

YOUUnite

Awareness Module

Holistic Programme Fostering The Integration of Overweight and Adipose Youth Into the Labour market

HEY.
I'm qualified!

HEY.
I'm getting
healthier!

HEY.
I look
professional!



About the YOUnite training programme

This module was developed in the context of the ERASMUS+ co-funded YOUnite project, executed from October 2022 to October 2024, which brought together five organisations from Austria, Finland, Hungary, and Poland to collaboratively address challenges faced by youth with obesity and overweight with a special focus on their labour market integration. It is part of the YOUnite training programme, consisting of six modules covering Health/Medical aspects, Nutrition, Sports, Stress Management, Awareness, and Employment. Each Module targets essential aspects of managing obesity and overweight and promoting overall well-being. The Health/Medical aspects and Nutrition Modules provide basic knowledge for making informed dietary and lifestyle choices. The Sports Module encourages physical activity in a supportive environment. Stress Management and Awareness address mental health and coping strategies. Employment focuses on enhancing employability and addressing workplace discrimination, empowering youth to enter the labour market confidently and successfully. Together, these Modules offer a comprehensive toolkit for trainers, teachers, and youth workers and counsellors to support and empower young individuals to take the first steps in their journey towards a healthier, more balanced life.

The YOUnite training programme was designed in such a way that its components can be used very flexibly: Either by implementing the whole programme or only specific modules or activities. Thus, the modules can accommodate very diverse training environments. For each module, there is a module activity paper and instructions for trainers. These documents form an entity and should thus be consulted together. To ensure that the developed training is both effective and comprehensive, working groups were established in each country, bringing together experts from diverse fields, including doctors, medical workers, nutritionists, cooks, employment counsellors, youth workers, athletes, teachers, and psychologists. These experts shared their insights, helping to shape activities tailored to the unique needs of the target group.

Based on the outcomes of the working groups, a draft training programme for youth was developed and the partners conducted train-the-trainers events to equip future trainers with the skills and knowledge necessary to effectively deliver the new training. These trainers then led pilot sessions with youth where the modules were tested and refined through practical application. The iterative process of testing and refining allowed us to gather valuable feedback from trainers as well as young people themselves, make necessary adjustments, and confirm that the modules were both practical and impactful. The focus on disadvantaged youth ensures that those who need it most receive the support and guidance to adopt healthier lifestyles and improve their future employability.

Focusing on obesity is crucial given its alarming prevalence and far-reaching consequences. According to the World Health Organization, as of 2022, approximately 20% of children and adolescents (aged 5-19) worldwide are affected by obesity or being overweight (World Health Organization). This growing epidemic is not only a significant public health concern but also a burden on societies and public health systems. Obesity among youth is linked to numerous negative outcomes, including increased risks of chronic conditions such as type 2 diabetes, cardiovascular diseases, and mental health issues. These health problems often persist into adulthood, contributing to higher healthcare costs and economic strain. Additionally, obesity can impact quality of life, academic performance, and employment prospects, perpetuating a cycle of disadvantage. Tackling obesity is essential not only to improve individual health outcomes but also to reduce the economic burden on public funds and enhance overall societal well-being.

Addressing obesity requires a multifaceted approach, underscored by comprehensive health education. This involves implementing preventive measures and treatment strategies to counteract the pervasive effects of overweight and obesity, while raising awareness about balanced nutrition, consistent physical activity, mental wellness, and stress management. The YOUnite training programme takes a significant first step in this direction, particularly for disadvantaged youth who are further away from the labour market and have not previously engaged with the subject of healthy life habits.



Introduction: What is the goal of the Awareness Module and how is it relevant for a healthier lifestyle?

Awareness is crucial for overweight and obese adolescents to comprehend the potential long-term consequences of their condition and motivating them to take action towards healthier choices and behaviours. With awareness, young people with overweight and obesity can make informed decisions about their lifestyle, diet, and physical activities. They are empowered to evaluate the choices they make and opt for behaviours that contribute to weight management and overall health. Raising awareness about the health risks associated with obesity promotes overall well-being. It fosters compassion and encourages mental health support and interventions, which is essential in addressing self-esteem and body image issues due to societal pressures and stereotypes. The Awareness Module is relevant because it helps to inform, educate, and empower adolescents with overweight or obesity and the broader community to understand the complexities of overweight and obesity, address stigma and discrimination, promote mental health, and create an environment conducive to healthier lifestyles and improved employability.

The goal of the Awareness Module is to enhance overweight and obese adolescents' understanding of the various dimensions of obesity—physical, psychological, and societal. Through group work, the module seeks to foster a supportive environment where participants can collectively explore and learn about these topics, ultimately empowering them to make positive changes in their lives.

Before participating in the module, many overweight and obese adolescents may have limited knowledge about the causes and consequences of obesity, both in terms of health and social stigma. They might struggle with self-esteem issues (French SA, 1995), feel isolated due to discrimination, and lack the awareness or networks necessary to manage their condition effectively (Farhat, 2015). This lack of empowerment may leave them unaware of their potential to advocate for themselves and make healthier choices.

Upon completing the module, participants should emerge with a deeper understanding of the complex factors that contribute to obesity, including genetics, environment, and lifestyle. They will be equipped with an empowered mindset, recognizing that their actions can significantly influence their health and well-being. The module aims to reduce the impact of societal stigma by fostering empathy and teaching strategies to combat discrimination. Additionally, it will boost participants' self-confidence by promoting body positivity and self-esteem.

