



AN INTERACTIVE WORKSHOP ON  
**BODY IMAGE &  
SOCIAL MEDIA**  
FOR SCHOOLS AND YOUTH GROUPS



SUPPORTING  
year of young people  
bliadhna na h-óigridh  
2018



Developed by Dr Fiona Duffy, Sarah Taylor and Emma Juster from NHS Lothian CAMHS Eating Disorder Development Team in conjunction with Dr Helen Sharpe Edinburgh University, Dr Petya Eckler Strathclyde University, Sara Preston and young people from across Lothian, with National Lottery YOYP funding.



# WELCOME +

**Welcome to our body image and social media workshop manual! This manual is designed to be used by young people (who we will refer to as **Young Person Reps**) and teachers or youth group leaders who are co-facilitating the workshops for people aged between 10-16. We recommend that the workshops are run with at least one young person rep and one adult.**

Body Image is the way we think and feel about our bodies. We know that negative body image is common in young people and that, while social media brings lots of positives, some parts of social media can also make people feel worse about their weight, shape and appearance. It is therefore important that we help young people in developing skills to manage social media in a healthy way. We think that older teenagers have lots of experience and knowledge (a lot of the time more than adults!) in the best ways of doing this, so these workshops are designed so that young people can co-facilitate the workshops and advise younger teenagers on ways of coping.

The workshops are designed to be run in youth groups or schools and should last about an hour

(or one school lesson). We have highlighted **\*ESSENTIAL** activities that we think you should include but also some additional activities so you can decide which ones you would like to include, and/or you can use at a later point if you would like to do more than one workshop. They are not designed around one particular social media platform, as we know these will change regularly, but we would encourage the Young Person Reps to include examples of platforms they use. Groups can be run with 5 - 30 young people at a time. We would recommend using the main materials for early secondary school pupils (11-16 years old) and have included some adaptations that can be used for older primary school children (10 - 12 years old).



## Key messages for the workshop

- > Social media use is normal and can be very helpful – it can keep people connected with friends and family and can be fun! However, we know that viewing certain types of social media (particularly picture based social media) too often can make you feel worse about your body image and self-esteem.
- > Body image is how we feel and think about the way we look. This can impact what we do (and don't do) in life and how we present ourselves on social media.
- > The focus of the workshops is to share tips to use social media in a healthy way.

## Key Social Media and Body Image Facts

- > 95% of young people own or have access to a smartphone with 45% of teens reporting they use the internet 'almost constantly'.
- > More than 1/3 of teenagers spend at least three hours a day on social media.
- > Social media has positive benefits including an increase in social support which is healthy.
- > Research has found links between the use of social media, especially picture based social media sites, and negative body image.
- > Boys often wish to be more muscular, whereas girls often wish to be thinner (although everyone is different!).
- > Adolescence is an important time for developing a positive body image as we know that having a negative body image can make people less likely to do activities such as sports, can impact self esteem and wellbeing
- > Research has shown that passive use of social media (looking at your feed regularly but not really posting much) has a worse impact on your body image.
- > Social media is used in different ways by different people and by different advertisers and companies.





## Young Person Rep Role

We would recommend that Young Person Reps are slightly older teenagers (16-25 years old) who are keen to volunteer their time. Your role as a Young Person Rep is to support the class to discuss social media and body image with the aim of raising awareness of the impact it can have, as well as to get people thinking about ways to deal with any negative side effects. You can add in bits of your own experience of social media, but make sure this is appropriate before sharing (both for your own wellbeing and also to make sure the advice is helpful to others). Your role is really important, as without you the workshops would not be as relevant with the most up to date information about different platforms and the way young people use social media.

You will need about 45 minutes to an hour to meet before the workshop to prepare for each session and to gather all the materials you might need. Depending on what your school, group or club has decided, you can either run the essential activities to lots of different class/groups of young people or the essential and optional activities to the same group/class over several weeks. Each workshop activity has an estimated time.

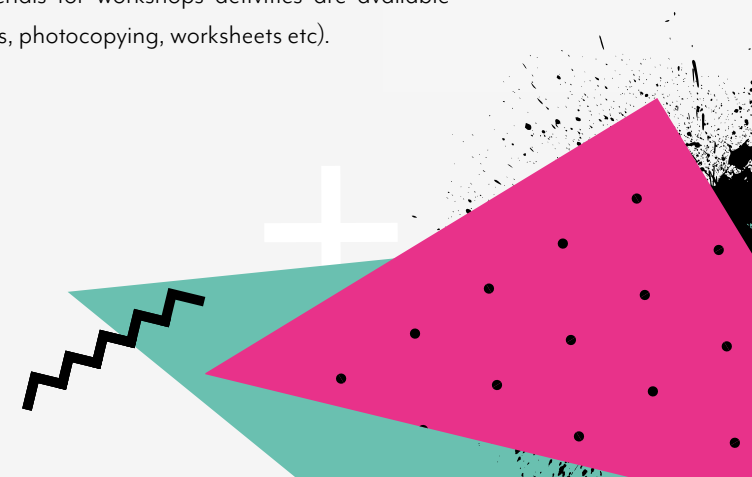
### ***Tips for sharing your experiences***

- > You do not have to share anything you do not wish to.
- > Remember the aim is to try to support others in sharing their experiences rather than discussing your own in lots of detail.
- > If you know something else personal about a friend that is relevant to the workshop, this shouldn't be shared as they may not want you telling other people.

## Teacher or youth worker role

It is helpful to have an adult in the group who knows the participants. Their role is to support the Young Person Reps to facilitate the workshops by:

- > Help organise the workshops e.g. where it will happen, materials, who will attend and check in with the Young Person Reps before the session to help prepare, go through the materials and reflect on what they might be sharing from their own experiences.
- > Keep the workshop on task (exercises and overall focus of the workshop and time).
- > Manage any disruptive behaviour or people getting upset.
- > Support the Young Person Rep if they get stuck or don't know how to answer a question.
- > Check in with the Young people Reps after each workshop about how it went.
- > Ensure materials for workshops activities are available (whiteboards, photocopying, worksheets etc).





