→	
	→	
	→	
	→	

When thinking about the social media sites above...

What do people like about the social media sites?	What are some problems or downsides to these sites?

Comparison

Trap



What can you do to stop focusing on things you don't like about your appearance?

What could you do to stop comparing yourself to others on social media?

What could you do to stop feeling bad about yourself when you compare?

Hurtful vs. Helpful

Key Definitions

TOLERANCE

Accept different opinions or behaviour of others (that one may not agree with or like) and being fair to people who hold those opinions

RESPECT

To be considerate or thoughtful in regard to the feelings, wishes, or rights of others

UNDERSTANDING

Sympathetic awareness of another point of view, opinion, or behaviour

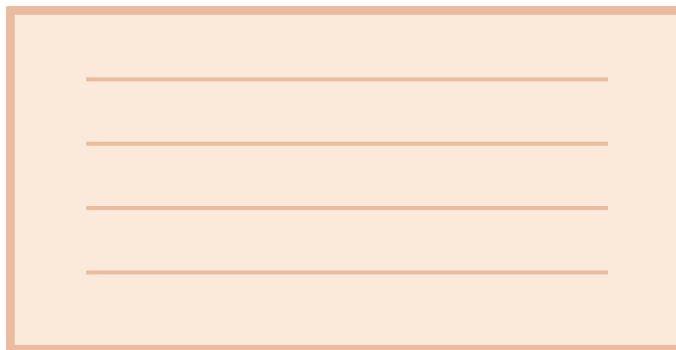
COMPASSION

Concern for the misfortunes of others

EMPATHY

The ability to understand and share the feelings of another person

Hurtful Comment



Helpful Comments





EMPOWERED

GIRLHOOD

DAY 3

Act Intentionally

Frustrated/Angry

Lonely/Sad

Scared/Anxious

Circle of Support

*"Alone, we can do so little;
together, we can do so much"*
Helen Keller



Who is in your circle of support?

Who would you like to add to your circle of support?

Is there anything holding you back from seeking support?

Gather the Evidence

Qualities I look for in a friend

Qualities that I have

love YOUR body



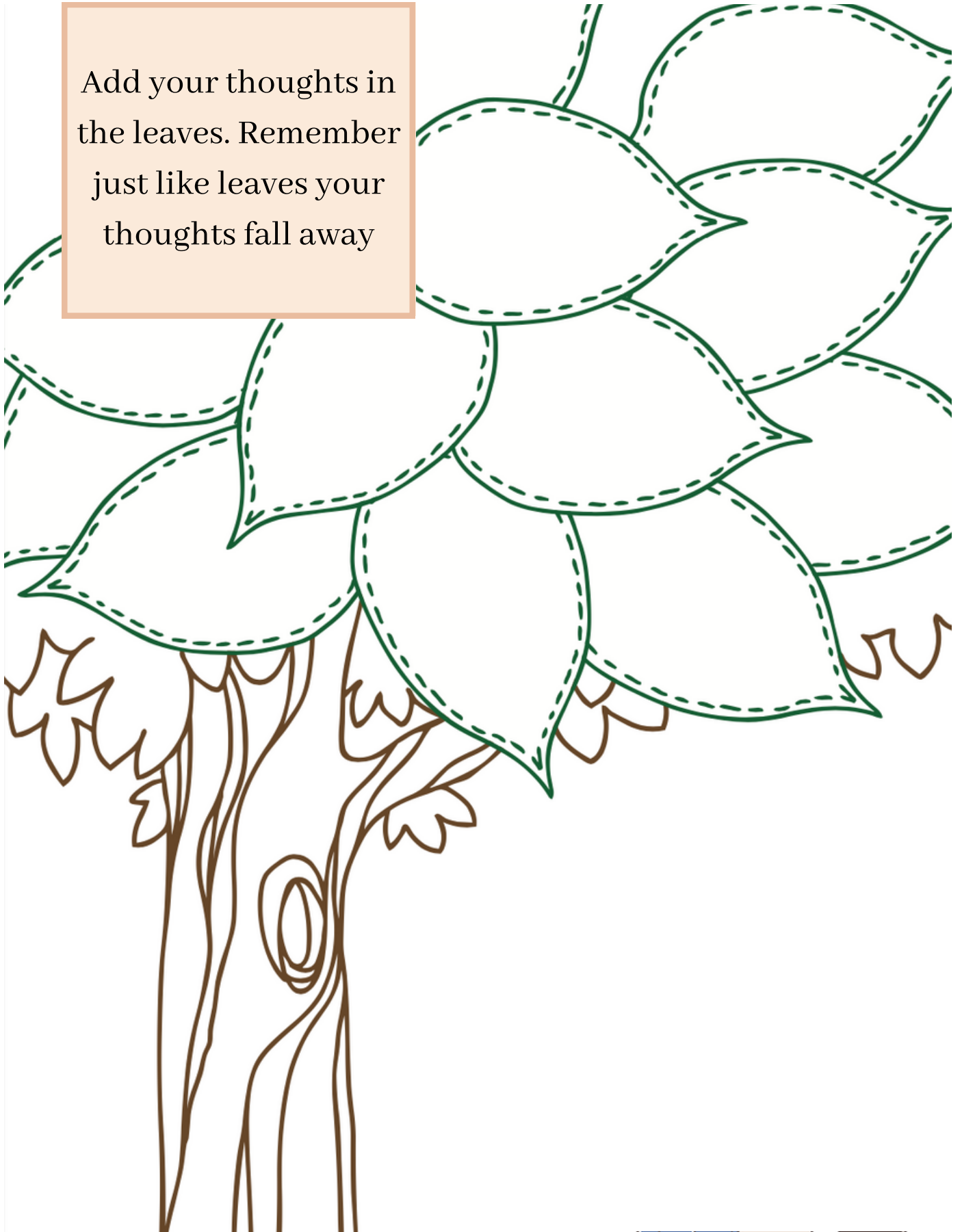
EMPOWERED

GIRLHOOD

DAY 4

Thought Tree

Add your thoughts in the leaves. Remember just like leaves your thoughts fall away

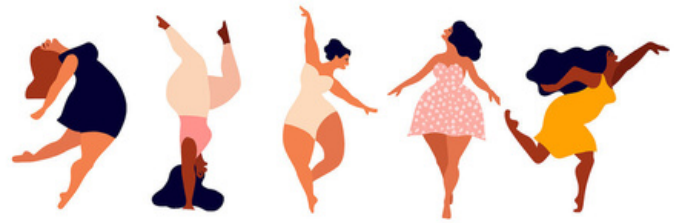


Love your

Body

*"You define beauty yourself.
Society does not define beauty."*

Lady Gaga



What my body does

1.

2.

3.

What makes me feel empowered

1.

Appendix D

STAY STRONG AND LOVE THE SKIN YOU'RE IN



AN EIGHT-WEEK GUIDELINE FOR RUNNING YOUR CLUB

This is a preview.
To order the full curriculum please visit
briemathers.com



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Love the Skin You're In Curriculum for Clubs

Media, Mental Health, and Mindfulness

WELCOME TO THE CLUB!

Congratulations on your decision to create a place for young women to champion inner resiliency and mental health within your school walls! We applaud your decision to continue the conversation by becoming a leader for other girls at your school and are excited to have you join us in calling out gender and racial misrepresentation in the media while challenging young women to insist that their voices and imaginations be more valued than their looks and sexual behaviors. Together, we can inspire girls to value and practice positive self talk and see their power to choose connection with one another over looks-based comparison, competition, sexting, and spectator bullying.



Stepping Stones

- Connect with Lindsay Brie Mathers on Facebook so she can provide your club with a peer mentor
- Pick a day of the month, a staff advisor, and a room that can host your members
- Announce Your Club through social media, posters, and school announcements
- On Day One of your club, together set your club's intentions. You may want to begin by surveying the group to get a sense of their specific needs.

Girls walk away with:

- a reality check on culturally prescribed body image and sexuality stereotypes
 - the value and practice of positive self talk
 - the strategy to choose connection over competition with one another
 - a view of their bodies as instruments of fitness and strength rather than ornaments
 - assertive communication skills
 - a sense of their role in preventing bullying, most of which is looks-based
 - a vision for their role as leaders in the world
 - basic mindfulness and self-care skills
-

LOVE THE SKIN YOU'RE IN

STAY STRONG AND LOVE THE SKIN YOU'RE IN AN EIGHT-WEEK GUIDELINE FOR RUNNING YOUR CLUB

From Kick-off Assembly to Continuing the Conversation

Designed for optimal youth engagement, the *Love the Skin You're In* assembly speaks to media idealizations of women and the consequent influence they are having on young women's self perception. Participants are motivated to shift their conversations to a focus on inner resilience and well being. Our school clubs act as a catalyst for positive change, inspiring girls to grow love and respect for themselves, their bodies, and one another.

Setting an Intention

It takes a village. That's why we are connecting girls across North America in conversations that reinforce the message that there is more to be than eye candy. Moreover, we are building a network in which no young woman falls through the cracks. Fostering interpersonal and intra-personal connection, the follow up curriculum is grounded in creating a sense of belonging, and teaching socio-emotional life practices that work. This eight-week series covers topics at the heart of girl culture such as body image, dieting, hyper sexualization, sexting and looks-based competition. Participants learn resilience-building skills such as empathy, yoga, mindfulness and communicating with compassion. Through goal-setting and contemplation they explore their roles as leaders and partners in their communities.



WEEK ONE – AN APPETITE FOR LIFE

During our first week, girls who have seen the in-school assembly have an opportunity to share their excitement about the event that inspired their participation in the club. This is a great time to survey your club members, share stories, go over this curriculum, and get a sense of what young women personally want to cover during the weeks ahead. Remember, this curriculum is intended to be a guide. Feel free to add themes and activities that are relevant for your particular club. We would love to hear about your ideas so please send us pictures, etc. to help us all stay connected.



WEEK TWO – BODY IMAGE: FROM DIETING TO NOURISHMENT

In week two we take a deep dive into the 2.3 trillion dollar industry that plays on our sense of security in an effort to convince us we are unworthy of love, self worth, etc. unless we look a certain way. We question the underpinnings of conversations suggesting that women's bodies should be treated like achievements if they are thin enough, and works in progress if they're not. We do straight talk on the myths and dangers associated with dieting, learn exercises for cultivating positive body image, and celebrate healthy, whole food choices.

LOVE THE SKIN YOU'RE IN



WEEK THREE – FROM HYPER SEXUALIZATION TO RESILIENCE

During our third week, we look at a culture that hyper sexualizes women and increasingly girls and how the internalization of these values pressures us from girls to glam. We'll explore mental health consequences of self-objectification, uncover the belief systems that compromise us, and learn practical skills for making self-affirming choices. This week is a reminder to value ourselves for our substance and unique humanity and remember the gifts we bring beyond being a sex object.



WEEK FOUR – HARMONIZING MIND/BODY/SPIRIT

An experiential progression from stress to self-care, this week provides a moment to pause in non-verbal connection as we explore gentle yoga and basic mindfulness practice. Studies about the positive effects of yoga on body image abound and self compassion has been shown to be more effective than self-esteem building. This week will explore what that means by giving participants a guided experience of how it feels and how to make it part of daily life.



WEEK FIVE – CONNECTION AND COMMUNICATION

Adolescence is an exciting time for exploring independence. Rooted in empathy, this week's focus will be on articulating our feelings, needs, and requests respectfully and assertively while honoring the person with whom we are in relationship. When we fully hold another's experience, and practice reflective listening, we forge new connections in our brains' associations of one another. This week will celebrate the value and practice of positive self-talk (intra-personal connection) as well as communicating directly and compassionately with others (interpersonal connection).



WEEK SIX – A GLOBAL VIEW: LEADERSHIP AND EMPOWERMENT

What is possible when we awaken consciousness and change behaviors? We reach for our unique gifts and believe in our power to make a difference in the lives of others. A time for setting intentions and goals, this week forms a natural segue into girls' lived lives. Girls will walk away from the series confident that their voices, imaginations and authentic contributions are more important than how they look.

LOVE THE SKIN YOU'RE IN



BRIE MATHERS

...has spoken to 85 000 teen girls worldwide with her multi-media event *Love the Skin You're In*. Inspiring young women to find compassion within themselves and for one another, and to lead a new conversation about their bodies and beings, the Canadian-born McGill University graduate conducts connective school-wide body image events about media literacy and mindfulness. Brie is the author of *Freedom to Blossom*, a yogini, and girl power activist. She lives between Muskoka, Ontario and Jikoji Zen Center in California and is working on a documentary called *You Got This: Owing Body Image*.

MEET OUR TEAM

She is joined here by her social media team members, who run Love the Skin You're In's social media channels and have provided the artwork and videos that form the core of this guidebook.



LOVE THE SKIN YOU'RE IN

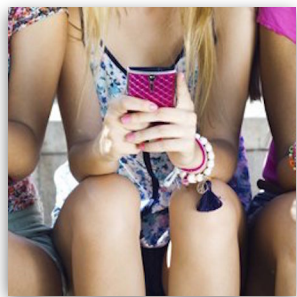
TAKE OUR PLEDGE

- 1 I charge that the media's hyper-sexualization of girls and women is not en vogue with the full expression of our substance, complexity, and unique humanity. We are more than the sum of our parts; we are leaders and game-changers of the conversation.
- 2 I choose to champion my appetite for life by speaking my truth and standing for women's authenticity and diversity in all our shapes, sizes, backgrounds, and orientations, regardless of what consumer culture and the beauty myth say.
- 3 I redefine sexy as creative, kind, character-rich, and intelligent, recognizing that what my adorable, brilliant, sassy, authentic being is really hungry for is a powerful new legacy of love that stands free of the tyranny of image.
- 4 I live this pledge in my own life by caring for my body with nutritious food choices more but not all of the time, moving my body because of how good regular activity makes me feel, and taking a moment every day to be grateful for my body and my life.
- 5 I take this pledge for the benefit of my sisters across the world, recognizing that we are all in this together. I stand to speak up online for girls who are victims of looks-based and other bullying and participate in the creation of the safe and loving world I want to live in.

CONDUCT GUIDELINES

We will “pass the talking stick”
Do not speak during other’s sharing
Practice deep listening

WEEK THREE: MORE THAN EYE CANDY



From Hyper Sexualization to Resilience

During our third week, we look at a culture that hyper sexualizes women and increasingly girls and how the internalization of these values pressures us from girls to glam. We'll explore mental health consequences of self-objectification, uncover the belief systems that compromise us, and learn practical skills for making self-affirming choices. This week is a reminder to value ourselves for our substance and unique humanity and remember the gifts we bring beyond being a sex object.