The group setting will encourage the formation of supportive peer networks, creating a sense of community and belonging. Participants will also develop advocacy skills, enabling them to challenge stereotypes and promote healthier attitudes in their communities. The awareness gained during the module is expected to facilitate practical behavioural changes, such as healthier eating habits, increased physical activity, and a proactive approach to mental health.

Ultimately, the module aspires to transform participants from a state of limited awareness and isolation to one of informed understanding, empowerment, and social connectedness. By building their confidence, communication skills, and overall well-being, the module also enhances their employability, preparing them for a more successful future in both personal and professional realms.



What are the issues addressed?

The activities outlined aim to address various issues related to obesity and overall well-being while promoting personal growth and professional development.

Self-Awareness and Overweight and Obesity Management: Reflective writing activities foster self-awareness by encouraging participants to examine their habits, movement patterns, and fitness goals. This introspective process helps identify and modify habits related to weight management, leading to more informed choices and positive changes in behaviour.

Self-Esteem and Well-Being: Activities designed to recognize personal strengths and engage in physical challenges promote self-esteem and confidence. By celebrating their strengths and taking on new challenges, participants enhance their self-perception and resilience, contributing to their overall well-being and personal growth.

Mindful Eating and Health: A focus on mindful eating practices helps participants become more aware of their food choices and eating habits. By paying attention to their body's signals and the sensory experience of eating, participants can better manage their consumption patterns, which supports weight management and healthier lifestyles.

Critical Media Literacy: Educating participants about the motives behind media content and influencer endorsements helps them develop critical thinking skills. By understanding that much of the media content is designed to influence and sell, participants can better navigate and interpret information, which supports self-acceptance and reduces the impact of unrealistic standards.

Value Systems and Personal Growth: Exploring personal and social values helps participants align their actions with their core beliefs, which can drive personal and professional development. By recognizing and acting upon their values, participants can set meaningful goals, enhance their self-esteem, and improve their health and career prospects.

Social Support and Empathy: Group sharing and discussions create a supportive environment where participants can express their struggles, share experiences, and gain insights from others. This fosters a sense of belonging and reduces feelings of isolation, while promoting empathy and understanding among peers.

These activities collectively aim to empower participants by enhancing self-awareness, fostering personal growth, and developing critical life skills. They address overweight and obesity and well-being through reflective practices, mindful eating, and critical media literacy. By building self-esteem and aligning actions with personal values, participants are better equipped to manage their health, improve their professional prospects, and contribute to a more inclusive society.

What special skills do trainers need for this module?

Before conducting training sessions for youth, it's essential for trainers to grasp foundational psychological concepts like self-awareness and social awareness. Self-awareness involves recognizing one's thoughts, emotions, and behaviours, leading to better decision-making and personal growth. It can be cultivated through practices like mindfulness and reflection. Social awareness, on the other hand, entails understanding and empathising with others' emotions and perspectives. It requires active listening, observing nonverbal cues, and engaging in meaningful conversations with diverse individuals. These concepts lay the groundwork for fostering healthy relationships, effective communication, and community engagement among youth.. By integrating mindfulness practices, individuals can enhance emotional regulation, concentration, and overall well-being, contributing to their personal and social development.

List of Activities

1. Reflect & Renew
2. Strengths Spotlight
3. Blind Bites
4. Media Mythbusters
5. Empathy in the Digital Age
6. Purpose & Principles
7. Self-Image Shift

1. Reflect & Renew

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|-------------------------|---|
| Time required | <ul style="list-style-type: none">• Total time first time: 1 hour• Continuous activity: 15 minutes each session of the awareness module |
| Type of activity | Self-reflection |
| Key takeaway | Activity fosters self-reflection, self-discovery, and emotional processing. Journaling provides insight into motivations, triggers, and patterns, contributing to enhanced self-esteem, self-understanding, and personal growth. |
| Worksheet | <u>Worksheet for Reflect & Renew</u> |
| Other materials | <ul style="list-style-type: none">• Notebooks for each participants• Pens |

Overview

The core idea of this activity is to use reflective writing as a tool for personal growth and self-awareness. Through journaling, participants are encouraged to engage in a thoughtful examination of their experiences, emotions, and behaviours, particularly those related to obesity and its impact on their lives. The activity aims to help participants gain insights into their personal choices and develop strategies for positive change, both in their health and their approach to life challenges, including the job search.

During the activity, participants are provided with notebooks and guided to engage in regular journaling sessions. They are encouraged to write about their daily experiences, focusing on aspects such as their eating habits, physical activity, body image, and feelings about their weight. Additionally, participants are prompted to reflect on their job search experiences, exploring their goals, setbacks, and successes. Trainer can use suggested questions on the worksheet or create their own questions. The journaling process is designed to be introspective, allowing participants to identify patterns in their thoughts and behaviours, set realistic goals, and monitor their progress over time.