## Workshop Adaption's for Primary Schools

**There are some activities that are more suited to secondary school people and other that can be used with for the younger age ranges as well. We have marked activities as GOOD FOR ALL AGES or FOR HIGH SCHOOL ONLY.**

Some of the activities might need slight adaptations for younger people. You can still follow the activities but might need to include in a bit more movement or be more directive in the activities instead of having open discussions. You might have to work a little bit harder to get discussions going or to stay on time for this age group. Changing examples of social media use might also be helpful - think about if you or your co-reps have younger siblings – how do they use social media differently to you? Do they look at different things?

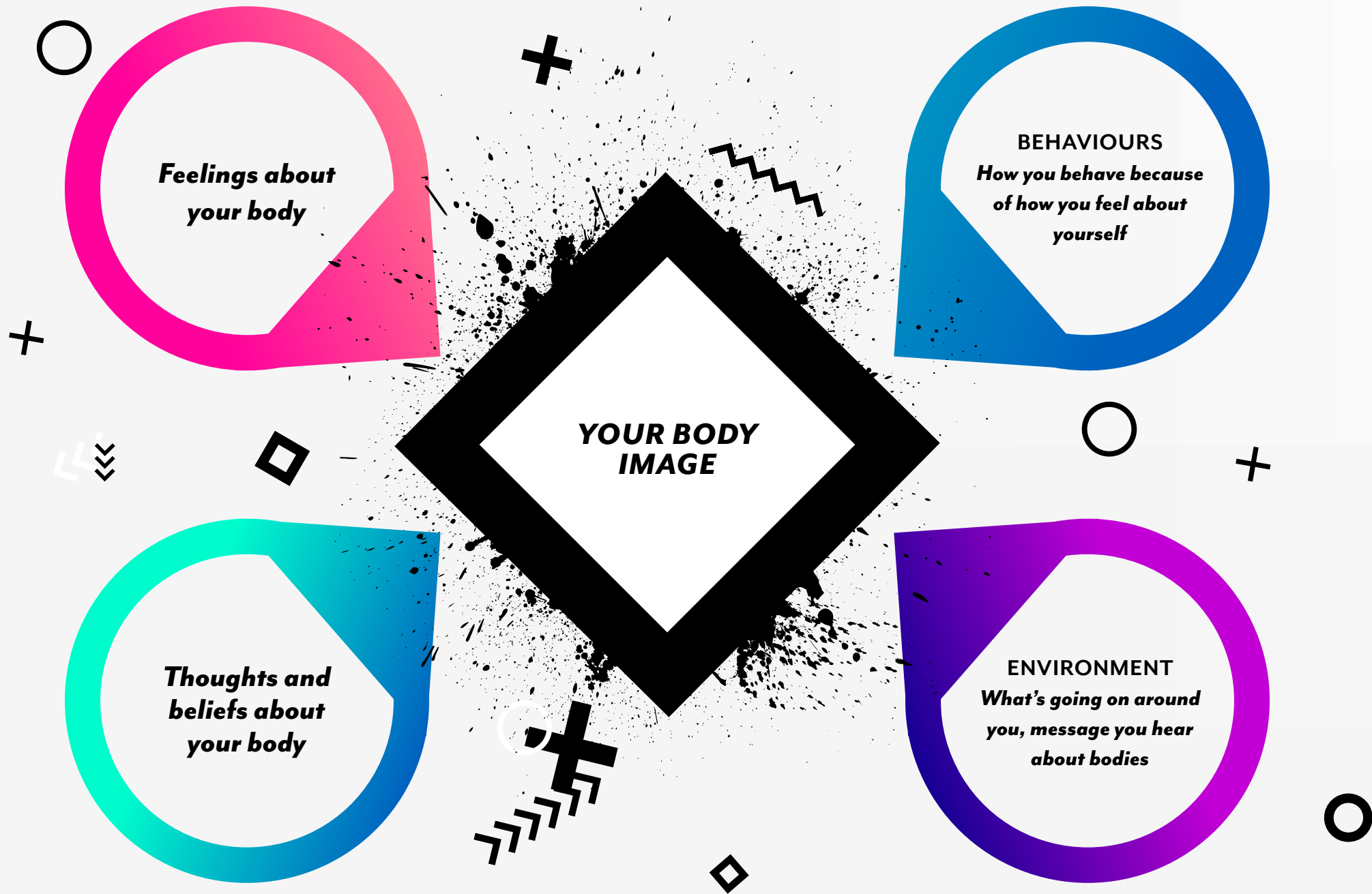
You might have to check on levels of understanding a bit more with the younger group, for example:

### ***For Core Activity 1***

- > It might be helpful to start the group by checking in what they know about social media e.g. by asking “What is social media?”. This will show you if the class uses social media and what they think it is (social media is any website or app where a person can interact with others e.g. create or share content or use it to connect with people, like, leave comments, message or add to groups etc .) If you find that the students aren't sure what social media is, prompt them by asking if they watch videos online, even if they don't own an account or leave comments. Let them know that YouTube is still social media!
- > When asking “What is “body image?” It will be easier to show this visually **(see the diagram on the next page)**

### ***For Optional Activity 2 - Comments***


- > Primary school children may not engage in making comments online yet – we know younger people tend to be more passive when using social media (scrolling through content rather than interacting). Instead they are more likely to read comments or hear people say things about their bodies or other people's bodies in person.






# WORKSHOP ACTIVITIES

The following workshop activities have been split into:

 **ESSENTIAL** activities that we would recommend that you cover in a 1 hour workshop.

 **OPTIONAL** activities that you can pick and chose if you think they would be helpful for your group, or if you would like to do more than a one hour workshop.

