



# Halewood Academy | NEWSLETTER

WB | MONDAY | 4TH | OCTOBER 2021

## Dear parents and carers

As the evenings draw in, we start to enter into the final two busy weeks of term. Our calendar has been jammed packed this week. We started by celebrating World Teachers Day on Tuesday 5th October. I am sure that you will all join me in thanking our amazing teachers who work tirelessly every day to ensure the best possible outcomes for our young people. In true teacher fashion, we celebrated with lots of sweet treats and shared the thank you cards that students had written throughout the day. It was clear to see just how much our young people value the support and encouragement of all staff.



On Thursday 7th October we celebrated National Poetry Day. Thank you to Miss Robinson and Miss Scarth who organised a fantastic poetry competition and events in lessons across the school. You can see the fantastic work our young people have produced (and who the winners were!) later in this newsletter.



We also welcomed our Year 7 parents and carers into school to meet their child's tutors. Thank you to Ms Hayden, Mrs Traynor, Miss Courtney-Ward and all of our Year 7 tutors for our annual 'Meet the Tutor' event. We really enjoyed seeing so many attendees. It was lovely to hear all the positive stories about your child's transition into secondary school and how much they are enjoying learning in lessons.

Thank you to all of our parents and carers for supporting our School and ensuring that students are in school every day, on time. Remember that attendance really does matter. Every day your

child is off school it is not only a lost learning opportunity, but a missed opportunity to participate in all of the exciting events happening across the school.

**\*Please note that the term will end at 2:45pm on Thursday 21st October. There will be no school on Friday 22nd October 2021 in celebration of the Queen's Platinum Jubilee.**

Tracey Rollings - Principal



### This Week:

Principals Letter	SENECA Learning	Scientist of the Week	Halewood Community Spirit	5 Ways to Wellbeing
Elliot Thomas	Faster Reading	Thankful Thursday Winners	World Mental Health Day 2021	Mental Health and Wellbeing
Word of the Week	Summer Examinations 2022	National Tutoring Programme	Parent Form	
Numeracy Challenge	Expectations in KS3 Dance	National Poetry Day 2021	Optimistic October 2021	

**Our Core Values • Respect • Aspiration • Collaboration • Excellence • Resilience •**

## Congratulations



Congratulations to Elliot Thomas ABA, he has won the Young Driver Challenge. The event took place on Saturday the 2nd October 2021.

He was awarded his prize trophy by the former Top Gear presenter Quentin Wilson alongside loads of other prizes such as restaurant vouchers, £800 driving vouchers and £200 cash money.

He really enjoyed it and was very happy with his win. As his form tutor, Mr Bailey said, "He is really proud of his achievement and always knew he could do it!"



### Word of the week

Definition:

*To hold back or prevent*

Synonyms:

*inhibit, obstruct, delay, prevent*

**hinder**

Worked examples:

*A lack of preparation can hinder your chance at success.*

Antonyms:

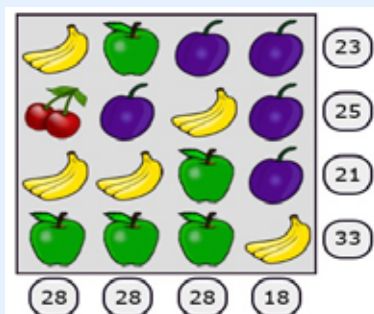
*facilitate, enable, help, assist, to make possible*

## NUMERACY

## Challenge!

### Maths Challenge of the Week

Each of the fruit have a value between 1 and 15.  
The sum of each row and column is shown.



Find the value of each piece of fruit  
Send your answers in to Miss Devonshire  
[adevonsire@halewoodacademy.co.uk](mailto:adevonsire@halewoodacademy.co.uk) or to your  
progress leader

## NUMERACY

### Last Week's Answer

	3	9		Total
$7 = 1 + 2 + 4$	1	2	4	7
$13 = 5 + 8$		5	8	13
Total	4	16	12	

5 is the number in the starred square

## NUMERACY

Your English homework this year must be completed online using Seneca Learning. You can do this at home or in the school library.



