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HELPING YOUNG GIRLS BUILD A STRONG BODY IMAGE:
A TRAINING WORKSHOP FOR PARENTS

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Child Development

by
Jennifer Richardson
December 2020

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A TRAINING WORKSHOP FOR PARENTS

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December 2020

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ABSTRACT

Research over the years continue to show a rising number of young girls who develop body image dissatisfaction. Research studies have clearly outlined the negative impact of body image dissatisfaction in females, including its adverse effects on self-worth, mental health, and increasing one's risk of substance abuse. It was expected that as a result of the 4-session workshop, parents will have a better understanding of the negative impact of body image dissatisfaction, causes of body image dissatisfaction, and how to develop a positive body image in young girls.

Parents attended four two-hour sessions held twice a week for two weeks. The main topics discussed included what is body dissatisfaction, the negative impact of body image dissatisfaction, causes of body dissatisfaction, and how to develop a positive body image in young girls.

Pre- and post- workshop assessment scores showed an increase in participants' knowledge of the impact of body image dissatisfaction, causes of body image dissatisfaction, and how to help young girls build a positive body image.

Because this information in this workshop was well-received and parents indicated an increase in knowledge across the key domains, it is recommended that the workshop be more broadly available to more parents as well as teachers and others who work with girls in order to promote their well-being and positive development.

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TABLE OF CONTENTS

ABSTRACT	iii
ACKNOWLEDGEMENTS.....	iv
LIST OF TABLES.....	vii
CHAPTER ONE: INTRODUCTION	1
Impact of Body Image Dissatisfaction	2
Origins of Body Image Dissatisfaction.....	7
How to Develop a Positive Body Image in Young Girls.....	18
Existing Programs and Interventions	30
Summary and Purpose of Project	32
CHAPTER TWO: METHOD.....	34
Overview.....	34
Development of Project Material.....	38
CHAPTER THREE: RESULTS.....	47
Pre- and Post- Self Assessments and Post- Self- Assessments	47
CHAPTER FOUR: DISCUSSION	55
Pre- Post- Class Assessment	55
Post-Class Evaluation.....	59
Implications and Recommendations for Future Trainings.....	63
APPENDIX A: PRE-CLASS SELF-ASSESSMENT	65
APPENDIX B: POST-CLASS SELF-ASSESSMENT	69
APPENDIX C: POST-CLASS EVALUATION.....	73
APPENDIX D: DEMOGRAPHIC QUESTIONNAIRE	75

APPENDIX E: FLIER.....	77
APPENDIX F: SESSION 1 POWERPOINT.....	79
APPENDIX G: SESSION 2 POWERPOINT.....	90
APPENDIX H: SESSION 3 POWERPOINT.....	98
APPENDIX I: SESSION 4 POWERPOINT.....	107
APPENDIX J-1: APPROPRIATE BOOKS FOR GIRLS.....	115
APPENDIX J-2: BOOKS ON TOUGH DISCUSSION TOPICS.....	117
APPENDIX J-3: LOCAL VOLUNTEER OPPORTUNITIES.....	119
REFERENCES.....	121

LIST OF TABLES

Table 1. Workshop schedule	34
Table 2. Pre-and post- means for the participant self-assessment scale	48
Table 3. Did you find the workshop beneficial? Why or why not?	49
Table 4. What part of the workshop did you enjoy the most?	50
Table 5. What information was the most useful or helpful to you?.....	51
Table 6. What was the most significant thing you learned from the workshop?	52
Table 7. What information was the least helpful or useful to you?.....	52
Table 8. What do you think could improve the workshop's effectiveness?	53
Table 9. To what extent do you plan to use the information acquired from this workshop in your own families?	54

CHAPTER ONE: INTRODUCTION

Body image dissatisfaction refers to a person's negative opinion of their body, including their weight, and it commonly involves a conflict in perceived body image and an individual's desired body image (Grabe, Ward, & Hyde, 2008). For example, individuals who experience an elevated amount of body image dissatisfaction think their bodies are inadequate compared to others (Grabe, Ward, & Hyde, 2008). In the U.S., the most common type of body dissatisfaction concerns weight, especially among young women (Grabe et al., 2008). In the 1980s, body image dissatisfaction was found to be widespread, particularly found in U.S. women as women ordinarily have an increase in reports of body dissatisfaction than men (Rodin, Silberstein, & Weissman, 1984; Tiggemann, 2004). Body image dissatisfaction appears to be increasing (Feingold & Mazzella, 1998) due to several external factors (discussed below). Actually, body dissatisfaction is ranked as a high psychological concern for young individuals (Nieri et al., 2005). There are 41.1% of overweight women in the U.S. who are not satisfied with being overweight. The percentage of U.S. women who are not overweight but believe they are is 47.9% (Nieri et al., 2005). It is estimated that 40 to 50 percent of U.S. women desire to lose weight (the Centers for Disease Control and Prevention's National Center for Health

Statistics) and 50% of U.S. women are on a diet at any given time according to Lutter (1996) in her book, *The Bodywise Woman*.

Impact of Body Image Dissatisfaction

Studies have found that body image dissatisfaction may express itself in various ways including negatively impacting self-esteem and self-worth, increasing the risk of depression, increasing the risk of eating disorders and substance abuse, and promoting feelings of shame and guilt.

Self-esteem and Self-worth

Studies have found that one's dissatisfaction with their image may result in low self-esteem and low self-worth through social comparison (Vogel et al., 2015). Comparing one's physical appearance to others often has many repercussions, especially when one compares oneself to unrealistically thin body images such as those depicted in television, magazines, and social media, resulting in viewing oneself as inadequate (Vogel et al., 2015). Low self-esteem stemming from viewing one's self as overweight, in turn, predicts a range of adverse health outcomes and general psychological distress (De Sousa Fortes et al., 2014).

Depression

Research studies have found that body image dissatisfaction may also develop into depression due to the desire to attain a thin, "attractive" body figure (McCarthy, 1990). Attaining a thin body figure for women who are overweight often brings forth feelings of sadness, defeat, and even depression (Keel,

Mitchell, Davis, & Crow, 2001). Researchers have indicated that a link between depression and body dissatisfaction is a concern with one's physical appearance (Wiederman & Pryor, 2000). How individuals *think* others perceive their physical attractiveness may also lead to depression (Noles, Steven, & Others, 1985).

Based on findings that individuals who believe they are unattractive receive less social media attention than their attractive or confident peers, less attractive or desirable individuals would likely be more susceptible to depression (Noles, Steve, & Others, 1985). Feelings of not being desired is damaging to one's perception of self (Noles et al., 1985). Therefore, distorted body images of one's self can develop, which in turn may lead to depression.

Currently, the rate of obesity in the U.S. is 34.9%, with 33% of individuals being overweight (Centers for Disease Control and Prevention [CDC], 2014). Research studies have indicated that increased Body Mass Index (BMI) has been linked with depression as well as body image dissatisfaction (Ivezaj et al., 2010). The consequences of childhood obesity seem to be long term, which may lead to depression and body weight dissatisfaction in adulthood (Ivezaj et al., 2010).

According to research findings, women who pay a lot of attention to body image may also experience depression, resulting in body weight dissatisfaction (Wiederman & Pryor, 2000). Depression can, in turn, lead to eating pathologies, e.g., bulimia nervosa and anorexia (Boutelle et al., 2002).

Eating Disorders

Research studies have found that body dissatisfaction can also lead to eating disorders (Tylka, 2004). Through attempts to reach the thin ideal that U.S. culture has emphasized, many women obsessively participate in strenuous exercise, diet pills, purging, and unhealthy eating habits (Hesse-Biber, Leavy, Quinn, & Zoino, 2006). The desire to attain a thinner figure can lead to severe weight management efforts which can, in turn, lead to unhealthy eating habits, obsessions with one's ideal body image, a distorted outlook of one's physical appearance, and disorders such as bulimia and anorexia (Boutelle et al., 2002). Many investigations have shown links between physical appearance disturbances and unhealthy eating behaviors and mental outlooks (Cash & Deagle, 1997).

Eating disorders have been found to be more common in women than men (Tylka, 2004) with 90-95% of those diagnosed with eating disorders being women. Recent findings show that eating disorders do not discriminate, and are affecting younger women and girls regardless of social background or ethnicity (Hesse-Biber, Leavy, Quinn, & Zoino, 2006).

Anorexia nervosa is an eating disorder that results in excessive weight loss and unhealthy dieting, including purging, bingeing, and excessive exercise (Brockmeyer et al., 2018). Anorexic individuals have severe concerns of weight gain along with a distorted body image (Brockmeyer et al., 2018). Younger females are more at risk of developing anorexia (Brockmeyer et al.,

2018). These individuals may have a history with depression, anxiety, and other disorders (Brockmeyer et al., 2018). Young women prefer to have a thin body image which leads to the drive for thinness and may result in body dissatisfaction (Brockmeyer et al., 2018).

Bulimia has been found to be more prevalent than anorexia; however, individuals with bulimia may be difficult to detect due to the fact that these individuals may actually be overweight and not underweight (Hesser-Biber, Leavy, Quinn, & Zoino, 2016). Bulimics tend to be more secretive about their disorder given that the disorder is not evident in their appearance (Hesser-Biber, Leavy, Quinn, & Zoino, 2016). The death toll is uncertain with bulimia; however, the disorder has many severe health consequences such as heart and kidney failure (Hesser-Biber, Leavy, Quinn, & Zoino, 2016).

A criteria by which these eating disorders are typically diagnosed is compulsively worrying about one's weight and body image (Wiederman & Pryor, 2000). A drive for thinness has been found to be linked to body weight dissatisfaction with women who may or may not be diagnosed with eating disorders (Wiederman & Pryor, 2000). It is possible that the drive for thinness (e.g., severe concern about weight gain and body image) is a result of the cultural beauty ideals as well as social pressures (Wiederman & Pryor, 2000). There are many social pressures women deal with in trying to attain a thin physique (Wiederman & Pryor, 2000).

The many possible health issues that may arise with eating disorders develop during adolescence or early adulthood including low body mass, development of depression, as well as reproductive issues such as miscarriages and induced labor (O'Brien et al., 2017). As eating disorders increase, depression and substance abuse may increase as well (The National Center on Addiction & Substance Abuse at Columbia University, 2003).

Substance Abuse

Research studies have shown that body image dissatisfaction may also lead to substance abuse (Nieri, Kulis, Keith, & Hurdle, 2005). Individuals who have body image dissatisfaction are more prone to abusing drugs as well as over the counter medications (The National Center on Addiction & Substance Abuse at Columbia University, 2003). Research studies indicate that women with body image dissatisfaction are more likely to develop unhealthy habits such as smoking, have a low BMI in adulthood, and are at risk for developing depression (Nieri et al., 2005). Those who are unhappy with their appearance may abuse alcohol and drugs to their attempts to cope with the negative psychological and physical outcomes linked to body dissatisfaction (Nieri et al., 2005).

Shame and Guilt

Studies have also found that body dissatisfaction can also result in feelings of shame and guilt. According to Conradt et al. (2007), guilt and shame may stem from an individuals' feelings of insecurity about their physical appearance. Pila et al. (2013) found overweight individuals report more guilt and

shame compared to those who are of normal weight. Shame may result from social pressures or cultural beauty ideals that are unattainable (Pila et al., 2013). Guilt and shame have been linked with low self-esteem, depression, and eating disorders (Pila et al., 2015).

Origins of Body Image Dissatisfaction

There are a number of factors that contribute to body image dissatisfaction, including culture, television, women's magazines, peer influences, sports, social media, and parental influences.

Culture

According to mainstream beauty ideals, beauty is defined by culture (Jackson, 2002). The definition of beauty is often received to individuals by society (Polovskov & Tracey, 2013). The mainstream U.S. media outlets such as fashion, television, and social media reflect what beauty ideals are (Warren & Rios, 2013). Among the many factors that play a role in body image dissatisfaction, culture plays an active and profound role in the desire for thinness, having "pretty-privilege," and appearance conscientiousness (Stokes, 2003).

Research studies of U.S. culture have found that the main focus of female attractiveness is thinness (Polovskov & Tracey, 2013). Many other cultures, by contrast, embrace a curvier body shape (Franko et al., 2013). In western

societies, there is a cultural fear of fatness throughout different socioeconomic levels and minority groups (Lawler et al., 2011). Exposure to unrealistic beauty ideals on media television may negatively affect individuals' view of their own body image (Lawler et al., 2011). Due to the media pushing unrealistic beauty ideals in advertisements and television, this pushes women to try to fit this ideal themselves although it may be unattainable (Warren & Rios, 2013).

American culture tends to send messages to women, urging them that thin is the beauty ideal (Hesse-Biber, Leavy, Quinn, & Zoino, 2006). It is common to hear about "pretty privilege" which is the belief that attractive women are treated differently by being given certain desirable opportunities (Knobloch-Westerwick & Romero, 2011). In today's day in age, people often recognize all sorts of privilege, including white and male privilege, whereas "pretty privilege" seems silly or unheard of (Knobloch-Westerwick & Romero, 2011). However, it has been shown that there are benefits to being more attractive. According to Bóo (2012), beautiful people get higher paychecks, quicker promotions, and more attention from others while they speak. It is also more likely that beautiful people have high self-esteem, and that alone may attract many positive things (Bóo, 2012). Thus, a woman's idea of self-esteem is determined by who she finds attractive which in turn plays a role in whether she believes to be physically attractive (Hesse-Biber et al., 2006).

