

A SCHOOL-BASED INTERVENTION PROGRAM FOR PREADOLESCENT GIRLS
EXPERIENCING BODY DISSATISFACTION

By

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Abstract

Body dissatisfaction and poor body image are issues girls are facing in their preadolescent years. Research is demonstrating that preadolescent girls need intervention programs to help support them with the struggles of body image and self-acceptance. This project uses the literature and established research to provide school counselors with a program to help meet the needs of preadolescent girls struggling with body dissatisfaction and promote body acceptance and body positivity.

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A School-Based Intervention Program for Preadolescent Girls Experiencing Body
Dissatisfaction

Adult women experience poor body image and body dissatisfaction all too often, and unfortunately, preadolescent girls also experience these negative thoughts. It is critical that preadolescent girls receive education and support when struggling with negative thoughts about their own body and appearance. The amount of research surrounding this need is staggering (Byely et al., 2000; Choate, 2007; Smolak, 2011; Wertheim et al., 2009). Preadolescent girls are not protected from the thin body standards and diet culture that our society projects onto women. Being exposed to unrealistic thin ideals not only have increased preadolescent girls body dissatisfaction but also places them at greater risk for other mental health concerns, such as depression (Evans, Tovee, & Boothroyd, 2012).

Statistics on body dissatisfaction and disordered eating patterns of preadolescent girls are alarming. It is shocking when 50% of 8-13-year-old girls report concerns about their weight (Schur et al., 2000) and 40% of girls are dissatisfied with their bodies (Michael et al., 2014). Furthermore, even though fewer than 25% of girls dieted regularly in elementary school, those who were not dieting knew what dieting involved and could talk about calorie restriction and food choices for weight loss fairly easily (Smolak, 2011; Wertheim et al., 2009). In addition, the research is indicating that girls in grades three through six have a desire to be thinner and engage in weight loss and weight management behaviors (Schur, Sanders, & Steiner, 2000).

Body image, eating disorders, and body acceptance-related issues are of concern to school counselors, who have ongoing contact with the highest at-risk groups of children and adolescents (Bardick et al., 2004). Therefore, school counselors have unique opportunities to

provide body dissatisfaction interventions and eating disorder prevention programs in a school setting (Bardick et al., 2004).

The purpose of this project is to offer elementary school counselors information about how to best support preadolescent girls through offering lessons that address body dissatisfaction and promote body acceptance. The research question for this project is: How might preadolescent girls experiencing body dissatisfaction best be served in a school setting?

Literature Review

To develop an intervention to support preadolescent girls experiencing body dissatisfaction, it is important to define body dissatisfaction and other important terms, such as body image and body acceptance. To understand body dissatisfaction, body image must first be understood. Body image is the mental picture that one has of one's own body, which is formed from personal perceptions and external sources (Zhang, 2013). When a person has poor body image and low self-esteem, he or she is at greater risk of experiencing body dissatisfaction (Zhang, 2013). Body image is a complex concept that impacts an individual's cognitive, behavioral, and emotional functioning (Andrew, Tiggermann, & Clark, 2016).

Body dissatisfaction stems from an overvaluation of one's physical features, such as figure, weight, stomach, and hips (Karazsia, Murnen, & Tylka, 2017). Body dissatisfaction can lead to the use of extreme and unhealthy measures to obtain unrealistic body ideas and is a precursor to two disorders listed within the Feeding and Eating Disorders section of the *DSM-5*: anorexia nervosa and bulimia nervosa (American Psychiatric Association, 2013; Karazsia et al., 2017). It is important to understand that body dissatisfaction can decrease well-being and lower life satisfaction, self-esteem, self-compassion, optimism, secure attachment, and positive coping skills (Karazsia et al., 2017).

Alternatively, body acceptance is “taking a functional view of the body, filtering appearance information in a protective manner, and advocating for a broad conceptualization of beauty” (Andrew et al., 2016, p. 463). Unfortunately, experiencing body acceptance is not a societal norm in Western societies. Body dissatisfaction is so prevalent among women and girls it is the norm to be discontent with one’s body (Dhnt & Tiggermann, 2005). To best serve preadolescent girls experiencing body dissatisfaction in a school setting, counselors must also understand preadolescent development in relation to body dissatisfaction and body image, and the risk factors thereof.

Preadolescent Development

Early adolescence and preadolescence are developmental stages when preadolescent girls develop a heightened awareness of their appearance, weight, and shape as significant aspects of their identities (Choate, 2007). Preadolescence is also a period when girls’ bodies are changing physically due to puberty and when developmentally appropriate weight gain can occur. When weight gain occurs in preadolescence, it pushes girls farther away from the ideal body portrayed in society. The combination of physical changes and a heightened awareness of physical appearance places preadolescent girls in a very vulnerable position for developing body dissatisfaction, disordered eating patterns, and poor body image (Choate, 2007).

Research has shown that eating disorders such as anorexia nervosa and bulimia nervosa affect not only adolescent girls but also much younger girls (Candy & Fee, 1998; Levine & Smolak, 2011; McVey et al., 2004) According to Levine and Smolak (2011), the developmental stage of preadolescence is an impressionable time when girls are transitioning from late childhood to adolescence; they noted that many girls develop body dissatisfaction and unhealthy weight management practices at this time. Additionally, the authors emphasized the critical need

for prevention programs for preadolescent girls in order to prevent the development of eating disorders later in life.

The many alarming statistics of body and weight concerns for preadolescent girls leads one to believe the need for early intervention methods for preadolescent girls is great (Michael et al., 2014; Schur et al., 2000; Smolak, 2011; Wertheim et al., 2009). McVey, Tweed, and Blackmore's (2004) research examined the prevalence of dieting and negative eating attitudes among girls 10–14 years old. Much of the research on dieting and unhealthy eating behaviors has focused on adolescent girls, but these authors suggested that unhealthy eating behaviors and the diet mentality can begin as young as age 10. According to their research, out of 729 11-year-old girls, 24.7% desired to be thinner, 24.6% feared being overweight, and 23.4% were currently trying to lose weight (McVey et al., 2004). Their research also showed that, out of 107 10-year-old girls, 26.2% desired to be thinner, 19.6% feared being overweight, and 30.8% were currently trying to lose weight.

Body dissatisfaction and poor body image were the main contributing factors of dieting behaviors in preadolescent girls, not age (Phares et al., 2004). Hill, Oliver, and Rogers (1992) compared 9- and 14-year-old girls with highly restrictive eating patterns and found that girls in both age groups had low self-esteem and dissatisfaction with their body shape and weight. Thus, by the time most girls reach adolescence, they have already engaged in dieting behaviors or attempted to alter their body or physical appearance in some way (Phares et al., 2004).

Evans et al., (2012) examined the sociocultural model of body dissatisfaction and disordered eating attitude development in preadolescent girls. The sociocultural model has been widely applied to explain other disordered eating, such as bulimia (Evans et al., 2012). The model suggests that thin-ideal internalization leads to body dissatisfaction resulting in an

increased risk of disordered eating habits. While most researchers investigating the sociocultural model focus on adolescent girls and adult women, Evans et al., (2012) examined the use of this model for girls 7-11 years old. According to Evans et al. (2012), thin-ideal internalization has been found in girls as young as six-years-old. While seven-year-old girls were able to reliably report their own eating behaviors, eight-year-old girls were knowledgeable about the meaning and methods of weight loss. By nine-years-old, girls reported dietary restrictions in relations to their measured body mass index (Evans et al., 2012).

Gender

It is important to note that eating disorders and body dissatisfaction affect both males and females. Developing research by Norwood et al. (2011) found that as many as 50% of boys in grades five and six also reported a desire to change their body size. While this is a significant finding, girls and boys reported different preferred body ideals. Olvera et al. (2015) stated that girls reported identifying with body ideals related to thinness, whereas boys idealize a more muscular body. While boys expressed body dissatisfaction, girls reported higher rates of body dissatisfaction overall (Olvera et al., 2015).

Because girls and boys experience body dissatisfaction differently, prevention programs that promote body acceptance should be gender specific. During puberty, a girl's body undergoes biological changes that move her body further away from the ideal thin body shape, while the reverse is true for boys (Patalay, Sharpe & Wolpert, 2015). Preadolescence and adolescence are also times in which girls engage in more self-objectifying behavior, experience more teasing and bullying related to weight, and receive increased pressure from society to be thin (Patalay et al., 2015). Separating girls and boys prevention programs makes sense due to the different developmental trajectories physically and socially (Yager et al., 2013). The separation

may also allow for girls and boys to feel more comfortable when discussing sensitive topics related to their bodies and appearance (Yager et al., 2013).

Suicide

Suicide and suicide attempts are far too common among children and adolescents and is one of the leading causes of death among children 15-19 years old (Crow et al., 2008). Children and adolescents who experience body dissatisfaction, disordered eating patterns, and obesity have been found to have more suicidal ideation in adolescence (Crow et al., 2008). Brausch and Gutierrez (2009) examined whether adolescent suicide risk was related to poor body image by looking at a sample of 392 high school students who identified as male and female. Brausch et al. (2009) hypothesized that poor body image, disordered eating patterns, and depression symptoms contributed to an increased suicide risk. Indeed, the results indicated that both boys and girls were at higher risk of suicidal ideation when combined with depressive symptoms and disordered eating patterns (Brausch et al., 2009).

Additional research by Crow et al. (2008) examined the relationships among suicidal behaviors with weight-controlling behaviors, body dissatisfaction, and weight in adolescents. Data were collected through the Project EAT survey, which was developed to assess nutritional, weight-related, and psychosocial factors (Crow et al., 2008). It asked two questions to assess suicidal ideation and suicide attempts: "Have you ever thought about killing yourself?" and "Have you ever tried to kill yourself?" (Crow et al., 2008, p. 84). Crow et al. (2008) found that girls and boys who practiced unhealthy weight control and experienced body dissatisfaction had higher rates of suicidal ideation and suicide attempts.

Media

Media influence is constant in today's society. Television, magazines, advertisements, and social media all push societal standards, and children and adolescents are especially vulnerable to such messages (Tiggemann, 2003). Indeed, media plays a major role in the development of body dissatisfaction in girls (Yager & O'Dea, 2008). Body dissatisfaction and media-related body image issues are strongly related. Tiggemann (2003) suggested that preadolescent girls learn how their appearance is valued in society by comparing themselves to the images they see in the media. As media and technology continue to change, so does the way girls receive cultural messages about body image.

Beyond television and magazines, the influence of the Internet and social media has exploded. Tiggemann and Slater (2013) found that Internet exposure was connected to unrealistic thin body ideals. Preadolescent girls were constantly influenced by the way women were unrealistically depicted in the media. Unfortunately, it is impossible for preadolescent girls to mirror women in the media because images of women are digitally manipulated to set unrealistic standards. Girls experience extremely negative outcomes from being exposed to false media expectation, including depression (Clark & Tiggemann, 2006). Thus, preadolescent girls must be empowered to challenge these types of media messages. Media literacy training is an important educational tool decreasing media influence. Media literacy training can address media-related body dissatisfaction because it teaches critical thinking skills (Andsager, 2014).