1. Access Seneca learning through your HA student portal or at [www.senecalearning.com](http://www.senecalearning.com). Your login should be your school email and password. If you have forgotten your password, you can click 'Forgot your password?' and reset it on your school email.

2. Click 'Classes & Assignments' in the top right hand corner. Click the 'Upcoming Assignments' tab to view the work that is due.

3. Complete your homework. You will have two weeks to complete each task. 😊



Year 7 emails: 21 followed by your first initial and surname. Example:  
[21jsmith@halewoodacademy.co.uk](mailto:21jsmith@halewoodacademy.co.uk)

Year 8 emails: 20 followed by your first initial and surname. Example:  
[20jsmith@halewoodacademy.co.uk](mailto:20jsmith@halewoodacademy.co.uk)

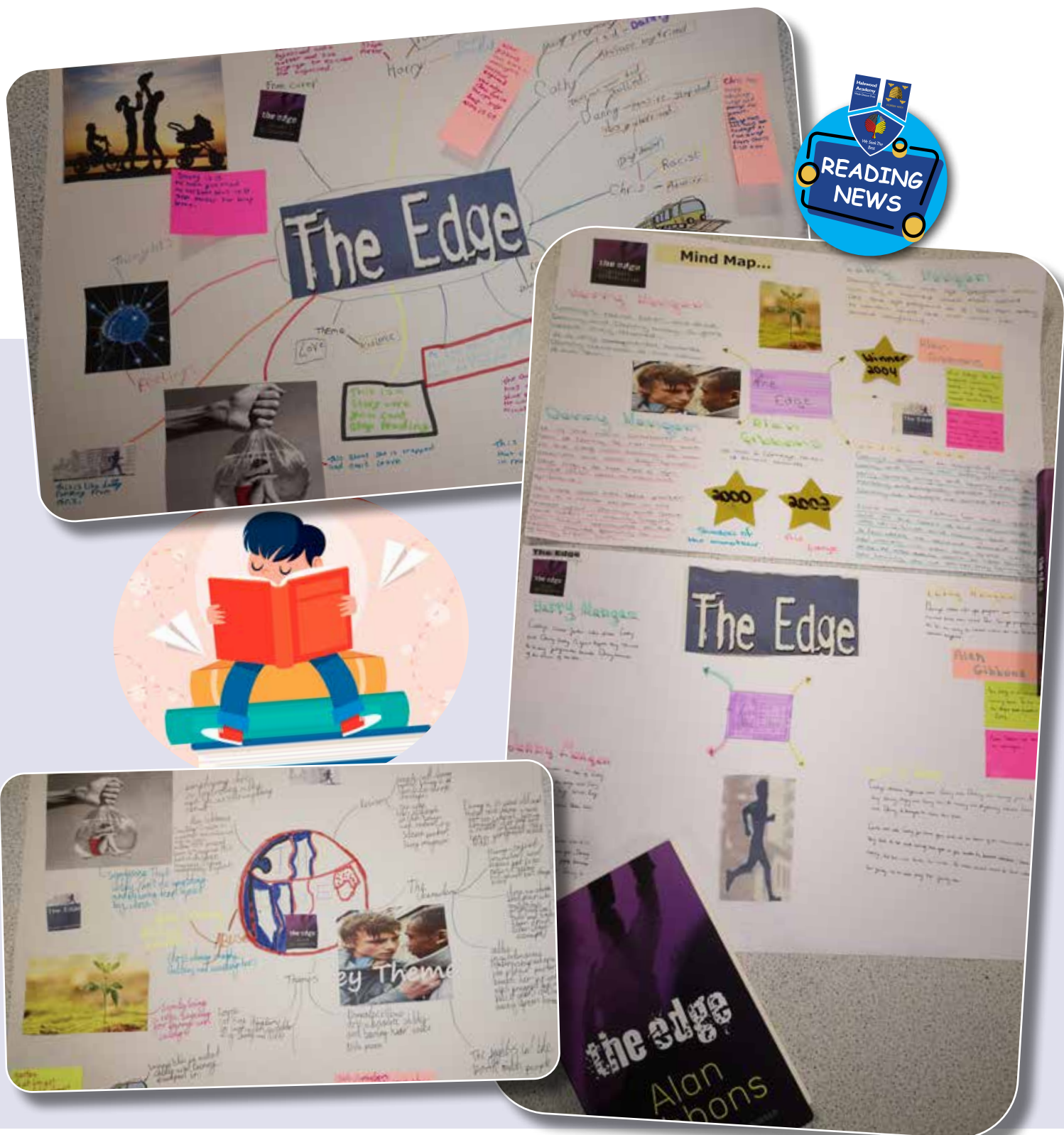
Year 9 emails: 19 followed by your first initial and surname. Example:  
[19jsmith@halewoodacademy.co.uk](mailto:19jsmith@halewoodacademy.co.uk)