## PLANNING

### *Before workshops:*

- > The Young Person Reps and adult facilitators should read this manual
- > Young Person Reps should meet with the adult facilitator before each workshop to decide on the activity together and make sure they understand all the tasks

### *Equipment/Material:*

For each workshop you should have access or take along the following:

- > Activity workbook and handouts
- > Whiteboard or flipchart paper
- > Whiteboard markers or pens



ESSENTIAL - TOTAL 1 HOUR

# \* ESSENTIAL

## MATERIALS REQUIRED

- > LARGE PIECES OF PAPER OR WHITEBOARD
- > POST-ITS OR LARGE STICKERS
- > MARKER PEN
- > PRINT: [HANDOUT 1 – WHAT IS BODY IMAGE](#)
- > PRINT: [HANDOUT 2 – BODY IMAGE EXAMPLES](#)
- > PRINT: [WORKSHEET 1 – POSITIVE COPING](#)

The purpose of this task is to warm up the group and introduce the workshop activity by thinking about what social media they use.

**Young Person Reps:** Introduce yourself to the class and let them know why you are here e.g.

*“I’m Claire and we are here today to talk about social media and body image. We know that using social media is part of everyday life, but it can also impact how we feel about the way we look. We will be talking about that today.”*



1 hour



**Young Person Reps:** It might be helpful to let the class know that people will be encouraged to share their experiences but they do not have to if they don't feel comfortable:

*“Some people will be happy to talk about their own experiences of social media in the group and others won't. That is okay! If anything comes up that is difficult, upsets you or makes you worried, please let the teacher/group worker/adult know at the end of the workshop”*

## Activity: Voting - favourite social media platform

**Young Person Reps:** Before starting the activity, make a list of all the current social media platforms people use and write them up on the whiteboard so that everyone can see them.. Give out a post-it to everyone in the group. Draw a line on the whiteboard and label one end as everyday and the other once a week or less (see the diagram below.) Ask the group to write down their favourite social media platform and then place the post it on the line indicating how often they use it.



**Young Person Reps:** Take a count of the most popular social media platform written on the post it notes and reflect on this with the group. The purpose of this task is to highlight the range of different social media platform's people use and that people might use social media differently.







## Group Discussion:

**Young Person Reps:** Ask the class  
“What do you use social media for?”

*TIP:* Notice the different ways in which people use social media and feed it back to the class. The purpose of the task is to highlight that there are a lot of differences and that this is okay.

### For example:

**“So you’ve said you use it to keep in touch with friends, to share photos, to see what other people are doing or to keep a scrapbook.”**

**“So there isn’t just one reason to use social media!! Everyone uses it differently.”**

### Young Person Reps:

**“Do you think the way we use social media impacts our body image?”**

Ask class to raise their hands and vote for yes or no.



## Group Discussion:

**Young Person Reps:** Ask the class  
“What is body image?”

The purpose of this task is to get people to think about what body image is as often young people can think it is “feeling bad” about yourself or dressing a certain way.

*TIP:* Depending on the people in your group, it can sometimes be difficult to start a discussion like this. Some groups might find this easy and some people may be worried about “getting it wrong” and looking silly. If you find no one is answering or sharing their thoughts, you could ask the following prompt questions to the entire class or ask a specific table or group:

**“Do you think body image is about the clothes people wear?”**

You can follow it up with, “why is that?” and then ask if anyone else thinks anything differently or ask another table/group.

Reflect back what people say. For example:

**“So you’re saying it is how you feel about how you look?”**

**“You think it is about liking yourself?”**

*TIP:* Many people, including adults, think “body image” means that you think negatively about the way you look and try to hide all the time. Or the other extreme that you feel super good all the time and wear anything you want to show off! But that isn’t what body image is. It’s not just about good or bad and isn’t just about hiding or showing off your body.





**Young Person Reps:** You will find the quote in **HANDOUT 1 – WHAT IS BODY IMAGE**. Print it out or write it on the board and read it out to the class. Then give out **HANDOUT 2 – BODY IMAGE EXAMPLES**.

**Young Person Reps:** Introduce body image examples (Grant, Louise and Jamie) on **HANDOUT 2 – BODY IMAGE EXAMPLES**. The purpose of this task is to get people thinking about the examples and to decide what their body image might be. The aim is to highlight that we can sometimes judge others based on what they post on social media but we do **NOT KNOW** how a person is actually feeling.

**Young Person Reps:** *“We have given you some examples and we want you to think about each person’s body image. In your groups read each person’s story and decide what you think, are there parts of their body image that are negative or positive?”*

After 5 minutes ask each table what they thought of Grant’s, Louise’s and Jamie’s body image. Feedback should take around 2-3 minutes.

**TIPS:** It can be helpful for you to write up people’s thoughts on a whiteboard or piece of paper as they are feeding back. Some examples that other groups have given are below.

GRANT’S BODY IMAGE?	
Positive	Negative
He takes pictures and posts them, so he must be happy with the way he looks	He feels the need to get approval for the way he looks through social media
LOUISE’S BODY IMAGE?	
Positive	Negative
She posts before and after, so doesn’t mind people knowing that she uses fake tan	The fact that she is using fake tan means that she might not be happy with her natural skin tone and wants to change the way she looks
JAMIE’S BODY IMAGE?	
Positive	Negative
The fact that they sent a silly photo to their sister must mean that they are comfortable with themselves and don’t mind others laughing at them	The hairstyle that Jamie is using is to make their face look slimmer, so that might mean they are not happy with their face

**Young Person Reps:** *“We don’t know how Grant, Louise or Jamie feel so we don’t know if they have positive or negative body image, or if they have bits of both. Grant could be pleased with his arms and Louise might love herself with or without tan! Or they could be looking for comments and likes to feel better. Jamie might have just wanted to try a new hair style or might hate the way they look”*

**TIP:** People may want to justify their opinions but ultimately there isn’t enough information to decide if the people in the examples have positive or negative body image. Sometimes people might talk about a celebrity who posts lots of selfies or pictures in certain outfits but again, we do not know how these people feel. If this happens, you can also highlight that body image can change just like moods and feelings. It can be both good and bad all in one day depending on what is happening around a person! A post on social media may reflect when someone felt good or it may be someone trying to feel better.