Harrison and Hefner (2006) specifically examined the relationship between media exposure and the internalization of thin body ideals in preadolescent girls. Children are constantly exposed to the thin body ideals even in child-oriented television and movies (Harrison & Hefner, 2006). Even in princess-focused movies children are exposed to the glorification of only one female body shape, a thin one. Preadolescent girls were found to internalize that

message to believe that this specific body type is what they should strive for as they develop into adults (Harrison & Hefner, 2006). This demonstrates that intervention programs should be started at a younger age. An extremely important aspect of Harrison and Hefner's (2008) research is that while preadolescent girls may not always engage in weight management behaviors, they are still at risk to internalize the unobtainable body ideals from the media, which may lead to problematic behaviors later in their development, as they attempt to meet the ideals they were exposed to in their formative years. Harrison and Hefner (2006) continued to explore the connections among preadolescent development, media exposure, and ideal body types. Their sample consisted of girls in the second, third, and fourth grades; their body ideals, media exposure, and disordered eating patterns were collected to "test the relationship between preadolescent girls' initial television and magazine exposure to their body ideals and disordered eating measured [one] year later" (Harrison & Hefner, 2006, p. 159).

To measure body ideals, Harrison and Hefner (2006) collected the girls' perceptions of their actual body shapes and their personal body ideals for a preadolescent female body and an adult female body through the Children's Eating Attitudes Test. Harrison and Hefner (2006) used a longitudinal panel survey to collect data from 257 preadolescent girls at two points in time one year apart. The preadolescent girls consisted of second, third, and fourth grade girls from elementary schools in 3 lower-middle to middle-class communities in the Midwestern United States (Harrison & Hefner, 2006). Fifty-three-% of the girls identified themselves as Black or African American, followed by 33.5% as White or European, 4.2% as Latina, 2.9% as "other", 2.5% Native America Indian, and .4% Asian America. To collect media exposure, the participants were asked to report how many hours of television they watched and how often they looked at specific types of magazines (Harrison & Hefner, 2006). The results indicated that

television viewing was a stronger predictor of girls' future body ideal (for adult women) than their own preadolescent body ideal (Harrison & Hefner, 2006). It is also important to note that television viewing was a predictor of disordered eating.

Yager and O'Dea (2008) found that within programs designed to help children and adolescents with body image and eating disorders, media education and media literacy were some of the most successful interventions methods. Additionally, an evaluation of the intervention program Go Girls Go! found that girls with media literacy skills had increased self-acceptance and more feelings of empowerment (Piran et al., 2000). Halliwell et al. (2010) also demonstrated a strong correlation between media literacy and decreased unrealistic media representations of women' bodies. Finally, Piran et al. (2000) showed that media literacy education should focus on critical-thinking skills, activities, and discussions to be effective.

Social media. Counselors need to recognize that social media is an important contributing factor to body image and eating disorders. Social media has an overwhelming presence in today's society, especially for children and adolescents. With the rise of social media, the desire for what is portrayed as the ideal body has also increased (Barth & Stockman, 2016). While media influences body dissatisfaction and body image among preadolescent and adolescent girls have been well researched, the research on how, specifically, social media affects body dissatisfaction and body image is still emerging (Perloff, 2014). The majority of research conducted in this area has been in the United States, the United Kingdom, and Australia (Perloff, 2014).

One way to understand social media and its influence is through conceptualizing gratification. Perloff (2014) used the gratification approach to understand users of social media as active participants who use social media to meet their gratification needs. Social media can

also lead to appearance-based comparisons (Perloff, 2014), which can have adverse effects on children and adolescents. Tiggemann and Slater (2017) examined the relationship between Facebook use and body image in adolescent girls. There were 439 eight- and nine-year-olds who participated in the study. Data were again collected on the same girls two years later; the results indicated that their Facebook consumption increased as the girls aged, as did body image concerns (Tiggemann & Slater, 2017). Studies like this provide some insights into how the overwhelming presence of social media can have adverse effects on children's body image.

Academic Performance

As children transition from elementary school into middle and high school the academic requirements and expectations become drastically more rigorous. During this critical transition time there are many factors that can contribute to poor academic performance, one of them being body image disturbances. Students who have higher rates of body image disturbances, lower levels of self-worth, and eating disorders are more likely to have lower academic performances (Paolini, 2016). Research has also shown that females who have a negative body image are more likely than males to disengage from school and academics (Paolini, 2016).

There is clear evidence that shows that preadolescence is a developmental stage when girls begin to develop body dissatisfaction (Dhnt & Tiggemann, 2005). Part of preadolescent development that contributes largely to increased body dissatisfaction at this age is peer influence. Children at this age begin to engage in social comparison, which can lead to body dissatisfaction and dieting behaviors (Dhnt & Tiggemann, 2005).

Parental Influences

When a girl is pressured or criticized by a parent regarding her looks, she is more likely to experience body dissatisfaction and to diet (Choate, 2007). Thus, it is critical for preadolescent

girls to have supportive parents and caregivers. Preadolescent girls need to be told positive, affirming messages about their bodies and to have role models with positive views of their own bodies (Choate, 2007). Research conducted by Byely et al., (2000) examined the relationship between family relationships and body image in 6th and 7th grade girls. Byely et al. (2000) found a familial relationship predicted concurrent body image views among 6th and 7th grade girls, but was not a predictor one year later. This finding suggests that family relationships are especially important in preadolescence compared to adolescence when there is an increase in autonomy from parental figures (Smith et al., 2000).

Along with general parental influence, the affect the mother-daughter relationship has on the development of young girl's body image and body satisfaction development has also been examined. Mothers have been found to be the primary role models for daughters and weight concerns (Al Sabbah et al., 2009; Bäck, 2011; Cooley, Toray, Wang, & Valdez, 2008; Neumark-Sztainer et al., 2010). Arroyo and Andersen (2016) examined the appearance-related communication between mothers and daughters and the impact it played on the daughter's body image. Appearance-related communication was defined as fat talk and old talk. Fat talk "refers to self-disparaging comments that women make with one another about their own and others' bodies, weight, and size" (Arroyo & Andersen, 2016, p. 96). It is important to examine fat talk as it relates to body image development in preadolescent girls. Fat talk conversations are common in women of all sizes and ages (Arroyo & Andersen, 2016). *Old talk* refers to the "self-disparaging comments that draw attention to one's age and the aging process, particularly as it relates to appearance concerns" (Arroyo & Andersen, p.96, 2016). Furthermore Arroyo et al. (2014) found both fat talk and old talk were found to be behavioral indicators of self-objectification and increased body dissatisfaction, drive for thinness, and other disordered eating

habits. Parents should end family discussions around the importance of appearance and evaluating worth based on looks (Choate, 2007). Ending body talk can be one of the most powerful intervention tools a parent is able to implement (Neumark-Sztainer, 2006).

Smith et al., (2000) researched the mother-daughter relationship related to body esteem and body satisfaction. The results indicated that girls who reported a more positive relationship with their mothers also reported higher body esteem and less body dissatisfaction. The results from Smith et al., (2000) also support findings by Arroyo and Andersen (2016) in that the communication style between mother and daughters is also an important influential factor in body image development.

Women and girl's bodies have been placed under scrutiny and held to unrealistic standards to be socially and athletically pleasing (Andsager, 2014). These issues continue to place girls and women at risk of unhealthy and dangerous thoughts and behaviors. Because of this there is a particular need for educational programs and tools aimed at preadolescent girls who experience body dissatisfaction. As seen in research such as that conducted by Mcvey and colleagues (2004), preadolescent girls display negative thoughts and behaviors surrounding eating habits and body image at disturbingly young ages. Such findings present school counselors with an opportunity and avenue to provide education to a large number of preadolescent girls who may be experiencing body dissatisfaction.

Theoretical Framework

A theoretical framework is necessary to guide counseling practices and intervention methods. The theories used to develop this project's school-based intervention include social comparison theory, Erik Erikson's stages of psychosocial development, cognitive behavioral therapy (CBT), and the use of mindfulness as a therapeutic approach.

Social comparison theory. Social comparison theory has recently been used to examine adolescents' body image perception and through three types of appraisal: self-evaluation, self-improvement, and self-enhancement (Kramer, Ingledew, & Iphofen, 2008). The first type of appraisal, self-evaluation, is used to gather information about an adolescent's self-evaluation in relation to others regarding attributes, skills, and social expectations (Kramer et al., 2008). The second form of appraisal, self-improvement, is used to learn how to improve a particular characteristic or for problem solving (e.g., How could I learn from her to be more attractive?). Finally, self-enhancement appraisal allows an adolescent to discount valid information as irrelevant to him- or herself while describing another person as substandard or less advantaged to feel superior (Kramer et al., 2008).

Researchers using social comparison theory have found adverse outcomes for preadolescent girls who compare themselves with idealized images of the female body (Durkin & Paxton, 2002). For example, Clay, Vignoles, and Dittmar (2005) examined the relationship between body image and social comparison, finding that social comparison was a major contributor to increased body dissatisfaction and self-esteem. As previously mentioned, social comparison theory is also useful in the conceptualization of the influence of social media on body image for preadolescent girls. Social comparison theory sees social media as a trigger for appearance-based comparisons (Perloff, 2014). Preadolescent girls are developmentally at risk for being influenced by social media posts that are, in reality, staged snapshots of others' lives.

Erik Erikson's stages of psychosocial development. Erik Erikson's stages of psychosocial development describe eight stages of development that occur across the lifespan, including trust vs. mistrust, autonomy vs. shame/doubt, initiative vs. guilt, industry vs. inferiority, identity vs. confusion, intimacy vs. isolation, and generativity vs. stagnation

(Santrock, 2014). Preadolescence is associated with stage four, industry vs. inferiority, and stage five, identity vs. confusion. The fourth stage, industry vs. inferiority, occurs in early childhood, in the elementary school years from approximately ages 6–12 (Corey, 2013). During this stage, children and preadolescents develop gender roles and identity, learn about school success, and expand their knowledge of the world around them (Corey, 2013). The main task during the fourth stage is to set and achieve personal goals. During this time, children need to feel supported by the adults in their lives to not feel inadequate. Preadolescent children learn from peers at school and are influenced by societal messages.

The fifth stage of development in Erikson's stages of psychosocial development is identity vs. confusion. This stage also covers the preadolescent period, when children begin to discover more about themselves and form their identities. During this period of personal identity discovery, children succumb easily to peer pressure and peer influence. During this time, it is critical for children to develop coping skills, emotional regulation, and conflict resolution (Santrock, 2014).

Both stages four and five of Erikson's stages of psychosocial development are critical periods when children are heavily influenced and persuaded; they engage in self-comparison behaviors and are unsure of their identities. The developmental tasks during these stages make girls especially susceptible to developing body image disruptions, body dissatisfaction, and low self-esteem (Santrock, 2014).