Appearance conscientiousness in females tends to start early in one's childhood (Halliwell, Dietrichs, Kazak, Anne, 2014). Research studies have

found that young girls as young as 6 years old experience body dissatisfaction in the U.S. (Halliwell, Diedrichs, Kazak, Anne, 2014; Hayes & Tantleff-Dunn, 2010). In these studies, the “good” characters in toys and media are typically portrayed as thin and attractive, and is mostly linked to kindness and success (Hayes & Tantleff-Dunn, 2010). Obese and less attractive characters are often depicted as weak and evil (Hayes & Tantleff-Dunn, 2010). A research study found that 5.5- to 8.5-year-old girls displayed higher body dissatisfaction compared to other groups when girls chose the unrealistic Barbie figure book than girls who chose different doll books such as average-sized figured dolls or no dolls (Dittmar et al., 2006). The results suggest that dolls such as Barbie may lead to social comparison at a very young age (Hayes & Tantleff-Dunn, 2010).

Studies have found that girls between the ages of 10 to 19 years old are easily influenced with dieting and having a negative body perception during adolescence due to cultural pressures (Gerner & Wilson, 2005). Overweight adolescents are at high risk for weight concerns which may result in an elevated risk for negative effects, possibly stemming from the U.S. beauty ideals and cultural pressures (Gerner & Wilson, 2005).

The cultural messages described above are in turn communicated to individuals through television, magazines, peers, sports, social media, and parental influences as described below.

Television

Television ads and characters in television shows influence body image dissatisfaction by casting beautiful and thin women in commercial ads, shows, and movies (Pritchard & Cramblitt, 2014). Western television has sent messages that desirable women have to be thin yet athletic simultaneously (Pritchard & Cramblitt, 2014).

Fast food and perfume commercials, and even insurance advertisements portray thin, attractive models or actresses to be the face of their products (Lavine et al., 1999). Even the roles of successful business women or female superheroes are usually extremely attractive and thin actresses (Pritchard & Cramblitt, 2014).

Television advertisements have a profound impact on body weight dissatisfaction because of the highly convincing advertisements that tell women how society wants them to appear in order to be desired (Lavine, Sweeney, & Wagner, 1999). A wide array of advertisements from weight loss products, beauty products, and even cosmetic surgery communicate to women that they need to achieve this ideal in order to be desired or feel successful (Lavigne et al., 1999). These advertisements portray unrealistic images of beauty and thinness, which producing insecurities in women about their bodily dissatisfaction (Lavine, Sweeney, & Wagner, 1999).

Women's Magazines

Women's magazines may also contribute to body image dissatisfaction by mirroring the culture's emphasis on thinness in females. Consuming fashion and health magazines has also been found to motivate a drive for thinness in women by promoting beauty and fitness tips.

Many studies have found significant links between women who read fashion magazines and the drive for thinness (Swiatkowski & Krijnen, 2016). Magazines have a profound impact on body weight dissatisfaction by promoting thinness in women as well as ways to increase beauty (Swiatkowski & Krijnen, 2016).

Magazine bloggers make lists in order to catch the eye of individuals, (e.g., "How to lose weight in one month," "Buns of steel in ten days," "Top ten best lipsticks") (Swiatkowski & Krijnen, 2016). These quick beauty tips have a significant impact on women desiring to transform their appearance (Swiatkowski & Krijnen, 2016). Although women's health magazines focus on health-related stories, they also focus the reader on the importance of appearance (Swiatkowski & Krijnen, 2016).

Purchasing and consuming fashion and health magazines is linked with the drive for thinness and body image dissatisfaction (Swiatkowski & Krijnen, 2016). Reading either type of magazine has been found to result in body dissatisfaction (Swiatkowski & Krijnen, 2016).

Peer Influences

Peer influences have also been found to be positively correlated with body dissatisfaction through peer status (e.g., popularity) and habitual modeling behaviors (e.g., dieting or drug use) (Thompson et al., 2007).

The priority that children place on popularity status increases throughout elementary school and peaks in middle school and high school (Thompson et al., 2007). Popularity for girls is often linked with being attractive as well as being thin (Thompson et al., 2007). The mass media advertisements of how thinness creates popularity have resulted in many women and young girls having body image dissatisfaction and eating disorders (Thompson et al., 2007). The media has convinced the audience that thinness is what the opposite sex desires and has been linked with unhealthy eating habits such as dieting and eating disorders in adolescent girls (Thompson et al., 2007).

Women and young girls who are overweight or at risk of body image dissatisfaction typically have negative experiences with their peers, such as bullying or negative comments (Thompson et al., 2007). Aside from hateful comments about appearance, negative interactions with peers may include factors such as popularity among friends based on appearance, as well as modeling behaviors amongst peers on body image or weight concerns (Thompson et al., 2007).

Peers may model negative habitual behaviors such as having friends who are practicing unhealthy eating behaviors, which in turn may lead to greater

unhealthy eating behaviors such as purging, smoking, and diet pills (Thompson et al., 2007). Female adolescents typically experiment on stronger drugs for sudden weight loss such as cocaine (Thompson et al., 2007). Young girls tend to become more conscious of their body during high school to become popular and attention from boys (Thompson et al., 2007). High school girls may even begin to develop eating disorders such as bulimia or anorexia (Thompson et al., 2007). Teenagers between fourteen and sixteen, often begin to develop low self-esteem trying to attain the ideal body image to appease peers and boys leading to dieting amongst other unhealthy eating habits (Thompson et al., 2007). There is a lot of pressure not only on women but also on children and adolescence to have a certain image, which may lead to low self-esteem while trying to attain and unrealistic standard (Thompson et al., 2007).

Sports

Sports have also been found to influence body weight dissatisfaction. The necessity to weigh a certain amount in certain sports (e.g., ballet, gymnastics) may cause stress or obsessively worrying about body shape and size (Özgen & Kısaç, 2009). This may, in turn, increase one's risk of anorexia and bulimia (Özgen, & Kısaç, 2009).

More women are involved in sports today compared to the past, and there have also been many significant changes both in elements of some sports and the physical requirements of the athletes (Millar, 2002). In 1976, for example, the average weight in the U.S. Olympics was 106 pounds for seventeen year olds

and for sixteen year olds was 83 pounds in 1992 (Millar, 2002). The physical requirements in these sports have been an indicating factor leading to eating disorders (Millar, 2002). Studies have found that 65% of female gymnasts have confessed to developing an eating disorders (Millar, 2002).

Eating disorders have been reported to be at least 6 times higher in ballet dancers, specifically anorexia (Özgen, & Kısaç, 2009). Research studies have found that women in ballet weigh much less than the general population (Lowenkopf & Lawrence, 1982) and also perceive low body weight as normal (Vaisman, Voet, Akivis, & Sive-Ner, 1996). Although ballet dancers have very low body weight, they still tend to be dissatisfied with their body image (Bettle, Bettle, Neumarker, & Neumarker, 2001) and typically try to lose more weight (Thomas, Keel, & Heatherton, 2005). This type of sport demonstrates the environmental pressures to attain a very specific physique (Thomas, Keel, & Heatherton, 2005). The dance community in general, has been described to be the sport that is over concerned with weight and body shape (Thomas, Kee, & Heatherton, 2005).

Social Media

Social media has also been found to contribute to body-related issues due to the majority of the content of social media being appearance-driven (McLean, Paxton, Wertheim, & Masters, 2015). Social media sites or mobile applications include Facebook, Instagram, and Snapchat which perpetuate the thin female body image (McLean et al., 2015). With such a broad array of social networking

sites, individuals are able to view anyone's pictures from friends to celebrities (McLean et al., 2015). Females have many opportunities to get caught up in social comparison among friends and peers who may emphasize the thin ideal through social media platforms such as Instagram or Facebook (McLean et al., 2015). Much of the content on social platforms such as Facebook or Instagram, expose images of unrealistic body ideals which may lead one to be dissatisfied with their own body image (McLean, Paxton, Wertheim, & Masters, 2015).

One example of social media that may influence body weight dissatisfaction is digitally altering one's photos. The average young adult spends about 100 minutes per day on social media platforms such as Facebook, mostly catching up with friends and sharing images of their day to day activities (Mabe, Forney, Keel, 2014). Due to technology being more advance, individuals are able to be selective with the images they post, resulting to many people using software such as "Photoshop" in order to share their ideal body images (Mabe, Forney, Keel, 2014). Not only are unrealistic images pushed in the mass media but also on social media platforms (Goodings & Tucker, 2014; McLaughlin & Vitak, 2012; Siibak, 2010). The majority of young adults today, both male and female, edit their images by using filters to "perfect" their appearance in order to seem more attractive to other individuals (Goodings & Tucker, 2014; Siibak, 2010). Dependence on unrealistic images have influenced college women to untag pictures of themselves on Facebook posted by friends or family that they

found unflattering and unfit according to western beauty ideologies (Goodings & Tucker, 2014).

Another influential factor within social media that increases body weight dissatisfaction are evaluative comments by others (Mabe, Forney, & Keel, 2014). Research studies show that the thin ideal may be emphasized in social media platforms by popularity of “likes” and comments on unrealistic and edited images (Mabe, Forney, & Keel, 2014). Social media platforms tend to “reassure” individuals that they are liked, popular, and desired according to how much attention individuals receive online (Zell & Moeller, 2017). Conversely, negative or few to no likes or comments received on their images tend to make individuals feel undesirable or disliked (Zell & Moeller, 2017).

Negative exchanges about the body among peers often occurs on social media typically known as cyber bullying, in which 93% of teenagers and young adults have experienced (Salk & Engeln-Maddox, 2011). Many argue that social platforms are based off of positivity and content that builds individuals up, but there has been a negative association with social media platforms and body dissatisfaction (Moreno et al., 2011). A study found that only approximately 6.4% of Facebook users reported concerns about their body image, specifically weight (Moreno et al., 2011). The study suggests that negative comments and less likes users have on posts about their daily lives and images, the more dissatisfied they were with their appearance (Hummel & Smith, 2015). This shows that although the association with social media and low self-esteem may be scarce, the lack of

likes or comments affect the way individuals view themselves (Hummel & Smith, 2015).

According to research, adolescent girls that have a Facebook was linked to experience more body concern, social comparison, and body dissatisfaction (Tiggemann & Miller, 2010). Studies have found that the amount of time people spend on Facebook is linked with body image dissatisfaction, as well as how many friends or social platform attention they receive (Tiggemann & Miller, 2010). More time on Facebook has been found to be related to more internalization (keeping feelings and emotions inside), desire to be thin, as well as less confidence in Australian teenage girls (Tiggemann & Miller, 2010; Tiggemann & Slater, 2014). Similar results were shown in U.S. teenage girls with body image dissatisfaction (Meier & Gray, 2014). Due to similar results, research has found that social media platforms may worsen one's perception of their body image, especially weight (Andsager, 2014). Exposure to social media and the unrealistic images individuals post, has been found to increase body image dissatisfaction (McLean, Paxton, & Wertheim, 2016).

Parental Influences

There are many sources that influence individuals throughout childhood that may impact certain habits such as: eating, perception of oneself, and weight management, but parental influences are also one that often determines later adulthood outcomes (Hart, Damiano, & Paxton, 2016). Research has found that parental attitudes and communication may shape adolescent's own perception of

their body as well as eating habits (Hart et al, 2016). Also, research shows that parents may influence eating habits by limiting snacks or caloric intake, which may lead to eating disorders (Hart et al, 2016).

Summary

In sum, there are a variety of factors influencing body image dissatisfaction, including television, women's magazines, peer influences, sports, social media, and parental influences: all are part of a broader cultural message to females about body image.

How to Develop a Positive Body Image in Young Girls

Factors that have been found in research studies to play a role in helping young girls develop a positive body image including family environment, physical activity and outdoor play, limiting screen time, encouraging intellectual and creative hobbies, reading books on strong girls, mothers as role models, discussion with daughters about culture/body image, and involvement in helping others.

Positive Family Environment

The family environment can help girls develop a positive body image in a number of ways including parenting style, communication style, doing activities together, values at home, and building resilience.

First, research studies on parenting style show that supportive family relationships are predictive of children feeling comfortable in their bodies (Hillaker

et al., 2008), and authoritative parenting (i.e., parenting that is warm, responsive, and sets limits) is linked with less body dissatisfaction and a confident, favorable body image in children (Hillaker et al., 2008).

Second, family communication patterns impact girls' body image (Liechty, Clark, Birky, & Harrison, 2016). For example, teasing and negative comments about body type and weight are linked with body image dissatisfaction (Liechty, Clarke, Birky, & Harrison, 2016). Research studies show that family communication patterns that emphasize a child's bodily abilities instead of bodily appearances have a significant impact on developing a positive body image (Liechty et al., 2016). "Functional body appreciation," for example, refers to admiring how the body can move and what it's capable of doing (Liechty et al., 2016). Girls with a positive body image tend to have experienced positive influences that focus on what the body is capable of doing rather than focusing on body appearance concerns (Liechty et al., 2016). Research studies have found that when girls focus more on what their bodies can do physically, they have a higher level of confidence and have a positive perception of their own body image (Liechty et al., 2016). Parental influences can also have a negative impact on a child's perception of their own body image, for example when parents engage in "body teasing" of the child and when the parent (specifically mothers) communicate about their own weight issues in a negative way (Liechty et al., 2016).