OPENING CIRCLE/ICEBREAKER (15 MINUTES)

Write or type out the following quotes on small pieces of paper. Have each girl close her eyes and choose one of them from the pot, then read it aloud to the other girls in the group.

Curve: The loveliest distance between two points.

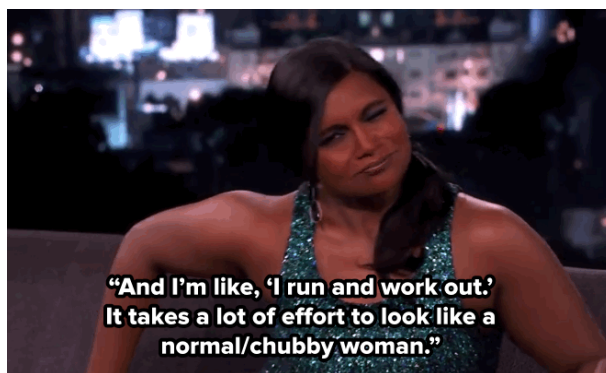
– Mae West

To ask women to become unnaturally thin is to ask them to relinquish their sexuality.

– Naomi Wolf, *The Beauty Myth*

I feel that life should be an art form. It should not be like a factory assembly line.

– Camille Paglia



There are more important things in life, like being a role model.

– Demi Lovato

I'm not a media darling. I'm not on the cover of all these magazines. I just quietly do my thing.

– Sarah McLachlan

LOVE THE SKIN YOU'RE IN

I see my body as an instrument, rather than an ornament.

– Alanis Morissette

Plastic surgery and breast implants are fine for people who want that, if it makes them feel better about who they are. But, it makes these people, actors especially, fantasy figures for a fantasy world. Acting is about being real being honest.

– Kate Winslet

Yoga and meditation are ultimately about turning our eyes away from the airbrushed images of the outside world and looking deep within our own hearts.

– Anne Cushman

You've got to get up every morning with a smile on your face and show the world all the love in your heart. Then people gonna treat you better and you're gonna find, yes you will, that you're beautiful as you feel.

– Carole King

There's more to life than cheek bones.

– Kate Winslet

When I lay my head on the pillow at night I can say I was a decent person today. That's when I feel beautiful.

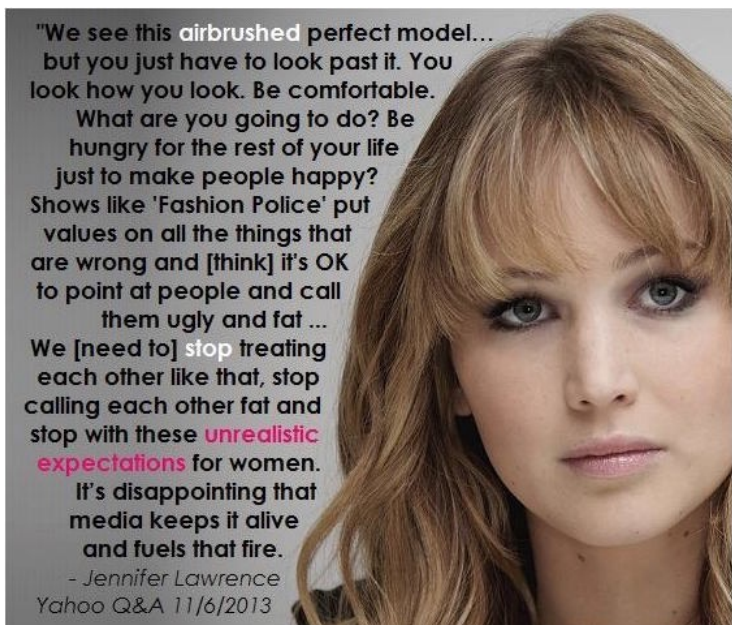
– Drew Barrymore

I'm not obsessed by looks. I think you can become a prisoner of your own image.

– Juliette Binoche

READING – BREAKING UP WITH SELF-OBJECTIFICATION & BEFRIENDING YOUR BODY

The teenage years are a turbulent time. The teen girl's brain is sprouting, reorganizing and pruning neuronal circuits that drive the way she thinks, feels, and acts – and obsesses over her looks. Her brain is unfolding ancient instructions on how to be a woman. During puberty, a girl's entire biological raison d'etre is to become sexually desirable... girls spend



LOVE THE SKIN YOU'RE IN

hours in front of the mirror, inspecting pores, plucking eyebrows, wishing the butts they see would shrink, their breasts grow larger and waists get smaller, all to attract boys. Girls would likely be doing some version of this whether the media were there to influence their self-image or not.

– Louann Brizendine, *The Female Brain*

Okay ladies, let's face it. If we measure ourselves against society's insane beauty standards we all fall short. We're either thin enough but don't have big enough breasts, or we have the breasts but low and behold have curves in otherwise socially unsanctionable places to go along with them. What we must realize is the beauty industry wants one thing: money. Corporations create cradle to grave brand loyalty, teaching us early to think less and buy more. As long as we don't feel good enough exactly the way we are we will buy into their propaganda of a one-dimensional, homogenized, normalized kind of beauty and purchase their products. They want us to long for lustrous blonde hair, dazzling sea-blue eyes, and long lanky 11-year-old bodies that miraculously have 24-year old breasts. In Naomi Wolf's book *The Beauty Myth*, she calls out the writers of this myth: the dieting industry, the beauty and cosmetics industry and the plastic surgery industry. These industries would not exist if women didn't buy into their mythologies. They are not about the kind of beauty that makes us shine. They do not rely on us reveling in the skin we're in. They feed on inadequacy and self-loathing. When we entertain negative dialogues within, we have bought into their mythologies hook, line and sinker.

The other disturbing trend that popular media promulgates is the sexexploitation of girls at an increasingly younger age. Feeling that you have to perform sexually before you are good and ready is sexy nor healthy. Neither is the pressure of constantly experiencing yourself from the outside in through a lens of how advertisers falsely lead us to think men view us. Not only is this heterosexist, but it too promotes an obsessive experience with image that has been titled self-objectification, which means relating to ourselves as objects of others' sexual desires. It does not make us feel more free. It does nothing to increase our worth. It depletes us and robs us of what can otherwise be an innocent and exciting introduction to our experience of intimacy when we're good and ready. The companies will keep trying to coerce us otherwise because it's how they draw a ridiculous amount of profit. They are not motivated by love so we need be weary, conjuring our wise inner wild woman to read between their lines and insist on re-writing the female dream.

Your body is yours. It is yours to do with as you will. Grab your sword of light and carve a new constellation of belonging to you into the stars. It's time for a new legacy of love. Did you know that the root of the word courage comes from its

THE VELVETEEN RABBIT

He said, "You become. It takes a long time. That's why it doesn't happen often to people who break easily, or have sharp edges, or who have to be carefully kept. Generally, by the time you are Real, most of your hair has been loved off, and your eyes drop out and you get loose in the joints and very shabby. But these things don't matter at all, because once you are Real you can't be ugly, except to people who don't understand."

LOVE THE SKIN YOU'RE IN

latin origin, coeur, which means love? Our temples house magnificence beyond imagining. Inside them our true beauty resides, revealing itself in our capacity for kindness, the depths of our character and the boundlessness of our creative expression. When we know this beauty we are in touch with our true self, the home where courage lives.

Everything feeds us - not just food. The people we spend time with, the papers we read, the television we watch - all of this feeds the body/mind sensory information that teaches it how to be. Here are three ways that I deal with the indoctrination: I don't buy or read fashion magazines. I don't watch TV. I only attend movies with a storyline that deeply compels me. This is because I'd rather create my own story than passively watch someone else's story, especially when, more often than not, the characters being portrayed in that story don't reflect the beauty of reality – even if they claim to.

Reality TV shows reinforce stereotypes about women from all walks of life. People who join these shows have to sign contracts that allow the creators to alter their stories - often significantly. A study from the Girl Scouts Institutes found that girls who watch them accept and expect a greater amount of drama, aggression and bullying in their lives. Multi-conglomerate corporations are working at the head of the entertainment industries and they have very few female voices in positions of power and directorial roles. How can we expect to receive a balanced and reflective view of life when the camera is always in the hands of half of humanity and rarely with women? America's Next Top Model and The Bachelor are not about reality. They drive home the message that our true meaning lies in being thin, beautiful, and therefore marriageable.

So we need be very, very disciplined with ourselves when it comes to growing up in an age of hyped social media, profit-driven guilty pleasure television shows, and relentless beauty culture. If we fall asleep and allow ourselves to be lulled and numbed by the hypnotism of the media, in the worst case scenario, we buy into its limiting mythology and fall asleep to our own worth.

It's important to think critically, and it's also important to let ourselves play. It's not that make-up and fashion don't have a place. I adore the creativity I find in choosing clothes that make me feel self-expressed. I love to play with sparkly dust on my eyes and the drama of outlining my lips in red. This freedom to love herself through the play of adornment is a super fun part of being a woman and has marked the passage of womanhood for many cultures for Millenia. I wouldn't want to take this experience away from any girl who is drawn to it. (Nor would I want to force it on any girl who could care less.)



LOVE THE SKIN YOU'RE IN

The point is that we can become absorbed with the the mirror and our adornment can come from a place of fear rather than love, and at its most extreme, fall into a pattern of self-objectification. If our inner critic is at the dressing table, we wind up changing our clothes too many times because we are entertaining and following negative thoughts about our bodies that strip all that fun away. This obsession robs us of our inherent right to the magical open radiance of the moment. It is no longer about self-expression, but perfection, which is the highest form of self-abuse. One of the great lessons I've learned is to make these things work for me rather than feeling burdened by externally imposed beauty rules. That means some days I am make-up free and some days I am putting color around my eyes. We can own our adornment. If you're marveling and having fun, thinking loving thoughts and feeling as though what is already beautiful is being enhanced, you are making make-up work for you.

How do I choose to spend my time instead? I find the things that nourish me. I read massively gripping novels written by extraordinarily talented writers, most of them women, who uplift and inspire me. I put my favourite music on my iPod, take it to the beach and dance my sweet petunias off to female rock stars. I find the poems that live inside me and give them voice. I consciously choose to spend a half hour



a day doing mindfulness practice because it opens things up, helps me to take myself less seriously, and furthers my curiosity about the nature of existence. I am nourished by dancing, long walks on the beach, playing with dogs and children, writing in my journal, and long, lavish bubble baths culminating in big fluffy white towels! These things fill my cup. They give me energy and open my heart. They uplift me. When I am uplifted I feel inspired to uplift the world.

VIDEO SHARE FROM TEAM LOVE THE SKIN YOU'RE IN – SOPHIA

ACTIVITY

The following exercise is created to take us beyond the part(s) of our body that we don't like, judge, berate ourselves for by opening our perception to celebrate the parts we do like, then opening us up to loving not only those parts, but one another. Let your awareness float over a part of your body that you don't like. Then think of a part of your body that you do like. We want to make this truly transformational so

PODCAST/VISUALIZATION {MOVING BEYOND BEAUTIFUL AND UGLY}

LOVE THE SKIN YOU'RE IN

Self-love is not about liking the body or liking the personality. The body may be beautiful or ugly; it doesn't matter. In true self-love, what is loved is what is unaffected by evaluations of beauty, ugliness, or personality.

– Gangaji

CLOSING CIRCLE

Get into partners and share with one another the part of your body where you have experienced the most discomfort. Share how that has made you feel, what other people have said that has hurt you, when you have felt pressured to sext a photo, what happened following, and how you felt afterwards. Once you have heard one another out, create a mantra that you can say or text to one another to remind one another of the love you want to carry around within you.





Love the Skin You're In
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brie@lovetheskinyourein.net

Appendix E

Eating Disorders in Schools

Prevention and Early Intervention

Presentation by Hanna Law MSW, RSW

Land Acknowledgment

I gratefully acknowledge that I
live, work, play, and join you
today on the traditional land of
the Esquimalt, Songhees, and
w̱SÁNEĆ peoples.



PKOIS



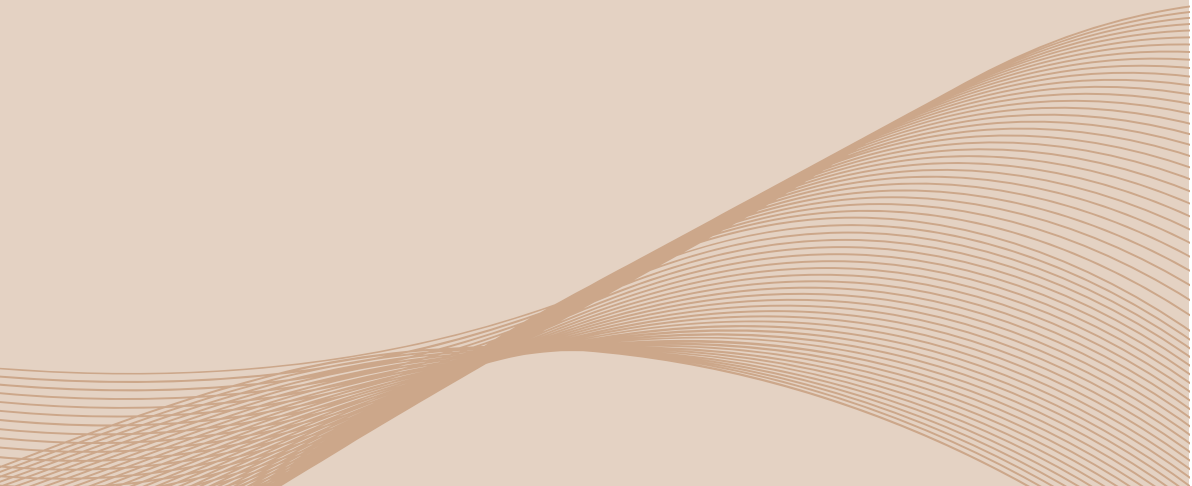
Introduction: Hanna Hilyer Law, MSW, RSW

She/her

- Past SMS exp in boarding and middle years.
- Private practice, Hanna Hilyer Counselling, office on Oak Bay Ave, specializations
- Part-time at the regional EDP with CYMH, MCFD



Overview

- **1 EATING DISORDERS & DISORDERED EATING**
 - **2 SIGNS AND SYMPTOMS**
 - **3 SCHOOL-BASED EARLY INTERVENTION**
 - **4 PREVENTION STRATEGIES**
 - **5 RESOURCES**
- 

Objectives

- Understand the factors impacting the development of EDs
- Recognize signs and symptoms of EDs
- Understand how to seek support
- Learn ways to promote prevention strategies (HAES, embodiment, food neutrality)
- Reflect on your experiences and approach and consider shifts/priorities



**Eating disorders
are all about body
image, attention,
and vanity.**

Myth

Fact

Myth.

