

Worksheets

Dr Vivienne Lewis

Introduction

The following selection of worksheets include worksheets for use in the classroom and home environment as well as worksheets for adult helpers working on their own body image and mental health. The worksheets for adults aim to assist them to work on their own body image and mental health in order to be able to better help children and young people. It is recommended that, at a minimum, you read the whole chapter related to the worksheet, for background, before engaging in the activity.

Each worksheet includes the chapter and page references so you can read the relevant parts of the book first, before using the worksheets as an activity. Where page numbers are indicated, the activity is described in more detail. Worksheets can be used in chronological order if using the whole book as a resource in the school or home environment or for counsellors addressing the issues with clients. The worksheets are made to be flexible so the user can also choose to use individual worksheets that cover a particular topic or change the order of material to be covered. The worksheets are meant to be both fun and educational as well as opening up further conversations around the issues covered.

Chapter 1 Worksheet 1.1

Thinking about body image

(refer to pgs. 11 and 12)



What is body image?

How do you feel about your body?

What thoughts do you have about your body?

How was your body image formed? What influenced it?

What influences your feelings about your body?

What positive comments could you make about others to make them feel good?

What qualities do you admire in others?

What adults do you admire and why?

What can you do to feel good about your body and self?

Chapter 1 Handout 1.1



All about body image and culture

Everyone has a body image, it's the thoughts, feelings and behaviours we have regarding how we think we look. Our body image has developed over time with influences such as family, friends, media, culture, and our experiences of teasing just to name a few. We can choose how we feel about our bodies. We can say 'no' to teasing, including standing up for our peers. By focusing on what we like about our bodies and all the wonderful things our bodies do for us, will make us feel good about our bodies and selves. Think about all the positive things people have said to you about your body and self. Everyday think about the hard work your body does to help you at school, at home, with your friends, your interests and how it keeps you having fun and enjoying life. If you're unhappy for whatever reason, seek help. There are lots of adults who can help including your teachers, counsellors, parents, carers, friends, doctors, coaches and many other people you can trust.

The culture we live in plays a big part in how we feel about our bodies. Following is an activity that helps you better understand the cultural messages that are influencing you and what's a healthier way of thinking about people's bodies.

What culture do you live in and what messages are you aware of around what male and female bodies should look like?

Are these helpful?

How do they make us feel?

Write down here, what is a healthy body image?

What makes me feel good about my body?

Chapter 1 Worksheet 1.2

Body image over the centuries

(refer to pgs. 13 and 14)



Look up through google ‘body image changes over the centuries’ and have a look at the different body shapes and sizes for both men and women that were considered beautiful. See how they’ve changed?

How have ‘idealised’ (what the media says is beautiful) bodies changed over time?

How do you think these changes have influenced our perception of your bodies and selves?

How do these changes make us feel? Good? Bad? Indifferent?

**What would it be like if we celebrated diversity in bodies?
Appreciating differences?**

What would life be like if we all looked the same?

What's great about everyone looking different?

What's great about the way you look?

Chapter 1 Worksheet 1.3

Cultural change and body image

(refer to pgs. 14–16)



Google changes in fashion, body size and beauty over the centuries. What do you notice?

What do you think about these changes over time?

What is deemed as beautiful by different cultures?

How do these differences impact on the way we feel about our bodies?

Does the focus on the body make us more self-conscious?

What impact does focusing on appearance at the exclusion of other things about us have?

If there's only one way to look that's considered acceptable, what impact does this have on the way we feel about our bodies?

How does it feel if you don't look like this cultural ideal?

What can we do to reduce our focus on appearance?

What can we do to feel better about ourselves?

List some of the things that make you unique. These are things that are very special about you.

How do you feel when you focus on the things that are unique and special about you?



Chapter 1 **Worksheet 1.4**

General self-worth

Everybody is worthwhile and everybody deserves to be treated respectfully and well. You are a worthwhile person and member of the school community. Write down here all the things that make you worthwhile. Think of your talents, interests, things you do for others, what you're interested in, what is important to you.

What makes you unique?

What do you believe in?

What are your aspirations (things you want for the future)?

