

EVALUATING *FREE TO BE*:
A POSITIVE BODY IMAGE PROGRAM FOR ADOLESCENTS

by

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Abstract

The majority of research, theory, and practice around body image tends to focus on understanding and preventing negative body image in girls and women. Accordingly, body image programs have been developed for adolescents that aim to decrease negative predictive factors for negative body image. However, such interventions have inconsistently reduced body dissatisfaction, a core predictive factor for developing eating disorders. An exclusive focus on reducing pathology neglects those who experience neutral or healthy body image. Alternatively, programs developed from a positive psychology lens aim to promote and increase positive body image characteristics that nurture and maintain healthy functioning, irrespective of the participant's initial level of body image. Thus, the objective of the present study was to develop and evaluate a new positive body image program, *Free To Be*, for promoting positive predictive factors for positive body image in adolescent boys *and* girls. Grade seven participants ($N= 76$) from a public middle school participated in a six-session, 55-minute body image program. Participants completed assessments related to factors associated with body image before and after the program. Results revealed at post-test, positive body image, body image coping strategies, and media literacy increased significantly for both boys and girls. Body dissatisfaction decreased significantly for both boys and girls. Implications for teachers, clinicians, and researchers are discussed.

Lay Summary

Body image programs have been developed for adolescents that focus on negative body image and preventing eating disorders. However, an exclusive focus on reducing negative body image overlooks individuals with a neutral or healthy body image. Programs developed from a positive psychology lens aim to promote positive body image characteristics that nurture and maintain healthy functioning. Thus, the objective of the present study was to develop and evaluate a new positive body image program, *Free To Be*, that promotes factors that contribute to positive body image in adolescent girls and boys. Participants received a six-session, 55-minute body image program and completed assessments related to factors associated with body image before and after the program. Results revealed positive body image and related characteristics increased significantly and body dissatisfaction decreased significantly for both boys and girls. Implications for teachers, clinicians, and researchers are discussed.

Preface

This thesis is the original, independent work by the author, R. Regehr.

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CHAPTER 1: INTRODUCTION

The majority of research, theory, and practice related to body image has historically focused on understanding and preventing *negative* body image in girls and women (Piran, 2015; Smolak & Cash, 2011). Many existing prevention body image programs aim to decrease appearance conversations, appearance comparisons, and the “thin-ideal” (Dunstan, Paxton, & McClean, 2016; Richardson & Paxton, 2010; Stice, Mazotti, Weibel, & Agras, 2000; Stice, Rohde, & Shaw, 2013), and increase knowledge surrounding nutrition, dieting, and signs of eating disorder pathology (Steiner-Adair et al., 2002; Stewart, Carter, Drinkwater, Hainsworth, & Fairburn, 2001; Weiss & Wertheim, 2005; Wiseman, Sunday, Bortolotti, & Halmi, 2004). While this focus is important given eating disorders’ prevalence rates are 10-13% for young women (Stice, Marti, & Rohde, 2013) and are marked by functional impairment, emotional distress, suicidality (Stice et al., 2013), anxiety disorders, chronic fatigue, pain, depressive disorders (The National Eating Disorders Collaboration, 2010), and mortality (Arcelus, Mitchell, & Wales, 2011), approximately 87-90% of young women will not develop eating disorders (Stice et al., 2013), but could benefit from positive body image programs (Tylka, 2011; Webb, Wood-Barcalow, & Tylka, 2015). Furthermore, boys and men are feeling increased concern over their body images, a population underrepresented in the body image literature (Grogan & Richards, 2002).

Two important paradigm shifts have begun to address these points in the last decade. First, there has been an increasing emphasis on positive body image and exploring factors that promote and emerge from it (Tylka, 2011). Second, there has been an increase in including boys and men in body image research. This is an important shift, as studies suggest 40-50% of boys and girls, ages 6-12 years old, are unhappy with their appearance (Smolak, 2011), and

approximately 70-80% of adolescent girls and 40-70% of adolescent boys are dissatisfied with their bodies (Lawler & Nixon, 2011; Ricciardelli & Yager, 2016; Wertheim & Paxton, 2011). While the majority of these children and adolescents will not develop eating disorders, they may be characterized by a lack of self-actualization, underdeveloped talents, or floundering (Piran, 2015; Tylka, 2011). Thus, it is important to address negative body image to learn how to effectively reduce body dissatisfaction in both boys and girls, but it is equally important to address positive body image and surrounding factors that contribute to growth and vitality in both girls *and* boys. Thus, this study aimed to evaluate a classroom based positive body image program, *Free To Be*, for grade 7 girls and boys.

Positive Body Image

Although positive body image studies are growing, consensus on a definition of positive body image is lacking, as it is still a relatively new construct in the field of body image. However, experts in body image broadly define positive body image as a predominant feeling of appreciation and respect for the body (Frisén & Holmqvist; Holmqvist & Frisén, 2012; Wood-Barcalow, Tylka, & Augustus-Horvath, 2010). Studies have revealed positive body image to be a complex and multidimensional construct that positively impacts overall well-being and is distinct from negative body image (Tylka & Wood-Barcalow, 2015). Accordingly, reducing a person's negative body image will not automatically result in person having a positive body image; developing a positive body image requires a person to engage in a variety of behaviours that increase emotional, cognitive, and physical well-being (Tylka, 2011; Tylka & Wood-Barcalow, 2015a).

Factors that increase and maintain positive body image. A number of factors have been identified that increase positive body image: media literacy; positive, supportive

environments that provide unconditional acceptance; environments or cultures that broadly conceptualize attractiveness; and the belief that each person has been created by a higher power to be inherently special (Tylka, 2011). Subsequently, the experience of positive body image tends to result in enhanced self-care, engaging in healthy behaviours, mentoring others, protectively filtering information, seeking out positive environments, appreciating and respecting one's body, minimizing exposure to harmful media, emphasizing personality and inner attributes, and demonstrating flexible standards of beauty (Holmqvist & Frisén, 2012; McHugh, Coppola, & Sabiston, 2014; Tylka, 2011; Wood-Barcalow et al., 2010). Further, positive body image is believed to work in a reciprocal and cyclical manner; actions that increase positive body image and outcomes that emerge from having a positive body image serve to increase and maintain high levels of body image (Tylka, 2011). For example, a person with a positive body image may minimize their exposure or protectively filter media that negatively impacts them, and will seek out media that positively impacts them, which in turn may help maintain or increase their positive body image.

Developmental Body Image Considerations

As children transition to adolescence many social, cognitive, physical, and emotional changes impact their body image (Ricciardelli & McCabe, 2011; Ricciardelli & Yager, 2016; Wertheim & Paxton, 2011). In general, physical changes tend to result in more positive experiences for boys as they move closer to socially constructed ideas of an attractive man (e.g., increased muscle mass, widened shoulders); whereas, for girls, physical changes result in moving further away from the socially constructed ideal of an attractive woman (e.g., widened hips, increased body fat; Ricciardelli & Yager, 2016). During this time, adolescents begin to experience an enhanced awareness of social attitudes towards physical appearance, often

resulting in body image concerns being at the forefront of adolescents' minds (Ricciardelli & Yager, 2016). Further, an increased awareness of the self and others also leads to peer relationships becoming more influential during adolescence, and in turn impacts body image development (Markey, 2010; Ricciardelli & Yager, 2016). Peers demonstrate what is believed to be an "acceptable and appropriate" appearance (Rayner, Schniering, Rapee, & Hutchinson, 2013, p. 644) through direct methods, such as peer pressure and appearance-based-teasing, and indirectly, through peer-group norms and social comparisons (Ricciardelli & Yager, 2016).

Body image concerns in adolescent girls. Social and bodily changes that take place during adolescence can strongly influence a girl's body image development (Wertheim & Paxton, 2011), and attitudes and beliefs surrounding attractiveness, a dimension of body image, are especially important during this developmental period (Striegel-Moore & Cachelin, 1999). Girls in Western cultures can become highly preoccupied with attaining a narrow range of criteria of Western appearance ideals (Striegel-Moore & Cachelin, 1999), such as being unrealistically thin; being toned in muscle; and having flawless skin, moderate to large breasts, luscious long hair, long eye-lashes, a small nose, and "pouty" lips (Holmqvist & Frisén, 2012; McClean & Paxton, 2011). Believing such ideals are important and not attaining them can result in feeling dissatisfied with the body. Factors that have been identified as contributing to body dissatisfaction in girls are: internalization of appearance ideals (Lawler & Nixon, 2011), appearance focused conversations, social comparisons (Jones, 2004; Lawler & Nixon, 2011), peer appearance criticism, and high body mass index (BMI; Jones, Vigfusdottir, & Lee, 2004; Lawler & Nixon, 2011).

Body image concerns in adolescent boys. Over the last decade there has been an increased focus to understand body image development in boys and men. Adolescent boys often

indicate they wish to be more muscular and stronger than their current state (Grogan & Richards, 2002; Ricciardelli & McCabe, 2011) and describe the ideal male body to be fit, tall, tanned, with broad shoulders, large biceps and abdominals, and all around muscular (Holmqvist & Frisén, 2012). Such preoccupation with weight and size has led to an increase in adolescent boys engaging in extreme and unhealthy habits, such as using laxatives to lose weight (Ricciardelli & McCabe, 2011) or using anabolic steroids to achieve quick results in weight and muscle building (Ricciardelli & McCabe, 2004). A number of factors have been found to contribute to body dissatisfaction in adolescent boys, including internalized appearance ideals, peer appearance criticism, and high BMI (Jones, 2004; Lawler & Nixon, 2011).

Existing Body Image Programs

In a recent review of school-based body image programs for adolescents, results suggested that the majority of prevention programs have targeted reducing body dissatisfaction and eating disorders symptoms among adolescent girls (Yager et al., 2013). While some programs have been successful in improving body image variables, results have been inconsistent for improvements and have largely focused on body dissatisfaction (Yager et al., 2013). A review of additional school based body image programs suggests consistent findings. Of the studies reviewed, four programs lead to decreased body dissatisfaction for all participants (Dunstan et al., 2016; Halliwell & Diedrichs, 2014; Halliwell et al., 2015; Richardson & Paxton, 2010); two programs did not result in a significant decrease in body dissatisfaction (Golan, Hagay, & Tamir, 2013; Wiseman et al., 2004); and two programs did not target body dissatisfaction (Sharpe, Schober, Treasure, & Schmidt, 2013; Wilksch, Tiggemann, & Wade, 2006). Additionally, White adolescent girls have been the primary target of body image prevention programs; scholars have recommended including boys and girls of different cultures

and ethnicities (Smolak & Cash, 2011; Yager et al., 2013). Themes of these studies suggest effective programs include content related to media literacy (e.g., exploring ideas of attractiveness and where attractive ideals come from), peer interactions (e.g., promoting positive conversations not based on appearance), and highlighting characteristics other than appearance (e.g., internal strengths or qualities).

The Present Study

There is a scarcity of programs that attempt to promote and increase maintenance of positive body image and related variables through a primarily positive psychology lens, as opposed to a lens that aims to reduce pathology. The field of psychology has been largely preoccupied with healing people and concentrating on repairing broken or damaged human functioning, yet such an exclusive focus negates how one can learn to catalyze change and build strengths from a perspective of restoration and healing (Seligman & Csikszentmihalyi, 2000). Positive body image programs could deepen and refine a holistic understanding of body image and also further eating disorder prevention (Webb et al., 2015).

The purpose of this study was to develop a positive body image program, *Free To Be*, for adolescent boys *and* girls that utilized a positive psychology lens (Seligman & Csikszentmihalyi, 2000; Tylka, 2011). *Free To Be* was designed to target a number of approaches previously shown to enhance positive body image, including: developing media literacy, promoting strengths, building resilience to social pressures that can impact body image, and promoting a positive social environment. To evaluate *Free To Be* several hypotheses were formed. First, it was hypothesized that from pre-test to post-test boys and girls would report an increase in: positive body image, appearance perceptions, media literacy, body image coping strategies, positive affect, and life satisfaction. Second, boys and girls would report from pre-test to post-

test a decrease in body dissatisfaction, negative affect, and self-worth as contingent on appearance. Gender differences were also examined; however, given limited research in this area, a priori hypotheses were not generated. Rather, this aspect of the research was exploratory.

CHAPTER TWO: METHODS

Participants

Participants included 34 boys and 42 girls in grade 7 from a public, English-speaking middle school in British Columbia (M age = 12.36 years, SD = 0.53). All students across five, grade 7 classes participated in the *Free To Be* program during regularly scheduled class time as part of their health curriculum. All students were invited to participate in the research portion of the project, which included the assessment questionnaires. Participants were eligible to complete the questionnaires if they provided written assent and parent/legal guardian consent. Ethnicities of participants included: South Asian (82.9%), White (11.8%), Southeast Asian (2.6%), Filipino (1.3%), and Other (1.3%).

Measures

Body Appreciation Scale-2 (BAS-2). The BAS-2 (Tylka & Wood-Barcalow, 2015b) is a unidimensional measure used to assess positive body image. The BAS-2 is a 10-item, self-report measure that assesses a person's appreciation of their body, body acceptance, how a person broadly defines beauty, and a person's belief surrounding inner positivity influencing outer demeanor (Tylka & Wood-Barcalow, 2015b). Respondents rate their belief of a given statement (e.g., "I feel beautiful even if I'm different from attractive people on TV or magazines") on a 5-point Likert scale that is scored from 1 (*Never*) to 5 (*Always*). Answers are summed with a higher total indicating a higher level of positive body image. The BAS-2 was slightly adapted for this study, with consultation from the original author of the measure, to include simpler language for a younger population (T. Tylka, personal communication, May 15, 2015). The BAS-2's internal consistency has been reported between .93-.97 for both men and women respectively, and test-retest reliabilities over a 3-week period were over .90 for both women and men (2015a). The

BAS-2 has been found to be negatively related to eating disorder symptomatology, internalization of societal appearance ideals, and body surveillance, and positively related to intuitive eating for women and men (Tylka & Wood-Barcalow, 2015b). In addition, the BAS-2 has been found to have predictive utility for intuitive eating, self-esteem, and proactive coping (Tylka & Wood-Barcalow, 2015b).

The Body Image Coping Strategies Inventory's Positive Rational Accepting Coping subscale (BICSI-PRAC). The BICSI-PRAC (body image coping strategies; Cash, Santos, & Williams, 2005) assesses the presence of an adaptive coping response to body image-related threats. This subscale includes 11-items, in which respondents rate how they typically respond when they encounter a situation that poses a threat to their body image (e.g., “I tell myself that there are more important things than what I look like”). The measure uses a 4-point Likert scale that is scored from 0 (*definitely not like me*) to 3 (*definitely like me*). Scores are averaged with high scores indicating that a participant typically responds to body image threats with healthy coping strategies. The BICSI-PRAC's internal consistency has been reported at .85 for men and .80 for women (Cash et al., 2005). Convergent validity has been demonstrated among women with the BICSI-PRAC being positively correlated with higher body image, quality of life, self-esteem, and perceived social support (Cash et al., 2005; Webb et al., 2015). For men, the BICSI-PRAC has been positively correlated to social support (Cash et al., 2005). While this scale serves as a useful measure of positive body image (Webb et al., 2015), it is important to note psychometrics have not been established with adolescents.

Contingencies of Self-Worth Scale's Appearance subscale (CSWS-A). The CSWS-A is a five-item, self-report measure of how much a person's self-worth is contingent on their appearance (e.g., “My sense of self-worth suffers whenever I think I don't look good”; Crocker,

Luhtanen, Cooper, & Bouvrette, 2003). Respondents rate their beliefs with a given statement on a 7-point Likert scale ranging from 1 (*Strongly Disagree*) to 7 (*Strongly Agree*). Higher scores indicate a higher level of a person using their appearance as the basis for their self-worth. The CSWS-A has been found to be negatively correlated with social desirability and positively correlated with self-esteem and neuroticism. Test-retest reliability with three-month intervals ranged from .68-.92, and from .51-.88 for an eight-and-a-half month interval (Crocker et al., 2003).