Parents engaging in activities with their daughters allows parents to act as a positive influence that helps build a healthy and positive self in their child (Zecevic, 2010). Studies have found a connection between quality meals as a family and more positive child/adolescent development (Zecevic, 2010). Researchers have found that positive meal environments as a family tend to be linked with positive physical health attitudes (Zecevic, 2010). In addition, families who eat meals together are more likely to eat healthier than those families who eat junk food, decreasing the chance of future eating disorders (Zecevic, 2010). Further, daily meals as a family has also been linked with students having greater academic outcomes, body satisfaction, and fewer developmental problems (Zecevic, 2010). For example, a study found that daily family meals was linked with adolescents not engaging in as much rebellious behaviors, having fewer academic issues, and having better mental health outcomes (Zecevic, 2010). Not only are the daily family meals creating a positive environment for children, but family values impact children and adolescents as well (Zecevic, 2010). Families may provide children with a sense of security and acceptance, which may result in a positive emotional and body image (Zecevic, 2010). These positive benefits all show why and how daily meals as a family can make a positive impact on childhood outcomes (Zecevic, 2010).

There are numerous additional ways parents can spend time with their children that may reinforce body satisfaction. Activities such as swimming, dancing, playing tennis, or hiking all provide opportunities for parents to talk and

bond, as well as building strength and endurance (Wood, Gladwell, & Barton, 2014).

Family values play an important part in child development (Sheehan, Dubrava, DeChello, & Fang, 2003). Which values are encouraged or not in the home affect a child's life (Dubrava et al, 2003) and their body image (Sheehan et al., 2003). An example of a value that impacts the mindset of a positive body image is healthy eating and exercise habits. In the current obesity epidemic in our society, healthy nutritional values are important (Sheehan et al., 2003). If parents value healthy nutrition but are unable to communicate that value to children adequately, children may internalize unhealthy eating habits that may contribute to the obesity epidemic (Sheehan et al., 2003) which, in turn, may lead to low self-esteem. Also, when parents encourage decision-making and communication, as well as setting limits and boundaries with their children, these values benefit a child's mental health and self-esteem which also assist developing a positive body image in children (Sheehan et al., 2003).

Finally, parents who help build resilience in girls support the development of a positive body image in girls (Jordan, 2005). Resilience may be defined as overcoming obstacles, problem solving, and being able to manage disappointments or failures (Jordan, 2005). Children who are resilient have the ability to get up and try again, rather than give into disappointments (Jordan, 2005). When children are faced with failures, they often face anxiety among many other stressful feelings; resilient children can face the issue and continue

on (Jordan, 2005). Supportive and accepting parental influences may assist young girls in becoming their best selves and to face challenges (Jordan, 2005). Building resilience involves encouraging self-care, overcoming obstacles, and spending quality family time together (Jordan, 2005). Children who are raised to be resilient often can turn negatives into positives, are good at problem solving and time management, and are more likely to show compassion and kindness toward others (Jordan, 2005). Attaining these beneficial qualities promotes self-confidence and health in children, which in turn helps build a positive body image and confidence (Jordan, 2005). Being female has its challenges and requires influencing girls to be able to cope under many circumstances (Jordan, 2005). In addition, having the ability to cope may provide resilience in the long run, which is important for girls to develop a positive body image (Jordan, 2005). Coping strategies are important to manage the negative realities that occur in life, such as being body shamed (Jordan, 2005).

Physical Activity and Outdoor Play

In addition to the above, outdoor play and physical activities can also help girls develop a positive body image as these experiences increase one's sense of competency, build self-esteem, and build social skills.

First, active play teaches a child about their body's capabilities which helps develop skills in physical movements, and increases children's strength, speed, balance, and dexterity (Wood, Gladwell, & Barton, 2014). Unlike professional sports, these factors support the growth of a positive body image

because they allow girls to focus more on self-capabilities than simply appearance, which in turn supports an increased self-esteem (Wood, Gladwell, & Barton, 2014).

Second, physical activities support the development of confidence through a supportive group of peers such as a team and other healthy competitive events (Wood, Gladwell, & Barton, 2014). When children are given the opportunity to try out activities that are outside their comfort zone, it can positively impact their self-esteem (Wood, Gladwell, & Barton, 2014). Competition allows children to identify their strengths as well as become an expert at their newly found abilities (Wood, Gladwell, & Barton, 2014). There have been many studies that have found an association with physical sports or activities and higher self-esteem, proposing that when children are continuously physical they have a more positive perception of their own body image (Gruber, 1986; Hatfield, Vaccaro, & Benedict, 1985; Percy, Dziuban and Martin, 1981; Schmalz et al., 2007; Tremblay, Inman, & Willms, 2000;).

Finally, participation in physical activity and outdoor play may help support children's developing social abilities while engaging in play with other children (Hinkley, Brown, Carson, & Teychenne, 2018). Outdoor play has been found to be a social opportunity for peers by providing opportunities to support interaction as well as social skills (Hinkley, Brown, Carson, & Teychenne, 2018). Furthermore, outdoor play gives children not only the physical skills but the social interactions needed for healthy development (Hinkley, Brown, Carson,

& Teychenne, 2018). Children who are physically active and socially engaged typically have a more positive perception of their own body and increased confidence compared to children who do not have those opportunities (Wood, Gladwell, and Barton, 2014).

Limiting Screen Time

Limiting screen time is another factor that can help girls develop a positive body image. As stated earlier, continuous exposure to social media platforms such as Facebook tend to result in more body conscientiousness and eating disorders (Fardouly et al., 2018).

Setting a schedule to use technology devices such as iPads, television, or phones can be beneficial to developing a positive body image due to less media exposure (Ramirez, Rosenberg, Saelens, & Sallis, 2011). Limiting screen time by scheduling can be a very useful strategy for children who are unable to keep themselves away from electronic devices (Ramirez et al., 2011). For example, limiting screen time to educational purposes and/or limiting the screen time to 30 minutes a day has been recommended (Ramirez et al., 2011). Research studies have found that too much screen time not only slows a child's development, but can also negatively affect a child's body perception (Ramirez et al., 2011). According to Fardouly, Willburger, and Vartanian (2018), setting a time limit is crucial for positive health. Whatever boundaries are set, it is necessary to start practicing being aware of the time spent on devices, and limit it accordingly

(Fardouly, Willburger, & Vartanian, 2018). Limiting screen time helps build more body confidence by guarding children and adolescents from unrealistic ideals.

Encouraging Intellectual and Creative Hobbies

Encouraging hobbies is another way to help girls develop a positive body image due to the psychological benefits they provide. Research studies have shown that having intellectual and/or creative hobbies leads to healthier development in children (Barriage et al., 2016). Hobbies such as journal writing, learning a new language, and reading can be beneficial for young girls by not only distracting them from social media exposure, but also by exercising the brain which may increase intelligence (Barriage et al., 2016).

Journal writing has many benefits including increasing physical, mental, and emotional health (Barriage et al., 2016). Journaling has been found to be a stress management tool that can lessen the impact of stressors on health (Barriage et al., 2016). A study found that putting one's thoughts and feelings into writing daily resulted in not only better mental health, but also better physical health (Barriage et al., 2016). In addition, studies have found that when individuals are stressed and write down their stresses in a journal, this helps them cope and manage their experiences better (Barriage et al., 2016). In addition, learning a new language is a great challenge and can improve memory, planning, problem-solving, and critical thinking skills; further it can enhance concentration, enable one to multitask, and improve listening skills (Barriage et al., 2016). Reading is a beneficial hobby as it has been found to be therapeutic

(e.g., prevents depression, reduces stress, improves one's feelings about oneself, and builds a critical mind) (Bavishi, Slade, & Levy, 2016). The benefits of reading are the same no matter what genre you're reading (Bavishi, Slade, & Levy, 2016).

In addition to the above mentioned activities, creative hobbies (e.g., music, art, photography) have also been found to promote increased confidence in one's body (Wang & Wang, 2016). Creativity has been found to increase health and wellness both physically and mentally (Wang & Wang, 2016). Music for example, has been found to assist with physical and mental regulation (Wang & Wang, 2016). In fact, listening to one's favorite music can be utilized in possibilities that may increase health and wellness, such as emotional regulation, decreased stress, as well as brain growth (Wang & Wang, 2016). Research has found that when music is incorporated into children's activities, children tend to be kinder to their peers (Wang & Wang, 2016). Furthermore, playing a musical instrument helps develop self-confidence in girls because it provides a sense of control and skill (Wang & Wang, 2016). Many artistic hobbies such as photography and painting have been found to decrease stress (Kemple, David, & Wang, 1996). Crafting hobbies of all kinds have been found to increase dopamine and ward off depression (Kemple, David, & Wang, 1996). In addition, artistic hobbies have been found to benefit children's overall self-confidence and development (Kemple, David, & Wang, 1996). Clearly, there is a boost to self-

esteem and confidence that comes from learning a new skill and successfully expressing oneself (Kemple, David, & Wang, 1996).

Read Books about “Strong Girls”

Reading “strong girl” books can help girls develop a positive body image in a number of ways. First, reading such books helps girls feel included (i.e., that they are not alone) which can help them build a positive body image as they become aware that they are not the only ones who struggle with issues such as feeling lonely or feeling that no one understands them (Johnson-Olin, 2016). Second, reading books about strong girls teaches young girls to appreciate bodily diversity (Johnson-Olin, 2016). Diversity can often be looked down upon in the media, but when a child reads books about all kinds of bodily-diverse strong girls, young girls can learn to appreciate their own diversities (Johnson-Olin, 2016). For example, a book titled “I like myself” by Karen Beaumont teaches young girls about the importance of self-esteem and loving everything about themselves. It also encourages children to be kind to one another, and to respect differences in physical appearances (Johnson-Olin, 2016). Collectively, “strong girl” books help girls embrace themselves as they are (Johnson-Olin, 2016).

Mothers as Role Models

Many factors may influence the way children perceive their own body, but mothers may have the most impact in their daughter’s development (Vincent &

McCabe, 2000). Mothers impact their child's body image by the way they treat others and by their attitudes (Vincent & McCabe, 2000). Children tend to model themselves after their parents (Vincent & McCabe, 2000). For example, if a mother bullies others, especially those who have less power than they do, children may think this behavior is acceptable which can lead to difficulties with peers (Vincent & McCabe, 2000). If mothers treat people with respect, children will mimic this behavior.

In addition, a mother's own body perception as well as her perception of others is a strong indicator of whether her daughter is satisfied with her body (Arroyo & Andersen, 2016). Mothers often unintentionally model negative body perception by verbalizing discontent about their own bodily insecurities. Cooley, Toray, Wang, and Valdez (2008) found a link with how daughters view their own bodies and with how mothers view their own bodies. Pike and Rodin (1991) found when mothers experience body image dissatisfaction within themselves, they also begin having concerns about the bodies of their daughters. Thus, the way a mother feels about her image may cause her daughter to feel negative towards her own body. In order to be a good role model for their daughters, mothers should be confident with their bodies and display positive body satisfaction, especially around their daughters (Pike & Rodin, 1991).

Discussion with Girls

In addition to the above, parents and others who work with girls should engage in ongoing, open discussion with girls about the sexist aspects of our

culture as reviewed above (e.g., Pipher, 1994). This in turn can help girls become more consciously aware of those cultural forces actively working to shape their body image and others' ideas about what it means to be female. As articulated by Pipher (1994, 1996, 2019), such discussions can help girls make better choices, understand their options, help them figure out how/when to pick their battles, understand what they can/can't control, and provide them with ideas on how they can work to change these cultural messages. As Pipher (1994) states, family is a filter of culture.

Involve Girls in Volunteer Work

Pipher (1994, 1996, 2019) also outlines the benefits of getting girls involved in helping others on a regular basis, e.g., volunteer work with groups or agencies. Involvement in something outside the narrow scope of school and the teen culture, and involvement in something "bigger than themselves" such as political activism or helping humanity (e.g., Greenpeace, Habitat for Humanity) can help decrease girls' self-absorption and give them a broader perspective of the world (in addition to the good feelings and other personal benefits derived from experiences helping others) (Pipher, 1994, 1996, 2019).

Summary

In sum, studies suggest that there are a number of ways to combat the destructive cultural messages regarding female body image including a positive family environment, involvement in sports and outdoor activity, limiting screen time, encouraging intellectual and creative hobbies, reading books on strong

girls, mothers being positive role models, parents having discussion with daughters about culture/body image, and involvement in helping others.

Existing Programs and Interventions

In recent years, there have been a number of programs created for girls about body dissatisfaction (Bergsma & Carney, 2008). These programs are usually offered at schools (Bergsma & Carney, 2008) and they include different approaches. The workshops implemented tend to discuss negative body perceptions and they are typically led by adults. Many of these programs aim to bring awareness and change behaviors through increasing knowledge about body-image concerns as well as unhealthy eating habits (O'Dea, 2004). One program, "Full of Ourselves", utilizes strategies that address negative body perceptions but it fails to address the possible health outcomes (Steiner-Adair & Sjostrom, 2006). Such programs target insecurities in girls by encouraging positive body images and increases in self-esteem (O'Dea, 2004; O'Dea & Abraham, 2000; Shisslak, Crago, Renger, & Clark-Wagner, 1998).

Media often has a reverse effect towards body image: instead of encouraging acceptance of one's body, they tend to increase body conscientiousness with all the unrealistic images that various media offers (Halliwell, Easun, & Harcourt, 2010; Richardson & Paxton, 2010; Steese et al., 2006). The majority of programs that address media literacy for girls focus on

“traditional media” and often fail to address modern media such as social media platforms that young girls may be exposed to (Bergsma & Carney, 2008).

