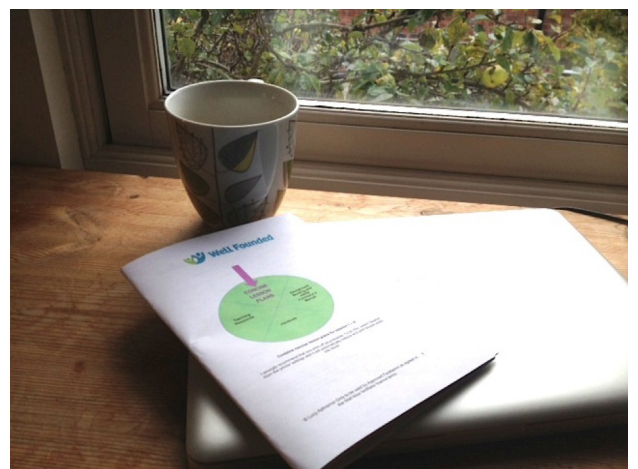


Well Now Course Concise Lesson Plans

Contains concise lesson plans for session 1 – 8.

I strongly recommend that you print off as a booklet. To do this, select 'booklet' from the printer settings and it will automatically reduce and print double sided. Job done!



Well Now Course Session 1: Understanding Dieting and Introduction to Well Now

Aim

To introduce participants to the Well Now course.

To cover the key principles of the Well Now philosophy and the dieting mentality.

To give an example of practical strategies for improving people's sense of being in control around food by introducing the hunger-o-meter.

Learning Outcomes

After completing the session, participants will:

- Know what to expect from the Well Now course
- Be familiar with the core values of Well Now
- Recognise diet mentality thinking
- Know how to use the hunger-o-meter

Learning Objectives

By the end of the session participants will:

- Understand the ethos and key principles of Well Now thinking
- Know they are in a safe, supportive group
- Recognise diet mentality thinking
- Have thought about hunger and fullness
- Be looking forward to the next session

Materials

- flip chart paper and pens
- name labels
- post its and pens
- 3 paper bags and apples
- Diet and Well Now cycle cards cut and in envelopes
- Hunger-o-meters, cut out, paper fasteners, hole poker
- bookmarks from resources
- To Go sheet
- Newsletter
- materials for dividing people into groups eg. bag with buttons, playing cards – **take every time**

By embodying the non-judgemental spirit of Well Now as you facilitate, and modelling compassion and respect, you create a safe, non-coercive space which encourages openness. By demonstrating respect for every body you sow the seeds of enhanced self-respect and thus non-violence, and self-care.

Pay attention to learner's state and be discerning about when you need to intervene to change state. This can help energise the group. Be careful not to jump in to reflex to move people away from difficult feelings – the group provides real opportunity for people to explore challenging emotions and ideas and this will necessarily involve a degree of discomfort.

Remember that, in addition to the detailed lesson plans, there is the Background Reading and Well Now Facilitator's Manual to support you.



Time	Theme	Activity	Resources/ notes
00:00	Welcome & introductions	<p>Welcome and introductions</p> <p>Explain and hand out evaluation & consent forms. Collect forms.</p> <p>Housekeeping Who you are Why you choose Well Now /why you're running the course Outline of whole course and of today</p>	<p>evaluation questionnaires, info sheets, consent forms clip boards pens name labels and coloured pens</p> <p>signs to room</p>
0:20		<p>Activity 1: Introductions and scene setting <i>What motivated you to come/why am I here?/what do you want to be different at the end of the course?</i></p> <p><i>Introduce partner by name and their favourite smell/pudding/season etc</i></p>	flip chart
00:30		<p>Activity 2 : Group Agreement In small groups Group values and acceptable behaviours</p>	post its separate post it for each answer
00:40	Understanding dieting I	<p>Activity 3: What do you know about diets and dieting?</p> <p>Prompt for feelings, thoughts. Emotions, body sensations Welcome & difficult consequences</p>	optional – magazines flip chart paper & pens
00:50	Understanding dieting II	<p>Activity 4: What do we mean by dieting or the diet mentality?</p> <ol style="list-style-type: none"> 1. explain scenarios with apples 2. identify characteristics of [weight control] diets 3. come up with definition 	3 paper bags apples
00:55	Accurate take on the evidence	<p>Activity 5: Evidence of in/effectiveness of dieting</p> <ol style="list-style-type: none"> 1. divide the group into 2 along a line of how far they've travelled today 2. one half is dieting group and one half is feel good group 	Flip-chart paper