Cognitive-behavior therapy. CBT focuses on the relationships among thoughts, emotions, and behaviors, and combines cognitive and behavioral principles in a short-term treatment approach (Corey, 2013). Traditional CBT requires identifying and challenging the irrational beliefs established part of a person's core beliefs (Stewart, 2004). Characteristics of

CBT include a collaborative therapeutic approach, the assumption that changing thoughts will change emotions and behaviors, educational therapy, and an emphasis on the present moment (Corey, 2013).

Rational emotional behavior therapy (REBT) is a commonly used form of CBT. According to Corey (2013), REBT assumes that emotions come from beliefs, evaluations, interpretations, and reactions to life situations. The client–counselor relationship, like in person-centered therapy, is used as a tool in the therapeutic process. In REBT, counselors use unconditional positive regard and acceptance so that clients can learn how to unconditionally accept themselves and others (Corey, 2013).

CBT and REBT are also very effective in a brief therapy setting, much like a school setting where children are not engaged in long-term therapeutic approaches. REBT was originally developed by Albert Ellis to be shorter and more effective than other therapeutic approaches (Corey, 2013). During therapy, clients learn how to incorporate and apply what they learn to future situations. CBT is also a very common theoretical framework to use in a group setting. A CBT therapist takes an active role in engaging group members. CBT groups have proven successful for a number of problems, including depression, anxiety, panic and phobias, obesity, eating disorders, and distractive disorders (Corey, 2013).

Mindfulness. Mindfulness is “the process of drawing novel distinctions or observing alternative perspectives, through self-observation” (Stewart, 2004, p.785). Mindfulness allows an individual to be present in the current moment. From its Buddhist philosophy, mindfulness brings a sense of focus on the present state and current emotions, and takes a non-judgmental view (Woolhouse et al., 2012). Practicing mindfulness can move a person away from automatic thoughts and core-beliefs (Stewart, 2004). The mind and body must work together to allow the

individual to focus and be present, and mindfulness can be incorporated into body image work. The goal of incorporating mindfulness is to allow a person who is experiencing body dissatisfaction or poor body image to challenge negative and judgmental thoughts, and to increase acceptance (Stewart, 2004). The use of mindfulness has been a beneficial addition to the more traditional CBT treatment methods and useful for challenges such as emotional regulation (Woolhouse, Knowles, & Crafti, 2012).

Research exploring the effectiveness of mindfulness in the treatment of eating disorders and body image-related concerns is still ongoing, but past research showed positive results. One of the first studies to examine mindfulness and eating disorders examined the efficacy of a six-week mindfulness meditation-based group treatment program for 21 obese women who met the criteria for binge eating disorder (Kristeller & Hallett, 1999). The results showed that mindfulness meditation improved self-awareness and emotional regulation, which significantly decreased binge eating behaviors in the participants. Researchers found that mindfulness decreased body image concerns, body dissatisfaction, and the frequency and intensity of binge eating disorders (Woolhouse et al., 2012). Thus, it is useful to teach children how to incorporate mindfulness into daily life. When children have a better understanding of their emotions and thoughts, they are better able to decide how to express emotions and reactions when interacting with peers and family members (Coholic & Eys, 2016). Mindfulness can be used as a coping skill for preadolescent girls when faced with emotional struggles, such as body dissatisfaction.

Technology in Counseling Services

Technology is a major aspect of daily life for most adults, and is even more pervasive in the lives of children, preadolescents, and adolescents. Technology changes the way people interact and complete the tasks of daily life. Technology also plays a major role in a school

setting and influences how children connect and interact with each other (Rausch & Gallo, 2013). An astounding 92% of American adolescents use the Internet daily as an avenue for social interaction (Lenhart, 2015). In today's society adolescents communicate more often with each other and more quickly than any other generation, and they use forms of communication such as photos and videos to communicate with peers (Lenhart et al., 2005).

The current generation of adolescents and preadolescents do not know a world without technology. Prensky (2001) coined the term "digital native" to describe the generation that is constantly connected through technology. Due to the accelerated rate of technology use in children's everyday lives, school counselors need to be educated about various technology devices, programs, and social media sites, and should utilize technology if and when it might be beneficial to students. Adolescents and preadolescents use technology to learn new information, learn about the world, communicate with friends, and socialize (Palfrey & Gasser, 2008). In fact, they do not know a world where technology is not present and affecting their lives in some way. Because children are affected socially and emotionally by technology, school counselors need to work within this frame of reference to establish rapport and maintain counseling relationships (Nystul, 2011).

Incorporating technology as a part of counseling services for community providers and school counseling programs is becoming the norm. Using technology to aid in mental health services can offer strong areas of growth (Shingleton, Richards & Thompson-Brenner, 2013). Likewise, Shingleton et al. (2013) examined how technology is integrated into varying levels of counseling services and delivery approaches by analyzing four studies that included some type of technology-based services for clients seeking treatment for eating disorders. They looked at a range of technologies, including video, email, the Internet, and text message. The results showed

technology can be successfully integrated in eating disorders treatment and may offer new ways to reach clients and extend intervention methods (Shingleton et al., 2013).

The delivery of information in school counseling is changing; therefore, school counselors need to utilize technology to improve their programs (Carlson, Portman, & Bartlett, 2006). Incorporating technology into school counseling programs can also teach students how to be responsible digital citizens; however, many important aspects need to be considered. All counselors need to adhere to the ethical standards outlined within the American Counselor Association (ACA) Code of Ethics (2014). When considering technology as an aspect of counseling services, ethical decisions are critical. Section H outlines what is expected from counselors related to distance counseling, technology, and social media. First, it is important that counselors understand that counseling services are no longer limited to a face-to-face delivery system. Standard H.4.b guides counselors in maintaining professional boundaries within technology-based interactions or communication. When working with students in a school setting, boundaries and appropriate communication through the use of technology is extremely important.

Existing Programs and Recommendations

Currently, many different programs have been developed for use in a school setting to build self-esteem and positive body image in adolescent girls (Halliwell & Diedrichs, 2014; McVey and Davis, 2002). While some are aimed at younger children, there are far fewer options for school-based programs for preadolescent girls. Current research on body dissatisfaction has indicated that successful prevention programs incorporate two primary strategies: the enhancement of protective factors and the inclusion of a broad, holistic focus (Choate, 2007). Programs that build on girls' strengths, promote resilience, and buffer them from the

development of body dissatisfaction and disordered eating patterns have shown promising results (Choate, 2007; O'Dea, 2007; McVey & Davis, 2002). A holistic approach includes the multiple dimensions of a girl's environments. For example, instead of focusing exclusively on body image problems and eating disturbances, programs should address family, peers, school, media, and other sociocultural factors (Choate, 2007).

Body Image Resilience Model. Choate (2007) developed the body image resilience model to help guide appropriate intervention methods. The first protective factor discussed in the body image resilience model addresses family and peer support. Continuing research has shown that family and peer support is critical in forming positive body image, because family members and peers may reinforce the strong cultural messages preadolescent girls receive about how they should look, act, and dress (Choate, 2007; Michael et al., 2014). According Choate (2007) and the body resiliency model school counselors should be educating parents on the impact of their weight, food, and appearance-related attitudes and behaviors. It is also suggested that school counselors include some informative pamphlet or information to parents regarding body dissatisfaction, body image, and eating disorders (Choate, 2007). Parents play a major role in how young girls their bodies, as well as how they evaluate their self-worth.

Additionally, peers play a major role in the development of preadolescent girls' body image and body acceptance. Girls have increased body dissatisfaction when they associate with peers who frequently discuss dieting and weight loss behaviors, or who tease others based on their appearance (Choate, 2007). While peers may negatively influence a girl's body image, it is important to remember that positive peer connections and social networks can also be major protective factors (Choate, 2007). Other research has shown that fourth and fifth grade girls believed their peers would like them more if they were thinner (Aliyev & Tukmen, 2014). Thus,

school counselors should support girls in navigating peer relationships. They may intervene to provide girls with a supportive environment where encouraging friendships can be developed and positive attitudes toward body image can be formed (Choate, 2007).

Another aspect of the body resiliency model is advocating for girls to break down gender roles and societal messages regarding body image and appearance. Preadolescent girls are confronted with media messages that portray how a woman should act and how a woman should look. Preadolescent girls who challenge societal messages and standards are less likely to experience body dissatisfaction (Choate, 2007). Supportive interventions could include building a supportive environment where girls are encouraged not to compare their appearances to others but to accept all body types and to praise themselves and others on their characteristics and accomplishments rather than their looks. Part of this could include exposing girls to positive role models who represent this philosophy in the media (Choate, 2007).

Developing coping strategies and critical thinking skills is the fourth protective factor of the model. An aspect of developing critical thinking and copy skills is becoming a *self-authoring knower* (Choate, 2007). This term is used to describe the process of “stepping outside of the values of their culture/peers/family, evaluate these norms, and make decisions for themselves” (Choate, 2007, p. 321). As this stage of knowing further develops, girls are able to make more informed decisions, have the ability to critically access sociocultural influences. A major intervention to help develop critical thinking skills related to body image is providing girls media literacy skills. Girls should also explore what it would be like to trust their internal values regarding how they should act and look (Choate, 2007). Suggested intervention methods include distinguishing between images or messages from the media that are negative and others that are empowering and supportive for girls (Choate, 2007).

Choate's (2007) body image resilience model emphasized the importance of holistic wellness and balance. This is an important piece to incorporate into intervention. Strategies for incorporating wellness and balance include keeping a journal, learning about proper nutrition and sleep patterns, exploring enjoyable physical activities, and learning to view academics and other achievements as ways to provide purpose, accomplishment, and competence (Choate, 2007). This model gives school counselors a frame to work within when approaching body image intervention methods.

Everybody is Somebody. McVey and Davis (2002) looked at the effectiveness of a prevention program aimed at teaching sixth grade girls life skills and coping skills for dealing with normative stressors that may cause the early onset of poor body image and dieting behaviors. The prevention program, *Every Body Is a Somebody*, included six 50-minute long sessions. Activities included group discussions, classroom activities, and slide and video presentations on topics such as positive relationships, stress management, healthy living, body size acceptance, body image and self-esteem, and media influence (McVey & Davis, 2002).

Data were collected and measured through several tools. The first measurement tool was the Self-Image Questionnaire for Young Adolescents to assess body image satisfaction. The participating girls were asked to rate how much individual statements described them (McVey & Davis, 2002). The Rosenberg Self-Esteem Scale was also used to measure general self-esteem thoughts and feelings. The third tool was the 22-item Child-Adolescent Perfectionism Scale to measure self-oriented perfectionism.

The results determined that the prevention program had a significantly positive short-term impact on girls' body image satisfaction, global self-esteem, and negative eating attitudes and behaviors scores (McVey & Davis, 2002). However, while a follow-up assessment found

that the gains from the program were not continued 12-months later, no adverse outcomes were associated with participation (McVey & Davis, 2003). While the results of this research failed to demonstrate long-term outcomes for the girls who participated, the findings do support the hypothesis that teaching preadolescent girls about their bodies in a school setting during a period when dieting behaviors increase is an appropriate intervention method. It is important to note that a professional with extensive experience in body image and eating disorders delivered this program; questions have been raised about whether the same promising results would be obtained if the program was delivered by a classroom teacher (McVey & Davis, 2002). School counselors are likely to have the necessary credentials and theoretical background to be appropriate facilitators of this type of prevention program.