Companies geared toward females have also included natural beauty as well as health and wellness in their advertising. Much of these companies’ messaging has been called out as promoting negative body images to girls due to the use of photo shopped images used in their own marketing campaigns and billboards, including advertising for clothing and beauty brands (Robb, 2013). For example, New York implemented a program called NYC Girls’ Project, a movement targeting self-confidence in young girls. The marketing and advertisement for this project had images on billboards, on vehicles, and train stations about body image and self-esteem (Robb, 2013).

There are several shortcomings of these existing programs. First, while some companies are attempting to promote positive body images in girls by promoting self-esteem and wellness, their marketing campaigns contradict their message. For example, many marketing campaigns use posters of filtered, unrealistic beauty ideals while the companies are trying to promote “naturalistic non-filtered beauty.” Second, many programs, such as the school programs mentioned above, tend to target only a specific group of girls (e.g., low self-esteem girls). Limiting the type of girls targeted does not help other young girls potentially in need of the program. Third, most of these programs don’t focus on and include parents who arguably have the greatest influence on children’s attitudes about their bodies (O’Dea, 2004). Fourth, many of these programs

don't discuss the many sources of body image dissatisfaction in girls and the specific ways in which they negatively impact girls. Fifth, most of the existing programs target only adolescent girls (vs. girls of all ages). Finally, most programs don't discuss the many ways to help girls develop a positive body image.

The proposed workshop is unique in the following ways. First, it is geared to parents of young girls. Second, the workshop is broader in scope than other interventions in that it addresses many ways to encourage the development of a positive body image (and is not restricted to, for example, simply increasing girls' self-esteem). Finally, the current workshop, unlike many of the existing programs, includes information for parents on how the origins of body image dissatisfaction may negatively impact young girls. In order for parents to help young girls build a positive body image, parents will benefit from understanding the origins of body image dissatisfaction.

Summary and Purpose of Project

In sum, research studies have clearly outlined the negative impact of body image dissatisfaction in females, including its adverse effects on self-worth and mental health, and how it can increase one's risk of substance abuse. The causes (or sources) of body image dissatisfaction are numerous and are primarily the result of the cultural messages communicated to females about what they should look like (through television, magazines, advertising, peers,

sports, social media, and negative aspects of the family environment). The purpose of the current project is to create a 4-session workshop for parents on how to build strong positive body images in young girls. It is expected that as a result of the 4-session workshop, parents will have a better understanding of the negative impact of body image dissatisfaction, causes of body image dissatisfaction, and how to develop a positive body image in young girls.

CHAPTER TWO:

METHOD

Overview

The purpose of this project was to create a class for parents who have daughters (of any age) to increase their knowledge of how to build a strong body image in girls. Parents attended four two-hour sessions held twice a week for two weeks. The main topics discussed included what is body dissatisfaction, the negative impact of body image dissatisfaction, causes of body dissatisfaction, and how to develop a positive body image in young girls (Table 1).

Table 1. Workshop schedule

Session 1.	Introductions & overview of the workshops, and pre-class assessments. <ul style="list-style-type: none">● Discussion question: What do you think body image dissatisfaction is? What is body image dissatisfaction? <ul style="list-style-type: none">● Definition● Statistics Impact of body image dissatisfaction. <ul style="list-style-type: none">● Self-esteem and self-worth● Depression● Eating disorders● Substance abuse● Shame and guilt
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	<p>Causes of body image dissatisfaction.</p> <ul style="list-style-type: none"> ● Culture ● Television ● Women’s Magazines ● Peer Influences ● Sports ● Social Media ● Parental Influences <p>Video: Girls ages 6-18 talk about body image.</p>
Session 2.	<p>How to Develop a Positive Body Image in Young Girls?</p> <ul style="list-style-type: none"> ● Intro/overview <ul style="list-style-type: none"> 1. Positive Family Environment <ul style="list-style-type: none"> ● Parenting Style ● Communication Style ● Doing things together ● Values at home ● Building resilience ● Discussion question: How do we help children develop coping skills?
Session 3.	<p>How to Develop a Positive Body Image in Young Girls (Cont.)</p> <ul style="list-style-type: none"> 2. Physical activity and outdoor play <ul style="list-style-type: none"> ○ Shared examples 3. Limiting screen time <ul style="list-style-type: none"> ○ How to limit time 4. Encouraging intellectual/creative hobbies <ul style="list-style-type: none"> ○ Provided suggestions and explained the benefits <p>Discussion question: What does your child like to do? Ways to support that in your community.</p>
Session 4.	<p>How to Develop a Positive Body Image in Young Girls (Cont.)</p>

	<ol style="list-style-type: none"> 5. Reading books on “strong girls” 6. Mothers as role models 7. Discussions with daughters about culture/body image <ul style="list-style-type: none"> ● Provided discussion topics 8. Involvement in helping others <ul style="list-style-type: none"> ● Provided a list of opportunities in the area <p>Activity: Write out a list of ways you will help your daughter/student build a positive body image.</p> <p>The session will end with a post-class assessment.</p>
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Participants

There were a total of five participants who attended each of the four sessions. The average age of the participants was 36.6 years (range: 29 to 53 years old). Participants included five females: one participant who identified as divorced, and four participants identified as married. Two participants identified as Caucasian and three participants identified as Hispanic. Two participants reported having a bachelor’s degree; one participant reported some college/trade school; and two participants reported being high school graduates. The current occupation of participants included: teacher, web marketer, OBGYN assistant, and two participants reported homemaker. All were mothers whose daughters

ranged in age from 1-16 years old. Two of the participants knew each other, which may have contributed to the openness about sharing personal information.

Measures

Pre-post assessments. Participants were given a 10-item pre-post class assessment developed by the researcher to determine how much knowledge they perceive they have about body image satisfaction, causes of body image dissatisfaction, and how to build positive body image in young girls (Appendix A and B). Items were responded to on a 5-point Likert scale.

Class Evaluation

Participants were given a post-workshop evaluation to assess their thoughts on the effectiveness of the workshop (Appendix C). Participants were asked about the benefits of the workshop, what they enjoyed, the most significant thing they learned, what they thought could improve the workshop effectiveness, and to what extent they plan to use the information acquired from this workshop in their own classroom or families.

Demographic Information

Finally, participants were asked to provide information regarding their age, gender, ethnicity, and educational background (Appendix D).

Procedure

Participants were recruited from Facebook from a mom's local community page in El Paso, Texas. A flyer (Appendix E) was posted on the Local Moms of

El Paso community page two weeks prior to the beginning of the 4-session workshop. Due to the current COVID-19 pandemic, this workshop was conducted virtually with participants utilizing Zoom. Participants were provided handouts and copies of the presentations through email.

Participants were asked to fill out a demographics questionnaire and the pre-assessment survey prior to the beginning of Session 1 through email.

Each of the sessions began with the presenter giving an overview of the topic for that class session. Questions were asked in each session to indicate understanding and to promote discussion among participants. Each session ended with a discussion question or video to reflect on.

Development of Project Material

Session 1: What is Body Dissatisfaction?

The purpose of the first session was to define body dissatisfaction, discuss the impact of body dissatisfaction, and identify causes of body dissatisfaction. Parents were emailed a copy of the PowerPoint to take notes on (Appendix F).

This session began with a discussion question regarding body dissatisfaction and defining body dissatisfaction. Next, because research studies have found that body image dissatisfaction can result in a number of negative consequences including poor self-esteem and self-worth, depression, eating disorders, substance abuse, and promoting feelings of shame and guilt

(McCarthy, 1990; Vogel et al., 2015), each of these were discussed. Two of the participants mentioned they suffered from depression and substance abuse as teenagers as a result to body image dissatisfaction. One participant mentioned she always struggled with poor self-esteem as an adolescent and that she was very interested in learning more.

Factors that contribute to body image dissatisfaction, which include culture, television, women's magazines, peer influences, sports, social media, and parental influences (e.g., communication style) (Polovskov & Tracey, 2013; Pritchard & Crambitt, 2014) were discussed next. Parents seemed to gain a better perspective of what body image dissatisfaction is, along with the contributing factors. A few of the participants were unaware of how parental influences impact body image dissatisfaction. They mentioned that their parents had made them feel secure by supporting and encouraging them, whereas one participant freely shared that her father made her feel insecure by teasing her about her weight. One of the participants was able to relate to how sports affects body image in young girls, given that she was in ballet as a young girl. She shared a couple of stories of how ballet had affected her, including the strict teachers and strict weight requirements. This gave the rest of the participants a better perspective of how sports may contribute to body image dissatisfaction in young girls.

The session ended with a brief review followed by viewing a video titled "Girls ages 6-18 talk about body image." This video discussed what girls think of

body image dissatisfaction. The goal of this session was for participants to understand the definition of, and factors related to, body dissatisfaction. Most of the participants felt emotional after watching the video. One participant mentioned that the video gave her more clarity on how serious body image dissatisfaction is in young girls.

Session 2: How to Develop a Positive Body Image in Young Girls

The purpose of the second session was to help parents understand how they can develop a positive body image in young girls. Parents were emailed a copy of the PowerPoint to take notes on (Appendix G). Because research studies show that parenting style, communication style, doing things together, values at home, and building resilience in girls impacts their body image (Hillaker et al., 2008), these factors were discussed. For example, research studies show that family communication patterns that emphasize a child's bodily abilities instead of bodily appearances plays a significant role in developing a positive body image (Liechty et al., 2016). Also, since research shows that parents who do activities with their daughters allow them to play a critical role in shaping every area of their child's development and health (Jones, 2018), these factors were discussed.

Further, because parental involvement and family values play a critical role in girls' development (Dubrava et al, 2003) and body image (Sheehan et al., 2003), this session discussed these factors. Most participants were unaware of

the critical role that parental involvement plays in body image dissatisfaction in girls.

The session ended with discussing the importance of building resilience in young girls. Because building resilience involves encouraging self-care, overcoming obstacles, and spending quality family time together (Adegoke & Steyn, 2017), the session concluded with the following discussion question: “What are coping skills?” In response to this question, participants shared ideas on how they help their daughters cope. One participant mentioned that she and her teenage daughter enjoy making homemade stress balls by using clay and glitter. A couple of the participants with young daughters mentioned that taking walks, going to the park, and blowing bubbles helps their daughters cope. Many participants took notes on the creative ideas to use with their own children. It was a successful discussion, and the participants were excited to share their own coping skills.

Session 3: How to Develop a Positive Body Image in Young Girls (CONT.)

The purpose of the third session was to continue discussing how parents can develop a positive body image in young girls. In this session, physical activity, outdoor play, limiting screen time, and encouraging intellectual and creative hobbies were covered. A copy of the PowerPoint was emailed to the participants to take notes on (Appendix H).

The session began with discussing the benefits of physical activity and outdoor play because children who are physically active and socially engaged

typically are more confident and have a more positive body image than children who are not (Wood, Gladwell, & Barton, 2014). This is a great opportunity for adults to engage in doing things together, such as playing outdoors. Various outdoor activity examples were discussed. Participants were eager to start brainstorming ideas to implement in their families. One participant shared her family tradition of “dodgeball Sundays.” She mentioned that every Sunday morning her family goes to the park and plays dodgeball. Another participant stated that as a child, the neighborhood kids would get together every Saturday and play baseball in the street. The participants were excited to start implementing fun outdoor activities with their families and neighbors.

Second, since research has found that the more exposure young girls have on social media platforms the increased chance of body image dissatisfaction and eating disorders (Fardouly, et al., 2018), participants were taught about the benefits of setting a time limit. Different techniques for setting limits were discussed (Ramirez et al., 2011). Many participants mentioned that they never thought about setting a time limit and were eager to start implementing it in their homes. One participant mentioned that she would like to start limiting her daughter’s screen time by giving her 15 minutes after breakfast and 15 minutes before dinner. Another participant indicated that she is unaware of what her daughters are viewing on their iPads, and stated she will set restrictions onto their setting, such as restricting what sites, apps, or movies they may be watching.

Next, because research studies have shown that having intellectual and/or creative hobbies leads to healthier development in children (Barriage, 2016), such hobbies as journal writing, learning a new language, and reading were discussed. Many of the participants stated that their daughters don't have hobbies, but have a lot of leisure time in which they spend watching television or on their devices. Some of the participants were eager to start implementing creative hobbies with their families. A couple of the participants mentioned they will be purchasing child easels and paints for their daughters to start painting. Another participant mentioned her daughter loves dancing and she will most likely sign her up for dance classes of her choice. While participants discussed hobbies, all of them agreed that hobbies will not only benefit their daughter's development, but also create a more structured home with less leisure time on devices.

The session ended with the following discussion question: "What does your child like to do? Ways to support your child's interests in your community." Participants made lists of what their child likes to do and ways they can support those interests in their local communities. Participants mentioned that there are many activities in their areas that their daughters would have interest in such as dance classes, karate, music lessons, etc. Another parent mentioned she would like to begin scrapbooking with her daughter. All of the participants were excited about trying out hobbies with their children.

Session 4: How to Develop a Positive Body Image in Young Girls (CONT.)

The purpose of the fourth session was to continue discussing how participants can help develop a positive body image in young girls, including reading books on strong girls, mothers as role models, discussions with daughters, and involvement in helping others. A copy of the PowerPoint was emailed to the participants to take notes on (Appendix I).

Because research studies have found that reading books with strong girl themes helps girls understand that strength comes from overcoming daily struggles which can help them build confidence and a positive body image (Chiong, 2007), a handout including a list of age-appropriate books was provided (Appendix J-1). Participants were unaware of how books can make an impact in body image dissatisfaction and were inspired to start purchasing books for their daughters. Another participant shared various free apps where parents can find many online books for free.

