SupplementaryTable 1.

*Overview of the two programs including example activities from each module and risk factors targeted*

|  |  |
| --- | --- |
| ***Student Bodies (SB)*** | ***Media Smart-Targeted (MS-T)*** |
| *1. Body image, self-esteem*  - Exercises to challenge the thin-body ideal, assess components of self-esteem. All sessions include readings; sessions 2-9 journaling | *1. Stereotypes: We are not all the same*  - Find on online advertisements that stereotype men, women and lifestyle then make a virtual poster to ‘send-up’ these stereotypes |
| *2. Cultural images of beauty, changing body image*  - Video clip about impact of Barbie doll, exercises on identifying and changing body triggers. Body image journal is introduced. Letter to my body exercise to help identify thoughts and feelings about one’s body. Personal assessment of eating disorder risk. Personal stories. | *2. Media advertising: What tactics are used?*  - Video clips showing various techniques used pre and post photography to manipulate images presented in media |
| *3. Body image journaling, quick feel good body tips, physical exercise, nutrition basics*  - Exercises to deal with negative body image triggers and observing natural range of body shapes and sizes, food craving, food myths | *3. Pressure: Who places pressure on us and what can we do about it?*  - Social media pressures “you look so different on Facebook”  - Strategies for reducing appearance checking and managing emotions when feeling distressed (e.g., 3-minute breathing space, distress tolerance strategies) |
| *4. Challenging negative thoughts, developing an exercise program, why diets don’t work*  - How to work with body image, challenge negative thoughts, develop a physical exercise plan, gain a “new perspective” on one’s body. Users are asked to make a commitment not to diet for at least six months | *4. Pressure: Looking after ourselves and our peers*  - Developing helpful for a hypothetical friend who has emailed for help regarding experiencing pressures re eating or appearance |
| *5. Body image journaling, dealing with critical comments and bingeing*  - Assessment /feedback of “over-exercising”, video on dealing with critical comments and accompany exercise, Mirror, Mirrror exercise to practice observing body in a non-critical manner, relaxation exercise, survey/feedback of binge eating, binge-eating intervention strategies | *5. Putting pressure on the media: Praising the good and protesting the bad*  - Examples of helpful vs unhelpful media messages (e.g., contradictions in “love your body” editions of magazines). Select own media message and construct email either praising or protesting the message conveyed. |
| *6. Monitoring exercise, eating habits, clothing, snacking, how to help a friend with eating disorders*  - Assessment/feedback about continue to eat when one is no longer hungry, exercises to learn to trust one’s body’s signals, learning to identify how clothing affects mood, how to select items and styles to maximize positive feelings | *6. Staying Media Smart: Managing the pressures on how we eat*  - “Setting the record straight”: 4 evidence-based tips towards a healthy relationship with food. Choose one to recommend to a friend who has been worried about their eating or appearance. |
| *7. Goal setting, eating in public*  - Goal setting practice, videos about cafeteria food, dealing with negative comments about one’s eating, | *7. Is advertising harmful: What do you think?*  - Choose either “is advertising harmful?” or “Advertising won’t harm young people if they..”  - Choose a type of presentation to make (e.g., wallpaper for computer screen) to communicate own thoughts on this topic |
| *8. Summary, review, planning for the future,*  - Assessment/review of body image, components of self-esteem exercise, nutrition eating disorders | *8. Where would I like to head?*  - Questions aimed at eliciting personal values then focusing on short and long-term goal setting and the plans needed to reach these |
| *9. Maintaining a healthy support system, dealing with the media, what to with setbacks, reflection*  - Stories about social support from friends and others, media awareness exercises, examples of dealing with setbacks | *9. Where to from here?*  - Brief review and final tips for managing those very normal thoughts of “even though I know it’s fake, I still want to look like it” |
| ***Risk factors targeted:*** Dieting, excessive exercise, weight and shape concerns, binge eating, thin-body ideal internalization | ***Risk factors targeted:***media internalization, perceived pressure to be thin, weight concern, ineffectiveness |
| ***Content consistent across each module:*** Modules begins with session goals/outline, following by sessions content, activities and readings and ends with questions/issues to address/commit to in personal journal and feedback about program | ***Content consistent across each module:*** Module commences with questions following-up on last week’s content; interactive content; asking for participant reflections at the end of each module and small goals to commit to over the coming week. |