Not discussing body image concerns with preadolescent girls will not make the issue go away. Research on existing programs has demonstrated that school counselors need to provide interventions to preadolescent girls that build up protective factors at the individual, family, peer, and school levels, as well as teach girls to advocate for themselves and challenge societal and cultural standards (Choate, 2007). Interventions should also promote critical thinking skills, stress coping mechanisms, and body acceptance. Body dissatisfaction and poor body image cannot be ignored in preadolescent girls.

Everybody's Different. *Everybody's Different*, developed by Australian researcher Jenny O'Dea (2007), is a school-based program to help build children's awareness of unrealistic body images in the media and to gain appreciation for physical differences; it incorporates meditation and emphasizes positive coping and communications skills. This program has been shown to help improve preadolescent girls' self-esteem and demonstrated positive results in the area of body image disturbances both for girls and boys (Norwood et al., 2011). Everybody's

Different includes details on how to educate children on topics related to body image, such as self-esteem and media literacy, and how to foster healthy living (Norwood et al., 2011).

Norwood et al., (2011) looked at the success of implementing Everybody's Different in a public school in Ontario, Canada. Girls and boys in the fifth and sixth grades participated in the study's 80-minute sessions for five consecutive days. The lessons included activities, games, and group discussions. On the first day, the children were introduced to the concepts of self-esteem and support systems. They also were introduced to meditation and techniques for coping with stress. The second day focused on media literacy education; during this session, the children discussed stereotypes and unrealistic media images. The third session included more exploration of real and artificial beauty. In session four, the children explored the individuality of self and others; in session five, they discussed communication skills and building positive relationships among peers.

Norwood et al., (2011) used three separate measurement tools to gather data and determine success. The tools used were the Self-Description Questionnaire, The Body-Esteem Scale for Adolescents and Adults, and The Sociocultural Attitudes Towards Appearance Questionnaire-3 (Norwood et al., 2011). The results indicated that both boys and girls demonstrated significantly higher levels of self-esteem and positive body image after the completion of the program (Norwood et al., 2011). Norwood et al. (2011) also concluded that the results demonstrated the need for early body image intervention to educate preadolescent children before they are heavily exposed to unrealistic ideal body images.

GoGirlGo! *GoGirlGo!* was developed by the Women's Sports Foundation (2011). The program has varying curriculums for different age groups, taking a physical activity-based approach to intervention. The curriculum geared toward preadolescent girls ages 8–10 is

designed to help children to develop healthy ways of dealing with childhood and adolescent stressors and situations through physical activity that incorporates movement and sports (Women's Sports Foundation, 2011). In the program, facilitators introduce the fun of physical activity and facilitate honest conversations around the struggles and health risks that girls face (Women's Sports Foundation, 2011). Each session includes discussions, paper activities, and 30 minutes of physical activity (Women's Sports Foundation, 2011).

Girls on the Run. Another program geared toward preadolescent girls that incorporates physical activity is *Girls on the Run*, which integrates running with other activities to nurture girls' physical, emotional, and spiritual health (Girls on the Run, 2013). The program has two curriculum options, one for third–fifth grades and another for sixth–eighth grades, and is delivered over a 10 to 12-week period. While this program encompasses self-esteem, it does not directly address body image and related issues.

School-Based Interventions. School-based interventions have been widely recognized as appropriate and effective environments to improve body image among children and adolescence (Yager et al., 2013). A school setting offers sustained interactions with children at a in a learning environment (Yager et al., 2013). The importance of teaching about body image and body acceptance has gained a lot of attention by governments policy makers, school officials, and curriculum authorities (Yager et al., 2013). Yager et al., (2013) conducted a systematic review of 16 different body image intervention programs. This study found that the most effective programs had three major factors that contributed to the success of the programs. First being the effective programs were aimed at younger adolescence. Second the effective programs had topic content that included media literacy, ways to improve self-esteem, and discussed other influential factors such as peer influence. The third aspect of effective programs was a multi-

lesson approach, with an average of 5.02 hours in the total program length (Yager et al., 2013). Through this study it was also found that the program *Happy Being Me*, which included only girls was found to be the effective compared to groups that included girls and boys in the same group. Another concern for many of the programs is teachers not feeling comfortable presenting and teaching the material and often asked for additional training (Yager et al., 2013). This finding presents an opening for school counselors to assume this role.

While these programs and interventions have shown promising results for preadolescent girls experiencing body dissatisfaction and poor body image, the programs lack a progressive, technological approach to connect with and engage children and parents. The following section discusses technology, its impact on children's day-to-day functioning, and how school counselors can effectively incorporate technology and media into practice.

The American School Counselor Association (ASCA) Code of Ethics

The American School Counselor Association (ASCA) Ethical Standards for School Counselors (2016) provided standards and guidelines to provide structure and recommendations for ethical counseling practices in a school setting. It is critical that school counselors adhere to the ethical standards in this code in all areas of practice, including incorporating technology.

These standards guide school counselors in technical and digital citizenship under section A.14. The first standard relates to the appropriate selection and use of technology and software applications to enhance students' academic, career, and social/emotional development. Sections c and d under standard A.14 outline how school counselors can demonstrate and promote the safe and responsible use of technology (ASCA, 2016). Incorporating technology into lessons, individual work, and group work is an opportunity to model how students can use technology in ways that are fun but also safe and appropriate. Because of the technology paradigm shift in the

counseling profession, school counselors have had to adjust program delivery methods.

Incorporating technology appropriately and effectively is supported by ASCA (2016) and ACA (2016).

When implementing this type of program, school counselors must also examine their own core values, personal beliefs, personal eating practices, and personal body image, and how they may affect their attitudes and thoughts when delivering this curriculum to preadolescent students (Bardick et al., 2004). School counselors need to remember to be role models in all areas of life for the children they work with.

ASCA National Model and Mindsets and Behaviors

The ASCA National Model (2012) and the ASCA National Standards for Students (2004) provide a foundation and framework that school counselors can use to shape school counseling programs. There are four components in the ASCA National Model (2012): foundation, management, accountability, and delivery. The foundation component comprises the three domains of academic development, career development, and emotional/social development.

The first domain is academic development. Academic development standards are in place to guide school counseling programs in including activities that support each individual student (ASCA, 2014). Second, career development standards guide school counseling programs to “help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the life span” (ASCA, 2014, p. 1). Finally, the third domain of emotional/social development standards are in place to help students learn to manage their emotions, coping skills, and apply interpersonal skills (ASCA, 2014). Each of these three domains outline the skills, knowledge, and attitudes students should acquire through a school’s

comprehensive counseling program for academic success, based on college and career readiness research (ASCA, 2014).

This project's application addresses body dissatisfaction among preadolescent girls and provides school counselors with the education material in the social/emotional development domain that addresses several student mindsets and behaviors. Educating students about body positivity and body acceptance could meet the criteria of mindset 1: Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being. The core of this application could also meet several behavior standards, including B-SS 4, demonstrate empathy; B-SS 8, demonstrate advocacy skills and ability to assert one's self, when necessary; B-LS 1, demonstrate critical-thinking skills to make informed decisions, and identify long- and short-term social emotional goals (ASCA, 2014).

Another core element within the ASCA (2014) is the delivery system, which refers to how a school counseling program is delivered to students. School guidance curriculum is part of the delivery system, and information delivered to students should "promote knowledge, attitudes, and skills through instruction in three content areas: academic achievement, career development, and personal/social growth" (ASCA, 2014, p. 40). School counselors may, for example, deliver curriculum through small groups outside of the classroom that meet identified student needs (ASCA, 2012). As outlined in A.4 of ASCA (2010), school counselors have the ethical responsibility to provide opportunities for all students to develop the mindsets and behaviors necessary to earn work skills, resilience, perseverance, and an understanding of lifelong learning, and to develop a positive attitude toward learning and a strong work ethic (ASCA, 2010).

Literature Review Conclusion

By assessing the literature on preadolescent development, a better understanding of why girls struggle with body image disturbances at such a young age can be gained. As demonstrated through the literature review, prevention methods and programs are imperative as preadolescent girls are extremely vulnerable to developing poor body image and eating disorders. From the body of literature examined one can conclude several important protective factors for young girls related to body dissatisfaction exists, including the importance of parental support and influence, peer relationships, and media and social media education, positive coping skills, and examining unhealthy behaviors and thoughts (Bardick et al., 2004; Choate, 2007; Neumark-Sztainer, 2006; Tiggemann, 2003; Yager & O'Dea, 2008).

Some of the current programs aimed to provide support related to body image and self-esteem concerns for preadolescent and adolescent girls were examined in this literature review. The programs examined through this literature review appeared to lack information on how the program meet specific American School Counselor Association (ASCA) Mindsets and Behaviors or fit into the (ASCA) National Model which is an important aspect of any curriculum used in a school counseling setting. The individual lessons were also lengthy and not easily adapted to a school setting. The various programs also took a very basic approach to the delivery of the material and lacked any use of technology, applications, or progressive approaches to engage students and lacked an emphasis on parent engagement, which is seen in the literature review as an important and influential factor in body image development of preadolescent girls. The program developed through this project incorporates the important findings from the above literature review to provide a comprehensive program for preadolescent girls.

Application

This project intended to provide school counselors with lessons that are educational and appealing to preadolescent girls. The lessons are appropriate for use in a group setting with preadolescent girls from the fourth–seventh grades to discuss body dissatisfaction and body image, and to develop body acceptance for themselves and their peers.

The target audience for this project is elementary school counselors, as they are in a unique position for working with preadolescent girls in a variety of ways while addressing a broad range of topics. Elementary school counselors provide education and support services to children on topics related to social, emotional, educational, and behavioral concerns. Unlike other community counseling settings, school counselors see children frequently and consistently. Thus, a school setting is ideal setting for providing education to a large number of preadolescent girls who may be experiencing body dissatisfaction.

The product of this research aims to connect with preadolescent girls using a progressive approach that incorporates technology, language and terms preadolescent girls connect with, and an easy way for parents to access the group lessons and additional information to support their daughters. The lessons were designed to be taught in 30-minute increments in a school setting. To deliver the program and material school counselors will need to gain access to various types of technology (e.g., iPads, computers). School counselors will also need to utilize various Internet-based applications (e.g., *Google Sites*, *Google Forms*, *Calm*, and *Bubbl.us*). *Google Sites* will be used to maintain parent collaboration and involvement. The Google Site link will be available to all parents. On the Google site, parents will have access to program lessons and activities, as well as additional resources and educational materials to encourage parents to continue to facilitate positive and healthy conversations around body image. Parent involvement will also be encouraged through various “homework” assignments in several lessons. Girls

participating in the group and their parents will be encouraged to collaborate and work together on a journal to help establish healthy communication regarding body image and other struggles preadolescent girls may be experiencing. Google Forms, which is an easy way to collect data to create a comprehensive data-informed counseling program, will be used to help school counselors collect and interpret pre- and post-test data. Girls participating in Be-YOU-tiful Girls Group will take the assessment during the first group session and the last session. In addition, The Rosenberg Self-Esteem Scale (Rosenberg, 1965) has been included in the program to use as an alternative assessment tool.

