



**'It's on your conscience all the time': a systematic review of perspectives on obesity amongst young people in the UK aged 12-18.**

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4 **'It's on your conscience all the time': a systematic review**  
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7 **of perspectives on obesity amongst young people in the**  
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For peer review only

## Abstract (299 words)

**Objective** To synthesise the perspectives of young people in the UK on obesity, body size, shape and weight.

**Design** Systematic review of qualitative studies using thematic synthesis.

**Data sources** Sensitive searches of 18 electronic databases from 1997 – February 2010 supplemented by grey literature searches.

**Study selection** Studies produced since 1997 using qualitative methods to collect perspectives of people aged 12-18 in the UK, reporting methods for data collection or analysis. Studies of people with eating disorders and those rated low in reliability and usefulness were excluded.

**Results** Searches identified 30 studies involving a range of young people and contexts. Young people of all sizes placed considerable emphasis on personal responsibility, and on the social, rather than health implications of being overweight. Young people with experience of obesity described severe, unrelenting, size-related abuse and isolation. Regardless of their own size, young people were judgemental of individuals who were overweight, but those with experience of obesity described an environment that contained multiple barriers to weight loss. Only one study asked young people directly what might support them in developing or maintaining a healthy body size. Study findings were configured under three main themes, labelled with quotes from included studies: general perceptions of size and society's responses ('It's on your conscience all the time'); the experiences of young people who were overweight ('If I had the choice I wouldn't be this size'); and these larger young people's experiences of trying to lose weight and suggestions for action ('Make sure, even when it's hard, you've got people there').

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3 **Conclusions** The perspectives of young people in the UK, when synthesised across the  
4 spectrum of body sizes, paint a picture of a stigmatising and abusive social world. Research  
5 and policy need to engage young people actively so as to address the social implications of  
6 obesity.  
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## 'Article summary' section

### Article focus.

- This study examines the views of young people in the UK aged 12-18 on obesity and body size.
- It explores these young people's perspectives in the context of the values and norms held by their peers.
- It asks what meanings are attributed to body size by young people, what factors they see influencing body size, what experiences they relate to body size and what changes they think may help them achieve or maintain a healthy weight

### Key messages

- This review contributes to the study of obesity by giving a voice to young people.
- It finds that the young people in the UK describe a social world that is stigmatising, abusive and contains multiple social barriers for those who are overweight.
- Research needs to engage young people more appropriately so as to help identify means that can be used to address the negative social implications and other challenges of obesity.

### Strengths and limitations of this study

- Together, the synthesised studies included a total of over a thousand young people with experience of a range of body sizes.
- Comprehensive searches sought out less easily identifiable literature that increased the richness of data for analysis.
- The review identified only a small body of studies that enabled young people to help identify priorities for study and analysis.

## BACKGROUND

Obesity in young people in the UK continues to be a public health issue. A recent England-wide survey found that over 23 % of boys and 16 % of girls aged 11-15 would be grouped in this category.[1] Young people who are overweight can experience physical ill-health due to obesity while they are still young[2-3] and have an increased risk of being overweight as an adult.[4] Studies have found low levels of mental health in young people classified as obese.[5]

The influences on body weight are complex and multi-levelled. Highly complicated 'system maps' have been developed to try to describe the many links between body weight and biological and genetic factors, individual behaviour, and influences from individuals' social and physical surroundings. [6] Nonetheless, press coverage often emphasises individual choices over structural factors that might influence weight gain.[7-8] In contrast, weight gain in the population has been characterised in the field of public health as, 'the inevitable – and largely involuntary – consequence of exposure to a modern lifestyle',[9(p5)] or due to the 'obesogenic environment'. [10-11] It is also recognised that, once a certain weight is gained, multiple factors act to make that weight extremely difficult to lose, and even likely to increase.[11]

In terms of social values, despite its increasing prevalence, obesity still transgresses social norms. To be very overweight is seen as morally reprehensible.[12-13] Judgements in the general population about obesity are imbued with ideas about personal responsibility and stereotyping is common, with obesity linked with socially undesirable behaviours and other attributes, such as weakness of will, laziness and greed.[14-15] Such attitudes appear to be mirrored in people's behaviours and experiences; studies of adults who are very overweight

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3 show that they experience both stigma and discrimination and that this impacts negatively on  
4 their well-being.[16-18]  
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9 Research evidence to help us decide how to prevent or deal with obesity in young people is  
10 limited.[19-20] Intervention research regularly fails to consider what young people  
11 themselves think,[21] and yet young people are likely to have insights into factors that  
12 influence their own weight and that of their peers, and ideas about how they can be  
13 supported to keep their own weight within a healthy range. Research that explores these  
14 insights can inform initiatives that aim for positive outcomes.[22-23]  
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25 The techniques available for systematic reviews of research, perhaps better known for the  
26 aggregation of intervention effect sizes, also include those for meshing together, or  
27 configuring, study findings.[24] Configuration in systematic reviews can help make sense of  
28 multiple accounts from varied perspectives and so build theory about lived experience.[25-  
29 26] The authors know of only five previous systematic reviews that include views on body  
30 size. A companion review to this study explored children's views (aged 4-11).[27] The others  
31 all explore the views of adults,[28-31] with the first of these also including the perspectives of  
32 young people diagnosed as obese. The systematic review presented here examines recent  
33 research findings from the UK where young people aged from 12-18 provide views about  
34 their own body sizes or about the body sizes of others. It aims to help inform the  
35 development of practice and policy-based initiatives and the commissioning of further  
36 research in ways that put the perspectives of young people at the fore-front.  
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53 **A note on language:** Descriptive terms for body size are extremely value laden. We have  
54 tried to restrict our use of terms that could potentially further stigmatise individuals or cause  
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3 offence. We have avoided unqualified use of possibly pejorative terms unless young people  
4 or others are quoted as using them to describe themselves. It is also difficult to report body  
5 size variation in the literature with precision, since the body sizes of participating young  
6 people are often not explicitly specified by study authors, or identified by young people  
7 themselves. When authors have indicated a distinction, we have used the phrase 'healthy  
8 weight/size' to contrast young people who are not overweight with those who would be  
9 classified as overweight. We have used 'large', 'larger', or 'overweight' interchangeably to  
10 indicate that young people have a larger body size when this information is available in study  
11 reports. We have also used the phrases 'very overweight/ large' to indicate that a young  
12 person is identified as having been diagnosed as clinically obese, or as having a body mass  
13 index in excess of 30.  
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## 29 **METHODS**

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32 We searched 18 electronic databases from the fields of health, public health, education,  
33 social science and social care in February / March 2010, taking care to include sources rich  
34 in UK-based journal and report literature. Controlled term and free-text searches were used  
35 that combined sets of terms for young people, body size, views research, and geographical  
36 location. We also searched six key journals and 54 websites by hand, used internet search  
37 engines, scanned reference lists, looked for papers that had cited key studies, and contacted  
38 key informants for relevant research (Web only file 1). We managed review data using the  
39 specialised online review software EPPI-Reviewer.[32]  
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## Study selection

We included studies that reported views about obesity, body size, shape or weight, sought from children in the UK aged 12 - 18. We defined *views* as attitudes, opinions, beliefs, feelings, understandings or experiences, and excluded studies that measured only health or weight status, behaviour or factual knowledge. Studies needed to have used qualitative data collection methods (e.g. in-depth or semi-structured interviews and/or focus groups) and, as a minimum, to have described one of two key aspects of a study's methods (data collection or analysis). We sought studies published in English since the start of 1997 (to cover a period of heightened interest in the topic of obesity). We excluded studies solely of young people with an eating disorder diagnosis. This last criterion was the only one not set out in the review's protocol (which is available from the authors). These inclusion criteria were piloted by the first four authors of this study and a sample of early screening decisions was double-checked by the first author. Screening was thereafter done individually.

## Describing and appraising studies

We described the final set of included studies using a standardised classification system,[33] supplemented using frameworks from previous reviews of the views of children and young people.[25] The quality of included studies was appraised using criteria modified from a set developed for examining the findings of evaluations of intervention processes (Table 1).[34-35] The studies were each allocated a 'weight of evidence' with two dimensions. First, we rated the reliability of the findings (using criteria 1 to 4). Secondly, we rated the findings' usefulness (based on the richness and complexity of analysis, and the privileging of perspectives, e.g. methods encouraging young people to prioritise issues for discussion – using criteria 5 and 6). Two reviewers worked independently on each study, before reaching consensus. We excluded studies from the synthesis if they were rated low on both dimensions.

[Table 1 to go about here]

**Table 1. Criteria used to appraise study quality <sup>§</sup>****Criterion** (with guidance for reviewers)**1 Were steps taken to increase rigour in the sampling?**

Consider whether:

- \*the sampling strategy was appropriate to the questions posed in the study (e.g. was the strategy well reasoned and justified?);
- \*attempts were made to obtain a diverse sample of the population in question (think about who might have been excluded; who may have had a different perspective to offer);
- \*characteristics of the sample critical to the understanding of the study context and findings were presented (i.e. do we know who the participants were in terms of, for example, basic socio-demographics, characteristics relevant to the context of the study, etc.).

**2 Were steps taken to increase rigour in the data collected?**

Consider whether:

- \*data collection tools were piloted/(and if quantitative) validated;
- \*(if qualitative) data collection was comprehensive, flexible and/or sensitive enough to provide a complete and/or vivid and rich description of people's perspectives and experiences (e.g. did the researchers spend sufficient time at the site/with participants? Did they keep 'following up'? Was more than one method of data collection used?);
- \* steps were taken to ensure that all participants were able and willing to contribute (e.g. processes for consent, language barriers, power relations between adults and children/young people).

**3 Were steps taken to increase rigour in the analysis of the data?**

Consider whether:

- \* data analysis methods were systematic (e.g. was a method described/can a method be discerned?);
- \*diversity in perspective was explored;
- \* (if qualitative) the analysis was balanced in the extent to which it was guided by preconceptions or by the data);
- \*the analysis sought to rule out alternative explanations for findings (in qualitative research this could be done by, for example, searching for negative cases/exceptions, feeding back preliminary results to participants, asking a colleague to review the data, or reflexivity; in quantitative research this may be done by, for example, significance testing).

**4 Were the findings of the study grounded in/ supported by the data?**

Consider whether:

- \*enough data are presented to show how the authors arrived at their findings;
- \*the data presented fit the interpretation/support claims about patterns in data;
- \*the data presented illuminate/illustrate the findings;
- \*(for qualitative studies) quotes are numbered or otherwise identified and the reader can see that they don't just come from one or two people.

**5 Please rate the findings of the study in terms of their breadth and depth.**

Consider whether:

(NB: it may be helpful to consider 'breadth' as the extent of description and 'depth' as the extent to which data has been transformed/analysed);

\*a range of issues are covered;

\* the perspectives of participants are fully explored in terms of breadth (contrast of two or more perspectives) and depth (insight into a single perspective);

\*richness and complexity has been portrayed (e.g. variation explained, meanings illuminated);

\*there has been theoretical/conceptual development.

**6 To what extent does the study privilege the perspectives and experiences of young people?**

Consider:

\* whether there was a balance between open-ended and fixed response options;

\*whether children were involved in designing the research;

\* whether there was a balance between the use of an a priori coding framework and induction in the analysis;

\*the position of the researchers (did they consider it important to listen to the perspectives of children?);

\* whether steps were taken to assure confidentiality and put young people at ease.

**7 Overall, what weight would you assign to this study in terms of the reliability/trustworthiness of its findings?**

*Guidance: Think (mainly) about the answers you have given to questions 1 to 4 above.*

**8 What weight would you assign to this study in terms of the usefulness of its findings for this review?**

*Guidance: Think (mainly) about the answers you have given to questions 5 and 6 above and consider:*

\*the match between the study aims and findings and the aims and purpose of the synthesis;

\*its conceptual depth/explanatory power.

**\$ The following responses were available for these questions:1-3.** Yes, a fairly thorough attempt was made; Yes, several steps were taken; Yes, a few steps were taken; No, not at all/Not stated/Can't tell. **4.** Good grounding/support; Fair grounding/support; Limited grounding/support. **5.** Limited breadth or depth; Good/fair breadth but very little depth; Good/fair depth but very little breadth; Good/fair breadth and depth. **6.** Not at all; A little; Somewhat; A lot

## Analysis

Four reviewers worked on the analysis. We used thematic synthesis to examine each line of each study's findings and create codes that described meaning and content.[36] Findings were sought throughout the report, not just from results sections. We looked first at studies with views from young people described as having experience of being overweight, and then moved on to the remainder. We looked for similarities and differences between codes as the code set grew, and attempted to identify a smaller set of themes that captured the most recurrent and most emphasised ideas across the full range of studies' findings, while also looking for contradictory ideas. This smaller set of ideas was developed in the light of the review's questions, the themes identified in our earlier review of children's views, [27] and authors' descriptions of body size status (experience of overweight vs. otherwise). The lead author then wrote a narrative to illustrate the themes, with direct quotes from the included studies used as theme headings. We also consulted a group of young people (PEAR), convened by the National Children's Bureau to enable young people's views and opinions to influence public health research.[37] We worked with the group for one and a half hours within a longer group residential. The group was presented with illustrations of the synthesis themes and asked whether this seemed believable and whether anything might be missing, as well as for ideas about how to present findings.

## RESULTS

### The state of the literature

We found and screened 28,267 citations and identified 30 studies for the review's synthesis (Web only file 2 presents the flow of studies through the review).

[Table 2 to go about here]

Table 2: Details of included studies: aims and sample characteristics (N=30)

Study [reference no]	Aims	Sample size	Weight status	Data collection and analysis methods
Billings et al. (2008) [w1] <sup>38</sup>	To explore factors which motivate and create barriers to engagement in regular physical activity for 11-12 and 14-15 year old girls.	91	Not stated.	Group interviews Content analysis
Bramham (2003) [w2] <sup>39</sup>	To explore boys' perceptions and experiences of school-based PE and involvement in extra-curricular and out-of-school physical activities.	24	Mesomorphic (i.e. compact and muscular) (mainly).	Individual and group interviews Data analysis method not reported.
Cockburn and Clarke (2002) [w3] <sup>40</sup>	To explore the cultural and sub-cultural aspects of teenage girls' and young women's lives which influence their involvement in sport and PE.	6	Not stated.	Individual interviews Reflexive interpretation and biographical analysis
Curtis (2008) [w4] <sup>41</sup>	To explore the experiences of young people with obesity within the secondary school environment in relation to areas of concern prioritised by the HSP (Healthy Schools Project)	17	Not stated. (participants recruited from community-based obesity intervention programme.)	Individual and group interviews Thematic analysis
Daley et al. (2008) [w5] <sup>42</sup>	A qualitative study nested within a randomised controlled trial explored obese adolescents' experiences of participation in an exercise therapy intervention.	25	Classified as obese or morbidly obese.	Individual interviews Thematic analysis
Flintoff and Scraton (2001) [w6] <sup>43</sup>	To explore young women's perspectives of and attitudes towards involvement in physical activity and physical education (PE). Explores the nature, purposes and experiences of involvement, both in and out of school and interface between identities, structures and cultural settings. Located within developing feminist theoretical debates.	21	Mesomorphic (mainly).	Individual interviews Thematic analysis
Frost (2001) [w7] <sup>44</sup>	A theoretical, feminist, sociological enquiry examining the direct perception of young women about how they, and their contemporaries, experience their bodies.	7	Not stated.	Group interviews before and after art class, plus questionnaire Data analysis method not stated
Gorely et al. (2003) [w8] <sup>45</sup>	To develop the concept of gender-relevant physical education combining the work of Pierre Bourdieu and his notion of the habitus and feminist philosopher Iris Marion's analysis of feminine motility by drawing on data generated from a study of young people's articulation of the relationships between muscularity, physicality and gender.	348	Not stated.	Group and individual interviews Data analysis method not stated
Griffiths and Page (2008) [w9] <sup>46</sup>	To examine the relationship between obesity and victimisation, and the impact it has on peer relationships.	5	Classified as obese.	Sequence of two to three individual interviews Interpretative phenomenological analysis
Grogan et al. (2009) [w10] <sup>47</sup>	To investigate how young men and women smokers and non-smokers talk about the impact of smoking on appearance, with the aim of using these accounts to inform anti-smoking campaigns targeted at young people	47	Not stated.	Group interviews Thematic analysis
Grogan and	To understand how men and boys construct body image including their views	12	none were notably over-	Group interviews