Eating Disorder Inventory's Body Dissatisfaction subscale (EDI-BD). The EDI-BD is a nine-item self-report measure of a person's dissatisfaction about different body parts (Garner, Olmsted, & Polivy, 1983). Respondents rate their beliefs with a given statement (e.g., "I think my thighs are just the right size") on a 6-point Likert scale that is scored from 3 (*Always*) to 0 (*Never*). The Likert scale is scored as follows: 3 (*Always*), 2 (*Usually*), 1 (*Often*), 0 (*Sometimes*), 0 (*Rarely*), and 0 (*Never*). For example, if a participant were to answer *Sometimes*, *Rarely*, or *Never* for the item "I think that my stomach is too big" the score equals 0. A higher total score indicates a greater level of body dissatisfaction. Internal consistency of the BD subscale has been reported at .90 for clinical samples and .91 for non-clinical samples (Garner et al., 1983). Convergent validity of the BD subscale has been demonstrated through positive correlations with a drive for thinness and perfectionism (Garner et al., 1983). Lastly, criterion-related validity for the BD-subscale has been demonstrated with high agreement between the self-report measures of clients who were diagnosed as having an eating disorder and the clinical judgment of experienced psychiatrists or psychologists who were familiar with the client's condition (Garner et al., 1983).

Satisfaction with Life Scale for Children (SWLS-C). The SWLS-C (Gadermann, Schonert-Reichl, & Zumbo, 2010) is a five-item, self report measure of children's life satisfaction. Respondents rate items (e.g., "The things in my life are excellent") on a five-point Likert scale ranging from 1 (*Disagree a lot*) to 5 (*Agree a lot*). Answers are summed with a higher total score indicating a greater level of life satisfaction. Internal consistency has been reported at .86, with corrected item-total correlations ranging between .63 and .77 (Gadermann et al., 2010). The SWLS-C is positively related to optimism, self-efficacy, and self-concept, and negatively related to depression (Gadermann et al., 2010).

Positive and Negative Affect Scale For Children (PANAS-C). The abbreviated PANAS-C (Ebesutani et al., 2012) is a 10-item self-report measure of positive and negative affect in children. Respondents indicate to what extent they have felt an emotion (e.g., "sad" or "joyful") in the past week on a five-point Likert scale ranging from 1 (*Very slightly or not at all*) to 5 (*Extremely*). Item scores are totaled for a positive affect subscale score and total negative affect score, with higher scores indicating greater positive or negative affect. Internal consistency has been reported between .86 and .89 for the positive affect subscale and .82 to .90 for the negative affect subscale (Ebesutani et al., 2012). Discriminant validity has been demonstrated with childhood measures of anxiety and mood disorders (Ebesutani et al., 2012).

Self-Perception Profile for Children (SPPC). The SPPC (Harter, 2012) is a multidimensional measure of self-worth for children between ages 8 and 15. The SPPC consists of 36-items with domain-specific subscales. The subscales include: scholastic competency, social competency, athletic competency, physical appearance, behavioral conduct, and overall global self-worth. The physical appearance perceptions subscale of the SPPC was used in this study. Respondents first choose which child they are most like (e.g., "Some kids are happy with the

way they look BUT Other kids are not happy with the way they look”). Next, the respondent decides whether the description is “Really True for Me” or “Sort of True for Me.” The answers are scored on a 4-point Likert scale ranging from 1-4, where 1 indicates the lowest level of the self-perceived competency and 4 indicates the highest level of the self-perceived competency. Scores from a given subscale are summed and a mean is calculated for each of the subscales. A higher score indicates a higher level of self-perceived competency within each domain. Internal consistency ranged between .71 and .91 for boys and girls between grades three and eight. Convergent validity has been demonstrated with academic self-concept, self-worth, physical competency, and peer-relations.

Media Literacy. Media literacy was assessed using six items adapted from Richardson and Paxton (2010; e.g., “Many images of models in media have been changed using computer techniques,” “The ideal appearance look has changed throughout history,” “In popular media [television shows, commercials, magazines, music videos] there are no stereotypes about how girls and boys should be”). Participants rated these items on a 5-point scale, ranging from 1 (*Strongly Agree*) to 5 (*Strongly Disagree*). Answers are summed with lower scores indicating an increase in media literacy.

Program Feedback. Participants used a 5-point scale, ranging from 1 (*Strongly Disagree*) to 5 (*Strongly Agree*) to provide feedback on the content, comfort, interest, enjoyment, and relevance of the *Free To Be* sessions (“I felt comfortable discussing the issues in a group with my classmates,” “I felt the sessions were relevant to me,” “I felt I learned a lot during the sessions,” “I felt that the sessions were interesting,” “I felt that the sessions were enjoyable,” and “I would recommend this program to others”). The feedback form was adapted from Richardson

and Paxton (2010). Individual items are analyzed separately to review participants' feedback of the program.

Free To Be Program

Table 1 provides an outline of the purpose of each session, activities used, and the goals of the activities. *Free To Be* contains six, 55 minute, interactive sessions for boys and girls guided by empirically supported, peer-based (Richardson & Paxton, 2010; Sharpe et al., 2013), media literacy (Wilksch & Wade, 2009), and cognitive dissonance (Halliwell et al., 2015; Stice et al., 2000; Stice et al., 2013) approaches for adolescents. Topics included: appearance pressures, digital manipulation of media, body appreciation and gratitude, constraining stereotypes, teaching others about positive body image, and best possible selves. A leader manual, student activity booklet, and PowerPoint were created for *Free To Be* (see Appendices C, and D). The leader manual outlined the content and materials needed for each session. Students were given their own student activity booklet where they completed activities and exercises throughout the duration of the program. Finally, a PowerPoint accompanied the program so that students could view images and videos that coincided with the program's activities.

Procedure

Ethics approval was gained from the University of British Columbia and the school's district review board. Prior to beginning *Free To Be* the author visited the school and described the research study to the participants. Students received information and consent forms to be delivered to their parents/guardians who provided consent prior to data collection. Questionnaire packets were completed at two time-points. The first data collection (T1, pre-program) occurred approximately one week prior to the students participating in the *Free To Be* program for all five

classes. Approximately one week after the first data collection period, all participants begin participating in the program during their regular health classes. Three classes received the program in a co-ed format and completed two sessions a week over three weeks. Two additional classes received the program in a gender separate format, and completed one session a week over six weeks. While the program duration differed across the two groups of classrooms, the program content was identical. The second data collection (T2, post-program) occurred approximately one to three weeks following the delivery of the last *Free To Be* session.

CHAPTER THREE: RESULTS

Preliminary Analyses

To address missing data (T1 and T2 = 1.76%), multiple imputation was used at the item level in SPSS 24 before computation of the scale or subscales scores (Schlomer, Bauman, & Car, 2010). Outliers at the subscale and scale levels were examined and values were compared to upper and lower boundaries at the 25th and 75th percentiles (Field, 2013). This method identified outliers that were subsequently Winsorized at T1 (0.04% of the data) and T2 (0.06% of the data; Field, 2013). Next, each scale was screened for skewness and kurtosis using visual inspection and examining statistical values. Values that were not within acceptable bounds (+/- 1) were transformed at both time points (von Hippell, 2011). Scales that were transformed included the Media Literacy scale, body dissatisfaction subscale of the EDI, and the positive and negative affect subscales of the PANAS. At T2 the Media Literacy scale was positively skewed, and at both T1 and T2 the body dissatisfaction subscale of the EDI and negative affect subscale of the PANAS were positively skewed beyond acceptable bounds of +1. Therefore, log 10 transformations were performed at both time points to reduce the skewness values. At T2 the positive affect subscale of the PANAS was negatively skewed beyond acceptable bounds of -1; therefore, reflection log10 transformations were performed at both time points to reduce skewness.

Given SPSS's inability to conduct repeated measures ANOVA with imputed data, paired samples *t*-tests, independent samples *t*-tests, and regression analyses were used. Independent samples *t*-tests were used to examine whether or not group differences existed between classrooms 1-3 and classrooms 4 and 5 given differences in the demographic makeup and duration of the program. Results revealed that classrooms 1-3 ($n = 31$) were not significantly

different from classrooms 4 and 5 ($n = 45$) at T1 across all scales and subscales. See Table 2 for the means and standard deviations for all measures at T1 in classrooms 1-3 and classrooms 4 and 5.

Program Outcomes

Paired samples t -tests were used to examine change over time across all participants for each measure used. Specifically, from T1 to T2 Media Literacy, $t(75) = 3.33, p = .001, d = 0.43$; positive body image, $t(75) = -2.09, p = .04, d = 0.18$; and body image coping strategies, $t(75) = -2.12, p = .03, d = 0.24$ increased significantly. Body dissatisfaction, $t(75) = 2.83, p = .005, d = 0.27$ decreased significantly. A decrease in self worth as contingent on appearance approached significance, $t(75) = 1.69, p = .09, d = 0.16$. No other significant results were found for appearance perceptions, positive affect, negative affect, or satisfaction with life. See Table 3 for the means and standard deviations for all measures across T1 and T2. See Table 4 for correlation values among all measures at T1 and T2.

Gender differences. After calculating difference scores between each scale and subscale scores at T1 and T2, regression analyses were used to examine gender differences across outcome variables. The use of difference scores, rather than repeated measures, is a suitable approach and has equivocal results when examining change across time (Gottman & Rushe, 1993; Lord, 1967; Rogosa, 1988). Results showed that from T1 to T2 boys reported less body dissatisfaction than girls ($F[1, 74] = 5.31; p = .02; R^2 = 0.07$); however, a visual inspection of means showed both boys and girls experienced a decrease in body dissatisfaction following the program. (See Table 6.) This suggests boys experienced greater gains related to body dissatisfaction than girls. When comparing girls to boys, no other significant results were found from T1 to T2. See Table 5 and 6.

Participant feedback. Participants also provided feedback on the *Free To Be* program. Six participants did not complete this questionnaire and were excluded from the analyses. The majority of participants endorsed they “*strongly agreed*” that they felt comfortable discussing issues in a group and would recommend *Free To Be* to others. The majority of participants endorsed they “*agreed*” that the program was relevant, interesting, and enjoyable, and that they learned a lot. See Table 7.

CHAPTER FOUR: DISCUSSION

The purpose of this study was to develop and evaluate a school-based, positive body image program, *Free To Be*, for girls and boys through a positive psychology lens (Seligman & Csikszentmihalyi, 2000; Tylka, 2011). Findings revealed at post-test, positive body image, body image coping strategies, and media literacy increased significantly, and body dissatisfaction decreased significantly for both girls and boys. Self worth being contingent on appearance approached significance and was reported to decrease from pre- to post-test. Positive and negative affect, appearance perceptions, and life satisfaction were not found to significantly change over time.

Similar to other studies (Halliwell et al., 2015; Richardson et al., 2009; Richardson & Paxton, 2010) participants endorsed an increased positive body image following participation in a body image program. To increase positive body image, it has been suggested that body image programs should utilize a positive psychological framework including cognitive, emotional, spiritual, and physical elements, such as: nurturing appreciation for the functions of the body, promoting relationships not premised on appearance, highlighting internal characteristics as important, and broadly conceptualizing attractiveness (Tylka, 2011; Tylka & Wood-Barcalow, 2015a; Wood-Barcalow et al., 2011). Accordingly, *Free To Be* incorporated a variety of these approaches. Findings from this study are encouraging, as they suggest a positive psychology framework that utilizes a holistic approach to promoting positive body image is beneficial to girls *and* boys.

Following the completion of the program, participants experienced enhanced body image coping strategies. This suggests participants learned strategies for coping with body image threats in their daily life from the program. In previous school-based body image program

studies, body image coping strategies have not been examined. Past research suggests individuals who espouse a positive body image do not necessarily like every external characteristic about themselves, but nonetheless choose to engage in healthy, adaptive behaviours (Frisén & Holmqvist, 2010; Holmqvist & Frisén, 2012; Wood-Barcalow et al., 2010). Given that *Free To Be* helped increase participants' healthy coping strategies, this finding adds incrementally to the body image literature and suggests that explicitly normalizing sad or dissatisfied feelings about one's body image and emphasizing healthy ways of coping with body image threats may be helpful for adolescents.

Results related to media literacy suggest participants experienced an enhanced understanding of appearance pressures, how media images are manipulated, and awareness of stereotypes that exist for boys and girls. Gains in media literacy are consistent with other body image programs (Richardson & Paxton, 2010; Richardson et al., 2009; Golan et al., 2013). Previous studies have highlighted the importance of media literacy as an important component to enhancing positive body image (Holmqvist & Frisen, 2012; Wood-Barcalow et al., 2010; Tylka, 2011). Specifically, being aware of media messages and advertising strategies and being able to protectively filter or block out negative information is an important characteristic of positive body image (Holmqvist & Frisen, 2012; Wood-Barcalow et al., 2010). Results from this study further support targeting media literacy as an important component of increasing positive body image.

Participants also experienced decreased body dissatisfaction. This finding is important because studies of body image interventions have found inconsistent results. Aside from decreasing body dissatisfaction for high-risk participants (O'Dea & Abraham, 2000; Weiss & Wertheim, 2005), a number of studies targeting only girls have successfully resulted in a

decrease in body dissatisfaction post intervention (Halliwell & Diedrichs, 2014; Halliwell et al., 2015; Richardson & Paxton, 2010; Sharpe et al., 2013; Dunstan et al., 2016), with a few studies successfully decreasing body dissatisfaction with boys (Wilksch & Wade, 2009), and others finding no improvements in body dissatisfaction (Golan et al., 2013; McCabe et al., 2010; Richardson et al., 2009; Wade et al., 2003; Wiseman et al., 2004). Given the increasing demand to address body image concerns in both boys and girls economically and efficiently (Smolak & Cash, 2011; Yager et al., 2013), decreasing body dissatisfaction in both boys and girls in *Free To Be* is encouraging.

As noted, positive and negative affect, life satisfaction, and appearance perceptions were not found to significantly change over time. It is possible the indicators of well-being (i.e., affect and life satisfaction) were not impacted because the activities in *Free To Be* were not designed to directly address well-being. The appearance perception measure focuses exclusively on one's perception of their physical appearance whereas the positive body image measure asks participants about qualities that go beyond liking their physical appearance. As previously stated, positive body image studies have revealed that individuals do not necessarily have to like their physical appearance to have a positive body image, which would mean an appropriate positive body image measure should include items that extend beyond solely appreciating one's physical appearance. The positive body image measure potentially captured more accurately the participants' feelings and beliefs about their bodies in comparison to the appearance perceptions measure, which may explain the insignificant findings of appearance perceptions.

A notable strength of the study is its participant demographics. Scholars have recommended expanding body image prevention interventions with groups other than White adolescent girls to include boys and more diverse samples (Cash & Smolak, 2011). In this study,

both boy and girls were included, with a substantial number of boys (44.7%), and the primary ethnicity was South Asian (82.9%). Given the co-ed gender demographics, gender differences across all variables were examined, revealing a significant difference in only body dissatisfaction. Although body dissatisfaction decreased significantly for both boys and girls when analyzed collectively, results revealed boys' body dissatisfaction decreased significantly more than girls, suggesting *Free To Be* may be more helpful for boys than girls in this particular domain. However, while previous studies examining body image programs designed for boys and girls have found significant decreases in body dissatisfaction in both genders, they have not found differences across gender (Wilksch & Wade, 2009). Further, other programs designed for boys and girls have found no significant changes in body dissatisfaction (Golan et al., 2013; Richardson et al., 2009; Wade et al., 2003). Given the limited research examining positive body image programs with boys and girls and the mixed findings in past research, future research examining this construct is necessary.

As noted, the primary ethnicity in this study was South Asian. While recent studies have highlighted body dissatisfaction to be a global phenomenon across Chinese, Japanese, South Korean, and Malaysian populations (for review see Ricciardelli & Yager, 2016), there remains a dearth of knowledge surrounding South Asian populations and body image (Kennedy, Templeton, Gandhi, & Gorzalka, 2004). Specifically, there is little knowledge surrounding Indian, South Asian adolescent girls *and* boys' body image. The few available studies have found body image concerns across Indian, South Asian undergraduate students living in Canada (Kennedy et al., 2004) and among Indian adolescent youth living in India (Singh, Ashok, Binu, Parsekar & Bhumika, 2015). Accordingly, this study adds incrementally to the body image

literature and suggests that *Free To Be* helps decrease body image concerns and promotes positive body image among South Asian adolescents.