Year 10 & Year 11 emails: Your first initial and surname. Example:  
[jsmith@halewoodacademy.co.uk](mailto:jsmith@halewoodacademy.co.uk)



## Faster Reading

We are celebrating some wonderful work that **Year 8** have been doing during their faster reading lessons this term...





[mentalhealth.org.uk/ribbon](https://mentalhealth.org.uk/ribbon)



Registered Charity No.  
England 801130, Scotland 80039714,  
Company Registration No. 2350844.



## Parent Forum

We are happy to announce; **Parent Forum** meetings will begin again this academic year. We would like to invite parents/carers to join us. In the meetings, you can ask questions in an informal environment; raise any issues or concerns that you may have; consult in school policies and express your views on how the school can move forward. If you would like to attend, please book a place at the Parent Forum meeting by emailing

[GWalsh@halewoodacademy.co.uk](mailto:GWalsh@halewoodacademy.co.uk)

The dates of the Forums are:

- Wednesday 3rd November 2021 from 4.30-5.30pm
- Tuesday 15th March 2022 from 4.30-5.30pm
- Wednesday 15th June 2022 from 4.30-5.30pm





## Summer Examinations 2022

### Latest Guidance

At present, we have been informed that all GCSE / equivalent examinations will take place in May and June of 2022, as normal.

The Joint Council for Qualifications (JCQ) will confirm the summer exam dates shortly and a provisional Summer 2022 timetable will be published as soon as this information is available.

Please note that the examination window for our Year 11 begins on **Monday 16th May** and continues all the way to **Wednesday 29th June**. Students will be expected to attend school and no holidays should be booked within this period or vital examination will be missed, hence impacting on individual results.

As students have faced disruption over the last two years, a consultation period has just concluded and the following measures have been taken by the Department of Education (DfE) and Ofqual to ensure students are not disadvantaged:

1. Optional topics and content for GCSE English Literature, History and Geography.
2. Students taking GCSE Art and Design will be assessed on portfolio only.
3. Exam boards will provide advanced information about the focus of content of all exams, except English Literature, History and Geography, for summer 2022. The intention of providing the advanced information is to support student revision, so this information will be provided by 7th February 2022 at the latest.
4. Students taking GCSE Maths will be given a formulae sheet. Exam boards will provide copies prior to the exams to support teaching and to ensure students are familiar with the formulae sheet before the exams. Clean copies will be provided by the exam boards in the exam.
5. Students will be given a revised equation sheet for GCSE Physics and Combined Science in summer 2022, covering all equations required in the subject content. Exam boards will provide copies for teaching prior to exams and a clean copy will be provided by the exam boards for the exam.
6. GCSE results days will revert back to normal for 2022. GCSE results day will be on 25th August 2022.

## Expectations in KS3 Dance

All students must take off their shoes and socks in dance for health and safety. If for any reason a student cannot adhere to this due to a medical condition. We ask parent/carers to provide proof of this by submitting a letter that is dated and signed..

Students must have their hair tied back off their face and students wearing skirts are required to bring shorts or leggings.