A large part of body dissatisfaction intervention programs is for school counselors to help students develop critical thinking skills, improve communication skills, challenge the glorification of thinness, develop a healthy body and self-image, improve self-confidence and autonomy with peers, and learn how to use media to promote healthy body images (Bardick et al., 2004). Programs should also include the importance of self-acceptance and positive body image, and critically examine perspectives of unhealthy behaviors (Bardick et al., 2004). School counselors will also have the opportunity to encourage parental involvement. An area that many pre-existing programs lack in is an increased level of parent engagement even though parental influence is a critical part of the development of body positivity in young girls. The program developed through this project presents parents the opportunity to stay connected and tools to help parents and caregivers to cultivate body positivity at home. Parental involvement will be encouraged through various homework assignments and the parent website.

The lessons developed through this project are aligned with ASCA Code of Ethics (2016) and the ASCA National Model (2016), addressing multiple mindsets and behaviors. The lessons

are also aligned with theory-based methodologies for body image, body dissatisfaction, and eating disorders in children.

Conclusion

Preadolescent development is a time when girls face a number of social and emotional challenges, including body dissatisfaction and body image disturbances. During this transition period from childhood to adolescence it is important for girls to learn appropriate coping skills to utilize when faced with challenges and life stressors. Preadolescent girls spend a major portion of their day at school; therefore, school counselors are in an ideal position to support girls when faced with body dissatisfaction and body image concerns. As preadolescent girls struggle with body dissatisfaction and other body image related issues school counselors need to provide guidance and education to help girls develop a sense of self-worth, self-acceptance and be comfortable with who they are and not what society is telling them to be (Aliyev & Tukmen, 2014).

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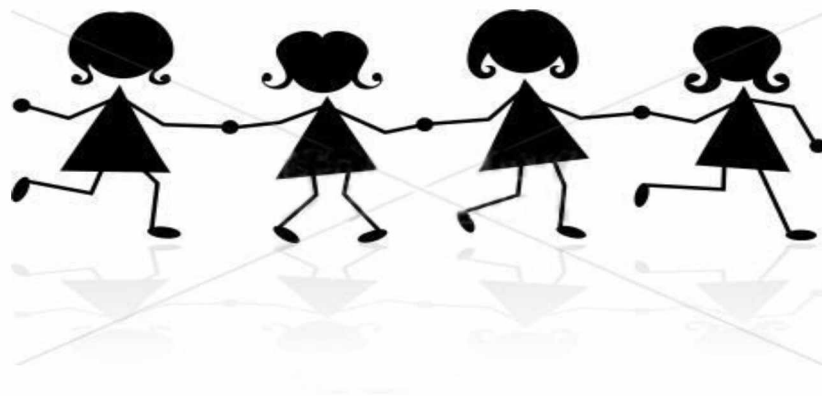
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Appendix A: Application

Be•you•tiful



Where girls learn to feel EMPOWERED, IMPORTANT, and Be-YOU-tiful!
A program for preadolescent girls.

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Introduction

Preadolescent development is a time when girls can face a number of social and emotional challenges, including body dissatisfaction and body image disturbances (Evans, Tovee, & Boothroyd, 2012; Smolak, 2011). During this transition period from childhood to adolescence, it is important for girls to learn appropriate coping skills to utilize when faced with challenges and life stressors. Preadolescent girls spend a major portion of their day at school, therefore school counselors are in an ideal position to support girls when faced with body dissatisfaction and body image concerns.

This program provides eight lessons for preadolescent girls in grades 4th through 7th and is designed to be implemented in a school setting by a school counselor. Be-YOU-tiful offers a unique component of parental involvement. A website is available for parents to access lessons, calendar, and other additional resources. Parental involvement will also be encouraged through various activities and “homework” assignments. Various technological applications and mediums are used throughout the program.

Be•you•tiful

Curriculum Objectives

1. Increase feelings of body satisfaction.
2. Provide basic media and social media literacy skills.
3. Provide girls with coping skills.
4. Empower girls to stand up for themselves and peers when it comes to body shaming and body talk.
5. Develop personal body acceptance and body acceptance of others.
6. Enhance parent involvement and body positive conversation at home.

Be•you•tiful

Information and Parent Consent Form

Hello Parents,

Your daughter has been identified as possibly benefiting from participation in a school-based program that supports young girls in developing a healthy and positive body image. This group fosters an environment where girls learn to be confident in who they are and instills a sense of empowerment that promotes self-acceptance and acceptance of others.

Family support is a major protective factor for young girls when it comes to body image and body acceptance. Each week your daughter will cover a new topic and new activity. The Google site link provided give you access to all lessons and activities your daughter will be participating in. Your daughter will also sometimes come home with various “homework” assignments from the lesson. At the first session girls will be given a “BE-YOU-tiful Journal”. The purpose of this journal is to offer an additional method of communication for you and your daughter to communicate about body image related struggles as well as other struggles. I encourage parents to get involved and ask questions and use resources to continue positive and healthy conversations with your daughter to stay involved in their social, emotional, and physical development!

Google Parent Website: <https://sites.google.com/alaska.edu/beyoutiful/home>

I hereby give my permission for _____ to participate in the *Be-YOU-tiful* girls group.

Printed Name

Signature

Relationship to Student

Date

Please contact me if you have any questions or concerns.

Counselor

Phone number and email

Technology and Applications

Be-YOU-tiful girls group program integrates technology into many aspects of the program. The technology used throughout the curriculum serves specific educational purposes.

The following devices and applications will be used throughout the group:

- Ipad or computer
- Google Sites link: <https://sites.google.com/alaska.edu/beyoutiful/home>
- Google Forms
 1. Pre-test link: <https://goo.gl/forms/vbtTkLGp3WZezYmF2>
 2. Post-test link: <https://goo.gl/forms/qc5t8JD70iEty5c82>
- Calm app/web-based program-Free to education staff
- Classdojo.com-Free to sign up. <https://ideas.classdojo.com/b/mindfulness>
- Bubbl.us app/web-based program
- YouTube video links:
 1. Dove Evolution link: <https://youtu.be/iYhCn0jf46U>
 2. Dove Change One Thing, Link: <https://youtu.be/c96SNJihPjQ>
 3. Dove Real Beauty Sketches link: <https://youtu.be/XpaOjMXyJGkk>
 4. Positive Affirmations for Kids link: <https://youtu.be/ehH6GPqw2wc>
 5. Jennifer Larwance interview link: https://youtu.be/_kAnM6YOXLQ
 6. Cristina Aguilera “Beautiful” link: <https://youtu.be/p3jcvgdbvo8>
 7. Moana “How Far I’ll Go” link: <https://youtu.be/vmAMq8q-y1s>
 8. Katy Perry “Roar” link <https://youtu.be/n2f501YWxso>



Lesson Structure

ASCA Mindsets & Behaviors: This section will list the ASCA Mindsets and Behaviors standard met within each lesson.

Overview: This section describes the intent of the lesson and the topics that will be covered.

Technology: The technology section will outline what technology will be used in each lesson.

Discussion: The discussion section will list different talking points and topics for the lesson.

Activity: The activities for each lesson will be listed here. If a worksheet accompanies the activities it can be found after the lesson outline.

Wrap-Up: The wrap-up section will give ideas on how to end each session if time allows.

Homework: The homework section gives ideas or activities for girls participating in the group to take home and share with their parents. The homework section is indented to be fun and encourage parent involvement.

Be•you•tiful

LESSON ONE: SOCIAL CONNECTIONS: GETTING TO KNOW YOUR PEERS AND YOURSELF

ASCA Mindsets & Behaviors

<p>Mindsets: M 1. - M 6.</p> <p>Behaviors:</p> <p>B-LS 5. Apply media and technology skills</p> <p>B-SMS 3. Demonstrate ability to work independently</p> <p>B-SS 1. Use effective oral and written communication skills and listening skills</p> <p>B-SS 2. Create positive and supportive relationships with other students</p> <p>B-SS 3. Create relationships with adults that support success</p> <p>B-SS 4. Demonstrate empathy</p> <p>B-SS 6. Use effective collaboration and cooperation skills</p>

Overview: The purpose of this lesson is to introduce the group and group members, discuss confidentiality, informed consent, and group rules and norms. Students will get to know other group members and begin to build trust.

Technology: School counselor and students will utilize Google Forms to take pre-group survey. Link will also be shared on Google Classroom for parents to view.

Discussion:

- Introductions of group members.
- Group members will help to establish group rules.
- Cover informed consent and confidentiality.
- Discuss the purpose of the group and what's to come.
- Explore if any group members have any fears or concerns about the group.

Activity:

1. Fill out pre-group assessment tool.
2. I am Special and Unique worksheet.
 - Have students complete worksheet. Ask for students to share.
 - Discuss if it was difficult for students to come up with positive unique qualities about themselves and why that is?
3. BE-YOU-tiful Journal. (Journals should be pre-made to save time).
 - Encourage girls to color and personalize the journal.

- Explain the purpose of the journal is use with their mom, dad, or any other caregiver as an additional communication tool. Students and caregivers can ask questions to each other and respond to one another's journal entries.

Wrap-Up: What Stuck with You

- Students write one thing that stuck with them on a sticky note and stick to "WHAT STUCK WITH YOU" poster (See attached).

Lesson One Activity: I am Special and Unique!

I am special and unique!		
A compliment that someone has given me:	Good qualities that my friends or family would use to describe me:	What I like to do for fun:
2 words that I would use to describe myself:	<u>My Name:</u>	2 Things that I am good at:
One good deed that I have done for someone:	One thing that most people don't know about me:	One thing that makes me laugh:

LESSON TWO: TEACHING THE ACT OF MINDFULNESS

ASCA Mindsets & Behaviors

Mindsets: M 1. - M 6.

Behaviors:

B-LS 5. Apply media and technology skills

B-SS 1. Use effective oral and written communication skills and listening skills

B-SS 2. Create positive and supportive relationships with other students

B-SS 3. Create relationships with adults that support success

B-SS 4. Demonstrate empathy

B-SS 6. Use effective collaboration and cooperation skills

Overview: The purpose of this lesson is for students to be introduced to the practice of mindfulness as a coping skill. Students will learn the benefits of self-awareness, patience, concentration, resilience, and emotional regulation.

Technology: Individual or group Ipad or computer. Explore the app *Calm*. This app is free to teachers by simply registering. The Calm app is tailored for children ages pre-K through high school. Calm app is free to teachers and school counselors. Introduce YouTube video, Positive Affirmations for Kids video, link: <https://youtu.be/ehH6GPqw2wc>.

A second option to introduce mindfulness is through Classdojo.com. This site has a short mindfulness meditation video and some guided breathing and stretching videos with animated characters.

Discussion:

- Discuss what is mindfulness.
- Discuss the benefits of mindfulness.
- How to incorporate mindfulness into everyday life.