		3. explain findings in Mann et al (le weight loss behaviour leads to weight gain at 2 years) and Women's Health Initiative (kept to reduced calories for 8 years but no weight loss)	
01:00		BREAK	
01:10	Health and health behaviours	Activity 6: <i>Untangling health and health behaviours</i> Draw chart <ol style="list-style-type: none"> 1. why tell people to control weight? 2. how do diet/activity/stress impact health? 3. what is the most consistent effect of dieting behaviour? 4. what is a useful health care response to knee pain in fatter people? 	Flip-chart paper
01.25		Activity 7: The hunger-o-meter <ul style="list-style-type: none"> • small groups • people name the experience of hunger and fullness (inc. pros and cons at extremes) • plenary • the hunger bolt, food panic, food dread 	Flip chart hunger-o-meter cards arrows paper fasteners (and hole poker eg. cocktail stick) pens
01:35	Introducing Well Now	Activity 10: Introducing health-gain and body respect through Well Now: Diet Cycle small groups	Diet & Well Now cycle cards – set per group

01:45	Key Well Now philosophy	Activity 11: Acceptance and compassion <ul style="list-style-type: none"> draw comfort eating cycle (with illustrations) a new option staying with difficult feelings being ok however we feel feelings aren't good or bad they just are 	
01:50	Minding the Body	Hand on Heart	script
01:55	Putting it into practice in the week	<ul style="list-style-type: none"> wrap up bookmark your thoughts 	bookmarks and pens
02:00	Ending	<p>Speak to a buddy about what could be different. Good bye, thank you, and looking forward to seeing you next week.</p>	<p>Hand out – <i>mention that they will be introduced to the Magic Biscuit next week.</i> Session Takeaway Sheet To Go/Diary Sheet Folder to put sheets in</p>

The course is front-loaded with information - in this session you introduce lots of ideas briefly that the group will return to in different ways throughout the course. So, if this is your first time facilitating, rest assured - it gets a lot less jam-packed from now on in! You might like to put participant's minds at rest about this too!

Well Now Course Session 2: Understanding Mood and Food Part 1

Aim

To introduce participants to the practice of connected eating.

Learning Outcomes

After completing the session, participants will:

- Have explored what influences adult weight
- Understand the key principles of connected eating
- Have tools to make sense of their experiences around food

Learning Objectives

By the end of the session participants will:

- Be able to identify key steps in making peace with food through mindful eating and connected eating
- Know how to distinguish between different, inter-linked, drivers to eat
- Have questions they can ask to help them identify and then match their needs

Materials

- flip chart paper and pens
- speech bubble post its or cut outs
- plates of biscuits
- eating scenario cards

Time	Theme	Activity	Resources/ notes
00:00	Welcome & introductions	Welcome and opener recap – diet and Well Now words feedback mention group agreement, pin this up	group agreement
00:15	Weight science	Activity 1 : <i>What influences adult weight?</i> small groups Activity 2: <i>Settling point</i> Input Activity 3: <i>Healthy weight</i> ask group for definition. Input as demonstration using hands.	
00:30	Reading hungers	Activity 4: <i>Mainly connected or mainly disconnected?</i> <ul style="list-style-type: none"> • small groups • identify primary driver to eat on card • make up a scenario with a different driver to eat • point out usefulness and limits of thinking in categories 	scenario cards
00:45	Meeting needs	Activity 5: <i>Comfort Menu</i> <ul style="list-style-type: none"> • why do we eat when we're not physically hungry • are there any patterns? • come up with menu for self- care 	
01:00		BREAK	
01:15	Minding the Body	Activity 6: <i>Tuning In</i>	audio clip or script
01:25	Getting away from black/ white thinking	Activity 7: <i>Legitimising foods (i)</i> Input Abandonment vs attunement	Flip-chart paper

