

# Real life, your life?

## Activity 08

### Healthy body, healthy mind?



The way we eat is also the way we think. Body image is a sensitive subject often in the news at the moment – but there's lots of help out there. So how can you get the word out to people in your community? This activity shows you how.

<b>Lesson time guide</b>	<ul style="list-style-type: none"><li>● Planning and developing this activity will take about 45 minutes.</li><li>● Students should then develop this further by writing the poster and/or the press release.</li><li>● This may be developed within another subject area and will take a minimum of a further 70 minutes to complete.</li></ul>
<b>QCDA PLTS Framework links</b>	<ul style="list-style-type: none"><li>● Question their own and others' assumptions.</li><li>● Discuss issues of concern, seeking resolution where needed.</li><li>● Explore issues, events or problems from different perspectives.</li><li>● Try out alternatives or new solutions and follow ideas through.</li><li>● Identify improvements that would benefit others as well as themselves.</li><li>● Collaborate with others to work towards common goals.</li></ul>
<b>Subject applications</b>	<ul style="list-style-type: none"><li>● English, PSHE and the society, health and development diploma.</li></ul>



see over >>>>

**Here are some young people talking honestly about their body image:**

'I know I'm overweight. I hate the way I look and I feel ugly all the time. When I look in a mirror I burst into tears. Diets just don't work. I hate myself and I don't get out much. My old friends are so slim and attractive and they have fun. I'm getting really depressed.'

Jasmine, aged 15



'I've tried, I really have. I know I overeat and my skin looks really bad. My acne is horrible. I'm 12 now and I've put on loads of weight since I started secondary school. I hate games and PE and I look so big and clumsy against my mates. I wouldn't admit it to anyone but I'm over 13 stone already. My mum and dad don't realise how much I hate myself.'

Jason, aged 13'



I try and keep to one meal a day at home. My mum thinks I have breakfast at home but I don't. At school I use my lunch money to buy sweets for my friends. Sometimes, though, I binge eat on crisps and chocolate and then make myself sick. I know it's wrong but I can't tell anyone.'

Tashane, aged 15



**What advice would you give Jasmine, Jason and Tashane?**

With your partner, discuss what each person says and then talk about what might help these four teenagers. You might find that jotting down some ideas first is useful. If you're not sure what advice you should offer, have a look at some websites to help you. For example, there is some guidance on the [NHS Direct](#) website about binge eating. [NHS Direct](#) also provides lots of information about other health issues.

The NHS runs projects around the country which help to develop a healthier self image in young people. One project in Derbyshire worked with primary school children to explore issues surrounding body image and relationships through drama. If you would like to work in this area, have a look at the Step into the NHS website at [www.stepintothens.nhs.uk](http://www.stepintothens.nhs.uk). You'll find lots of real life examples of people who work in the NHS, many of them supporting teenagers who have low self esteem and negative body images.

To find out more about these careers try these links on the *Step into the NHS* website. For each career there's an account of a typical day, a real life case study and lots of information about the work you might do.

- [Dietitian](#)
- [Clinical psychologist](#)
- [Counselling psychologist](#)
- [Psychiatrist](#)
- [Psychotherapist](#)

There's so much help out there! But how can you make more people in your local community aware of this?

Your task in this activity is to use all the knowledge and understanding you have gained about body image and the linked health issues to devise two products:

- A body image directory: a single poster or handout of information that tells people where they can go for help. It must be bold, lively and appealing to people of your age.
- A press release which will go out to local media – newspapers, radio and television. This will let everyone know about your body image directory. You should include information about the internet sites you have found useful (including NHS Direct), where you can find out more information (for example, NHS leaflets in the doctor's surgery), and information about other local centres of support, such as your school, the community hall or a local church.

So what is a press release? There have always been press releases – people or companies letting others know what they are doing and publicising what's going on. Now they are big business. Everyone uses them – especially television and radio.

If you can write a good press release, it saves journalists work (they like that!) There are good press releases – and there are bad press releases. Here's how to make sure yours is a good one. Look at the text type support sheet to help you structure what you want to say.

There are lot of examples of press releases available for you to look at online.

Have a look at some of these NHS trusts' press archives:

[Guy's and St Thomas' NHS Foundation Trust](#)

[The Leeds Teaching Hospitals NHS Trust](#)



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Text type: Resource sheet for a press release

### Press release

#### Audience

- Who is it for?
- What is the writing trying to do?
- So, what kind of writing is appropriate?

- It's written to be sent to organisations or to be posted on the internet.
- To attract the media to a story and give some key information.
- It's not like an advertisement – but more like a news story. A press release helps journalists to do their work more quickly.
- Writing should be precise and clear. Put the most important phrases at the top – news editors cut a press release from the bottom up.
- Language should be short, punchy and simple.
- Answer the readers' questions: cover who, what, where, when, how, and why.