1	Richards (2002) [w11] <sup>48</sup>	on body dissatisfaction, body shape ideals and behavioural concomitants of body image.		or underweight as judged by the researchers	Thematic analysis
2	Health Experience Research Group (2010) [w12] <sup>49</sup> (a-w: see note at table foot)	To examine a range of peoples' perspectives in terms of what someone might expect to experience when diagnosed with a particular condition or illness. All the young people and parents interviewed had been affected by weight issues. The research was done with the aim of populating a website 'youthhealthtalk.org', so as to help people 'share in young people's experiences of health and illness.'	24	Some of the young people had been told they were overweight or were in the medical category 'obese'	Individual interviews, sometimes with friend present Thematic analysis
3	Hester et al. (2009b) [w13] <sup>50</sup>	To uncover in-depth qualitative accounts of intervention impact from obese young people during a period of lifestyle change after attending a residential weight-loss camp.	5	Classified as obese.	Researcher participation in intervention prior to individual interviews Thematic analysis
4	Holt et al (2005) [w14] <sup>51</sup>	To explore children's perceptions of attending a residential paediatric weight-loss camp.	15	Classified as obese.	Individual interviews Thematic analysis
5	Krayer et al. (2008) [w15] <sup>52</sup>	To describe the nature of social comparison processes mentioned spontaneously by boys and girls with a particular focus upon enhancement comparisons.	20	Not stated	Sequence of two individual interviews Grounded theory approach
6	Kurtz and Thornes (2000) [w16] <sup>53</sup>	To gather children's views about their health needs to inform policy and the strategic development of services for school-age children in England.	43	Not stated.	Group interviews Data analysis method not stated
7	Lloyd and Dittmar (1997) [w17] <sup>54</sup>	To broaden and deepen understanding of 'normal' adolescent boys' and girls' body image concerns, in order to provide an appropriate basis for interventions aimed at promoting healthier diet and lifestyle.	56	Not stated.	Individual and group interviews Thematic analysis
8	Lucas and Lloyd (1999) [w18] <sup>29</sup>	To explore adolescents' use of cigarettes to moderate negative emotions.	32 groups with 2-6 girls in each group	Not stated.	Group interview with a video presentation to encourage discussion Thematic analysis
9	Ludvigsen and Sharma (2004) [w19] <sup>55</sup>	To examine the influences upon children and young people in their food choices during the school day.	54	Not stated.	Participant observation and questionnaires followed by group interviews using photographs as prompts Data analysis method not stated
10	Mulvihill et al. (2000b) [w20] <sup>56</sup>	To provide data on the reported drivers and barriers to physical activity among young people aged 5-15 years.	103	Not stated	Group interviews Data analysis method not stated
11	Owen et al. (2009) [w21] <sup>57</sup>	To explore children's (and parents') views and experiences of attending a hospital-based childhood obesity clinic, in order to inform the development of services in primary care.	11	Classified as overweight.	Individual interviews (parents not present) Thematic analysis
12	Percy-Smith (2007) [w22] <sup>58</sup>	To explore young people's understandings and experiences of health as experienced in their everyday lives and according to their own terms of reference rather than in response to policy priorities.	62	Not stated	Participative action research using: young people considering relevant research conducted by their peers, followed by interactions between young people and health professionals, group art work and plenary discussion

				Thematic analysis
Reid and Hendry (2001) [w23] <sup>59</sup>	To examine young people's health concerns within the context of young people's own perspectives.	37	Not stated	Series of two group interviews Thematic analysis
Shucksmith and Hendry (1998) [w24] <sup>60</sup>	To examine young people's views about diet, weight, their appearance and the impact of fashion norms.	50 group interviews, 44 individual interviews	Not stated	Group interviews Thematic analysis
Velija and Kumar (2009) [w25] <sup>61</sup>	To explore, through focus group interviews with Year 10 girls, how girls' experiences of PE and GCSE PE are gendered.	16	Not stated	Group interviews Thematic analysis
Wallace et al. (2007) [w26] <sup>62</sup>	To explore adolescents' experience of the impact of having cancer, including the burden of illness, treatments and resultant appearance changes.	8	Not stated	Individual interviews Interpretative phenomenological analysis
Willett (2008) [w27] <sup>63</sup>	To provide empirical evidence which will look past the structure–agency dichotomy to see how human agency and social structure act through each other to influence pre-teen and teen girls' consumption of fashion and digital media.	26	Not stated	Art work and individual interviews Thematic analysis.
Wills et al. (2006) [w28] <sup>64</sup>	To explore the embodied perceptions of obese, overweight and 'normal' weight young teenagers [from socio-economically disadvantaged families living in Eastern Scotland], within the socio-cultural contexts in which these young teenagers live their everyday lives.	36	Classified as overweight or obese (N=18), 'normal' weight (N=18).	Individual interviews Thematic analysis
Wills et al. (2008a) [w29] <sup>65</sup>	To examine the dietary practices and health and weight conceptualisations of BMI-defined obese/overweight and non-obese/overweight young teenagers from middle-class families; to situate these observations within the 'habitus' of the family by exploring these issues from the perspectives of their parents; and to compare these data to the data already collected in an earlier study involving young working class teenagers.	36	Classified as overweight or obese (N=18), 'normal' weight (N=18).	Individual interviews Thematic analysis
Wills (2005b) [w30] <sup>66</sup>	To examine how the new social contexts experienced by young people after leaving school are related to everyday food practices and eating habits.	31	Not stated	Food diaries and individual interviews Thematic analysis

Note: The findings for the Health Experience Research Group (2010) study [w12], are contained in a series of webpages, which are represented in this paper's text by the letters a-w. To save space in this paper, readers who want to follow the links to each webpage are referred to this study's full technical report at <http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=3395>.



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3 The 30 studies varied considerably in terms of their stated aims and data collection methods. Table 2  
4 describes each study briefly and specifies the code that is used to reference the study in this paper (w1-  
5 w30). Thirteen studies focused directly on body size, shape or weight. Five of these focused on the views  
6 of young people who were or who had been overweight about their recent experience of an intervention for  
7 losing weight,[w4, w13-14, w21] or encouraging physical activity.[w5] The other eight asked young people  
8 to describe their own and others' experiences of being a certain body size, or for more general views about  
9 body size or image.[w7, w9, w11-12, w15, w17, w28-29] The remaining 17 studies focused on young  
10 people's overall health needs,[w16, w22-24] food,[w19, w30] smoking,[w10, w18] cancer,[w26] clothes and  
11 identity,[w27] physical education,[w2-3, w6, w8, w25] and physical activity.[w1, w20] Most, but not all of the  
12 findings from young people with experience of being overweight were identified from nine studies.[w4-5,  
13 w9, w12-14 w21, w28-29] It was often not possible, from these and other studies, to identify the extent to  
14 which participating young people were overweight (e.g. classifiable as obese, as opposed to overweight).  
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31 In terms of quality, only three studies,[w4, w12, w28] were judged to have highly reliable findings (Web only  
32 file 3). Seven studies were judged highly useful. [w4-5, w9, w12-14, w28] Six studies were excluded from  
33 the synthesis on quality grounds. [67-72] (For an indication of the contribution of each included study see  
34 Web only file 4.)  
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### 43 **Young people's views**

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45 Analysis of the findings of each study resulted in three main themes, each with further sub-themes (Table  
46 3): (i) general perceptions about different body sizes and society's responses to them – which were often  
47 couched in moral terms ('It's on your conscience all the time'); (ii) Overweight young people's experiences  
48 that they linked to their size ('If I had the choice, I wouldn't be this size'); and (iii) Overweight young  
49 people's experiences of trying to lose and maintain weight and their suggestions for action ('Make sure,  
50 even when it's hard, you've got people there'). The PEAR group considered these themes to be believable  
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1 but members were concerned by the severity of accounts that they read. They suggested that when writing-  
2 up we should try to avoid further upset. In response, we attempted to avoid language that labelled young  
3 people, and included in the synthesis cases illustrating constructively resistant or positive attitudes. The  
4 rest of this section details the findings of the synthesis, with each of the above main themes addressed in  
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14 [Table 3 to go about here]  
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For peer review only

Table 3 Quotations from study participants to illustrate each theme

Themes	Illustrative quotes from participants (also see quotes in the text) [Study reference no.]
<b>It's on your conscience all the time</b>	
It's down to me	I mean if you're the one that wants to lose weight, then you can't say "Right, mum, can you lose weight for me?"... you're the one who has to go out for exercise and cut down on your foods and that eh? That's... what I ken, its doon tae me. [Nick, male, 13yrs, ethnicity unspecified, very overweight][w28 p400]
	I would love to say it's all to do with genetics and I have nothing to do with it, but I know that what I do isn't particularly healthy and therefore it's due to me as well... I think it's for me it's just the fact that I'm stubborn and lazy and that I like eating my food. [Holly, female, 18yrs, white, very overweight][w12m]
It's like a girl thing?	Tobias: ...I'm a couple of inches shorter than all my friends as well and I feel pressure. Tom: If you've got friends who are like quite big in build you want to be the same as them. Although you might not be able to do anything about it, it's on your conscience all the time. You want to be that sort of size. [Tobias and Tom, male, 16-17yrs, ethnicity unspecified, healthy weight][w11 p229]
If you're fat, then they don't like you	...they (boys) think that if you look good then you're okay but if you're fat... then they don't like you. [female, 11-14yrs, ethnicity and body size unspecified][w18 p24]
People that are right big have right dirty houses	Like when you start thinking ahead, like what are you going to be like, people just sit at home eating pizza all time, I wouldn't like to be one those boring people. I want to be a person that can go out, go on holiday, go to work, have lots of friends, get out of the house... you watch a lot of programmes all people that are right big have right dirty houses. [male, 14yrs, white, very overweight, BMI 31.3][w5 p814]
Being fat is really a bad thing	If you've got someone in your family who's quite fat, you see how they are and you think to yourself, I don't want to be like that. ...It's a bit of a turnoff if you're fat, so you try not to get like that. [Tony, male, 16-17yrs, white, body size unspecified] [w11 p226]
	I think it's all down to like your mental, your mental picture of yourself really ... it's when you're like, "Oh I feel so bad and ugly today." That, that's when you become really bad, and so size isn't the thing, it's more... the way you act, if you act like all closed and in a corner and not socialising, then I mean attractive is someone who is the life and soul of the party, dancing in the middle, having a good laugh.' [Huw, male, 17yrs, white, overweight] w12]
<b>If I had the choice, I wouldn't be this size</b>	
Not wanting to stick out	But the places where I go most of the clientele are like a lot older than me... And that's weird to think that, you know, you'll be, you're wearing the same clothes as like your 50 year old neighbour or whatever... And it isn't nice... you are always thinking about it, especially in public... if I had the choice I wouldn't be this size. [Rachel, female, 17yrs, white, overweight][w12d]
	...it makes you feel really bad 'cos if they're going, "Oh I'm too fat," how's that supposed to ... make you feel 'cos when you're like twice the size of 'em? [Huw, 17yrs, white, overweight][w12b]
Day after day, you're that terrified	it wasn't just a group thing, it was walk down the corridor, and I actually counted this one day.. how many people said something to me, just walking about a hundred yards twenty-three people I think, and you know every day in between every lesson and going, you know, it gets a lot. [Becca, female, 17yrs, white, overweight][w12c]
	Day after day, walking in ... you're that terrified that you don't want to go school, this is what my point of view were like... three years I tried not going to school because I used to get bullied and my mum got took to court. [Eve, female, age and ethnicity unspecified, very overweight][w4 p414]
	I've put on the weight and I still want to do it [participate in PE classes] but it's the glances, it's the sniggers, it's the laughs, stupid things that people were saying, "look at her running along,

	she can barely keep-up.” [Sam, female, 15ys, overweight, BMI 38.0][w9 p41]
	I don't like having to walk into places where I don't know anyone or walking past a group of people; I don't like walking past because of things they might say and they are less likely to say if I've got Diane [sister] with me. [Jane, 17yrs, ethnicity unspecified, overweight, BMI 46.7][w4 p42]
Vicious circles	I was just getting bullied all the time and nobody wanted to be with me. I was always on my own in my bedroom doing my own thing.... [For the first six weeks of a weight-loss programme] I just sat in a corner, didn't talk to anybody. I wouldn't even talk to any of the friends that I'd made. [Chelsea, female, 17yrs, white, overweight][w12s]
	When I cry I eat, but then I eat because I'm crying, but I'm crying because I'm getting bigger, and it's just a vicious circle. [Vicki, female, 18yrs, white, overweight][w12i]
<b>Make sure, even when it's hard, you've got people there</b>	
Easier said than done	I've got a younger brother and we've got all these sort of stuff in house for him and then that's just like a bit, a bit of a temptation... And sometimes when he gets right nice stuff and I'm sat there eating, I don't know, fish, chips, and mushy peas and it's just not right. [Reg, female, 13yrs, white, overweight][w12l]
	[after an exercise intervention] I felt healthier and better and stuff and I felt like I had actually done something. Rather than going home and being a couch potato. [Male, 15yrs, white, very overweight, BMI 37.6][w5 p814]
Yo-yos and pick me ups	I was 14 years old and having so much like, being so unhappy being overweight, finally getting the weight off is amazing, then piling it all straight back on was just absolutely heartbreaking. Yo-yoing up and down in normal diets just, has just become a way of life really now.... It just makes you really doubt yourself. [Vicki, female, 18yrs, white, overweight][w12e]
	[commenting on experience of a community-based weight-loss intervention] You have people who are in the same situation as you... who know what it's like and things like that. If you have a problem or if you have like just a total collapse... you've got people who will just pick you back up. And I think that's been the most thing about it, the most important thing that I've had for me. [Emily, female, 14yrs, white, overweight][w12l]
Be nice. You've got to help.	There's ways to be more tactful. As you know, the doctors that I've had haven't always been particularly nice about it...yeah, there's ways to say things nicely, and although sometimes you need to go for the approach that says, "You need to do something about your weight now," there's, there's ways to be nice about it. [Holly, female, 18yrs, white, very overweight][w12p]
	I'd just say to like parents that ... without you, you won't be, your child won't be able to do it. And you've got to help them as much as they're helping themselves. And just, if you don't help them, they'll think, "Well, nobody's bothered, and, I do try but nobody sees difference." [Alex, female, 14yrs, ethnicity unspecified, overweight][w12a]
	Make sure that even when it is hard, you've got people there. [Cris, 14yrs, gender, ethnicity and body size unspecified][w13 p4]

It's on your conscience all the time

This first main theme included ideas about what can influence body size, who is accountable and concerned, implications, and ideal, aspired to and acceptable bodies.

*It's down to me*

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2 Some young people's accounts of what could influence their weight referred to relatively unchangeable  
3 physical phenomena, such as body metabolism, bone structure, puberty or genetics.[w1, w7, w12, w28-29]  
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5 Young people of all sizes, however, emphasised the individual behaviours of being physically active and  
6 watching what you eat,[w5-7, w11-w12, w20, w23-24, w27-28] and considered body size was within their  
7 own control.[w11-12, w28]  
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13 One study reported that participants stated 'quite fervently' that a young person's size was their own  
14 responsibility,[w28] and in only two studies did young people suggest that some responsibility might lie  
15 elsewhere.[w12, w19] Young people who felt, or already were large made it clear that they knew they had  
16 to do something and tended to be critical of their own self-will.  
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*It's like a girl thing?*

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27 Young people tended to identify young women as being more interested in body weight.[w7-8, w10-11,  
28 w12b, w15, w19, w29] As one put it, 'It's like a girl thing. It's like "oh she is wearing some tight jeans she  
29 looks awful." ' [Male, 13yrs, ethnicity and body size unspecified].[w15 p895] But accounts also identified  
30 young men's concerns, which had the additional focus of height and musculature.[w2, w7, w11, w17]  
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*If you're fat, then they don't like you*

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41 Young people did not necessarily equate a large body size with ill-health,[w28-29] although the need to  
42 lose weight for their future health was identified by young people with a high weight.[w12k] In one study  
43 framed explicitly around body size, only a minority spontaneously mentioned improved health as a benefit  
44 of losing weight.[w28] Some (mainly young men) did report concern that an increased size might, or  
45 already was, reducing physical ability or performance.[w16]  
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55 Far more emphasis was placed on the impact of body size on relationships. Young people with a healthy  
56 size identified how overweight young people would not be respected,[w18] or would be picked on,[w7] or  
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1 bullied.[w28] [see 'Day after day...' below.] Relations with the opposite sex were particularly pertinent.[w8,  
2 w11, w12j, w25, w30]  
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### 8 *People that are right big have right dirty houses*

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10 Young people, many who were themselves a large size, attributed a consistently similar set of negative  
11 characteristics to people with large bodies, describing them as lazy, or unable to control their desire for  
12 food, or both,[w 5, w17, w29] While sometimes young people made efforts not to appear judgemental of  
13 people with large bodies, this was not always the case. This, and participants' emphasis on individual  
14 control are illustrated by one young women saying, 'Fat people, I hate fat people. I don't hate their  
15 personalities, I just don't like the way they look. I just don't know why folk would do that to themselves.'  
16 [Elsbeth, female, 13-15yrs, white Scottish, body size unspecified] [w29 p7]  
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### 28 *Being fat is really a bad thing*

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30 Young people's ideas about which body sizes were valued were consistent across studies. Both sexes  
31 characterised an ideal young woman's body as thin,[w12o, w24, w30] slim,[w17] or skinny.[w2010v, w22]  
32 For both sexes, the ideal for young men was muscular,[w2, w11, w15, w17] and looking fit.[w11, w17]  
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34 Young men themselves added not too muscular,[w8, w11, w12b] and toned.[w12b] The aspirations of  
35 young people with healthy size bodies tended to refer to these ideals, or avoiding being very large.  
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44 In terms of unacceptable body sizes, over half the participants in one study of young women identified  
45 weight as the deciding factor for judging whether your appearance was acceptable or not.[w7 p148] A  
46 participant in another study was more specific, saying, 'Being fat is really a bad thing, more than anything.  
47 More than having a face that is not so good looking.' [14-17yrs, gender, ethnicity and body size  
48 unspecified][w23 p156]  
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55 Overweight young people expressed more complex views about size and acceptability,[w12, w28] for  
56 example explaining how valuing yourself was key to being found attractive by others.  
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2 If I had the choice, I wouldn't be this size  
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4 This second main theme incorporated the views of young people who would be, or had been, classified as  
5 overweight about their experience of being that size. For views on attempting to lose weight or maintain  
6 weight-loss, see 'Make sure, even when it's hard, you've got people there', below.  
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### 10 11 12 13 14 *Not wanting to stick out* 15