01:35	You are not alone with your difficulties	Activity 8: The Magic Biscuit (ii) <ul style="list-style-type: none"> • what are the biscuits saying? • this is a side effect of cognitive restraint • it doesn't mean you're kooky • you know what, it's just a biscuit • abandonment vs attunement • detox/ kind talk – eg. I breathe in loving kindness, I treat myself well, I'm glad to be challenged 	biscuits plates speech bubble post its
01:45	Bodies are not machines	Activity 9: <i>Body or bomb calorimeter?</i> Wilbur Atwater Keys – prisoners metabolisable energy in pregnancy Your body is not a bomb calorimeter	
01:50		Wrap up and ending Next week – continue this theme, more about food	newsletter To Go sheet (diary/journal and notes)
02:00		Finish	

Well Now Course Session 3: Understanding Mood and Food Part 2

Lesson plan for a 2 hour session – concise version

Aim

To explore the 'how to' of connected eating.

Learning Outcomes

After completing the session, participants will:

- Be able to identify key steps in mindful eating
- Have tools and terms to make sense of their experiences around food

Learning Objectives

By the end of the session participants will:

- Have furthered their understanding of kindful eating and connected eating
- Have questions they can ask to help them identify and then match their needs

Materials

- flip chart paper and pens
- cards for giant fridge magnet
- feeling vocabulary handout
- To Go

There is an additional activity on pages 3-5 of the Follow-on Activities booklet that sits in this session. I removed it because once people start chatting there is plenty to discuss. It involves a list of statements regarding what influences our eating that people talk about in pairs and then as a group. If you'd like to include it feel free.

Time	Theme	Activity	Resources/ notes
00:00	Welcome & introductions	Welcome and opener mention group agreement, pin this up	group agreement
00:15		Activity 1: The Food Detective Part 1 <ul style="list-style-type: none"> identify questions giant fridge magnet Part 2 – 3 grains, 5 f&veg; selection of cards; make a meal timed activity	strips of coloured card
01:00		BREAK	
01:20		Activity 2: The New Deal <ul style="list-style-type: none"> why else do we eat when we're full take it or leave it, the choice is yours 	
01:40		Activity 3: Feeling our Way Through <ul style="list-style-type: none"> small groups feeling vocabulary 	feeling vocabulary
01:50	Minding the Body	Belly Breathing	script or clip
01:55		Ending	To Go
02:00		Good bye and thank you	

Well Now Course Session 4: Understanding Food and Mood Part 1

Aim

To make nutrition science relevant to people's everyday eating, wellbeing and health concerns.

Learning Outcomes

After completing the session, participants will:

- Understand nutrition science in the context of eating for wellbeing
- Appreciate that nutrients, foods and eating are most meaningfully understood relationally.

Learning Objectives

By the end of the session participants will:

- Have more understanding of nutritional science and wellbeing
- Have enhanced appreciation of the role of body/mind knowledge
- Be able to contextualize internal regulation and embodied knowing
- Have worked through confusion on common nutrition myths
- Have improved confidence in engaging with nutritional information in a way that is meaningful to them

Materials

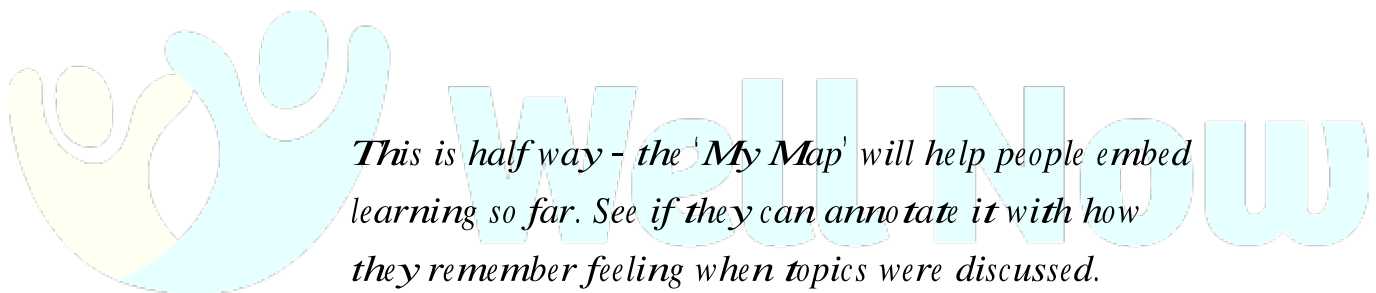
- flip chart paper and pens
- nutrition quiz handout
- pulses eg.in grainy salads, humus, soup
- seeded bread