Step by step instructions to conduct the activity

1. Introduction (10 minutes)
 - The facilitator begins by introducing the purpose of the activity, emphasising the benefits of journaling for self-awareness, emotional well-being, and personal growth. Participants are informed that the activity will be ongoing, with encouragement to maintain their journals regularly, at least several times a week.
2. Self-Reflection on Lifestyle Habits (15 minutes)
 - Each participant is given a piece of paper to reflect on their current lifestyle habits, focusing on a specific topic chosen by the facilitator. This could include movement habits, eating patterns, sleep routines, or other aspects of daily life (see worksheet). Participants are encouraged to be honest and consider habits not dictated by external factors like work or school. Facilitator can also give prompts or open-end questions for participants to make the writing task easier. Preferably do not give out more than 3-4 questions at a time so participants have enough time to think.
3. Planning and Strategy Development (20 minutes)
 - Participants then share their planned changes or improvements related to the selected habit topic, discussing their ideas, challenges, and aspirations. They are guided to create a personal diary with three sections: current habits, strategies for change, and a space to acknowledge and praise their progress. The facilitator offers support and advice during this process.
4. Group Interaction (Optional) (15 minutes)
 - In a group setting, participants have the opportunity to share their thoughts and provide feedback on each other's lifestyle routines. This collaborative discussion fosters creative brainstorming and mutual support.
5. Continuous Progress Checking (15 minutes in each session for Awareness Module)
 - In subsequent sessions, participants revisit their journals to share insights, challenges, and successes related to their habit changes. This step reinforces accountability and provides ongoing support from the group.
6. Review of the activity (last time) (15 minutes)
 - In the final session, the group engages in a brief reflection on the overall activity. Participants discuss what they have learned, how their self-awareness has improved, and how these insights may positively impact their well-being and daily lives moving forward.



2. Strenght Spotlights

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| Time required | Around 1,5 hours |
| Type of activity | Self-Reflection |
| Key takeaway | This activity allows participants to identify and appreciate their individual strengths, fostering self-awareness and self-confidence |
| Worksheet | <ul style="list-style-type: none">• <u>Questionnaire (advanced)</u>• <u>Awareness Reflection (simple version)</u> |
| Other materials | <ul style="list-style-type: none">• Pens |

Overview

This activity is designed to boost self-awareness and self-confidence by helping participants identify and appreciate their personal strengths. Recognizing and leveraging these strengths is crucial for improving self-esteem, resilience, and effectiveness, both in personal life and professional settings.

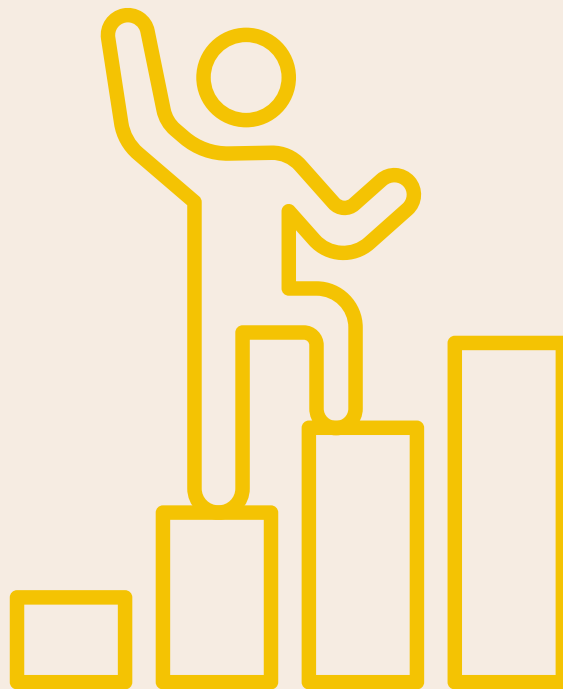
The core idea is to shift focus from weaknesses to strengths, encouraging participants to recognize and value the aspects of their personality, skills, or talents where they excel. By doing so, the activity aims to enhance self-esteem, promote personal growth, and explore how these strengths can be applied in daily life and career development.

Participants begin by reflecting on their strengths in various areas, such as hobbies, food preparation, or sports. There are two different versions of the questionnaire, one designed for older people that require more deep reflection and one more simple version. Choose one that fits better for your target group. They then share these strengths in a group setting, fostering a positive and supportive atmosphere. The group collectively explores how these identified strengths can be effectively utilised in different aspects of life, including in the workplace or during a job search. The activity concludes with discussions on how to integrate these strengths into daily routines for maximum benefit.



Step by step instructions to conduct the activity

1. Welcome and Introduction (5 minutes)
 - Greet participants and provide a brief overview of the activity.
 - Set the context and objectives for the workshop.
2. Distribution of Worksheets (5 minutes)
 - Hand out prepared worksheets to participants and ask them to review the provided questions (choose one of the worksheets)
3. Question Selection and Answering (15 minutes)
 - Instruct participants to choose 5 to 10 questions from the worksheet to answer, preferably in writing.
4. Group Discussion of Responses (20 minutes)
 - Facilitate a group discussion where participants share their responses to the questions.
 - Encourage interaction and dialogue among participants regarding their answers.
5. Identification of Strengths (15 minutes)
 - Using examples from participants' responses, the trainer highlights individual strengths and resources relevant to career development.
 - Participants are prompted to write down their own perceived strengths on blank sheets or directly to the questionnaire.
6. Exploring Further Development Opportunities (10 minutes)
 - The trainer encourages participants to consider additional courses or training programs that could enhance their strengths and career prospects.
 - Participants share their thoughts and suggestions in a group discussion moderated by the trainer.
7. Summary and Conclusion (10 minutes)
 - The trainer summarises key insights and conclusions drawn from the activity.