16 Overweight young people described how everyday social activities could be difficult because of their  
17 size.[w4, w9, w12, w28] Shopping trips and other social events could leave them feeling excluded, marked  
18 out as different and ashamed and could lead to them questioning themselves,[w12d, w28] and spending a  
19 great deal of time on their own at home.[w4] One participant described this sense of feeling different,  
20 saying 'I ...just wanted to be part of the crowd and not to stick out like a sore thumb... Because sticking  
21 out... when someone sees the person who looks, who is bigger than... most of them, almost everyone  
22 there, that makes you feel really bad.' [Huw, male, 17yrs, white, overweight][w12b]  
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34 Interacting even with friends could be difficult. Some larger young people reported friends saying that they  
35 were ashamed to be seen with them,[w12] others described feeling more confident with peers who knew  
36 them before they became overweight.[w9 pS42] In addition to explicit cases of ridicule and abuse [see 'Day  
37 after day, you're that terrified'], young people described difficult conversations where their peers, who they  
38 judged not to be overweight, had described themselves as fat, solely to gain reassurance that they were  
39 not.[w4, w12, w17, w28]  
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### 51 *Day after day, you're that terrified* 52

53 In just over a third of studies, young people of varied sizes identified bullying as something that was  
54 experienced when you had a large body size.[w2-5, w9, w11-15, w24, w28] Young people classified as  
55 very overweight reported severe incidents of physical abuse, that included being threatened with a knife,  
56 beaten, kicked, pushed down stairs and having objects thrown at them.[w4, w9, w12s] Verbal abuse, such  
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1 as name-calling and using slurs, was described as more common, but, along with less direct abuse, such  
2 as deliberate and extended isolation, whispering, or sniggering, was the source of considerable  
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4 distress.[w4, w9, w12c]  
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10 School was the setting for much of the abuse and it had become so serious for some that they were unable  
11 to attend. Young people identified physical education (PE) lessons as a particular source of exposure to  
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13 humiliating ridicule.[w3, w9]  
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20 Size-related abuse was heavily implicated by young people as a negative factor for their emotional health,  
21 leading to reduced confidence, anxiety (especially around venturing into public spaces), loneliness and  
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23 depression.[w9, w12c]  
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### 29 *Vicious circles*

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31 Young people who would be classified as overweight described a variety of coping strategies. These  
32  
33 included extreme withdrawal, as well as eating to reduce boredom, when stuck at home, and for comfort  
34  
35 following bullying.[w12] Some described how these responses could leave them feeling worse and lead to  
36  
37 other, additional difficulties, including further weight gain.  
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40 In contrast, others appeared to have developed more defiant coping strategies, as illustrated by one  
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42 participant, who said, ' I know more fat jokes than anybody else going. I'm better at it than they are. ... I got  
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44 so low on so many occasions. Now it's just like "you have a problem with me, that's your problem."' [Ann,  
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46 female, 17 years, ethnicity unspecified, overweight, BMI 43.3][w9 pS42]  
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52 Make sure, even when it's hard, you've got people there

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54 This third, and last, main theme incorporated the views of young people about what happens when they are  
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56 overweight and try to lose weight. Also presented here are young people's suggestions as to what actions  
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1 should be taken to support them in maintaining or reaching a healthy weight, and coping with related  
2 stresses and anxieties.  
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### 8 *Easier said than done*

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10 Larger young people described difficulties modifying what they ate,[w12-14] and frustration at repeated  
11 weight-loss attempts.[w12] They were sensitive to the additional effort they felt they had to put into  
12 regulating their food intake compared to their peers.[w12-13, w24] As one participant in a residential camp  
13 put it, 'I thought "I've been good now surely I can't spend the rest of my life spending as much focus on my  
14 weight as I have been doing"... people manage to stay the same weight and they don't really focus on it.  
15 They have their food... and they live their life.' [Ashley, male, 16yrs, ethnicity unspecified, very  
16 overweight][w13p310]  
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28 These young people described various barriers to physical activity. In addition to the abuse described  
29 above when exercising in school, some said that getting tired, or out of breath too quickly, or other size-  
30 related physical complications, such as asthma, got in the way of their exercising.[w5, w12] The availability  
31 of calorie-dense foods sometimes made it difficult to stick to healthy eating plans, especially when others  
32 were enjoying different kinds of food.[w12, w14] Others reported difficulties with family and friends' own  
33 size-related beliefs. These included incorrect dietary advice,[w12-13] and unhelpful pressure to take, or not  
34 to take action.[w12-13, w28]  
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46 Again emphasising personal responsibility, young people who had taken action successfully over their size  
47 emphasised the central importance of avoiding laziness,[w5, w12, w28] and being proud about taking  
48 action.[w12-13, w21, w28]  
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*Yo-yos and pick me ups*

Larger young people described frustration at the slow rate of substantial weight loss.[w12] They were preoccupied with the idea of weight rebounding,[w13-14, w28] and described being demoralised by regaining weight.[w12-13] When talking about things that were helpful for coping with this long-term process of weight loss, young people identified goals, and feedback from others in particular.[w12, w21] Also helpful was support from, and giving support to, others who were going through, or had gone through, the same experience.

*Be nice. You've got to help.*

Overweight young people tended to suggest things that they themselves could or should do to support themselves. Some stated that education regarding the benefits of healthy eating and exercise was important.[w12] They also encouraged other overweight young people to access their psychological resources.[w12, w22] When it came to their suggestions as to what others could do, these centred around the need for professionals and other people to be less judgemental.

They suggested that families could support and encourage them by joining in with their attempts to pursue a healthy lifestyle. Above all, these young people repeatedly emphasized the need for support.

## DISCUSSION

This is the first systematic review of which we are aware that attempts to configure perspectives about obesity from young people with a range of body sizes. It finds that young people in the UK emphasise the social implications of having a large body size more than they do the consequences for health, an overweight body size being problematic for relations with the opposite sex, and, as in our review of children's views,[27] linked to having fewer friends in general and to being teased or bullied. This limited salience of the physical health outcomes of health behaviours has been found in previous reviews of other health-related topics.[73] Similarly, the moralistic attitudes towards obesity and the negative stereotyping of people with larger bodies expressed by young people of all body sizes in this review have both been reported in studies of young people from other countries.[74]

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3 But the reports of the young people in the current review not only emphasise social consequences, they  
4 also refer to key social influences in young people's day to day environments that relate to body size.  
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6 These young people identify ways in which people who are overweight, and ultimately weight itself, can be  
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8 affected by the attitudes and behaviours of those around them. The overweight young people in the current  
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10 review describe in some detail how weight-related taunting and abuse, and being marked out as  
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12 unacceptably different, can lead to them feeling ashamed, isolated and fearful. Studies from outside the UK  
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14 have found that overweight and obesity serve as a gateway to mental and emotional health problems in  
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16 young people, engendering low self-esteem, depression, anxiety and poor body image.[5,74-78] Some  
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18 young people also gave personal accounts of vicious cycles of bullying or isolation leading to comfort  
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20 eating and lowered mood, weight gain and further bullying or isolation. Weight-based teasing has also been  
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22 associated with maladaptive eating and weight control behaviours, such as binge eating in studies of US  
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24 adolescents.[79-80]  
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31 Despite these accounts of social environments that are far from conducive to losing or maintaining weight,  
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33 the young people in this review placed an overwhelming emphasis, regardless of their size, on personal  
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35 responsibility in achieving and maintaining and healthy weight. Far from abandoning this responsibility,  
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37 young people of a high weight appeared all too aware of their perceived inadequacies. They described  
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39 repeated failed attempts to maintain weight loss and blamed and doubted themselves when unsuccessful.  
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41 When weight loss was successful, they were often proud at having conquered 'laziness'.  
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47 Confidence in this review's findings is bolstered by its comprehensive searches. Very sensitive searches of  
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49 bibliographic databases were supplemented by other methods to seek out less easily found literature,  
50  
51 including unpublished reports. As a result, the review also benefited from access to one study's excerpts  
52  
53 from its interview transcripts (published online as part of a self-help website).[49,81] We were able to  
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55 access some of this study's 'raw' data directly in some context as interviewer questions and the responses  
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57 to these were presented together and often in sequence. The sample of this same study, which had a  
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1 preponderance of overweight young people, along with the sampling approach of six other studies gives  
2 this review a good basis from which to study the views of overweight young people in particular. A  
3 limitation of the review was that it identified only a small body of studies that could be characterised as  
4 being research 'for' young people, rather than 'of' them.[82] Only one study, for example, appears directly  
5 to have asked young people what they thought should be done to support them in developing or  
6 maintaining a healthy body size. There is a clear need for research to engage young people more actively  
7 in exploring the circumstances surrounding obesity.  
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18 The young people in this review help remind us that approaches that merely educate and admonish  
19 individuals about lifestyles and being overweight are not only insufficient but also potentially counter-  
20 productive. Increasingly practitioners at the front-line of care, along with members of the general public,  
21 researchers and policy-makers are signing up to coalitions that advocate for the inclusion in policy  
22 discussions of the perspectives of people who are very overweight.[83-84] This systematic review can  
23 contribute to such debates in the UK, in that the views synthesised include clear demands that larger young  
24 people be encouraged, supported and freed from persecution so that they can deal with the complex  
25 phenomenon of obesity in ways that are most appropriate for them.  
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## 39 FOOTNOTES

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13 Data sharing: Technical appendix available at: <http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=3395>.

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16 Web only file 1: Full search strategy.

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19 Web only file 2: PRISMA flow chart

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23 Web only file 3: Study quality

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60 Web only file 4: The contribution of each study to the synthesis themes

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## Web only file 1. Search strategies and sources for

Rees R, Caird J, Dickson K, Vigurs C, Thomas J (2013) *The views of young people in the UK about obesity, body size, shape and weight: a systematic review*. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London.

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## A. Bibliographic databases

### ASSIA (CSA)

Searched on 8.2.10. Search generated 980 records.

(((DE=("adolescence" or "adolescent boys" or "adolescent girls" or "adolescents" or "boys" or "childhood" or "children" or "girls" or "older children" or "pupils" or "school leavers" or "young people"))) or(TI=(child\* OR schoolchild\* OR Boy OR boys OR Girl OR girls OR Minors OR preadolescence OR preadolescent\* OR adolescent\* OR teen\*OR (school N6 student\*) OR pupil\* OR "young people" OR youth OR youths OR adolescence OR pubert\* OR "secondary school\*")) or AB=(child\* OR schoolchild\* OR Boy OR boys OR Girl OR girls OR Minors OR preadolescence OR preadolescent\* OR adolescent\* OR teen\*OR (school N6 student\*) OR pupil\* OR "young people" OR youth OR youths OR adolescence OR pubert\* OR "secondary school\*"))) or(DE="puberty")) and((DE=("obesity" or "anorexia nervosa" or "binge eating" or "body mass index" or "body alteration" or "body dysmorphic disorder" or "body fat" or "body image" or "body image disturbances" or "body mass" or "body shape" or "body size" or "body weight" or "bulimia nervosa" or "compulsive eating" or "dysphagia" or "eating disorders" or "hyperphagia" or "pica" or "purging" or "rapid eating" or "thinness" or "underweight" or "weight")) or(TI=("body composition" OR "body dismorph\*" OR (body WITHIN 3 size) OR (body WITHIN 3 shape) OR "overweight" OR "thin" OR "thinness" OR "skinny" OR "body image" OR "obese" OR "obesogenic" OR obesity OR (weight NEAR body) OR "body fatness" OR fatness OR "weight gain" OR "body weights" OR Bulimia OR Anorexia OR Binge-eating OR "binge eating" OR "disordered eating" OR underweight OR "eating disorder" OR "eating disorders") or AB=("body composition" OR "body dismorph\*" OR (body WITHIN 3 size) OR (body WITHIN 3 shape) OR "overweight" OR "thin" OR "thinness" OR "skinny" OR "body image" OR "obese" OR "obesogenic" OR obesity OR (weight NEAR body) OR "body fatness" OR fatness OR "weight gain" OR "body weights" OR Bulimia OR Anorexia OR Binge-eating OR "binge eating" OR "disordered eating" OR underweight OR "eating disorder" OR "eating disorders")))) and((DE=("emotion psychology" or "psychology" or "acceptability" or "affective experiences" or "analysis" or "analytical ethnography" or "analytical psychology" or "anecdotes" or "anxiety" or "applied behavioural analysis" or "applied ethnography" or "applied psychology" or "applied research" or "attitudes" or "authentic experience" or "autoethnography" or "behaviour studies" or "behavioural analysis" or "behaviourism" or "beliefs" or "biographical data" or "case studies" or "childhood experiences" or "cognitive interviews" or "community based research" or "community psychology" or "comparative research" or "complex theory" or "comprehension" or "concept analysis" or "concerns" or "connotative meaning" or "content analysis" or "contextual analysis" or "conversation" or "discourse" or "discourse analysis" or "discursive psychology" or "dissatisfaction" or "emotional experiences" or "emotions" or "ethnography" or "ethnomethodology" or "evaluative research" or "experiences" or "familiar stories" or "field research" or "focus group interviews" or "focus groups" or "frightening stories" or "grounded theory" or "group interviewing" or "health beliefs" or "health psychology" or "hermeneutics" or "historical narratives" or "ideals" or "implicit beliefs" or "individual psychology" or "interaction analysis" or "interpretative phenomenological analysis" or "interviewing" or "interviews" or "life satisfaction" or "liking" or "market research" or "meaning" or "narratives" or "negative beliefs" or "negative experiences" or "observation" or "observational research" or "opinions" or "participant observation" or "participatory research" or "perceptions" or "personal experiences" or "personal narratives" or "phenomenology" or "prejudice" or "process analysis" or "qualitative analysis" or "qualitative data" or "qualitative methods" or "qualitative research" or "research" or "satisfaction" or "self" or "selfbeliefs" or "selfconcept" or "semistructured interviews" or "sense of self" or "shared stories" or "short stories" or "single case studies" or "social analysis" or "social anxiety" or "social attitudes" or "social beliefs" or "social experiences" or "social meaning" or "social perception" or "social psychology" or "social satisfaction" or "social sciences research" or "sociocultural research" or "sociological research" or "stories" or "structured behavioural interviews" or "structured interviews" or "subjective experiences" or "videotaped interviews" or "viewpoint" or "worry")) or(TI=(ethnolog\* OR stories OR content analysis OR ethnographic OR audiorecording OR "observational method?" OR "participant observation" OR "field notes" OR experience? OR narrative? OR discourse OR inter-personal OR individual-level OR repertory grid OR self-worth OR self-identification OR pre-occupation OR preoccupation OR acceptability OR worry OR worries OR feelings OR dissatisfied OR satisfied OR ideal shape OR over-concern OR concerns OR concern OR prejudice OR prejudices OR

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"process evaluations" OR "process evaluation" OR emotions OR ethnopsychology OR "focus groups" OR "behavioral research" OR "behavioural research" OR narration OR satisfaction OR dissatisfaction OR meanings OR meaning OR perspectives OR perspective OR ideas OR idea OR concepts OR concept OR beliefs OR belief OR attitudes OR attitude OR perceived OR perceives OR perceive OR perceptions OR perception OR views OR view OR qualitative OR interviewed OR interviewing OR interviewer OR interviews OR interview OR comprehension OR attitudinal OR outlook OR "in depth" OR "case studies" OR "case study" OR opinions OR opinion OR expectations OR expectation OR thoughts OR narratives OR standpoint OR standpoints OR viewpoints OR viewpoint OR "audio record" OR "audio recorded" OR "audio recorder" OR "audio recording" OR "audio recordings" OR "audio records" OR "thematic analysis" OR phenomenol\* OR "grounded theory" OR "grounded studies" OR "grounded research" OR "purposive sampling" OR "constant comparative" OR "constant comparison" OR "purposive sample" OR "field study" OR "field studies" OR "field research" OR "biographical method" OR "theoretical sampl\*" OR "open-ended" OR "open ended" OR "life world" OR "life-world" OR "conversation analysis" OR "conversation analyses" OR "theoretical saturation" OR "thematic analyses" OR anxiety OR anxieties OR anxious)) or(AB=(ethnolog\* OR stories OR content analysis OR ethnographic OR audiorecording OR "observational method?" OR "participant observation" OR "field notes" OR experience? OR narrative? OR discourse OR inter-personal OR individual-level OR repertory grid OR self-worth OR self-identification OR pre-occupation OR preoccupation OR acceptability OR worry OR worries OR feelings OR dissatisfied OR satisfied OR ideal shape OR over-concern OR concerns OR concern OR prejudice OR prejudices OR "process evaluations" OR "process evaluation" OR emotions OR ethnopsychology OR "focus groups" OR "behavioral research" OR "behavioural research" OR narration OR satisfaction OR dissatisfaction OR meanings OR meaning OR perspectives OR perspective OR ideas OR idea OR concepts OR concept OR beliefs OR belief OR attitudes OR attitude OR perceived OR perceives OR perceive OR perceptions OR perception OR views OR view OR qualitative OR interviewed OR interviewing OR interviewer OR interviews OR interview OR comprehension OR attitudinal OR outlook OR "in depth" OR "case studies" OR "case study" OR opinions OR opinion OR expectations OR expectation OR thoughts OR narratives OR standpoint OR standpoints OR viewpoints OR viewpoint OR "audio record" OR "audio recorded" OR "audio recorder" OR "audio recording" OR "audio recordings" OR "audio records" OR "thematic analysis" OR phenomenol\* OR "grounded theory" OR "grounded studies" OR "grounded research" OR "purposive sampling" OR "constant comparative" OR "constant comparison" OR "purposive sample" OR "field study" OR "field studies" OR "field research" OR "biographical method" OR "theoretical sampl\*" OR "open-ended" OR "open ended" OR "life world" OR "life-world" OR "conversation analysis" OR "conversation analyses" OR "theoretical saturation" OR "thematic analyses" OR anxiety OR anxieties OR anxious))) or((DE="obese children") and((DE=("emotion psychology" or "psychology" or "acceptability" or "affective experiences" or "analysis" or "analytical ethnography" or "analytical psychology" or "anecdotes" or "anxiety" or "applied behavioural analysis" or "applied ethnography" or "applied psychology" or "applied research" or "attitudes" or "authentic experience" or "autoethnography" or "behaviour studies" or "behavioural analysis" or "behaviourism" or "beliefs" or "biographical data" or "case studies" or "childhood experiences" or "cognitive interviews" or "community based research" or "community psychology" or "comparative research" or "complex theory" or "comprehension" or "concept analysis" or "concerns" or "connotative meaning" or "content analysis" or "contextual analysis" or "conversation" or "discourse" or "discourse analysis" or "discursive psychology" or "dissatisfaction" or "emotional experiences" or "emotions" or "ethnography" or "ethnomethodology" or "evaluative research" or "experiences" or "familiar stories" or "field research" or "focus group interviews" or "focus groups" or "frightening stories" or "grounded theory" or "group interviewing" or "health beliefs" or "health psychology" or "hermeneutics" or "historical narratives" or "ideals" or "implicit beliefs" or "individual psychology" or "interaction analysis" or "interpretative phenomenological analysis" or "interviewing" or "interviews" or "life satisfaction" or "liking" or "market research" or "meaning" or "narratives" or "negative beliefs" or "negative experiences" or "observation" or "observational research" or "opinions" or "participant observation" or "participatory research" or "perceptions" or "personal experiences" or "personal narratives" or "phenomenology" or "prejudice" or "process analysis" or "qualitative analysis" or "qualitative data" or "qualitative methods" or "qualitative research" or "research" or "satisfaction" or "self" or "selfbeliefs" or "selfconcept" or "semistructured interviews" or "sense of self" or "shared stories" or "short stories" or "single case studies" or "social analysis" or "social anxiety" or "social attitudes" or "social beliefs" or "social experiences" or "social meaning" or "social



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## Bibliomap

Searched on 09.02.10. Search generated 478 records.