Lastly, studies have revealed boys to have body image concerns (Riccardelli & Yager, 2016), yet boys' concerns have been inadequately examined in body image literature (Smolak & Cash, 2011) and generally not included in body image programs (Yager et al., 2013).

Recommendations have been made to develop programs that address positive body image and related factors that contribute to physical, psychological, and emotional well-being in both girls and boys (Bucchianeri & Neumark-Sztainer, 2014; Tylka, 2011). Therefore, this study adds to the literature as results from *Free To Be* suggest girls and boys can benefit from a positive body image program.

Practical Implications

While further research is needed, results suggest utilizing a school-based positive body image program informed by a positive psychological perspective is useful for improving body image and related characteristics, and decreasing body dissatisfaction in adolescent girls and boys. Accordingly, several practical implications can be derived for teachers, clinicians, and researchers.

Teachers have a large amount of curriculum to cover in the school year, which means they are limited in devoting extra class time to programs such as this. The majority of the content in *Free To Be* was developed to align with British Columbia's provincial curriculum goals. Therefore, *Free To Be* could be integrated and adopted as curriculum more easily and run during regularly scheduled class time, which will widen the program's accessibility and increase the likelihood of preventive efforts. Further, the leader manual was designed to allow a variety of professionals (e.g., counselors, teachers, educational assistants) to skillfully facilitate the

program. This allows the program to be more accessible and feasible in school settings. Nonetheless, further research is needed to determine the best ways to provide training for facilitators so that they can comfortably and effectively implement *Free To Be*.

Results also suggests there is utility in adopting a positive psychology perspective within co-ed body image programs. For instance, clinicians utilizing approaches that promote appreciation for ones' internal qualities, respect for the functions of the body, and personal agency may be helpful for both boys and girls in group or individual counselling sessions regardless of their initial level of body image. However, further research will need to explore which specific activities within *Free To Be* are the most impactful in promoting positive body image and related characteristics. In addition, it will be essential to replicate these findings and conduct additional studies with a control group.

Limitations and Future Directions

This study has a number of limitations, leading to a number of future directions. A main limitation in the evaluation of *Free To Be* was the lack of a control group. Given the time constraints of the schools and author's schedule it was not possible to evaluate *Free To Be* with a control group. Using a control group in future studies would strengthen the interpretation of the results. A second limitation is the fairly small sample size. A larger sample size, along with a control group, from multiple schools would also provide further information and enhance the generalizability of findings. Third, while all students in the five classes participated in the program and all were invited to participate in the assessment questionnaires, only those who handed in their permission slip and completed both T1 and T2 questionnaires were included in analysis. Thus, reasons for non-participation are not known. A fourth limitation involved the implementation schedule of the program. Despite receiving the same program content and

materials, three of the five classes received *Free To Be* twice a week for three weeks, whereas the other two classes received *Free To Be* once a week for six weeks. The difference in administration timing was due to the limitations of the schools' schedules and the flexibility required to conduct the program. Future replications should aim to have all participants complete the program using the same schedule. A fifth limitation was the lack of long-term follow up. Future research could assess outcomes with longer and variable intervals to examine the potential long-term impact of the program and inform whether or not additional booster sessions would be helpful. Again, the timing of this study was limited by the availability of the schools and their academic calendar. Finally, only a few scales have been developed to assess positive body image and related characteristics with the age group assessed. While a previous study (Halliwell et al., 2015) also utilized the BAS-2 to assess positive body image with adolescents, steps were taken to ensure participants understood all the measures included. Future research could involve the development and validation of positive body image measures for young adolescents.

Conclusion

Despite its limitations, the current research provides initial support for the use of *Free To Be* and suggests that a positive body image program guided by a positive psychology framework is beneficial to adolescent girls and boys. *Free To Be* can be easily implemented in a regular structured classroom and adopted as curriculum as it aligns with many provincial goals and competencies, making it feasible and accessible for adolescents. Future research examining *Free To Be* and other positive body image programs will help increase our understanding of how to best promote positive body image and nurture girls and boys during adolescence.

Table 1

Free To Be Program Outline: Purpose of Session, Interventions/Activities Used, and Goals of Activities

Purpose of Session	Interventions/Activities	Goals of Activities
Purpose of Session 1: Shifting perspectives of appearance pressures	I. Explanation of program (<i>psychoeducation</i>) II. Appearance pressures through history (<i>visual power-point/group discussion</i>) III. “What are appearance pressures?” (<i>interactive activity followed by large group discussion</i>) IV. “Problem with appearance pressures” (<i>interactive activity, sharing, large group discussion</i>) V. Memory exercise	To introduce the program, develop expectations, and create a safe environment To increase awareness of appearance pressures as in flux and that no objective standard of beauty exists To broaden conceptualizations of standards of attractiveness To increase understanding of current appearance pressures To expand awareness of the problems with pursuing appearance pressures/ideals To maximize dissonance and shift perspectives that appearance pressures are problematic and costly To reinforce the notion that appearance should not be the basis of one’s self worth and self-esteem
Purpose of Session 2: Media images uncovered	I. Debrief homework (<i>sharing in front of large group</i>) II. “Becoming a critical consumer of media” (<i>individual activity and large group discussion</i>) III. “Your voice matters: Letter to magazine editor” (<i>small group discussion and individual activity</i>)	To increase internalization of material learned To increase media literacy and encourage a critical stance towards advertising and media images To increase awareness that the majority of media is digitally altered To develop healthy strategies for protecting oneself and others when they are dissatisfied after viewing media To increase a critical stance towards digitally altered media in mass media To promote positive agency and empower students to advocate for change
Purpose of Session 3: Increasing body appreciation and gratitude	I. Debrief homework (<i>sharing in front of large group</i>) II. “What I like about you and myself” (<i>small group and individual activity, followed by large group discussion</i>) III. “Gratitude exercise” (<i>individual activity followed by large group sharing</i>) IV. “Take action: Creative encouragement” (<i>interactive individual activity/homework</i>)	To create an environment of critical thinking towards mass media To promote positive agency and social power unrelated to appearance To increase body appreciation and body image flexibility To increase positive affect about oneself To broaden conceptualization of ideas about attractiveness standards To develop coping strategies for body image threats To increase awareness and gratitude of positive characteristics and strengths To increase body appreciation and body image flexibility To create a positive social environment premised on validating others’ internal strengths and not appearance To decrease self-worth as contingent on appearance To reinforce positive internal characteristics and strengths To develop healthy and practical coping strategies for body image threats

Free To Be Program Outline: Purpose of Session, Interventions/Activities Used, and Goals of Activities

<p>Purpose of Session 4: Countering constraining stereotypes</p>	I. “Identifying constraining stereotypical behavior ideas” (<i>small group activity followed by large group discussion</i>)	To increase critical questioning of engrained beliefs about constraining stereotypical behaviors and pressures
	II. Problems with constraining stereotypical behavior ideas” (<i>small group activity</i>)	To develop awareness of limitations that exist when abiding by constraining stereotypical behavior pressures of what it means to be a boy or girl To decrease internal pressures to abide by constraining stereotypical behaviors
	III. “Role-play: constraining stereotypes” (<i>small group activity followed by large group discussion</i>)	To recognize different ways appearance and behavior stereotypes can manifest in real life To learn and practice healthy alternatives to deal with constraining stereotypes about appearance and behavior To create a positive social environment not premised on constraining stereotypical behavior pressures of what it means to be a boy or girl To increase positive agency
<p>Purpose of Session 5: Positive activism for change</p>	I. “Create positive change: Be an activist” (<i>small group activity followed by large group discussion</i>)	To inspire students to create positive change in the world surrounding positive body image To have students create their own healthy, social environments To increase appreciation and respect for the body To develop healthy coping strategies against body image threats To increase media literacy surrounding body image To maximize dissonance and shift perspectives that appearance pressures, constraining behavior, and appearance stereotypes are problematic and costly
<p>Purpose of Session 6: Moving towards a positive body image</p>	I. Debrief project (<i>sharing in front of large group</i>)	To increase students’ assertive voice surrounding positive body image To decrease internalization of appearance pressures, constraining behavior, and appearance stereotypes To develop healthy coping strategies against body image threats
	II. “My best possible self” (<i>individual activity</i>)	To increase positive affect about oneself
	III. Final debrief and closure (<i>large group discussion</i>)	To review the important themes from each session

Table 2

Means and Standard Deviations of Variables from Classrooms 1-3 and Classroom 4 and 5

Variable	Classrooms 1-3		Classrooms 4 and 5	
	T1 <i>M(SD)</i>	T2 <i>M(SD)</i>	T1 <i>M(SD)</i>	T2 <i>M(SD)</i>
Media literacy	1.06(0.13)	1.07(0.18)	1.07(0.14)	0.97(0.11)
Appearance perceptions	2.81(0.58)	3.02(0.58)	3.12(0.81)	3.05(0.82)
Positive body image	3.82(0.52)	4.13(0.52)	4.02(0.77)	4.02(0.72)
Body dissatisfaction	0.62(0.35)	0.54(0.37)	0.45(0.44)	0.33(0.40)
Positive affect	0.69(0.36)	0.73(0.33)	0.59(0.36)	0.58(0.39)
Negative affect	1.01(0.17)	0.97(0.17)	0.94(0.18)	0.95(0.18)
Body image coping strategies	1.86(0.44)	1.95(0.47)	1.87(0.55)	2.01(0.56)
Satisfaction with life	19.23(3.73)	19.57(4.00)	20.20(4.58)	19.99(4.89)
Self worth contingent on appearance	4.08(1.10)	3.94(0.86)	3.99(1.09)	3.81(1.16)

Table 3

Means and Standard Deviations Across all Variables and all Participants for T1 and T2

Variable	T1 <i>M(SD)</i>	T2 <i>M(SD)</i>
Media literacy	1.07(0.14)	1.01(0.14)
Appearance perceptions	2.99(0.74)	3.04(0.73)
Positive body image	3.94(0.68)	4.06(0.64)
Body dissatisfaction	0.52(0.41)	0.41(0.40)
Positive affect	0.63(0.36)	0.64(0.37)
Negative affect	0.97(0.18)	0.96(0.18)
Body image coping strategies	1.87(0.50)	1.99(0.52)
Satisfaction with life	19.80(4.25)	19.82(4.52)
Self worth contingent on appearance	4.03(1.09)	3.86(1.05)

Table 4

Correlations of all Measures Across T1 and T2

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1. ML_T1	–																	
2. HSCS_A_T1	-.109	–																
3. BAS_T1	-.022	.720**	–															
4. EDIBD_T1	.083	-.587**	-.648**	–														
5. PANAS_PA_T1	-.101	-.317**	-.374**	.400**	–													
6. PANAS_NA_T1	-.092	-.440**	-.519**	.408**	.533**	–												
7. BISCSI_T1	-.121	.233*	.280*	-.161	-.312**	-.165	–											
8. SWLS_T1	.159	.497**	.604**	-.424**	-.519**	-.479**	.201	–										
9. CSWS_A_T1	-.115	-.229*	-.102	.126	.250*	.208	.015	-.252*	–									
10. ML_T2	.524**	-.108	-.075	.184	.028	-.043	-.195	-.061	-.092	–								
11. HSCS_A_T2	.030	.743**	.578**	-.557**	-.204	-.348**	.108	.474**	-.316**	-.086	–							
12. BAS_T2	.002	.657**	.674**	-.565**	-.234*	-.357**	.194	.517**	-.074	-.053	.779**	–						
13. EDIBD_T2	-.168	-.603**	-.552**	.680**	.287*	.393**	-.064	-.475**	.136	.091	-.732**	-.692**	–					
14. PANAS_PA_T2	.016	-.449**	-.432**	.386**	.575**	.342**	-.510**	-.452**	.085	.197	-.395**	-.484**	.476**	–				
15. PANAS_NA_T2	-.056	-.263*	-.233*	.236*	.201	.462**	-.021	-.395**	.268*	.187	-.417**	-.387**	.367**	.259*	–			
16. BISCSI_T2	.182	.293*	.282*	-.240*	-.311**	-.168	.528**	.296*	-.069	-.131	.303**	.403**	-.346**	-.622**	-.250*	–		
17. SWLS_T2	.144	.490**	.547**	-.394**	-.322**	-.428**	.176	.723**	-.273*	-.074	.587**	.597**	-.519**	-.387**	-.470**	.428*	–	
18. CSWS_A_T2	-.025	-.205	-.068	.045	.078	.051	-.033	-.160	.676**	.035	-.408**	-.156	.175	.141	.168	-.107	-.285*	–

N = 76

* $p < .05$, ** $p < .01$.

ML = Media Literacy; HSCS_A = Appearance Perceptions; BAS = Positive Body Image; EDIBD = Body Dissatisfaction; PANAS_PA = Positive Affect; PANAS_NA = Negative Affect; BISCSI = Body Image Coping Strategies; SWLS = Satisfaction With Life; CSWS_A = Self Worth Contingent on Appearance

Table 5

Summary of Regression Analyses for Gender Differences from T1 to T2

Variable	<i>B</i>	<i>SE B</i>	β	<i>t</i>	<i>p</i>	R^2
Media literacy	0.03	0.03	0.10	0.89	0.38	0.01
Appearance perceptions	0.03	0.12	0.03	0.28	0.78	0.001
Positive body image	-0.08	0.13	-0.07	-0.64	0.52	0.01
Body dissatisfaction	0.17	0.07	0.26	2.26	0.02	0.07
Positive affect	0.12	0.08	0.49	1.53	0.13	0.02
Negative affect	0.03	0.04	0.07	0.60	0.55	0.01
Body image coping strategies	-0.19	-0.12	-0.19	-1.65	0.10	0.04
Satisfaction with life	-0.16	0.77	-0.02	-0.21	0.83	< 0.001
Self worth contingent on appearance	0.06	0.20	0.03	0.27	0.79	0.001

Table 6

Means and Standard Deviations of Variables Across Gender

Variable	Girls		Boys	
	T1 <i>M(SD)</i>	T2 <i>M(SD)</i>	T1 <i>M(SD)</i>	T2 <i>M(SD)</i>
Media literacy	1.07(0.13)	1.03(0.16)	1.06(0.15)	0.99(0.14)
Appearance perceptions	2.75(0.72)	2.81(0.74)	3.29(0.65)	3.32(0.63)
Positive body image	3.80(0.76)	3.89(0.64)	4.10(0.55)	4.28(0.60)
Body dissatisfaction	0.53(0.41)	0.50(0.39)	0.51(0.41)	0.31(0.40)
Positive affect	0.65(0.38)	0.72(0.35)	0.60(0.34)	0.55(0.38)
Negative affect	0.99(0.18)	1.00(0.17)	0.94(0.18)	0.92(0.17)
Body image coping strategies	1.85(0.53)	1.88(0.49)	1.89(0.47)	2.12(0.54)
Satisfaction with life	18.91(4.40)	18.85(4.81)	20.91(3.85)	21.02(3.89)
Self worth contingent on appearance	4.31(0.89)	4.17(1.06)	3.68(1.21)	3.48(0.91)

Table 7

Participants' Feedback on FTB Reported in Frequencies (Percentages) N = 70

Feedback Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I felt comfortable discussing the issues in a group with my classmates.	9(12.9)	5(7.1)	19(27.1)	14(20.0)	23(32.9)
2. I felt the sessions were relevant to me.	3(4.3)	7(10.0)	23(32.9)	26(37.1)	11(15.7)
3. I felt I learned a lot during the sessions.	1(1.4)	3(4.3)	12(17.1)	32(45.7)	22(31.4)
4. I felt that the sessions were interesting.	2(2.9)	4(5.7)	19(27.1)	27(38.6)	18(25.7)
5. I felt that the sessions were enjoyable.	2(2.9)	5(7.1)	18(25.7)	24(34.3)	21(30.0)
6. I would recommend this program to others.	3(4.3)	1(1.4)	16(22.9)	16(22.9)	34(48.6)

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Appendices

Appendix A: Participant and Parental/Guardian Consent Form



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

**Participant Information Statement
&
Consent Form for Participants and Parents/Guardians**

“Evaluating More To You¹: A media literacy, peer-based, and cognitive dissonance intervention for increasing positive body image among adolescents.”