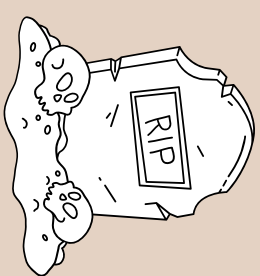
**EDS are complex illnesses,
influenced by many factors.**

**Eating disorders
are serious and can
be life threatening
illnesses.**

Myth

Fact

Fact.



In fact, EDS have the highest mortality rate of any mental illness.

**You can tell if
someone has an ED
by looking at them.**

Myth

Fact

Myth!

EDS do not have a particular "look"
Anybody in any body can have an eating disorder



Teaching students about EDS is effective prevention.

Myth

Fact

Myth.

Students who are at risk to developing EDS may be more likely to develop disordered eating/EDS after learning about them.

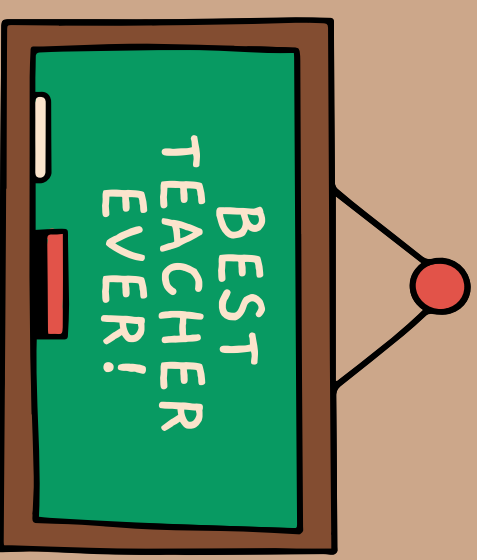
**School staff can't
do much to help a
student with an ED.**

Myth

Fact

Myth!

School staff can be key allies in identifying and helping students recover from EDs.



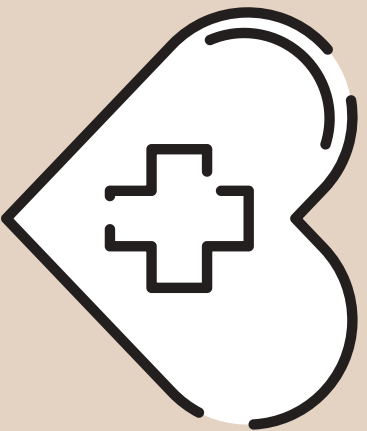
**Full recovery from
an ED is possible.**

Myth

Fact

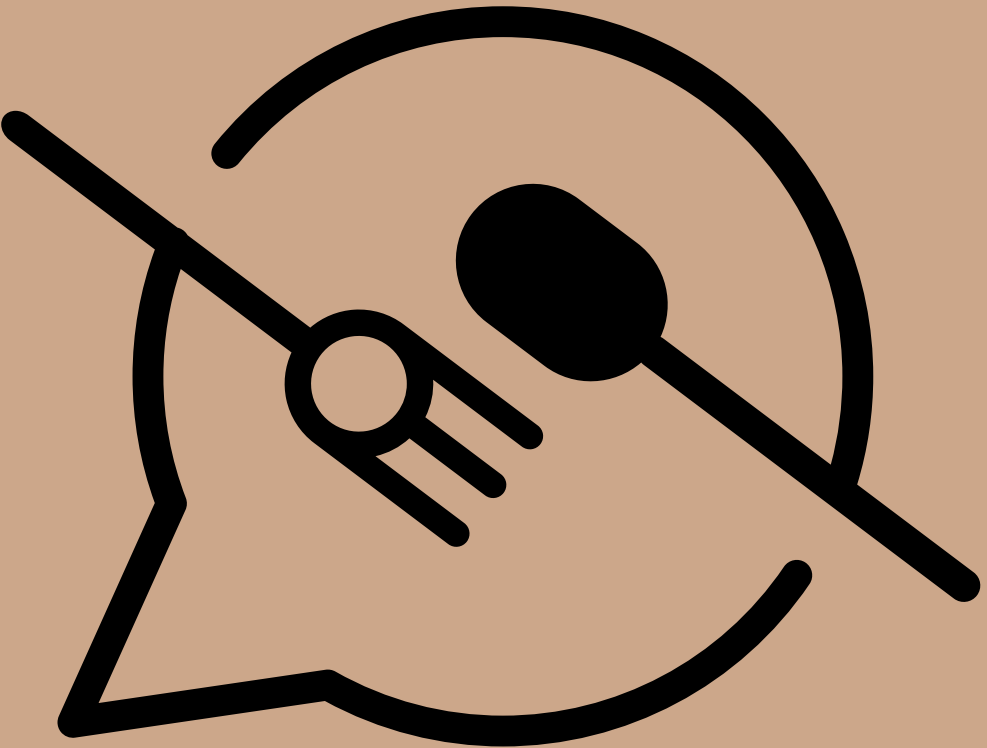
Fact!

Full recovery from all eating disorders is possible.



Eating Disorders

1. Anorexia
2. Bulimia
3. OSFED
4. Binge Eating
5. ARFID



Anorexia Nervosa

Two types: restricting type and binge and/or purge type

- Restricting food intake
- Significant weight loss & clinically low weight
- Preoccupation with food (70-100% of mental energy)
- Rituals with food, strict rules
- Distorted body image, body dysmorphia
- Over-exercise, vomiting, or other methods of purging
- Perfectionism, high achieving, determined
- Often lacking motivation and insight to recover

Binge Eating Disorder

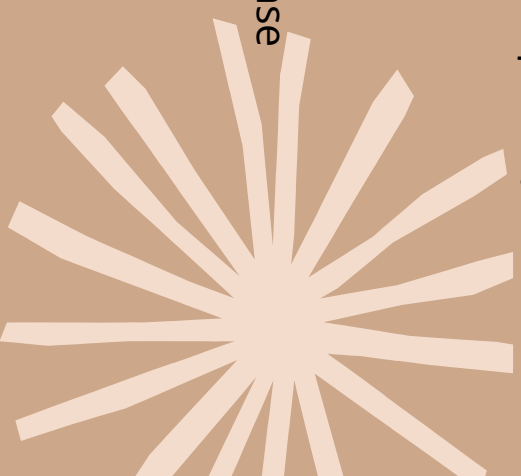
- recurrent episodes of binge eating (large amounts of food in a short time period)
- significant discomfort and distress after an episode

Bulimia Nervosa

- recurrent episodes of binge eating followed by purging (vomiting, intense exercise, laxatives)

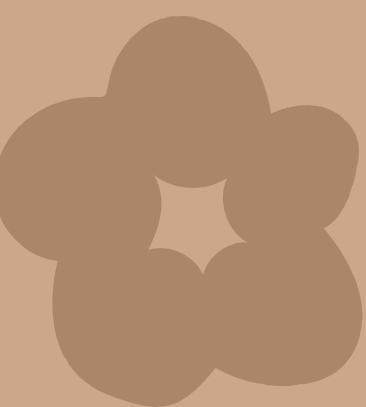
BOTH

- restrictive eating patterns/dieting/strict food rules
- Feel out of control
- body image concerns
- usually motivated to recover
- often at or above their set point weight
- can create financial hardship



Other Specified Feeding and Eating (OSFED)

- same presentation as AN or BN except they do not meet the full criteria for those diagnoses
 - Atypical anorexia: same symptoms, except
 - not clinically underweight
 - just as serious, sometimes more
 - OSFED with B/P
 - bingeing and purging symptoms, less often than criteria



Avoidant Restrictive Food Intake (ARFID)

- restrictive eating without body image distress
- growth difficulties and nutritional deficiencies
- extreme “picky eating”
- refusal to try new foods, distress with pressure
- limited number of safe foods
- 3 types
 - Avoidant: sensitive to sensations, tastes, textures
 - Aversive: fear-based reactions
 - Restrictive: lack of interest, low appetite, easily distracted

Statistics

By age 6, girls are already concerned about their weight/shape.

40-60% of elementary aged girls worry about becoming fat.

22% of kids/teens 6-18yo screened with SCOFF reported DE.

Increased admission rates to inpatient hospitals, higher severity, since COVID. Longer wait lists.

EDs are on the rise, from 3.5% to 7.8%.



Physical health impacts of EDS



Acute & Chronic Conditions

- Hypotension
- Bradycardia
- Arrhythmia
- Organ function/electrolyte abnormality
- Stomach/intestine/digestion
- Mouth, throat, teeth
- Hormones/menstruation
- Blood: anemia, cold sensitivity
- Skin and hair conditions
- Muscles, joints, and bones
- Dizziness, fainting, fatigue, weakness

Mental health impact of EDS



- Anxiety
- depression
- self-harm
- suicidal ideation
- irritability
- mood swings

Comorbidities (multiple diagnoses):

- anxiety, depression, OCD
- trauma, regulating intense emotions
- ASD

Eating Disorders

Observable Signs at School/Boarding

1

Behavioural

- Skipping/reducing food intake at lunch and snacks
- deduced activity
- over-exercise/movement
- declined attendance
- Increased bathroom use
- suboptimal growth, weight loss
- dressing in layers (Innapropriate for weather)

2

Social

- Isolation/withdrawn
- Not eating with others
- Secretive
- Mood swings
- Irritability
- Avoiding food-based social activities

3

Psychological

- Cognitive impairment (memory, concentration, information processing, learning and comprehension)
- Decreased performance/academic success
- Increased anxiety
- Low mood



ED Development

Multifactorial: “Genes load the gun and environment pulls the trigger”

- Biological
- Social/cultural
- Psychological

Who is most at risk?

- BIPOC
- LGBTQ+ youth
- Transgender individuals are 4x more likely to experience an ED than cisgender individuals
- Females are diagnosed more often than males
- Competitive athletes (esp. body expectations)

Risk Factors

Biological

- Genetic/family history
- Temperament
- higher weight
- adolescent female
- history of dieting

Psychological

- Perfectionism
- low self-esteem
- over/under control
- trauma and mental health (anxiety, OCD, depression)
- body dissatisfaction, gender dysphoria
- lack of control/autonomy

Social/Cultural

- Adverse experiences
- bullying/teasing
- social media exposure
- peer pressure/sports
- diet culture, fat phobia, weight stigma, racism, oppression, discrimination
- food insecurity
- family who diet
- lack of support

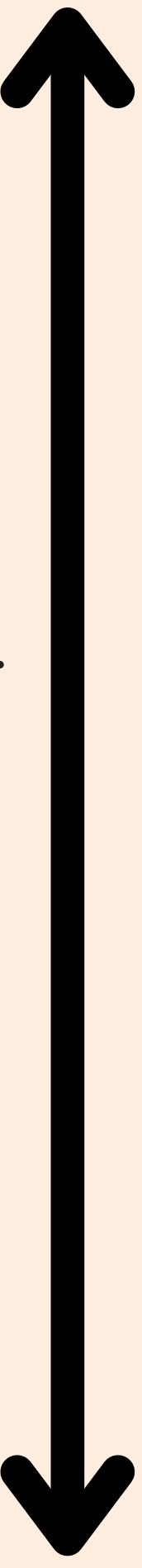


Protective Factors

- School connectedness: involvement, achievement
- Family connectedness: eating regular meals with family
- A healthy relationship with food: flexible, variety, attuned, joyful, intuitive
- Peer support
- Respectful and safe environments: culture that accepts and celebrates diverse body shapes and sizes
- Social media literacy
- Self-worth/esteem/confidence
- Positive body image, body acceptance, self-love, embodiment



Disordered Eating Spectrum



Typical Eating

- allowing all foods
- eating intuitively
- body acceptance
- sustainable eating habits
- variety of foods, flexibility

Disordered Eating

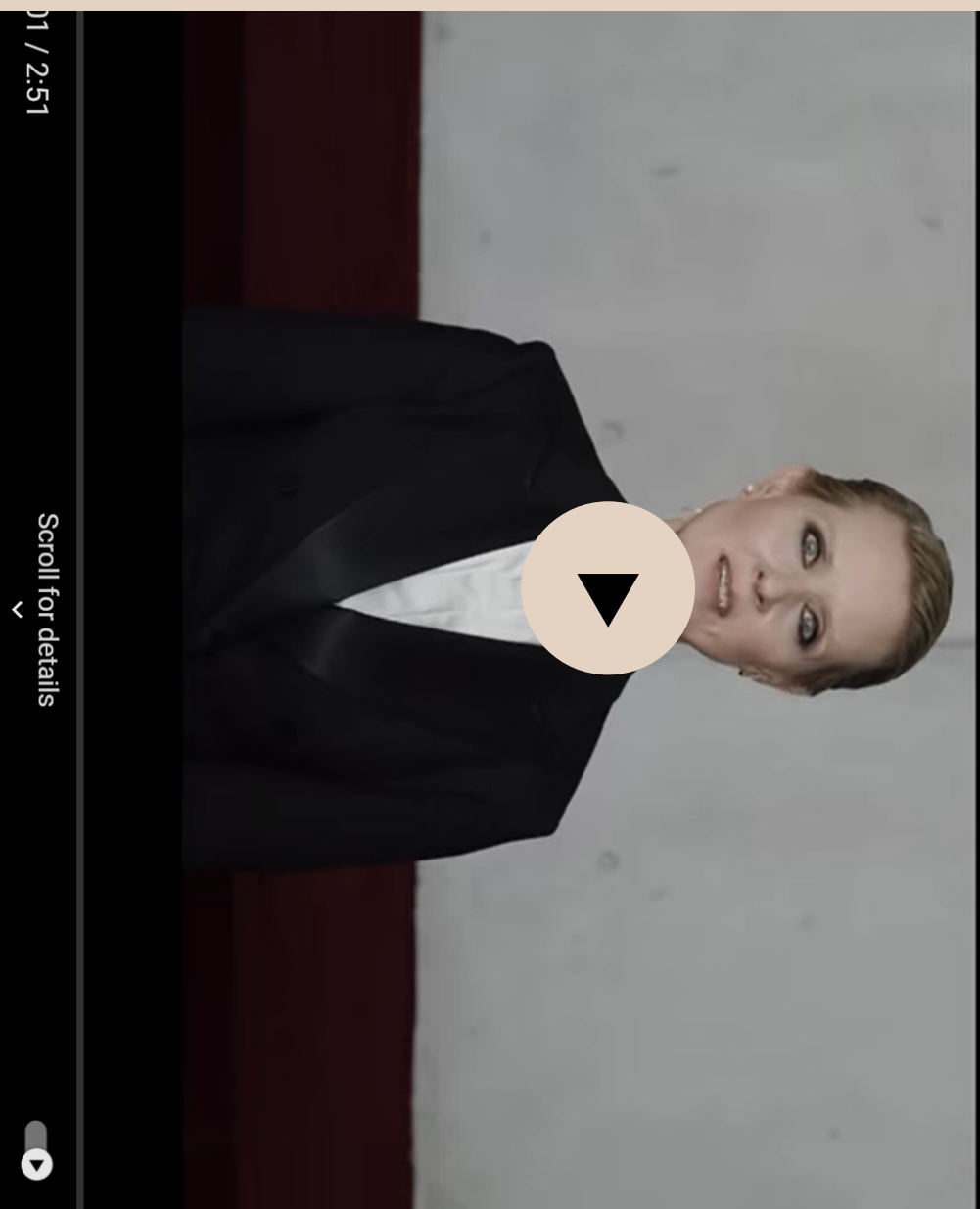
- weight & shape control
- dieting/restricting food
- over-exercise
- compulsive over-eating
- purging
- “clean” eating

Eating Disorder

- DSM-5 diagnosis
- intense fear of weight gain/body changes
- food & body preoccupation
- body dysmorphia
- impairing food restriction and over-exercise

aid - Girls. Girls. Girls. Magazine

Be a lady they said



Early Intervention

01 Voice your concerns

Express concerns warmly
Listen to understand
Share your concerns with team members

02 Gather information & Assess

SCOFF questionnaire

03 Inform caregivers

Caregivers are key allies in treatment

04 Help the family access resources

Recommend medical care
Counselling



When you first suspect an ED

The goal is to resource the child

- Express concerns to the student
- Be curious, seek to understand
- Informing parents/caregivers
- Counsellor to process their feelings
- Recommend medical care and potentially a referral to their local ED program

Tips for bringing up your concerns.