Search of EPIC

1. Keywords: What type of study does this report describe?: case control study OR cohort study OR survey OR systematic review OR process evaluation OR other design OR not stated (7011)
2. Keywords: Focus of the report: obesity (576)
3. Keywords: Focus of the report: eating disorder (191)

1 4. Keywords: Characteristics of the study population: children OR young people (8995)

2 5. 2. OR 3 (747)

3 6. 1 AND 4 AND 5 (311)

4 7. Freetext (item record) obesity (412)

5 8. Freetext (item record) views (117)

6 9. 7 AND 8 (2)

7 10. 6 OR 9 (311)

8 Search of Bibliomap

9 11. Freetext (item record) child\* (1326)

10 12. Freetext (item record) youth (2963)

11 13. Freetext (item record) "young people" (2546)

12 14. Freetext (item record) adolescen\* (1)

13 15. Freetext (item record) obesity (1203)

14 16. Freetext (item record) obese (507)

15 17. 15 OR 16 (1353)

16 18. 11 OR 12 OR 13 OR 14 (6281)

17 19. 17 AND 18 (172)

18 20. 10 OR 19 (456)

19 21. Freetext (item record) "eating disorder" (122)

20 22. Freetext (item record) "body weight" (416)

21 23. Freetext (item record) "body size" (45)

22 24. Freetext (item record) fatness (51)

23 25. Freetext (item record) thinness (31)

24 26. 21 OR 22 OR 23 OR 24 OR 25 (613)

25 27. 18 AND 26 (53)

26 28. 20 OR 27 (478)

**British Library Integrated Catalogue (BLIC)**

Searched on 18.03.10. Search generated 113 records.

#1. Obes? AND adolescen? (in all text)

#2. Body? AND adolescen? (in all text)

#3. #1 OR #2

**British Education Index (Dialog Datastar)**

Searched on 9.2.10. Search generated 259 records.

(ti contains obesity OR body size OR body shape OR obese OR obesogenic OR body weight OR overweight OR body mass index OR thin OR thinness OR skinny OR body weight OR fat OR weight OR anorexia OR anorexic OR eating disorder)

AND

(ti contains child OR children OR childhood OR adolescent OR puberty OR schoolchild OR prepubescent OR prepubescence OR preadolescent OR preadolescence OR school OR schools OR pupil OR pupils OR (young people) OR youth OR youths)

**British Index to Theses**

Searched on 10.02.10. Search generated 94 records.

(ti contains obesity OR body size OR body shape OR obese OR obesogenic OR body weight OR overweight OR body mass index OR thin OR thinness OR skinny OR body weight OR fat OR weight OR anorexia OR anorexic OR eating disorder) AND (ti contains child OR children OR childhood OR adolescent OR puberty OR schoolchild OR prepubescent OR prepubescence OR preadolescent OR preadolescence OR school OR schools OR pupil OR pupils OR (young people) OR youth OR youths)

**CINAHL (EBSCO host)**

Searched on 15.02.10. Search generated 1477 records.

S33 S24 and S32 (1477)

S32 S31 NOT S30 (659693)

S31 S25 or S26 or S27 or S28 or S29 (758214)

S30 TX "New Jersey" OR Alabama OR Ontario OR "New London" OR "New England" OR "New South Wales" OR "New York" (115228)

S29 TI English or AB English (13396)

S28 TX Hammersmith OR Hampshire OR Haringey OR Harlow OR Hartlepool OR Harwell OR Helenus OR Hereford OR Hertfordshire OR Highland OR Hounslow OR Hull OR Humber OR Inverclyde OR Inverness OR "Isle of Man" OR

Wight OR Islington OR Jersey OR Kensington OR Kent OR Kinross OR Knowles OR Lambeth OR Lanarkshire OR Lancashire OR Lancaster OR Leeds OR Leicester OR Leicestershire OR Lewisham OR Litchfield OR Lincoln OR Lincolnshire OR Lilburn OR Liverpool OR London OR Londonderry OR Lothian OR Loughborough OR Luton OR Lynn OR Manchester OR Merienda OR Merseyside OR Methyl OR Middlesbrough OR Midlands OR Midlothian OR Monmouth OR Monmouthshire OR Montgomery OR Moray OR Neath OR Newcastle OR Newham OR Newport OR Norfolk OR Northamptonshire OR Northumberland OR Norwich OR Nottingham OR Nottinghamshire OR Ornergy OR Oxford OR Oxfordshire OR Pembroke OR Pembrokeshire OR Perth OR Peterborough OR Plymouth OR Pontypridd OR Portsmouth OR Powys OR Preston OR Radnor OR Redbridge OR Renfrewshire OR Rhondda OR Gipon OR Rushmore OR Salford OR Salisbury OR Sandell OR Scarborough OR Silly OR Sheffield OR Shetland OR Shropshire OR Somerset OR "South Holland" OR Southampton OR Southwark OR Staffordshire OR Stirling OR Stockton OR Stoke OR Suffolk OR Sunderland OR Surrey OR Sussex OR Swansea OR Talbot OR Tayside OR Hurlock OR Toran OR Turro OR Tyne OR Tynes ide OR Tyrone OR Wakefield OR Walsall OR Waltham OR Warwickshire OR Wells OR "Western Isles" OR Westminster OR Wiltshire OR Winchester OR Wirra OR Wolverhampton OR Worcester OR Worcestershire OR Wareham OR "Ynys Mon" OR York OR (187349)

S27 TX "Northern Ireland" OR Europe OR British OR Scottish OR Welsh OR International OR "U.K." OR "United Kingdom" OR European OR Britain OR "Channel Isles" OR "Channel Islands" OR Irish OR "EU Member" OR "district council" OR "local council" OR "local authorities" OR "NHS Trust" OR "primary care trust" OR "borough council" OR "county council" OR "local authority" OR "district councils" OR "local councils" OR "NHS Trusts" OR "primary care trusts" OR "borough councils" OR "county councils" OR Eur OR "Social Care Trust" OR Aberdeen OR Aberdeenshire OR "Abert awe Bro Morgan" OR Albas OR Alderney OR "Aneurin Bevan" OR Anglesey OR Angus OR Antrim OR Argyll OR Armagh OR Arran OR Shield OR Ayrshire OR Bangor OR Barking OR Bedfordshire OR Belfast OR "Bets Cadwaladr" OR Bexley OR Birmingham OR Borders OR Bradford OR Brecknock OR Brent OR Bridged OR Brighton OR Bristol OR Buckinghamshire OR Bute OR Caerphilly OR Cambridge OR Cambridgeshire OR Camden OR Jannock OR Canterbury OR Cardiff OR Carlisle OR Carmarthenshire OR Carmarthenshire shire OR Ceredigion OR Chelsea OR Cheshire OR Chester OR Chichester OR Clackmannan shire OR Clwyd OR Conway OR Cornwall OR "County Down" OR Coventry OR Croydon OR Cumbria OR "Cwm Taf" OR Canon OR Dagenham OR Hartford OR Davids OR Denbighshire OR Derby OR Derbyshire OR Devon OR Dorset OR Dudley OR Dumfries OR Dunbarton shire OR Dundee OR Durham OR Ealing OR Edinburgh OR Ely OR Enfield OR Essex OR Exeter OR Falkirk OR Finland OR Fermanagh OR Fife OR Flintshire OR Forth OR Fulham OR Furness OR Galloway OR Gateshead OR Glamorgan OR Glasgow OR Gloucester OR Gloucestershire OR Grampian OR Gresham OR Greenwich OR Guernsey OR Gwent OR Gwynedd OR Hackney OR Alton OR Hamlets (421966)

S26 TX UK OR Scotland OR England OR Wales (501872)

S25 (MH "Europe") or (MH "United Kingdom+") (161249)

S24 S18 or S20 **Limiters** - Published Date from: 19970101-20101231; English Language (3408)

S23 S18 or S20 **Limiters** - Published Date from: 19970101-20101231; English Language (0)

S22 S18 or S20 **Limiters** - Published Date from: 19970101-20101231 (3473)

S21 S18 or S20 (3689)

S20 S8 and S13 **Limiters** - Age Groups: Child, 6-12 years, Adolescence, 13-18 years (3281)

S19 S8 and S13 (9540)

S18 S15 or S17 (3408)

S17 S9 and S16 (23)

S16 (MH "Attitude to Obesity") (71)

- 1 S15 **Limiters** - Published Date from: 19970101-20101231; English Language; Language: English (3402)
- 2 S14 S8 and S9 and S13 (3730)
- 3
- 4 S13 S11 or S12 (358620)
- 5
- 6 S12 (MH "Attitude to Health") or (MH "Attitude to Life") or (MH "Attitude") or (MH "Emotions") or (MH
- 7 "Anxiety") or (MH "Adolescent Behavior") or (MH "Behavioral Research") or (MH "Social Attitudes") (37934)
- 8
- 9
- 10 S11 S3 or S10 (343979)
- 11
- 12 S10 (MH "Qualitative Studies+") or (MH "Participant Observation") or (MH "Observational Methods+") or (MH
- 13 "Focus Groups") or (MH "Discourse Analysis") or (MH "Thematic Analysis") or (MH "Field Studies") or (MH "Constant
- 14 Comparative Method") or (MH "Content Analysis") or (MH "Purposive Sample") or (MH "Qualitative Validity") or
- 15 (MH "Ethnographic Research") or (MH "Ethnological Research") or (MH "Ethnology") or (MH "Cluster Sample")
- 16 (70691)
- 17
- 18
- 19
- 20 S9 S4 or S1 (274308)
- 21
- 22 S8 S5 or S6 or S7 (49729)
- 23
- 24 S7 (MH "Weight Control") (2921)
- 25
- 26 S6 (MH "Body Image") (3373)
- 27
- 28 S5 (MH "Body Mass Index") or (MH "Body Weight") or (MH "Body Weight Changes") or (MH "Body Size") or
- 29 (MH "Obesity") or (MH "Weight Gain") or (MH "Weight Loss") or (MH "Thinness") or (MH "Cachexia") or (MH
- 30 "Anorexia") or (MH "Anorexia Nervosa") or (MH "Bulimia") or (MH "Bulimia Nervosa") or (MH "Eating Disorders") or
- 31 (MH "Body Constitution") or (MH "Body Dysmorphic Disorder") (46178)
- 32
- 33
- 34
- 35 S4 (MH "Child") or (MH "Adolescence") (220052)
- 36
- 37 S3 TI ( ethnolog\* OR stories OR content analysis OR ethnographic OR audiorecording OR "observational
- 38 method?" OR "participant observation" OR "field notes" OR experience? OR narrative? OR discourse OR inter-
- 39 personal OR individual-level OR repertory grid OR self-worth OR self-identification OR pre-occupation OR
- 40 preoccupation OR acceptability OR worry OR worries OR feelings OR dissatisfied OR satisfied OR ideal shape OR over-
- 41 concern OR concerns OR concern OR prejudice OR prejudices OR "process evaluations" OR "process evaluation" OR
- 42 emotions OR ethnopsychology OR "focus groups" OR "behavioral research" OR "behavioural research" OR narration
- 43 OR satisfaction OR dissatisfaction OR meanings OR meaning OR perspectives OR perspective OR ideas OR idea OR
- 44 concepts OR concept OR beliefs OR belief OR attitudes OR attitude OR perceived OR perceives OR perceive OR
- 45 perceptions OR perception OR views OR view OR qualitative OR interviewed OR interviewing OR interviewer OR
- 46 interviews OR interview OR comprehension OR attitudinal OR outlook OR "in depth" OR "case studies" OR "case
- 47 study" OR opinions OR opinion OR expectations OR expectation OR thoughts OR narratives OR standpoint OR
- 48 standpoints OR viewpoints OR viewpoint OR "audio record" OR "audio recorded" OR "audio recorder" OR "audio
- 49 recording" OR "audio recordings" OR "audio records" OR "thematic analysis" OR phenomenol\* OR "grounded
- 50 theory" OR "grounded studies" OR "grounded research" OR "purposive sampling" OR "constant comparative" OR
- 51 "constant comparison" OR "purposive sample" OR "field study" OR "field studies" OR "field research" OR
- 52 "biographical method" OR "theoretical sampl\*" OR "open-ended" OR "open ended" OR "life world" OR "life-world"
- 53 OR "conversation analysis" OR "conversation analyses" OR "theoretical saturation" OR "thematic analyses" OR
- 54 anxiety OR anxieties OR anxious ) or AB ( ethnolog\* OR stories OR content analysis OR ethnographic OR
- 55 audiorecording OR "observational method?" OR "participant observation" OR "field notes" OR experience? OR
- 56 narrative? OR discourse OR inter-personal OR individual-level OR repertory grid OR self-worth OR self-identification
- 57 OR pre-occupation OR preoccupation OR acceptability OR worry OR worries OR feelings OR dissatisfied OR satisfied
- 58 OR ideal shape OR over-concern OR concerns OR concern OR prejudice OR prejudices OR "process evaluations" OR
- 59
- 60

"process evaluation" OR emotions OR ethnopsychology OR "focus groups" OR "behavioral research" OR "behavioural research" OR narration OR satisfaction OR dissatisfaction OR meanings OR meaning OR perspectives OR perspective OR ideas OR idea OR concepts OR concept OR beliefs OR belief OR attitudes OR attitude OR perceived OR perceives OR perceive OR perceptions OR perception OR views OR view OR qualitative OR interviewed OR interviewing OR interviewer OR interviews OR interview OR comprehension OR attitudinal OR outlook OR "in depth" OR "case studies" OR "case study" OR opinions OR opinion OR expectations OR expectation OR thoughts OR narratives OR standpoint OR standpoints OR viewpoints OR viewpoint OR "audio record" OR "audio recorded" OR "audio recorder" OR "audio recording" OR "audio recordings" OR "audio records" OR "thematic analysis" OR phenomenol\* OR "grounded theory" OR "grounded studies" OR "grounded research" OR "purposive sampling" OR "constant comparative" OR "constant comparison" OR "purposive sample" OR "field study" OR "field studies" OR "field research" OR "biographical method" OR "theoretical sampl\*" OR "open-ended" OR "open ended" OR "life world" OR "life-world" OR "conversation analysis" OR "conversation analyses" OR "theoretical saturation" OR "thematic analyses" OR anxiety OR anxieties OR anxious ) (326272)

S2 TI ( "body composition" OR "body dismorph\*" OR (body W3 size) OR (body W3 shape) OR "overweight"OR "thin" OR "thinness" OR "skinny" OR "body image" OR "obese" OR "obesogenic" OR obesity OR (weight N8 body) OR "body fatness" OR fatness OR "weight gain" OR "body weights" OR Bulimia OR Anorexia OR Binge-eating OR "binge eating" OR "disordered eating" OR underweight OR "eating disorder" OR "eating disorders" ) or AB ( "body composition" OR "body dismorph\*" OR (body W3 size) OR (body W3 shape) OR "overweight"OR "thin" OR "thinness" OR "skinny" OR "body image" OR "obese" OR "obesogenic" OR obesity OR (weight N8 body) OR "body fatness" OR fatness OR "weight gain" OR "body weights" OR Bulimia OR Anorexia OR Binge-eating OR "binge eating" OR "disordered eating" OR underweight OR "eating disorder" OR "eating disorders" ) (34667)

S1 TI ( child\* OR schoolchild\* OR Boy OR boys OR Girl OR girls OR Minors OR preadolescent\* OR adolescent\* OR teen\* OR pupil\* OR young people OR youth OR youths OR adolescence OR pubert\* OR secondary school\* OR school N5 student\* ) or AB ( child\* OR schoolchild\* OR Boy OR boys OR Girl OR girls OR Minors OR preadolescent\* OR adolescent\* OR teen\* OR pupil\* OR young people OR youth OR youths OR adolescence OR pubert\* OR secondary school\* OR school N5 student\* ) (162059)

## EMBASE (OVID SP)

Searched on 16.02.10. Search generated 4234 records.