3. Blind Bites

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| Time required | 1,5 hours |
| Type of activity | Action Based Activity |
| Key takeaway | This activity helps participants to develop more conscious eating habits, enhances their appreciation of food, and promotes better digestion and portion control. |
| Worksheet | <u>Suggestion for foods to try</u> |
| Other materials | <ul style="list-style-type: none">• Selected foods• Blindfolds• Cutlery and plates• Water and glasses• Notepads and pens for documenting feelings if desired |

Overview

This activity aims to familiarise young people with food by engaging them in a blind tasting experience. By blocking their sight, participants focus solely on the consistency, taste, and smell of various foods. This immersive activity heightens awareness around eating habits and encourages mindful consumption. Through blind tasting, participants develop a deeper understanding of the importance of food choices and the impact of conscious eating on digestion and portion control.

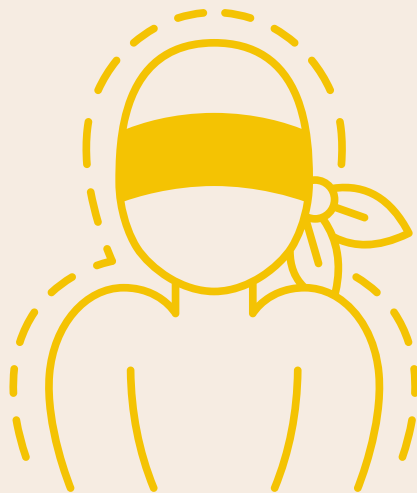
During the blind tasting, participants are blindfolded to enhance sensory focus on tasting, smelling, and feeling different food textures and flavours. They will sample a variety of foods, including those they may be unfamiliar with, familiar items like apples and chocolate, and foods with unique consistencies such as chia seeds. This exploration broadens culinary horizons and fosters a sense of self-appreciation through mindful eating practices.

Suggestions for foods to prepare: see worksheet.



Step by step instructions to conduct the activity:

1. Brainstorming and Food Selection (10 mins)
 - Ensure you have catered all the food allergies from participants
 - Select food items to be tested during the activity. Suggestions for different food you can find on the worksheet.
2. Preparation and Organization (20 mins)
 - Purchase the selected food items and prepare them for the activity.
 - Arrange the room for the activity: quiet, well-ventilated, cosy atmosphere,
3. Instruction from the trainer (5 mins)
 - Trainer instructs participants on the purpose and guidelines of the blind tasting activity.
 - Emphasise minimal talking during the tasting to focus fully on sensory experiences.
4. Blind Tasting (30 mins)
 - Participants taste, smell, and feel the selected foods while blindfolded.
 - Encourage participants to pay attention to their body signals and sensations.
 - Prompt them to reflect on questions like "How does this food make me feel?" and "What is the taste and texture like?" or "How does the smell of this food influence your anticipation of its taste?"
5. Reflection and Discussion (15- 20 mins)
 - Participants share their thoughts and experiences, either by writing them down or discussing them in the group.
 - Trainer acts as a moderator, guiding the discussion and encouraging participation.
 - Reflect on the significance of sensory experiences and mindful eating.



4. Media Mythbusters

(choose either activity 4 or 5)

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| Time required | Around 2 hours |
| Type of activity | Action Based Activity |
| Key takeaway | Participants will learn to identify and challenge the hidden agendas, biases, and misinformation that often drive media narratives. |
| Worksheet | <i>Not applicable for this activity</i> |
| Other materials | <ul style="list-style-type: none">• Wi-Fi• Phones, tablets or computers |

Overview

This activity is designed to empower young people by developing their critical thinking and media literacy, particularly regarding how obesity and related health topics are portrayed in the media. The activity engages participants in a collaborative analysis of various media sources, including articles, social media content, and influencer messages, to uncover hidden biases and agendas, and how it is shaping public perception.

Participants will first be introduced to the concept of media literacy and its importance in navigating modern information landscapes, particularly concerning obesity. They will then work together to select and analyse a range of media content, including articles, social media posts, and influencer videos. Through guided discussions and evaluations, they will explore the credibility of sources, identify potential biases, and reflect on how these messages affect their perceptions and self-image.

The activity culminates in a group discussion where participants share their insights and reflections, followed by a focus on the role of AI in media creation. This will help them understand how algorithms can shape the information they see, further influencing their thoughts and behaviours. Finally, the session ends with an empowerment reflection, where participants consider how this new awareness can be applied to their daily lives, fostering a more critical and conscious approach to media consumption.



Step by step instructions to conduct the activity:

1. Introduction (15 minutes):

- Begin by introducing the purpose of the activity: developing critical awareness regarding media content on obesity and related issues.
- Explain the importance of understanding the sources, intentions, and potential biases behind media messages.

2. Media Selection (30 minutes):

- Collaborate with participants to identify and collect media articles from various sources (newspapers, online platforms, social media like Instagram, TikTok, etc.) that discuss overweight or obesity or other topics relevant to the youth.