NB Check for food allergies

Time	Theme	Activity	Resources/ notes
00:00	Welcome & introductions	Welcome and opener	group agreement
00:15	Food in the body – overview	Activity 1: Overview of impact of food on mood and wellbeing Input with interaction <ul style="list-style-type: none"> • energy levels– carbs and meal timings, concept of blood sugar • gut health – fibre, fruit and veg, water (exercise) • mood – omega 3 • alertness – hydration • Also mention vitamins and minerals in general terms <p>Factors that might come up are caffeine, allergies, chocolate and alcohol. Mention importance of putting own needs above general advice. eg. IBS</p>	
00:30	Food in the body –fruit and veggies	Activity 2: Fruit and Veg Input with interaction <ul style="list-style-type: none"> • go round group and say meal containing favourite veg – or fruit • meal wheel – write up meals as high carb/high protein-fat/veg, • cover veg slice and ask how you'd feel with low veg most of the time • middle circle for pulses • bowel function, anti-oxidants, blood pressure, blood sugar/energy levels, dental health • taste, texture, appearance of meals <p>Taster with pulses</p>	<p>draw (meal wheel) Well Now donut</p> <p>Take in selection of dishes using pulses for tasting</p> <p>allergy forms</p>

00:45	Food in the body – carbs and sugars	Activity 3: Filling foods Input with interaction <ul style="list-style-type: none"> • Meal wheel – cover up carb foods • categorising foods into key macro nutrients • Bite Size Carb Quiz • Blood sugar and carbs Sugars Sugars have different effects on the body in terms of: <ul style="list-style-type: none"> ➤➤ dental health ➤➤ blood sugar response ➤➤ linked to satiety ➤➤ taste <ul style="list-style-type: none"> • Carbs and gut health – fibre, GI fast/slow release 	paper, pens, Bite Size carb Quiz
01:00		BREAK	
01:15	Food and mood – oily fish	Activity 4: Depression and omega 3 Input with interaction <ul style="list-style-type: none"> • oily fish meals: budget meal, a special meal, a cold meal, and one other meal containing oily fish <ul style="list-style-type: none"> ➤➤ Non-fish sources of precursor – conversion rate uncertain • Rapeseed, canola, walnut, soya, flax (or linseed) oil • Ground or crushed linseeds, flax or pumpkin seeds • Walnuts, pecans, peanuts, almonds • Soya beans and tofu 	

		<ul style="list-style-type: none"> • Dark green leafy vegetables, sweet potato & whole grains • Omega-3 enriched foods – eg. eggs, milk, yogurt , yogurt drinks. Omega-3 content (as EPA, DHA, ALA) varies greatly. 	
01:45	Minding the Body	Body Scan	script or audio clip
01:55		Ending – one thing they feel curious about today; one thing they feel passionate about generally.	To Go sheet
02:00		Good bye and thank you	



This is half way - the 'My Map' will help people embed learning so far. See if they can annotate it with how they remember feeling when topics were discussed.

Well Now Course Session 5: Understanding Food and Mood Part 2

Aim

To make nutrition science relevant to people's everyday eating, wellbeing and health concerns.

Learning Outcomes

After completing the session, participants will:

- Understand nutrition science in the context of eating for wellbeing
- Appreciate that nutrients, foods and eating are most meaningfully understood relationally.