Also, since mothers impact their child's body image by the way they treat others and by their attitudes (Vincent & McCabe, 2000), negative and positive forms of modeling were discussed. For example, because mothers are an influential factor in body dissatisfaction by verbalizing negative comments about their own body appearances, participants were encouraged to describe their own bodily satisfaction and discuss how they may be communicating this to their daughters. Many participants mentioned that they co-ruminate often without thinking about the negative effects. One participant laughed while stating that she always makes fun of her own weight in front of her children. A couple of the

participants indicated that they often compare themselves to women on television in front of their families unintentionally. They all mentioned that they didn't think about the consequences those actions may have, as those behaviors have become a habit.

Next, because research shows that discussions with girls can help them make better choices, help them figure out how/when to pick their battles, understand what they can/can't control, and provide them with ideas on how they can work to change these cultural messages (Pipher, 1994, 1996, 2019), this topic was also discussed with participants. Participants were provided with a handout including various topic ideas to discuss with young girls (Appendix J-2). One participant mentioned that she finds it difficult to have discussions with her teenager, being that her daughter is often moody. A couple of participants stated that they thought their daughters were too young to have serious discussions with, which is why they have not had those discussions with their daughters. After discussing with participants the importance of this topic, all of the participants found it important to have those discussions with their daughters regardless of their age. They realized it's never too early to let their daughters be aware of the cultural messages. One participant mentioned she often has discussions with her daughter about many topics and that she and her daughter have a close bond because of that.

Finally, the value of girls becoming involved in helping others on a regular basis was discussed as it can help decrease girls' self-absorption and give them

a broader perspective of the world (Pipher, 1994, 1996, 2019). Participants were provided with a handout including a list of various opportunities for volunteerism in the community (Appendix J-3).

At the end of the session, the participants completed the post-assessment survey followed by a workshop evaluation through email. After participants completed the post-assessment survey and workshop evaluation, they emailed them back the same day.

CHAPTER THREE:

RESULTS

The results of the pre- and post- assessments are of the 5 participants who attended every session of the workshop.

Pre- and Post- Self Assessments and Post- Self- Assessments

Results for the pre- and post- participant assessments are shown below in Table 1. Participants' knowledge about body image dissatisfaction in young girls increased for all 10 items. Item one asked about body image dissatisfaction in young girls. In comparison to the first session, participants felt more knowledgeable by the end of all four class sessions. Item two asked how knowledgeable participants feel about how body image dissatisfaction negatively affects girls. In comparison to the first session, participants felt more informed on the topic at the end of the workshop. Item three asked how knowledgeable participants feel about how social media, T.V., U.S. culture, women's magazines, peers, and sports can lead to body image dissatisfaction in young girls. In comparison to the first session, participants felt more confident. Item four asked how knowledgeable participants feel about how girls' self-esteem is harmed when they are dissatisfied with their body image. Again, participants indicated more knowledge by the end of the workshop than in the first session. Item five asked about how much knowledge participants have about how negative body image impacts health and wellness in young girls. In comparison to the first

session, participants indicated a greater understanding. Item six asked participants how knowledgeable they feel about how family communication can cause negative body image dissatisfaction in young girls. In comparison to the first session, participants felt more aware of the topic by the end of session 4. Finally, items 7-10 focus on participants' overall knowledge on how to build a positive body image in young girls. Again, post-assessment scores were higher than the pre-assessment.

Table 2. Pre-and post- means for the participant self-assessment scale

Items	Pre-test (N=5)	Post-test (N=5)
1. Knowledge about body image dissatisfaction in young girls	2.4	5
2. Knowledge about how body image dissatisfaction negatively affects girls	2.6	5
3. Knowledge about how social media, T.V., U.S. culture, women's magazines, peers, and sports can lead to body image dissatisfaction in young girls	3	5
4. Knowledge about how girls' self-esteem is harmed when they are dissatisfied with their body image	2.8	4.8
5. Knowledge about how negative body image impacts health and wellness in young girls	2	5

6. Knowledge about how family communication can cause negative body image dissatisfaction in girls	1.8	5
7. Knowledge about ways to build a positive body image in girls	2.2	5
8. Knowledge about books girls can read to build a positive body image	1	5
9. Knowledge about how to have successful discussions with girls about how the media culture portrays women	2.4	5
10. Knowledge about how mothers can be a positive or negative role model for how satisfied their daughters are about their body image	2.8	4.8

Post-Class Evaluation

The post-class evaluation determined that participants found the workshop to be beneficial. The first question asked participants if they found the workshop beneficial. All of the participants found the workshop to be interesting, enjoyable, and informative.

Table 3. Did you find the workshop beneficial? Why or why not?

P1	“Yes, I found the workshop beneficial because I was unaware of how much plays into young girls dealing with all kinds of bodily self-esteem issues. I have daughters so it has definitely broadened my perspective of how I view various aspects of how girls can develop self-esteem issues.”
-----------	--

P2	“Yes, I found the workshop beneficial because there were so many eye opening realizations when going through the workshop. I wasn’t aware of all the negatives that can develop when a young girl has body image dissatisfaction.”
P3	“I found the workshop extremely beneficial because I didn’t even know all the causes or effects myself. So to be able to go through the workshop really made me think about all the things I need to do to make sure my daughter grows up feeling positive about herself.”
P4	“Yes, I did. It’s all very relatable to my own kids.”
P5	“Yes, I found the workshop very beneficial because we went over a lot of really good information that is pertinent to today’s society.”

The second question asked participants what part of the workshop they enjoyed the most. The participants' evaluations to that question were diverse. Three out of five participants enjoyed the topic on social media the most (Table 3).

Table 4. What part of the workshop did you enjoy the most?

P1	“I really enjoyed the part of the workshop where we learned about the negative parts of social media and media in general. I enjoyed it because social media is such a big part of our lives these days and to learn about how it can negatively affect us was very interesting.”
P2	“I enjoyed when we went over all the ways we can help our daughters develop a positive body image. I enjoyed it the most because I am able to take that with me.”
P3	“I really enjoyed when we went over social media because I have a teenager and that’s a big one for us.”
P4	“I liked the social media part because it was interesting.”

P5	“I enjoyed going over all of the causes of body image dissatisfaction because I feel that it’s important to know how girls develop body issues.”
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The third question asked participants what information they found most useful or helpful. Three out of five of the participants enjoyed ways we can help girls develop a positive body image (Table 4).

Table 5. What information was the most useful or helpful to you?

P1	“I think the health part of the session was very helpful to me because I didn’t know how bad or severe some of the health outcomes can be. It’s scary so I think knowing this will help me with my children.”
P2	“The most helpful information was learning about all the ways to help girls develop a positive body image because I have girls and I’ll be able to use all that information with my daughters.”
P3	“The most useful information was on social media. I knew social media and media in general wasn’t that great for girls but I just didn’t know the severity of it.”
P4	“I liked the ways we can help girls grow to be positive.”
P5	“The most useful information was towards the end when we went over ways parents can help develop a positive body image in girls.”

The fourth question asked participants what was the most significant thing they learned from the workshop. Two of the participants felt that the most significant thing they learned was about causes of body image dissatisfaction (Table 5).

Table 6. What was the most significant thing you learned from the workshop?

P1	“I think the most significant thing I learned from the workshop were the causes of body image dissatisfaction because those that are parents can use as preventatives by avoiding exposure to certain things.”
P2	“The most significant thing I learned was pretty much how body image dissatisfaction can actually form or come to be. I really needed to hear it all because now I know what to be wary of.”
P3	“The most significant thing was when we went over ways we as parents can help our daughters feel good about themselves.”
P4	“The most significant things were the causes because I know what I need to watch out for.”
P5	“The most significant thing I learned was the bad effects body dissatisfaction can have on a girl’s overall health.”

The fifth question asked participants what they feel was the least helpful or useful. The majority of the participants felt that all of the information was useful and helpful. One participant indicated that the substance abuse section of the workshop wasn’t helpful at this time, but when her daughter gets older it will be (Table 6).

Table 7. What information was the least helpful or useful to you?

P1	“I think it was all useful because I have daughters and although they may be young now, all of the workshop is relevant for when they are older.”
-----------	---

P2	“It was all helpful.”
P3	“I can’t pinpoint any that were least helpful, but if I have to choose I would probably pick when we went over the health and wellness part like substance abuse. I know that information will be relevant for when my daughter is older so it is still helpful.”
P4	“It was all useful to me.”
P5	“I don’t think there were any areas that were least helpful. I think in order to truly understand how we can help our girls, it is necessary to go over everything we went over.”

The sixth question asked participants what they think could improve the workshop’s effectiveness. The majority of the participants felt that the workshop's effectiveness was great as is. One of the participants mentioned that she would have liked to see more real world videos (Table 7).

Table 8. What do you think could improve the workshop’s effectiveness?

P1	“Given the current situation with the pandemic, I think the workshop was as effective as it could be. It would be nice to get together physically.”
P2	“I don’t think anything could have improved the workshop’s effectiveness. But I do think this would also be a good workshop that young girls need to attend just to be aware themselves.”
P3	“I really liked the workshop and I really enjoyed watching the video of young girls actually talking about their thoughts on the topic. I would like to see more real world videos like that.”
P4	“Nothing, it was great.”
P5	“Nothing.”

The seventh question asked participants to what extent they plan to use the information acquired from the workshop in their families. All of the participants indicated that they will be using the information within their own families (Table 9).

Table 9. To what extent do you plan to use the information acquired from this workshop in your own families?

P1	“As I mentioned before, I have daughters so I will definitely be using the workshop daily. I want to start monitoring and limiting what my daughters do and how long they are online.”
P2	“I plan to use this information in my home because I have daughters. I will definitely be limiting screen time and trying my best to get them into hobbies they enjoy.”
P3	“I definitely plan to use this information with my daughter. She’s a teenager so a lot of it I found to be relevant to her.”
P4	“I plan to start helping my kids with feeling good about themselves. I’m going to use a lot of different ways to help.”
P5	“I plan to use a lot of this information with raising my own daughters.”

CHAPTER FOUR: DISCUSSION

The purpose of this project was to create a workshop for parents who have daughters to educate them on the causes of body image dissatisfaction, impact of body image dissatisfaction, and how to build a strong body image in young girls. The motivation for this project was derived from research that shows body image dissatisfaction rates in girls has been rising dramatically (Feingold & Mazzella, 1998), and the adverse effects of this are far-reaching (Nieri et al., 2005). Participants who attended the workshop indicated that their knowledge on causes of body image dissatisfaction, impacts of body image dissatisfaction, and how to build body image in young girls increased over the 4 session workshop.

Pre- Post- Class Assessment

The results for the pre- post-class assessments indicated that participants benefitted from the four-session workshop and from the information provided. The one main result expected from the four-session workshop was that parents would have a better understanding of the negative impact of body image dissatisfaction, the causes of body image dissatisfaction, and ways to help girls develop a positive body image. Each of the workshop sessions included a PowerPoint presentation including research-based information and handouts. Participation and discussion opportunities were provided at each session for

participants to reflect on material reviewed which may have helped to increase their knowledge about each of the topics.

According to the pre- and post-assessment scores, parents felt least knowledgeable about “ways to build a positive body image” and felt most knowledgeable about “how social media, T.V., U.S. culture, women’s magazines, peers, and sports can lead to body image dissatisfaction in young girls” in the pre-assessment. This suggests that participants may be aware of influences that may impact young girls negatively, yet they were less aware of “ways to build a positive body image in young girls.” Although participants’ average score at the pre-assessment on “how girls’ self-esteem is harmed when they are dissatisfied with their body image” was a 2.8 indicating a moderate degree of knowledge on this topic, participants freely discussed their own personal childhood experiences with low self-esteem. Participants mentioned that peers had a lot to do with their low self-esteem. One participant stated that popularity was a big deal starting in middle school and that is where her low-self began. Another participant mentioned having a crush on a popular boy who only liked thin pretty girls. She mentioned she was not very thin in middle school and she felt insecure with herself. The participants mentioned not having as much in-depth knowledge about self-esteem, but that they realized the impact self-esteem may have when they are dissatisfied with their body. Studies have found that dissatisfaction with one’s body image can result in low self-esteem and low self-worth through social comparison (Vogel et al., 2015). Many participants related to struggling with

social comparison and even got emotional discussing childhood events. After reviewing material on low self-esteem and body image, participants had an average increased score of a 5 on the post-assessment. This indicates that participants felt better-informed on the topic by the end of the workshop.

According to the pre-assessment, participants indicated having a fairly low amount of knowledge (1.8 average) on how family communication patterns can cause body image dissatisfaction in girls. Research studies show that family communication patterns that emphasize a child's bodily abilities instead of bodily appearances play a significant role in developing a positive body image (Liechty et al., 2016). Participants discussed during this session how little they had thought of family communication as contributing to body image dissatisfaction. According to the post-assessment scores for knowledge on family communication, participants' average score was a 5, indicating that the participants became better informed on this topic.

According to the pre-assessment, participants' felt least knowledgeable on "ways to build a positive body image in young girls," especially about books girls can read to build a positive body image (mean score: 1). Participants' stated that they had never thought of finding books to help build a strong body image in their daughters. Participants were excited to start looking for books that would benefit their daughters, and were provided a list to assist. Participants' post-assessment scores for this item averaged "5."

According to the post-assessment, there was a significant increase in participants' knowledge on ways to build a positive body image in girls (scoring an average of 5). A key component that could have contributed to this increase may be that participants were asked to write out a list of ways they will help their daughters build a positive body image. Since participants were provided handouts (e.g., books about strong girls, books on discussion topics, how to help in your community) as well as various ways to help young girls build a positive body image, this had the participants actively thinking about ways to accomplish this. Further, there was a discussion about the benefits of hobbies (Barriage et al., 2016) and limiting screen time (Ramirez, Rosenberg, Saelens, & Sallis, 2011).