Chapter 1 HOME Worksheet 1.1

Thinking about your body image

Parents/carers can do this exercise with their child. Start a discussion about the body and the things you love about your body then ask your child:

What do you like about your body? (add here what you like about their body)

What can your body do? (this is about the function of the body). Your body allows you to run and play etc

What makes your body unique?

Do you have any worries about your body? This opens children up to talking about what might be worrying them. Listen, but also try and problem solve without changing the body, instead focus on how you can make them feel better about the body they have.

How can we reduce those worries?

What makes your body feel good? You can devise a list and also suggest some things.

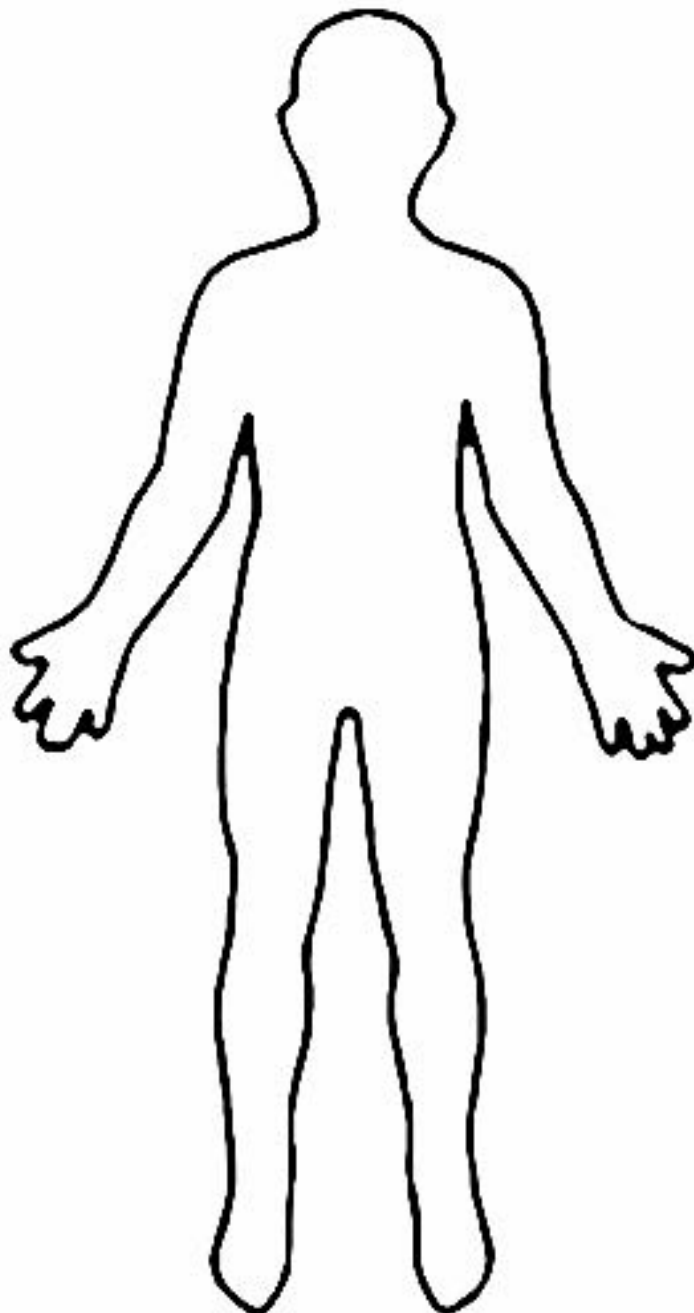
Reinforce that your child can always come to you and talk about their worries and troubles.

Chapter 1 HOME Worksheet 1.2

Your body beautiful



Here is a picture of a body. You can use this one or draw your own. Put words all over your body including all the things that make you unique. For example, you have blue eyes. You can also indicate which parts of your body you like. Make it as beautiful as you!



Chapter 2 Worksheet 2.1

Self-help

(also useful to do as a class or counselling activity)

Write your answers on this sheet so you can revisit as you work on your body image.

How do you feel about your body?

Why do you feel this way? What has influenced your body image?