## Group Discussion:

**Young Person Reps:** Ask the group  
“Do you think your body image can  
affect how you use social media?”

Vote using hands in the air: Yes or No

**Young Person Reps:** This is the reverse of the vote used previously and reflects that they affect each other. Ask the group why they think that is (approx 5 minutes). Lots of different topics might come up such as celebrities, products/adverts, filters/photoshop, likes/comments, bullying, social media norms and trends etc.

**Young Person Reps:** Introduce the last activity.

**“Now we are going to think about social media and how we can manage how it affects us. Social media is great BUT we know that some types of social media can have a negative impact on our body image!”**





## Group Discussion:

Depending on the size of your group you can choose to do this as one big group (if they are really chatty) or in smaller groups.

**Young Person Reps:** Ask the group “How do you manage social media when you find that it is impacting you?”

**TIP:** By this we mean how it impacts how you feel, think or what you do. This might be a time when you discuss what has helped you at these times. The following are some examples of things that might be helpful to say:

**“Sometimes I have found myself wishing that I looked a certain way because I was looking at instagram loads, so I stopped following certain people.”**

**“I noticed that I was getting stuck in a habit of posting certain stuff at certain times, feeling like I had to, so I stopped using social media at that time.”**

### FACT:

Research has found links between the use of social media, especially picture based social media sites, and negative body image.

**But! We also know social media is really good way of keeping up with friendships.**

**Young Person Reps:** Write down the groups’ suggestions on the whiteboard or large piece of paper. If you find the class isn’t saying very much you could give examples of your own experience or any of the following:

- > Remove app(s) from your phone that make you feel bad about how you look or who you are.
- > Put a limit on your social media use – the more you use social media the more you may be affected by it. Capping your use may stop you getting stuck scrolling apps/feeds that make you feel bad about yourself.
- > Talk to someone you trust about how you feel about body image.
- > Delete account(s) that you notice make you upset or feel bad about yourself.
- > Try to follow accounts or people that are not about appearance.
- > Ask “why am I posting this” before sharing. If it is to boost how you feel about your appearance, are there other ways to make you feel good about yourself that don’t involve shape or weight?
- > Unfollow people who are unhelpful toward your mental health and body image.
- > Ignore people who leave comments you don’t like.
- > Block people that make you feel bad about the way you look.
- > Make sure you spend time with your friends in real life who make you feel good.
- > Track you social media usage via apps or phone settings. Sometimes it can be surprising how much time you are spending on it.
- > Use the “see fewer posts” function to hide content that you feel is affecting you.
- > Follow accounts and people that make you feel good about yourself.
- > Don’t get into conversations about dieting or having a negative body image (like fat chat “I am so fat”) as this can make you feel bad about yourself.
- > If you spot someone who is getting a hard time on social media, talk to them about it in person or let an adult know.

Give out **WORKSHEET 1 – POSITIVE COPING** and ask them to fill it out.

## Closing:

Thank class for being involved in the workshop. Tidy up around you.

5 mins





## Handout 1

# WHAT IS BODY IMAGE

Body image is **how you see yourself** when you look in the mirror or picture yourself.

It is **what you think and feel about your appearance**.

How you feel about your body can have an impact on what you do, for example meeting up with friends or playing sport. Body image can change day to day and does not depend on your shape or size.



## Handout 2

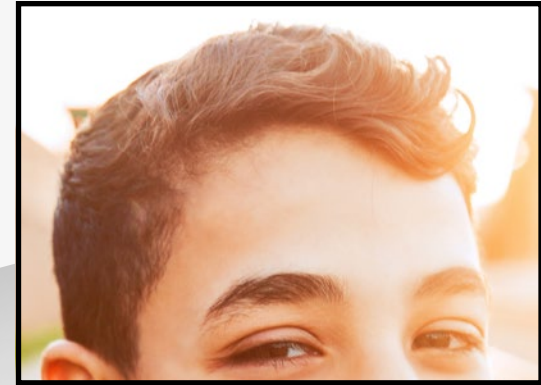
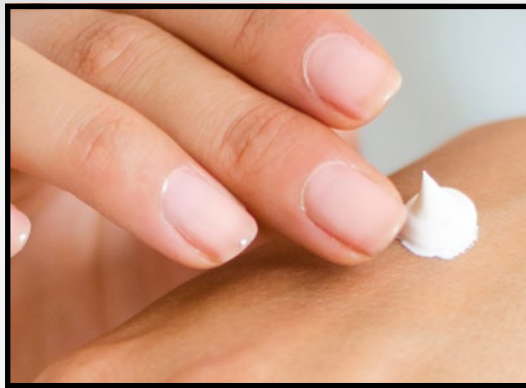
## BODY IMAGE EXAMPLES

**Example 1**

Grant takes photos of his biceps every week and puts them on his social media stories.

**Example 2**

Louise is using fake tan in preparation for a holiday in Turkey. Louise posts a photo of herself before and after tanning on one account. On another she sends a photo of her stained hands to her best friends.

**Example 3**

Jamie tried out a new hairstyle from an online video that is meant to make the face look slimmer. They uploaded a posed photo of the hairstyle on their social media account. Jamie sent a photo of the brush stuck in their hair to their big sister.

# Worksheet 1

# POSITIVE COPING



In today's workshop we learned what body image is! It is how you see yourself, how you feel and what you believe about your appearance. Everyone has body image and it can change from day to day. Being aware of what makes you feel positive or negative about your body is important.

We discussed how social media can impact body image and how best to manage this.

