

PILOT EVALUATION REPORT

A pilot evaluation was conducted in conjunction with La Trobe University's EMBodied Research Team. The aim was to assess the acceptability of delivering some of the Butterfly Body Bright lessons in the classroom and to assess the impact on Year 4 to 6 students' body image and body attitudes.

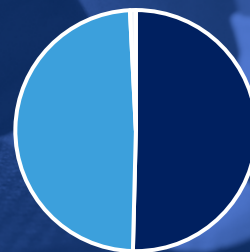
We wanted to know...

1. If Body Bright lessons would improve Year 4 to 6 students' body image, body appreciation, media literacy skills, engagement in appearance comparisons, confidence to deal with appearance-based teasing, and help-seeking.
2. The feedback from classroom teachers on the delivery of Body Bright lessons?

WHO WAS INVOLVED

Twelve Year 4 to 6 classes from one independent primary school with two campuses in Melbourne, Victoria, participated, including 12 classroom teachers (7 identified as female, 5 identified as male).

Consent to participate was received for
127 Year 4 to 6 students



□ Male □ Female ■ Other

WHAT THEY DID

Classes were randomly assigned to receive one Body Bright Lesson, either BRAVE ($n = 42$), RESILIENT ($n = 45$) or GRATEFUL ($n = 40$), which was delivered by their classroom teacher after they completed the online Body Bright Staff Training.

Students completed surveys immediately before the start ($N = 114$) and end of ($N = 113$) a Body Bright Lesson, and then again 3-7 weeks later* ($N = 111$). Teachers completed a survey after completing the Body Bright Staff Training, after the delivery of their Body Bright Lesson, and then 3-7 weeks later*.

**Collection of follow-up data was interrupted by pandemic-related lockdowns. Remote learning interfered with students completing paper surveys and lockdowns extended the follow-up timeframe around data collection. Follow-up data from teachers are also incomplete as there was inadequate time in face-to-face learning from teachers to be able to assess changes in student attitudes or behaviours.*

IMPACT ON STUDENTS

Overall group comparisons showed *statistically significant improvements* from immediately before to after a lesson, in:

- ↑ body image
- ↑ body appreciation (boys showed greater improvement)
- ↑ confidence to deal with appearance-teasing (boys showed greater improvement)
- ↑ seeking help/support if they were having a hard time (Year 6 students showed greater improvement)

Students who received the BRAVE lesson also reported the greatest intention to avoid comparing their appearance to other people.

Looking at individual scores showed that:

54%

Reported immediate increase in how happy they felt about their body shape and how they look

32%

Reported immediate increase in how happy they felt about what their body can do

23%

Reported immediate increase in confidence to deal with appearance-teasing/bullying if they saw it happen

27%

Reported immediate increase in intention to seek help/support if having a hard time

More comfortable in my body and how to stand up for it!

- Year 6, BRAVE lesson


The lesson made me feel more knowledgeable about body shaming and if anything happens I know how to deal with it.

- Year 6, BRAVE lesson

It made me feel better about my body.

- Year 4, GRATEFUL lesson

SNAPSHOT ON MEDIA LITERACY



Media literacy (as measured by two questions about the degree to which students will think about the editing of pictures in advertisements and the message advertisers want them to believe when viewing an advert) showed greater improvement in students who received the RESILIENT lesson (i.e., media literacy-focused lesson), and greater improvement in girls compared with boys. Year 4 and 5 students also showed greatest improvement. These findings highlight that targeted media literacy education can improve student media literacy skills, and that starting early is important.

That most pictures on the internet are not what you think they are, some might be photoshopped

- Year 4,
RESILIENT lesson

It made me feel more aware about ads.

- Year 5,
RESILIENT lesson

It made me feel like I belong because no one is perfect, and we are all different in our own way.

- Year 6,
RESILIENT lesson

LONG-TERM IMPACT

The Body Appreciation Scale for Children (a 10-item scale that includes statements like 'I feel good about my body' and 'I take a positive attitude towards my body') was used to measure change in students' body image from pre-lesson to follow-up (3-7 weeks following the lesson). There was a trend level improvement in body image scores over time (with analyses just missing statistical significance) when looking at all students. But there was a **statistically significant improvement in body image for students who received the BRAVE lesson** (which is very encouraging as this lesson is the starting point, and minimum engagement, for classroom implementation).

Better about my body and more secure.

- Year 6,
BRAVE lesson

FEEDBACK FROM TEACHERS

85%

said their students found the lesson content engaging.

75%

said it was somewhat/very easy to stick to the Body Bright lesson plan.

ALL said the lesson plan was useful/very useful in guiding the delivery of the lesson.

83%

thought the program included useful information.

Nearly **70%** said they would be likely to present additional Body Bright lessons to their class. Apprehension from others was more related to delivering content within the constraints of a research project than related to the topic.

CONCLUSIONS

The pilot results are really encouraging after students received just one Body Bright lesson.

This gives great hope with what can be achieved when schools embed the school culture changes, more staff training, and students receive more lessons and continue to have Body Bright lessons each year throughout primary school.

In future research we hope to compare these results with students who haven't received the program and have a longer follow-up period to better understand the impact of the program.

The lesson made me feel more grateful for my body.

- Year 6, GRATEFUL lesson

SPECIAL THANKS

Thank you to FDC Construction and Fitout for their generous donation that allowed the pilot evaluation to be possible.

FDC

Special thanks to the student wellbeing team and Year 4 to 6 staff and students at Caulfield Grammar School (Malvern and Wheelers Hill) for their participation in the pilot evaluation.

Find out more about Butterfly Body Bright at www.butterflybodybright.org.au