#### Text level

- How is the text laid out?
- Can you see any patterns?

- Use a logo. Show your identity straight away!
- Make margins wide and use one-and-a-half line spacing to make the release easy to read.
- Put your name and details in the top left of the release. This is the **source** of the press release.
- Show opportunities for photos at the bottom of the release.
- Give contact number(s), e-mail and web site details.
- Use an upside down pyramid structure –most important information at the top in the most 'punchy' style. Detail comes later.
- Most of the details about the organisation responsible for the event will be in the first paragraph. This should be no more than 30 words.
- Quotes included – from key named figures. Have more than one voice and quote if possible. Make the quotes sound like speech – not too formal.

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Text type: Resource sheet for a press release

### Press release

#### Audience

- Who is speaking?
- What's the main tense?
- What's the sentence structure and length?
- Is the language formal or informal?

- Avoid using 'you', 'we' and 'us' – replace with 'it', 'he/she', 'they'
- Press releases are always written in the present tense.
- They usually have a headline rather like a newspaper article. Make your headline less than ten words in length. Many press releases will have a sub-heading too – make this no more than 15 words in length.
- Linking words will be simple and monosyllabic – *however* and *therefore* are not good choices
- The media needs to be able to follow up this release so give some background information on who is launching the news. Say something about where you are based, when you started and the other things you do.
- At the bottom of the press release give name, address, telephone/fax number and email address of the contact person – that's you!

#### Word level

- How are sentences started and linked?
- Are particular words and phrases used?

- Make the first ten words of the release really count.
- Don't use jargon and buzzwords - journalists don't like reading this kind of language!
- Avoid use of adjectives unless essential.

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## Activity 08: Healthy body, healthy mind?

Teacher notes for a press release

Young people write better if they are given guidance on how the writing should be structured. Understand what the audience requirements are for any piece of writing and the writing will be better. The analysis sheet for the press release is based on real criteria drawn from actual examples of this style of writing – many of those found on the internet or in broadcast media.

The presentation focuses on key questions to ask of the writing style. These are adapted from initial National Curriculum literacy strategy guidance which focused on identifying the text type features of a piece of writing so that students can shape their writing to fit the style accurately. Teachers can use these questions for any kind of text type – simple or complex.

The press release type format is new. Increasingly, journalists and radio and television presenters and producers rely on the press release to provide all the information they need to produce a report quickly and accurately. It is often prepared electronically and is the source for much of the news we read in our newspapers, hear on the radio or see on the television.

Certain conventions of the format have evolved over time and these are common wherever the location. They have been described and, in some cases, exemplified in the notes. This provision of specific style guidance allow students and teachers to share a common understanding of the audience requirements of the writing and so automatically provides the criteria by which any piece can be judged. Students can know what they have achieved and understand how closely they have matched the criteria.

Teachers should use the grid below to provide a simple but comprehensive assessment sheet. This can be presented to a group through teacher modelling, using real examples of the press release format. Alternatively, with more assured students, teachers can begin the process as a modelled activity and then ask students to work together to complete it using examples of the format provided for them.

It is recommended that teachers use this approach when providing support for the writing and assessment of any new text type explored with students. As they become secure with each text type, they will be able to explore and experiment with the conventions to create more imaginative and original work. The most able students can be encouraged through extension activities to go further and subvert the conventions of a text type, perhaps for comic effect.

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Assessment sheet for press release

### Criteria

### Teacher feedback

#### Overall comments

#### Examples

- Well done! Your writing answers the main questions of a press release – who, what, where, when and why – and you have put the most important information at the top of your release.
- For your next assignment, make sure that you stick to the present tense all the way through and keep your headline as short and punchy as possible.

#### Text level

- The writing must attract the media to a story and give some key information.
- The writing should be precise and clear - most important phrases at the top.
- The language should be short, punchy and simple.
- The writing must answer the readers' questions – cover who, what, where, when, and why.

#### Grade

#### Sentence level

- The writing avoids using 'you', 'we' and 'us' – replace with 'it', 'he/she', 'they'.
- Press releases are always written in the present tense.
- The headline is less than ten words in length.
- There is some background information on who is launching the news – details about where they are based, when they started and the other things they do.
- At the bottom of the press release there is a contact name, address, telephone/fax number and e-mail address.

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Assessment sheet for press release

### Criteria

### Teacher feedback

#### Word level

- The first ten words of the release are the most important ones.
- There is no inappropriate use of jargon and buzzwords.
- There are few adjectives.

#### Next steps

#### Grade

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