**FACT:**  
*Research has found links between the use of social media, especially picture based social media sites, and negative body image.*

**FACT:**  
*But! We also know social media is really good way of keeping up with friendships.*



## Here are some ways to deal with social media when it is having a negative impact on you:

- > Remove app(s) from your phone that make you feel bad about how you look or who you are.
- > Ignore people who leave comments you don't like.
- > Put a limit on your social media use—the more you use social media the more you may be affected by it. Capping your use may stop you getting stuck scrolling apps/feeds that make you feel bad about yourself.
- > Block people that make you feel bad about the way you look.
- > Talk to someone you trust about how you feel about body image.
- > Make sure you spend time with your friends in real life who make you feel good.
- > Delete account(s) that you notice make you upset or feel bad about yourself.
- > Track your social media usage via apps or phone settings. Sometimes it can be surprising how much time you are spending on it.
- > Try to follow accounts or people that are not about appearance.
- > Use the "see fewer posts" function to hide content that you feel is affecting you.
- > Ask "why am I posting this" before sharing. If it is to boost how you feel about your appearance, are there other ways to make you feel good about yourself that don't involve shape or weight?
- > Follow accounts and people that make you feel good about yourself.
- > Unfollow people who are unhelpful toward your mental health and body image.
- > Don't get into conversations about dieting or having a negative body image (like fat chat "I am so fat") as this can make you feel bad about yourself.
- > If you spot someone who is getting a hard time on social media, talk to them about it in person or let an adult know.

## Are there any other ways you cope or ones you might try in the future?

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## OPTIONAL ACTIVITIES

These can be added in you have more than 1 hour or are running a second group with the same young people.

OPTIONAL  
HIGH SCHOOL ONLY

# ACTIVITY 1

## Posting Pressure

### MATERIALS REQUIRED

- > LARGE PIECE OF PAPER OR WHITEBOARD
- > MARKER PENS
- > PRINT: **HANDOUT 3 - SOCIAL MEDIA POSTS**
- > SMALL BOX OR EMPTY BAG

30 mins



The purpose of this task is to get people to think about what they are sharing on social media and why they may be sharing these things. It is normal for people to use different social media platforms for different things and this might vary from group to group and person to person.



**Young Person Reps:** Split class into small groups. Give each group a large piece of paper and pens and **HANDOUT 3 - SOCIAL MEDIA POSTS**



### Group Discussion:

**Young Person Reps:** “Would you post this on social media? If so, on what account?”

5 mins



Have each group write about what account they would share the image through and feed this back to the bigger group.

**Young Person Reps:** Highlight that people are posting different things on different social media.

**“It looks like you’re all using different accounts for different things?”**





## 🎯 ACTIVITY 1 CONT.



### Group Discussion:

**Young Person Reps:** “Why might someone post this? Is there any impact on body image?”

20 mins



Encourage each group to discuss it and write their thoughts on the piece of paper and feed this back to the bigger group. Highlight that people are posting different things for different reasons and that is okay!

*TIP - This might be tricky for some young people to work out why they post. They may not even know why they post! There might be lots of different reasons such as fitting in with peers, feeling proud of something, wanting people to know something, wanting likes, sharing thoughts/feelings, they may be promoting something or wanting to be a blogger! You may need to prompt the group to think why they are posting or sharing some of these things.*

**Young Person Reps:** Give each person a piece of paper and ask them to write down a type of social media post (a selfie, haul, personal post, thoughts/feeling, opinions etc) that they know some people can feel insecure about sharing and ask them to then put them all in a bag/box clearly stating the type of post and why someone might feel insecure sharing it on social media e.g.:

- > A selfie - **“people might think I’m ugly”, “people might think I’m vain”**
- > An unfiltered selfie - **“I don’t like how I look”, “people will laugh”**
- > A photo demonstrating beliefs about something or in support of something - **“people might disagree with me”**.
- > A make-up tutorial - **“people might make fun of me”, “people might say I’m rubbish”,**
- > A family photo - **“people might think I’m silly”, “it wouldn’t get any likes”**
- > Photo with friends - **“my friend would be mad at me”, “they might share it”**

Ask everyone, in pairs or small groups, to pick one out the bag/box – hopefully they have a random one! Ask each person to read it and answer if they would/wouldn’t post and why? If they WOULD post what the other person wouldn’t, why do they think this is and have they found anything that helps them feel more confident to do this? If they WOULDN’T, ask why and see if their reason is the same as the person who wrote it. Once everyone has feedback, reflect on how many people are worried about how they look (body image) or about being vulnerable or ridiculed. It will be important to reflect on how many people also feel good about posting things on social media and if this is good or bad (it might be both!)

*This activity has no ending worksheet*

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Handout 3

# SOCIAL MEDIA POSTS



**Filter Posed Selfie**



**Wearing a new outfit**



**You and your relative**

OPTIONAL  
GOOD FOR ALL AGES



# ACTIVITY 2

## Social media comments

### MATERIALS REQUIRED

- > LARGE PIECES OF PAPER OR WHITEBOARD
- > MARKER PENS
- > PRINT: [WORKSHEET 2 – NEGATIVE COMMENTS](#)
- > PRINT: [HANDOUT 4 – FAKE FEED](#)

30 mins



The purpose of this activity is to focus on the misinterpretation of things that can be said or seen online and the impact this can have on us. It also discusses how behaving actively (leaving/responding to comments) or passively (reading/viewing comments) online can contribute to forming body image ideals.

#### FACT:

*Social media uses algorithms to expose you to similar posts and things you may have looked at, even just once! You may be overloaded with content you find unhelpful.*



### Group Discussion:

Split class into small groups. Give them each a [HANDOUT 4 – FAKE FEED](#) picture and comments.

**Young Person Reps:** Ask each group to discuss amongst themselves the picture and comments. Prompt them to write down their thoughts. Ask them to decide which comments are okay and why:

*“Which comments are okay? Why is that okay to say?”*

*“Which ones would you say to someone if you saw them in person?”*

Briefly ask each group to feedback their thoughts.

**Young Person Reps:** Next, ask each group to practice saying out loud each comment in a positive and negative tone amongst themselves then ask the wider group:

*“How do you know if they are being sarcastic, mean or genuine in a social media comment?”*

*Does how you are feeling in that moment affect how you interpret that person’s comment?”*

**Young Person Reps:** Ask the entire group *“Does it matter who made the comments?”*

(this may have already come up in discussion but ask if it hasn’t) i.e. stranger over best friend, someone you don’t talk to at school over someone in your friendship group.

**Young Person Reps:** *“Comments are always open to misinterpretation!”* – this is especially true for social media because we don’t have tone of voice, facial expression and body language to help us.