1 (child\* or schoolchild\* or Boy or boys or Girl or girls or Minors or preadolescence or preadolescent\* or adolescent\* or teen\* or (school adj6 student\*) or pupil\* or "young people" or youth or youths or adolescence or pubert\* or "secondary school\*").ab,ti. (660673)

2 ("body composition" or "body dismorph\*" or (body adj3 size) or (body adj3 shape) or "overweight" or "thin" or "thinness" or "skinny" or "body image" or "obese" or "obesogenic" or obesity or (weight adj8 body) or "body fatness" or fatness or "weight gain" or "body weights" or Bulimia or Anorexia or Binge-eating or "binge eating" or "disordered eating" or underweight or "eating disorder" or "eating disorders").ab,ti. (284883)

3 (ethnolog\* or stories or content analysis or ethnographic or audiorecording or "observational method?" or "participant observation" or "field notes" or experience? or narrative? or discourse or inter-personal or individual-level or repertory grid or self-worth or self-identification or pre-occupation or preoccupation or acceptability or worry or worries or feelings or dissatisfied or satisfied or ideal shape or over-concern or concerns or concern or prejudice or prejudices or "process evaluations" or "process evaluation" or emotions or ethnopsychology or "focus groups" or "behavioral research" or "behavioural research" or narration or satisfaction or dissatisfaction or meanings or meaning or perspectives or perspective or ideas or idea or concepts or concept or beliefs or belief or attitudes or attitude or perceived or perceives or perceive or perceptions or perception or views or view or qualitative or interviewed or interviewing or interviewer or interviews or interview or comprehension or attitudinal or outlook or

1 "in depth" or "case studies" or "case study" or opinions or opinion or expectations or expectation or thoughts or  
2 narratives or standpoint or standpoints or viewpoints or viewpoint or "audio record" or "audio recorded" or "audio  
3 recorder" or "audio recording" or "audio recordings" or "audio records" or "thematic analysis" or phenomenol\* or  
4 "grounded theory" or "grounded studies" or "grounded research" or "purposive sampling" or "constant  
5 comparative" or "constant comparison" or "purposive sample" or "field study" or "field studies" or "field research"  
6 or "biographical method" or "theoretical sampl\*" or "open-ended" or "open ended" or "life world" or "life-world" or  
7 "conversation analysis" or "conversation analyses" or "theoretical saturation" or "thematic analyses" or anxiety or  
8 anxieties or anxious).ti,ab. (1237966)

11 4 groups by age/ or adolescent/ or child/ (699964)

14 5 child/ or boy/ or girl/ (397076)

16 6 adolescence/ or adrenarche/ or puberty/ (21675)

18 7 4 or 6 (707643)

20 8 1 or 7 (1026791)

23 9 obesity/ or body weight disorder/ or overnutrition/ (100390)

25 10 "weight, mass and size"/ or body weight/ or lean body weight/ or weight gain/ or weight/ or weight reduction/  
26 or weight change/ (140407)

28 11 underweight/ (1262)

30 12 body image/ or body mass/ (78517)

32 13 body mass/ or "weight, mass and size"/ (74150)

34 14 body size/ or "weight, mass and size"/ (5350)

36 15 body build/ (2160)

39 16 body composition/ or body fat/ or body fat distribution/ (25975)

41 17 eating disorder/ or binge eating disorder/ (8287)

43 18 eating disorder/ or anorexia nervosa/ or bulimia/ (17268)

45 19 overnutrition/ (1460)

47 20 body image/ (4954)

50 21 body weight/ or lean body weight/ or weight change/ or weight gain/ or weight reduction/ (136121)

52 22 waist circumference/ (5368)

54 23 9 or 10 or 11 or 12 or 13 or 14 or 15 or 16 or 17 or 18 or 19 or 20 or 21 or 22 (280269)

56 24 2 or 23 (417092)

58 25 8 and 24 (60322)

60 26 English.lg. (10416599)

28 (UK or Scotland or England or Wales or Northern Ireland or Europe or British or Scottish or Welsh or  
International or United Kingdom or European or Britain or Channel Isl\* or Irish or EU Member or district council? or

1 local council? or local authorit\* or NHS Trust? or primary care trust? or borough council? or county council? or Eur or  
 2 Social Care Trust? or Aberdeen or Aberdeenshire or Abertawe Bro Morgannwg or Albans or Alderney or Aneurin  
 3 Bevan or Anglesey or Angus or Antrim or Argyll or Armagh or Arran or Ashfield or Ayrshire or Bangor or Barking or  
 4 Bath or Bedfordshire or Belfast or Betsi Cadwaladr or Bexley or Birmingham or Borders or Bradford or Brecknock or  
 5 Brent or Bridgend or Brighton or Bristol or Buckinghamshire or Bute or Caerphilly or Cambridge or Cambridgeshire or  
 6 Camden or Cannock or Canterbury or Cardiff or Carlisle or Carmarthen or Carmarthenshire or Ceredigion or Chelsea  
 7 or Cheshire or Chester or Chichester or Clackmannanshire or Clwyd or Conwy or Cornwall or County Down or  
 8 Coventry or Croydon or Cumbria or Cwm Taf or Cynon or Dagenham or Dartford or Davids or Denbighshire or Derby  
 9 or Derbyshire or Devon or Dorset or Dudley or Dumfries or Dunbartonshire or Dundee or Durham or Ealing or  
 10 Edinburgh or Ely or Enfield or Essex or Exeter or Falkirk or Fenland or Fermanagh or Fife or Flintshire or Forth or  
 11 Fulham or Furness or Galloway or Gateshead or Glamorgan or Glasgow or Gloucester or Gloucestershire or  
 12 Grampian or Gravesham or Greenwich or Guernsey or Gwent or Gwynedd or Hackney or Halton or Hamlets or  
 13 Hammersmith or Hampshire or Haringey or Harlow or Hartlepool or Harwell or Helens or Hereford or Hertfordshire  
 14 or Highland or Hounslow or Hull or Humber or Inverclyde or Inverness or "Isle of Man" or Wight or Islington or Jersey  
 15 or Kensington or Kent or Kinross or Knowsley or Lambeth or Lanarkshire or Lancashire or Lancaster or Leeds or  
 16 Leicester or Leicestershire or Lewisham or Lichfield or Lincoln or Lincolnshire or Lisburn or Liverpool or London or  
 17 Londonderry or Lothian or Loughborough or Luton or Lynn or Manchester or Meirionnydd or Merseyside or Merthyr  
 18 or Middlesbrough or Midlands or Midlothian or Monmouth or Monmouthshire or Montgomery or Moray or Neath  
 19 or Newcastle or Newham or Newport or Norfolk or Northamptonshire or Northumberland or Norwich or  
 20 Nottingham or Nottinghamshire or Orkney or Oxford or Oxfordshire or Pembroke or Pembrokeshire or Perth or  
 21 Peterborough or Plymouth or Pontypridd or Portsmouth or Powys or Preston or Radnor or Redbridge or  
 22 Renfrewshire or Rhondda or Ripon or Rushmoor or Salford or Salisbury or Sandwell or Scarborough or Scilly or  
 23 Sheffield or Shetland or Shropshire or Somerset or "South Holland" or Southampton or Southwark or Staffordshire or  
 24 Stirling or Stockton or Stoke or Suffolk or Sunderland or Surrey or Sussex or Swansea or Talbot or Tayside or  
 25 Thurrock or Torfaen or Truro or Tyne or Tyneside or Tyrone or Wakefield or Walsall or Waltham or Warwickshire or  
 26 Wells or "Western Isles" or Westminster or Wiltshire or Winchester or Wirral or Wolverhampton or Worcester or  
 27 Worcestershire or Wrexham or "Ynys Mon" or York or Yorkshire).in,cp,ti,pb,jn,ab,ad,bt. (3877746)

28 29 united kingdom/ or western europe/ (92841)

29 30 28 or 29 (3880977)

30 31 ("New Jersey" or Alabama or Ontario or "New London" or "New England" or "New South Wales" or "New  
 31 York").in,cp,ti,pb,jn,ab,ad,bt. (460137)

32 32 30 not 31 (3441954)

33 33 qualitative analysis/ or qualitative research/ (24372)

34 34 qualitative validity/ (61)

35 35 ethnography/ or ethnology/ (13750)

36 36 attitude to life/ or social attitude/ or attitude/ or attitude to health/ (27363)

37 37 information processing/ or discourse analysis/ or speech analysis/ or thematic analysis/ (62098)

38 38 observational study/ (10860)

39 39 observational method/ (472)

40 40 observational study/ (10860)

41 41 discourse analysis/ (226)



- 1 42 verbal communication/ or conversation/ or narrative/ or storytelling/ (6966)  
 2  
 3 43 verbal memory/ (5451)  
 4  
 5 44 psychology/ or behavioral science/ (14281)  
 6  
 7 45 content analysis/ (1062)  
 8  
 9 46 exp interview/ (54344)  
 10  
 11 47 emotion/ (29132)  
 12  
 13 48 experience/ (24648)  
 14  
 15 49 self concept/ (16810)  
 16  
 17 50 phenomenology/ (4607)  
 18  
 19 51 awareness/ (16456)  
 20  
 21 52 comprehension/ (8375)  
 22  
 23 53 constant comparative method/ (23)  
 24  
 25 54 field study/ (433)  
 26  
 27 55 purposive sample/ (33)  
 28  
 29 56 theoretical sample/ (64)  
 30  
 31 57 personal experience/ (3416)  
 32  
 33 58 cluster analysis/ (13255)  
 34  
 35 59 repertory grid technique/ (2)  
 36  
 37 60 case study/ (6816)  
 38  
 39 61 3 or 33 or 34 or 35 or 36 or 37 or 38 or 39 or 40 or 41 or 42 or 43 or 44 or 45 or 46 or 47 or 48 or 49 or 50 or 51  
 40 or 52 or 53 or 54 or 55 or 56 or 57 or 58 or 59 or 60 (1381904)  
 41  
 42 62 25 and 26 and 32 and 61 (4907)  
 43  
 44 63 limit 62 to yr="1997 - 2010" (4234)  
 45  
 46  
 47  
 48  
 49  
 50

## ERIC (CSA)

Searched on 09.02.10. Search generated 1043 records.

((TI=(child\* OR schoolchild\* OR Boy OR boys OR Girl OR girls OR Minors OR preadolescence OR preadolescent\* OR adolescent\* OR teen\*OR (school N6 student\*) OR pupil\* OR "young people" OR youth OR youths OR adolescence OR pubert\* OR "secondary school\*") or AB=(child\* OR schoolchild\* OR Boy OR boys OR Girl OR girls OR Minors OR preadolescence OR preadolescent\* OR adolescent\* OR teen\*OR (school N6 student\*) OR pupil\* OR "young people" OR youth OR youths OR adolescence OR pubert\* OR "secondary school\*") or(DE=puberty or DE=adolescence) or(DE=("adolescents" or "youth" or "children" or "early adolescents" or "late adolescents" or "preadolescents"))))

and

1 ((DE=("eating disorders" or "obesity" or "body composition" or "body weight")) or(TI=("body composition" OR "body  
 2 dismorph\*" OR (body WITHIN 3 size) OR (body WITHIN 3 shape) OR "overweight"OR "thin" OR "thinness" OR  
 3 "skinny" OR "body image" OR "obese" OR "obesogenic" OR obesity OR (weight NEAR body) OR "body fatness" OR  
 4 fatness OR "weight gain" OR "body weights" OR Bulimia OR Anorexia OR Binge-eating OR "binge eating" OR  
 5 "disordered eating" OR underweight OR "eating disorder" OR "eating disorders") or AB=("body composition" OR  
 6 "body dismorph\*" OR (body WITHIN 3 size) OR (body WITHIN 3 shape) OR "overweight" OR "thin" OR "thinness" OR  
 7 "skinny" OR "body image" OR "obese" OR "obesogenic" OR obesity OR (weight NEAR body) OR "body fatness" OR  
 8 fatness OR "weight gain" OR "body weights" OR Bulimia OR Anorexia OR Binge-eating OR "binge eating" OR  
 9 "disordered eating" OR underweight OR "eating disorder" OR "eating disorders"))))

11 And

12  
 13  
 14 ((DE=("attitude measures" or "attitudes" or "behavior" or "behavioral science research" or "behavioral sciences" or  
 15 "beliefs" or "case studies" or "child psychology" or "comparative analysis" or "comparative testing" or "discussion"  
 16 or "ethnography" or "ethnology" or "ethology" or "focus groups" or "grounded theory" or "group discussion" or  
 17 "interaction process analysis" or "interviews" or "measures individuals" or "negative attitudes" or "opinions" or  
 18 "participant observation" or "personal narratives" or "psychological patterns" or "psychological studies" or  
 19 "psychology" or "qualitative research" or "self concept" or "semantic differential" or "social attitudes" or "social  
 20 behavior" or "social psychology" or "social science research" or "sociology")) or((TI=(ethnolog\* OR stories OR  
 21 content analysis OR ethnographic OR audiorecording OR "observational method?" OR "participant observation" OR  
 22 "field notes" OR experience? OR narrative? OR discourse OR inter-personal OR individual-level OR repertory grid OR  
 23 self-worth OR self-identification OR pre-occupation OR preoccupation OR acceptability OR worry OR worries OR  
 24 feelings OR dissatisfied OR satisfied OR ideal shape OR over-concern OR concerns OR concern OR prejudice OR  
 25 prejudices OR "process evaluations" OR "process evaluation" OR emotions OR ethnopsychology OR "focus groups"  
 26 OR "behavioral research" OR "behavioural research" OR narration OR satisfaction OR dissatisfaction OR meanings OR  
 27 meaning OR perspectives OR perspective OR ideas OR idea OR concepts OR concept OR beliefs OR belief OR  
 28 attitudes OR attitude OR perceived OR perceives OR perceive OR perceptions OR perception OR views OR view OR  
 29 qualitative OR interviewed OR interviewing OR interviewer OR interviews OR interview OR comprehension OR  
 30 attitudinal OR outlook OR "in depth" OR "case studies" OR "case study" OR opinions OR opinion OR expectations OR  
 31 expectation OR thoughts OR narratives OR standpoint OR standpoints OR viewpoints OR viewpoint OR "audio  
 32 record" OR "audio recorded" OR "audio recorder" OR "audio recording" OR "audio recordings" OR "audio records"  
 33 OR "thematic analysis" OR phenomenol\* OR "grounded theory" OR "grounded studies" OR "grounded research" OR  
 34 "purposive sampling" OR "constant comparative" OR "constant comparison" OR "purposive sample" OR "field study"  
 35 OR "field studies" OR "field research" OR "biographical method" OR "theoretical sampl\*" OR "open-ended" OR  
 36 "open ended" OR "life world" OR "life-world" OR "conversation analysis" OR "conversation analyses" OR "theoretical  
 37 saturation" OR "thematic analyses" OR anxiety OR anxieties OR anxious)) or(AB=(ethnolog\* OR stories OR content  
 38 analysis OR ethnographic OR audiorecording OR "observational method?" OR "participant observation" OR "field  
 39 notes" OR experience? OR narrative? OR discourse OR inter-personal OR individual-level OR repertory grid OR self-  
 40 worth OR self-identification OR pre-occupation OR preoccupation OR acceptability OR worry OR worries OR feelings  
 41 OR dissatisfied OR satisfied OR ideal shape OR over-concern OR concerns OR concern OR prejudice OR prejudices OR  
 42 "process evaluations" OR "process evaluation" OR emotions OR ethnopsychology OR "focus groups" OR "behavioral  
 43 research" OR "behavioural research" OR narration OR satisfaction OR dissatisfaction OR meanings OR meaning OR  
 44 perspectives OR perspective OR ideas OR idea OR concepts OR concept OR beliefs OR belief OR attitudes OR attitude  
 45 OR perceived OR perceives OR perceive OR perceptions OR perception OR views OR view OR qualitative OR  
 46 interviewed OR interviewing OR interviewer OR interviews OR interview OR comprehension OR attitudinal OR  
 47 outlook OR "in depth" OR "case studies" OR "case study" OR opinions OR opinion OR expectations OR expectation  
 48 OR thoughts OR narratives OR standpoint OR standpoints OR viewpoints OR viewpoint OR "audio record" OR "audio  
 49 recorded" OR "audio recorder" OR "audio recording" OR "audio recordings" OR "audio records" OR "thematic  
 50 analysis" OR phenomenol\* OR "grounded theory" OR "grounded studies" OR "grounded research" OR "purposive  
 51 sampling" OR "constant comparative" OR "constant comparison" OR "purposive sample" OR "field study" OR "field  
 52 studies" OR "field research" OR "biographical method" OR "theoretical sampl\*" OR "open-ended" OR "open ended"  
 53 OR "life world" OR "life-world" OR "conversation analysis" OR "conversation analyses" OR "theoretical saturation"  
 54 OR "thematic analyses" OR anxiety OR anxieties OR anxious))))

**Health Promis**

Searched on 22.02.10. Search generated 370 records.