- Express concerns clearly and simply
 - share your observations
- Give them time to process
- Reassure them they are not in trouble or being judged
- Ask them to share their thoughts, feelings, and reactions to your concerns
- Listen and validate (3 because of EFFT)
- Gather information and assess
- Suggest a visit with their doctor/the school nurse
- Let them know who you will share your concerns with

The SCOFF Questionnaire is a five-question screening tool designed to clarify suspicion that an eating disorder might exist rather than to make a diagnosis. The questions can be delivered either verbally or in written form.

- S** Do you make yourself **Sick** because you feel uncomfortably full?
- C** Do you worry you have lost **Control** over how much you eat?
- O** Have you recently lost more than **One stone (6.35 kg)** in a three-month period?
- F** Do you believe yourself to be **Fat** when others say you are too thin?
- F** Would you say **Food** dominates your life?

An answer of 'yes' to two or more questions warrants further questioning and more comprehensive assessment

A further two questions have been shown to indicate a high sensitivity and specificity for bulimia nervosa. These questions indicate a need for further questioning and discussion.

- 1.** Are you satisfied with your eating patterns?
- 2.** Do you ever eat in secret?

SCOFF Questionnaire

ED Treatment

& how you can support their healing





Options

■ Outpatient

- Must be medically stable
- Assessment and treatment
- Medical monitoring required

■ Tertiary

- Achieving medical stability/already stable
- Comprehensive assessment and treatment
- Symptom interruption
- 24-hour care

■ Emergency Medical

- Achieving medical stability
- Assessment and resourcing
- Symptom interruption



Family-Based Treatment (FBT)

- Leading evidence-based treatment for AN, BN, OSFED
- "Food is the medicine"
- Centers the family as part of the solution
- Empowers parents to help resistant kids
- Parents plan, prepare, and provide all meals and snacks until they are weight restored



CBT & DBT

- Independent youth/contraindicated for FBT
- Symptom interruption, weight restoration, and healthy habits
- Gradual exposure to feared foods
- Mindfulness, distress tolerance, cognitive restructuring, self-awareness strategies



Regular Nutrition

- All EDs= increase regular food intake
- Mechanical eating: 3 meals, 3 snacks
 - AN: weight restoration and normalizing
 - BN/BED: meet physiological needs to reduce bingeing, allow all foods
 - ARFID: growth/nutrition and gradual exposures to increase variety



Medical Monitoring

- Regular medical monitoring
 - vital signs, blood work, weights
 - Could be as frequent as weekly

School impact:

- absences

How to support a student's healing

Goal: offer support while they are in treatment.

- Safe, private, supportive space to eat
- Non-sport social clubs
- Academic accommodations
- Check ins with a counsellor
- Language
 - Limit body and food comments (even positive ones)



Small Group Discussion

What strengths will help you effectively support a student's recovery?

What kind of external supports would help you be a better support for students?



Prevention Strategies

01 Role Model

Positive self-talk.
No diet talk or body judgments.
Examine biases.

02 HAES, Body Neutrality, Embodiment

Promote diversity in size and weight.
Combat discrimination, bias, and oppression.
Improve equitable access to opportunities.

03 Food Neutrality & Intuitive Eating

Food is food, not good or bad.
All bodies are good bodies.
Inclusive language and spaces.

04 Curriculum

Critical thinking.
No ED behaviours.
Education on HAES.



Role Model

Positive Self Talk

- Be overheard speaking with kindness and self-compassion
- No self-critical statements about your body
- No negative body talk

Limit diet talk = limit diet culture

Examine biases

- anti-fat bias, weight bias, fat phobia
- reflect, learn, unlearn





Diet Culture

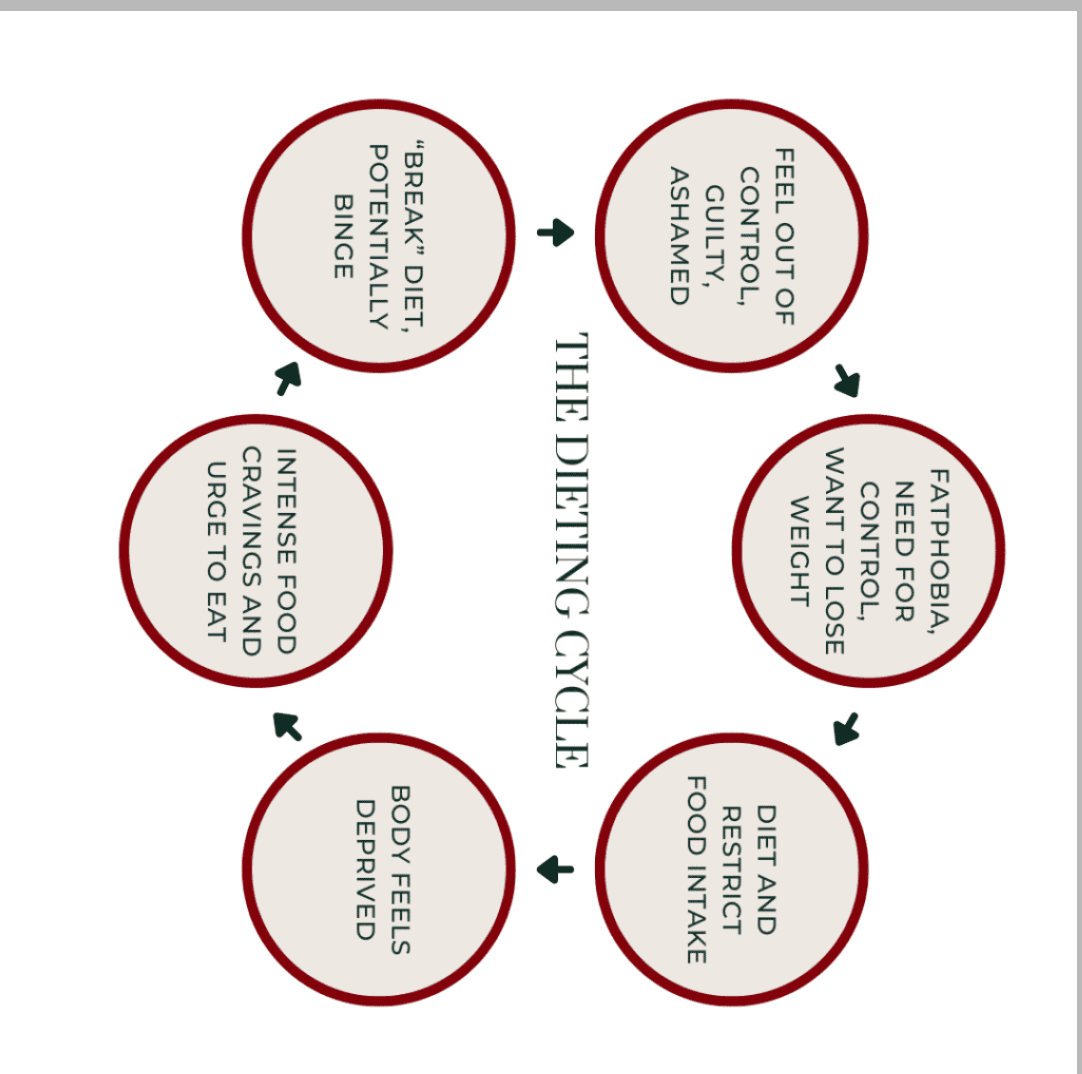
Systems of beliefs that value weight, shape, and size over health and well-being




Faulty belief that thin = health, moral virtue, higher status

Moralizes/demonizes food choices and behaviours

Oppresses people with diverse bodies



Credit: Allisa Rumsey



Anti-fat bias

is "the attitudes, behaviours, and social systems that specifically marginalize, exclude, underserve, and oppress fat bodies".

Health at Every Size (HAES)



WEIGHT INCLUSIVITY

Are students' body shapes and sizes accepted and respected?

HEALTH ENHANCEMENT

Are there policies in place that support students' physical, social, spiritual, and emotional needs?

EATING FOR WELL-BEING

Is flexible, individualized eating promoted, based on hunger, satisfaction, nutritional needs, and pleasure? Or is weight control a focus?

HAES

RESPECTFUL CARE

Do staff and students acknowledge biases and do their best to end weight discrimination/stigma/bias?

LIFE ENHANCING MOVEMENT

Are students of all sizes and abilities supported to engage in enjoyable movement to a degree they are comfortable with?

SELF-REFLECTION:

**HOW ALIGNED WITH HAES IS YOUR
MINDSET/SMS' APPROACH TO
WELLNESS?**



Radical Self-Love

Shifting from shame to radical self-love with the 3 Peaces

1. Make peace with not understanding (instead, explore, get curious, and allow empathy)
2. Make peace with difference (diversity in weight/size are normal- think “*difference-celebrating culture*”)
3. Make peace with *your* body (live unapologetically, fully, and with love)

Author, poet, and activist Sonya Renee Taylor



Body Neutrality

Appreciate what your body does for you/allows you do rather than how it looks.

It helps to:

- Check your mindset: acceptance & respect
- Neutral language/reframe criticisms
- Comfortable clothes
- Joyful, flexible movement

Schools can:

- Use neutral language for bodies, focus on function
- Normalize/teach about body changes
- Spaces designed for body diversity
- NO teasing/bullying tolerated

Body Connection

Body Image

How we imagine our body and how we see ourself

- Influenced by other's perceptions and social comparisons

Embodiment

Subjective experience

- living within your body
- attuning to your body's needs and caring for it

Promote this!

- mindfulness
- joyful movement
- inclusive spaces
- policies against body-based shaming



Food Neutrality

Foods hold no moral value and all foods serve a purpose.

- Food choices should not be judged
- Foods should not be labelled based on values or morals

In the classroom this can look like

- all foods are good foods
- avoid binary labelling of foods
- explore foods with curiosity and openness
- let kids decide how to eat their food
- using the names of food not labels/categories

Intuitive Eating

10 principles:

1. Reject the diet mentality
2. Honour your hunger
3. Make peace with food
4. Challenge the food police
5. Discover the satisfaction factor
6. Feel your fullness
7. Cope with your emotions with kindness
8. Respect your body
9. Joyful movement
10. Gentle nutrition





Division of Responsibility

By Ellyn Satter

Caregivers = choose what, when, and where
& let children grow without control

Children = how much and whether

Food Exploration

- Experiential: explore through the senses, mindful eating
- Build skills: growing, identifying foods
- Food education: function, cultural links, enjoyment, Canada Food Guide

TABLE 1: Teaching and Talking to Students About Food and Nutrition

This resource provides examples for a food exploration approach to food and nutrition education. It may present entirely new ways of talking and teaching about food to students that may take time to feel comfortable and confident with using. The **Teach Food First** toolkit offers lessons and activities for K-8 classrooms that use food exploration and connect to Canada's Food Guide.

This resource was adapted and reproduced with permission from the Ontario Dietitians in Public Health (ODPH).

<p>Try this, instead of:</p> <p>Letting students determine whether, how much, and what order to eat of the food that is offered to them.</p> <p>Instead of:</p> <p>Focusing on how much or in what order student should eat their food (e.g., eat your sandwich before you can have your cookie!)</p>	<p>Rationale</p> <p>When children are pressured to eat a food, they are less likely to choose to eat that food later on. They also learn that some foods are "better" than others. Keeping the focus away from what, how much, or what foods students eat can help them feel more relaxed at snack and mealtimes.</p>
<p>Try this:</p> <p>Inspiring curiosity about food through experiential learning and food exploration.</p> <p>Instead of:</p> <p>Emphasizing the health benefits of specific foods (e.g., you need to eat certain foods to "be healthy")</p>	<p>Eating is a sensory experience and food is best explored through the senses. Emphasizing health benefits does not support learning to accept foods and can lead to anxiety for some students.</p> <p>Focusing on building skills related to growing, identifying, and preparing foods can go further in supporting the life-long enjoyment of a variety of nutritious foods.</p>
<p>Try this:</p> <p>Providing students with repeated, neutral exposures to a certain food or different foods (e.g., reading about it, seeing it, touching it, growing it, watching others eat it, without any pressure to try it)</p> <p>Instead of:</p> <p>Telling students to try or eat a food (e.g., just try it, you'll like it!) or praising them when they do.</p>	<p>All children differ in how they approach foods. Some may like a new food right away and some may take many exposures (e.g., 15 or more to that food) before being willing to try it.</p> <p>When children are told to eat certain foods, it can come across as pressure. Removing pressure makes space for curiosity, exploration, and learning at one's own pace.</p>

Curriculum Thoughts

Helpful

- Promoting joyful movement and embodiment
- Critical thinking skills and social media education
- Education about expected body changes
- Learning about body diversity/fat liberation/stigma/positive body connection

Potentially Harmful

- Education on diets, food rules
- Categorizing foods based on morality
- Designing food/exercise plans for "health"/weight control
- Promoting diet behaviours (calorie counting)

Self-awareness tools

Have you felt that you give too much time and attention to thinking about food?
I often find myself thinking about what I should or should not eat.