I. Who is conducting the positive body image program?

Principal Investigator:

Dr. Rhea Owens
University of British Columbia
Counselling Psychology Program (CNPS)

Co-Investigator (contact person)

Ms. Renae Regehr
University of British Columbia
Masters of Counselling Psychology Candidate
Counselling Psychology Program (CNPS)

II. Why are we doing this program?

Dear Participant and Parent/Guardian,

You are being invited to take part in a positive body image program conducted by Dr. Rhea Owens and Ms. Renae Regehr of the University of British Columbia. This exciting new program entitled, *More To You*, aims to help adolescent boys and girls feel better about themselves and their bodies by exploring and discussing factors that increase positive body image.

Research shows that body image concerns is a common concern for adolescents and so *More To You* has been developed by Ms. Renae Regehr of the University of British Columbia for a graduate thesis to help adolescents increase their positive body image. *More To You* is a **[insert number of sessions]**, **[insert time]** minute, classroom based program. The focus of the sessions are to provide students with skills to critically analyze and understand media, understand external pressures around them (e.g., peer pressure), highlight their internal characteristics, and to provide students with critical thinking skills to create social environments that are free from prejudice and discrimination. We believe this program will be very helpful to students.

The school principal has been made aware of the potential benefits from this program, and has agreed to adopt the program as school curriculum during **[insert name]** block. *All*

¹ Program name was later changed to Free To Be

students will participate in the program, but each student and their parent/guardian can choose whether the student will participate in helping us evaluate the program.

III. What happens during the program?

If you (the student) and your parent/guardian say ‘Yes’ to participate, here is how we will do the study:

- You will be invited to complete a questionnaire package at three different times (during class time) to help us learn how successful *More To You* is in increasing positive body image for the participants. The questionnaires will take approximately 30 minutes to complete. It is important to know there are no correct or incorrect answers in this questionnaire – it is not a test.
- The questionnaires mostly ask you to check a box or choose a number that asks you how you feel about yourself, your body, and the media.
- We will also ask students to participate in **[number of sessions]** interactive sessions (during class time) that will focus on topics related to body image, media, and understanding yourself better. During these sessions, students will engage in activities, such as worksheets and drawings from an activity booklet, role-plays, activism project, and written letters. The researchers will examine copies of these activities as part of their analyses.

IV. What happens to the program results?

The results of this program will be reported in a graduate thesis and may also be published in journal articles and books, and possibly presented at conferences. *No identifying personal information* will appear in any publications. A summary report of the findings will be provided to the school for any student or parent who is interested in learning about the results.

V. Is there any way being in this program could be bad for you?

We do not think there is anything in this program that could harm you or be bad for you. Some of the questions or content in the questionnaire and the classroom activities may seem sensitive or personal. Please let one of the program staff know if you have any concerns, and please know you do not have to answer any questions that you do not want to.

VI. What are the benefits of participating in this program?

You may be helped in this program by understanding media better (e.g., subtle messages will be exposed, learning how photos are digitally altered), feeling more connected to your body, being more aware of your unique internal characteristics, feeling equipped to deal with external pressures (e.g., peer pressure), and feeling more confident with you are (e.g., increased self-esteem).

VII. How will your identity be protected?

Information that discloses your identity will not be released without your consent unless required by law. All documents will be identified by a code number and kept in a locked filing cabinet. Participants will *not be identified* (by name or any other method) in any reports of the completed study. Your confidentiality will be respected.

Regarding the questionnaires: It is important to understand that anything you, the participant, write in your questionnaire will be kept confidential. This means we will not discuss your information with people outside of the project. Participants will also be asked to not discuss their answers to the questionnaires with others.

VIII. Who can you contact if you have questions about the program?

If you have any questions or concerns about what we are asking of you, please do not hesitate to contact the program leader or one of the program staff. The names and telephone numbers are listed at the top of the first page of this form. We want to make sure you feel comfortable with the program.

IX. Who can you contact if you have complaints or concerns about the program?

If you have any concerns or complaints about your rights as a participant and/or your experiences while participating in this program, contact the Research Participant Complaint Line in the UBC Office of Research Ethics at [phone number] or if long distance e-mail [email] or call toll free [phone number].

If you would like to be involved in the evaluation of this exciting positive body image program, please indicate you have read and understood this information by signing the accompanying *Consent Form*. Each student and their parent/guardian need to complete the *Consent Form*. **Please make sure to return the consent form (only page 4 is required) with the signatures of the student and parent/guardian to your [INSERT NAME] teacher by [INSERT DATE].**

We want to sincerely thank you for taking the time to consider being involved in this positive body image program!

Kind regards,

Dr. Rhea Owens

Ms. Renae Regehr

CONSENT FORM for PARTICIPANT AND PARENT/GUARDIAN

X. CONSENT AND SIGNATURE

Taking part in this anonymous positive body image program evaluation is entirely up to you. You have the right to refuse to participate in the anonymous evaluation. If you decide to take part, you may choose to pull out of the assessment portion at any time without giving a reason and without any negative impact on your school grades.

- Please circle below your choice of consent.
- Your signature below indicates that you have received a copy of this consent form for your own records.
- Your signature indicates that you consent to participate in the evaluation by completing the assessments.

For Parent/Guardian:

Check One:

*I **CONSENT** to my child's participation in the anonymous program evaluation and assessments.*

*I do **NOT CONSENT** to my child's participation in the anonymous program evaluation and assessments.*

Parent/Guardian signature

Date

Printed name (block letters) of the Parent/Guardian signing above

For the Participant/Student:

If I put my name at the end of this form, it means that I agree to participate in the anonymous program assessment by completing assessments.

Participant signature

Date

Printed name (block letters) of the participant signing above

Please complete this form by [INSERT DATE] and hand it back to your [INSERT NAME] teacher

Appendix B: Questionnaire Packet

Student Questionnaire

Instructions:

Please read each question carefully and circle the number on the statement that you most agree with or that best fits for you. There are no right or wrong answers.

All responses will be kept confidential. (Your answers will not be shared with anyone).

Please answer all of the questions.

If you are unsure of the meaning of any words in the questions, or if you have any questions about the questions, please raise your hand and a researcher will give you assistance.

Please remember this is not a test, and be please answer each question as honestly as possible.

Date: _____

Demographic Information

Please answer these questions:

What is your age? _____

What is your date of birth?

Day:	Month:	Year:

Please circle your gender: Female Male

Please place an X next to the ethnicity you identify most with:

	... White?
	... Chinese?
	... South Asian (e.g., East Indian, Pakistani, Sri Lankan)?
	... Black?
	... Filipino?
	... Latin American?
	... Southeast Asian (e.g., Cambodian, Indonesian, Laotian, Vietnamese)?
	... Arab?
	... West Asian (e.g., Afghan, Iranian)?
	... Japanese?
	... Korean?
	Other – Specify _____

Please write your school's name: _____

Please write down your grade level: _____

Please write down the number you have been assigned: _____

(Note: This is not your student number but the number your teacher gave you.)

2. How would you describe the way you look? Please provide a detailed response.

A large rectangular box with a black border, containing ten horizontal lines for writing a response.

ML

Please indicate whether you strongly agree, agree, are neutral, disagree, or strongly disagree with the statement.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Models in media (fashion magazines, social media, commercials, advertisements, music videos etc.) are made to look glamorous and successful using fashionable clothing, lighting, and make-up.	1	2	3	4	5
2	Many images of models in media have been changed using computer techniques.	1	2	3	4	5
3	Appearance pressures change between cultures.	1	2	3	4	5
4	The ideal appearance look has changed throughout history.	1	2	3	4	5
5	There are external pressures to encourage an ideal type of appearance.	1	2	3	4	5
6	In popular media (television shows, commercials, magazines, music videos) there are no stereotypes about how girls and boys should be.	1	2	3	4	5

HSCS

INSTRUCTIONS:

Please read the following sentences. *This is a survey, not a test.* There are *no right or wrong answers.* Since kids are very different from one another, each of you will be putting down something different.

Let me explain how these questions work. There is a sample question at the top. This question talks about two kinds of kids, and we want to know which kids are most like you.

(1) I want you to decide first is whether you are more like the kids on the left side who would rather play outdoors, or whether you are more like the kids on the right side who would rather watch T.V. Don't mark anything yet, but first decide which kinds of kids are *most like you*, and go to that side of the sentence.

(2) Now the second thing I want you to think about, now that you have decided which kinds of kids are most like you, is to decide whether that is only *sort of true for you*, or *really true for you*. If it's only sort of true, then put an X in the box under Sort of True for me; if it's really true for you, then put an X in that box, under Really True for me.

(3) For each sentence, you only check **one** box. Sometimes it will be on one side of the page, another time it will be on the other side of the page, but you can only check one box for each sentence. **YOU DON'T CHECK BOTH SIDES, JUST THE ONE SIDE MOST LIKE YOU.**

(4) OK, that one was just for practice. Now we have some more sentences. For each one, just check one box - the one that goes with what is true for you, what you are most like.

	Really True for me	Sort of True for me		Sort of True for me	Really True for me
Sample Sentence					
			<i>Some kids would rather play outdoors in their spare time</i>	BUT	<i>Other kids would rather watch T.V.</i>
1			Some kids are happy with the way they look	BUT	Other kids are not happy with the way they look
2			Some kids are happy with their height and weight	BUT	Other kids wish their height and weight were different
3			Some kids wish their body was different	BUT	Other kids like their body the way it is
4			Some kids wish their physical appearance (how they look) was different	BUT	Other kids like their physical appearance the way it is

	Really True for me	Sort of True for me		Sort of True for me	Really True for me		Really True for me
5			Some kids wish something about their face or hair looked different	BUT	Other kids like their face and hair the way they are		
6			Some kids think that they are good looking	BUT	Other kids think that they are not very good looking		

BAS-2

Please indicate whether the question is true about you never, seldom, sometimes, often, or always

		Never	Seldom	Sometimes	Often	Always
1	I treat my body well.	1	2	3	4	5
2	I feel good about my body.	1	2	3	4	5
3	I feel my body has some good points.	1	2	3	4	5
4	I think good things about my body.	1	2	3	4	5
5	I take good care of my body.	1	2	3	4	5
6	I feel love for my body.	1	2	3	4	5
7	I like how my body is different than everybody else's body.	1	2	3	4	5
8	Others can tell that I like my body.	1	2	3	4	5
9	I am comfortable in my body.	1	2	3	4	5
10	I feel beautiful even if I'm different from attractive people on TV or magazines.	1	2	3	4	5

EDI-BD

Official Instructions:

This is a scale which measures a variety of attitudes, feelings, and behaviours. Some of the items relate to food and eating. Others ask you about your feelings about yourself. **THERE ARE NO RIGHT OR WRONG ANSWERS SO TRY VERY HARD TO BE COMPLETELY HONEST IN YOUR ANSWERS. RESULTS ARE COMPLETELY CONFIDENTIAL.** Read each question and place an (X) under the column which applies best for you. Please answer each question *very* carefully. Thank you.

		Always	Usually	Often	Sometimes	Rarely	Never
1	I think that my stomach is too big.						
2	I think that my thighs are too large.						
3	I think that my stomach is just the right size.						
4	I feel satisfied with the shape of my body.						
5	I like the shape of my buttocks.						
6	I think that my hips are too big.						
7	I think that my thighs are just the right size.						
8	I think that my buttocks are too large.						
9	I think that my hips are just the right size.						

PANAS-C

This scale consists of a number of words that describe different feelings and emotions. Read each item and then circle the appropriate answer next to that word. Indicate to what extent you have felt this way *during the past week*.

		Very slightly or not at all	A little	Moderately	Quite a bit	Extremely
1	Sad	1	2	3	4	5
2	Happy	1	2	3	4	5
3	Scared	1	2	3	4	5
4	Miserable	1	2	3	4	5
5	Cheerful	1	2	3	4	5
6	Proud	1	2	3	4	5
7	Afraid	1	2	3	4	5
8	Joyful	1	2	3	4	5
9	Mad	1	2	3	4	5
10	Lively	1	2	3	4	5

BICSI-PRAC

“Body image” refers to how we think and feel about our own physical appearance. In the course of everyday life, there are situations and events that occur which can negatively affect our body image. These situations and events are called “body image threats or challenges,” because they threaten or challenge our ability to feel okay about our looks.

People do lots of different things to cope or deal with these challenges or threats. Listed below are some of the ways that people may try to cope with body image threats or challenges. For each item, think about how much it is characteristic of how you usually cope or would probably cope with an event or situation that poses a threat or challenge to your body image feelings.

Using the scale below, enter a number from 0 to 3 in the space to indicate how well each way of coping describes what you actually do or would do. There are no right or wrong answers. It doesn't matter how helpful or unhelpful your ways of coping are. Don't answer based on how you wish you usually reacted. Just be completely truthful.

0	1	2	3
Definitely <u>Not</u> Like Me	Mostly <u>Not</u> Like Me	Mostly Like Me	Definitely Like Me

SWLS-C

For each of the following statements, please circle the number that describes you the best. Please read each sentence carefully and answer honestly.

	Disagree a lot	Disagree a little	Don't agree or disagree	Agree a little	Agree a lot
1. In most ways my life is close to the way I would want it to be	1	2	3	4	5
2. The things in my life are excellent	1	2	3	4	5
3. I am happy with my life	1	2	3	4	5
4. So far I have gotten the important things I want in life	1	2	3	4	5
5. If I could live my life over, I would have it the same way	1	2	3	4	5

CSWS-A

Please respond to each of the following statements by circling your answer using the scale from "1 = Strongly disagree" to "7 = Strongly agree." If you haven't experienced the situation described in a particular statement, please answer how you think you would feel if that situation occurred.

		Strongly Disagree	Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Agree	Strongly Agree
1.	When I think I look attractive, I feel good about myself.	1	2	3	4	5	6	7
2.	My self-esteem is unrelated to how I feel about the way my body looks.	1	2	3	4	5	6	7
3.	My self-esteem is influenced by how attractive I think my face or facial features are.	1	2	3	4	5	6	7
4.	My sense of self-worth suffers whenever I think I don't look good.	1	2	3	4	5	6	7
5.	My self-esteem does not depend on whether or not I feel attractive.	1	2	3	4	5	6	7

***Feedback Page only to be included at post-intervention follow-up.**

We want to make our sessions as comfortable, enjoyable, interesting, and educational as possible. 😊 We value your feedback, so please be honest as you fill out this short survey.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I felt comfortable discussing the issues in a group with my classmates.					
3	I felt the sessions were relevant to me.					
4	I felt I learned a lot during the sessions.					
5	I felt that the sessions were interesting.					
6	I felt that the sessions were enjoyable.					
7	I would recommend this program to others.					

1. What were your favorite activities? Explain your answer.

2. What activities impacted you the most? Explain your answer.

3. What were your least favorite activities? Explain your answer.

4. What would you change?

5. What other topics would you have liked to discuss?

6. Any other comments you would like to add?

Thank You!

You finished the questionnaire 😊

Please feel free to review your answers.

**Please also make sure you have written down your student number.
Once you are satisfied you can turn your questionnaire package over.**

Appendix C: Facilitator's Manual

Free To Be: A positive body image program for adolescents

Facilitator's Manual

By Renae Regehr

University of British Columbia
Masters of Counselling student

Facilitator’s Manual

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FREE TO BE: Facilitator's Manual

Overview

Free To Be (FTB), is a school-based, positive body image program for adolescent boys and girls. FTB consists of [insert number of sessions], [insert amount of time] interactive sessions to be conducted in a classroom setting and led by a trained facilitator. Sessions include small and large group discussions, role-playing, brainstorming, sharing, and positive activism activities. The sessions are sequential, with each session building off of previous program content. Each intervention in FTB has been carefully designed to increase positive predictive factors that are likely to result in positive body image.