**Young Person Reps:** *“How would you deal with the comments you see as negative?”*

**Write up each way on white board/large piece of paper**

We know that talking about bodies, especially in a negative way can have a big impact on our own body image and wellbeing. This includes being exposed to comments on other people’s pictures! We also know that leaving comments both positive or negative contributes to how we feel we should look and puts pressure on us to feel that we need to look a certain way.

Give out the [WORKSHEET 2 – NEGATIVE COMMENTS](#) with **2-3 minutes** to complete

Handout 4

# FAKE FEED

**Discuss the picture and comments**

**Write down any thoughts**

**Which comments are okay and why?**





## Worksheet 2

# NEGATIVE COMMENTS



It can sometimes be really hard to interpret people's social media comments as we don't know a person's intentions and don't have tone of voice, facial expressions or body language to help us out.

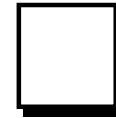
Something that you think is mean could be nice, and something you think is nice could potentially be meant to be a bit mean. How we interpret comments can also be affected by how we are feeling that particular day.



HOW WILL YOU DEAL WITH COMMENTS YOU SEE AS NEGATIVE IN THE FUTURE?



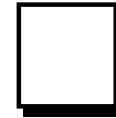
Delete the comment



Ask someone you trust what they think



Ask the person what they meant



Ask yourself "am I having a difficult day? Is this affecting how I am seeing these comments?"

Write your own ideas here:

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BIAS

OPTIONAL  
GOOD FOR ALL AGES



# ACTIVITY 3

## Body Image and Values

### - What does body image look like?



#### MATERIALS REQUIRED

- > LARGE PIECES OF PAPER OR WHITEBOARD
- > MARKER PENS
- > PRINT: **HANDOUT 5 – THE IMPORTANCE OF APPEARANCE**
- > PRINT: **WORKSHEET 3 – VALUES**

50 mins



The purpose of this task is to get people to think about how good or bad body image may impact people. It is important not to fall into the body image “traps” for this activity. Body image isn’t about looking a certain way or posting a certain type of social media content. We want people to recognise that the most vulnerable young people are the ones who place lots of importance on appearance to make them feel better about themselves. We are all more than just how we look.

**Young Person Reps:** Remind people what body image is – you can either ask or remind them of this using **HANDOUT 1 – WHAT IS BODY IMAGE**. Split class into small groups.

#### FACT:

*It is easier to feel good about yourself and your body when you are around people who are supportive and see the importance of liking you just as you are!*

#### Young Person Reps: **HANDOUT 5 – IMPORTANCE OF APPEARANCE**

Work through the example of Toni and how the example pie chart relates to areas of his life that make him feel good about himself. Ask them to do a pie chart of importance for Zara getting them to rate what they think is important to the person (including appearance). While the groups are doing this, take time to go round each group and see what they are doing.

**Young Person Reps:** After 5 minutes ask each group to feedback their pie charts.

*NOTE:* Zara may become very focused on appearance as it is an important event that involves pressure to “look good” and she is already using lots of social media, so it’s possible appearance may be valued a lot during this time. What do you think about Jamie?

**Young Person Reps:** Try and highlight that there is lots going on in examples’/ people’s lives, and appearance could potentially be extremely important to both people. Highlight that if appearance is a big part of what makes you feel good then you are more vulnerable to having body image difficulties. The bigger the range of different things you value about yourself, the better!



#### Group Discussion:

**Young Person Reps:** Ask if anyone would like to share something they value about themselves (that is not appearance related).

*NOTE:* This may be a time you share something you like about yourself that is not appearance focused.

Give out **WORKSHEET 3 – BODY IMAGE VALUES** and ask them to complete their own pie charts – give 5-10 minutes to complete.





## Handout 5

# THE IMPORTANCE OF APPEARANCE



People have lots of different ways in which they can feel good about themselves. This can be through hobbies, activities, school work, friendship and family.

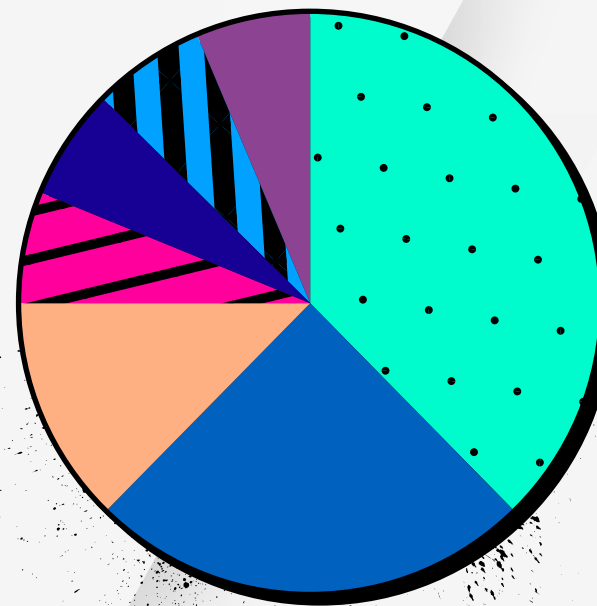
We sometimes think about this like a pie chart in maths, where all these different parts of your life make up how good you feel about yourself. One of the parts of these pie charts can be appearance. For example:

*Toni does karate. He is very good and enjoys it and part of competing is that he has to be a certain weight for competitions. He feels he is doing okay at school and enjoys science, football and swimming.*

*If Toni does well in the next tournament, he will go to London with his family for a big competition, which is something he really wants to do. He keeps up to date with other competitors and sports people by following them via social media.*

*He will post trophies and sometimes photos of himself at competitions or photos from the different team sports he plays. Toni has lots of friends through different sports and his family supports and encourages him at tournament.*

Toni



KEY:

- Karate
- Body weight
- Competitions/Travel
- School
- Other sports
- Appearance
- Social Media