- Never
- Rarely
- Sometimes
- Often
- Almost always

Have you worried about being overweight or gaining weight?

- Never
- Rarely
- Sometimes
- Often
- Almost always

Have you avoided certain foods because you think they are too high in calories?
Like bread, rice, potatoes, pizza, fried foods, sweets candy.

- Never
- Rarely
- Sometimes
- Often
- Almost always

Have you felt guilty after eating?

- Never
- Rarely
- Sometimes
- Often
- Almost always

Have you gone on eating binges where you eat things you might not see have to stop respite feeling full or uncomfortable?

- Never
- Rarely
- Sometimes
- Often
- Almost always

Have you felt that food impacts the decisions you make about what activities to participate in?

You make decisions about whether to attend social events because you want to avoid eating unhealthy foods.

- Never
- Rarely
- Sometimes
- Often
- Almost always

Have you avoided eating in front of others because you are worried about what they might think?

You have worried that others are judging you for your food choices, for eating too little, or too much.

- Never
- Rarely
- Sometimes
- Often
- Almost always

Have you tried to avoid eating even when you are hungry?

- Never
- Rarely
- Sometimes
- Often
- Almost always

Have you felt badly about yourself because of your body shape?

- Never
- Rarely
- Sometimes
- Often
- Almost always

Have you focused on your weight or flaws you think your body has?

- Never
- Rarely
- Sometimes
- Often
- Almost always

Have you felt so badly about your body image that you have cried or felt very upset?

- Never
- Rarely
- Sometimes
- Often
- Almost always

Have you avoided activities because you are concerned about how your body will look?

Avoided going swimming or participating in sports for fear of how you will look doing it.

- Never
- Rarely
- Sometimes
- Often
- Almost always

Have you been kind to yourself about your body?

- Never
- Rarely
- Sometimes
- Often
- Almost always

Have you worried about what your body looks like in front of others?

Worrying about how your thighs look or if your stomach sticks out when you sit down.

- Never
- Rarely
- Sometimes
- Often
- Almost always

Have you felt that your life would be better if your body looked differently?

Like things in your life would be easier or you would be happier if you were thinner, more athletic or muscular.

- Never
- Rarely
- Sometimes
- Often
- Almost always

Has worry about your body shape made you feel you should exercise in order to change your appearance?

- Never
- Rarely
- Sometimes
- Often
- Almost always

KEY MESSAGES FOR TEACHERS

Teach students how to look at media messages more critically. Unrealistic images of beauty are frequently linked with happiness, love, popularity and acceptance.

When discussing bullying in your classroom, include examples of weight and shape related teasing.

Promote health at every size through inclusive physical activities.

It is normal for children to gain weight in advance of the rapid growth period that occurs during puberty. Girls usually have their major growth spurt at 12.5 to 13 years, while boys have theirs at 14 to 14.5 years. Note that these are averages; rapid growth periods vary greatly based on genetics and environmental factors.

Teach students an understanding of internal cues of hunger and fullness and avoid using weight tables or charts, or calorie counting, in classroom activities.

Consider your values, beliefs, and choice of language about body weight, shape and health.

Each person's body is different and we should respect, accept, and celebrate these differences.

Role model positive body image and a healthy lifestyle.

BEING ME

In Summary

Small Group Discussion

How could you help students develop a healthy relationship with food, their bodies, and movement?



Knowledge Test

Case A

Amelia

-9 years old

-throws away a lot of food at lunch

-only wants to eat specific things

-cried when encouraged to eat an apple their friend shared with them

-withdrawing from friends

Is disordered eating a concern? What ED might you suspect?

What risk factors and protective factors are present?

How would you approach the situation?

What resources/supports would benefit you?

Case B

Alex

-16 years old

-non-binary

-skipping lunch or eating only salads

-competitive rower

-usually good grades, falling behind

-using washroom more often

Is disordered eating a concern? What ED might you suspect?

What risk factors and protective factors are present?

How would you approach the situation?

What resources/supports would benefit you?

RESOURCES

a few of my faves

Websites

Kelty Mental Health
Feast-ed.org
Foundry BC
Looking Glass Foundation
Jessie's Legacy
Compass Toolkit: Eating Disorders

Books

Fat Talk
How to Raise an Intuitive Eater
The Body is not an Apology
When Your Teen Has an Eating Disorder

Workbooks


Intuitive Eating Workbook for Teens

Podcasts

Eat the Cake Pod



Key Takeaways

- 1 Recognize signs and symptoms
 - 2 Prevention is key
 - 3 Intervene early
 - 4 There is HUGE potential to be a positive influence
- 

Thank You



Feel free to connect

Website: www.HannaHilyerCounselling.ca

Email: info@HannaHilyerCounselling.com

Social media: [@HannaHilyerCounselling](https://www.instagram.com/HannaHilyerCounselling)

Appendix F

Hello parents,

As we begin the new school year, I wanted to reach out to introduce myself and share some important information with you. My name is Ashley Sangha and I am the school counsellor and social-emotional learning (SEL) teacher. I am passionate about mental health and wellbeing and breaking down the stigma surrounding mental health. As a school counsellor I can support students in the following ways:

- advocate for students and help them feel cared for.
- listen to students' academic, emotional, and social concerns.
- help students plan strategies for challenges and monitor their progress.
- work with students to build their self-esteem, self-confidence, and resilience.
- help students improve decision making and social skills.
- enhance students' educational achievement through goal setting and promotion of effective work and study habits.
- collaborate with families/teachers/administrators/community for student success.
- assist with referrals to specialized services in the community.

This year I work on Monday and Wednesday from 8:30-3:30 PM. My office is in the Student Services area. Please reach out if you want to connect with us about your child. You can reach me at asangha@stmarg.ca / (250) 479-7171 ext. 2351. I will continue to focus on a Social Emotional Learning (SEL) program with students this year and work with our SEL instructional lead to plan for consistent meaningful programs across grade levels. Part of this plan is to provide parents with current or updated parent resources as they become available. A great back to school resource from Safer Schools Together is the Parent Resource on Raising Digitally Responsible Youth. The website links to the parent guide which includes recent trends in technology and social media platforms to assist in an open dialogue with your child.

You can find the website here:

<https://saferschoolstogether.com/resources/parent-resources>

I look forward to supporting your students this year. If you have any questions, please feel free to contact us.

Sincerely, Ashley Sangha (she/her)

Appendix G



Finding a Balance with Digital Technology

Presented by: Shannon Husk (she/her)
Registered Clinical Counsellor and Gaming Disorder Clinician

I would like to respectfully acknowledge that I carry out my work on the traditional territories of Indigenous nations throughout British Columbia

Mental Health and Covid-19

**Youth aged 10-24 have experienced the most decline in mental health since Covid-19
(Statistics Canada 2021)**

**Dr. Laura Markham (Peaceful Parenting) and other mental health professionals believe that feelings of anxiety comes from children/youth pushing down their emotions, less time playing outside, socializing in person and too much time on screens.
(2022)**

Benefits of Digital Technology

- Positive impact on emotional health when balanced
- Stress reduction and relaxation when balanced
- Promote family closeness when gaming or watching videos together.
- Create social networks and friends
- Creativity – YouTube learning, Stopmotion
- Communication devices
- Online support/Inclusion
- Globally connected
- Digital Literacy



Diana Graber, Founder of Cyberwise

Canadian Pediatric Society (2017)

<i>Canadian Pediatric Society and American Academy of Pediatric Guidelines for Technology Use</i>						
Developmental Age	How Much?	Non-violent, pro-social TV	Non-violent, pro-social video games	Violent video games	Handheld devices	Online violent video games and/or pornography
0-2 years	none	never	never	never	never	never
3-5 years	1 hour/day total tech	okay	never	never	never	never
6-12 years	2 hours/day total tech	okay	limit to 30 minutes/day	never	never	never
13-18 years	2 hours/day total tech	okay	limit to 30 minutes/day	limit to 30 minutes/day	okay	never

Update: focus on how and when screens are used rather than how long. (Michelle Ponti, CPS, 2021)

The Canadian Paediatric Society has ditched a hard-and-fast time limit for screen use among toddlers and preschoolers, encouraging instead that parents prioritize educational, interactive and age-appropriate material. [New guidance released Thursday morning](#) still urges no screens at all for kids younger than age two, except to video-chat with others such as grandparents, and says kids aged two to five should restrict "sedentary screen time" to one hour a day. (2023)

WHO Guidelines 2020

In children and adolescents, higher amounts of sedentary behaviour are associated with the following poor health outcomes: increased adiposity; poorer cardiometabolic health, fitness, behavioural conduct/pro-social behaviour; and reduced sleep duration.

It is recommended that:

› **Children and adolescents should limit the amount of time spent being sedentary, particularly the amount of recreational screen time.**

Strong recommendation, low certainty evidence



When older kids aren't getting enough unplugged down time, it can lead to depression and anxiety, social challenges, and isolation, lack of confidence compromised immune system, irritability, issues with sleep, stress and overwhelm (Susan Stiffleman, MFT)

Surgeon General says 13 is too young for Social Media use (Dr. Vivek Murphy, 2023)

Sleep and Digital Technology

Canadian Pediatric Society and Canadian Sleep Foundation 2017

Age	Average Screen Use	Doctor Recommendations for Screens	Dr. Recs for Sleep	Dr. Recs for Physical Activity
0-2 years	2.5 hours/day	No screens, especially no TV, tablets, phones.	14 hours/day & night.	No restraints > 1 hour; 3 hours of movement.
3-5 years	4.5 hours/day	No more than 1-hour total screens/day.	12 hours/night.	No restraints > 1 hour; 3 hours of movement.
6-12 years	7.5 hours/day	No more than 2-hours total screens/day.	11 hours/night.	3 hours of movement with 1 hour vigorous.
13-18 years	9.5 hours/day	No more than 2-hours total screens/day.	10 hours/night.	2 hours of movement with 1 hour vigorous.

- It was suggested to use an alarm clock not your phone. It was recommended by doctors to have no screens in bedrooms, especially at night (blue light and dopamine)
- Use Family Charging stations kept in main areas of home

Children and Screen Time



1. Certainty
2. Variety
3. Significance
4. Connection/Love
5. Growth
6. Contribution



Ask them what needs are being met by technology? Are there other ways to get these needs met as well?

Centre for Humane Technology Youth kit!

Chemical Connections and Technology

- **Endorphins** – intense desire to be on tech as opiates are released.
- **Norepinephrine** – I can't stop thinking about it.
- **Dopamine** – excitement and reinforcement – What a rush! ADHD brain has decreased dopamine
- **Serotonin** – impulse control and I cannot stop myself!



Note: May see mood swings/violence/threaten if devices are taken away (anxious/attachment)

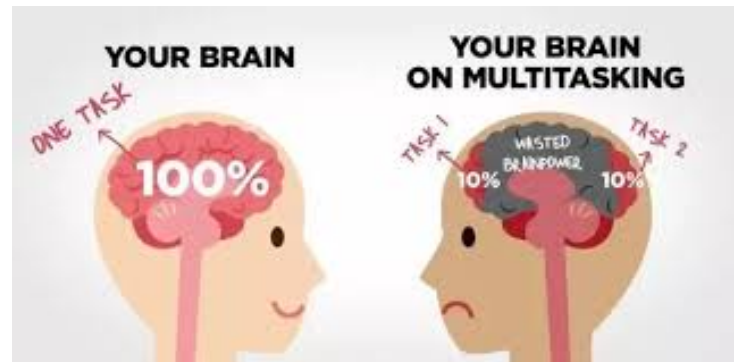
Develop a safety plan. Or call crisis line showing you take this seriously.

Changes to the Brain

- Cerebral blood flow was significantly decreased in the prefrontal cortex and significantly increased in the temporal and occipital cortices after playing video games. What does this mean? **Reduced or abnormal prefrontal cortex functions after video game playing** (Elsevier 2012)
- **Chronic stress is also produced when there is a 'mismatch' between fight-or-flight** reactions and energy expenditure, as occurs with screen-time. Indeed, the build-up of energy is meant to be physically discharged to allow the nervous system to re-regulate. (Dr. Dunckley, 2020)
- Researchers in China (2018) performed magnetic resonance imaging (MRI) studies on the brains of 18 college students who spent an average of 10 hours a day online, primarily playing games like World of Warcraft. Compared with a control group who spent less than two hours a day online, **gamers had less gray matter (the thinking part of the brain)**
- Experts agree gaming has addictive qualities. The human brain is wired to crave instant gratification, fast pace, and unpredictability. All three are satisfied in video games.

We are Multi-switching!

- When we are doing the mythical activity of multitasking this leads to fragmented thinking.
- Commonsense media said multitasking affects kids learning, schoolwork and memory.
- “The more we become used to sound bites and tweets, the less patient we will be with more complex, more meaningful information” (Thomas Kersting).



- For every time you take a look at your phone, it takes you 15-20 minutes to get back and be focused. Dr. Paul Mohapel (local neuroscientist)

More Impacts of Tech

CONNECTING

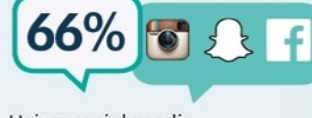
WHAT DIGITAL ACTIVITIES ARE STUDENTS TALKING ABOUT THE MOST?



Playing video games



Watching videos online



Using social media
(Instagram, Snapchat, Facebook)

READINESS TO LEARN



66% of teachers are observing students coming to school tired, and their ability to focus has declined.



62% of teachers say that students' ability to bounce back from adversity has decreased.

“ I believe children are becoming passive learners; they don't know how to figure things out or think on their own. They come to school with less and less reading readiness. Many have [issues with] fine motor skills and do not know how to properly hold a pencil, scissors, or use crayons. ”

— Elementary school teacher

EMPATHY AND CYBERBULLYING

“ I see how many kids are 'ruled' by their use of technology. I also see how technology is used for bullying purposes regularly. If this is our reality, then why is the push for technology in schools increasing? ”

— High school principal

56%

of teachers say that they have been approached by students who were bullied online.



Screens are Soothing

Make a list with them about what they can do to relax besides technology or what to do instead of technology.

Teach to self soothe/self validate and express emotions.