Activities:

1. Introduce Calm app, Class Dojo and Positive Affirmations for Kids relaxation video.

Wrap-Up: Mindfulness minutes with Calm App or Positive Affirmations for Kids video.

Homework: Introduce Calm app and techniques learned to parents.

LESSON THREE: POSITIVE SELF-TALK

ASCA Mindsets & Behaviors

Mindsets: M 1. - M 6.

Behaviors:

B-LS 5. Apply media and technology skills

B-LS 2. Demonstrate creativity

B-SS 1. Use effective oral and written communication skills and listening skills

B-SS 2. Create positive and supportive relationships with other students

B-SS 3. Create relationships with adults that support success

B-SS 4. Demonstrate empathy

B-SS 6. Use effective collaboration and cooperation skills

Overview: This lesson will teach students positive self-talk as a coping skill. Students will use critical thinking and processing skills to find body positive messages in song lyrics and discover the influence music has on society.

Technology: ipad or computer will be needed to play songs from Youtube.

1. Cristina Aguilera “Beautiful” link: <https://youtu.be/p3jcvgdbvo8>
2. Moana “How Far I’ll Go” link: <https://youtu.be/vmAMq8q-y1s>
3. Katy Perry “Roar” link <https://youtu.be/n2f501YWxso>

Discussion:

- Who can remember from week one some of the positive things you wrote down about yourself on the I am Special I am Unique worksheet?
- Sometimes it is hard to remember to focus on the positive aspects of ourselves
- One way to do this is what when we start to think negative things about ourselves, we can use positive self-talk instead.
- What is positive self-talk?
- Changing negative thoughts into positive thoughts.

Activities:

1. Body Positive Messages through Song
 - a. Play YouTube video and look at the lyrics (presented through the video)
 - b. Work together with students to find body positive messages in lyrics.
Pause video as needed for discussion.
2. I Have Your Back activity

- a. Tape a piece of paper of the back of each student. Each student will need a marker or pen.
- b. Play songs discussed in previous activity
- c. Instruct students to dance around. Pause music. When music pauses have students write a positive word about the other student on piece of paper on their back. Continue to dance and have fun until everyone has multiple positive affirmations on their back. Allow students to read positive affirmations.

Wrap-Up: What Stuck with You

- Students write one thing that stuck with them on a sticky note and stick to “WHAT STUCK WITH YOU” poster.

Homework: Give girls Positively Wonderful worksheet to take home and work on with parents.



Positively Wonderful

Name _____

Positive thoughts I had this week:	Something POSITIVE that happened to me this week was:	Something POSITIVE that was said about me this week was:
1.	_____ _____	_____ _____
	_____ _____	_____ _____
2.	_____ _____	_____ _____
	_____ _____	_____ _____
	_____ _____	_____ _____
	_____ _____	_____ _____
3.	_____ _____	_____ _____
	_____ _____	_____ _____
	_____ _____	_____ _____
	_____ _____	_____ _____

Lesson Three, Activity Two: Body Positive Messages through Song

Christina Aguilera "Beautiful"

Every day is so wonderful
 And suddenly it's hard to breathe
 Now and then I get insecure
 From all the pain, feel so ashamed
 I am beautiful no matter what they say
 Words can't bring me down
 I am beautiful in every single way
 Yes, words can't bring me down, oh no
 So don't you bring me down today
 To all your friends you're delirious
 So consumed in all your doom
 Tryin' hard to fill the emptiness, the piece is gone
 Left the puzzle undone, ain't that the way it is?
 'Cause you are beautiful no matter what they say
 Words can't bring you down, oh no
 You are beautiful in every single way
 Yes, words can't bring you down, oh no
 So don't you bring me down today
 No matter what we do
 No matter what we do
 No matter what we say)
 No matter what we say
 (We're the song that's outta tune)
 (Full of beautiful mistakes)
 (And everywhere we go)
 And everywhere we go
 (The sun will always shine)
 The sun will always, always shine!
 (But tomorrow we might awake on the other side)
 'Cause we are beautiful no matter what they say
 Yes, words won't bring us down, oh no
 We are beautiful in every single way
 Yes, words can't bring us down, oh no
 So don't you bring me down today
 Don't you bring me down today
 Don't you bring me down today

Source: Adapted from The Body Image Project Tool Kit (2012)

Lesson Three, Activity Two: Body Positive Messages through Song

Moana "How far I'll Go"

*I've been staring at the edge of the water
Long as I can remember, never really knowing why
I wish I could be the perfect daughter
But I come back to the water, no matter how hard I try
Every turn I take, every trail I track
Every path I make, every road leads back
To the place I know, where I cannot go
Where I long to be
See the line where the sky meets the sea? It calls me
And no one knows, how far it goes
If the wind in my sail on the sea stays behind me
One day I'll know, if I go there's just no telling how far I'll go
I know everybody on this island seems so happy on this island
Everything is by design
I know everybody on this island has a role on this island
So maybe I can roll with mind
I can lead with pride, I can make us strong
I'll be satisfied if I play along
But the voice inside sings a different song
What is wrong with me?
See the light as it shines on the sea? It's blinding
But no one knows, how deep it goes
And it seems like it's calling out to me, so come find me
And let me know, what's beyond that line, will I cross that line?
See the line where the sky meets the sea? It calls me
And no one knows, how far it goes
If the wind in my sail on the sea stays behind me
One day I'll know, how far I'll go*

Lesson Three, Activity Two: Body Positive Messages through Song

Katy Perry "Roar"

I used to bite my tongue and hold my breath
Scared to rock the boat and make a mess
So I sat quietly, agreed politely
I guess that I forgot I had a choice
I let you push me past the breaking point
I stood for nothing, so I fell for everything
You held me down, but I got up (hey!)
Already brushing off the dust
You hear my voice, your hear that sound
Like thunder, gonna shake your ground
You held me down, but I got up
Get ready 'cause I've had enough
I see it all, I see it now
I got the eye of the tiger, a fighter
Dancing through the fire
'Cause I am the champion, and you're gonna hear me roar
Louder, louder than a lion
'Cause I am a champion, and you're gonna hear me roar!
You're gonna hear me roar!
Now I'm floating like a butterfly
Stinging like a bee I earned my stripes
I went from zero, to my own hero
You held me down, but I got up (hey!)
Already brushing off the dust
You hear my voice, your hear that sound
Like thunder, gonna shake the ground
You held me down, but I got up
Get ready 'cause I've had enough
I see it all, I see it now
I got the eye of the tiger, a fighter
Dancing through the fire
'Cause I am the champion, and you're gonna hear me roar
Louder, louder than a lion
'Cause I am a champion, and you're gonna hear me roar!
You're gonna hear me roar!
Roar, roar, roar, roar, roar!
I got the eye of the tiger, a fighter
Dancing through the fire

LESSON FOUR: EXPLORING INDIVIDUALITY

ASCA Mindsets & Behaviors

Mindsets: M 1. - M 6.
Behaviors: B-LS 5. Apply media and technology skills B-SS 1. Use effective oral and written communication skills and listening skills B-SS 2. Create positive and supportive relationships with other students B-SS 3. Create relationships with adults that support success B-SS 4. Demonstrate empathy B-SS 6. Use effective collaboration and cooperation skills

Overview: The purpose of this activity is for student to recognize all people are different, including physically. Students will understand some traits can be changed and some can't, and some happen naturally overtime as we grown. Students will learn to accept their own individual traits and those of their peers. Students will learn self-acceptance and acceptance of peers. In addition, students will develop brainstorming and organizational skills.

Technology: Ipad or computers will be needed for this lesson. Students can have individual iPad or computers or the group can work together as a team. Use the application called *Bubbl.us*. Mind maps created from *Bubbl.us* are easily created, saved, and downloaded.

Discussion: Use the following discussion questions to start the conversation.

1. In what ways are people different from each other?
 - A. **List three to five ways that people are different.** Possibilities are: 1. Different heights. 2. Different weights. 3. Different body builds (slender, muscular, etc.). 4. Different complexions. 5. Different hair colors/types (straight, curly, etc.). 6. Different eye colors. 7. Different preferences. 8. Different likes/dislikes. 9. Different abilities (some of us are good in math, some in writing, some in art, some in sports, some in music, etc.). 10. Different interests.
 - B. **Some things we can change through effort** (by studying, practicing, etc.).
 - C. **Some things we can't change, even if we want to** (height, eye color, etc.).
 - D. **Some things will change naturally over time whether we want them to or not** (height and weight as we grow, preferences, interests, etc.).
2. **List three things that you are good at.**

- a. Discuss that everyone has his or her strengths (and weaknesses).
- b. One thing that makes the world interesting is that everyone has his or her own set of unique qualities.

3. Just as with other traits, each of us grows, develops, and matures at different rates.

A. Normal physical growth and development: 1. Involves rapid changes in height, weight, and weight distribution.

4. Healthy growth and physical development depend on:

- 1. A healthy diet that satisfies your hunger (but not dieting). The word “diet” does not always mean losing weight. It also means the usual food and drink that a person consumes, so a “healthy diet” is just another way of saying good nutrition.
 - a. Normal growth and physical development require increased amounts of calories.
 - b. Restriction of calories or nutrients during growth and maturation may lead to growth problems or even health problems later in life.
- 2. Regular, enjoyable physical activity.

Remember:

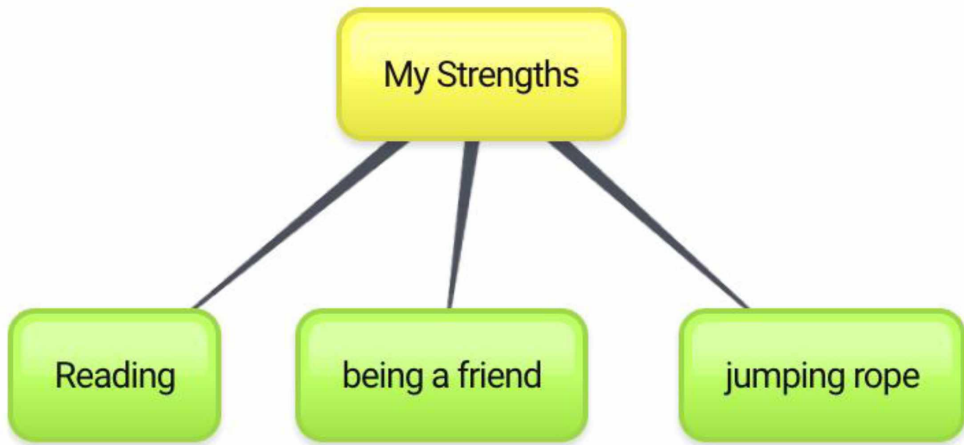
- 1. Recognize that we are all different physically (just as we are different in many other ways).
 - a. We each naturally have a certain body type, and that is okay.
- 2. Recognize that change is unavoidable and is OK.
- 3. Accept others for who they are and not how they look. This is the first step in respect. Showing respect for others will help earn their respect for you.