Objectives

There are three main objectives of Free To Be:

- 1) **Understand:** Equip adolescents to recognize nuanced messages, or constraining appearance, and behaviour stereotypes in social environments, and to understand how such messages, beliefs, or stereotypes impact the observer.
- 2) **Critique:** Equip adolescents to develop a critical thinking stance towards constraining stereotypes or limiting messages that are depicted in the media and social environments. It is also the aim to help adolescents learn how to positively combat and reframe negative self-limiting beliefs or actions into more positive and healthy perspectives.
- 3) **Empower:** Equip adolescents to develop a positive body image through: (a) engaging in gratitude exercises to create personal and social experiences that teach, support, and enhance self-care and body appreciation; (b) increasing one's own sense of identity and freedom from constraining stereotypes; and (c) providing students with critical thinking skills to seek out and create social environments free from prejudice and discrimination and not premised on appearance or social identity.

Instructions

The FTB facilitator's manual outlines the content and materials needed for each session, as well as timing guidelines for each activity. A description, detailed instructional procedure, and rationale are provided for each activity. Below is a list of instructions to ensure the program runs as effectively, smoothly, and comfortably as possible:

- ❖ **Be prepared:** Be sure to thoroughly prepare each session prior to facilitation.
- ❖ If you are a facilitator going into a new classroom **be aware** there may be students with Individualized Education Plans, as well as those struggling with physical, emotional, and social challenges **which may impact their participation and involvement**.

- ❖ **Learn every student's name:** Acknowledge students by name when they participate. This will help students feel valued and will increase the likelihood of their participation and internalization of the content.
- ❖ **Go slow:** If this is your first time facilitating the program, be mindful to proceed slowly to **allow students time to process** the new information.
- ❖ **Be upbeat and passionate, but sensitively monitor the overall tone** of the classroom. Students will feel most engaged if the facilitator is passionate about the content and will feel most safe if the facilitator is acutely aware of the dynamics of the classroom, as some content and activities will likely be uncomfortable at first.
- ❖ Teach all the program units **in order**. Each unit is mapped out purposefully and it is best if units are taught in sequence.
- ❖ **Timing:** There is a lot of material to cover, so be sure to follow the guidelines provided at the start of each session.
- ❖ Have **quick transitions** between each activity in order to keep the students' attention.
- ❖ As much as possible, have **students brainstorm their own critical responses** to questions.
- ❖ **Remember silence can be a tool.** Allow silence after asking questions. Students may be processing a question and need time to develop their answers.
- ❖ **Summarize the main points** after each activity and **make connections** between previously learned content.
- ❖ Stress the importance of **completing the homework**.
- ❖ Remind students that while they will likely have fun doing the program, they will need to **think about the content and put effort into the tasks**.
- ❖ **The script provided is a sample, but it is suggested that it be closely adhered to so the session's goals can be met.**

SESSION ONE

Shifting Perspectives of Appearance Pressures

Materials Needed:

- Whiteboard (or flip-chart)
- Markers (for whiteboard or flip-chart)
- Classroom guidelines **with guidelines already written on*
- Tape or magnets for attaching the poster to whiteboard
- Construction paper for students to write their names on
- PowerPoint
- Pencils or pens for writing
- Student activity booklets

Overview: The focus of session one is to present the overall topic of the program, become acquainted with participants, create a safe environment by establishing classroom guidelines and expectations of the group, and to develop a critical stance towards constraining appearance pressures.

Timing for 55 minute class:

- 10 minutes – Introductions, class guidelines, and icebreaker
- 10 minutes – Appearance pressures throughout history
- 12 minutes – Appearance pressures for boys and girls
- 8 minutes – Problems with pursuing appearance pressures
- 10 minutes – Memory exercise
- 5 minutes - Debrief

Introductions (10 minutes)

Description:

- Introduce yourself (facilitator) and basic premise of F (2 minutes)
- Introduce guidelines (3 minutes)
- Icebreaker (5 minutes)
- Turn on Power-Point now in case it takes a few minutes to warm up

Booklet: Page 3 & 4

Script:

Hi everyone! My name is _____ and I am _____ (a teacher, counsellor, social worker etc.). I am going to be here for the next _____ (insert time e.g., 5 days) to run a positive body image program called Free To Be. We will be talking about stereotypes surrounding appearance and behaviour, and learning about Photoshop and the “ins-and-outs of media.” We are going to cover a lot of information; it’s okay to ask questions along the way. We are in this program together and will have a lot to learn from each other!

- Give a brief self-disclosure statement about your own developing body image and briefly explain what body image is.

(e.g., When I was an adolescent, I struggled with body image issues and I didn't realize how these ideas impacted me in a negative way until I was older. To clarify what body image is, it is a term we use to describe our judgements, thoughts, and feelings about our bodies and ourselves.)

Body image issues are common concerns for both boys and girls, which is why this group is being run. In fact, approximately 50% of children as young as six years old (boys and girls) are already dissatisfied with their bodies.

- After basic introductions by the group facilitator, the facilitator should re-state his or her name, and give personal information (e.g., something interesting or unique about themselves).

Before we start can everybody please write their name on the paper provided. Fold it up so it sits on your desk.

- Students write their names on paper, fold it, and leave on their desk during duration of program. Facilitator should collect the names at the end of the class.

You will get the most out of this group if you participate, are honest with yourself and others, and complete all the exercises. Even though so many of us have concerns about our bodies, it can feel like a sensitive topic when we talk about it out loud. It will be most beneficial if you participate and share your thoughts and opinions. However, for people to feel safe to share we are going to create some guidelines.

Classroom Guidelines: Put up Class Guidelines

- Everyone gets to talk and express himself or herself.
- Non-judgmental listening/respect for others: (e.g., no talking or laughing about what someone said, no rude gestures, be polite).
- Right To Pass: If you are uncomfortable talking about a particular topic you have the right to pass and not comment (remind students the more they participate the more they are likely to benefit from the group).
- No cell phones.

Ask for input from students to see if they agree and feel comfortable with the class guidelines. If there are more guidelines students would like to add, write them down. Thank students for their participation.

Reinforce the importance of following the guidelines for a safe, supportive environment. Respect is of paramount importance.

Icebreaker:

Before we begin I want you to stand and stretch. Drop your pencil. Pick it up without using your hands and pass it to your neighbour. How easy was that?

Listen to students' comments.

Now, stand on one foot and go around your desk and then sit down. How easy was that?

Listen to students' comments.

We often do not appreciate how much our bodies can do. We live in a society where we focus on what our body looks like and not what our bodies can do.

Why do you think that is?

Listen to students' comments.

ACTIVITY 1.1

Appearance Pressures Through History (10 minutes)

Description:

Facilitator identifies appearance pressures of men and women throughout history.

Move to PowerPoint with images of appearance ideals.

Move through this section fairly quickly, so be sure tell students there will be time for questions at the end of this section.

Rationale: This activity is intended to increase student's awareness that appearance pressures exist, ideals of attraction are in constant flux, and that there are no objective standards of beauty.

Note:

Images are North American and note that every culture has their own standards of what is considered attractive.

Booklet: p. 5

Power Point: slide 3 - 10

Script:

Pressures about what we look like, our appearance, have always been around. Lets take a look at some of the earliest pressures people felt.

As we look through the images I want you to write down 2 or 3 points in your booklet about what you believe the people in the pictures thought was attractive to them at the time? Or, what was considered attractive in that time period?

After you have written down your answers we will share as a class. If you hear something interesting, write it down in your booklet.

The students write down their points. After, ask the students what types of things they wrote down.

Women:

Renaissance (1400s to 16th century): Full bodied, big curves, light skinned

Victorian Era (1837-1901): Corsets, small waistlines, layered petticoats, hoops, bustles

1980s: Big hair, big shoulders, toned but not too muscular

Men:

Renaissance

Victorian Era:

1980s: Big hair, strong and muscular, fit

Discussion questions for the class

Although the standards have changed drastically for girls, and less often for boys, how will ideas of who is considered attractive/or what is considered attractive change?

Example: Are people who were considered pretty or handsome or fashionable many years ago different than now?

Who gets to say, or who has the ultimate authority, that one type of body is the best body?

No one.

What are some observations you have after viewing all these pictures?

Ideas of appearance are constantly changing over time and across culture.

There is a narrow (small or limited) perspective of what is considered good looking or attractive. Boys and girls each have a very different set of appearance pressures.

Does anyone have any questions?

ACTIVITY 1.2

What Are Appearance Pressures For Boys and Girls? (10 minutes)

Description:

In pairs of two, students will identify sociocultural standards of appearance ideals/pressures for boys and girls. Write ‘Appearance Pressures’ on whiteboard.

Rationale: Appearance ideals change from decade to decade, country to country, and are a narrow range of criteria that the overwhelming majority of people cannot adhere to. Attempting to follow them can set one up for failure. Furthermore, happiness, success, acceptance, and other messages promised are not fulfilled through the attainment of appearance ideals.

Notes:

- ✓ Be sure not to promote current appearance pressures by over glamorizing or over emphasizing ideas.
- ✓ Brainstorming in pairs should take approximately 5 minutes. If students are done early, they can begin writing their answers on the whiteboard to generate a master-list of appearance pressures by the class.

Booklet: p. 6

Power Point: slide 11 - 15.

Script:

We have been talking about different appearance pressures throughout history. Next, we are going to talk about current appearance pressures. Or, in other words, current ideas of what it means to be good looking.

First, what are appearance pressures? (PP slide 11)

Pressures exist in every culture and social environment about what is attractive and how people “should” look. For example, the feeling you get that you are not good enough when you do not look a certain way.

Where do they come from? (PP slide 12)

Movies, television shows, social media, magazines, friends, family, ourself, fashion industry, make-up industry, weight-loss industry, advertising, etc.

Now, let’s examine pictures from media we see around us. These are examples of some appearance pressures based on our Western culture.

What are appearance pressures for boys and girls today? (PP slide 13)

In pairs of 2, brainstorm a list and write down in your booklet as many appearance pressures you can. After, we will generate a list on the whiteboard of all the appearance pressures.

Girls and boys can fill in appearance pressures for both boys and girls.

“Appearance Pressures - What Are They?” (Adapted version with permission from McLean & Paxton, 2014)

Appearance Pressures for Girls	Appearance Pressures for Boys
Long legs	Muscular (defined muscles)
Fit	Broad chest
Slim/skinny	Lean
Clear/flawless skin	Tall
Big eyes	Square jaw
Long eyelashes	V-shaped torso
Thick hair	Defined pecs

Plump lips Flat stomach Toned Tanned Long hair Hour glass Big breasts Thigh gap Youthful Sweat free No body hair	Six pack Large biceps Clear skin Slim waist Toned Low body fat Minimal body hair Full head of hair Slim hips
------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------

After 5 minutes, gather the students' attention. Generate a list on the whiteboard by asking student pairs what they wrote down. After the list is generated on the board then continue on. Students should write down answers in their booklet.

What are the messages being sent if you achieve having the appearance ideal? (PP slide 14)

We will be accepted, loved, successful, wealthy, happy, content, well-known or famous, feel more care-free in life, etc.

If students are having trouble thinking of messages:

Can anyone think of any commercials that portray good looking people that buy a product or do something that results in them being successful, wealthy or famous, or just having fun?

Note: If students cannot come up with something use the following examples:

- ✓ Car commercials (especially luxury brands): The people driving the car are generally in a suit (which implies wealth and success), are good looking, and often have a crowd of people looking at them.
- ✓ Clothing commercials: The models are often attractive, in shape, and having a good time with lots of friends.
- ✓ Skin/Acne commercials: The models are often beautiful, happy, and appear carefree.

What about people who are disabled or sick? For example, people with cancer who lose their hair, someone in a car accident who loses their ability to walk. Can they still be happy, successful, and accepted?

Yes.

Explain how someone can feel accepted, loved, successful, happy, or joyful not based on their appearance. Write this under "Explanation" in your booklet (PP slide 15)

Note: If time other questions to consider:

How can you be a good friend? (e.g., What characteristics make up a good friend?)

*What are qualities (non appearance) about your friends that you like?
Explain how someone can feel joy, contentment, love, and success not based on appearance?*

After a few minutes of listening to responses encourage class discussion.

ACTIVITY 1.3 **Problems With Appearance Pressures? (8 minutes)**

Description: In the same pairs, have students brainstorm ideas about the cost of pursuing appearance pressures. Tell students the facilitator will randomly pick students to share their ideas with the class.

Rationale: This activity was designed to develop awareness of the numerous problems that exist with pursuing appearance ideals/pressures. The activity is also intended to create cognitive dissonance for students whose beliefs align with the stereotypical ideas of attractiveness. By having students generate their own ideas and share them with the class, the discomfort will hopefully cause students to change their perspectives related to internalizing the negative consequences.

Notes:

- ✓ It is important that participants come up with their own ideas, and to hold a discussion of these with the class. Have as many participants as possible participate (e.g., have students come up to the whiteboard and write their idea down).
- ✓ Ensure students understand it is good to be healthy (eat nutritious food and exercise) and that you are not discouraging being healthy. Rather, have students think about the master list they generated as a class and why pushing to be like the attributes on the list can be problematic.

Booklet: p. 7

Power Point: slide 16-17

We have discussed these appearance pressures, and now we are going to consider if there are problems or costs with striving to reach these standards of who is attractive (i.e., good looking; e.g., How will a person feel if they try their hardest to achieve these attractive ideals?).

*In the same pair you are in I want you to brainstorm and write down in your booklet **how** following appearance pressures can be problematic.*

Think about conversations you have had or have heard amongst others friends who want to look a certain way. Think about what happens to people who will never look like the 'appearance ideal.' Write a list problems or issues that can arise.

What are problems with appearance pressures?	<input type="checkbox"/> Hurtful labels
-----------------------------------------------------	-----------------------------------------

<input type="checkbox"/> Bullied	<input type="checkbox"/> Feeling inadequate
<input type="checkbox"/> Disappointment	<input type="checkbox"/> Feeling angry
<input type="checkbox"/> Low self-esteem	<input type="checkbox"/> Feeling hurt
<input type="checkbox"/> No pleasure when doing physical activities	<input type="checkbox"/> Obsessive exercising
<input type="checkbox"/> Excessive eating (e.g., eating all the time)	<input type="checkbox"/> Eating too little - not getting enough nutrients
<input type="checkbox"/> Feeling uncomfortable with himself or herself	<input type="checkbox"/> Ignoring one's body when hungry
<input type="checkbox"/> Overspending on makeup	<input type="checkbox"/> Feeling restricted about the choice of clothes he or she would like to wear
<input type="checkbox"/> Being self-conscious	<input type="checkbox"/> Feeling inhibited
<input type="checkbox"/> Spending too much time at the gym	<input type="checkbox"/> Overspending on clothes

Note: Emphasize the answers to the following questions. Allow silence for students to think.

Group share answers. **(PP slide 16)**

As we have discussed before, trying to reach appearance ideals does not result in instant happiness, love, or success, but rather the list of problems and negative feelings on our list.

ACTIVITY 1.4

Memory exercise (10 minutes)

Description:

The aim of this activity is to apply what has been learned in a practical way. Students think of a memory when they felt joy, special, or valued not based on their appearance. They write about who was around, what they were doing, and how they felt. After, they write down 3 ways they can make their friends feel valued.

Rational:

This activity further reinforces the idea that our value and worth to others does not have to come from our appearance.

Booklet: p. 8

Script:

Today we learned about different pressures people have felt in history and today to look attractive. The messages we see in social media, T.V., magazines, and movies focus on our appearance so we feel pressure to look a certain way. However, as we discussed, the standards that both girls and boys have are impossible and result in feeling disappointed, anxious, and unhappy with ourselves. Yet, we don't have to feel like that! I want you to write down a short memory about a time when you were valued, or felt joy (or happy), or special for who you were; your feeling didn't relate to your appearance at all. Explain who was around, what you were doing, and how you felt in the memory. After you have thought about your own life, think about

others. Based on your experience, write down 2 ways you can make others feel valued, special, or joyful by not focusing on their appearance.