## Handout 5

# THE IMPORTANCE OF APPEARANCE Cont.



### Zara

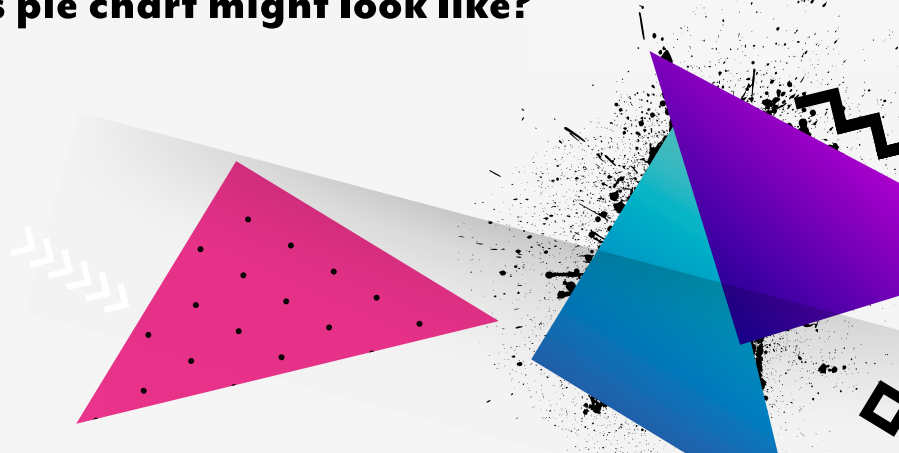
*Zara has to a bridesmaid for her sister's wedding. She has to wear a dress, get lots of photos taken and help her sister get ready. She is looking forward to the wedding and the family is going on holiday after it to celebrate and as part of the summer holidays. Zara is excited to be seeing her wider family and getting to go to a place she has never been. Zara has been using social media lots to share photos of the prep for the wedding and holiday as well as lots of photos of shopping trips she is doing with her family and friends. She enjoyed trying out different hair and make-up styles. Can you think about what Zara's pie chart might look like?*

**Can you think about what Zara's pie chart might look like?**

### Jamie

*Jamie has just moved schools. Jamie has attended a summer club where they met a few people from the new school who have since added Jamie on social media. Jamie's old school had a very strict uniform and the new one doesn't. Jamie is a bit worried about fitting in but likes to go with their own style. Jamie is small for their age and is used to people making comments about this. What do you think Jamie's pie chart might look like?*

**Can you think about what Jamie's pie chart might look like?**





# Worksheet 3

# VALUES



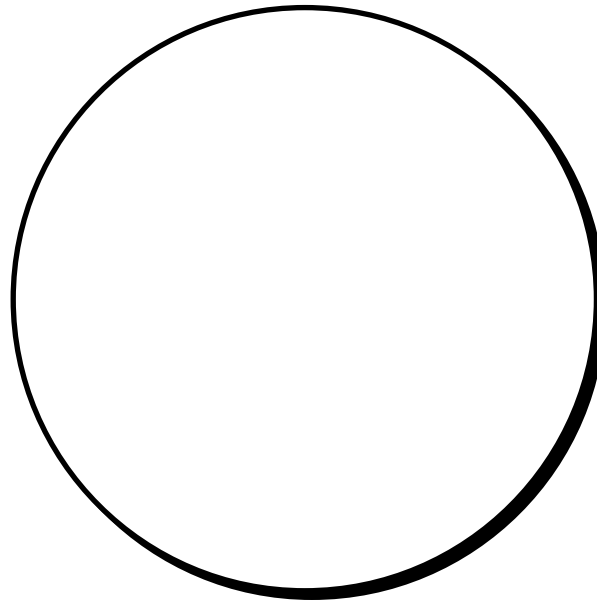
**People have lots of different ways in which they can feel good about themselves.**

This can be hobbies, activities, schoolwork, friendship and family. We sometimes think about this like a pie chart in maths, where all these different parts of your life make up how good you feel about yourself.

*What is important to you?*

*What makes you feel good about yourself?*

**MAKE YOUR OWN PIE CHART!**



**KEY:**

**Is appearance a big part of how good you feel about yourself?**

If so, are there other areas which you can develop a bit more, hobbies you can spend more time on, people you can catch up with more, or new interests that you have?

*See if you can write these ideas below.*

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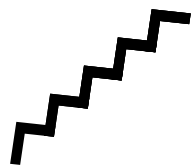
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**BIAS**





OPTIONAL  
GOOD FOR ALL AGES

# ACTIVITY 4

## When is it an advert?

### MATERIALS REQUIRED

- > LARGE PIECES OF PAPER OR WHITEBOARD
- > MARKER PENS
- > PRINT: [WORKSHEET 4 – ADVERTISEMENTS](#)



The purpose of this task is to explore if and when people are advertising products on your social media feed.

Often bloggers and celebrities are paid to promote products – particularly around appearance (shampoo, protein shakes, teeth whitening, make-up, clothing, shoes etc.) Often these products claim to solve everything despite having very little evidence behind them!

The purpose of this session is to get people thinking about the falseness of social media at times.

#### **FACT:**

**Influencers and bloggers actually have to state clearly when they are promoting or advertising products/services, etc. under the Advertising Standards Authority (ASA) in the UK. Have you spotted them?**

**Think before this session about all the clues that something is an advert on social media (even though it might look very natural).**

For example:

- > The celebrity might have stated that this is an advert or that the product was gifted (e.g. they got it for free to promote it).
- > They might state they have made or designed a product, so talk about the process of how it came about.
- > They might claim to use a product and share their routines with it.
- > They might be very enthusiastic talking about how much they like a product.
- > They might always wear the same brand of clothing for certain activities (running, make up brushes etc), meaning they may be sponsored by them.

**Young Person Reps: Choose a random object, it could be anything! A stapler, a pen, a make up brush - just make sure you bring it or could have it in class. Ask each group to make a social media advertisement for the object – describing the photo/post in words or drawing, what title/comment they would post alongside it and any hashtags they would use. – Take 5-10 minutes**

**Young Person Reps: “WHO or HOW would you promote the object?”**

Ask each group to feedback – taking turns to run through what they would use, what techniques they would use to sell it, the celebrities who may advertise their product and who they would target on social media to receive this advert (and how).

