

TASTELIFE YOUTH TRACK**UNDERSTANDING EATING DISORDERS****SESSION 1****FOOD, FEELINGS AND ME****SESSION AIMS:**

- To enable young people to make the link between food and feelings in their own experience.
- To enable young people to recognise the things in everyday life that shape self-image and perceptions of what is 'normal'.

SESSION OBJECTIVES:

1. To promote an understanding of how what we eat can be related to how we feel.
2. To know that this relationship between food and feelings is normal most of the time.
3. To enable each young person to reflect upon a personal relationship with food.
4. To consider 'how I see me' through exploring the things that shape self-image.
5. To focus upon the influence of social media and youth culture in the development of self-image and perceptions of how young people view reality.
6. To enable each young person to reflect upon how they view themselves and what informs this.

RESOURCES PROVIDED:

- Power Point presentation – session 1
- Worksheets

RESOURCES NEEDED:

- Collection of magazines aimed at young people (male and female)
- Flip chart, paper and pens / whiteboard

INTRODUCTION

SETTING THE SCENE

It is important to introduce the subject of these sessions clearly but sensitively. Begin by explaining that the focus of the next three sessions will be to 'understand eating disorders'.

Talk through the course summary slide.

Play the introductory video.

Mention **that the content of the sessions may be difficult** for some; it could be personally sensitive or may relate to others that they care about.

Reassure the group that there will be an opportunity to ask for help and talk to someone if they wish to (appropriate to your context).

You will need to provide a school-based or relevant confidential contact for all participants.

GROUND RULES

It is important to **create a 'safe space' for everyone** to participate and share personal insights. This should **start by talking about and writing up a set of ground rules**. Ask the group to come up with these themselves but make sure that the following key points emerge:

- Listening to others
- Taking part in discussions and helping others to get involved
- Confidentiality of personal information shared
- Being kind if peers find sessions tricky or upsetting
- Respect for different points of view
- Non-judgemental attitudes to diversity in lifestyle.

Keep the 'Ground Rules' and refer back to them if needed at the beginning of sessions 2 and 3.

ACTIVITY 1

MAKING THE LINK BETWEEN FOOD AND FEELINGS

In this activity we want the group to begin to recognise that food is closely related to how we feel in everyday life - and that most of the time this is very normal.

Show the group Slide 7 with different examples of food and ask them to think about what feelings they experience when looking at the pictures.

Invite everyone to **talk to each other in small groups about the feelings that they associate with each food** image and seek feedback from the group in a general discussion.

SLIDE 1

Course Title

SLIDE 2

Course Summary

SLIDE 3

Introductory video -
Setting the Scene

SLIDE 4

Talk to Someone

SLIDE 5 & 6

Ground Rules

Flip chart and pens

SLIDE 7

Making the Link
Between Food
and Feelings

Flip chart and pens