1997 onwards

Keywords: Young people OR adolescents OR children AND

Keywords: obesity OR weight OR body mass index OR self-concept

**International Bibliography of the Social Sciences (EBSCO host)**

Searched on 12.02.10. Search generated 595 records.

S1 DE "Children" or DE "Youth" or DE "Adolescence" or DE "Adolescents" or DE "Childhood"

S2 TX child\* OR schoolchild\* OR Boy OR boys OR Girl OR girls OR Minors OR preadolescence OR preadolescent\* OR adolescent\* OR teen\* OR (school N6 student\*) OR pupil\* OR "young people" OR youth OR youths OR adolescence OR pubert\* OR "secondary school\*"

S3 S1 or S2

S4 TX "body composition" OR "body dismorph\*" OR (body W3 size) OR (body W3 shape) OR "overweight" OR "thin" OR "thinness" OR "skinny" OR "body image" OR "obese" OR "obesogenic" OR obesity OR (weight N8 body) OR "body fatness" OR fatness OR "weight gain" OR "body weights" OR Bulimia OR Anorexia OR Binge-eating OR "binge eating" OR "disordered eating" OR underweight OR "eating disorder" OR "eating disorders"

S5 DE "Obesity" or DE "Representations of the body" or DE "Anorexia nervosa" or DE "Eating disorders"

S6 S4 or S5

S7 (S4 or S5) and (S3 and S6). Limiters - Date Published: 19970101-20101231; Language: English

**Physical Education Index (CSA)**

Searched on 16.02.10. Search generated 801 records.

((TI=(ethnolog\* OR stories OR content analysis OR ethnographic OR audiorecording OR "observational method?" OR "participant observation" OR "field notes" OR experience? OR narrative? OR discourse OR inter-personal OR individual-level OR repertory grid OR self-worth OR self-identification OR pre-occupation OR preoccupation OR acceptability OR worry OR worries OR feelings OR dissatisfied OR satisfied OR ideal shape OR over-concern OR concerns OR concern OR prejudice OR prejudices OR "process evaluations" OR "process evaluation" OR emotions OR ethnopsychology OR "focus groups" OR "behavioral research" OR "behavioural research" OR narration OR satisfaction OR dissatisfaction OR meanings OR meaning OR perspectives OR perspective OR ideas OR idea OR concepts OR concept OR beliefs OR belief OR attitudes OR attitude OR perceived OR perceives OR perceive OR perceptions OR perception OR views OR view OR qualitative OR interviewed OR interviewing OR interviewer OR interviews OR interview OR comprehension OR attitudinal OR outlook OR "in depth" OR "case studies" OR "case study" OR opinions OR opinion OR expectations OR expectation OR thoughts OR narratives OR standpoint OR standpoints OR viewpoints OR viewpoint OR "audio record" OR "audio recorded" OR "audio recorder" OR "audio recording" OR "audio recordings" OR "audio records" OR "thematic analysis" OR phenomenol\* OR "grounded theory" OR "grounded studies" OR "grounded research" OR "purposive sampling" OR "constant comparative" OR "constant comparison" OR "purposive sample" OR "field study" OR "field studies" OR "field research" OR "biographical method" OR "theoretical sampl\*" OR "open-ended" OR "open ended" OR "life world" OR "life-world" OR "conversation analysis" OR "conversation analyses" OR "theoretical saturation" OR "thematic analyses" OR anxiety OR anxieties OR anxious) or AB=(ethnolog\* OR stories OR content analysis OR ethnographic OR audiorecording OR "observational method?" OR "participant observation" OR "field notes" OR experience? OR narrative? OR discourse OR inter-personal OR individual-level OR repertory grid OR self-worth OR self-identification

OR pre-occupation OR preoccupation OR acceptability OR worry OR worries OR feelings OR dissatisfied OR satisfied OR ideal shape OR over-concern OR concerns OR concern OR prejudice OR prejudices OR "process evaluations" OR "process evaluation" OR emotions OR ethnopsychology OR "focus groups" OR "behavioral research" OR "behavioural research" OR narration OR satisfaction OR dissatisfaction OR meanings OR meaning OR perspectives OR perspective OR ideas OR idea OR concepts OR concept OR beliefs OR belief OR attitudes OR attitude OR perceived OR perceives OR perceive OR perceptions OR perception OR views OR view OR qualitative OR interviewed OR interviewing OR interviewer OR interviews OR interview OR comprehension OR attitudinal OR outlook OR "in depth" OR "case studies" OR "case study" OR opinions OR opinion OR expectations OR expectation OR thoughts OR narratives OR standpoint OR standpoints OR viewpoints OR viewpoint OR "audio record" OR "audio recorded" OR "audio recorder" OR "audio recording" OR "audio recordings" OR "audio records" OR "thematic analysis" OR phenomenol\* OR "grounded theory" OR "grounded studies" OR "grounded research" OR "purposive sampling" OR "constant comparative" OR "constant comparison" OR "purposive sample" OR "field study" OR "field studies" OR "field research" OR "biographical method" OR "theoretical sampl\*" OR "open-ended" OR "open ended" OR "life world" OR "life-world" OR "conversation analysis" OR "conversation analyses" OR "theoretical saturation" OR "thematic analyses" OR anxiety OR anxieties OR anxious)) or(DE=("analysis" or "anxiety" or "attitudes" or "case studies" or "health attitudes" or "interviews" or "life satisfaction" or "observation" or "perception" or "psychology" or "satisfaction")))

and

((TI=(child\* OR schoolchild\* OR Boy OR boys OR Girl OR girls OR Minors OR preadolescence OR preadolescent\* OR adolescent\* OR teen\*OR (school N6 student\*) OR pupil\* OR "young people" OR youth OR youths OR adolescence OR pubert\* OR "secondary school\*") OR AB=(child\* OR schoolchild\* OR Boy OR boys OR Girl OR girls OR Minors OR preadolescence OR preadolescent\* OR adolescent\* OR teen\*OR (school N6 student\*) OR pupil\* OR "young people" OR youth OR youths OR adolescence OR pubert\* OR "secondary school\*")) or(DE=("adolescence" or "boys" or "girls" or "puberty" or "youth" or "children"))) and((DE=("obesity" or "body composition" or "body concept" or "weight")) or(TI=("body composition" OR "body dismorph\*" OR (body WITHIN 2 size) OR (body WITHIN 2 shape) OR "overweight"OR "thin" OR "thinness" OR "skinny" OR "body image" OR "obese" OR "obesogenic" OR obesity OR (weight WITHIN 2 body) OR "body fatness" OR fatness OR "weight gain" OR "body weights" OR Bulimia OR Anorexia OR Binge-eating OR "binge eating" OR "disordered eating" OR underweight OR "eating disorder" OR "eating disorders") or AB=("body composition" OR "body dismorph\*" OR (body WITHIN 2 size) OR (body WITHIN 2 shape) OR "overweight"OR "thin" OR "thinness" OR "skinny" OR "body image" OR "obese" OR "obesogenic" OR obesity OR (weight WITHIN 2 body) OR "body fatness" OR fatness OR "weight gain" OR "body weights" OR Bulimia OR Anorexia OR Binge-eating OR "binge eating" OR "disordered eating" OR underweight OR "eating disorder" OR "eating disorders"))))

and

(TI=(UK or Scotland or England or Wales or Northern Ireland or Europe or British or Scottish or Welsh or International or United Kingdom or European or Britain or Channel Isl\* or Irish or EU Member or district council? or local council? or local authorit\* or NHS Trust? or primary care trust? or borough council? or county council? or Eur or Social Care Trust? or Aberdeen or Aberdeenshire or Abertawe Bro Morgannwg or Albans or Alderney or Aneurin Bevan or Anglesey or Angus or Antrim or Argyll or Armagh or Arran or Ashfield or Ayrshire or Bangor or Barking or Bath or Bedfordshire or Belfast or Betsi Cadwaladr or Bexley or Birmingham or Borders or Bradford or Brecknock or Brent or Bridgend or Brighton or Bristol or Buckinghamshire or Bute or Caerphilly or Cambridge or Cambridgeshire or Camden or Cannock or Canterbury or Cardiff or Carlisle or Carmarthen or Carmarthenshire or Ceredigion or Chelsea or Cheshire or Chester or Chichester or Clackmannanshire or Clwyd or Conwy or Cornwall or County Down or Coventry or Croydon or Cumbria or Cwm Taf or Cynon or Dagenham or Dartford or Davids or Denbighshire or Derby or Derbyshire or Devon or Dorset or Dudley or Dumfries or Dunbartonshire or Dundee or Durham or Ealing or Edinburgh or Ely or Enfield or Essex or Exeter or Falkirk or Fenland or Fermanagh or Fife or Flintshire or Forth or Fulham or Furness or Galloway or Gateshead or Glamorgan or Glasgow or Gloucester or Gloucestershire or Grampian or Gravesham or Greenwich or Guernsey or Gwent or Gwynedd or Hackney or Halton or Hamlets or Hammersmith or Hampshire or Haringey or Harlow or Hartlepool or Harwell or Helens or Hereford or Hertfordshire or Highland or Hounslow or Hull or Humber or Inverclyde or Inverness or "Isle of Man" or Wight or Islington or Jersey or Kensington or Kent or Kinross or Knowsley or Lambeth or Lanarkshire or Lancashire or Lancaster or Leeds or Leicester or Leicestershire or Lewisham or Lichfield or Lincoln or Lincolnshire or Lisburn or Liverpool or London or

1 Londonderry or Lothian or Loughborough or Luton or Lynn or Manchester or Meirionnydd or Merseyside or Merthyr  
2 or Middlesbrough or Midlands or Midlothian or Monmouth or Monmouthshire or Montgomery or Moray or Neath  
3 or Newcastle or Newham or Newport or Norfolk or Northamptonshire or Northumberland or Norwich or  
4 Nottingham or Nottinghamshire or Orkney or Oxford or Oxfordshire or Pembroke or Pembrokeshire or Perth or  
5 Peterborough or Plymouth or Pontypridd or Portsmouth or Powys or Preston or Radnor or Redbridge or  
6 Renfrewshire or Rhondda or Ripon or Rushmoor or Salford or Salisbury or Sandwell or Scarborough or Scilly or  
7 Sheffield or Shetland or Shropshire or Somerset or "South Holland" or Southampton or Southwark or Staffordshire or  
8 Stirling or Stockton or Stoke or Suffolk or Sunderland or Surrey or Sussex or Swansea or Talbot or Tayside or  
9 Thurrock or Torfaen or Truro or Tyne or Tyneside or Tyrone or Wakefield or Walsall or Waltham or Warwickshire or  
10 Wells or "Western Isles" or Westminster or Wiltshire or Winchester or Wirral or Wolverhampton or Worcester or  
11 Worcestershire or Wrexham or "Ynys Mon" or York or Yorkshire) OR AB=(UK or Scotland or England or Wales or  
12 Northern Ireland or Europe or British or Scottish or Welsh or International or United Kingdom or European or Britain  
13 or Channel Isl\* or Irish or EU Member or district council? or local council? or local authorit\* or NHS Trust? or primary  
14 care trust? or borough council? or county council? or Eur or Social Care Trust? or Aberdeen or Aberdeenshire or  
15 Abertawe Bro Morgannwg or Albans or Alderney or Aneurin Bevan or Anglesey or Angus or Antrim or Argyll or  
16 Armagh or Arran or Ashfield or Ayrshire or Bangor or Barking or Bath or Bedfordshire or Belfast or Betsi Cadwaladr  
17 or Bexley or Birmingham or Borders or Bradford or Brecknock or Brent or Bridgend or Brighton or Bristol or  
18 Buckinghamshire or Bute or Caerphilly or Cambridge or Cambridgeshire or Camden or Cannock or Canterbury or  
19 Cardiff or Carlisle or Carmarthen or Carmarthenshire or Ceredigion or Chelsea or Cheshire or Chester or Chichester  
20 or Clackmannanshire or Clwyd or Conwy or Cornwall or County Down or Coventry or Croydon or Cumbria or Cwm Taf  
21 or Cynon or Dagenham or Dartford or Davids or Denbighshire or Derby or Derbyshire or Devon or Dorset or Dudley  
22 or Dumfries or Dunbartonshire or Dundee or Durham or Ealing or Edinburgh or Ely or Enfield or Essex or Exeter or  
23 Falkirk or Fenland or Fermanagh or Fife or Flintshire or Forth or Fulham or Furness or Galloway or Gateshead or  
24 Glamorgan or Glasgow or Gloucester or Gloucestershire or Grampian or Gravesham or Greenwich or Guernsey or  
25 Gwent or Gwynedd or Hackney or Halton or Hamlets or Hammersmith or Hampshire or Haringey or Harlow or  
26 Hartlepool or Harwell or Helens or Hereford or Hertfordshire or Highland or Hounslow or Hull or Humber or  
27 Inverclyde or Inverness or "Isle of Man" or Wight or Islington or Jersey or Kensington or Kent or Kinross or Knowsley  
28 or Lambeth or Lanarkshire or Lancashire or Lancaster or Leeds or Leicester or Leicestershire or Lewisham or Lichfield  
29 or Lincoln or Lincolnshire or Lisburn or Liverpool or London or Londonderry or Lothian or Loughborough or Luton or  
30 Lynn or Manchester or Meirionnydd or Merseyside or Merthyr or Middlesbrough or Midlands or Midlothian or  
31 Monmouth or Monmouthshire or Montgomery or Moray or Neath or Newcastle or Newham or Newport or Norfolk  
32 or Northamptonshire or Northumberland or Norwich or Nottingham or Nottinghamshire or Orkney or Oxford or  
33 Oxfordshire or Pembroke or Pembrokeshire or Perth or Peterborough or Plymouth or Pontypridd or Portsmouth or  
34 Powys or Preston or Radnor or Redbridge or Renfrewshire or Rhondda or Ripon or Rushmoor or Salford or Salisbury  
35 or Sandwell or Scarborough or Scilly or Sheffield or Shetland or Shropshire or Somerset or "South Holland" or  
36 Southampton or Southwark or Staffordshire or Stirling or Stockton or Stoke or Suffolk or Sunderland or Surrey or  
37 Sussex or Swansea or Talbot or Tayside or Thurrock or Torfaen or Truro or Tyne or Tyneside or Tyrone or Wakefield  
38 or Walsall or Waltham or Warwickshire or Wells or "Western Isles" or Westminster or Wiltshire or Winchester or  
39 Wirral or Wolverhampton or Worcester or Worcestershire or Wrexham or "Ynys Mon" or York or Yorkshire) OR  
40 AF=(UK or Scotland or England or Wales or Northern Ireland or Europe or British or Scottish or Welsh or  
41 International or United Kingdom or European or Britain or Channel Isl\* or Irish or EU Member or district council? or  
42 local council? or local authorit\* or NHS Trust? or primary care trust? or borough council? or county council? or Eur or  
43 Social Care Trust? or Aberdeen or Aberdeenshire or Abertawe Bro Morgannwg or Albans or Alderney or Aneurin  
44 Bevan or Anglesey or Angus or Antrim or Argyll or Armagh or Arran or Ashfield or Ayrshire or Bangor or Barking or  
45 Bath or Bedfordshire or Belfast or Betsi Cadwaladr or Bexley or Birmingham or Borders or Bradford or Brecknock or  
46 Brent or Bridgend or Brighton or Bristol or Buckinghamshire or Bute or Caerphilly or Cambridge or Cambridgeshire or  
47 Camden or Cannock or Canterbury or Cardiff or Carlisle or Carmarthen or Carmarthenshire or Ceredigion or Chelsea  
48 or Cheshire or Chester or Chichester or Clackmannanshire or Clwyd or Conwy or Cornwall or County Down or  
49 Coventry or Croydon or Cumbria or Cwm Taf or Cynon or Dagenham or Dartford or Davids or Denbighshire or Derby