3. Analysis Session (30 minutes):

- With a trainer's guidance, analyse selected articles and media content together.
- Examine the authorship, scrutinise scientific evidence (with a focus on medical articles), and discuss potential hidden motives or influences (e.g., product advertising, political interests etc).
- Extend the analysis to social media content, including texts, videos, and photos from influencers and content creators.
- Encourage participants to critically question aspects like image manipulation (Photoshop, filters etc.) and potential underlying motives.

4. Group Discussion (20 minutes):

- Facilitate a group discussion where participants share their findings, insights, and reflections on the analysed media content.
- Discuss the implications of media influence on perceptions, especially concerning overweight and obesity and related health topics.

5. Transparency Building (10 minutes):

- Work collectively to create transparency by summarising key findings and insights.
- Emphasise the importance of staying informed and critically evaluating media to make well-informed decisions.

6. Empowerment Reflection (10 minutes):

- Conclude the activity with a reflection on how the newfound awareness empowers participants in navigating media content.
- Encourage ongoing critical thinking and an active approach to media consumption.



5. Empathy in the Digital Age

(choose either activity 4 or 5)

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| Time required | Around 2 hours |
| Type of activity | Self- reflection |
| Key takeaway | Participants will learn the importance of self-acceptance, empathy, and resilience in the face of body shaming and societal pressures. |
| Worksheet | <i>Not applicable for this activity</i> |
| Other materials | <ul style="list-style-type: none">• Wi-Fi• Phones, tablets or computers• Notepads and pens |

Overview

This activity is designed to raise awareness among young people about the impact of body shaming and to promote self-acceptance and respect for others, regardless of body shape or size. The activity focuses on analysing real-life examples of body shaming directed at public figures on social media. By engaging with these examples, participants will explore the motivations behind such negative behaviour and its impact on both the targets and broader societal attitudes. The ultimate goal is to foster empathy, promote a healthy self-image, and empower young people to resist societal pressures to conform to unrealistic beauty standards.

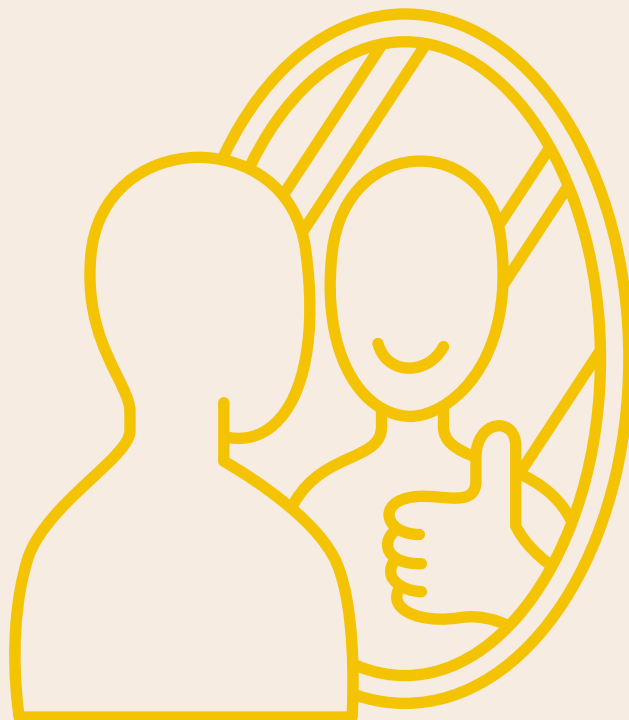
Participants are divided into four groups, with each group assigned a well-known public figure who has experienced body shaming. Using social media and online platforms, the groups will identify and analyse comments and posts that target these figures. They will discuss how these negative messages affect the individuals involved and consider why people engage in body shaming.

Through guided discussions, participants will reflect on the consequences of body shaming and the importance of promoting kindness and respect in both online and offline interactions. The activity culminates in group presentations, where participants share their findings and insights, followed by a group discussion and reflection on the broader implications of body shaming in society. This reflection reinforces the message that everyone deserves to feel good about themselves, free from societal pressures and negativity.



Step by step instructions to conduct the activity:

1. Preparation (15 minutes):
 - Set up necessary equipment: ensure access to Wi-Fi, tablets, a smartboard (if available), notepads, and pens.
2. Public Figure Selection (10 minutes):
 - Choose four public figures who have experienced body shaming (e.g., Selena Gomez). You can also ask participants for suggestions.
 - Write the names on separate cards for random selection by the participants.
3. Instruction and Terminology (20 minutes):
 - Brief the young participants on key terms: define "body shaming."
 - Explain social media and the internet as a potentially unregulated space.
 - Define positive self-image.
4. Group Formation (5 minutes):
 - Divide participants into four groups.
 - Each group randomly selects a card, determining the public figure they will research.
5. Research Phase (30 minutes):
 - Participants use provided equipment to research their assigned public figure.
 - Trainers offer guidance but encourage independent exploration.
6. Presentation Preparation (15 minutes):
 - Groups prepare concise presentations based on their findings.
 - Trainers assist if needed but emphasise independent group work.
7. Presentation and Discussion (45 minutes):
 - Each group presents their research findings to the entire group.
 - Facilitate a discussion on the presented information, encouraging diverse perspectives..
8. Final Reflection (20 minutes):
 - Conclude with a final round of talks.
 - Participants share their thoughts, key takeaways, and reflections from the activity.