Learning Objectives

By the end of the session participants will:

- Have more understanding of nutritional science and wellbeing
- Have enhanced appreciation of the role of body/mind knowledge
- Be able to contextualize internal regulation and embodied knowing
- Have worked through confusion on common nutrition myths
- Have improved confidence in engaging with nutritional information in a way that is meaningful to them

Materials

- flip chart paper and pens
- Red Herring Game
- paper plates – one each
- 2 copies of poem – tape
- Fish is the Dish menu cards – resources
- Two copies of a poem
- 2 tumblers and a set of hydration phrases per small group
- tableau items for Widdowson's findings
- To Go
- selection of oily fish products

Time	Theme	Activity	Resources/ notes
00:00	Welcome	Welcome and opener recap – feedback introduction	group agreement
00:10	Fats in food and the body	Activity 1: Understanding fats in the diet <ul style="list-style-type: none"> Fat Facts activity in small groups 7 min 40 sec discussion brief outline fat categories Think Veg! supports shift to healthful diet Mediterranean diet is just that – eaten in Med. Japanese diet vs culture in heart health 	kitchen timer with ring
00:30	Water and the body	Activity 2: Hydration tumblers and hydration statements game	Tumblers phrases
00:40	Micronutrients in the body	Activity 3: Vitamins and minerals Ask small groups to do the jigsaws – iron, vitamin D and vitamin B12. Discuss nutritional properties. <ul style="list-style-type: none"> vitamin D - oily fish ,egg yolk, milk powder, fortified breakfast cereals, liver, margarine, shitake mushrooms, cod liver oil. Sun. - bones, heart health - at risk groups Iron - red meat, poultry and insects, lentils, beans, leafy vegetables, pistachios, tofu, fortified bread, and fortified breakfast cereals. - anaemia – symptoms? - at risk groups Vitamin B12 - fish, meat, poultry, eggs, milk, fortified breakfast cereals, some yeast spreads and soya milks - 3 µg/day from fortified foods or 10µg suppl. 	jigsaws
01:00		BREAK	
01.15	recap omega 3 in the body	Activity 4: Red Herring game <ul style="list-style-type: none"> 3 meals using oily fish non-fish sources pre/omega 3 which statements are true or false? 	menu sheet Red Herring card game

1.25	food likes are influenced by culture and context ; nutrients and nurture are needed for growth	Activity 5: Beyond Nutrients <ul style="list-style-type: none"> • Can you think of times when you've gone off food you usually like? • Can you think of things you just would never eat that are considered food by some people? • Has anyone tried meal-replacements? What was the experience like? • Have you got strong preferences for food combinations that other people find odd? Input – Elsie Widdowson – use tableau	tableau depicting children, orphanages and matrons
01:35	there are many ways we know about food	Activity 6: Poem eg. Like a Beacon <ul style="list-style-type: none"> • 2 people to read poem • what type of food category is plantain? (starchy staple) • would any starchy food do? • why not? how do you know? • what if the poet was given another food • what else does the poet evoke when she talks of food • scientific reductionism /relational approach • mechanistic world view – we are not machines 	tape poem beneath 2 chairs before the session , ask people to look . Be mindful of literacy issues
01:45	food serves many roles	Activity 7: Why we eat what we eat <ul style="list-style-type: none"> • 'why do we choose one bag of carrots over another bag of carrots?' • 'why do we serve particular foods only specified days?' • has what you eat changed over the years? • what goes through your head when you compare ready meals/tins/loaves? • do you stop and look at the reduced section in the supermarket? what criteria determine whether you'll buy something or not? • pool answers into pie chart, keep segment for health 	paper plates pens Dinner Plate handout
01:55	Minding the body	Warm hearted friendship <ul style="list-style-type: none"> • stimulates release of oxytocin • practice of compassion 	script
02:00		Ending What would they like to see make the headlines?	To Go

Well Now Course Session 6: Health in the Round

Aim

To put diet and exercise in perspective as health determinants.