Lastly, with the pre- and post-self-assessment scores increasing across all items as well as the post-self-assessment results scoring 4.8 to 5 with five being the highest, it may be concluded that participants felt they had gained a significant amount of knowledge from the workshop. Participants were provided with discussion opportunities as well as informative handouts which may have resulted in a greater understanding of how to build a positive body image in young girls.

Post Class Evaluation

At the end of the four-session workshop, participants were asked to complete a post-class evaluation. Participants stated the workshop was beneficial and gave positive feedback about the effectiveness of the workshop.

The first question asked participants if they found the workshop beneficial. All of the participants answered yes. One participant stated “Yes, I found the workshop beneficial because there were so many eye opening realizations when going through the workshop. I wasn’t aware of all the negatives that can develop when a young girl has body image dissatisfaction” (P2). This suggests that many parents may not completely understand the negative impacts that develop when young girls are dissatisfied with their body image.

The second question asked participants what part of the workshop they enjoyed the most. The majority of the participants enjoyed the presentation and discussion on social media and its effects because they found it so relevant to today’s society. One of the participants stated:

I really enjoyed the part of the workshop where we learned about the negative parts of social media and media in general. I enjoyed it because social media is such a big part of our lives these days and to learn about how it can negatively affect us was interesting. (P1)

This suggests that many parents may not be aware of the negative impacts of social media.

All of the participants indicated that all of the information reviewed was helpful and useful. One participant stated that “The most useful information was towards the end when we went over ways parents can help develop a positive body image in girls” (P5). The participants’ responses overall suggest that many parents may benefit from the workshop.

When participants were asked what was the most significant thing they learned in the workshop, two participants stated it was the causes of body image dissatisfaction. Participants were very focused and curious during this session. Research studies have found that the U.S. culture body image ideals are continuously pushed and encouraged in the U.S. mass media outlets (e.g., commercials, TV shows, girls and women’s magazines, films, music videos, and social media,) (Warren & Rios, 2013). Many of the participants agreed that the U.S. ideals are an important cause of body image dissatisfaction.

As part of the evaluation, participants were asked what was the least helpful or useful to them. While all of the participants stated they felt all of the information in the workshop was helpful and useful to them, one participant stated:

I can’t pinpoint any that were least helpful, but if I have to choose I would probably pick when we went over the health and wellness part like substance abuse. I know that information will be relevant for when my daughter is older so it is still helpful. (P3)

Although some participants were not able to fully relate to certain topics given the age of their daughters, they all agreed that the workshop overall is beneficial for all stages of a girl's life.

The participants were also asked what they think could improve the workshop's effectiveness. Although all of the participants agreed that the workshop was effective as is and nothing could improve it, two participants had suggestions. One participant stated "Given the current situation with the pandemic, I think the workshop was as effective as it could be. It would be nice to get together physically" (P1). Another participant stated "I really liked the workshop and I really enjoyed watching the video of young girls actually talking about their thoughts on the topic. I would like to see more real world videos like that" (P3).

Given that all of the participants were parents, all participants agreed that they would be using this information and implementing it in their own homes and families. For example, one parent stated that she plans to start monitoring and limiting her daughters screen time (P1). Another participant stated she will be encouraging her daughters to explore hobbies (P2). This suggests that this workshop would be valuable to present to many parents as well as to girls in order for them to be better informed on the topic, causes, and impacts of body image dissatisfaction.

Parent Knowledge about Girls' Body Image Dissatisfaction

According to research studies, many parents know little about the development and well-being of young girls (Perry, 2013; Pillemer, 2011). The majority of those parents are not well-informed on their daughters' daily activities or whereabouts such as what they are viewing online or on television (Bumpus, Crouter, & McHale, 2005). According to researchers, young girls whose parents are involved in their daily activities while monitoring them and giving them attention, have a healthier developmental outcome than parents who do not (Bumpus et al., 2005). While parents have knowledge in specific aspects, such as how to care for a child, the current study shows that many parents may not be knowledgeable about girls' body image dissatisfaction.

The current study found that parents were unaware of their daughters' online activities as well as the consequences of body image dissatisfaction. Participants also indicated having little knowledge on the origins and causes of body image dissatisfaction in young girls. The results of this workshop shows how important it is to inform parents on body image dissatisfaction in young girls, what can lead to body image dissatisfaction, and how to build positive body image to help the development of their daughters. Decreasing body image dissatisfaction in young girls is important for their future developmental outcomes and decisions, as well as helps builds a stronger parental/child relationship.

Implications and Recommendations for Future Trainings

Even though the workshop was useful to the participants, there are some implications and recommendations to recognize for future sessions.

First, extending the opportunity to more participants at various locations would be beneficial. Promoting this workshop to parents and teachers at preschool, elementary, middle, and high school sites would help more adults who care for girls understand how to assist girls in developing a strong body image. This would give more parents and teachers the opportunity to participate.

Second, because the participants enjoyed the discussion questions and the video they watched at the end of sessions, more time could be provided at the end of each session to incorporate more discussions and videos. Offering more time at the end of each session would allow for more reflective thinking and discussion among participants. Further, it would give participants more time to share ideas.

Third, providing this material to girls themselves, at schools or youth facilities, would provide another avenue to encourage more dialogue, awareness, and discussion of this important topic.

Summary and Conclusion

The purpose of the current project was to create a workshop for parents on how to build strong positive body images in young girls. The aim of this program was for parents to have a better understanding of the negative impact of

body image dissatisfaction, causes of body image dissatisfaction, and how to develop a positive body image in young girls.

Overall, the results of the pre- and post-assessments indicated that the participants benefitted from the information, discussions, and handouts that were provided. Throughout the workshop, participants' knowledge increased significantly regarding understanding the negative impact of body image dissatisfaction, causes of body image dissatisfaction, and how to develop a positive body image in young girls. At the end of the workshop all of the participants felt ready to take the information they have learned and start implementing them in their homes.

The need for programs that educate parents on the negative impacts on body image dissatisfaction and how to build positive body image in young girls is imperative since parents are children's first model and teacher. This workshop is unique in that it is geared to parents of young girls (who are the primary source of influence on children/teens, e.g.,) (Vincent & McCabe, 2000). Family values play a crucial role in the overall development of a child (Sheehan, Dubrava, DeChello, & Fang, 2003).

In conclusion, having this workshop available for parents may help them help their daughters develop a positive body image and thereby improve their developmental outcome.

APPENDIX A
PRE-CLASS SELF-ASSESSMENT

Pre-Class Self-Assessment: Instructions: Circle the number that best reflects how you feel **NOW**:

1. How **knowledgeable** do you feel about what “body image dissatisfaction” is in young girls?

Very					Not at All
5	4	3	2	1	

2. How **knowledgeable** do you feel about how being dissatisfied with their body image negatively affects girls?

Very					Not at All
5	4	3	2	1	

3. How **knowledgeable** do you feel about how social media, T.V., U.S. culture, women’s magazines, peers, and sports can lead to body image dissatisfaction in girls?

Very					Not at All
5	4	3	2	1	

Very 5 4 3 2 Not at All 1

9. How **knowledgeable** do you feel about how to have successful discussions with girls about how the media culture portrays women?

Very 5 4 3 2 Not at All 1

10. How **knowledgeable** do you feel about how mothers can be a positive or negative role model for how satisfied their daughters are about their body

image? Very 5 4 3 2 Not at All 1

Survey created by Jennifer Richardson

APPENDIX B
POST-CLASS SELF-ASSESSMENT

Post-Class Self-Assessment:

Instructions: Circle the number that best reflects how you feel **NOW**:

1. How **knowledgeable** do you feel about what “body image dissatisfaction” is in young girls?

Very					Not at All
5	4	3	2	1	

2. How **knowledgeable** do you feel about how being dissatisfied with their body image negatively affects girls?

Very					Not at All
5	4	3	2	1	

3. How **knowledgeable** do you feel about how social media, T.V., U.S. culture, women’s magazines, peers, and sports can lead to body image dissatisfaction in girls?

Very					Not at All
5	4	3	2	1	

4. How **knowledgeable** do you feel about how girls' self-esteem is harmed when they are dissatisfied with their body image?

Very					Not at All
5	4	3	2	1	

5. How **knowledgeable** do you feel about how negative body image impacts health and wellness in young girls?

Very					Not at All
5	4	3	2	1	

6. How **knowledgeable** do you feel about how family communication can cause negative body image dissatisfaction in girls?

Very					Not at All
5	4	3	2	1	

7. How **knowledgeable** do you feel about ways to build a positive body image in girls?

Very					Not at All
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APPENDIX C
POST-CLASS EVALUATION

Post-Class Evaluation:

1. DID YOU FIND THE WORKSHOP BENEFICIAL? WHY OR WHY NOT?
2. WHAT PART OF THE WORKSHOP DID YOU ENJOY THE MOST?
3. WHAT INFORMATION WAS THE MOST USEFUL OR HELPFUL TO YOU?
4. WHAT WAS THE MOST SIGNIFICANT THING YOU LEARNED FROM THE
WORKSHOP?
5. WHAT INFORMATION WAS THE LEAST HELPFUL OR USEFUL TO YOU?
6. WHAT DO YOU THINK COULD IMPROVE THE WORKSHOP'S
EFFECTIVENESS?
7. TO WHAT EXTENT DO YOU PLAN TO USE THE INFORMATION ACQUIRED
FROM THIS WORKSHOP IN YOUR OWN FAMILIES OR CLASSROOM?

SURVEY CREATED BY JENNIFER RICHARDSON

APPENDIX D
DEMOGRAPHIC QUESTIONNAIRE

Demographics Questionnaire

Please fill out the following:

1. Your age: _____
2. Your sex (circle one): Male Female
3. Your current marital status (check one):
 single
 married
 separated/divorced
 widowed
 other (_____)
4. Your ethnic background (check one):
 Asian
 African American
 Caucasian
 Hispanic
 Native American
 Middle Eastern
 Biracial
 other (_____)
5. Your highest level of education you have completed (check one):
 Did not complete high school
 High school graduate
 Some college/trade school
 Graduated with bachelor's degree
 Some graduate school
 Graduate or professional degree _____
6. Your current occupation: _____
7. Do you have daughters? yes no
8. If you have daughters, how old are they? _____

QUESTIONNAIRE CREATED BY JENNIFER RICHARDSON

APPENDIX E

FLIER



4 Session workshop for Parents Helping girls build a positive body image:

I would like to invite you to take a FREE training workshop to help young girls build a positive body image. The purpose of the current project is to create a 4-session workshop for parents on how to build strong positive body images in young girls. Due to the current COVID-19 pandemic, this workshop will be conducted virtually utilizing Zoom.

Session 1: Topic: What is body dissatisfaction?
Topic: Impact of body image dissatisfaction.
Topic: Origins of body image dissatisfaction.

Session 2: Topic: Positive family environment

Session 3: Topic: Physical activity and outdoor play
Topic: Limiting screen time
Topic: Encouraging intellectual/creative hobbies

Session 4: Topic: Reading books on strong girls
Topic: Mothers as role models
Topic: Discussion with girls
Topic: Involve girls in volunteer work



Time: 4-6 PM (2 hours per session)

Location: Zoom

Presenter: Jennifer Richardson, California State University, San Bernardino
M.A. Candidate in Child Development

Please contact Jennifer Richardson at richj326@coyote.csusb.edu

APPENDIX F
SESSION 1 POWERPOINT


Slide 1

**How to Help Girls
Build a Positive
body image
Session 1**

A Workshop for Parents and Teachers
By
Jennifer Richardson

Slide 2

Overview



- What is Body Dissatisfaction?
 - Definition
 - Statistics
- Impact of Body Image Dissatisfaction
 - Self-esteem and self-worth
 - Depression
 - Eating disorders
 - Substance abuse
 - Shame and guilt
- Origins of Body Image Dissatisfaction
 - Culture
 - Television

Slide 3

Continuation of Overview

- Origins of Body Image Dissatisfaction
 - Women's Magazines
 - Peer Influences
 - Sports
 - Social Media
 - Parental Influences
- Video: Girls ages 6-18 talk about body image.

Slide 4

Discussion Question


What do you think Body Dissatisfaction is?



Slide 5

What is Body Dissatisfaction?

Definition: Body image dissatisfaction may be defined as an individual's negative subjective evaluation of his or her body, including body weight, and it typically involves a discrepancy between one's perceived *actual* body and one's *ideal* body (Grabe, Ward, & Hyde, 2008).



Slide 6


Statistics in the U.S.

Body Image Statistics:

Most women and girls don't feel good about the way they look...

9 in 10 women	9 in 10 women	9 in 10 women
8 in 10 girls	7 in 10 girls	7 in 10 girls

9 in 10 women are dissatisfied with their weight.
8 in 10 girls are dissatisfied with their weight.
9 in 10 women are dissatisfied with their body shape.
7 in 10 girls are dissatisfied with their body shape.



Slide 7

Impact of body dissatisfaction

Research studies have found that body image dissatisfaction can result in a number of negative consequences including negatively impacting self-esteem and self worth, increasing the risk of depression, increasing the risk of eating disorders and substance abuse, and promoting feeling of shame and guilt.

Slide 8

Impact of body dissatisfaction: Self-esteem & Self worth

Studies have found that dissatisfaction with one's image can result in low self-esteem and low self worth through social comparison (Vogel et al., 2015).