## KS3 Scientist of the Week

**Darcie Mc Caw**



## KS3 Science Core Value Champions

	Respect	Aspiration	Collaboration	Excellence	Resilience
Y7	Zac Hodson	Alfie Mairs	William Williams	Reggie Brisque	Jasmine Edwards
Y8	Darcie Mc Caw	Heidi Hulligan	Millie Wood	Frankie Sandison	Louis Hill
Y9	Paige Cross	Kyle Corby	Jamie Rooney	Finley Swan	Fawzyeh Al Hamed



**Halewood Academy**

*We Seek The Best*



## KS4 Scientist of the Week

**Josh Hughes**



## KS4 Science Core Value Champions

	Respect	Aspiration	Collaboration	Excellence	Resilience
Y10	Chloe Emakpor	Mason Stevenson	Kalem Millea	Edward Neale	Olivia Buckley
Y11	David Maccauley	Josh Hughes	Tom Walls	Ben Hyland	Callum Harris



**Halewood Academy**

*We Seek The Best*

## Thankful Thursday Winners- 30<sup>th</sup> September

**Mrs S Dixon-** Ever since she started in September she's been a fantastic addition to the home base. Her upbeat and bubbly nature is infectious. Her support with students on the home base has been incredible. She also brings in regular snacks, so if the maths staff start to look a little heavier we know who to blame!

**Miss H Hale-** Helping and supporting me with resolving behaviours in the LRC. She has been such a big help in reinforcing behaviour standards across the school and ensuring that students know the expectations of them in the LRC. If I have had any issues with students, she has took action immediately and supported me. She has also created a home learning programme for English that is clear, succinct, and hyperlinked!

**Miss L Ainsworth-** Always happy to support and quick to help with queries.



**Halewood Academy**

*We Seek The Best*

### National Tutoring Programme

Following the success of last summer's tuition programme, **Halewood Academy** is working closely again with Connex Education to provide additional tutoring for students.

Funding provided by the **NTP programme** had allowed us to employ three full time tutors in the core subjects of English, maths and science.

Receiving fifteen hours of tuition over a six weeks period, the aim is to support those who may need extra guidance to achieve their targets and to also stretch and challenge students to fulfill their potential.

Students in each cohort will work closely with our wonderful tutors but also have that regular contact with their classroom teacher to ensure quality teaching and learning occurs in all timetabled sessions. Our three tutors are:

**English** – Lilly Lo      **Maths** – Amanda Krause  
**Science** – Beth Sorenson

Our tutors have already spoken highly of our conscientious students they are currently working with and look forward to supporting many more in the near future!





## National Poetry Day 2021

Today all around school staff and students have been celebrating **National Poetry Day 2021**. Miss Robinson and Miss Scarth have been bombarded with some fantastic, very imaginative entries for the poetry competition. We look forward to sharing these, announcing winners and prizes next week in school and on school social media accounts.

**What's a poem you remember reading?**

**Do you have a favourite poet?**

It has been wonderful to see Year 8 students discussing spoken word poet, Denice Frohman during their English lessons. They have really engaged with the poem and the performative quality of her verse and have enjoyed giving their opinions on the benefits of learning another language and discovering new information about cultures and accents.

Year 9 students have also been enjoying discussions around poems such as 'Nettles' by Vernon Scannell and 'Tender Place' by Ted Hughes. This will excellent preparation for the poetry element of their English Literature GCSE studies.

Keep a lookout on school social media accounts for recommended poems and favourites from staff and students alike!

**If you haven't yet found a favourite poem, write it!**



## Halewood Community Spirit

We at Halewood Academy take pride in our positive interactions with our local community. We are proud to announce that **James Connolly of 7CCO** has been nominated for a **2021 Covid-19 Pupil/Youth Recognition Award** to be announced on Thursday 14th October 2021.

James worked at a local stables in the run up to Christmas last year. He used the money he earned to buy selection boxes and Christmas treats for the Big Help Project, which supports hundreds of disadvantaged families in the area.

Such thought and generosity must surely be an inspiration to us all. We wish James luck in the final award ceremony. Whether he triumphs or not, his good deeds have been recognised and most importantly, have made a difference to the lives of others within our community.