Debrief (5 minutes)

Description: Collect students' attention back to the group facilitator. Have them sit back in their own desks. Students are asked to complete the previous activity for homework if there is insufficient time in class.

Rationale: Student's attitudes and beliefs may positively shift if they continue to internalize and practice the content in-between sessions.

Script:

Our time is soon coming to an end so I want to wrap up this session. It is really important that you do Activity 1.5 for homework. The homework will be handed in with your name on it. To ensure everyone does the homework, know that I will randomly choose 3-5 students next session to read their homework to the class.

Any questions?

Please feel free to discuss everything we are learning with your parents and each other.

The major themes and messages of today's session were to explore how appearance pressures have changed throughout history, what our current appearance pressures are, and discussed the many problems that arise with pursuing them.

What did you find surprising or new that you didn't know before?

Next session we will be talking about Photoshop and ideas surrounding how boys and girls should behave.

Thanks for participating in today's session everybody. I'm looking forward to seeing you all next session!

SESSION TWO

Media Images Uncovered

Materials

- Whiteboard or flip chart
- Markers or dry erase markers and dry eraser
- Classroom guidelines sheet **with guidelines already written on it*
- Tape or magnets for attaching the poster to whiteboard
- Student names on papers
- Folder to collect homework
- Power Point
- Student activity booklet

Overview: Content for session two focuses on Photoshop and increasing media literacy.

Timing for 55 minute class:

7 minutes – Introductions, class guidelines, and review homework

25 minutes – How to become a critical consumer of media

18 minutes – Your voice matters: Letter to magazine

5 minutes – Homework and debrief

Introduction and Debrief (10 minutes)

Description:

Facilitator re-introduces himself or herself to the class, welcomes students back, briefly goes over class guidelines, and begins the review of homework from the previous session.

Rationale:

Re-introduction reminds students who the facilitator is and sets the tone for the day.

By students reading their homework aloud it further allows the student to internalize what they are learning. Sharing their homework also begins to create a culture of critical thinking towards stereotypical appearance ideals and thereby fosters a social environment that promotes personal agency and positive role-modelling for being a critical thinker.

Notes:

- It is likely some students will not have completed the homework. If the majority of students have not completed the homework it might be helpful to give the class a few minutes to complete it. For those who have completed the homework, they can share their homework with the person sitting beside them.
- Reinforce the importance of completing the homework.

Script:

Hi everyone! I am excited to be back for session 2.

- Hand names cards back to the students and tell them to fold their names on their desks.
- Hang up the class guidelines sheet.

Let's get started. Last session you each had a homework assignment (Activity 1.5) that was supposed to be done.

How did that go?

Did any students learn anything surprising?

- Take 2-4 students' comments. Acknowledge students by name.

Now, as promised we are going to be reading the homework. We are going to have 3-5 people read 2 ways they can make their friends feel special regardless of their appearance. Do we have any volunteers?

- If no volunteers, then group facilitator starts picking students. Be sure to pick both boys and girls.

Thank you for reading your homework! Now please hand it in at the front.

- Ask students to hand-in the homework. Make sure students' names are on the homework.

ACTIVITY 2.1

Becoming A Critical Consumer of Media (25 minutes)

Description:

Students will watch 2 videos of Photoshopped models. Students will learn about the “smoke-screen” of advertising images and begin to recognize how unrealistic such images are. In addition, students will complete an exercise about looking for digital alterations of photos in “before” and “after” pictures.

Rationale:

Exposing the “smoke-screen” will potentially encourage a critical stance towards advertising and media. Advertising is a multi billion-dollar industry that can make people feel anxious and dissatisfied about themselves so that they buy a product to feel better. Students could potentially feel less anxious about themselves because as they become more critical of the media they will know the images are not real that they are comparing themselves to.

Note:

- Ensure students do not judge the models in the before and after pictures (e.g., “Ew she looks so ugly before”). The purpose of the activity is to show that models are real people, just like everyone.

Booklet: p. 10 & 11

Power Point: slide 19-32

Script:

Let's begin this session. Last session we focused on appearance pressures or appearance ideals for boys and girls. Now we are going to expose what goes on behind the scenes in media images we see. We will watch 2 videos.

Before we begin, tell me how much you think images are changed that we see in the media. (PP slide 19)

Have 2-4 students answer.

Turn on video of Dove Evolution Photoshop Transformation (2 minutes) (PP slide 20)

Turn on video of Elizabeth Moss of Beauty Retouching (2 minutes) (PP slide 21)

How many of you have seen these videos?

Discuss with the person sitting beside you what was the most surprising and least surprising things about these videos.

After a few minutes, gather the students' attention and listen to the answers from some groups.

Related to appearance ideals that we talked about last time, it is clear that pictures we are shown in the media may not be in their natural form.

In fact, an editor at a fashion magazine once said that the purpose of these magazines is to make men and women feel unhappy, dissatisfied, and anxious about who they are, and think that there is something wrong with them - so that they are likely to go out and buy the magazines and products, like makeup and clothes, to increase sales. (PP slide 22)

Reference:

Stice, Rhode, & Shaw (2013). *The Body Project*. Washington, DC: American Psychological Association

Magazines often sell ideas of "loving yourself" right next to a Photoshopped photo. Consumers are set up to fail, feel disappointed, and anxious so that they buy something. (PP slide 23)

Now we are going to do a fun activity called "Spot The Photoshop."

You will have approximately 30 seconds for each photo to write down all the things you think have been Photoshopped in the photo. After, we will compare it to the original photo. (PP slide 24 – 32)

Note:

- Ensure students do not judge the models in the before and after pictures (e.g., "Ew she looked so ugly before"). The purpose of the activity is to show that models are real people, just like everyone.

How do you think this impacts us, on a subconscious level (or level we are not aware of) when we read magazines or see models on advertisements at the mall? (PP slide 33)

In your booklet on page 13 please brainstorm with the person sitting beside you and write down 3 things about why it is problematic to see unrealistic, digitally altered photos in our media? (PP slide 34)

While students are working the facilitator should write “Problems with Photoshopped images” on one side of the whiteboard.

After 3-5 minutes have students write their ideas on the whiteboard.

Examples:

- We see so many images and media that erase skin pores, wrinkles, freckles, skin blemishes and we think this is normal
- We strive to look like images in media (magazines, social media, television) and we forget that their bodies all look different

There are a lot of problems with viewing Photoshopped images! Now I want you to discuss with your partner and write down 3 ways of how you can protect your friends from being dissatisfied after viewing these images.

After 3-5 minutes listen to groups’ answers. Students can write their answers on the whiteboard.

On the other side of the whiteboard, while students are working, the facilitator should write “How to protect our friends.”

Example ideas for how to protect our friends:

- Remind friends of the good qualities they have
- Remind friends the bad feeling won’t last forever
- Remind friends they can feel patient with themselves (i.e., if you have pimples that is a normal part of being a teenager)
- Remind friends that there are more important things than looks
- Remind friends that the images in the media aren’t real
- Find a friend to talk about why they feel bad
- Remind friends to do things/activities that make them feel like a good person
- Model self-accepting behaviour (i.e., being gentle with yourself when you don’t feel like your best self or are having an off day)

ACTIVITY 2.2

Take Action: Your Voice Matters (18 minutes)

Description:

Collect students’ attention back to the group facilitator. Students will write a letter to a magazine (Teen Vogue, Seventeen, Sports Illustrated) about: (a) what they have learned about Photoshop, (b) problems that can arise by viewing such media (refer to Session 1 as well), and (c) give two reasons why it is important to not have images in their magazines (or social media) that are Photoshopped.

Booklet: p. 12

Script:

Our last activity pulls everything together related to we have been learning. Please write a letter to the editor of a magazine, like Teen Vogue, Seventeen, Sports Illustrated, or other magazines that you read or follow on social media.

In your letter please tell them: (a) what you have learned about Photoshop (b) the problems that can arise by viewing such images in media, and (c) explain two reasons why it is important to not have images in their magazines (or social media like Instagram, Snap chat, Twitter, Facebook, etc.) that are Photoshopped.

You have the next 15-20 minutes to write this letter. I am also going to choose a few of you to read your letters to the class in our next session. But also, very importantly, I'm going to bring the contact information for you to send your letters. Your voice matters and if enough people start requesting different media, the companies and magazines may change.

Debrief (5 minutes)**Description:**

Bring student's attention back to group facilitator. Have students sit back in their own desks. Students are asked to complete the homework activity. Also remind students the facilitator will randomly choose students to read their letters in the next session.

Rational:

Student's attitudes and beliefs will potentially positively shift if they continue to internalize and practice the content between sessions.

Script:

Our time is soon coming to an end so I want to wrap up this session. Remember, I will randomly choose 3-5 students next session to read their letters to the editors during the next session.

Any questions? Please feel free to discuss everything we are learning with your parents and each other.

The major messages of today's session were to examine the smoke screen of Photoshop. Next session we will be talking about things we appreciate in ourselves and others.

What did you find surprising or new that you didn't know before?

Thanks for participating in today's session everybody. I'm looking forward to seeing you all next session!

SESSION THREE

Increasing Body Appreciation and Gratitude

Materials

- Whiteboard or flip chart
- Markers or dry erase markers and dry eraser
- Class guidelines sheet **with guidelines already written on it*
- Tape for attaching the poster to the whiteboard
- Folder to collect homework
- Students' names on paper
- Student activity booklet
- Pencil crayons/coloring felts

Overview: Content for session three focuses on developing appreciation and gratitude for one's body, appreciating internal characteristics, increasing positive attunement to the body, and developing personal agency and social power through letter writing.

Timing for 75 minute class

5-7 minutes – Introductions, class guidelines, and debrief homework

15 minutes – Increasing positive awareness

5-7 minutes – Gratitude exercise

15-20 minutes – Developing personal agency: Creative encouragement

5 minutes – Debrief

Introduction and Debrief (10 minutes)

Description:

Facilitator re-introduces himself or herself to the class, welcomes students back, begins debrief of homework from the previous session.

Rationale:

The re-introduction reminds students who the facilitator is and sets the tone for the day. By students reading their letters it potentially allows students to further internalize what they are learning. Reading the letters also creates a culture of critical thinking towards constraining ideas about stereotypical behaviour, and thereby fosters a social environment that promotes positive agency, positive role-modeling, and social power unrelated to appearance.

Notes:

- It is likely some students will not have completed the homework. If the majority of students have not completed the homework it might be helpful to give the class a few minutes to complete the homework.
- Reinforce the importance of completing the homework.

Script:

Hi everyone! I am excited to be back for session 3.

- Ask students to put names up.
- Hang the class guidelines sheet up.

Let's get started. Last session you had to write a letter to an editor of a magazine. How did that go?

Take 2-4 students comments. Acknowledge them by name for participating.

Now, as promised we are going to start by reading the letters you wrote. If anyone wants to read their letter we have time for 2 people. Would anyone like to read his or her letter?

If no volunteers, then the group facilitator starts picking students; however, the student can still pass.

Thank you for reading your letters!

On the whiteboard are the email addresses of where you can type the letter. Talk to your parents before you send your letter.

1. Teen Vogue:	2. Seventeen:	3. Sports Illustrated:
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ACTIVITY 3.1

What I Like About You and Myself (15 minutes)

Description:

In small groups (3-4) students will turn to page 24 of their booklet. The aim of this activity is to increase positive awareness by generating lists of gratitude about all the functions the body performs. This activity also aims to increase body image flexibility, as students will have three different pictures to create lists for: a person in a wheelchair, a person who is blind, and a blank layout of a person who is representative of them.

Rationale:

Writing lists of gratitude will potentially increase positive body image. Writing lists of gratitude about others will potentially increase body image flexibility and also further increase gratitude for the students who are strongly invested in disliking their bodies.

Booklet: p. 15

Power Point: slide 36

Script:

We often do not take time to think about all the different things our bodies can do. Sometimes we can be frustrated or annoyed with our bodies because we don't run as fast as want, or we aren't

as strong as we want to be. However, when we stop to take time to think about what our bodies can do, it can change our perspective.

Close your eyes for a moment. Imagine what life would be like if you lost your eyesight and couldn't see (pause).

Write your name and date on your piece of paper with your eyes closed.

How easy was that? How would that impact your life?

Take 1 or 2 responses.

If all of a sudden your eyesight came back, you would be thrilled and so grateful for your eyes. We can think about that for almost any part of our body.

Over the past few sessions we have been talking about the messages we receive in the media around our appearance. Now we are going to shift our focus to explore and appreciate all the amazing functions that our bodies can do.

Our first exercise will be done in small groups. In your booklet you have three pictures. Please brainstorm at least 5 positive qualities about the functions of the body.

Some examples are: someone is able to see a beautiful sunset because their eyes work, someone is able to carry a heavy load because his or her back is strong, or someone is able to feel happy because his or her ears work and he or she can hear upbeat music. Be creative!

When you are done with the first picture, move on to the next picture. There are three pictures in total. Groups will have 5 minutes to generate the lists.

The last picture should be done as an individual activity because it represents you. You will think about 5 things that you appreciate that your body can do because it makes you happy or content. For example, you love drawing and are thankful that you have good precision with your fingers.

Any questions?

Once the majority of students are done call the students attention back to the facilitator.

In the case of Peter, Sarah, and yourselves you can all feel joy, happiness, or contentment for things unrelated to appearance.

We all have friends who dislike things about themselves. How can you help your friends feel satisfied with who they are after they see images in the media that make them feel unhappy? OR how can you help your friends feel joy, contentment, love, or that they matter?

I want you to brainstorm 3 things you can do. (PP slide 36)

After a few minutes gather students' attention back to the facilitator. Listen to group responses and write answers on the whiteboard.

Example ideas for how to protect our friends:

- Remind friends of the good qualities they have
- Remind friends the bad feeling won't last forever
- Remind friends they can feel patient with themselves
- Remind friends that there are more important things than looks
- Remind friends that the images in the media aren't real
- Find a friend to talk about why they feel bad
- Remind friends to do things/activities that make them feel like a good person
- Remind friends they are maybe overreacting to the situation/body image threat
- Standards of who is pretty/handsome change over time and across culture

ACTIVITY 3.2

Gratitude Exercise (5 minutes)

Description:

The aim of this activity is generate gratitude for one's body and one's life.

Rational:

Writing down why one is grateful will likely increase awareness of all the positive characteristics that one has. Publically declaring one's gratitude will increase the likelihood of internalizing what one is saying and also create a positive, joy-filled social environment, and will increase factors that positively predict higher positive body image.

Booklet: p. 16

Script:

Our last exercise is about gratitude. In your booklets on page 16 you will find a fill-in-the-blank sheet. You will have 3 minutes to complete the list. After, we will go around the room and say 1 thing we are thankful for.

ACTIVITY 3.4

Take Action: Creative Encouragement (20 minutes)

Description:

This activity involves working in pairs to create a picture/poem/list of reasons, to highlight what a person can do to feel better about themselves when they forget their strengths or good qualities.

Rational:

This exercise will likely increase awareness of positive internal characteristics and strengths. This exercise also aims to provide students with practical coping strategies for body image threats or challenges.

Booklet: p. 17

As we have seen from the previous activities, we all have different bodies, skills, strengths, and personalities but we often forget how wonderful these qualities are!

With the person sitting beside you I want you to brainstorm and write down 3 ways in your booklet, about what a person can do to feel better and cope in a healthy way when they have body image threats and want to talk negatively about themselves, or forget their good qualities and strengths. (PP slide 37)

After 5 minutes, bring the students' attention back to facilitator.

After you have written out your list, in the space provided below your list, I want you to draw a picture/write a poem/or write out your reasons in very nice writing, something that represents all or part of the lists you have made.

We will be hanging these around the classroom after next session so remind ourselves of healthy ways to deal with body image threats.

Give the students the remainder of session to finish the activity.
Walk around the classroom and engage with students on their projects.

Debrief (3-5 minutes)

Description:

Collect students' attention back to the group facilitator. Students are asked to complete the activity for homework. Remind students that the facilitator will hang up the pictures/poems/lists around the classroom next session.