- Example: Comparing one's physical appearance to unrealistic images such as those depicted in Magazines.



Slide 9

Impact of Body Dissatisfaction: Depression

body image dissatisfaction can also result in depression due to the desire to attain a thin "attractive" body figure (McCarthy, 1990).

- Feelings of not being desired is damaging to one's perception of self (Noles et al., 1985). Therefore distorted body images of one's self develop, which in turn may lead to depression.

Slide 10

**Impact of body image dissatisfaction:
Eating Disorders**

Studies have found that body dissatisfaction can also result in eating disorders (Tybka, 2004).

- Anorexia Nervosa
- Bulimia




As eating disorder worsens, so can the depression, which in turn can lead to substance abuse (The National Center of Addiction & Substance Abuse at Columbia University, 2003).

Slide 11

**Impacts of body image dissatisfaction:
Shame & Guilt**

According to Conradi et al. (2007), guilt and shame are emotions that are highly linked to one's body weight due to being dissatisfied and insecure with one's physical appearance.



Slide 12

**Origins of Body Image
Dissatisfaction**

There are a number of origins of body image dissatisfaction, including culture, television, women's magazines, peer influences, sports, social media, and parental influences.



Slide 13

Origins of Body Image Dissatisfaction: Culture

described and reflected through mainstream U.S. mass media outlets (Warren & Rios, 2013).


- Research studies of U.S. culture have shown that the central characteristics of beauty is thinness (Poloskov & Tracey, 2013).



Slide 14

ORigins of body image dissatisfaction: Television

body image dissatisfaction by casting beautiful and thin women in commercial ads, shows, and movies (Pritchard & Cramblitt, 2014).



Slide 15

Origins of body image dissatisfaction: Women's Magazine

- Numerous studies have shown significant correlation between consuming fashion magazines and female body dissatisfaction and a drive for thinness (Swiatkowski & Krijnen, 2016).

Slide 16

Origins of Body Dissatisfactions: Women's Magazine

- Editorials and advertisements in women's magazines do for health-related issues what they do for appearance: they present an ideal of appearance as important (Thompson et al., 2007; Krijnen, 2016).

Slide 17

Peer Influences

- Peer influences have also been found to increase body image dissatisfaction through peer status, (e.g., popularity) and habitual modeling behaviors (e.g., dieting or drug use) (Thompson et al., 2007).

Slide 18

Peer Influences

- The priority that children place on popularity status increases over the elementary school age and peaks in middle school and high school (Thompson et al., 2007). Popularity for girls is often linked with being attractive as well as being thin (Thompson et al., 2007).

Slide 19

Peer Influences

- The belief that being thin will enhance one's popularity with boys has been associated with restrained eating and disturbed eating attitudes in adolescent girls (Thompson et al., 2007).

Slide 20

Peer Influences

- Peers may model negative habitual behaviors such as having friends who are dieting to lose weight, which in turn may lead to greater use of unhealthy weight-control behaviors (e.g., diet pills, purging, smoking, etc.) (Thompson et al., 2007).

Slide 21

Sports

- Sports have also been found to influence body weight dissatisfaction. The necessity to weigh a certain amount in certain sports (e.g., ballet, gymnastics) may cause distress or excessive concern about body shape or body weight (Ozgen, & Kissaq, 2009). This may, in turn, increase one's risk of eating disorders such as anorexia nervosa, and bulimia (Ozgen, & Kissaq, 2009).

Slide 22

Sports

- In 1976, for example, the average female U.S. Olympic gymnast was an average of seventeen and a half years old, stood 5' 3" and weighed 106 pounds. Shockingly, by 1992 the average female U.S. Olympic gymnast was 16 years old, 4' 9" and weighed 83 pounds (Miller, 2002). This trend in reduced age and size of female gymnasts has become a considerable reason for prevailing eating disorders in this population (Miller, 2002). In fact, 65% of elite female gymnasts admit to currently having some sort of eating disorder (Miller, 2002).

Slide 23

Social Media

- Social media has also been found to contribute to body-related issues due to the majority of the content of social media being appearance-driven (McLain, Pardo, Warriman, & Muehlen, 2015). Social media sites or mobile applications include Facebook, Instagram, and Snapchat which perpetuate the thin female body image (McLain et al., 2015).

Slide 24

Social Media

- Negative exchanges about the body among peers often occurs on social media and is known as fat talk, in which 25% of offline college women have engaged in it (Sisk & Engels-Matibon, 2011). Although past research has pointed to the existence of primarily positive content on social media, some body-related negativity has been found. One study found that weight concerns were shared by only 6-4% of students publicly on Facebook (Rodja & Moore, 2011).

Slide 25

Social Media

- Users who received extremely negative comments on updates about their personal lives or images were more likely to report concerns about their eating, shape, and weight (Hummel & Smith, 2015). This suggests that while body-related negative talk may be rare on social media, even general negative comments may adversely affect body image.

Slide 26

Parental influences

- Although parents are not the only source of influence in early childhood, they are critical agents in creating the biological and social environments in which children learn and develop body attitudes, eating habits, and weight management patterns (Hart, Damiano, & Paeon, 2016).

Slide 27

Parental Influences

- Research suggests that parents' body image attitudes and associated behaviors such as weight-related teasing of their child can shape children's and adolescents' developing body image and eating patterns (Hart et al., 2016).

Slide 28

Parental Influences

- In addition, research on parental feeding practices has shown that some of the strategies parents use to encourage child food intake (e.g., using dessert as a reward for eating vegetables) or discourage negative behavior (e.g., withholding highly palatable snacks for bad behavior) may increase risk for disordered eating, body dissatisfaction, and overweight (Hart et al., 2016).

Slide 29

Video

- Girls 6-18 talk about body image.
- [Body Image](#)



APPENDIX G
SESSION 2 POWERPOINT

Slide 1

How to Develop a Positive Body Image in Young Girls
Session 2

A Workshop for Parents and Teachers
 By
 Jennifer Richardson

Slide 2

OVERVIEW



- Positive Family Environment
 - Parenting Style
 - Communication Style
 - Doing things together
 - Values at home
 - Building resilience

Discussion Question: How do we help children develop coping skills?

Slide 3

How to Develop a Positive Body Image in Girls

- There are a number of factors that have been found in research studies to play a role in helping young girls develop a positive body image including family environment, physical activity and outdoor play, limiting screen time, encouraging intellectual and creative hobbies, reading books on strong girls, mothers as role models, discussion with daughters about culture/body image, and involvement in helping others.

Slide 4

Positive Family Environment

- The family environment can help girls develop a positive body image in a number of ways, including the parenting style, communication style, doing things together, values at home, and building resilience in girls.



Slide 5

Parenting Style

- First, research studies on parenting style shows that supportive family relationships are predictive of younger and older children's social initiative skills as well as feeling comfortable in their bodies (Pillayar et al., 2008). The word initiative is described as having the ability to understand something without any direct teaching process (Pillayar et al., 2008).

Slide 6

Parenting Style

- Children who experience sensitive and responsive care (i.e., a secure attachment) all develop trust in others, experience comfort with themselves, and they tend to cope better with stress (Pillayar et al., 2008). In contrast, children who experience unresponsive and demanding care are less likely to develop trust in their environment or themselves, are less positive about others as rejecting (avoidant/demanding attachment) or as unpredictable (preoccupied attachment) with high chances of a negative view of self (Pillayar et al., 2008).

Slide 7

Parenting Style

- Further, the authoritative parenting style is characterized by Baumrind (1966) as being warm, responsive, and setting clear limits (Kawane & Chikmani, 2016).
- discipline-motiv
- self-esteem, happiness, and feelings of self-worth

Slide 8

Communication style

- Research studies show that family communication patterns that emphasize a child's body abilities instead of bodily appearance plays a significant role in developing a positive body image (Lachy et al., 2016). "Functional body appreciation" for example, refers to being grateful for the body's performance capabilities and what it enables the individual to do or experience (Lachy et al., 2016). Girls with a positive body image tend to grow up in an environment that encourages them to focus on aspects of their body other than appearance (such as what the body can do) which may discourage self-objectification (Lachy et al., 2016). Increased levels of body appreciation have in turn been linked to lower frequency of negative body talk among women (Lachy et al., 2016).

Slide 9

Communication Style

- Second, family communication patterns impact girls' body image (Lachy, Clark, Birky, & Harrison, 2016). For example, body teasing and comments about weight are associated with a negative body image (Lachy, Clark, Birky, & Harrison, 2016).

Slide 10

Communication Style

- In addition to direct verbal communications about the child's appearance and eating, parents (and especially mothers) may also indirectly contribute to creating a heightened appearance-focused family climate through disclosing self-related weight talk (Lochty et al., 2018).

Slide 11

Doing Things Together



- Third, parents doing activities with their daughters allows them to play a critical role in shaping every area of their child's development and health (Jones, 2018). Researchers have identified links between the frequency and quality of family meals, for example, and numerous positive outcomes (Jones, 2018).

Slide 12

Doing Things Together

- For example, in a large meta-analysis by Hammons and Fiese (2011), eating dinner as a family at least three times per week was associated with consuming fruits and vegetables more often than families who ate dinner together less frequently (Jones, 2018).

Slide 13

Doing Things Together

- As family dinners are one example, there are numerous other ways parents can spend time with their children in order to build a positive body image. Activities such as swimming, dancing, playing tennis, or hiking all provide opportunities for parents to talk and bond, as well as building strength and endurance (Hiral, Kubal, & Manning, 1990).

Slide 14

Values at Home

- Fourth, values at home play a crucial role in the overall development of a child (Sheehan, Dobrev, DeChello, & Fang, 2003). What values are encouraged or not encouraged in the home sets the developmental stages in the child's life (Gidycz et al., 2002) and impact body image (Sheehan et al., 2003).

Slide 15

Values At Home

- An example of a value that impacts the development of a positive body image is the value of healthy nutrition. In the current obesity epidemic in our society, healthy nutritional values are important (Sheehan et al., 2003). If parents value nutrition but are unable to transmit that value to children successfully, children can internalize unhealthy nutritional habits that may contribute to the continuance of the obesity epidemic (Sheehan et al., 2003) which, in turn, may lead to low self-esteem.

Slide 16

Values At Home

- Also, when parents encourage decision-making, trial and error, communication, as well as limits and boundaries with their children, these values benefit a child's mental health and self-esteem, which assist with developing a positive body image (Shafiqi et al., 2003).

Slide 17



Building Resilience in Girls

- Finally, parents who help build resilience in girls support the development of a positive body image in girls (Adiguna & Slayn, 2017). Resilience is the quality that allows some people to work through challenging situations and bounce back from failure (Adiguna & Slayn, 2017).

Slide 18

Building Resilience in Girls

- Rather than let hardships and failures overcome them, resilient children are able to change course and try again (Adiguna & Slayn, 2017). While some children become anxious and overwhelmed in the face of challenges and setbacks, others pick themselves up and move on (Adiguna & Slayn, 2017). Parents can help young girls become more resilient by providing unconditional love and support (Adiguna & Slayn, 2017).

Slide 19


Building Resilience in Grls

- Building resilience involves encouraging self-care, overcoming obstacles, and spending quality family time together (Adagala & Steyn, 2017). Children who are taught to be resilient often use their negative into positives, can solve their own problems and manage their own time, and are taught to show compassion and kindness towards others (Adagala & Steyn, 2017). Attaining these beneficial qualities develops a self-confident healthy child, which goes back to having a positive body image and confidence (Adagala & Steyn, 2017). To tackle the difficulties that come with being a young girl, it's crucial to encourage young girls to develop positive coping strategies (Adagala & Steyn, 2017).

Slide 20

Discussion Question

How do we help children develop coping skills?



The illustration titled "Coping Skills For Kids" depicts a child's coping process. At the top, a child is shown in a state of distress, with a thought bubble containing a sad face. Below this, a series of icons represent different coping strategies: a child talking to a parent, a child exercising, a child reading, and a child talking to a friend. At the bottom, the child is shown in a state of calm and happiness, with a thought bubble containing a smiley face, indicating successful coping.

APPENDIX H
SESSION 3 POWERPOINT


Slide 1

How to Develop a Positive Body Image in Young Girls
(Cont). Session 3
A Workshop for Parents
By
Jennifer Richardson

Slide 2

Overview

- Physical activity and outdoor play
 - Shared examples
- Limiting screen time
 - How to limit time
- Encouraging intellectual/creative hobbies
 - Provided suggestions and explained the benefits
- Discussion/Question



Slide 3

Physical Activity and Outdoor Play

- Outdoor play and physical activities can also help girls develop a positive body image as these experiences increase one's sense of competency, build self-esteem, and build social skills.



Slide 4

Physical Activity and Outdoor Play

- Active play teaches a child what her body is capable of doing, helps in the development of physical skills, and increases children's strength, speed, balance, and dexterity (Wood, Glaswell, & Barton, 2014). These factors contribute to the development of a positive body image because they allow girls to focus more on self-abilities than their empty appearance, which in turn contributes to higher self-esteem (Wood, Glaswell, & Barton, 2014).

Slide 5

Physical Activity and Outdoor Play

- Second, physical activities support the development of self-esteem through team building and healthy competition (Wood, Glaswell, & Barton, 2014). When children are given the opportunity to try out activities that are outside their comfort zone, it can positively impact their self-esteem (Wood, Glaswell, & Barton, 2014). As they compete, they gain fundamental mastering new skills which can promote confidence to do more (Wood, Glaswell, & Barton, 2014).