1 or Derbyshire or Devon or Dorset or Dudley or Dumfries or Dunbartonshire or Dundee or Durham or Ealing or  
2 Edinburgh or Ely or Enfield or Essex or Exeter or Falkirk or Fenland or Fermanagh or Fife or Flintshire or Forth or  
3 Fulham or Furness or Galloway or Gateshead or Glamorgan or Glasgow or Gloucester or Gloucestershire or  
4 Grampian or Gravesham or Greenwich or Guernsey or Gwent or Gwynedd or Hackney or Halton or Hamlets or  
5 Hammersmith or Hampshire or Haringey or Harlow or Hartlepool or Harwell or Helens or Hereford or Hertfordshire  
6 or Highland or Hounslow or Hull or Humber or Inverclyde or Inverness or "Isle of Man" or Wight or Islington or Jersey  
7 or Kensington or Kent or Kinross or Knowsley or Lambeth or Lanarkshire or Lancashire or Lancaster or Leeds or  
8 Leicester or Leicestershire or Lewisham or Lichfield or Lincoln or Lincolnshire or Lisburn or Liverpool or London or  
9 Londonderry or Lothian or Loughborough or Luton or Lynn or Manchester or Meirionnydd or Merseyside or Merthyr  
10 or Middlesbrough or Midlands or Midlothian or Monmouth or Monmouthshire or Montgomery or Moray or Neath  
11 or Newcastle or Newham or Newport or Norfolk or Northamptonshire or Northumberland or Norwich or  
12 Nottingham or Nottinghamshire or Orkney or Oxford or Oxfordshire or Pembroke or Pembrokeshire or Perth or  
13 Peterborough or Plymouth or Pontypridd or Portsmouth or Powys or Preston or Radnor or Redbridge or  
14 Renfrewshire or Rhondda or Ripon or Rushmoor or Salford or Salisbury or Sandwell or Scarborough or Scilly or  
15 Sheffield or Shetland or Shropshire or Somerset or "South Holland" or Southampton or Southwark or Staffordshire or  
16 Stirling or Stockton or Stoke or Suffolk or Sunderland or Surrey or Sussex or Swansea or Talbot or Tayside or  
17 Thurrock or Torfaen or Truro or Tyne or Tyneside or Tyrone or Wakefield or Walsall or Waltham or Warwickshire or  
18 Wells or "Western Isles" or Westminster or Wiltshire or Winchester or Wirral or Wolverhampton or Worcester or  
19 Worcestershire or Wrexham or "Ynys Mon" or York or Yorkshire)OR PB=(UK or Scotland or England or Wales or  
20 Northern Ireland or Europe or British or Scottish or Welsh or International or United Kingdom or European or Britain  
21 or Channel Isl\* or Irish or EU Member or district council? or local council? or local authorit\* or NHS Trust? or primary  
22 care trust? or borough council? or county council? or Eur or Social Care Trust? or Aberdeen or Aberdeenshire or  
23 Abertawe Bro Morgannwg or Albans or Alderney or Aneurin Bevan or Anglesey or Angus or Antrim or Argyll or  
24 Armagh or Arran or Ashfield or Ayrshire or Bangor or Barking or Bath or Bedfordshire or Belfast or Betsi Cadwaladr  
25 or Bexley or Birmingham or Borders or Bradford or Brecknock or Brent or Bridgend or Brighton or Bristol or  
26 Buckinghamshire or Bute or Caerphilly or Cambridge or Cambridgeshire or Camden or Cannock or Canterbury or  
27 Cardiff or Carlisle or Carmarthen or Carmarthenshire or Ceredigion or Chelsea or Cheshire or Chester or Chichester  
28 or Clackmannanshire or Clwyd or Conwy or Cornwall or County Down or Coventry or Croydon or Cumbria or Cwm Taf  
29 or Cynon or Dagenham or Dartford or Davids or Denbighshire or Derby or Derbyshire or Devon or Dorset or Dudley  
30 or Dumfries or Dunbartonshire or Dundee or Durham or Ealing or Edinburgh or Ely or Enfield or Essex or Exeter or  
31 Falkirk or Fenland or Fermanagh or Fife or Flintshire or Forth or Fulham or Furness or Galloway or Gateshead or  
32 Glamorgan or Glasgow or Gloucester or Gloucestershire or Grampian or Gravesham or Greenwich or Guernsey or  
33 Gwent or Gwynedd or Hackney or Halton or Hamlets or Hammersmith or Hampshire or Haringey or Harlow or  
34 Hartlepool or Harwell or Helens or Hereford or Hertfordshire or Highland or Hounslow or Hull or Humber or  
35 Inverclyde or Inverness or "Isle of Man" or Wight or Islington or Jersey or Kensington or Kent or Kinross or Knowsley  
36 or Lambeth or Lanarkshire or Lancashire or Lancaster or Leeds or Leicester or Leicestershire or Lewisham or Lichfield  
37 or Lincoln or Lincolnshire or Lisburn or Liverpool or London or Londonderry or Lothian or Loughborough or Luton or  
38 Lynn or Manchester or Meirionnydd or Merseyside or Merthyr or Middlesbrough or Midlands or Midlothian or  
39 Monmouth or Monmouthshire or Montgomery or Moray or Neath or Newcastle or Newham or Newport or Norfolk  
40 or Northamptonshire or Northumberland or Norwich or Nottingham or Nottinghamshire or Orkney or Oxford or  
41 Oxfordshire or Pembroke or Pembrokeshire or Perth or Peterborough or Plymouth or Pontypridd or Portsmouth or  
42 Powys or Preston or Radnor or Redbridge or Renfrewshire or Rhondda or Ripon or Rushmoor or Salford or Salisbury  
43 or Sandwell or Scarborough or Scilly or Sheffield or Shetland or Shropshire or Somerset or "South Holland" or  
44 Southampton or Southwark or Staffordshire or Stirling or Stockton or Stoke or Suffolk or Sunderland or Surrey or  
45 Sussex or Swansea or Talbot or Tayside or Thurrock or Torfaen or Truro or Tyne or Tyneside or Tyrone or Wakefield  
46 or Walsall or Waltham or Warwickshire or Wells or "Western Isles" or Westminster or Wiltshire or Winchester or  
47 Wirral or Wolverhampton or Worcester or Worcestershire or Wrexham or "Ynys Mon" or York or Yorkshire))

**Proquest Dissertations and theses**

Searched on 9.2.10. Search generated 38 records.

SCH("United Kingdom") AND (obesity OR body size OR body shape OR obese OR obesogenic OR body weight OR overweight OR "body mass index" OR thin OR thinness OR skinny OR body weight OR fat OR weight OR anorexia OR anorexic) AND (child\* OR adolescent OR puberty OR schoolchild\* OR prepubescen\* OR preadolescenc\* OR school\* OR pupil\* OR young people OR youth OR youths) AND PDN(>1/1/1996)

**Psycinfo (EBSCO host)**

Searched on 9.2.10. Search generated 1630 records.

Search mode: Boolean /Phrase; Limiters - Publication Year from: 1997-2010; Language: English.

S3 TI ( "body composition" OR "body dismorph\*" OR (body W3 size) OR (body W3 shape) OR "overweight"OR "thin" OR "thinness" OR "skinny" OR "body image" OR "obese" OR "obesogenic" OR obesity OR (weight N8 body) OR "body fatness" OR fatness OR "weight gain" OR "body weights" OR Bulimia OR Anorexia OR Binge-eating OR "binge eating" OR "disordered eating" OR underweight OR "eating disorder" OR "eating disorders" ) or AB ( "body composition" OR "body dismorph\*" OR (body W3 size) OR (body W3 shape) OR "overweight"OR "thin" OR "thinness" OR "skinny" OR "body image" OR "obese" OR "obesogenic" OR obesity OR (weight N8 body) OR "body fatness" OR fatness OR "weight gain" OR "body weights" OR Bulimia OR Anorexia OR Binge-eating OR "binge eating" OR "disordered eating" OR underweight OR "eating disorder" OR "eating disorders" )TI ( "body composition" OR "body dismorph\*" OR (body W3 size) OR (body W3 shape) OR "overweight"OR "thin" OR "thinness" OR "skinny" OR "body image" OR "obese" OR "obesogenic" OR obesity OR (weight N8 body) OR "body fatness" OR fatness OR "weight gain" OR "body weights" OR Bulimia OR Anorexia OR Binge-eating OR "binge eating" OR "disordered eating" OR underweight OR "eating disorder" OR "eating disorders" ) or AB ( "body composition" OR "body dismorph\*" OR (body W3 size) OR (body W3 shape) OR "overweight" OR "thin" OR "thinness" OR "skinny" OR "body image" OR "obese" OR "obesogenic" OR obesity OR (weight N8 body) OR "body fatness" OR fatness OR "weight gain" OR "body weights" OR Bulimia OR Anorexia OR Binge-eating OR "binge eating" OR "disordered eating" OR underweight OR "eating disorder" OR "eating disorders")

S15 "Body Mass Index" or DE "Body Dysmorphic Disorder" or DE "Body Image" or DE "Body Image Disturbances" or DE "Body Size" or DE "Body Weight" or DE "Obesity" or DE "Underweight" or DE "Anorexia Nervosa" or DE "Eating Disorders" or DE "Bulimia" or DE "Hyperphagia" or DE "Pica" or DE "Purging (Eating Disorders)" or DE "Aphagia" or DE "Binge Eating" or DE "Weight Control" or DE "Weight Gain" or DE "Weight Loss" or DE "Weight Perception" or DE "Overweight"

S18 S3 or S15

S10 TI ( ethnolog\* OR stories OR content analysis OR ethnographic OR audiorecording OR "observational method?" OR "participant observation" OR "field notes" OR experience? OR narrative? OR discourse OR inter-personal OR individual-level OR repertory grid OR self-worth OR self-identification OR pre-occupation OR preoccupation OR acceptability OR worry OR worries OR feelings OR dissatisfied OR satisfied OR ideal shape OR over-concern OR concerns OR concern OR prejudice OR prejudices OR "process evaluations" OR "process evaluation" OR emotions OR ethnopsychology OR "focus groups" OR "behavioral research" OR "behavioural research" OR narration OR satisfaction OR dissatisfaction OR meanings OR meaning OR perspectives OR perspective OR ideas OR idea OR concepts OR concept OR beliefs OR belief OR attitudes OR attitude OR perceived OR perceives OR perceive OR perceptions OR perception OR views OR view OR qualitative OR interviewed OR interviewing OR interviewer OR interviews OR interview OR comprehension OR attitudinal OR outlook OR "in depth" OR "case studies" OR "case

study" OR opinions OR opinion OR expectations OR expectation OR thoughts OR narratives OR standpoint OR standpoints OR viewpoints OR viewpoint OR "audio record" OR "audio recorded" OR "audio recorder" OR "audio recording" OR "audio recordings" OR "audio records" OR "thematic analysis" OR phenomenol\* OR "grounded theory" OR "grounded studies" OR "grounded research" OR "purposive sampling" OR "constant comparative" OR "constant comparison" OR "purposive sample" OR "field study" OR "field studies" OR "field research" OR "biographical method" OR "theoretical sampl\*" OR "open-ended" OR "open ended" OR "life world" OR "life-world" OR "conversation analysis" OR "conversation analyses" OR "theoretical saturation" OR "thematic analyses" OR anxiety OR anxieties OR anxious ) and AB ( ethnolog\* OR stories OR content analysis OR ethnographic OR audiorecording OR "observational method?" OR "participant observation" OR "field notes" OR experience? OR narrative? OR discourse OR inter-personal OR individual-level OR repertory grid OR self-worth OR self-identification OR pre-occupation OR preoccupation OR acceptability OR worry OR worries OR feelings OR dissatisfied OR satisfied OR ideal shape OR over-concern OR concerns OR concern OR prejudice OR prejudices OR "process evaluations" OR "process evaluation" OR emotions OR ethnopsychology OR "focus groups" OR "behavioral research" OR "behavioural research" OR narration OR satisfaction OR dissatisfaction OR meanings OR meaning OR perspectives OR perspective OR ideas OR idea OR concepts OR concept OR beliefs OR belief OR attitudes OR attitude OR perceived OR perceives OR perceive OR perceptions OR perception OR views OR view OR qualitative OR interviewed OR interviewing OR interviewer OR interviews OR interview OR comprehension OR attitudinal OR outlook OR "in depth" OR "case studies" OR "case study" OR opinions OR opinion OR expectations OR expectation OR thoughts OR narratives OR standpoint OR standpoints OR viewpoints OR viewpoint OR "audio record" OR "audio recorded" OR "audio recorder" OR "audio recording" OR "audio recordings" OR "audio records" OR "thematic analysis" OR phenomenol\* OR "grounded theory" OR "grounded studies" OR "grounded research" OR "purposive sampling" OR "constant comparative" OR "constant comparison" OR "purposive sample" OR "field study" OR "field studies" OR "field research" OR "biographical method" OR "theoretical sampl\*" OR "open-ended" OR "open ended" OR "life world" OR "life-world" OR "conversation analysis" OR "conversation analyses" OR "theoretical saturation" OR "thematic analyses" OR anxiety OR anxieties OR anxious )

S12 DE "Grounded Theory" or DE "Qualitative Research" or DE "Data Collection" or DE "Interviews" or DE "Observation Methods" or DE "Interviewers" or DE "Interviewing" or DE "Questioning" or DE "Attitude Measurement" or DE "Attitude Measures" or DE "Attitudes" or DE "Adolescent Attitudes" or DE "Obesity (Attitudes Toward)" or DE "Attitude Change" or DE "Attitude Formation" or DE "Attribution" or DE "Prejudice" or DE "World View" or DE "Eating Attitudes" or DE "Health Attitudes" or DE "Comprehension" or DE "Meaning" or DE "Self Concept" or DE "Self Perception" or DE "Social Identity" or DE "Behavior Analysis" or DE "Cohort Analysis" or DE "Discourse Analysis" or DE "Content Analysis" or DE "Ethnology" or DE "Ethnography" or DE "Ethnolinguistics" or DE "Phenomenology" or DE "Behavioral Sciences" or DE "Social Sciences" or DE "Behavioral Medicine" or DE "Psychology" or DE "Behavior" or DE "Sociology" or DE "Narratives" or DE "Storytelling" or DE "Comparative Psychology" or DE "Emotions" DE "Grounded Theory" or DE "Qualitative Research" or DE "Data Collection" or DE "Interviews" or DE "Observation Methods" or DE "Interviewers" or DE "Interviewing" or DE "Questioning" or DE "Attitude Measurement" or DE "Attitude Measures" or DE "Attitudes" or DE "Adolescent Attitudes" or DE "Obesity (Attitudes Toward)" or DE "Attitude Change" or DE "Attitude Formation" or DE "Attribution" or DE "Prejudice" or DE "World View" or DE "Eating Attitudes" or DE "Health Attitudes" or DE "Comprehension"

S13 (((((DE "Content Analysis") or (DE "Biographical Data"))) and (DE "Satisfaction" or DE "Dissatisfaction"))) or (DE "Emotional States"))) or (DE "Life Experiences"))) or (DE "Conversation")

S14 S10 or S12 or S13

S19 S14 and S18

S20 S14 and S18 Limiters - Publication Year from: 1997-2010; Language: English; Age Groups: Childhood (birth-12 yrs), School Age (6-12 yrs), Adolescence (13-17 yrs)



1 S21 TI ( child\* OR schoolchild\* OR Boy OR boys OR Girl OR girls OR Minors OR preadolescent\* OR adolescent\* OR  
 2 teen\* OR pupil\* OR young people OR youth OR youths OR adolescence OR pubert\* OR secondary school\* OR school  
 3 N5 student\* ) or AB ( child\* OR schoolchild\* OR Boy OR boys OR Girl OR girls OR Minors OR preadolescent\* OR  
 4 adolescent\* OR teen\* OR pupil\* OR young people OR youth OR youths OR adolescence OR pubert\* OR secondary  
 5 school\* OR school N5 student\*)  
 6

7  
 8 S24 S21 and S14 and S18  
 9

10 S25 S20 or S24  
 11

12 S26 S21 and S18  
 13

14 S27 S21 and S18 Limiters-Methodology: FIELD STUDY, -Nonclinical Case Study, -Qualitative Study  
 15

16 S28 S24 or S27  
 17

18 S29 DE "Adolescent Attitudes" and S18  
 19

20 S30 DE "Obesity (Attitudes Toward)" and S21  
 21

22 S31 S28 or S29 or S30  
 23

24 S32 S28 or S29 or S30  
 25

26 S38 TX UK OR Scotland OR England OR Wales  
 27

28  
 29 S42 TX "Northern Ireland" OR Europe OR British OR Scottish OR Welsh OR International OR "U.K." OR "United  
 30 Kingdom" OR European OR Britain OR "Channel Isles" OR "Channel Islands" OR Irish OR "EU Member" OR "district  
 31 council" OR "local council" OR "local authorities" OR "NHS Trust" OR "primary care trust" OR "borough council" OR  
 32 "county council" OR "local authority" OR "district councils" OR "local councils" OR "NHS Trusts" OR "primary care  
 33 trusts" OR "borough councils" OR "county councils" OR Eur OR "Social Care Trust" OR Aberdeen OR Aberdeenshire  
 34 OR "Abert awe Bro Morgan" OR Albas OR Alderney OR "Aneurin Bevan" OR Anglesey OR Angus OR Antrim OR Argyll  
 35 OR Armagh OR Arran OR Shield OR Ayrshire OR Bangor OR Barking OR Bedfordshire OR Belfast OR "Bets Cadwaladr"  
 36 OR Bexley OR Birmingham OR Borders OR Bradford OR Brecknock OR Brent OR Bridged OR Brighton OR Bristol OR  
 37 Buckinghamshire OR Bute OR Caerphilly OR Cambridge OR Cambridgeshire OR Camden OR Jannock OR Canterbury  
 38 OR Cardiff OR Carlisle OR Carmarthenshire OR Carmarthenshire shire OR Ceredigion OR Chelsea OR Cheshire OR  
 39 Chester OR Chichester OR Clackmannan shire OR Clwyd OR Conway OR Cornwall OR "County Down" OR Coventry OR  
 40 Croydon OR Cumbria OR "Cwm Taf" OR Canon OR Dagenham OR Hartford OR Davids OR Denbighshire OR Derby OR  
 41 Derbyshire OR Devon OR Dorset OR Dudley OR Dumfries OR Dunbarton shire OR Dundee OR Durham OR Ealing OR  
 42 Edinburgh OR Ely OR Enfield OR Essex OR Exeter OR Falkirk OR Finland OR Fermanagh OR Fife OR Flintshire OR Forth  
 43 OR Fulham OR Furness OR Galloway OR Gateshead OR Glamorgan OR Glasgow OR Gloucester OR Gloucestershire OR  
 44 Grampian OR Gresham OR Greenwich OR Guernsey OR Gwent OR Gwynedd OR Hackney OR Alton OR Hamlets  
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51 S45 TX Hammersmith OR Hampshire OR Haringey OR Harlow OR Hartlepool OR Harwell OR Helenus OR Hereford  
 52 OR Hertfordshire OR Highland OR Hounslow OR Hull OR Humber OR Inverclyde OR Inverness OR "Isle of Man" OR  
 53 Wight OR Islington OR Jersey OR Kensington OR Kent OR Kinross OR Knowles OR Lambeth OR Lanarkshire OR  
 54 Lancashire OR Lancaster OR Leeds OR Leicester OR Leicestershire OR Lewisham OR Litchfield OR Lincoln OR  
 55 Lincolnshire OR Lilburn OR Liverpool OR London OR Londonderry OR Lothian OR Loughborough OR Luton OR Lynn  
 56 OR Manchester OR Merienda OR Merseyside OR Methyl OR Middlesbrough OR Midlands OR Midlothian OR  
 57 Monmouth OR Monmouthshire OR Montgomery OR Moray OR Neath OR Newcastle OR Newham OR Newport OR  
 58 Norfolk OR Northamptonshire OR Northumberland OR Norwich OR Nottingham OR Nottinghamshire OR Ornergy OR  
 59 Oxford OR Oxfordshire OR Pembroke OR Pembrokeshire OR Perth OR Peterborough OR Plymouth OR Pontypridd OR  
 60 Portsmouth OR Powys OR Preston OR Radnor OR Redbridge OR Renfrewshire OR Rhondda OR Gipon OR Rushmore  
 OR Salford OR Salisbury OR Sandell OR Scarborough OR Silly OR Sheffield OR Shetland OR Shropshire OR Somerset