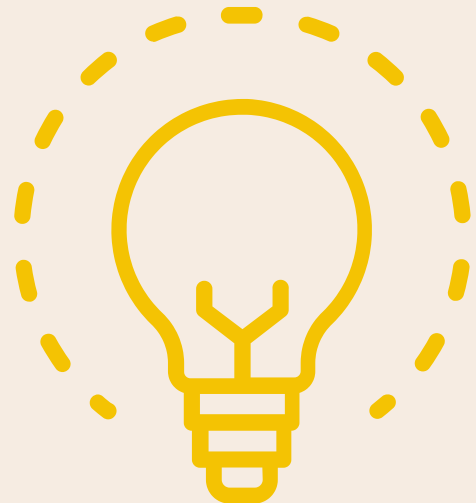
6. Purpose & Principles

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| Time required | 1 hour |
| Type of activity | Self- reflection |
| Key takeaway | Participants will gain clarity on their personal and social values, learning how to align these values with their actions to enhance their well-being, achieve personal goals, and advance their careers. |
| Worksheet | <u>Purpose & Principles: Supporting Sheet</u> |
| Other materials | <ul style="list-style-type: none">• Sheet of paper• Pens |

Overview

This activity is designed to help young people explore and understand their personal and social values, and how these values influence their lives, including their well-being and professional development. By examining their own value systems, participants will gain insight into what drives their decisions, behaviours, and interactions with others. The goal is to foster self-awareness and personal growth, enabling participants to align their values with their actions, and to support them in achieving their goals and maintaining a healthy lifestyle.

Participants begin by learning about the concept of a value system and its importance in shaping personal and social behaviour. They will then engage in personal reflection to identify their own core values using provided materials. Through sharing and group discussions, participants will explore how their values align with their daily lives and professional aspirations. The activity will highlight the importance of integrating these values into their personal goals, including managing health and addressing issues like overweight and obesity. Participants will leave with a deeper understanding of how to apply their values to enhance their well-being and career development.



Step by step instructions to conduct the activity:

1. Introduction and Objective (5 minutes)
 - Greet participants warmly and introduce the exercise.
 - Outline the purpose, objectives, and expected outcomes of the activity.
2. Clarification of Terms and Values (15 minutes)
 - Define the concept of a value system.
 - Provide examples of different types of values, such as ethical, aesthetic, emotional, economic, political, behavioural, and material.
 - Provide examples of different types of values (ethical, aesthetic, emotional, economic, political, behavioural, material) and their relevance in various aspects of life (see worksheet).
3. Personal Reflection and Identification of Values (10 minutes)
 - Distribute papers and pens to each participant and ask them to write down the values that resonate most with them in life. You can show a list of core values on a whiteboard
4. Sharing and Discussion (20 minutes)
 - Invite participants to share their chosen values and explain why they are significant to them.
 - Encourage active listening as participants share their value systems, allowing for mutual understanding and learning.
 - Facilitate a discussion on how exposure to diverse value systems can broaden perspectives and contribute to personal growth.
5. Reflection and Expansion (10 minutes)
 - Prompt participants to reflect on their own value systems and consider additional values they may want to incorporate.
 - Discuss the importance of aligning personal values with those valued in the workplace and for self-care.



7. Self-Image Shift

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| Time required | 1 hour |
| Type of activity | Self-reflection |
| Key takeaway | By identifying and discussing negative self-beliefs, participants can start to shift their mindset towards more positive and empowering self-perceptions. |
| Worksheet | <u>Questionnaire: Self- Image Shift</u> |
| Other materials | <ul style="list-style-type: none">• Pens |

Overview

This activity is designed to help young people develop a more positive self-view and boost their self-esteem. Participants will learn to challenge and reframe negative self-beliefs, which will foster self-acceptance and assertiveness. As a result, they will gain confidence, reduce mental tension, and feel more empowered to make decisions and take actions that align with their goals.

In this activity, the trainer begins by introducing the purpose: to reframe negative self-beliefs and foster a positive self-image. Participants then work with a “Negative Beliefs” worksheet, identifying and noting their negative beliefs. Following this, a group discussion is facilitated where participants share their thoughts and explore how these beliefs impact their self-perception, focusing on adopting more positive and empowering beliefs. The session concludes with a summary of insights and encouragement for participants to continue building positive self-esteem.



Step by step instructions to conduct the activity:

1. Welcome and Introduction (5 mins)
 - The trainer welcomes the participants and explains the purpose of the activity: to explore and reframe negative self-beliefs to build a more positive self-image.
2. Worksheet Distribution (30 mins)
 - Participants receive the “Self- Image Shift” worksheet. They are instructed to identify and mark negative beliefs that resonate with them and to add any additional negative beliefs they hold about themselves. This exercise allows them to articulate and recognize their self-critical thoughts.
3. Discussion (20 mins)
 - The trainer reads each question from the worksheet aloud and invites participants to discuss their responses as a group. The trainer moderates the discussion, allowing participants to share how they perceive themselves in relation to each question. The focus is on promoting positive self-perception and self-esteem. The trainer guides participants towards adopting healthier beliefs about themselves, such as deserving respect and appreciation.
4. Conclusion and evaluation (5 mins)
 - The activity concludes with a summary of key insights gained and encouragement for participants to continue cultivating positive self-esteem and self-perception.