Activity:

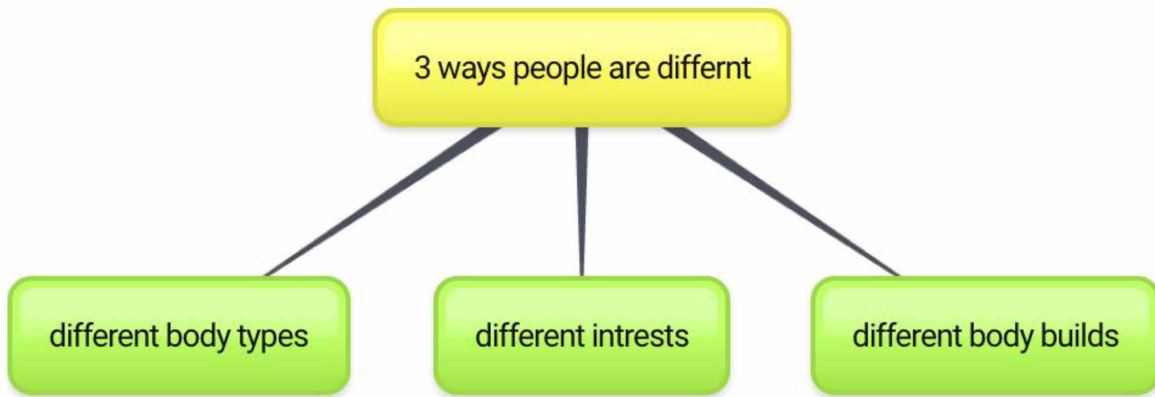
- 1. Use Bubble.us app to create a visual of what is being discussed. Bubbles created can easily be saved and printed.

Wrap-Up: Mindfulness minutes with Calm App, Classdojo, or Positive Affirmations for Kids video.

Example of Bubbl.us



created with www.bubbl.us



created with www.bubbl.us

LESSON FIVE: BODY IMAGE AND APPEARANCE IDEALS

ASCA Mindsets & Behaviors

Mindsets: M 1. - M 6.

Behaviors:

B-LS 6. Set high standards of quality

B-SS 1. Use effective oral and written communication skills and listening skills

B-SS 2. Create positive and supportive relationships with other students

B-SS 3. Create relationships with adults that support success

B-SS 4. Demonstrate empathy

B-SS 6. Use effective collaboration and cooperation skills

Overview: The lesson will allow students to understand what body image is and how body image is affected but cultural influences and social constructs. Students will explore appearance ideals and pressures girls feel to fit in.

Technology: iPad or computers will be needed. This lesson also incorporates the following video from YouTube:

1. Dove Change One Thing, Link: <https://youtu.be/c96SNJihPjQ>

Discussion:

- What is Body Image?
 - How you feel about your body?
 - How you see your-self, both physically and mentally?
 - What you believe about your appearance?
- What do we mean by appearance ideals?
- What appearance pressures do we face?
- What is the impact of these appearance pressures?
- What are today's appearance ideals?

Activity:

1. Read through and discuss *Body Perceptions Worksheet* and use as discussion topic. Allow enough time to discuss the worksheet and give the girls opportunity to work through any emotions the worksheet may evoke.

Wrap-Up: What Stuck with You

- Students write one thing that stuck with them on a sticky note and stick to "WHAT STUCK WITH YOU" poster.

Homework:

1. *Handout Be Your Own Best Friend* worksheet for students to take with them. Encourage girls to discuss handout with their parents. Idea: How can your entire family adopt these ideas?

Lesson Five Activity One: Body Image Perceptions and Appearance Worksheet

1. Boys say overweight girls are:

2. Boys say thin girls are:

3. Girls say overweight girls are:

4. Girls say thin girls are:

5. I feel _____ about my body.

6. Things I love my body allows me to do _____

7. I have sometimes felt bad about myself for not having something. _____

8. I have felt that others might like me more if I owned a certain item. _____

9. I sometimes worry about my appearance. _____

10. I have felt other may like me better if I looked different. _____

11. I would like others to form their opinions of me based on:

_____ what I look like and what I own

_____ my personality and character traits

Be Your Own Best Friend



Know Yourself

Accept your strengths and your weaknesses. Everyone has both!

Accept Help

Some problems are too big to solve alone. Confide in someone you trust, and lighten the load.

Go Gently

Don't be hard on yourself. Be careful not to expect too much, or to over-react to your mistakes.

Be True to You

Don't try to be someone else. Be proud of who you are. Pay attention to your own thoughts and feelings, and do what seems right for you.

Control Self-Talk

Listen to the voice inside your head. If you hear put-downs – “I’m so stupid.” “I’m not worth it.” “I should be more like him/her.” – then STOP! Take a deep breath, and change the tune to – “Everybody makes mistakes.” “I deserve it.” “How I am is good enough for me.”

Take Time Out

Spend some time alone and enjoy your favorite music, reading a book or magazine; or write in your journal.

Stay Active

When you walk, run, dance and play hard, your body gets rid of nervous energy and tension. And when you feel fit and strong, you're ready to meet life's challenges.

LESSON SIX: MEDIA AND SOCIAL MEDIA

ASCA Mindsets & Behaviors

Mindsets: M 1. - M 6.

Behaviors:

- B-LS 1. Demonstrate critical thinking skills and make informed decisions
- B-LS 5. Apply media and technology skills
- B-SS 1. Use effective oral and written communication skills and listening skills
- B-SS 2. Create positive and supportive relationships with other students
- B-SS 3. Create relationships with adults that support success
- B-SS 5. Demonstrate ethical decision-making and social responsibility
- B-SS 4. Demonstrate empathy
- B-SS 6. Use effective collaboration and cooperation skills
- B-SS 8. Demonstrate advocacy skills and ability to assert self when necessary
- B-SS 9. Demonstrate social maturity when behaviors appropriate to the situation and environment

Overview: The purpose of this lesson is to educate students on the impact media and social media plays in forming unrealistic appearance, body, and beauty ideal. It will also teach students personal and online safety, media literacy skills, and critical analysis of media messages.

Technology: One computer needed. This lesson incorporates the following videos:

1. Dove Evolution, found at: <https://youtu.be/iYhCn0jf46U>
2. Dove Redefining Beauty One Photo At A Time, link: https://youtu.be/_3agBWqGfRo

Discussion:

- What do we mean by media?
- Discuss different types of media.
- Discuss how beauty is portrayed in media/social media vs. real beauty.
- What is the impact of messages and images on social media?
- How can images in the media be manipulated?
- How can social media promote poor body image?
- How do certain images on social media make you feel?
- Discuss safe and unsafe uses of social media.

Activity:

1. Watch short videos and facilitate discussion.

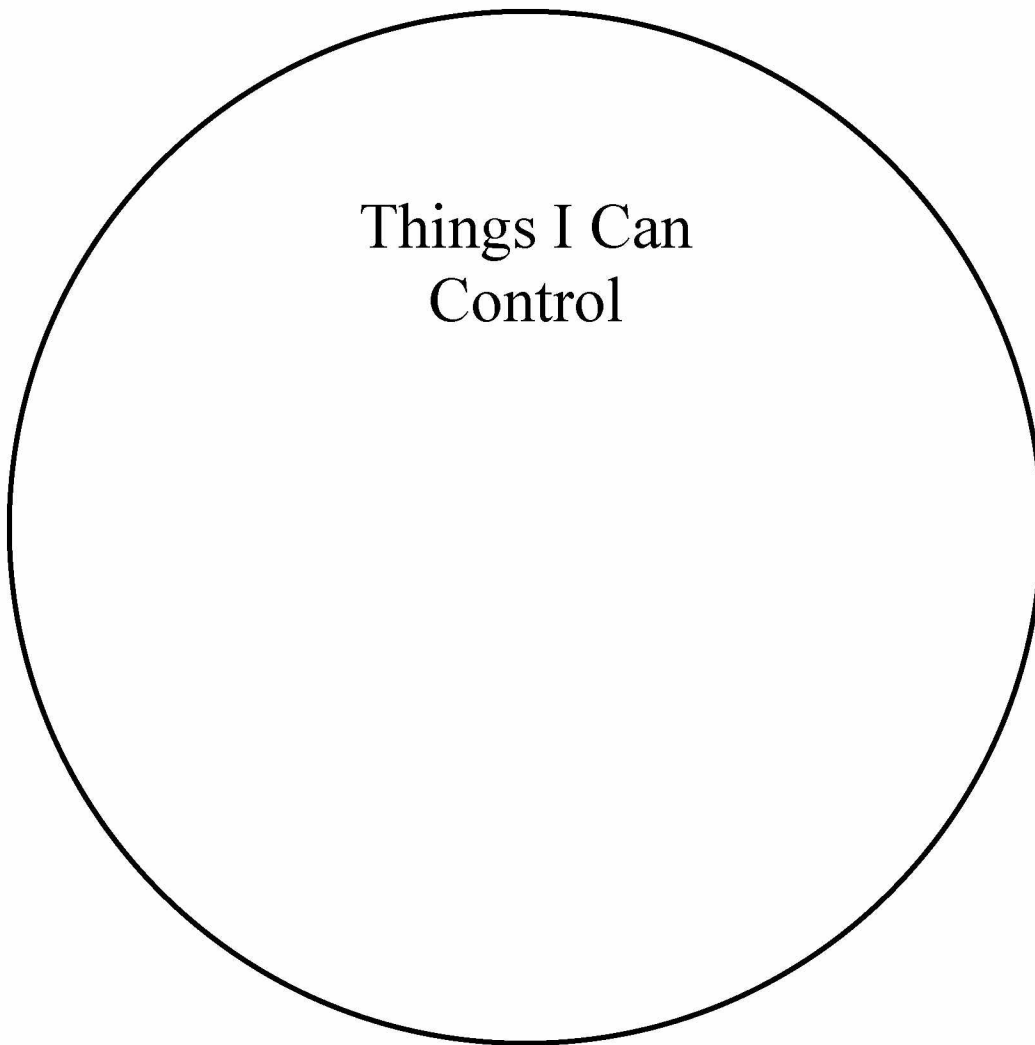
2. Things I Can Control and Thing I Can Not Change.
 - a. Discuss what are things they can control on social media and what they can not and review how to be a good responsible media citizen.
 - b. Write things they can control outside of the circle and things they can control on the inside.

Wrap-Up: Mindfulness minutes with Calm App, Classdojo, or Positive Affirmations for Kids video.

Homework: Watch Dove videos again at home with parents. Discuss with parents or caregiver what you learned about media and social media.

Lesson Six: What I CAN control and What I Can NOT Control on Social Media

Things I Can
NOT Control



Things I Can
Control

LESSON SEVEN: BODY POSITIVE ROLE MODELS and BANISHING BODY TALK

ASCA Mindsets & Behaviors

Mindsets: M 1. - M 6.

Behaviors:

B-LS 5. Apply media and technology skills

B-LS 6. Set high standards of quality

B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions.

B-SMS 7. Demonstrate effective coping skills when faced with a problem

B-SMS 10. Demonstrate personal safety skills.