Are these influences still relevant today? If yes, then how can you deal with them and if not, maybe it's time to let these thoughts go.

How would you like to feel about your body? You might like to write here some goals to work towards regarding how you think and feel about your body.

What do you need to do to feel better about your body? Try and focus on things other than changing the body. This might involve changing what you view, read, listen or being more assertive. Or letting go of the unrealistic standards you set for yourself.

Chapter 2 Worksheet 2.2



Addressing negative thoughts about the body

What negative thoughts do I keep having about my body?

What triggers them?

How can I stop these thoughts intruding?

How can I challenge them? What's the evidence for and against?

What standards do I set for myself and are these realistic?

What behaviours can I do that make me feel better?

What complements have I received? Try and take these on board.

.....

.....

.....

.....

.....

.....

Chapter 3 Worksheet 3.1

Positive role modelling



This is a great exercise for adults to make you more aware of messages that you're sending children and young people. It's important to convey positive messages. So set goals of how and when you're going to send out positive messages through your behaviour (what you do) and what you say.

What is a positive role model?

What do I do that role models body respect?

What do I do that needs change (i.e., my talk, my behaviour)?

How can I be a better role model?

When and how am I going to implement this?

Chapter 3 Worksheet 3.2

Dealing with emotions

(refer to pg. 48)



This can be used in the school, home and counselling situations.

We all feel sad, angry, anxious, happy, excited and worried. Emotions are normal. It's good to know though, what to do and who to go to when we feel down and want to feel better. Use this worksheet to write down your ideas. You might like to draw pictures. You can keep adding to your list over the next few days as you think of more things that make you feel good.

What things make me feel good about myself?

When I feel down, what makes me feel better?

How do I make others feel better?

Chapter 4 Worksheet 4.1

Working with boys — Male body image



Body dissatisfaction in boys and men is very common. Males worry about all sorts of things including their weight, height, facial features, hair, genitals etc. Often we can suffer in silence as we're embarrassed to talk about our worries. But it is a strong boy/man who asks for help.

What are some of the things you worry about to do with your body?

What can you do to make your body feel good?

What can you do to make yourself feel good?

Who can you talk to?

What are some places you can call or go to for help?

.....

.....

.....

.....

.....

.....

Chapter 4 Worksheet 4.2

Working with boys — Positive role modelling

read chapter 4 to understand the background to these questions



We all have role models or people we look up to. They can be male or female. Who are the people you look up to and why?

Which boys or men do you look up to and why?

**What qualities do your role models have that you like?
(Your role model could be a friend, family member, teacher,
celebrity)**

What qualities do you share with your role model?

What makes you feel good about yourself?

Chapter 4 Worksheet 4.3

Working with boys — Male body image and the media

(refer to pgs. 59–60)



The media presents us with images of what an ‘ideal’ boy or man should look like and we can feel pressure to look this way and feel down on ourselves if we don’t fit this ‘ideal’. We can try and do all sorts of things to try and change our body, but the ‘ideal’ body for a boy or man is the one that they’re born with. Everybody is different and its this difference that makes us interesting and unique. We need to celebrate our body and all that it does for us. What do you love about your body and what do you do to make it feel good?

How is the male body portrayed in the media?

How does this make us feel about our own bodies?

How do these media images make us feel about our bodies?

What do you love about your unique body?

How can you treat your body well?

.....

.....

.....

.....

.....

.....

Worksheet Chapter 5

Media Literacy

(page 70)



The media communicates messages to us that influence us to buy products. These messages can be unhealthy. Choose an advert and answer the following questions.

What is the message (or messages) being sent in this advert?

Is it a healthy message?

What are the lifestyles, values and points of view that are represented in this message?

Are there healthy messages being left out?

What is a healthy way that you can respond to this message?

Chapter 5 Worksheet 5.2



Digital imaging

(refer to pg. 71)

Look at the images before and after, what do you notice?

What has been changed and why?

Is it okay?

Are we all trying to look the same and why?

What's wrong with striving to look like these images?

What about celebrating diversity and differences between people?

What's great about being different?