Rationale:

Students' attitudes and beliefs will potentially positively shift if they continue to internalize and practice the content in-between sessions.

Script:

Our time is soon coming to an end so I want to wrap up this session. It is really important that you do the homework so we can hang your creations up to have encouraging reminders around us.

The major messages of today's session were to increase our appreciation towards our bodies and other people's bodies,, and develop tools for dealing with body image threats or challenges.

What did you find surprising or new that you didn't know before?

Next session we are going to be talking about being activists and creating change in our environments. Thanks for participating in today's session everybody! I'm looking forward to seeing you all next session!

SESSION FOUR

Countering Constraining Stereotypes

Materials

- Whiteboard or flip chart
- Markers or dry erase markers and dry eraser
- Classroom guidelines sheet **with guidelines already written on it*
- Tape for attaching poster to whiteboard
- Student names on papers
- Folder to collect homework
- Student activity booklet

Overview: Content for session four focuses constraining representations of boys and girls. The goals of session four are to develop personal agency and social power unrelated to appearance, and develop freedom from constraining stereotypes.

Timing for 55 minute class:

10 minute – Introductions, class guidelines, and debrief homework (creative encouragement)

10 minutes – Identify constraining stereotypes about behaviour

5 minutes – Problems with constraining stereotypical behaviours

15 minutes – Developing dissonance through role playing: Constraining stereotypes

5 minutes – Debrief

Introduction and Debrief (15 minutes)

Description:

Facilitator welcomes students back, briefly goes over class guidelines sheet, and begins debrief of homework from previous session.

Rationale:

Viewing the creative encouragement activity potentially will foster a social environment that promotes positive agency, and reminds students how to protect themselves from body image threats or challenges.

Script:

Hi everyone! I am excited to be back for session 4.

- Ask students to put up their name cards.
- Hang class guidelines sheet up.

Let's get started. Last session you each had the creative encouragement homework assignment.

How did that go?

Take 2-4 students' comments. Acknowledge them by name for participating.

Now, as promised, we are going to be putting these up around the classroom. Can everyone come to the front, and tape their creation up on the whiteboard? We are going to spend a few minutes looking at each other's work to see what everyone came up with.

Have tape at the front ready for students. Spend 5 minutes looking at students' creations and students can share.

ACTIVITY 4.1

Identifying Stereotypes (10 minutes)

Description:

This activity involves working in small groups (3-4 students; co-ed groups) to generate a list of stereotypical ideas of how boys and girls should be/act. Tell the students that the facilitator will randomly pick groups to share their ideas with the class.

Rationale:

Identifying constraining stereotypes of how boys and girls should be, and recognizing that nobody has the ultimate authority will potentially encourage students to critically question their engrained beliefs and assumptions about ideas of constraining stereotypical behaviour.

Note:

It is important that students come up with their own ideas and share them with the class. Given the abstract nature of this activity, it may take a bit longer and students may need help in the beginning.

Be sure students know the definition of stereotype.

Booklet: p. 19 & 20

Power Point: slide 39

Script:

Another way that we are given ideas of what it means to be a girl and boy or man or woman is by the actions of what people are doing in the media. These ideas can influence our idea of what "normal" is. Sometimes these ideas of "normal" become stereotypes for how girls and boys should behave.

Who can tell me what a stereotype is? (PP slide 39)

Write students ideas on the whiteboard.

Now we are going to write our definition of a stereotype: A popular opinion about someone or something that isn't true for everyone because the opinion is oversimplified (too simple).

On page 19 in your booklet there are several examples.

In the same small groups please brainstorm and write down in your booklet a list of typical stereotypes of how girls and boys should behave, what they should be when they grow up, and aspirations they should have.

How many of you have felt someone unfairly labeled you with a stereotype?

Now let's examine some ideas about where constraining stereotypes come from. Think of popular movies, T.V. shows, or music videos.

Write down how boys or girls "should" behave. Questions you can consider are:

What aspirations do boys have? Girls?

What types of future careers do girls want or try to be? Boys?

What sorts of hobbies should girls have? Boys?

What types of grades do boys get? Girls?

What sorts of activities do girls do/like? Boys?

You will have 5 minutes to write your lists.

Examples:

Stereotypes of Boys	Stereotypes of Girls
Future profession: Doctor, Lawyer, Pilot, Business Man, Athlete	Future profession: Housewife, Singer, Actress, Model
School: Grades don't matter, funny, confident, athletic	School: Not too smart, flirty, confident, dress in revealing clothing, good at a few subjects
Treatment of girls: Boys treat girls like they own them; girls are "arm candy" for boys	Treatment of boys: Girls pry for boys attention-seeking; obtaining a boyfriend is an ideal

After 5 minutes the facilitator will choose 2-3 groups to read their lists aloud.

In your groups, discuss how these ideas could limit you in what you want to accomplish in life.

After a few minutes gather the students' attention and listen to several answers from different groups.

ACTIVITY 4.2

Problems With Constraining Stereotypes (5 minutes)

Description:

This activity involves working in small groups (3-4 students) to generate a list of problems that might arise from aligning with constraining stereotypical ideas of how boys and girls should behave.

Rationale:

This activity develops awareness of limitations that exist when following stereotypical ideas of behaviour. Writing a list will potentially create cognitive dissonance for students whose beliefs align with the stereotypical ideas of behaviour. By having students generate their own ideas and share them with the class it may increase the likelihood that students will change their perspectives and develop more freedom from believing they should follow constraining stereotypical ideas of behaviour.

Booklet: p. 21

Power Point: slide 40

Script:

We have discussed ideas about how boys and girls “should behave and act.” There are also problems that can arise from these constraining stereotypes. I want you to make a list of the problems that can happen when people feel boxed in or stuck by a stereotype; you will have 5 minutes. Everyone should write down what they have discussed because you will use your list for an activity afterwards. A bullet-point list is okay.

After 5 minutes bring the students’ attention back to the facilitator.

Make a list of potential problems on the whiteboard OR have students write their group’s list on the white board.

There are a lot of problems stereotypes can cause. It would be really helpful to protect ourselves and others from these problems. One way we can do that is by thinking of healthy responses to others’ stereotypes. Our next activity involves thinking of creative, healthy, and alternative responses.

ACTIVITY 4.3

**Role Play: Constraining Stereotypes
(15 minutes total)**

Description:

Students are presented with different scripts of ideas about limiting stereotypes about boys and girls. In groups students develop alternative endings to be read aloud to the class. After, students take turns dissuading the person who adheres to the stereotype.

Rationale:

This activity will ensure students: (a) recognize the different ways stereotypes can manifest in real life, and (b) learn about alternative ways to deal with constraining stereotypes about appearance and behaviour. By developing alternative endings, it increases the likelihood that students will change their perspective to one that is more critical of constraining stereotypes. Once students are more critical, it will increase the likelihood they will change their attitudes and beliefs.

Notes:

- Allow students to have fun with this activity, but ensure students are not judgmental or make disrespectful remarks about the different actor roles.
- Groups of students should complete just one role-play with alternative endings (facilitator can assign which role-play to the group) and then focus on statements to argue against.

Booklet: p. 22

Script:

In small groups I want you to turn to page 22 in your booklet. Our words are impactful – whether they intend to be a joke or serious. Additionally, we don’t just communicate in person with our friends, but we also do a lot of communication through social media: texting, Facebook, Instagram, Twitter, Snapchat, etc.

We have been talking about constraining stereotypes. However, what do we do when we are with people who buy into ideas that they will be happy, successful, and content with who they are if they look or act a certain way? We can be ready ahead of time with healthy, alternative responses.

In small groups you will create healthier alternative endings to scripts.

First do the role-play exercise, on page 23 for girls and page 25 for boys, and create alternative endings. The instructions are also in your booklet.

The script has instructions about what you should focus on changing.

After you are done with the scripts, I want you to create your own role play where you write a script about something you might hear in the media or with friends. After, change the script to a healthier response.

Girls: Script

Actor	Lines
Jenny:	Have you seen the new magazine cover with Taylor Swift (or other popular actress)?
Rosie:	Yeah! She looks amazing. Her legs are flawless, tanned, and she has the best skin and hair.
Mel:	I know! I bet she actually looks like that in reality.
Jenny:	She does! I have seen other magazine pictures of her face close up, and she always looks perfect. I need to start working out again. My legs are not toned at all. I would be so happy if I looked like her.

Alternate Ending:

Fill in the blank section of this script with a healthier ending. We would like you to change the ending by responding to the friend nicely about the problem with appearance pressure/ideals and Photoshop use in magazines.

Actor

Lines

Jenny: Have you seen the new magazine cover with Taylor Swift (or other popular actress)?

Rosie: Yeah! She looks amazing. Her legs are flawless, tanned and she is has the best skin and hair.

Mel: I know! I bet she actually looks like that in reality.

Jenny: _____

BOYS: Script

Person 1 11:03pm
U still at the gym?

Person 2 12/17, 11:03pm
ya

Person 1 11:04pm
why so long?

Person 2 12/17, 11:04pm
I need to get some muscle on these stick arms.

Person 1 11:05pm
tell me about it, I'm just trying to work off this one pack



Person 1 11:03pm
U still at the gym?

Person 2 12/17, 11:03pm
ya

Person 1 11:04pm
why so long?

Person 2 12/17, 11:04pm
I need to get some muscle on these stick arms.

Person 1 11:05pm

Write a reply...

Add Files Add Photos Press Enter to send Reply

Write a reply...

Add Files Add Photos Press Enter to send Reply

Alternate Ending:

Fill in the blank section of this script with a new ending. We would like you to change the ending by responding nicely to the first person about the problem with chasing appearance ideals.

Role-Play Debriefing (8 minutes)

A lot of these types of conversations, whether in person or through social media or texting, happen without us thinking about it.

How could alternative endings have an important impact? Or how could alternative endings be powerful?

Listen to responses. Generate discussion.

We need to become aware that we can talk negatively about ourselves and others without even thinking about it (e.g., “hey move your fat butt over”). We constantly make comparative statements (e.g., “you’re smarter” “you can lift more”) and **they influence how we feel and think about ourselves.** What we say, serious or joking, **influences our ideas of what is normal or good.**

Debrief: (5 minutes)

The major messages of today were to develop a critical view of stereotypes. Next session we will work on an activism project.

What did you find surprising or new that you didn't know before?

Thanks for participating in today's session everybody. I'm looking forward to seeing you all next session!

SESSION FIVE

Positive Activism for Change

Materials

- Whiteboard or flip-chart
- Markers or dry erase markers and dry eraser
- Class guidelines sheet **with guidelines already written on it*
- Tape for attaching poster to the whiteboard
- Paper for name-tags
- Folder to collect homework
- Glue
- Tape
- Poster board paper
- Blank stickers to draw/decorate
- Markers or pencils for coloring
- Student activity booklet

Overview: Content for session four focuses on how to resist environments focused on appearance, develop personal agency, and cultivate relationships and social environments not premised on appearance.

Timing for 55 minute class:

2 minute – Introductions and class guidelines

10-15 minutes – Free your mind

35 minutes – You are an activist of positive change

3 minutes – Debrief

Introduction (2 minutes)

Description:

Facilitator welcomes students back and briefly goes over class guidelines sheet.

Script:

Hi everyone! I am excited to be back for our fifth session. Let's get started.

- Ask students to put up their names cards.
- Hang up class guidelines sheet.

ACTIVITY 5.1

You Are An Activist of Positive Change (35 minutes)

Description:

In small groups students will develop a plan of how to promote positive body image for other social environments.

Rationale:

This activity has several aims: (a) to have students create their connection to their peer community; (b) to nurture each students' assertive voice, which will give rise to a sense of personal agency and further the belief that they have power to create a positive social environment; and (c) to develop cognitive dissonance for students who strongly adhere to constraining stereotypical appearance and behaviour pressures. This activist activity will increase the likelihood of positively changing their previous attitude.

Notes:

- ✓ Depending on the dynamics of the classroom, it may be most beneficial if girls work with girls and boys with boys. This should be left to the facilitator's discretion.
- ✓ Check with a teacher or principal about where students can hang their creations up.
- ✓ Write debriefing questions on the whiteboard or use the PowerPoint so students have a guide for their project.
- ✓ Be sure to pull out the stickers, poster board, markers, tape, glue, and other supplies necessary for the students.
- ✓ Tell students that before they post anything online they should check with their parents.
- ✓ Debriefing questions:
 1. *Why did you choose your activity?*
 2. *How is it important?*
 3. *What sort of positive lessons will others learn from it?*
 4. *Where can you implement your activity (if appropriate or relevant to the activity)?*

Booklet: p. 29**Power Point: slide 42****Script:**

In the next exercise you are going to become activists for positive change. You are a part of other environments and so it is important to take what we are learning here beyond our classroom walls. From the example list choose one act of agency and develop it in a group of four. You can also think of your own activity not on the list, but please check with me before you start developing it.

You will have 35 minutes to do this. This activity will be for homework as well so try to get as much done in class.

After, we will have a discussion about what your groups chose. Questions you should be able to answer are: why you chose your activity, how is it important, what sort of positive lessons will others learn from it, and where can you implement your activity?

Have fun with this, be creative, and believe you really can affect social change!

Sample Activities:

- Create stickers to stick in public places for positive reminders
- Draw posters about media literacy (e.g., expose Photoshop)

- Put up posters in the girls’ restrooms at schools about body appreciation
- Create posters about “Reasons why you should love the skin you are in”
- Create and put “You have so much more to offer than just being attractive” flyers on social media
- Create (maybe film) a public service announcement (PSA) about the problems with appearances pressures and put it on social media
- Create a “stuff people say” (PSA) about body image and how to combat it, and put it on YouTube
- Write a commitment letter of specific ways you can be a positive body image role model to others
- Student’s idea (**be sure students confirm their idea with the facilitator**)

After 30 minutes, give students a two-minute warning to wrap up their project and clean up everything. After, bring students’ attention back to the group facilitator.

Ask each student group to briefly explain what project they are working on to the class.

Our time is soon coming to an end, so I want to wrap up this session. Between now and next session I want you to finish the positive activism project. If you are not done, do not spend more than 1 hour finishing the project.

Next session each group is going to present their project to the class and should be able to answer the 4 questions in your booklet: (PP slide 42)

1. *Why did you choose your activity?*
2. *How is it important?*
3. *What sort of positive lessons will others learn from it?*
4. *Where can you implement your activity (if appropriate)?*

Debrief (3-5 minutes)

Description:

Collect students’ attention back to group facilitator. Have students sit back in their own desks. Students are asked to complete activism project. Students should spend no more than one hour maximum on the activism project. Remind students that every project is going to be presented to the class next session.

Rational:

Student’s attitudes and beliefs will likely positively shift if they continue to internalize and practice the content between sessions.

Script:

The purpose of these exercises is to get us thinking about how we all have the freedom to use our voice and to create positive change in our social environments. Please feel free to discuss everything we are learning with your parents and others.

The major messages of today were to develop a critical stance towards constraining stereotypical pressures regarding appearance and behaviour. We also began working on our activism projects. Next session will be our final session and we will be talking about positive ways to be ourselves.

What did you find surprising or new that you didn't know before?

Thanks for participating in today's session everybody. I'm looking forward to seeing you all next session!

SESSION SIX

Moving Towards A Positive Body Image

Materials

- Whiteboard or flip chart
- Markers or dry erase markers and dry eraser
- Class guidelines sheet **with guidelines already written on it*
- Tape for attaching a poster to the whiteboard
- Names for paper
- Student activity booklet

Overview: In this final session content will focus on how to increase positive embodiment. Participants will present their projects from session four. Afterwards, they will analyze inspiring people who have accomplished inspiring feats.

Timing for 55 minute class:

15-20 minutes – Introduction and debrief projects from session 5

15-20 minutes – People who inspire: Who will you choose to be?

10 minutes – My best possible self

5-10 minutes – Closure and final debrief

Introduction and Debrief (15 - 20 minutes)

Description:

Facilitator re-introduces himself or herself to the class, welcomes students back, briefly goes over class guidelines, and begins debrief of agency exercise from the previous session. Each group will present their project to the class.