Components of Health

- **Mental** – thoughts (Bounce Back program - CBT) Mindfulness, Meditation
- **Physical** – sleep, nutrition (meals together), hydration, movement, vitamins, touch, breathwork, sometimes medications, substances
- **Emotional** – feelings, validation, co-regulation (Connect before Redirect)
- **Spiritual** – religion, nature, art, writing, music, purpose
- **Social** – friends, family, connections, pets
- **Environmental** – home (contributions), school and work environments
Creating strength based environments, healthy risk taking and boundaries/limits
- **Digital** – limits, filters, ongoing check ins and conversations

Things We Need to Be Aware of...

- May foster dependence and isolation
- Can decrease face to face social skills
- Hardly off social duty
- Attention span is decreasing
- We cannot unsee things!
- Creates FOMO/FOBLO/vanity metrics
- May encourage perfectionism/we are the product
- Boundary concerns/sext/porn/drugs bought online
- Keyboard courage
- Mistakes broadcasted/permanent
- Numbed pleasure response/hyper-reactivity/willpower erosion/reward cycle
- Online grooming/money issues/compulsion loops



Watch Childhood 2.0

Current Trends

Instagram/Finsta – Comment controls/All Caught Up

Snapchat – Mute Story - Silence notifications
Christopher McKenna... found evidence of Pornhub

TikTok – Restricted mode **Weekly Challenges (Smart Social app)**

BeReal

Airdrop (Mac, iPhone etc. – 30 ft- no blocking/reporting)

YouTube (kidsyoutube)

Fitbits, Apple watches

Private photo calculator/camera to hide content

Google Hangout, Playstation Party, GroupMe, Reddit

HouseParty, What's App

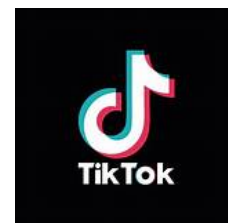
Anonymous Sites - Whisper, Omegle, Youbo

Discord app Twitch (parasocial relationships)

Netflix, Crave etc. – set limits

Bumble/Tinder/Yubo/Hinge/Feeld

Onlyfans, Fansly, Chatterbait



Parent Guides



THE PARENT'S GUIDE TO

INSTAGRAM

Instagram is a social media app used by more than one billion people around the world to share photos, videos and messages.

Whether it's through Stories, Feed, Live, IGTV (an app from Instagram that lets users share longer videos) or Direct, teens use Instagram to celebrate big milestones, share everyday moments, keep in touch with friends and family, build communities of support and meet others who share their passions and interests. It runs on the Apple iPhone, iPad and iPod Touch as well as Android phones and tablets.

Instagram lets you follow people and be followed by them, but unlike Facebook it's not necessarily a two-way street. You can follow someone even if they don't follow you and vice versa. Users with a private account can control who can follow them. Unless you change the default to private, anyone can see what you post.



POSTING ON INSTAGRAM

Posting on Instagram is easy: You take a picture or up to 60 seconds of video and have the option to customize it with filters and other creative tools. Then you hit Next to add a caption and location and tag people in the picture and choose how you want to share – just to your Instagram followers or outside the app, via email, Facebook, Twitter or Tumblr. You can also use Instagram to "broadcast" a live video. (More on that later.)

There are four ways to share on Instagram: privately, publicly, directly and via Instagram Stories. With Instagram Direct, you have the option to share a particular photo privately to a group of people (15 max), whether or not you follow them or they follow you. You can also share via Instagram Stories where your post or live video can be seen by your followers for up

to 24 hours. As with all digital media, even a disappearing Story, video or photo can be captured by other users, so never assume that what you post will necessarily be irretrievable after 24 hours.

If your kids are using Instagram, the best way for you to learn about how it works is to ask them. Kids are often glad to teach their parents about their favorite tech tools and asking them about Instagram is not only a great way to learn about the app itself but also about how your children interact with their friends on social media. That's very individual, which is why we suggest you ask them about it, but if you want a little general information about using and staying safe in Instagram, here goes:

RESPONSIBLE SHARING

You control your privacy. By default, photos and videos you share in Instagram can be seen by anyone (unless you share them directly) but you can easily make your account private, so you get to approve anyone who wants to follow you. In most cases, we recommend that teens make their account private, but parents of older teens might consider making an exception in some cases, as we discuss later in the guide.

To make the account private, tap the profile button (an icon of a person on the bottom right and then the options button in iOS) or the 3 vertical dots in Android). Scroll down to Account Privacy and Private Account and move the slider to the right. The slider will turn blue once the account is private.

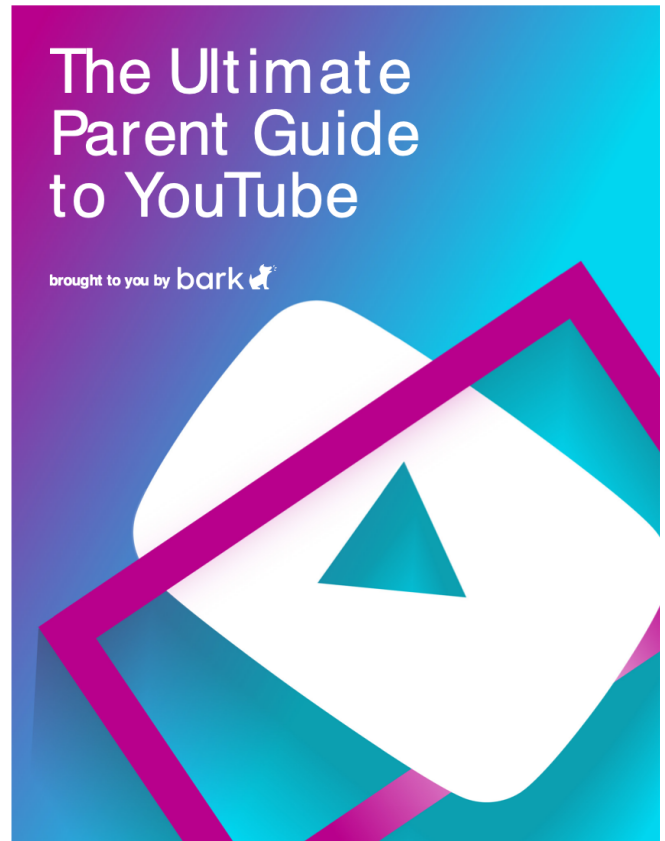
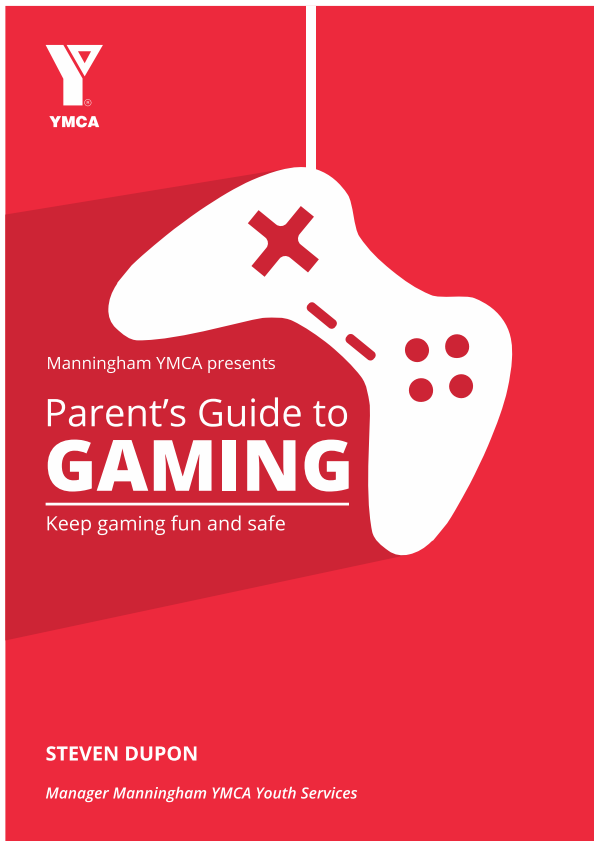
A Parents' Guide to Snapchat



ConnectSafely
Smart Socializing Starts Here™

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Parent Guides



Parent Guides

RAISING DIGITALLY RESPONSIBLE YOUTH A Parent's Guide

SST **BRITISH COLUMBIA** **Ministry of Education**

Meet our expert
 Pete Baill is a writer with over 10+ years in research and analysis. Working within a specialist area for West Yorkshire Police, Pete has contributed work which has been pivotal in successfully winning high profile cases in court as well as writing as a subject matter expert for industry handbooks.

SOURCES:
www.nationalonlinesafety.com [Twitter @NationalOnlineSafety](https://twitter.com/NationalOnlineSafety) [Facebook /NationalOnlineSafety](https://www.facebook.com/NationalOnlineSafety)

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 08/11/2020

All National Online Safety believes in empowering parents, carers and trusted adults with the information they need to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one platform of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

What parents need to know about TIKTOK

12+ From 12, requires parental consent

TIKTOK is a video-sharing social media app available on iOS and Android which lets users create, share, and view user created videos much in a similar manner to Facebook, Instagram and Snapchat. It's main draw, however, is that users can record and upload bite-sized looping videos of themselves lip-synching and dancing to popular music or soundbites, often for comedic effect, which can then be further enhanced with filters, emojis and stickers. TIKTOK has been designed with the young user in mind and has a very addictive appeal. At the beginning of 2019 it skyrocketed in popularity to become the iOS store's most downloaded app with over 3.3 million downloads. Estimates suggest that it now has anything between 500 million and over 1 billion monthly active users worldwide.

MATURE CONTENT
 On the iOS store, TIKTOK is listed as 12+. On the Google Play Store it's rated as 'Parental Guidance Recommended'. When signing up for the app, it's possible that about 20% will select any form of restriction. As children scroll through their feed, most of the videos they're likely to come across are light-hearted or funny based on dance routines which are designed to make people laugh. However there has been a slew of videos which have been reported for featuring drug and alcohol abuse, self-harm and sexual content. Including young teens drawing overtly sexually and behaving suggestively. Given the deluge of material uploaded to TIKTOK every day, it's impossible to moderate everything and it can be quite common to come across explicit content on the 'For You' feed when logging into the platform.

INAPPROPRIATE MUSIC
 TIKTOK revolves around creating music videos through lip-synching and dancing. Interestingly, some of the music featured by users will contain explicit or suggestive lyrics. Given the unpredictability of users, there is a risk that children may look to imitate the explicit language they hear or the suggestive actions they see when viewing others' user-generated videos on the app.

TIKTOK FAME
 TIKTOK is very image focused and there is a notable preoccupation with appearing cool and attractive. Many teenagers have attempted to go viral and become what's known as an 'It Girl'. However, TIKTOK (and its predecessor musical.ly) has spawned a new generation - social media stars Loren Gray and Jacob Sartorius have been catapulted to fame through their exposure on the app. Obviously, most budding influencers looking to become the next big thing will be disappointed, but this may have the knock-on effect of making them go to more and more drastic lengths to get noticed.

ONLINE PREDATORS
 As a social network, TIKTOK makes it easy to connect with other users. This includes the ability to comment on and react to other user's videos, follow other profiles and download their content. It's aware that by default, any user can comment on your child's video if their account is set to public. Most interactions are harmless enough but as an app, TIKTOK is prone to predators because of the abundance of younger users.

ADDICTIVE NATURE
 Social media is designed to be addictive and TIKTOK is no different. It can be fun and highly entertaining however, it's also known for the fact that it can be hard to put down. In addition to the short, snappy nature of the looping video format, the app's ability to keep you guessing when will come an unseen next makes it easy to turn a five-minute visit into 45-minute visits.

IN-APP PURCHASES
 Aside from the content, there's also the option to purchase in-app extras called 'TIKTOK coins'. Prices range from 49 for 100 coins to an eye-watering 49,999 for 2,000 coins. TIKTOK coins are used to purchase different emblems to reward content creators that a user finds funny or entertaining. In the iOS version of the app you can disable the option to buy TIKTOK coins but this sadly doesn't seem to be a feature in the Android version.

National Online Safety
 #WakeUpWednesday

Safety Tips for Parents

TALK ABOUT ONLINE DANGERS
 Assuming your child is above the age limit to use the app, make sure you also take the time to talk to them about what they are seeing and how they should respond. If you have a dialogue, get them to give you their own opinion on the content and why they should ignore or delete anything that doesn't feel right. Do not over-protect them or make them feel like you're overreacting. It's important to have a positive and understanding of them. In the long run, getting them to think critically about what they're seeing goes a long way to keeping them safe online.

USE PRIVACY SETTINGS
 Individuals, the easiest way to safeguard your child on TIKTOK is to make sure their account is set to private. This means only those users your child approves can view, like, and follow their content. Getting the account to private means your child's profile will be hidden from strangers, but it will keep their account visible from followers. This allows you to establish some privacy and safety measures by putting the onus in the 'real' world of the app. To be extra safe, there are additional controls available to toggle such as who can send comments and messages, among other options.

ENABLE RESTRICTED MODE
 In the digital wellbeing section there's the ability to turn on restricted mode. This means that in-app purchases are disabled and that in-app ads are not shown. It's not a perfect solution but it's a good start. When enabling restricted mode, you'll be asked to verify your identity with your phone's passcode or face ID. This is to ensure that you're the one enabling restricted mode and that your child can't turn it off without your permission. This way your child can get their daily dose of memes without seeing any ads.

EXPLORE AND LEARN YOURSELF
 Understanding and learning the app yourself is a great way to get to grips with TIKTOK. You could then even look at the app with your child and work some things out together. It's a good idea to talk to them when they're using the app. If it does not make sense, keep a close eye on what they're viewing and sharing. That said, it's a brilliant chance to learn into a bonding opportunity with your child. You could even invite your more performant and make videos with them while they're using the app.

LEARN HOW TO REPORT AND BLOCK INAPPROPRIATE CONTENT
 With the proper privacy settings in place, TIKTOK can be a safe place for your child to express themselves. However, just in case something does manage to slip through, make sure your child knows how to recognise and report content that's not appropriate and get them to come to you about what they've seen. TIKTOK allows users to report offenders and comments within the app. You can also block individuals from going on their profile.

MODERATE SCREEN TIME
 As entertaining as TIKTOK is, you can help your child moderate their time on the app by making use of the digital wellbeing section. Under the screen time management section, you can limit the daily allowed time allowed on the app in increments ranging from 30 to 120 minutes. You can also track this performance behind a PIN number which has to be entered in order to turn on or exceed the daily limit. This way your child can get their daily dose of memes without seeing any ads.