**Well done James, we are very proud of you!**



## Optimistic October 2021

MONDAY



TUESDAY

WEDNESDAY



THURSDAY



FRIDAY

SATURDAY

SUNDAY



4 Start your day with the most important thing on your to-do list

5 Be a realistic optimist. See life as it is, but focus on what's good

6 Remind yourself that things can change for the better

7 Look for the good in people around you today

8 Make some progress on a project or task you have been avoiding

9 Share an important goal with someone you trust

10 Take time to reflect on what you have accomplished this week

11 Avoid blaming yourself or others. Find a helpful way forward

12 Look out for positive news and reasons to be cheerful today

13 Ask for help to overcome an obstacle you are facing

14 Do something constructive to improve a difficult situation

15 Thank yourself for achieving the things you often take for granted

16 Put down your to-do list and do something fun or uplifting

17 Take a small step towards a positive change you want to see in society

18 Set hopeful but realistic goals for the week ahead

19 Identify one of your positive qualities that will be helpful in the future

20 Find joy in tackling a task you've put off for some time

21 Let go of the expectations of others and focus on what matters to you

22 Share a hopeful quote, picture or video with a friend or colleague

23 Recognise that you have a choice about what to prioritise

24 Write down three specific things that have gone well recently

25 You can't do everything! What are your three priorities this week?

26 Find a new perspective on a problem you face

27 Be kind to yourself today. Remember, progress takes time

28 Ask yourself, will this still matter a year from now?

29 Plan a fun or exciting activity to look forward to

30 Identify three things that give you hope for the future

31 Set a goal that brings a sense of purpose for the coming month

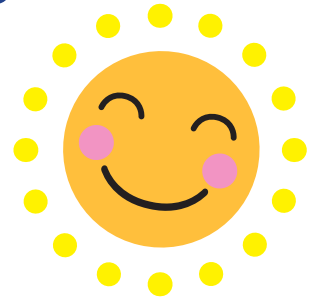


## Mental Health and Wellbeing

### What is Mental Health?

Being mentally healthy means that you can:

- 😊 make the most of your potential,
- 😊 cope with life,
- 😊 play a full part in your family, workplace, community and among friends.



Some people call mental health 'emotional health' or 'well-being' and it's just as important as good physical health.

Mental health is everyone's business. We all have times when we feel down or stressed or frightened. Most of the time those feelings pass. But sometimes they develop into a more serious problem and that could happen to any one of us.

Everyone is different. You may bounce back from a setback while someone else may feel weighed down by it for a long time.

Your mental health doesn't always stay the same. It can change as circumstances change and as you move through different stages of your life.

There can be a stigma attached to mental health problems. This means that sometimes people feel uncomfortable about them and don't talk about them much. Many people don't even feel comfortable talking about their feelings. But it's healthy to know and say how you're feeling. This actually supports positive mental health.

### What is good mental health?

Good mental health is characterised by a person's ability to fulfill a number of key functions and activities, including:

- 😊 the ability to learn,
- 😊 the ability to feel, express and manage a range of positive and negative emotions,
- 😊 the ability to form and maintain good relationships with others,





## 5 Ways to Wellbeing



**Connect** with people to build a sense of belonging and value through friendships, talking to others and expressing emotions, speaking to someone new or sharing experiences.



**Be Active** to reduce depression, anxiety and to slow age related decline by completing some physical activities for example walking, running, bike ride, running, working out.



**Keep Learning.** This enhances self-esteem, encourages social interaction and a more active life. *The practices of setting goals has been strongly associated with higher levels of wellbeing.* Try to learn a new skill for example baking, cooking, arts and craft, DIY projects, writing or taking on a new responsibility.



**Give.** Participating in social or community life can promote positive emotions. Activities for example saying thank you to someone, supporting someone who needs help, volunteering, helping someone with DIY etc.



**Take Notice.** Pay attention to the moment 'Mindfulness.' Pay attention to your thoughts, feelings, your body and the world around you at the present time.