Worksheets for Awareness Module Activities





Awareness Activity 1 - Reflect & Renew

Open ended writing prompts

Morning Reflection:

- My expectations for this day are...
- Today, I hope to achieve...
- I am feeling (motivated, anxious, hopeful, etc.) about today because...

Midday Check-In:

- So far, today has been...
- A challenge I've faced today is...
- Something positive that has happened today is...

Evening Reflection:

- Looking back on today, I am grateful for...
- I learned today that...
- If I could change one thing about today, it would be...
- The most significant moment of the day was...

Weekly Reflection:

- This week, I noticed a pattern in my behavior or thoughts that...
- One habit I want to improve next week is...
- A highlight of my week was...
- I am proud of myself for...

Emotional Awareness:

- Today, I felt most alive when...
- A recurring thought or feeling I've been having lately is...
- When I think about my current situation, I feel...

Personal Growth:

- Over the past few days, I've realized that...
- A strength I discovered in myself today was...
- One way I've grown this week is...

Future Outlook:

- Moving forward, I want to focus more on...
- Tomorrow, I plan to approach my challenges by...
- I am excited about the possibility of...

Reflective Writing Questions

1. Eating Habits:

- What did I eat today, and how did it make me feel physically and emotionally?
- Did I notice any patterns in my eating today? (e.g., eating when stressed, skipping meals)
- What were my motivations behind my food choices today? Were they driven by hunger, convenience, emotions, or something else?

2. Physical Activity:

- What physical activities did I engage in today? How did they make me feel?
- Did I feel energized or fatigued after exercising (or not exercising) today?
- What barriers, if any, did I face in incorporating physical activity into my day?

3. Body Image:

- How did I feel about my body today? Did these feelings affect my behavior or mood?
- Did I experience any moments today where I felt positive or negative about my body? What triggered these feelings?
- How can I nurture a more positive body image in my daily life?

4. Feelings About Weight:

- How do I feel about my weight today? What thoughts or emotions does it bring up for me?
- Did my feelings about my weight impact my decisions or interactions today?
- How can I work towards a healthier relationship with my weight?



Awareness Activity 2 - Strengths Spotlight Questionnaire

The purpose of this worksheet is to help you identify your strengths and understand how you can use them in your personal and professional life. The answers you provide here will give you a better understanding of your natural aptitudes and how you can use them effectively to achieve your goals.

Questions

1. What tasks do you perform quickly and efficiently?
2. What activities or projects do you feel most involved in?
3. What are the three qualities that other people most often praise in you?
4. At what activities do you lose track of time?
5. What are your three biggest successes in your personal or professional life?
6. In what situations do others turn to you for advice or help?
7. What skills have helped you achieve these successes?
8. What are your hobbies, and what exactly do you enjoy most about them?
9. What motivates you most to take action?
10. Are there skills you would like to develop? If so, which ones?
11. What actions make you feel confident?
12. How do you prefer to communicate with others?
13. Do you tend to take the lead in the groups you are in?
14. What tasks or projects give you the most satisfaction?
15. Which of your skills do you consider most unique?
16. Is there something that has always come easily to you, even if others have had difficulty with it?
17. How do you deal with stress and pressure?
18. Do you prefer to work independently or in a team?
19. What values are most important to you at work?
20. Are there areas where you feel you outperform your peers?
21. Which of your personality traits do you consider to be your strengths?
22. Are there any regular activities that help you keep your performance high?
23. What makes you feel fulfilled?
24. What are your career goals for the next 5 years?
25. What obstacles most often hinder you from achieving your goals?
26. How do you plan to use your strengths in the future?

As you analyze your answers, pay attention to those areas where you have a natural inclination and those that bring you the most satisfaction. These are likely to be your strengths. Consider how you can use them to further your personal and professional development.

Remember that self-awareness is the first step to effectively realizing your potential. Regular reflection on your strengths and skills can lead to a more satisfying personal and professional life.



Awareness Activity 2 - Strengths Spotlight: Self Awareness

My senses

What do I like to feel?

-
-
-

What do I like to smell?

-
-
-

What do I like to see?

-
-
-

What do I like to listen to?

-
-
-

What do I like the taste of? What do I like to eat?

-
-
-

My goals for more awareness

In which situations do I want to be more mindful with myself?

What do I want to make more time for?

What is stopping me? Obstacles in reaching my goals

-
-
-
-
-

These things make me feel good:



I feel good when...

...
...
...

It feels good to be at (my favourite place, my favourite spot)...

...
...
...

I am proud of...

...
...
...

I'm good at...

...
...
...

I like myself for...

...
...
...

This person makes me feel good because...

...
...
...

I can be myself when...

...
...
...

When I'm not feeling well, I find comfort in...

...
...
...

I coped well with this difficult situation:

-
-
-
-
-



Awareness Activity 3 - Blind Bites

Food suggestions for blind tasting

1. Fruits:

- Mango: Soft, sweet, and juicy with a distinct tropical flavor.
- Apple: Crisp texture with a balance of sweetness and tartness.
- Kiwi: Slightly tangy, juicy, and soft with tiny edible seeds.
- Grapes: Juicy, sweet, and easily recognizable by their smooth texture.