Meet our expert
 Pete Baill is a writer with over 10+ years in research and analysis. Working within a specialist area for West Yorkshire Police, Pete has contributed work which has been pivotal in successfully winning high profile cases in court as well as writing as a subject matter expert for industry handbooks.

SOURCES:
www.nationalonlinesafety.com [Twitter @NationalOnlineSafety](https://twitter.com/NationalOnlineSafety) [Facebook /NationalOnlineSafety](https://www.facebook.com/NationalOnlineSafety)

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Current News

Researchers conducted a study on 89 families, consisting of 181 children and 184 adults

“We found that children in the screen reduction intervention group had an average of 45 min more daily physical activity compared to children in the control group,” This shows how balancing kids' screen time "should be a public health priority" because it can "substantially" increase their [physical activity](#). (JAMA Pediatrics 2022)

What's unique about the 2021 iteration of the **metaverse** is that it includes fully immersive 3D VR and AR worlds that transcend screen viewing by putting the user *inside* the game spatially. This can impact how bullying, harassment, and lewd content, as well as [positive content](#), are experienced by users in the metaverse. Recent reports of **virtual sexual assault and other crimes**.

- **South Korea has declared a public health crisis** as more than 600,000 children are struggling with problematic gaming. 8.4% of children and teenagers are addicted - 11-12% of boys and 6-7% of girls.
- In **Roblox** users are able to create their own virtual games for each other. This has led to some users creating "**virtual strip clubs**" and other NSFW-content areas. Katie, a teenager who plays Roblox, shared with Rolling Stone Magazine that "for a few hours a day, she goes to strip clubs and gives lap dances to patrons and has virtual sex with anonymous players."

Senate Judiciary Committee

For more than a decade, social media companies have been performing a vast uncontrolled experiment on our children. They use the realms of data they collect on young people and endless A/B testing to fine tune their platforms' algorithms and design to maximize engagement, because more time and activity on a platform means more revenue. And because the way these platforms engage with young people is largely unregulated, there is no obligation to consider and mitigate the harmful effects of their design choices on children and teens.

The resulting impact on children and families has been devastating. Compulsive overuse, exposure to harmful and age-inappropriate content, cyberbullying, eating disorders, harms to mental health, and the sexual exploitation of children are just some of the problems linked to Big Tech's insidious business model.

It doesn't have to be this way. Instead of prioritizing engagement and data collection, apps, websites, and online platforms could be built in ways that reduce risks and increase safeguards for children and teens. With many young people now spending a majority of their waking hours online and on social media, improving the digital environment so it is safer and not exploitative or addictive is one of the most important things we can do to address the mental health crisis.

Josh Golin Fairplay, February 14, 2023

Contact, Content and Conduct



- Internet is like a huge city, we wouldn't send them out exploring without a map and guidance.
- **Encourage interactive tech use** – watching movies together, gaming together, make a video, stop motion, piano app, let them show you TikTok etc. (use the apps and get to know them!
- **Promote Creativity, Competency, Connection and Compassion**

Monitor – Have ongoing conversations (e.g., Tech talk Tues) Qustudio, SafeSearch (Google) Boomerang and the Circle are a recommended monitors. OpenDNS, on Home Router. TP Link Deco M5 and Gryphon.

Meaningful – Teach them how to cope with social cruelty and how to be a good digital citizen. Talk to them about getting news from social media. Talk and teach about using tech for creativity not just for consuming.

Manage – Help them manage their time. Limits are needed but not in an authoritarian way. Be authoritative and an autonomy supportive parent.

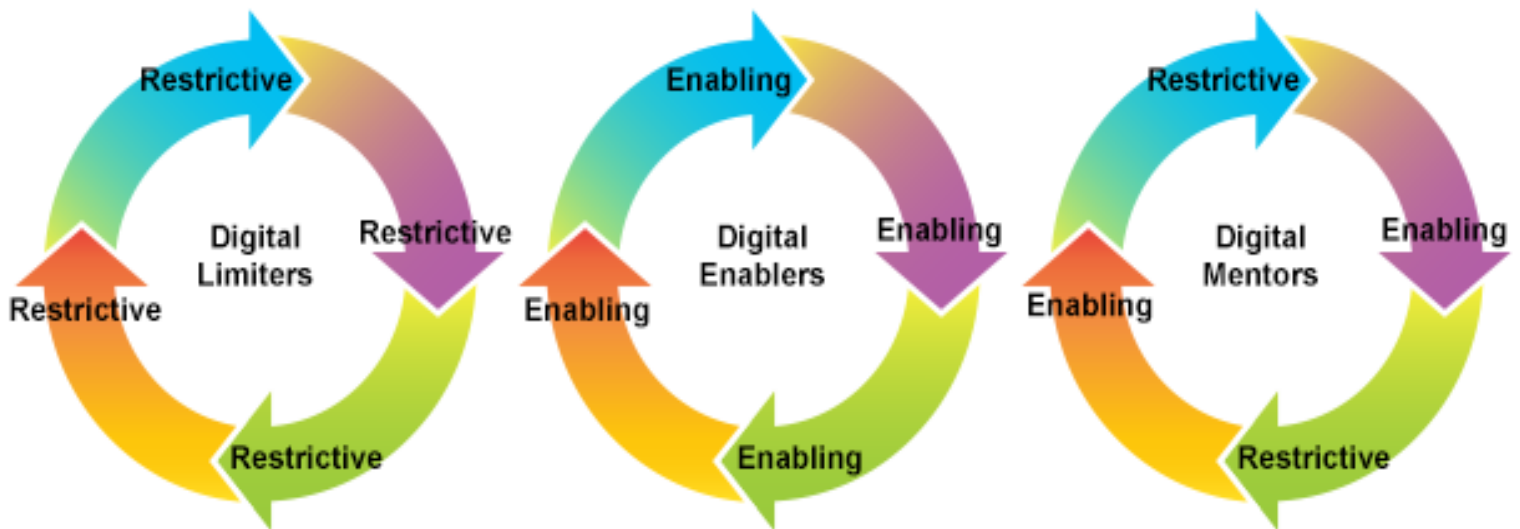
Model – The Median is the Message. Are you using technology the way you want them to use it? Play with them! Let them show you things. 😊

Authoritative Digital Mentors

It's my job to set limits for my child/youth while they use digital technology and support them when they run into problems. Three jobs 1) Create a secure base (filters for porn and ad blockers) 2) Provide Digital on ramps 3) Launch and Check in Regularly

When you take away tech they wont talk to you about what happens on tech...you can rethink apps and games though. You can control the WiFi but don't take away devices!

Monitor, Mentor and be Mindful... Katey McPherson



Teach Digital Citizenship

- **Honesty** – am I showing my true self? (online persona vs real persona)
- **Compassion** – am I thinking about others feelings?
- **Respect** – am I respecting my values and beliefs?
- **Responsibility** – could this impact my future?
- **Courage** – am I doing the right thing even it is unpopular?
- **Boundaries...** am I sharing too much? Could this be misunderstood? Could this hurt or harm someone else?
- **Detect, Reflect, Connect** (Learning Works Model)



Types of Social Cruelty that Happens Online

- **Harassment** - threatening or embarrassing others
- **Impersonation** - pretending to be someone else online
- **Photos** - using photographs to hurt or humiliate others (ask before post and forwarding)
- **Happy-slapping** - filming a bullying incident and posting it online or sharing it with others
- **Participating** - forwarding along a mean text or revealing photos



Teach kids about how not to be socially cruel and how to cope if they are treated badly online.

Empathy is down... not born with empathy.

Outsourcing

- “When everything is done for you, there is less opportunity to learn resourcefulness, critical thinking or discipline. Constant exposure to fast –paced and attention-grabbing media can train children to be bored and expect the world to bend over backward to entertain them.” Seth Bunev

We are seeing issues with memory, imagination, self-control, attention, communication, self-regulation and social skills.

- Calculators
- Apps
- Search engines
- Contact list
- Reading online
- Computer typing



Digital Health Concerns

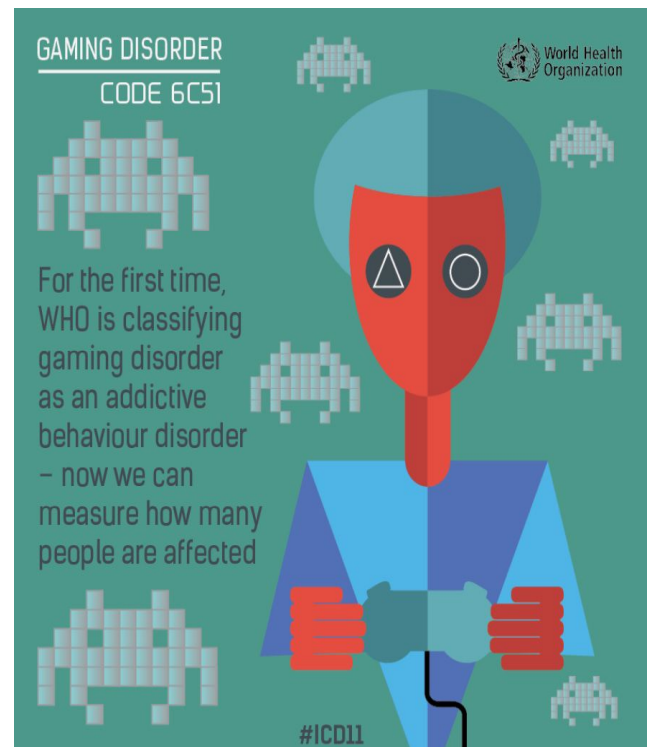
- Gaming
- Information Overload
- Porn
- Social media
- Compulsive Spending
- Online Gambling (connected to Gaming – loot boxes etc.)



Gaming

- Constantly preoccupied
- Spending inordinate amounts of time
- Less efficient at work or school.
- Less inclined to socialize except via online
- Becoming depressed, anxious or irritable after having gone a stretch of time without playing video games.
- Repeated attempts and failures to reduce playing video games
- Being evasive and telling lies to family, friends and people in authority in a bid to try and conceal just how much time is spent playing video games.
- Employing playing video games as an outlet for real life problems.

Focus on tech not person... intermittent reinforcement, auto play, variable feedback, no stopping cues, artificial goals, unresolved cliff hangers (Adam Alter.. Irresistible book)



Gambling

- Crypto casinos hosted in the metaverse, in games such as Decentraland are a prominent frontier in the convergence between gaming and gambling.

The platform is available to anyone over the age of 13 and is decentralised without a governing body for regulation oversight. The game provides the opportunity to gamble through cryptocurrency purchased using real money, which can be converted back to USD almost instantly once obtained.

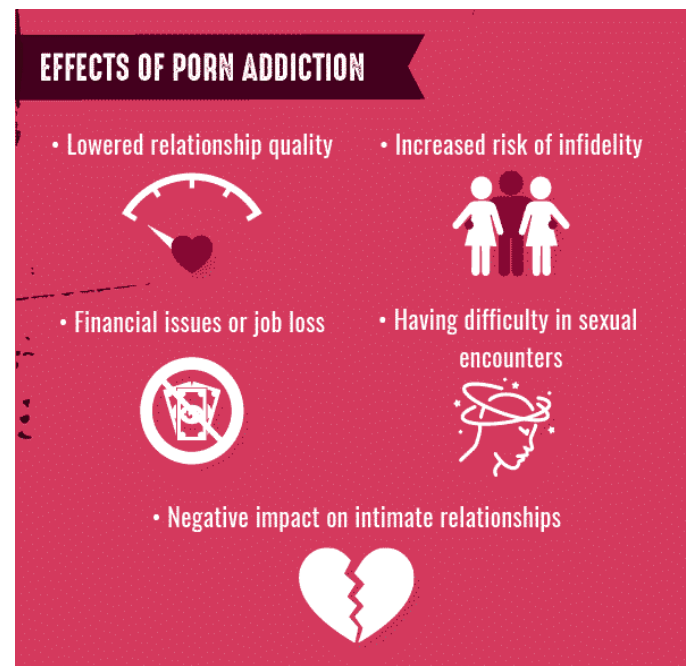
For young people, gambling in video games will often be their first earliest exposure to gambling and lead to more normalised gambling attitudes as well.

- Examples of Video games with gambling: Red Dead Redemption, Grand Theft Auto, Fallout, Minecraft, Sims 3.

Porn, Sexting/Sextortion

- Note: You can access this from a Playstation, Xbox, Instagram etc.
- 69% of males and 23% of females first viewing at age 13.
- Delivered on demand in endless supply... wiring pleasure centres of brain. 27% of unfiltered internet is pornographic!
- Sensory overload – videos replace imagination real people become less rewarding
- Fuels Sex Trafficking Industry - when watching porn you could be watching a trafficking victim (Donna M. Hughes international researcher on human trafficking)
- Porn sites get more traffic in a day than Netflix, Twitter and Amazon combined! In 1 year one porn website posted 4, 599, 000, 000 hours of porn.

Check out brainheartworld.org documentary



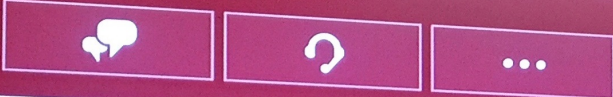


girl731132

Following

Your Friend

15 Followers



Overview
Hi, I'm looking for a man Check my nake...

Games
0 Games

Friends | Communities
15 19 | 15 0

Media

Recent Activities

About Me:

Hi, I'm looking for a man

Check my naked pics on my profile on this dating website - meetws.com

(You can find me by nickname Julia0077)

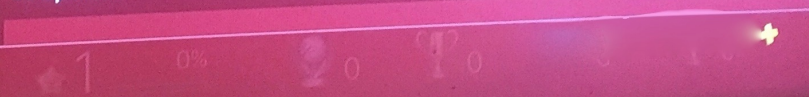
Languages:

English (United States)

Music

This player's music activity isn't available.

Trophies



Enter Back OPTIONS Options



Set priorities (e.g., homework) before gaming).



Don't eat in front of your computer/device.

Turn off computer/smartphones at a certain time each night.



Have **tech-free days**—challenge yourself to a “media fast”.

Take part in **offline activities** such as sports and in-person events with family and friends.



Set an alarm to go off after a **certain amount of time** online.

Limit the number of hours you play video games.



Play games that have **less of an addictive quality**, such as ones that have a definite end.

Keep tech devices in an **assigned area** in your home and away from your bedroom at night.



Pay attention to **how much time** you are spending and what you are doing online.

Program your home wi-fi to only be on at **certain hours**.



Listen to others who may recognize the problem first and know when to ask for help.

Be aware of things that might trigger you (e.g., tell your friends not to discuss game play).