Learning Outcomes

After completing the session, participants will:

- Understand how body awareness (tuning in to their bodies) can help with realistic fitness, pain management, relaxation
- Be familiar with the impact of non-lifestyle factors on health outcomes

Learning Objectives

By the end of the session participants will:

- Have a broader view of health beyond the conventional definitions.
- Have explored what fitness means for them personally.
- Understand the things that determine wellbeing and illness from a wider social outlook.
- Be familiar with the terms oppression, privilege, status syndrome, social determinant.
- Have a feel for reductionism in science and the impact on healthcare

Materials

- flip chart paper and pens
- Salt Awareness questionnaire
- pens and clipboards
- Pyramid hand out
- A walk in the park handout
- To Go hand outs

Time	Theme	Activity	Resources/ notes
00:00	Welcome	Welcome and opener recap – feedback introduction	group agreement
00:10	how to fitness and Well Now together?	Activity 1: Realistic Fitness <ul style="list-style-type: none"> • components of fitness • inclusive definition of realistic fitness - act out 	
00:25		Activity 2: Design a web page <ul style="list-style-type: none"> • design a web page for a Well Now fitness trainer/or act out what fitness means in Well Now • how is it different from a conventional approach • how could someone measure improvements? 	
00:40	More active living	Activity 3: Active living in the real world <ul style="list-style-type: none"> • how can people put more activity into their daily lives? • how about more stretching/breathing/laughing?! 	
00:50	Minding the body	Activity 4: Mindfulness or moving game eg. throwing an imaginary ball to each other	clip or script
01:00		BREAK	
01:15	Activity in context	Activity 5: Walk your Way <ul style="list-style-type: none"> • is there a difference in benefit from walking alone/ with group of friends • in a shopping centre vs walking round (name a local park). • benefit of green spaces? • Discussion – context and relationships 	a walk in the park handout

00:30		Activity 5: Feel Good Factors Input with engagement <ul style="list-style-type: none"> • reciprocity • spirituality • sense of belonging • trust • purpose and meaning • and other concepts important to the group – please feedback to me 	
01:35		Activity 6: The Politics of Knowledge <ul style="list-style-type: none"> • fill in upside of questionnaire only • anyone have high/low salt intake – some discussion • why asking about salt? BP/heart health • small groups – real impact on hearts? • expand on “stress”, what groups of people experience more stress? • plenary - % health behaviours to social gradient heart disease, along line • status syndrome • show/draw models of health in context /as relational eg. Rainbow Model, • discuss 2nd side of salt questionnaire 	Salt Awareness handout pens clipboard 100% and 0% poster blu tac posters of health models eg. Rainbow Model
01:50		Activity 7: Food for Thought pyramid <ul style="list-style-type: none"> • US nutrition model (cf UK Eatwell plate) ➤➤ Are there any resonances with their own experiences? ➤➤ What do they think of current messages about health from government, friends, GP? -Are they scientific? -Are they ethical? -Are they truthful? 	Pyramid hand out
02:00		Ending	To Go

Well Now Course Session 7: Size Awareness

Aim

To explore the role of size bias and size privilege on people's everyday experiences, their life chances and wellbeing.

Learning Outcomes

After completing the session, participants will:

- Understand how size privilege and oppression impact life course and wellbeing
- Understand how stereotyping and silence maintain the status quo

Learning Objectives

By the end of the session participants will:

- Be confident in their choice of language around size
- Understand how oppression and privilege impact people's lives and embodiment

Materials

- flip chart paper and pens
- magazines and health promotion literature
- weight terms on cards
- My Well Now Map handout
- letter to Family and Friends – one each
- letter to GP – one each
- question sheet for Someone Else's Shoes
- cut outs of people for Someone Else's Shoes
- Yay Scales or ordinary scales and blank stickers
- year signs from handout and sticky stuff to affix them to walls
- Ask people to bring in a stamp for session 8?
- contact details sheet
- resource list