Slide 6


Physical Activity and Outdoor Play

- Outdoor play provides opportunities for children to be both physically active and socially engaged (Pruitt, Brown, Carlson, & Tapscott, 2010). Children who are physically active and socially engaged tend to have higher self-esteem and a more positive body image than children who are not (Wood, Glaswell, and Barton, 2014).

Slide 7



Lets Share!

- Lets share ways we can spend time with our children outdoors.



Slide 8

Limiting Screen Time



- Limiting screen time is another factor that can help girls develop a positive body image. The more time young girls spend on social media websites like Facebook, the greater the risk of developing eating disorders and negative body images (Farboudy, et al., 2018).

Slide 9


Limiting Screen Time

- Setting a schedule to use technology devices such as iPads, television, or phones can be beneficial to developing a positive body image due to less media exposure (Ramirez, Rosenberg, Salsbery, & Sells, 2011). Limiting screen time by scheduling can be a very useful technique for children who are unable to keep themselves away from digital media (Ramirez et al., 2011). According to Farboudy, Wilburger, and Vartanian (2018), setting a time limit is crucial for positive health. Whenever boundaries are set, it is important to start practicing being aware of the time spent on social media platforms, and limit accordingly (Farboudy, Wilburger, & Vartanian, 2018).

Slide 10

Limiting Screen Time

- Limiting screen time helps build a positive body image by protecting the young minds from negative exposure.



Slide 11

Limiting Screen Time Example

- For example, limiting screen time for educational purposes and/or limiting the screen time to 30 minutes a day has been recommended (Ramirez et al., 2011).
- [Link Share Example!](#)



Slide 12


Encouraging Intellectual and Creative Hobbies

- Encouraging hobbies is another way to help girls develop a positive body image due to the psychological benefits they provide.

Slide 13

Encouraging Intellectual and Creative Hobbies

- Research studies have shown that having intellectual and/or creative hobbies leads to healthier development in children (Barnage, 2016).



Slide 14

Encouraging Intellectual and Creative Hobbies


- Clearly, there is a boost to self-esteem and confidence that comes from learning a new skill and successfully expressing oneself (Kempke, Dorfl, & Wang, 1996).



Slide 15

Intellectual Hobbies

- Hobbies such as journal writing, learning a new language, and reading can be beneficial for young girls by not only distracting them from social media exposure, but also by exercising the brain which they increase intelligence (Barnage, 2016).



Slide 16

Intellectual Hobbies

- Journal writing has many benefits including increasing physical, mental, and emotional health (Barrage, 2016). Journaling has been found to be a stress management tool that lessens the impact of stress on health (Barrage, 2016). In fact, a study showed that expressive writing (the journaling) for only 15 to 20 minutes a day three to five times over the course of a four-month period was enough to lower blood pressure and improve liver functionality (Barrage, 2016). In addition, writing about stressful experiences can help girls manage stress in a healthy way (Barrage, 2016).

Slide 17

Intellectual Hobbies

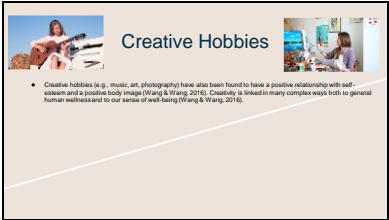
- Second, learning a new language is a great challenge and can improve memory, planning, problem-solving, and critical thinking skills. Further, it can enhance concentration, enable one to multitask, and improve listening skills (Barrage, 2016).

Slide 18

Intellectual Hobbies

- Reading is a beneficial hobby as it has been found to be therapeutic (e.g., prevents depression, reduces stress, improves one's feelings about oneself, and builds a critical mind (Barrage, Slade, & Levy, 2016). The benefits of reading are the same no matter what genre you're reading (Barrage, Slade, & Levy, 2016).

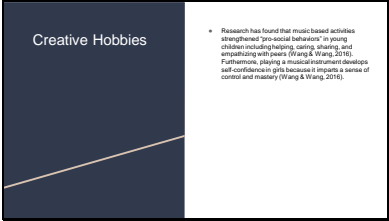
Slide 19



Creative Hobbies

- Creative hobbies (e.g., music, art, photography) have also been found to have a positive relationship with self-esteem and a positive body image (Wang & Wang, 2016). Creativity is linked in many complex ways both to general human wellness and to our sense of well-being (Wang & Wang, 2016).

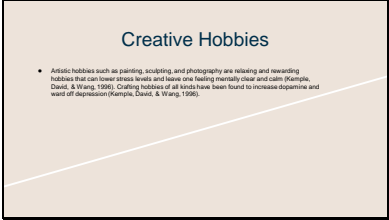
Slide 20



Creative Hobbies

- Research has found that music based activities strengthened pro-social behavior in young children including helping, caring, sharing, and empathizing with peers (Wang & Wang, 2016). Furthermore, playing a musical instrument develops self-confidence in girls because it requires a sense of control and mastery (Wang & Wang, 2016).

Slide 21



Creative Hobbies

- Artistic hobbies such as painting, sculpting, and photography are relaxing and rewarding hobbies that can lower stress levels and leave one feeling mentally clear and calm (Kempke, Daut, & Wang, 1998). Crafting hobbies of all kinds have been found to increase dopamine and ward off depression (Kempke, Daut, & Wang, 1998).

Slide 22

Creative Hobbies

- In addition, artistic hobbies have been found to benefit the overall self-confidence and development of children (Kempke, David, & Wang, 1996). Clearly, there is a boost to self-esteem and confidence that comes from learning a new skill and successfully expressing oneself (Kempke, David, & Wang, 1996).

Slide 23

Discussion Question

- Discussion question: What does your child like to do? Ways to support that in your community.



APPENDIX I
SESSION 4 POWERPOINT

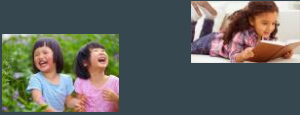
Slide 1

How to Develop a Positive Body Image in Young Girls (Cont.)
SESSION 4
•••
A Workshop for Parents and Teachers
By
Jennifer Richardson

Slide 2

Reading Books on Strong Girls


- Reading "strong girls" books can help girls develop a positive body image in a number of ways.



Slide 3

Reading Books on Strong Girls

- Reading such books helps girls feel included (i.e., that they are not alone) which can help them build a positive body image as they become aware that they are not the only ones who struggle with such issues, as feeling lonely or feeling that no one understands them (Chiong, 2007).



Slide 4

Reading Books on Strong Girls

- Reading books on strong girls teaches young girls to appreciate bodily diversity (Chiong, 2007). Diversity can often be looked down upon in the media, but when a child reads books about all kinds of bodily diverse strong girls, young girls can learn to appreciate their own diversity (Chiong, 2007).



Slide 5

Reading Books on Strong Girls

- It also encourages children to be kind to one another, and to respect differences in physical appearances (Chiong, 2007). Collectively, "strong girl" books help girls embrace themselves as they are (Chiong, 2007).



Slide 6

Mothers as Role Models

- Although the development of a child's body image is influenced by a wide range of variables, maternal example may be one of the most significant factors because of the instrumental role a mother plays in her daughter's development (Vincent & McCabe, 2000).



Slide 7

Mothers as Role Models


- Mothers impact their child's body image by the way they treat others and by their attitudes (Vincent & McCabe, 2005). Children tend to model themselves after their parents (Vincent & McCabe, 2005).



Slide 8

Mothers as Role Models


- For example, if a mother bullies others, especially those who have less power than they do, children may think this behavior is acceptable which can lead to difficulties with peers (Vincent & McCabe, 2005). If mothers treat people with respect, this of also a lesson children will pick up on.



Slide 9

Mothers as Role Models (Cont.)

- In addition, a mother's attitude about her own image and the image of others is a strong indicator of whether her daughter is satisfied with her body (Nevo & Kibarian, 2015).



Slide 10

Mothers as Role Models

- Mothers can model body dissatisfaction by complaining or co-ruminating with their daughters about the appearance of their own bodies. Co-ruminating is the act of sharing or discussing one's own negative feelings with another person (Hempel & Andersen, 2016).

Slide 11

Mothers as Role Models

- Cosley, Toray, Wang, and Valdez (2008) found a very strong positive correlation between the level of a daughter's body dissatisfaction and the level of a mother's dissatisfaction with her daughter's body.

Slide 12


Mothers as Role Models

- Pike and Rodin (1991) also found that mothers who felt more dissatisfied about their own bodies had more negative perceptions of their daughters' bodies.

Slide 13

Mothers as Role Models

- A daughter's attitude about her own body can be modeled after her mother's attitude. Mothers should celebrate their bodies and model a more body-positive attitude for their daughters (Pike & Rodin, 1991).



Slide 14

Discussion with Girls

- Parents and others who work with girls should engage in ongoing, open discussion with girls the sexist aspects of our culture as reviewed above (e.g., Pipher, 1994).



Slide 15

Discussion with Girls

- This in turn can help girls become more consciously aware of those cultural forces actively working to shape their body image and others' ideas about what it means to be female.



Slide 16

Discussion with Girls

- As articulated by Pipher (1994, 1998, 2019), such discussions can help girls make better choices, understand their options, help their figure out how/when to pick their battles, understand what they can't control, and provide them with ideas on how they can work to change these cultural messages.

Slide 17

Discussion with Girls

- When and how should I approach a discussion?
- Video

[How to talk to daughters](#)

Slide 18

Involve Girls in Volunteer Work

- Pipher (1994, 1998, 2019) also outlines the benefits of getting girls involved in helping others on a regular basis, e.g., volunteer work with groups or agencies.



Slide 19

Involvement in something outside the narrow scope of school and the teen culture, and involvement in something "bigger than themselves" such as political activism or helping humanity (e.g., Greenpeace, Habitat for Humanity) can help decrease girls' self-disordered and give them a broader perspective of the world (in addition to the good feelings and other personal benefits derived from experiences helping others) (Pomeroy, 1994, 1996, 2019).


Slide 20

Involvement in something outside the narrow scope of school and the teen culture, and involvement in something "bigger than themselves" such as political activism or helping humanity (e.g., Greenpeace, Habitat for Humanity) can help decrease girls' self-disordered and give them a broader perspective of the world (in addition to the good feelings and other personal benefits derived from experiences helping others) (Pomeroy, 1994, 1996, 2019).

Slide 21

Activity

- Write out a list of ways you will help your daughter/student build a positive body image.
- Lets Share our Lists!



APPENDIX J-1
APPROPRIATE BOOKS FOR GIRLS

Age-Appropriate Books for Girls

- “Don’t touch my hair” by Sharee Miller (4-8 years old)
- “Frazzled: Everyday Disasters and Impending Doom: Frazzled” by Booki Vivat (8-12 years old)
- “Invisible Emmie” by Terri Libenson (12+)
- “Positively Izzy” by Terri Libenson (8-12 years old)
- “Living the Confidence Code” by Katty K, Claire Shipman, and Jillellyn Riley (for all ages)
- “Today I Will Fly” by Mo Willems (4-8 years old)
- “Ling & Ting Not Exactly The Same” by Grace Lin (6-8 years old)
- “Gooney Bird Greene” by Lois Lowry & Middy Thomas (8-12 years old)
- “Stella Diaz Has Something To Say” by Angela Dominguez (6-9 years old)
- “Ellie, Engineer” by Jackson Pierce (8-12 years old)
- “Girls Can Do Anything” by Caryl Hart (4-7 years old)
- “Strong Girls, Ordinary People Change The World” by Brad Meltzer (5-8 years old)

APPENDIX J-2
BOOKS ON TOUGH DISCUSSION TOPICS

Books on Tough Discussion Topics

- “Wonder” by R. J. Palacio (Being Different) (8-12 years old)
- “Red Butterfly” by A. L. Sonnichsen (Family) (8-12 years old)
- “Harbor Me” by Jaqueline Woodson (Family) (12-14 years old)
- “Carmela Full of Wishes” by Matt De La Pena (Future Dreams & Family) (4-8 years old)
- “Girl to Girl” by Sarah O’Leary Burningham (Puberty) (Pre-teens)
- “I’m New Here” by Anne Sibley O’Brien (Being New & Culture) (5-8 years old)
- “After the Fall” by Dan Santa’s (Overcoming Fear) (5-8 years old)
- “Who has What?” by Robbie H. Harris (Body Positive) (6-9 years old)
- “My Body Belongs to Me” by Jill Starishvevsky (Body Positive) (6-9 years old)
- “Dot.” by Randi Zuckerberg (Internet Screen-Time Balance) (5-9 years old)
- “Me, Myself, and I: A Cautionary Tale” (Social Media Caution) (4-9 years old)
- “An Elephant in the Living Room: The Children’s Book” by Jill M. Hastings (Substance Abuse & Addiction) (7-10 years old)
- “The Busy Body Book” by Lizzy Rockwell (4-8 years old)

APPENDIX J-3
LOCAL VOLUNTEER OPPORTUNITIES

Local Volunteer Opportunities

1. El Paso Public Library Westside Branch (children ages 10-17 must be accompanied by an adult)
2. Habitat For Humanity International INC (must be 16 years old)
3. YMCA of El Paso (must be 14 years old)
4. Keystone Heritage Park and El Paso Desert Botanical Gardens (5 years old and up)
5. El Paso Exploreum Children's Museum (children ages 12-17 must be accompanied by an adult)
6. Ben's Pet Pantry (Children 16 and older must be accompanied by an adult)
7. City of El Paso Animal Services VIP Volunteer Program (children ages 14-17 must be accompanied by an adult)
8. Ronald McDonald House Charities of El Paso (children 16-17 must be accompanied by an adult)
9. Animal Rescue League of El Paso (children 13-17 must be accompanied by an adult)

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