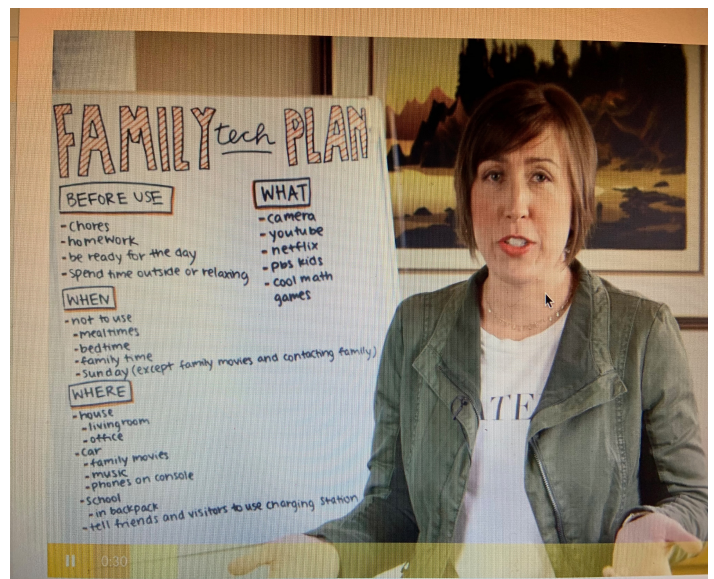
Maintain a log of daily video game play and note thoughts and emotions while playing and not playing.



Adapted from *Soul Crush Story – A Resource to Help Awareness of Healthy and Harmful Video Gaming Facilitators Manual*, CAMH, Problem Gambling Institute of Ontario

Tech Plan (made together/collaborative)

- **What needs to be done before use?** Homework, chores, job, be ready for day, spend time outside or relaxing (non tech), face to face.
- **When we use/times?** Not during mealtimes (unless explain why), in bathrooms, at bedtime, during family time... Explain why... What time can all family shut off during week? On Weekends?
- **Consequences:** Talk about this together beforehand
- **Where?** In main areas of home... living room, office, If in bedroom what are rules? Explain why.
- **What are we accessing?** Camera, YouTube, Netflix... Discuss why.





10 Questions

to ask before giving your child a smartphone



1. Have I spoken to my child about porn? Yes No
2. Does my child know about cyberbullying Yes No
3. Is my child aware about sexting and the consequences of it? Yes No
4. Is my child aware about sexual predators and sextortion Yes No
5. Have my child agreed to be monitored? Yes No
6. Have my child agreed to sign a phone contract? Yes No
7. Does my child know about basic online safety rules? Yes No
8. Is my child ready for social media? Yes No
9. Is my child mature and responsible? Yes No
10. I fully understand why my child needs a smartphone? Yes No

The goal is to get Yes to most of the answer above. It may not be 100% but it is a guide that you can use to see if you and your family is ready for your child to have a smartphone.



Am I ready for a smartphone ?



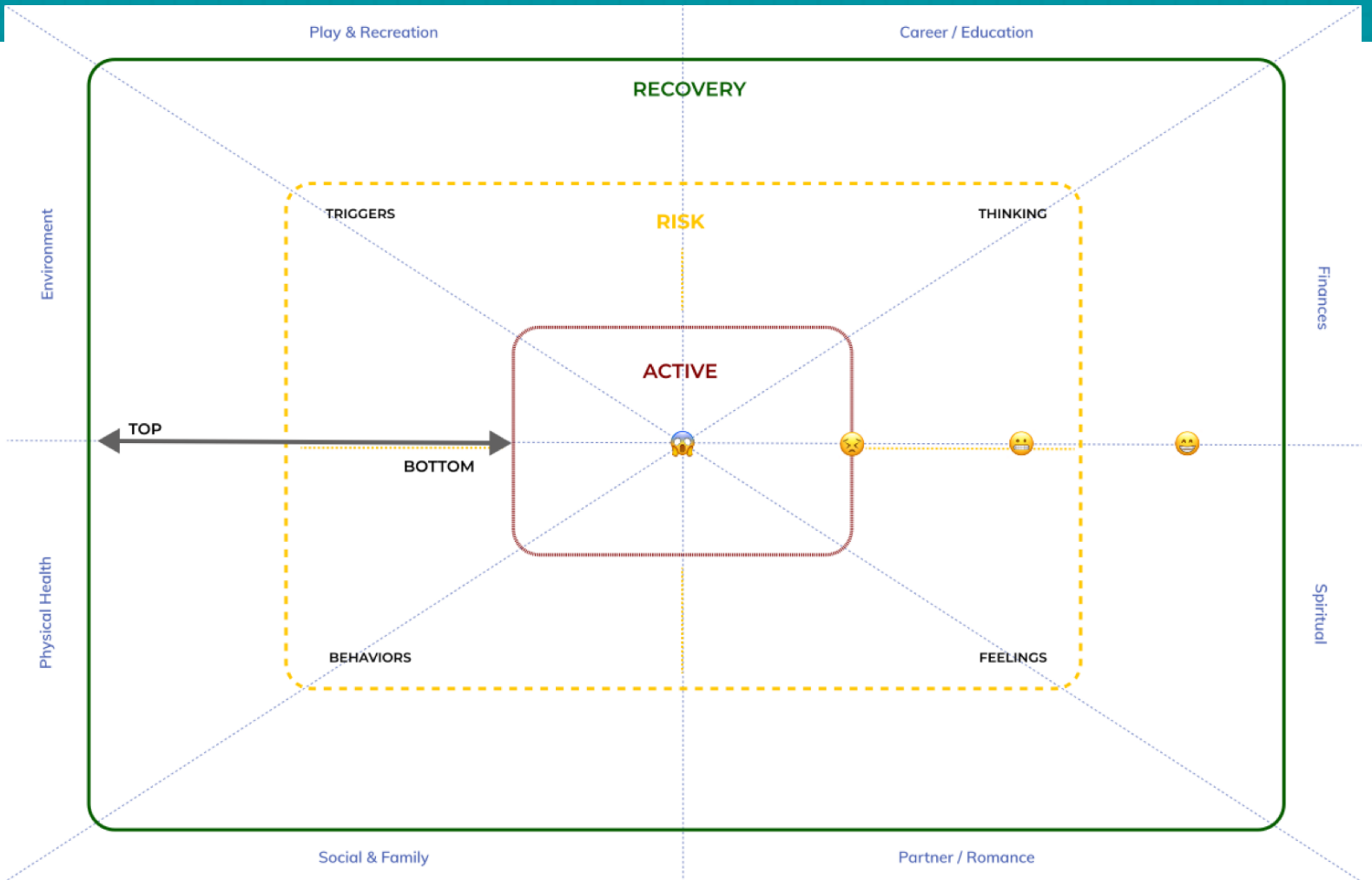
- | | | | |
|---|---|-----------------------------|------------------------------------|
| 1. Do I complete my homework without being asked? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Sometimes |
| 2. Do I wake up early for school? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Sometimes |
| 3. Do I get enough sleep at night? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Sometimes |
| 4. Do I do my chores without being told? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Sometimes |
| 5. Do I spend enough time exercising or playing outside? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Sometimes |
| 6. Do I understand the meaning of being kind online? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Sometimes |
| 7. Can I speak to my parents openly about any issues I have? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Sometimes |
| 8. Am I ok with my parents knowing my password? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Sometimes |
| 9. Am I ok with my parents monitoring my online activities? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Sometimes |
| 10. Do I have strong sense of self-control and emotions? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Sometimes |
| 11. Am I going to use the internet for safe and educational purposes? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Sometimes |
| 12. Does my parents feel that I am mature enough for a smartphone? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Sometimes |

The goal is to get as many "Yes" as possible. It does not need to be 100% perfect. You can work on improving some areas with your child. Try to understand why your child needs a smartphone and assess if they are ready for it.

Fill in the parents' smartphone checklist to know if you have discussed some online safety matters before handing a phone over to your child.

Use this as guidance but do not rely on this alone to decide if your child is ready for a smartphone. You know your child better than anyone else and will understand the needs of your child.

Addressing Concerning Digital Tech Use



Important Info to Know

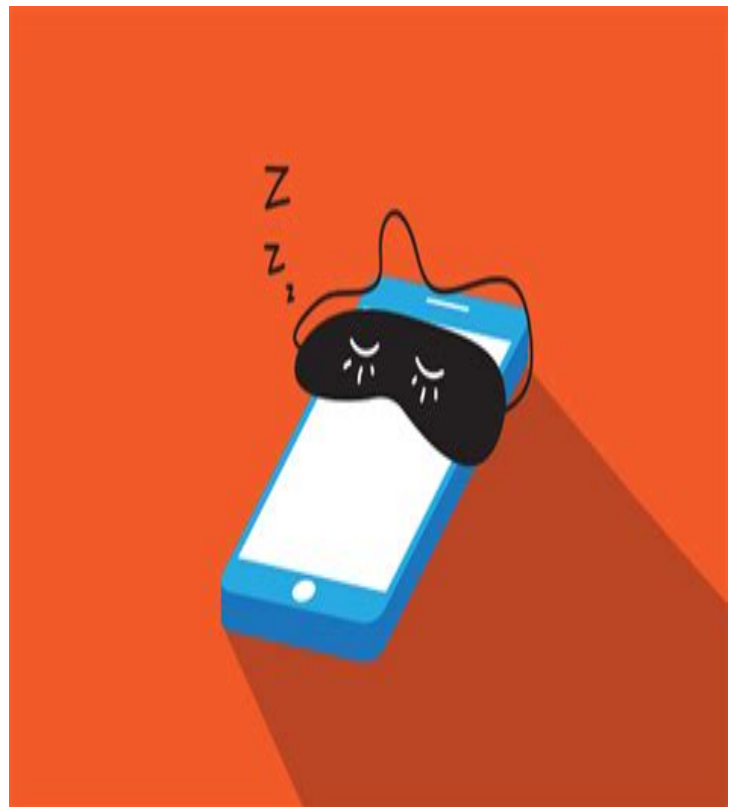
- Do not use tech to weaponize conversation
- Share tactics not Scare tactics
- Try not to solve problems unless asked.
- Do not overvalue academic success
- Anxiety is fear... fear of uncertain future, regrets...
- Village – take a team approach
- Show interest in what they care about, play a video game, let them show you apps etc.



Strategies to Reduce Screen Use

- Have something else for the person to look forward to when getting off tech
- Grey scale
- High dopamine/low dopamine

- Teach planning/organization
- Turn off notifications
- Explain you will be away from your phone (teach communications about these things)
- Monotasking



Study Tips

- Schedule breaks for every block of homework time (no phones until break).
- Design a space conducive to school work.
- Turn phone on airplane mode and consider noise cancelling headphones for ultimate focus
- Use a computer that is only for school.
- Set time limits and goals before rewarding yourself with an activity.
- Consider going old school and write notes.



Supports Available

- Gamequitters: <https://gamequitters.com>
- Westartnow.org: <https://www.westartnow.org>
- Your Brain on Porn: <https://www.yourbrainonporn.com>
- Zone'In Programs: <http://www.zonein.ca>
- Better Screen Time: <https://betterscreentime.teachable.com>
- Institute of Child Psychology: <https://instituteofchildpsychology.com>
- Elaine Uskoski (video gaming addiction coach): <https://eyespyhealth.ca>
- Dr. Jillian Roberts, Psychologist <https://drjillianroberts.com>
- Dr. Delayney Rushton, Screenagers: <https://www.screenagersmovie.com>
- Tristan Harris/Centre for Humane Technology: <https://www.humanetech.com>
- Anxiety Canada/Anxiety BC
- Kelty Mental Health
- Mindup.com



Thank You for Having Me 😊

Questions?????

You can also contact me at
Shannon.husk@telus.net

Educational Training & Resources

- The Impact of Technology on Children and Youth– Institute of Child Psychology course
- Creating a Tech Healthy Family Tech Plans course @Betterscreen.com
- Commonsense Media courses for educators and parents
- Webinars from the Screentimenetwork.com
- Mindful Digitally workshop by Benjamin Wong
- When Gaming Meets Gambling webinar - Centre for Mental Health and Addictions
- Dark Side of Devices by Dr. Paul Mohapel
- Growing up Social by Gary Chapman
- Girls and Sex by Peggy Orenstein
- Your Brain on Porn by Gary Wilson
- iGen by Jean M.Twenge
- Video Games & Your Kids by Hilarie Cash, PhD
- Game Addiction by Neils Clark
- The New Childhood by Jordan Shapiro

Educational Resources

- Media Moms and Digital Dads by Yalda T.Uhls, PhD
- Internet Gaming Disorder by Daniel King
- Reclaiming Conversation by Sherry Turkle
- Alone Together by Sherry Turkle
- Disconnected by Thomas Kersting
- Kids, Sex and Screens by Jillian Roberts, Ph.D – Family Sparks Victoria, BC
- Celling Your Soul by Joni Siani
- Screens and Teens by Kathy Koch, PhD
- Getting to Calm by Laura S. Kastner, PhD
- The Tech Diet for Your Child and Teen by Dr. Brad Marshall
- Hooked on Games by Andrew P. Doan, PhD
- Cyber Junkie by Kevin Roberts
- Digital Minimalism by Cal Newport
- Be the Parent, Please by Naomi Schaefer Riley
- Seeing through the Cracks by Elaine Uskoski

Educational Resources

- The Sexualized World: Keeping Preteens Strong & Safe: Family Sparks course – Dr. Jillian Roberts
- Pause and Reset by Nancy Petry
- The Big Disconnect by Catherine Steiner-Adair
- 24/6 by Tiffany Schlain
- Face to Face: Cultivating Kids' Social Lives in Today's Digital World
- Reality is Broken by Jane McGonigal
- Jesse Miller's Mediated Reality presentations
- Darren Laur, White Hatter presentations
- Screenwise by Deborah Heitner
- Screen Captured by Sean Herman
- The Things We Can't Unsee by Kerri Isham and Lindsay Ford
- Good Pictures, Bad Pictures by Kristen Jensen
- Deep Work: Rules for Focused Success in a Distracted World by Cal Newport

Educational Resources

- Smartsocial.com online courses
- Screenformation by Robert Rose-Coutre
- Screen Use and Abuse: Create a Healthy Video Game Diet for your Child by Randy Kulman Ph.D and James Daley Webinar(ADDitude)
- Active Learning in a Digital Culture – Webinar by Campaign for a Commercial-Free Childhood
- Intenta program to become a Gaming Disorder Clinician
- Cybersober by Elaine Uskoski
- The Unplugged Psychologist Masterclass series