*'It can be easy to rush through life without stopping to notice much'*

If at any time you feel your mental health and wellbeing changes, please remember support and advice is available to you at any time. This is available in school and externally. Some of the external support details are available on the previous page.

## Mental Health and Wellbeing

Mental health is an important part of our health. It affects how we think, feel and act. It also helps us to determine how we manage stress, relate to others and the choices we make. Mental health is important at every stage in our lives, from early childhood through to adulthood.

Mental health and wellbeing involves actions and steps that you take to improve your mental wellbeing. This can be achieved in many ways through self-care and wellbeing strategies, mindfulness and professional support where appropriate. Each person is different and can respond to different actions and strategies to support their mental health. This means you need to find the ones that work for you, this will help you to achieve positive mental health and wellbeing. The only way of finding out which ones work for you, is to try them!



If you need any support with your mental health and wellbeing, please speak to a friend, family member or a teacher. Other ways to speak to someone are below;

<b>YOUNG MINDS</b>	<a href="https://youngminds.org.uk">https://youngminds.org.uk</a> Tel: 0808 802 5544
<b>childline</b> <small>ONLINE ON THE PHONE ANYTIME</small>	<a href="https://www.childline.org.uk">https://www.childline.org.uk</a> Tel: 0800 1111
<b>kooth</b>	<a href="http://www.kooth.com">www.kooth.com</a>
<b>NSPCC</b>	<a href="https://www.nspcc.org.uk">https://www.nspcc.org.uk</a> Tel: 0207 825 2505
<b>Believe in children</b> <b>Barnardo's</b>	<a href="https://www.barnardos.org.uk/">https://www.barnardos.org.uk/</a> Tel: 0800 1111
<b>SAMARITANS</b>	<a href="http://www.Samaritans.org/">www.Samaritans.org/</a> Tel: 116 123 (24 hours a day/ free to call)

# MIND OVER MIRROR

## PARENTING FOR A HEALTHY BODY IMAGE



**This content was co-created with a diverse group of parents who know first-hand the challenge of modern parenting. We hope it provides a starting point for parents to navigate the topic of body image with their tweens and teens.**



## WHEN YOU SAY THE WORD 'PERFECTION' WHAT COMES TO YOUR MIND?



We asked teenagers what they thought about when they hear this loaded word.

For teens and tweens, 'perfection' conjures up images of smooth-as-silk skin; dazzling faces; shining hair; edgy; flawlessly put-together; stylized.

After much prompting, then came the associations of 'perfection' with school grades, behavior – all those other "minor" considerations (minor for them, anyway!).

## FOR TWEENS AND TEENS, 'PERFECTION' OFTEN RELATES TO PHYSICAL APPEARANCE

Of course, ask those same teens if anyone has achieved perfection, and they show how clued up they really are on this topic. They know it's unachievable. They know those Insta-"perfect" models use filters, lighting, make-up, angles – all the tricks to achieve that 'flawless' shot. They know more about all that than we parents do!

Does knowing that it's fake make a difference? It seems not. Many teens still aim to achieve perfection, despite knowing how unachievable it is.

From social media to the school gates, the influences on body image are many and they are difficult to escape from.



## "BUT WHAT CAN WE DO ABOUT IT?" I HEAR YOU SAY

This guide explores some of the ways that parents can explore these important topics of body image with tweens and teens.

As part of Mental Health Awareness Week 2019, the Mental Health Foundation published research on [Body image: How we think and feel about our bodies \(PDF\)](#).

The research shows that body image is closely connected to our sense of self, our wellbeing, and our mental health.