Time	Theme	Activity	Resources/ notes
00:00	Welcome	Welcome and opener recap – feedback introduction	group agreement
00:10	revisiting language and respect	Activity 1: Language Part 1 Does the term: <ul style="list-style-type: none"> • describe • stigmatise • insult • respect • pathologise • lend or deny agency • hide/apologise for • reflect the views fat activists • reflect fat shame narratives ➤➤ explain PC	weight terms on cards
00:20	the power or words to impact how we feel	Activity 2: Language Part 2 invite people to step on the Yay scales – explore feelings generated; or choose a 'feely' - does language matter?	Yay scales or blank stickers for Feelys Dr Scales script from website
00:35	Life is not a level playing field	Activity 3: Somebody Else's Shoes stand in a line across the room (or bring a board and counters) step forward for "yes" backwards for "no" and remain still if unsure	People cards – one each, can be duplicates question sheet
00:45	When we are aware of what is taken-for-granted we can change our views	Activity 4: Stereotypes and scapegoats Hand out magazines and health promotion leaflets. What are stereotypes ➤➤ about healthy people? ➤➤ about fat people? ➤➤ about fit people	magazines and health promotion leaflets critical thinking

		<ul style="list-style-type: none"> ➤➤ about thin people? ➤➤ about people with troubled eating? ➤➤ about size acceptance? ➤➤ what are the underlying core beliefs? <p>Where do your own ideas about weight and health and self-worth come from?</p> <ul style="list-style-type: none"> ◆◆ Have your ideas changed since you started the course? ◆◆ If so, what influenced you to change your beliefs? 	questions – sheet each
00:55	Minding the body	Activity 5: Head Rub This is great fun! Enjoy!	script
01:00		BREAK	
01:15	Being aware of media stereotyping and airbrushing, and the authority vested in science can help us relate to images and messages differently Skip this if short of time – just mention impact of media vs that of science - harder to challenge as wrong	Activity 6: Media literacy <ul style="list-style-type: none"> ✓✓ Looking at magazines for just 60 minutes lowers the self esteem of over 80% percent of girls. ✓✓ The body fat of models and actresses portrayed in the media is at least 50% less than that of women. ✓✓ Most men would ideally gain 13 kg more muscle than the average male build. ✓✓ 6 out of 10 teenage girls think they'd 'be happier if they were thinner'. <p>Ask the group –</p> <ul style="list-style-type: none"> ➤➤ what bodily features get changed in air brushing eg. smooth skin. ➤➤ Why do these features get changed? What aspirations and stereotypes are advertisers hoping to sell? <ul style="list-style-type: none"> ○ - why does it matter if we believe people's images are true to life when they're not? ○ - why doesn't everyone who is bombarded by unrealistic images 	video clip or print outs

		<p>develop an eating disorder?</p> <ul style="list-style-type: none"> ○ - could the media ever become a positive force in eating disorder prevention/body respect? <p>small groups - how much blame should be attached to fashion industry and how much to the medical profession/dieting industry? how seriously do you take statements from the fashion industry which industry they are more likely to trust</p>	
01:30	Drawing parallels with prejudice we are more aware of can help us see what's going on with size stigma	<p>Activity 7: Scientists are human too</p> <ul style="list-style-type: none"> • why does the dominant view prevail? • ideology appears neutral, inevitable, normal • hides values and bias • science is sexist just as it has been/is terribly sexist and racist • what year were women 1st allowed to compete in a mile or more in the Olympics? 	signs 1984,1960,1964,1972 and sticky stuff
01:40	A chance to try out how to change the conversation at home/clinic	<p>Activity 8: Making it Real - letters</p> <ul style="list-style-type: none"> • Pass round copies of the letter to Friends and Family. • Ask several people to read out a paragraph each, maybe going over the longer words first. • Ask people if they could imagine giving the letter to anyone, or could imagine scenarios where they would find it useful to think back to what was said in the letter. • Now do the same with the letter to the GP. Do people think it would speak to their doctor? If not, what would need to be changed? What else would need to happen to make it easier for doctors to take health-gain and body respect seriously? 	<p>a letter each to</p> <ul style="list-style-type: none"> ♥ Family & Friends ♥ GP

01:50		Activity 9: Building community Building community: give people information on local opportunities to keep in touch with the Well Now project and/or support them in living the Well Now way If appropriate, ask if people want to share contact details among the group. Can they contact you after the course? Can they meet other people who have done, or will attend, the Well Now course? How about a monthly walk and talk? Or book/ discussion club?	contact sheet each resource list
01:55 02:00		Ending - spend 5 minutes writing/drawing a my map of their Well Now journey so far. To Go	My Map hand out

Well Now Course Session 8: Body Respect

Aim

To explore ways to enhance body appreciation.