Chapter 6 Worksheet 6.1

Puberty

Refer to all of Chapter 6



What changes happen to girls?

What changes happen to boys?

What questions do I have?

Who can I go to for help?

Chapter 7 Worksheet 7.1

Teasing

(refer to pgs. 84, 85, 89)



Bullying

What is bullying?

How do we show respect for others?

What can you do if you see someone being teased?

How should everyone be treated?

What can you do to treat your classmates respectfully?

Chapter 7 Worksheet 7.2

Body bashing

(refer to pg. 89)



What is body bashing?

What's wrong with body bashing?

How can we treat each other respectfully?

How can you treat yourself respectfully?



Chapter 8 Worksheet 8.1

The Dangers of Dieting

Refer to pages 96–97

What is normal eating?

What are some of the dangers of dieting? *(refer to pages 97–100)*

What are eating disorders? *(refer to activity on page 107)*

How can you help a friend you might be worried about?



Chapter 9 Worksheet 9.1

Mental health and identity

(refer to pgs. 115–116)

Adolescence is a tough time where you're trying to work out who you are and form an identity. Answer the questions below to help you work out who you are. Our identity changes over time as we age and gain different experiences but right now, who are you? Don't worry if you don't have all the answers. It's a work in progress.

What do I like?

What don't I like?

What am I good at?

What different roles do I have?

Who is in my life?

What do I want to be when I grow up?

What do I value?

What inspires me?



Chapter 9 Worksheet 9.2

Working with adults — Helping children with mental health

(refer to pgs. 116–119)

What do I do that shows a child, in my care, that they are loved and valued?

What more could I be doing that shows a child in my care that they are loved and valued?

What are some behaviours I engage in that I might have to change or modify to role model healthy body image and mental health?

.....

.....

.....

.....

.....

.....

Chapter 9 Worksheet 9.3

Working with adults — Mental health and wellbeing

(refer to pgs. 116–119)



There are always signs that a child, young person or adult isn't coping and may need help. After reading chapter 9 (and referring to pgs. 122, 123, 124) , are there any signs in the child or children in your care that they might need help? It can help to write these down so that when gaining help, you can be clear on what the problem or symptoms are.

Signs that a child needs help

What can you do to help?

Where else can you go to get help?

Children and young people are often embarrassed to ask for help so how can you role model positive help seeking?

What can I say to encourage help seeking (see pg.s 128, 129,130)

Chapter 9 Worksheet 9.4

Seeking help



Everybody needs help. We can't solve all of our problems ourselves. Write down the answers to these questions.

What is help seeking?

Why is help seeking a good idea?

What's unhelpful when we have a problem?

Who can you go to for help?



Chapter 9 Worksheet 9.5

Problem solving — Sam (refer to page 131)

All problems have solutions or ways we can make a situation better. Have a read of Sam's problem and think about how you would help her.

Sam is 13 years old and she is being teased by her peers. She feels alone and like no-one understands what she's going through. Sam doesn't want to say anything because she's embarrassed and she's worried her peers will call her names if she tells an adult.

What should Sam do?

What can you do to help Sam?

What else might help Sam?

What might be unhelpful for Sam?

Who can you go to for help?



Chapter 9 Worksheet 9.6

Problem solving — Tom

All problems have solutions or ways we can make a situation better. Have a read of Tom's problem and think about how you would help him.

Tom is 9 years old and he is being teased by his peers. He feels alone and like no-one understands what he's going through. Tom doesn't want to say anything because he's embarrassed and is worried his peers will call him names if he tells an adult.

What should Tom do?

What can you do to help Tom?

What else might help Tom?

What might be unhelpful for Tom?

Who are the people that you trust to ask for help?



Chapter 9 Worksheet 9.7

Where can I go for help?

Use this worksheet to list all the services in your area and school where children can go to get help.

How do I know when I might need help?

Which adults do I trust to get help from?

How do I contact these adults?

What services are available for me to get help?

What are their contact details?



Chapter 10 Worksheet 10.1

Relaxing and having fun



What do you do to help you relax?

What things make you feel good?

How do you have fun?

What are you grateful for?

Who can you talk to if you need help?