2. Vegetables:

- Cucumber: Crisp, refreshing, and hydrating with a mild flavor.
- Carrot: Crunchy and slightly sweet with a firm texture.
- Avocado: Creamy and rich, offering a subtle, buttery flavor.
- Bell Pepper: Crunchy with a slightly sweet, earthy taste.

3. Dairy:

- Greek Yogurt: Thick, creamy texture with a tangy flavor.
- Cheddar Cheese: Sharp, rich, and crumbly with a strong flavor.
- Cottage Cheese: Soft, slightly grainy texture with a mild taste.

4. Nuts and Seeds:

- Almonds: Crunchy with a mild, nutty flavor.
- Walnuts: Soft, slightly bitter, with a rich, earthy taste.
- Chia Seeds: Gelatinous texture when hydrated, with a neutral flavor.

5. Grains:

- Quinoa: Slightly chewy with a nutty flavor.
- Oatmeal: Soft, creamy, and mildly sweet, often with a subtle earthy flavor.
- Brown Rice: Chewy with a slightly nutty taste.

6. Proteins:

- Tofu: Soft, smooth texture with a very mild, almost neutral flavor.
- Chicken: Tender and juicy with a familiar savory taste.
- Boiled Egg: Soft, smooth yolk contrasted with a firmer white.

7. Sweets:

- Dark Chocolate: Rich, slightly bitter, and melts smoothly.
- Honey: Thick, sticky, and sweet with floral undertones.
- Marshmallow: Soft, spongy texture with a sugary sweetness.

8. Unique Textures:

- Chia Pudding: Gel-like texture with small, crunchy seeds.
- Jelly: Smooth, wobbly texture with a sweet, fruity flavor.
- Mango Sticky Rice: Sticky, chewy rice paired with the soft, juicy mango.

9. Herbs

- Mint: Refreshing, cool, and slightly sweet with a strong menthol taste.
- Cilantro (Coriander): Fresh, citrusy, with a slightly peppery undertone. (Some may find it soapy due to genetics.)
- Thyme: Earthy, minty, with a subtle lemony note. Small, firm leaves with a slightly rough texture.

These suggestions provide a range of textures, flavors, and familiarities, making the blind tasting experience both challenging and educational.



Awareness Activity 6 - Purpose and Principles : Supporting Sheet

Core Value Categories and Examples

Ethical Values

These values guide what we consider to be morally right or wrong in life. They influence our integrity and personal sense of justice.

Examples:

- Honesty
- Responsibility
- Fairness
- Integrity
- Compassion

Aesthetic Values

Aesthetic values relate to beauty, art, and appreciation of sensory experiences. They shape how we perceive the world around us.

Examples:

- Creativity
- Artistic expression
- Harmony
- Design appreciation
- Elegance

Emotional Values

Emotional values reflect our feelings and emotional states that we seek to experience or avoid.

Examples:

- Love
- Empathy
- Joy
- Kindness
- Passion

Economic Values

These values guide decisions around money, wealth, and resources. They impact how we manage financial aspects of life.

Examples:

- Financial independence
- Resourcefulness
- Generosity
- Prosperity
- Sustainability (in resource use)

Political Values

Political values reflect one's beliefs about governance, power, and societal organization.

Examples:

- Equality
- Freedom
- Justice
- Democracy
- Civic duty

Behavioural Values

Behavioural values guide our daily actions, how we treat others, and how we expect to be treated.

Examples:

- Respect
- Cooperation
- Discipline
- Accountability
- Punctuality

Material Values

These values influence what we prioritize in terms of physical possessions or material wealth.

Examples:

- Success
- Ownership
- Comfort
- Security
- Status

Reflection Prompts

- Which of these values resonate most with you?
- How do these values show up in your personal and professional life?
- Are there any values you would like to develop further?



Awareness Activity 7 - Self- Image Shift

Questionnaire

- Is it obvious to you that you deserve the best of everything (love, respect and appreciation)?
- Are you happy when you hear a compliment and thankful that someone has noticed good things about you?
- Are you able to take care of yourself, to have your needs met, because you know you deserve it?
- Do you relate easily to other people?
- Are you convinced that others like you and are willing to talk to you?
- Do you agree with the statement: it matters what others think and say about me?
- Do you think you know your own value?
- When recalling the past, do you tend to recall good and pleasant events?
- Do you remember more the bad things that happened in your life?
- Do you agree that not every person has to like you?
- Do you think you should earn the appreciation of others?
- Do you easily express an opinion that differs from other people's views if you disagree with those views?
- Do you think you can think in your own way, different from others, and it's okay?
- Do you provide yourself with small pleasures and entertainment without remorse?
- Do you make sure you get enough sleep, healthy food and rest?
- Do you feel joy and satisfaction with life most of the time?
- When anxiety, sadness, anger arise, do you not consider it a big problem, but allow these emotions to persist?

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Acknowledgments:

YOUnite is a project aimed to help adolescents with overweight and obesity in overcoming challenges and improving their employability on the labour market. YOUnite project, supported by the ERASMUS+ programme is seeking to develop a new engaging and self-confidence building training programme to support young obese people to cope with socio-economic difficulties and any other potential source of discrimination.

The partnership is led by ÖSB Consulting (Austria) with partner organisations from Finland (ACR), Hungary (EMINA), Poland (Zdrowy Kształt), and Austria (ÖSB Social Innovation).

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