

# Celebrate Every Body

## A CAMHS-Education school-based body esteem media literacy resilience programme

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### Background

There is a growing focus on early intervention and preventative approaches in the support of people with, or at risk of, eating disorders. Body image dissatisfaction is seen as a key risk factor. Body image dissatisfaction, stigmatisation due to body appearance and misconception regarding the idealised bodies of role models seen in the media are common in the general population. Children and young people who suffer from either poor body image or stigmatisation by others of their bodies may be at risk for developing eating disorders.

### Findings

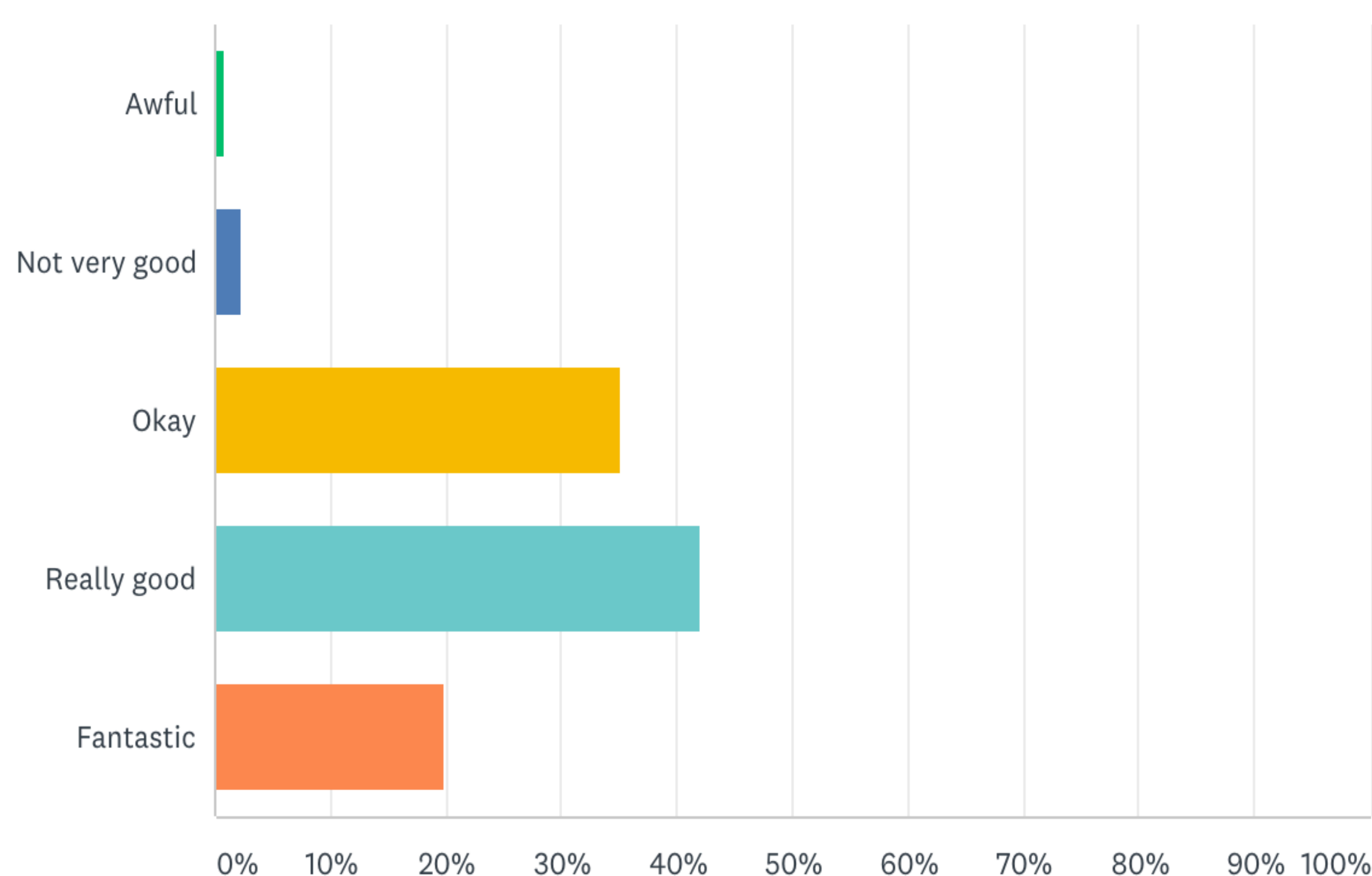
The non-stigmatising, fun interactive format of the workshops was well received by teachers and pupils. Statistical analysis was carried out but owing the funding constraints where the project had to be carried out within a year, the two phases were conducted four months apart and there were no statistically significant changes from before and 4 months after the first workshops (before the second). We did, however, find significant difference between the cohort who had received any intervention at Year 6 and those who did not. We also found that the experimental group had more difficulties with body esteem and emotional health and lower self esteem than the control group BEFORE the workshops.

### Interpretation and Impact

The workshops were very enthusiastically received and students and teachers all gave good feedback. The teachers formed a working group and want to incorporate it into their curriculum for more years both in Primary and Secondary school. There was probably too little time to observe any changes between the two questionnaires.

How was the workshop lesson for you?

Answered: 131 Skipped: 7



### Methods

An Ed Psychologist and a CAMHS psychiatrist conducted a school-based body positivity media literacy workshop for children in Year 6 (10-11 years old) in 3 out of 5 schools in a cluster of Primary schools in a socioeconomically deprived area in Newport (Experimental schools). We conducted a control general mental health workshop to the 2 remaining Control primary schools. We then repeated the workshop to all pupils 4 months later in Year 7 in the comprehensive school the primary schools were feeder schools for. We evaluated the students before both workshops using the Body Esteem Scale for Adolescents and Adults (BESAA), the Strengths and Difficulties Questionnaire, and the Rosenberg Self Esteem Scale.

Comparisons	Questionnaire	Significance
Experimental group pupils (those who had the body image workshop) pre-intervention and post intervention (year 7 follow-up). Paired t-test. N=79	Body Esteem	Not significant
	SDQ	Not significant
	Rosenberg Self Esteem	Not significant
Control group (mental health workshop) pre and post intervention. Paired t-test. N=5	Body Esteem	Not significant
	SDQ	Not significant
	Rosenberg Self Esteem	Not significant
Year 7 pupils who have had the intervention and those who have not (experimental group versus non-experimental group, post intervention). Two sample t-test. Intervention group N= 77 (Group [C]) Non-intervention group N= 29	Body Esteem	Approaching significance – those who had the intervention scored higher on the body esteem scale than those who did not.
	SDQ	The group who did not have the intervention had a higher total difficulties score. This score is significant.
	Rosenberg Self Esteem	Not significant
Experimental group (body image workshop) and control group (mental health workshop) before the intervention. Experimental N= 110 Control N= 64. Two sample t-test	Body Esteem	The experimental group scored significantly lower on the Body esteem questionnaire than the control group.
	SDQ	The experimental group obtained a significantly higher total difficulties score on the SDQ
	Rosenberg Self Esteem	The experimental group obtained a significantly lower score on the Rosenberg scale.

### Conclusions

It is feasible and relevant to conduct body positivity social media literacy workshops with Primary and young Secondary school pupils. They are well accepted with positive feedback. More time between intervention and measurement is needed measure changes in body esteem, self esteem and psychological wellbeing.