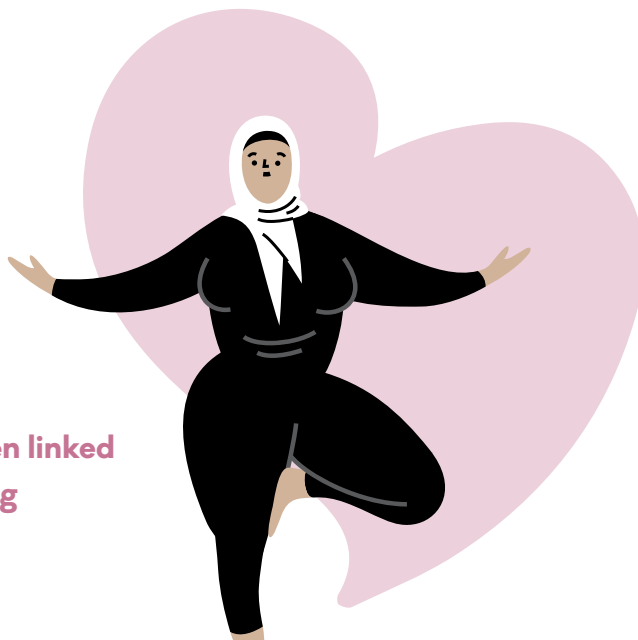
We know that body image matters. The challenge for parents is often knowing what we can do to help our kids develop and maintain a healthy body image.

## WHAT DOES A HEALTHY BODY IMAGE LOOK LIKE?

We hear much talk nowadays of 'healthy' and 'unhealthy' body image. But what does a healthy body image even look like?

For one thing, having a healthy body image is not about how healthy we are or about how we look. It's really about how we feel about our bodies. Health and other factors can influence our body image.

**Body satisfaction and appreciation have been linked to better wellbeing and less unhealthy dieting**



## WHAT CAN PARENTS DO TO BE A BUFFER FROM THE INFLUENCES THAT AFFECT OUR CHILDREN'S BODY IMAGE?

### TIP#1 COMPLIMENTS TO THE TWEEN

In a world that seems to value appearance above everything else, our own behavior as parents can either increase or decrease the effects of social media and peers.

Research tells us that our body image is greatly affected by our relationships.

Some people say that we shouldn't

Almost one third of adults (32%) think: "My value as a person depends on how I look"



compliment our children's appearance.

Others would disagree with that. After all, who doesn't like to hear those words: "You look nice". The question is... How much do we value our children for looking a certain way? Do we reinforce the view that appearance = value?



## EXPERIMENT#1

**Compliment your child on how they look:**

**That shirt looks  
good on you!**

**You have  
great skin!**

**You have  
beautiful hair!**



**Watch  
their  
reaction**

**Now try complimenting them for something that they are:**

**You are such a helpful  
person, it's so nice having  
your help with the laundry**

**You are such a good  
friend, helping out  
others like that!**



**Again,  
watch their  
reaction**

## NOTICE:

**What is the difference in how your child responds to each type of compliment? Which one seems to make them feel happier, or more connected to you?**

Complimenting children's appearance can bring an embarrassed reaction, or they might reject the compliment entirely.

However, there's no downside to complimenting behaviors and attitudes.

Giving compliments that are about character, attitudes or actions can build up a

positive self-image that isn't related to how we look. They can help children feel valued for something that they can build upon.

There's nothing wrong with complimenting our child on how they look. Try to also use plenty of character-based compliments throughout the day.

**Character-based compliments reinforce the idea that we are each valuable because of who we are, not because of how we look.**

## TIP#2 DON'TCOMPARE.COM

We parents can easily fall into the trap of comparing our children to others, even when making positive comparisons.

We want our children to make good, healthy choices. Sometimes we undermine

their confidence by comparing them, positively or negatively, to other people.

This promotes the habit of comparing ourselves with others, which often leads to negative self-comparisons.

### AN EXAMPLE OF 'POSITIVE' COMPARISON:

Her skin is so perfect.



CHILD

You have good skin as well.



PARENT

This parent is well-meaning. They want to build their child up, in comparison to others. Body comparisons can be a trap. We can acknowledge the comment ("Yes, she does"), without making comparisons between the other person and our own child.

### AN EXAMPLE OF NEGATIVE COMPARISON:

Her skin is so perfect.



CHILD

Well you would have perfect skin too, if you stopped eating all that sugary junk!



PARENT

OUCH!

This parent is well-meaning too. They want their child to look healthy and be healthy. However, comments like this can reinforce body comparisons, and support a habit of negative self-comparisons. These habits can cause self-blame about how we look, which makes it very difficult to be accepting of our own appearance.