Rationale:

By students presenting their projects it potentially allows students to further: (a) internalize what they are learning; (b) develop an assertive voice, a sense of personal agency, and sense of their ability to create positive change; and (c) create social environments not premised on constraining stereotypical appearances or behaviour pressures.

Note:

- ✓ Some groups may not have completed the homework. For those students who have not, ask them to write down 5 ways they can create positive change in their home environment (e.g., not buy magazines, talk positively to themselves). Students that did not complete the homework will present their list to the class after the other students.

Script:

Hi everyone! I am excited to be back for our sixth session. I am also a little sad this is our last session, but am proud of how much you all contributed and engaged every session.

- Ask students to put up their names cards.
- Hang up class guidelines sheet.

Let's get started. Last session you were working on an activism project.

How did that go?

Take students' comments.

Every group is going to present their project. We have approximately 3-5 minutes per presentation.

(NOTE: In classes of 25 students, groups of 5 equals 6 groups. Approximate time equals 18-25 minutes.)

Please tell us in a few sentences what your project is about, what you plan on doing with it, and why you believe it will be helpful to others?

Does any group want to volunteer to go first?

If no volunteers, the group facilitator should start picking student groups.

*Thank you for telling us all about your projects. These are going to be very helpful!
Doing activities like these emphasize the holistic well-being of a person.*

You can keep your projects and hang them up around the school or in other places.

Make sure to have checked with a teacher or principal where students can hang up their projects.

ACTIVITY 6.1

My Best Possible Self (10 minutes)

Description:

This activity combines the major themes that have been taught from the program. Students are asked describe their best possible self in the future, without changing their appearance at all.

Note:

- ✓ The facilitator should walk around the room and see if students need help.

Rationale:

This activity will potentially increase positive emotions (e.g., joy, hope, happiness) about their future, positive possible self, without changing their appearance. By writing a list of things they can do now to become the best possible version of themselves, it will potentially provide a roadmap of how and the motivation to get there.

Booklet: p. 43

Script:

Our last activity is about best possible future selves. I want you to imagine your future, where your appearance looks the same and you are the best you can possibly be. I want you to imagine yourself in a way where you are happy, interested, and feel comfortable with your appearance. In your booklet you will have 10 minutes to write a description about your best, future possible self.

After, I want you to fill in the bottom section and explain what you can do now to become this best possible version of yourself.

We will hand in this activity at the end.

Closure and Final Debrief (10 minutes)

Description:

The final closure asks students to reflect on important themes and messages they have learned and to share them with the class.

Tell students there will not be an activity session next time, but an evaluation of the program. Remind students it is not a test, just that the students need to be honest.

Rationale:

Sharing what the students have learned will potentially create a sense of unity with other students. Students will potentially be positively impacted by others' insights and will further increase a positive connection to their social community.

Note:

- ✓ Some students may be sad the group is over. Validate the students' emotions, and encourage the students to talk to other students to continue creating positive change.
- ✓ If possible, stay after class in case some students want to talk privately.

Script:

Thank you all for participating in this group. I have been very impressed by your thoughtful comments and eagerness for creating change. You all can positively impact each other and the world!

Start with cultivating your unique characteristics, build up and encourage others' skills and strengths, and together you can accomplish great things.

We have talked about a lot of different topics: appearance pressures through out history, current appearance pressures and problems with them, Photoshop and problems with viewing digitally altered photos, stereotypes and problems with stereotypes, healthy and positive coping strategies to body image threats, being a positive activist, and becoming your best possible self.

What was the most memorable or surprising thing you learned throughout the whole program?

What are some lessons you are taking away from the group?

Appendix D: Student Activity Booklet

**FREE TO BE
STUDENT ACTIVITY BOOKLET**

Renae Regehr
University of British Columbia

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INTRODUCTION

WELCOME to Free To Be (FTB), a school based positive body image program!

This program is designed for girls and boys in grade six to eight to help you understand and deal with social pressures that impact body image. This program aims to give you tools to help you identify your own strengths and uniqueness, the strengths and uniqueness of others, and unleash the power of a positive, social environment.

In FTB, you will be asked to listen to information about different topics, contribute in group discussions and activities, and complete homework assignments. This activity book contains all the information you will need, so **please bring it to class every session.**

For you to get the most out of this program there will be important, often fun and easy, homework assignments that are required to be completed. To make sure all students complete the homework, at the beginning of every session students will randomly be chosen to read their assignments to the class. The homework is important because we want you to practice the skills and develop strategies to become your best possible self!

Questions and Concerns:

Some of the topics discussed in FTB can feel sensitive and personal. If you feel uncomfortable or concerns are raised for you, please talk to a FTB session facilitator or your school counsellor.

You can also contact the Kids Help Phone for free, confidential, anonymous help line at [telephone] (website: www.kidshelpphone.ca).

When I dare to be powerful, to use
my strength in the service of my
vision, then it becomes less and less
important whether I am afraid.

-Audre Lorde

You are not fat.
You have fat.
You also have fingernails.
But you are not fingernails.

Who will you choose to be?

SESSION ONE: SHIFTING PERSPECTIVES OF APPEARANCE PRESSURES

Today's activities:

- ❖ Introduction to Free To Be
- ❖ Class guidelines for a successful program
- ❖ Appearance pressures throughout history
- ❖ Appearance pressures for boys and girls
- ❖ Problems with pursuing appearance ideals
- ❖ Memory exercise
- ❖ Homework and debrief

Class Guidelines

- Everyone gets to express himself or herself
- Respect others' opinions and ideas
 - For example: listening when others are talking, no laughing about what someone said
- Right To Pass: If you are uncomfortable talking about a particular topic you have the right to pass and not comment
- No cell phones
- _____
- _____

ACTIVITY 1.1

Appearance Pressures Through History

Appearance Pressures:

What do you think people thought being attractive looked like?

Women/Girls	Men/Boys
1400s – 1600s: - - - -	1400s – 1600s: - - - -
1850s: - - - -	1850s: - - - -
1980s: - - - -	1980s: - - - -

Observations:

Take home message:

Ideas about who is considered attractive have changed and will continue to change. There is no person or group of people who has authority about how someone should look.

ACTIVITY 1.3
Problems With Appearance Pressures

Think about conversations you have had, or have heard among friends who want to look like the appearance ideals OR think about what happens to people who will never look like the people they see in the media (e.g., magazines, social media, T.V. shows, etc.).

Problems with appearance pressures:	❖ _____
❖ Feeling inadequate	❖ _____
❖ Angry	❖ _____
❖ Overspending on makeup	❖ _____
❖ _____	❖ _____
❖ _____	❖ _____
❖ _____	❖ _____
❖ _____	❖ _____

ACTIVITY 1.4 Memory Exercise

Write about a time when you felt happy (or joyful), special, or valued for who you are, and not based on your appearance.

MEMORY:

WHO WAS AROUND YOU?

WHAT WERE YOU DOING?

HOW DID YOU FEEL?

Explain 2 ways you can make friends feel special, valued, or happy by not focusing on their appearance:



SESSION TWO: MEDIA IMAGES UNCOVERED

Today's activities:

- ❖ Debrief homework
- ❖ How to be a critical consumer of media
- ❖ Take action: Letter to a magazine
- ❖ Homework and debrief

ACTIVITY 2.1
Becoming A Critical Consumer of Media

What goes on between a photoshoot and the newsstand or fashion campaign?

Photoshop

Write down all the features you think have been Photoshopped. After, we will compare the Photoshopped photos to the original photos.

Image 1: - - - - - - - -	Image 2: - - - - - - - -
Image 3: - - - - - - - -	Image 4: - - - - - - - -

Digital Alteration Clips:
Elizabeth Moss & RARE Digital Art
Dove Evolution Photoshop Transformation

EXPLAIN 3 PROBLEMS THAT CAN OCCUR WHEN WE SEE UNREAL IMAGES AROUND US?

1.

2.

3.

EXPLAIN 3 WAYS YOU CAN PROTECT YOUR FRIENDS FROM BEING UNHAPPY AFTER SEEING IMAGES/VIDEOS IN THE MEDIA:

1.

2.

3.

SESSION THREE: INCREASING BODY APPRECIATION AND GRATITUDE

Today's activities:

- ❖ Debrief homework
- ❖ Increasing positive awareness
- ❖ Gratitude exercise
- ❖ Take action: Creative encouragement
- ❖ Homework and debrief

ACTIVITY 3.1
What I Like About You and Myself

In small groups please brainstorm a list of 5 *good things or functions the body can perform* for the first *two* pictures. For the *third* picture, please do it individually because the person represents *you*.

Examples to consider:

Someone is able to carry a heavy load because their back is strong. Or, someone is able to feel happy because their ears work and he or she can hear upbeat music.

Be creative!

Person 1:

Peter, 13 years old, was born with leg problems and cannot walk.

5 Positive Qualities

1.

2.

3.

4.

5.

Person 2:

Sarah, 14 years old, was born blind.

5 Positive Qualities

1.

2.

3.

4.

5.

Person 3
You: Who you are now

5 GOOD THINGS THAT MY BODY CAN DO WHICH MAKES ME FEEL HAPPY

- 1.
- 2.
- 3.
- 4.
- 5.

Write 3 ways you can help your friends feel satisfied with who they are after they see images in the media that makes them feel unhappy?

- 1.
- 2.
- 3.

ACTIVITY 3.2 Gratitude Exercise

Please fill in the endings for each item on this list. Please be thoughtful and self-reflective.

I am thankful that my legs _____

I am grateful that my arms _____

I am proud of _____

I am glad I have _____

I am grateful I care about _____

One person I am grateful for is _____

I am grateful my body does _____

A good quality I have is _____

I am happy my fingers can _____

When I work hard I can accomplish _____

My friends know one of my strengths is _____

A quality I like about myself is _____

I know I can _____

“Gratitude makes sense of our past, brings peace for today, and creates a
vision for tomorrow.”

Melody Beattie

Name: _____

ACTIVITY 3.3
Take Action: Creative Encouragement

IDEAS: Brainstorm and write down 3 things a person can do to feel better and cope in a healthy way when they think negatively about themselves or forget their good qualities and strengths.

SESSION FOUR: COUNTERING CONSTRAINING STEREOTYPES

Today's activities:

- ❖ Debrief homework
- ❖ Identifying constraining stereotypes for boys and girls
- ❖ Problems with constraining stereotypes
- ❖ Role play: Constraining stereotypes
- ❖ Homework and debrief

What are stereotypes?

Definition: A popular opinion about someone or something that isn't true for everyone because the opinion is too simple.

Example: Girls cry really easily. | Boys can't practice ballet.

Remember, not all stereotypes are true, and some stereotypes can be true but not constraining or limiting to the person.

✚ *Example 1: Boys should want to be athletes.*

- Some boys' love and feel fulfilled playing sports; therefore, it is not a constraining stereotype. However, we need to remember that there are boys that do not care about sports, just like there are girls who love sports and girls who do not love sports.

✚ *Example 2: Girls should want to be stay-at-home moms.*

- Some girls love playing with kids and aspire to be mothers when they grow up. Being a stay-at-home mom is an honorable profession that requires lots of work, dedication, and skills. There is nothing constraining for girls that aspire to be stay-at-home moms. However, we need to remember there are boys that would enjoy being stay-at-home dads and there are girls that would also enjoy not being stay-at-home moms.

What is the bottom line?

WE WANT TO RESPECT EVERY PERSON AND WHO THEY UNIQUELY ARE.

ACTIVITY 4.3

Role Play: Constraining Stereotypes

This activity includes creative thinking!

We communicate not only in person with our friends, but also on social media (Instagram, Twitter, Snapchat, Pinterest, Facebook, blogging, etc.).

In small groups you will change the scripts to more positive and healthy alternative endings.

Some ideas about how to create healthier and more positive alternative endings:

- Ignore the topic
- Change the topic
- Highlight problems with believing the constraining stereotypes (appearance or behaviour)
- Highlight internal qualities other than appearance

GIRL ROLE PLAY 1

Directions: We would like you to change the ending of script 1 to a healthier response in script 2. Talk to the friend nicely about the problem with appearance pressure/ideals and Photoshop use in magazines.

SCRIPT 1: Appearance Talk

Jenny: Have you seen the new magazine cover with Taylor Swift (or other popular actress)?

Rosie: Yeah! She looks amazing. Her legs are flawless, tanned, and she has the best skin and hair.

Mel: I know! I bet she actually looks like that in reality.

Jenny: She does! I have seen other magazine pictures of her face close up, and she always looks perfect. I need to start working out again, my legs are not toned at all. I would be so happy if I looked like her.

SCRIPT 2: Healthier Alternate Ending:

Jenny: Have you seen the new magazine cover with Taylor Swift (or other popular actress)?

Rosie: Yeah! She looks amazing. Her legs are flawless, tanned, and she has the best skin and hair.

Mel: I know! I bet she actually looks like that in reality.

Jenny: _____

GIRL ROLE PLAY 2

Now write your own!

SCRIPT 1:

Person 1: _____

Person 2: _____

Person 3: _____

SCRIPT 2: Healthier Alternative Ending:

Person 1: _____

Person 2: _____


Person 3: _____



BOYS ROLE PLAY 1

Directions: We would like you to change the ending of script 1. Respond with a healthier ending in script 2.

Script 1: Appearance Talk


- Person 1 11:03pm
U still at the gym?
- Person 2 12/17, 11:03pm
ya
- Person 1 11:04pm
why so long?
- Person 2 12/17, 11:04pm
I need to get some muscle on these stick arms.
- Person 1 11:05pm
tell me about it, I'm just trying to work off this one pack



Write a reply... 

 Add Files  Add Photos Press Enter to send [Reply](#)

Script 2: Appearance Talk

- Person 1 11:03pm
U still at the gym?
- Person 2 12/17, 11:03pm
ya
- Person 1 11:04pm
why so long?
- Person 2 12/17, 11:04pm
I need to get some muscle on these stick arms.
- Person 1 11:05pm

Write a reply... 

 Add Files  Add Photos Press Enter to send [Reply](#)

BOYS ROLE PLAY 2

Now write your own!

SCRIPT 1:

Person 1: _____

Person 2: _____

Person 3: _____

SCRIPT 2: Healthier Alternative Ending:

Person 1: _____

Person 2: _____

Person 3: _____

SESSION FIVE: POSITIVE ACTIVISM FOR CHANGE

Today's activities:

- ❖ Debrief homework
- ❖ Role Play: Freedom from constraining beliefs
- ❖ Create positive change: Be an activist
- ❖ Homework and debrief

ACTIVITY 5.1 You Are An Activist of Positive Change

YOU have the power to create change.

It is so important to take what we have been learning inside the classroom and share with our friends outside of the classroom walls. You are going to create a project to increase knowledge and a positive body image for others.

Questions you should be able to answer are:

1. *Why did you choose your activity?*
2. *How is it important?*
3. *What sort of positive lessons will others learn from it?*
4. *Where can you implement your activity (if appropriate)?*

Ideas

- ❖ Create stickers to stick in public places for positive reminders
- ❖ Draw posters about media literacy (e.g., expose Photoshop)
- ❖ Put up posters in the restrooms at schools about body appreciation
- ❖ Create posters about "Reasons why you should love the skin you are in"
- ❖ Create and put "You have so much more to offer than just being attractive" flyers on social media
- ❖ Create (maybe film) a public service announcement (PSA) about the problems with appearances pressures and put it on social media*
- ❖ Create a "stuff people say" PSA about body image and how to combat it; put it on YouTube*
- ❖ Write a letter to different advertising agencies
- ❖ Write a commitment letter of specific ways you can be a positive body image role model to others
- ❖ Your idea???? (be sure to confirm your idea is okay with the facilitator)

"Start by doing what is necessary;
then do what's possible;
and suddenly you are doing the impossible."
St Francis of Assisi

*Before you post anything online, check with your parents

Adapted from, Stice, Rohde, & Shaw, 2013

SESSION SIX: MOVING TOWARDS A POSITIVE BODY IMAGE

Today's activities:

- ❖ Debrief project
- ❖ My best possible self
- ❖ Closure and final debrief