**On a large piece of paper or whiteboard, write down all the different ways it has been advertised.**

## ACTIVITY 4 CONT.



### Group Discussion:

**Young Person Reps:** “What types of adverts make you feel worse about your body image?” Write down the groups’ answers.

### Prompts

#### (for things the group may come up with):

- > Advertising weight loss, exercise or appearance products
  - > Plastic surgery
  - > Models with no flaws/not real life
  - > They only post the “best things”
  - > Tapping into people’s worries or fears, making people feel vulnerable
  - > Filters
  - > Making you feel like everyone should do this
- > Bodies used to sell products (e.g. think about perfume or body spray adverts, often naked/semi clothes females or males lying in water or in fields, attracting other people etc.
  - > “Plus size” models, but actually still relatively small bodies or “all inclusive” body shapes but actually not very realistic – lack of normal “flaws” (stretch marks, bruises etc) or just one generic body shape.

### Young Person Reps: ASK the larger group:

**“Do you think you were aware of the impact of adverts on your body image before?”**

**VOTE: Yes/No**

**Give out the [WORKSHEET 4 – ADVERTISEMENTS](#) (2-3 minutes to complete)**

## Worksheet 4

# ADVERTISEMENTS



**Research has found links between the use of social media, especially picture based social media sites, and negative body image.**

Companies often use information like this to promote products – they know if people feel bad about something, they will be more likely to buy products claiming to “fix things”.

**What tricks do people use to sell things on the social media you use?**

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**How will you manage social media adverts in the future to stop them from making you feel bad about yourself?**

**TICK ONES YOU THINK MIGHT BE HELPFUL TO YOU**

***Hide ones you don't like***

***Unsubscribe from brands, shops or bloggers who use unhelpful techniques that you notice affect how you feel about yourself***

***Look at adverts and remember that they will be edited and/or filtered***

**ADD YOUR OWN**

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OPTIONAL  
HIGH SCHOOL ONLY

# ACTIVITY 5

## Life Examples

### MATERIALS REQUIRED

- > LARGE PIECES OF PAPER OR WHITEBOARD
- > MARKER PENS
- > PRINT: **HANDOUT 6 – THINGS PEOPLE SAY**
- > PRINT: **WORKSHEET 5 – TALKING ABOUT BODIES**

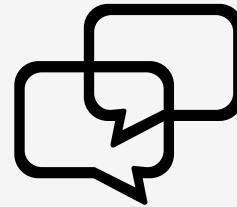


The purpose of this activity is to think about how we talk about others on social media and the impact it can have on us, our friends the people around us.

**Young Person Reps:** Split class into small groups. Give each group a large piece of paper and pens. Give each group examples from **Handout 6 - Things people say**. Ask each group to write down how it might affect the person in each example. After **5-10 minutes**, ask each group to feedback to the wider class and write up any themes that come up.

After everyone has fed back let them know the fact below:

**FACT: We know that talking about bodies in a negative way (your own or someone else's) will impact on your body image and the people around you (even if it is not directed at them)**



### Group Discussion:

“How would you manage these situations? Would you do anything?”

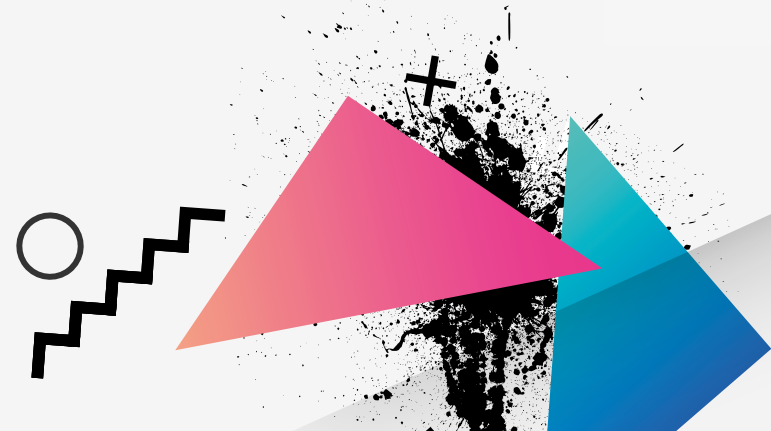
Write up what comes up in the class discussions. It may be tricky for some people to think about what they would do. You can prompt with the following:

- > Tell the person that it isn't very nice
- > Don't engage in conversation
- > Change the topic
- > Ignore it
- > Talk to your friends next time you see them
- > Leave the group chat

#### FACT:

**Sharing intimate photos without a person's consent, whether it is in a group chat or to another online forum, is illegal. Sharing intimate images of anyone under 16 is illegal under the Civic Government (Scotland) Act 1982**

Give out **WORKSHEET 5 – TALKING ABOUT BODIES** and ask people to fill it in – take **2-3minutes**.



Handout 6

# THINGS PEOPLE SAY



1

A person in the year below you has posted a photo of themselves posing in a silly way.

You see your friend has commented “You look dumb!”

2

A screenshot has been shared in your group chat of someone from your school. All your friends are commenting on what the person is wearing.

3

A friend has posted a photo and a caption that says they feel fat, so will be going for a run.

4

Your friendship group chat is talking about needing to increase muscles/get toned.



## Worksheet 5

# TALKING ABOUT BODIES

**FACT:**  
*We know talking about bodies in a negative way (your own or someone else's) will impact on your body image and the people around you (even if it is not directly about their bodies).*

FILL OUT THE SECTIONS BELOW WITH STRATEGIES ON DEALING WITH DIFFERENT SITUATIONS

A friend being mean to someone else on social media

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Sharing an image of someone else in a group chat and being mean about what they are wearing

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Finding out that someone has said something nasty about your social media posts

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A friend is talking about how fat they feel

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BIAS



For further information please contact  
NHS Lothian CAMHS Eating Disorder Development Team:  
[CAMHSEDDT@nhslothian.scot.nhs.uk](mailto:CAMHSEDDT@nhslothian.scot.nhs.uk)



**SUPPORTING**  
year of young people  
bliadhna na h-òigridh  
2018



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