Mums and dads, let's not compare our children to others. We can promote a healthy body image by encouraging our children away from body comparisons. This builds a habit of appreciating uniqueness and individuality.

## TIP#3

### NOT ALL FILTERS ARE EQUAL

Does your child edit every photo? Is every selfie filtered to 'perfection'?

If so, your teen or tween may feel self-conscious. They may find it difficult to accept their natural appearance.

Filters are everywhere. They are mostly unavoidable. However, not all filters are equal.

Some filters are intended to "enhance" a person's appearance. Others are designed for laughs, for novelty or just because (I mean, why the potato-face filter? Really, just why?)

When young people over-use filters to 'perfect' their appearance, we can balance

this out by taking selfies together with them, without filters, or using funny filters instead.

Photos can be a chance to remember precious times together. This is even more important with teenagers, when spending time together happens less easily.

Make the most of the selfie-trend by doing a selfie-shoot together. The aim is to have a laugh and create memories for you to keep.

**Note:** the aim is **not** to post the photos all over social media – this could undermine your efforts, increasing your teen's self-conscious or anxious feelings.

## TIP#4

### ASK YOURSELF: HOW'S MY OWN BODY IMAGE DOING?

As parents, our own body image is bound to affect how we relate to our children's body image. Just as with our physical health, it's hard to look after someone else if we ourselves are struggling.

The Mental Health Foundation published [seven tips that you can use to promote a healthy body image in yourself.](#)

## TIP#5 TREATMENTS AND SURGERIES

It may come as a surprise to know that young people are increasingly the target audience for advertisements about cosmetic surgeries and treatments. From surface-level procedures like skin treatments through to invasive surgeries, young people today are bombarded by one primary message: "Your natural look is just not good enough".

[The Mental Health Foundation report on body image](#) showed that body dissatisfaction is common, and often profound, in the teenage years. Whether it's acne during the teenage years or dissatisfaction with the shape of a nose or lips, the developing body is often a source of shame, embarrassment or disappointment. Advertisements for cosmetic

treatments take advantage of that sensitive time of life, by targeting adverts to increasingly younger audiences via social media, email adverts and high street promotions.

We can't control all the messaging and advertisements that our teens are exposed to. Judgement isn't helpful either. But we can talk about the reality of cosmetic treatments with open honesty.

Conversations that raise questions about treatments are important. Questions such as, "What are the risks?" "What are your consumer rights?" "What are the qualifications of the provider?" "What is the long-term cost?" can be raised with your teen before they go ahead with any treatments.

**If your teen or young adult is considering having a cosmetic treatment, you can explore the following in conversation with them:**

**Is this something you will still want in a year's time? In-the-moment decisions to get treatment may lead to regret.**

**Look for provider credentials – are they a registered provider of the specific type of treatment?**

**Be wary of 2 for 1 offers or other 'deals' aimed at saving cost, often at the expense of quality and professionalism**

**What are the options if the treatment goes wrong or isn't what you expected?**

The aim is not to cast judgment on any decisions. The aim is to enable your young person to make an informed decision, whatever they choose for themselves. This way, they can get counsel and think more deeply before making choices.



## IN SUMMARY

Parents can either counterbalance or promote unhelpful messages in the home. Do we reinforce the idea, maybe with throwaway comments, that our children's looks are unsatisfactory? That they aren't good enough? That they need to 'fix' this or that?

### **Or...**

Do we emphasise the beauty of their uniqueness? Do we highlight the value of their individuality? Do we appreciate their natural look? Do we praise the quality of their character? Do we promote a message of health and wellness, rather than 'perfection' or inadequacy?

No one can get it right all of the time.

There are many influences on our teens' and tweens' body image. Being aware of the influences on body image, and using strategies to counter unhealthy influences, will go a long way towards promoting a healthy body image in your family home.

Above all, fostering a healthy relationship with our kids allows for open communication and understanding, providing the building blocks for a healthier body image throughout their lives.