Learning Outcomes

After completing the session, participants will:

- Understand the limits of thinking of body hatred as a problem that belongs to people with low self-esteem
- Be aware of how they can support themselves post-course

Learning Objectives

By the end of the session participants will:

- Have explored size acceptance as a grief process
- Know strategies to boost body respect
- Enhance their understanding of compassion in self-care

Materials

- flip chart paper and pens
- one springy per small group with cut out words attached
- collated contact list photocopies from last week
- selection of “at peace” shapes from handouts
- Body Respect Pledge
- letter writing paper and envelopes – stamps?
- evaluation forms
- pens and clipboards

Time	Theme	Activity	Resources/ notes
00:00	Welcome	Welcome and opener recap – feedback introduction reminder about evaluation	group agreement
00:10	Processing our emotions	<p>Activity 1: Grieving the past, being in the present</p> <p>Key feelings: denial, anger, bargaining, depression, and acceptance Since this early work people have added shock to the start of the list, added hope and trust alongside with acceptance, then finished with integration.</p> <p>Grief is a healthy response to letting go of unrealistic beliefs. What helps:</p> <ul style="list-style-type: none"> ➤➤ staying with denial for a while can help some people cope as they pace themselves into knowing ➤➤ support ➤➤ community ➤➤ expression/meditation ➤➤ acceptance ➤➤ time ➤➤ activism 	slinky with labels

00:25	Keeping the peace – ways to respect the body we're born with	Activity 2: Going home – at peace in our bodies <ul style="list-style-type: none"> ➤➤ What feelings/responses do you have when thinking about respecting your body? ➤➤ What feelings/responses do you have when thinking about loving your body? ➤➤ Is it helpful to think of 'your body', some would say this seems to imply that you and your body are not one and the same thing! <p>The psychologist Deb Burgard makes the point 'if you lived in your body you'd be home now'.</p> <ul style="list-style-type: none"> ➤➤ Are there any times when you feel more at home in your body than other times, or when it feels easier for you to be at home in your body. ➤➤ What can you do that helps you to feel more comfortable being in your own skin? <p>Then ask: how will it/does it feel to be at peace in your body?</p> <p>Hand out shapes to write/draw in.</p> <p>What are opinions re talking about 'the body' (making it separate from 'me')</p>	Peace shapes
00:40	Embracing appreciation (includes minding the body activity)	Activity 3: Body Self Appreciation Society <ul style="list-style-type: none"> • small group time line of reasons to appreciate my body • meditation – ask volunteer to lead for group; scenario or Reminder to Be Kind 	gratitude clip
00:55		BREAK	

01:10	Recalling the journey	Activity 4: Compassion in Context tape 3 pieces of flip chart together and draw a memory map giving on-going commentary and weaving in stories from during the course then turn in face down and divide people into small groups and ask them to recreate it Self-compassion: <ul style="list-style-type: none"> ➤➤ kindness, being warm & understanding to ourselves ➤➤ common humanity ➤➤ notice without judgement 	tape, paper for memory map flip chart and pens for small groups
01:25	Back to the 4 P's, integrating body respect	Activity 5: Boosting body respect <ul style="list-style-type: none"> • each group writes ideas for boosting body respect • then mimes 3 that other groups guess • cross out any ideas other groups have • is there a Chart winner? 	interesting things to write on if possible eg. – cut outs of multicultural hands/ faces
01:35	Something to look forward to and remind you how far you've travelled	Activity 6: A letter to myself use prompts to guide people in writing themselves a letter agree when you'll post it back NB consider facility for voice recording as alternative to writing as needed	writing paper pens clip board envelopes
01:50	<i>Dear facilitator, Thank you for being involved in Well Now, and well done! Lucy x</i>	Ending : a song <ul style="list-style-type: none"> • an illustration for a book jacket telling their story • a poster for a film advertising their journey • a play To Go Evaluation	To Go evaluation forms and pens