B-SS 1. Use effective oral and written communication skills and listening skills

B-SS 2. Create positive and supportive relationships with other students

B-SS 3. Create relationships with adults that support success

B-SS 4. Demonstrate empathy

B-SS 6. Use effective collaboration and cooperation skills

B-SS 8. Demonstrate advocacy skills and ability to assert self when necessary

Overview: This lesson will allow students to explore positive role models represented in the media or society. Students will discuss what a positive role model is and why they are important. Students will also explore how to be an advocate for themselves and their peers by banishing body talk.

Technology: This lesson will incorporate a YouTube video.

1. Body Image interview with Katnis (Jennifer Lawrence) link:

https://youtu.be/_kAnM6YOXLQ

Discussion:

Roles Models

- What is a role model?
- What are characteristics of a healthy role model? Poor role model?
- Positive celebrity role models and personal role models in their life?

Body Talk

- What is body talk?
 - Body talk is any conversation or comment that reinforces and keeps appearance ideas and pressures going.
 - This includes negative comments about your own appearance or a friends appearance or comments about another's looks.
- Why can it be a negative thing?

- How can we challenge body talk? At home? At school?

Positive Self- Talk Review

- Review what positive self-talk is to lead into activity.

Activity:

1. Positive Self-Talk Bracelets
 - a. Assign each colored bead a positive statement. Use alphabet beads to create positive statements they can see on their bracelet. (See activity worksheet for example).
 - b. Talk with students about when wearing the bracelets, they will be reminded of the positive self-talk.

Wrap-Up: What Stuck with You

- Students write one thing that stuck with them on a sticky note and stick to “WHAT STUCK WITH YOU” poster.

Homework: Brainstorm with your family ways to stop body talk at home and how to incorporate body positivity at home and in everyday life. Idea: Track body talk comments, family member with the least amount of body talk comments get to pick the family movie, family dinner, or other type of reward. Share positive self-talk bracelet with family.

Lesson Seven, Activity Two: Positive Self-Talk Bracelets



Source:theottoolbox.com

LESSON EIGHT: I BELIEVE IN MY SELFIE!

ASCA Mindsets & Behaviors

Mindsets: M 1. - M 6.

Behaviors:

B-LS 5. Apply media and technology skills

B-LS 5. Apply media and technology skills

B-SS 1. Use effective oral and written communication skills and listening skills

B-SS 2. Create positive and supportive relationships with other students

B-SS 3. Create relationships with adults that support success

B-SS 4. Demonstrate empathy

B-SS 6. Use effective collaboration and cooperation skills

Overview: The final session will be a time for students to review past sessions and celebrate all of the hard work they have done.

Technology: School counselor and students will utilize Google Forms to take post-group survey. School counselor will be able to view and compare pre and post test results.

Discussion:

- Discuss any final thoughts and feeling about sessions or topics covered

Activity:

1. I Believe in My Selfie
 - a. Students will draw a selfie on the worksheet.
 - b. Use #hashtags to decorate “selfie” or encourage girls to come up with their own body positive hashtags.

*****Important: Have students fill out post-group assessment tool.***

Lesson Eight, Activity One: I Believe in My Selfie

I Love my
Selfie!



#HashTags

*#I am
STRONG*

*#This is
ME*

*#Loyal
Friend*

#SMART

*#MyVoice
Matters*

#PROUD

#Self-Care

*#I have
GRIT*

#I belong

#positive

*#I LOVE
MYSELF*

*#Hard
WORKER*

*#Fearless
Leader*

#Self-love

#bodylove

#STRONG

#Worthy

#Powerful

What Stuck with You Poster

WHAT

STUCK

WITH

YOU?

Rosenberg Self-Esteem Scale

Instructions:

Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement.

1. On the whole, I am satisfied with myself

Strongly Agree Agree Disagree Strongly Disagree

2. At times I think I am no good at all.

Strongly Agree Agree Disagree Strongly Disagree

3. I feel that I have a number of good qualities.

Strongly Agree Agree Disagree Strongly Disagree

4. I am able to do things as well as most other people.

Strongly Agree Agree Disagree Strongly Disagree

5. I feel I do not have much to be proud of.

Strongly Agree Agree Disagree Strongly Disagree

6. I certainly feel useless at times.

Self Report Measures for Love and Compassion Research: Self-Esteem

Strongly Agree Agree Disagree Strongly Disagree

7. I feel that I'm a person of worth, at least on an equal plane with others.

Strongly Agree Agree Disagree Strongly Disagree

8. I wish I could have more respect for myself.

Strongly Agree Agree Disagree Strongly Disagree

9. All in all, I am inclined to feel that I am a failure.

Strongly Agree Agree Disagree Strongly Disagree

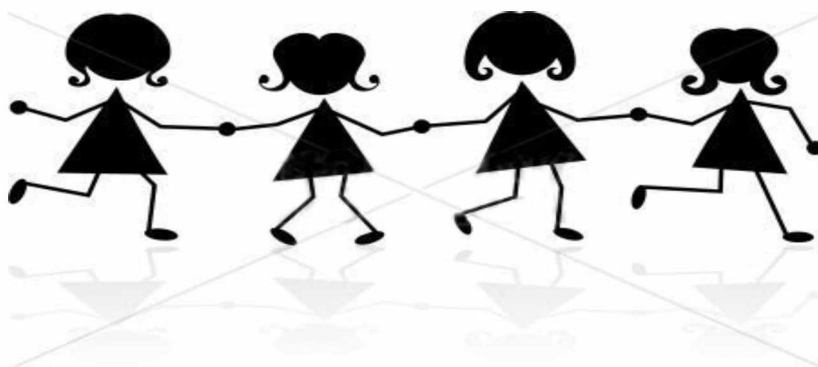
10. I take a positive attitude toward myself.

Strongly Agree Agree Disagree Strongly Disagree

Scoring:

Items 2, 5, 6, 8, 9 are reverse scored. Give "Strongly Disagree" 1 point, "Disagree" 2 points, "Agree" 3 points, and "Strongly Agree" 4 points. Sum scores for all ten items. Keep scores on a continuous scale. Higher scores indicate higher self-esteem.

Be•you•tiful



My Safe Space
Journal

This image shows a blank sheet of lined paper. It features a purple border around the edges. A vertical red line is positioned on the left side, creating a margin. The rest of the page is filled with horizontal blue lines, spaced evenly for writing. There are 12 blue lines in total, starting from the top margin and ending at the bottom margin.

A blank sheet of lined paper with a purple border. A vertical red line is positioned on the left side, creating a margin. Ten horizontal blue lines are spaced evenly across the page, providing a guide for writing.

A blank sheet of lined paper with a purple border. A vertical red line is positioned on the left side, creating a margin. Ten horizontal blue lines are spaced evenly across the page, providing a guide for writing.

A writing template consisting of a purple rectangular border. Inside the border, a vertical brown line is positioned on the left side, creating a margin. The rest of the page is filled with horizontal blue lines, spaced evenly for writing.

This image shows a blank sheet of lined paper. It features a double purple border. A vertical red line is positioned on the left side, creating a margin. The rest of the page is filled with horizontal blue lines, spaced evenly for writing. There are 12 blue lines in total, starting from the top margin and ending at the bottom margin.

A writing template consisting of a purple rectangular border. Inside the border, there is a vertical red line on the left side, creating a margin. Ten horizontal blue lines are spaced evenly across the page, providing a guide for writing.

Additional Resources:

The following resources are listed on the parent website. These should be reviewed by the counselor prior to launching.

Body Talk:

- **Encourage Individualism**
- It's important for them to understand that beauty isn't simply about how they look – it's about how they feel. Encourage them to recognize and voice the great things that make them who they are
- **Give Appearance Based Compliments**
- Talk to your child about what they're interested in and good at. Give them specific compliments that don't relate to their appearance, so they learn to value accomplishments and personality traits beyond their looks.
- **Set a Good Example**
- Talk positively about your own body in front of your child and use the right emotional vocabulary to express how you're feeling – for example, “I feel tired” or “I feel stressed”, not “I feel fat”. Challenge your child to express themselves more accurately if you hear them describing their emotions this way
- Challenge yourself to a week free from "fat talk" or "body talk" at all.
- Remember that health should be the goal, not weight. While it's important to encourage your child to be active and eat well, it will be much more effective if you come from a health viewpoint, instead of making your child feel that they must weigh a certain amount.
- https://www.indi.ie/images/fact_sheets/Promoting_a_positive_body_image_to_children.pdf

Body Positivity Books for Children:

- Wonder by R.J. Palacio
- Brontorina by James Howe
- Your Body is Awesome: Body Respect for Children by Sigrun Danielsdottir

Books for Parents:

- Enough As She Is by Rachel Simmons

- You'd Be So Pretty If...: Teaching Our Daughters to Love Their Bodies — Even When We Don't Love Our Own by Dara Chadwick
- Perfect Girls, Starving Daughters: The Frightening New Normalcy of Hating Your Body by Courtney E. Martin
- The Gift of Imperfections by Brene Brown
- The Body Project by Joan Jacobs Brumberg

Social Media:

- Help your child recognize how unrealistically the media represents the ideal person – make sure You can even ask how these images make her feel about herself.
- Talking to Kids about Media and Body Image Tip Sheet from Media Smarts.
http://mediasmarts.ca/sites/mediasmarts/files/tip-sheet/tipsheet_media_effects_on_body_image.pdf
- Interview with Rachel Simmons on GMA on Rejecting the "Supergirls" Pressure.
<http://abcn.ws/2HP71P8>

Gender Stereotypes:

Talking to Kids about Gender Stereotypes from Media Smarts.

[http://mediasmarts.ca/sites/mediasmarts/files/pdfs/tipsheet/TipSheet Talking Kids Gender Stereotypes.pdf](http://mediasmarts.ca/sites/mediasmarts/files/pdfs/tipsheet/TipSheet_Talking_Kids_Gender_Stereotypes.pdf)

Mindfulness:

The following apps are available to download from to app store:

- Calm
- Settle Your Glitter
- Breathing Bubbles
- Stop, Breath, Think
- Mindfulness for Children
- Wellbeyond Meditation for Kids
- Bedtime Meditations for Kids

Ted Talks:

- "In a society obsessed with body image and marked by a fear of fat, Kelli Jean Drinkwater engages in radical body politics through art. She confronts the public's perception of bigger bodies by bringing them into spaces that were once off limits --

from fashion runways to the Sydney Festival -- and entices all of us to look again and rethink our biases"

https://www.ted.com/talks/kelli_jean_drinkwater_enough_with_the_fear_of_fat

- Why Think You're Ugly Is Bad for You: Meghan Ramsey TED Talk:

https://www.ted.com/talks/meaghan_ramsey_why_thinking_you_re_ugly_is_bad_for_you

- Teach Girls Bravery, Not Perfection: Reshma Saujani TED Talk:

https://www.ted.com/talks/reshma_saujani_teach_girls_bravery_not_perfection

Appendix B: Application References

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- I am Special and Unique (n.d). Retrieved from <https://www.teacherspayteachers.com/Product/Self-Esteem-Activity-I-am-special-and-unique-1177746>