OR "South Holland" OR Southampton OR Southwark OR Staffordshire OR Stirling OR Stockton OR Stoke OR Suffolk  
 OR Sunderland OR Surrey OR Sussex OR Swansea OR Talbot OR Tayside OR Hurlock OR Toran OR Turro OR Tyne OR  
 Tynes ide OR Tyrone OR Wakefield OR Walsall OR Waltham OR Warwickshire OR Wells OR "Western Isles" OR  
 Westminster OR Wiltshire OR Winchester OR Wirra OR Wolverhampton OR Worcester OR Worcestershire OR  
 Wareham OR "Ynys Mon" OR York OR Yorkshire

S46 S38 or S42 or S45

S47 ( S38 or S42 or S45 ) or TI English or AB English

S48 (( S38 or S42 or S45 ) or TI English or AB English) and (S32 and S47) (1630)

## Pubmed

Searched on 8.2.10. Search generated 4959 records.

(child[mh] OR adolescent[mh] OR minors[mh] OR puberty[mh] OR child\*[TIAB] OR schoolchild\*[TIAB] OR Boy[TIAB]  
 OR boys[TIAB] OR Girl[TIAB] OR girls[TIAB] OR Minors[TIAB] OR preadolescence[TIAB] OR preadolescent\*[TIAB] OR  
 adolescent\*[TIAB] OR teen\*[TIAB] OR (school[TIAB] AND student\*[TIAB]) OR pupil\*[TIAB] OR young people[TIAB] OR  
 youth[TIAB] OR youths[TIAB] OR adolescence[tiab] OR pubert\*[TIAB] OR Secondary school\*[TIAB])

AND

(body composition[tiab] OR body dismorph\*[tiab] OR Body Weight[MeSH Terms:noexp] OR Body Size[MeSH  
 Terms:noexp] OR "body size"[TIAB] OR "body shape"[TIAB] OR "overweight"[TIAB] OR "thin"[TIAB] OR  
 "thinness"[TIAB] OR "skinny"[TIAB] OR "body mass index"[mh] OR "overnutrition"[mh] OR "body image"[mh] OR  
 "body image"[TIAB] OR "obese"[tiab] OR "obesogenic"[tiab] OR obesity[tiab] OR obesity[mh:noexp] OR  
 (weight[TIAB] AND body[TIAB]) OR weights[TIAB] OR "body fatness"[TIAB] OR fatness[TIAB] OR "weight gain"[TIAB]  
 OR body weight changes[mh:noexp] OR weight gain[mh] OR Weight loss[mh:noexp] OR Emaciation[mh:noexp] OR  
 Cachexia[mh:noexp] OR Overweight[mh:noexp] OR Obesity[mh:noexp] OR Thinness[mh] OR Ideal body weight[mh]  
 OR Bulimia[tw] OR Anorexia[tw] OR Binge-eating[tw] OR "binge eating" OR Eating disorders[mh:noexp] OR Waist  
 Circumference[mh] OR waist-hip ratio[mh] OR disordered eating[tiab] OR underweight[tiab] OR body  
 composition[mh:noexp] OR "weight loss"[TIAB] OR "weight change"[TIAB] OR "weight changes"[TIAB])

AND

((ethnolog\*[tiab]) OR (stories[tiab]) OR (content analysis[tiab]) OR (ethnographic[tiab]) OR (audiorecording[tw]) OR  
 (observational methods[tiab]) OR (participant observation[tiab]) OR (field notes[tiab]) OR "ethnopsychology"[mesh  
 terms] OR "focus groups"[mesh terms] OR "interviews as topic"[mesh terms] OR "empirical research"[mesh terms]  
 OR "emotions"[mesh terms] OR "awareness"[mesh terms] OR "comprehension"[mesh terms] OR "self  
 concept"[mesh terms:noexp] OR "health knowledge, attitudes, practice"[mesh terms] OR "attitude"[mesh  
 terms:noexp] OR "attitude to health"[mesh terms:noexp] OR "focus groups"[mesh terms] OR "qualitative  
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 worries[tiab] OR feelings[tiab] OR dissatisfied[tiab] OR satisfied[tiab] OR ideal shape[tiab] OR over-concern[tiab] OR  
 concerns[tiab] OR concern[tiab] OR prejudice[tiab] OR prejudices[tiab] OR process evaluations[tiab] OR process  
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 concept[tiab] OR beliefs[tiab] OR belief[tiab] OR attitudes[tiab] OR attitude[tiab] OR perceived[tiab] OR  
 perceives[tiab] OR perceive[tiab] OR perceptions[tiab] OR perception[tiab] OR views[tiab] OR view[tiab] OR  
 qualitative[tiab] OR interviewed[tiab] OR interviewing[tiab] OR interviewer[tiab] OR interviews[tiab] OR  
 interview[tiab] OR comprehension[tiab] OR attitudinal[tiab] OR outlook[tiab] OR in depth[tiab] OR case studies[tiab]  
 OR case study[tiab] OR opinions[tiab] OR opinion[tiab] OR expectations[tiab] OR expectation[tiab] OR thoughts[tiab])

OR narratives[tiab] OR standpoint[tiab] OR standpoints[tiab] OR viewpoints[tiab] OR viewpoint[tiab] OR (audio record[tiab] OR audio recorded[tiab] OR audio recorder[tiab] OR audio recording[tiab] OR audio recordings[tiab] OR audio records[tiab]) OR thematic analysis[tiab] OR phenomenol\*[tiab] OR grounded theory[tiab] OR grounded studies[tiab] OR grounded research[tiab] OR purposive sampling[tiab] OR constant comparative[tiab] OR constant comparison[tiab] OR purposive sample[tiab] OR field study[tiab] OR field studies[tiab] OR field research[tiab] OR biographical method[tiab] OR theoretical sampl\*[tiab] OR open-ended[tiab] OR "open ended"[tiab] OR "life world"[tiab] OR life-world[tiab] OR conversation analysis[tiab] OR conversation analyses[tiab] OR theoretical saturation[tiab] OR "thematic analyses"[tiab] OR anxiety[tiab] OR anxieties[tiab] OR anxious[tiab])

AND ("1997"[PDat] : "3000"[PDat])

AND English[lang])

AND (((Northern Ireland[PL]) OR (United Kingdom[PL]) OR (Britain[PL]) OR (Scotland[PL]) OR (Wales[PL]) OR (England[PL]) OR (great britain[MeSH Terms] OR (europe[MeSH Terms:noexp]) OR (Northern Ireland[MeSH Terms]) OR UK OR Scotland OR England OR Wales OR "Northern Ireland" OR Europe OR British OR Scottish OR Welsh OR International OR U.K. OR "United Kingdom" OR European OR Britain OR "Channel Isles" OR "Channel Islands" OR English[tiab] OR Irish OR "EU Member"[tiab] OR "district council" OR "local council" OR "local authorities" OR "NHS Trust" OR "primary care trust" OR "borough council" OR "county council" OR "local authority" OR "district councils" OR "local councils" OR "NHS Trusts" OR "primary care trusts" OR "borough councils" OR "county councils" OR Eur)) OR (("Social Care Trust" OR Aberdeen OR Aberdeenshire OR "Abertawe Bro Morgannwg" OR Albans OR Alderney[tiab] OR "Aneurin Bevan" OR Anglesey OR Angus OR Antrim OR Argyll OR Armagh OR Arran OR Ashfield OR Ayrshire OR Bangor OR Barking OR Bath[tiab] OR Bedfordshire OR Belfast OR "Betsi Cadwaladr" OR Bexley OR Birmingham OR Borders OR Bradford OR Brecknock OR Brent OR Bridgend OR Brighton OR Bristol OR Buckinghamshire OR Bute OR Caerphilly OR Cambridge OR Cambridgeshire OR Camden OR Cannock OR Canterbury OR Cardiff OR Carlisle OR Carmarthen OR Carmarthenshire OR Ceredigion OR Chelsea OR Cheshire OR Chester OR Chichester OR Clackmannanshire OR Clwyd OR Conwy OR Cornwall OR "County Down" OR Coventry OR Croydon OR Cumbria OR "Cwm Taf" OR Cynon OR Dagenham OR Dartford OR Davids OR Denbighshire OR Derby OR Derbyshire OR Devon OR Dorset OR Dudley OR Dumfries OR Dunbartonshire OR Dundee OR Durham OR Ealing OR Edinburgh OR Ely OR Enfield OR Essex OR Exeter OR Falkirk OR Fenland OR Fermanagh OR Fife OR Flintshire OR Forth OR Fulham OR Furness OR Galloway OR Gateshead OR Glamorgan OR Glasgow OR Gloucester OR Gloucestershire OR Grampian OR Gravesham OR Greenwich OR Guernsey OR Gwent OR Gwynedd OR Hackney OR Halton OR Hamlets OR Hammersmith OR Hampshire[tiab] OR Haringey OR Harlow OR Hartlepool OR Harwell OR Helens OR Hereford OR Hertfordshire OR Highland OR Hounslow OR Hull OR Humber OR Inverclyde OR Inverness OR "Isle of Man" OR Wight OR Islington OR Jersey[tiab] OR Kensington OR Kent OR Kinross OR Knowsley OR Lambeth OR Lanarkshire OR Lancashire OR Lancaster OR Leeds OR Leicester OR Leicestershire OR Lewisham OR Lichfield OR Lincoln OR Lincolnshire OR Lisburn OR Liverpool OR London OR Londonderry OR Lothian OR Loughborough OR Luton OR Lynn OR Manchester OR Meirionnydd OR Merseyside OR Merthyr OR Middlesbrough OR Midlands OR Midlothian OR Monmouth OR Monmouthshire OR Montgomery OR Moray OR Neath OR Newcastle OR Newham OR Newport[tiab] OR Norfolk OR Northamptonshire OR Northumberland OR Norwich OR Nottingham OR Nottinghamshire OR Orkney OR Oxford OR Oxfordshire OR Pembroke OR Pembrokeshire OR Perth OR Peterborough OR Plymouth OR Pontypridd OR Portsmouth OR Powys OR Preston OR Radnor OR Redbridge OR Renfrewshire OR Rhondda OR Ripon OR Rushmoor OR Salford OR Salisbury OR Sandwell OR Scarborough OR Scilly OR Sheffield OR Shetland OR Shropshire OR Somerset OR "South Holland" OR Southampton OR Southwark OR Staffordshire OR Stirling OR Stockton OR Stoke OR Suffolk OR Sunderland OR Surrey OR Sussex OR Swansea OR Talbot OR Tayside OR Thurrock OR Torfaen OR Truro OR Tyne OR Tyneside OR Tyrone OR Wakefield OR Walsall OR Waltham OR Warwickshire OR Wells OR "Western Isles" OR Westminster OR Wiltshire OR Winchester OR Wirral OR Wolverhampton OR Worcester OR Worcestershire OR Wrexham OR "Ynys Mon" OR York OR Yorkshire) NOT ("New Jersey" OR Alabama OR Ontario OR "New London" OR "New England" OR "New South Wales" OR "New York"))))

**System for Information on Grey Literature in Europe (SIGLE)**

Searched on 19.03.10. Search generated 12 records.

((("body image" OR "body size" OR "obesity" OR "obese" OR "body shape" "eating disorder" "eating disorders" "weight gain" "weight loss") AND ("young people" OR adolescent OR adolescents OR adolescence OR teens OR teenagers OR youth OR "young people's"))

**Social Policy and Practice (OVID SP)**

Searched on 16.02.10. Search generated 584 records.

1 (child\* or schoolchild\* or Boy or boys or Girl or girls or Minors or preadolescence or preadolescent\* or adolescent\* or teen\* or (school adj6 student\*) or pupil\* or "young people" or youth or youths or adolescence or pubert\* or "secondary school\*").ab,ti. (116090)

2 ("body composition" or "body dismorph\*" or (body adj3 size) or (body adj3 shape) or "overweight" or "thin" or "thinness" or "skinny" or "body image" or "obese" or "obesogenic" or obesity or (weight adj8 body) or "body fatness" or fatness or "weight gain" or "body weights" or Bulimia or Anorexia or Binge-eating or "binge eating" or "disordered eating" or underweight or "eating disorder" or "eating disorders").ab,de,ti. (2418)

3 ("body composition" or "body dismorph\*" or (body adj3 size) or (body adj3 shape) or "overweight" or "thin" or "thinness" or "skinny" or "body image" or "obese" or "obesogenic" or obesity or (weight adj8 body) or "body fatness" or fatness or "weight gain" or "body weights" or Bulimia or Anorexia or Binge-eating or "binge eating" or "disordered eating" or underweight or "eating disorder" or "eating disorders").ab,ti. (1907)

4 1 and 2 (1430)

5 limit 4 to yr="1997 - 2010" (1270)

6 (child\* or schoolchild\* or Boy or boys or Girl or girls or Minors or preadolescence or preadolescent\* or adolescent\* or teen\* or (school adj6 student\*) or pupil\* or "young people" or youth or youths or adolescence or pubert\* or "secondary school\*").ab,ti. (116090)

7 (child\* or schoolchild\* or Boy or boys or Girl or girls or Minors or preadolescence or preadolescent\* or adolescent\* or teen\* or (school adj6 student\*) or pupil\* or "young people" or youth or youths or adolescence or pubert\* or "secondary school\*").ab,de,ti. (129461)

8 2 or 7 (130325)

9 2 and 8 (2418)

10 2 and 7 (1554)

11 limit 10 to yr="1997 - 2010" (1379)

12 (S11 not S5).mp. [mp=abstract, title, publication type, heading word, accession number] (5)

13 (#11 not #5).mp. [mp=abstract, title, publication type, heading word, accession number] (1075)

14 11 not 5 (109)

15 (ethnolog\* or stories or content analysis or ethnographic).ab,de,ti. (2239)

16 11 and 15 (8)

17 (ethnolog\* or stories or content analysis or ethnographic or audiorecording or "observational method?" or "participant observation" or "field notes" or experience? or narrative? or discourse or inter-personal or individual-level or repertory grid or self-worth or self-identification or pre-occupation or preoccupation or acceptability or worry or worries or feelings or dissatisfied or satisfied or ideal shape or over-concern or concerns or concern or prejudice or prejudices or "process evaluations" or "process evaluation" or emotions or ethnopsychology or "focus groups" or "behavioral research" or "behavioural research" or narration or satisfaction or dissatisfaction or meanings or meaning or perspectives or perspective or ideas or idea or concepts or concept or beliefs or belief or attitudes or attitude or perceived or perceives or perceive or perceptions or perception or views or view or qualitative or interviewed or interviewing or interviewer or interviews or interview or comprehension or attitudinal or outlook or "in depth" or "case studies" or "case study" or opinions or opinion or expectations or expectation or thoughts or narratives or standpoint or standpoints or viewpoints or viewpoint or "audio record" or "audio recorded" or "audio recorder" or "audio recording" or "audio recordings" or "audio records" or "thematic analysis" or phenomenol\* or "grounded theory" or "grounded studies" or "grounded research" or "purposive sampling" or "constant comparative" or "constant comparison" or "purposive sample" or "field study" or "field studies" or "field research" or "biographical method" or "theoretical sampl\*" or "open-ended" or "open ended" or "life world" or "life-world" or "conversation analysis" or "conversation analyses" or "theoretical saturation" or "thematic analyses" or anxiety or anxieties or anxious).ab,de,ti. (121315)

18 11 and 17 (584)

### 27 Social Science Citation Index

28 Searched on 18.02.10. Search generated 1028 records.

33 # 1. Topic=("body composition" OR "body dismorph\*" OR "body size" OR "body shape" OR "overweight" OR "thin"  
34 OR "thinness" OR "skinny" OR "body image" OR "obese" OR "obesogenic" OR obesity OR (weight SAME body) OR  
35 weights OR "body fatness" OR fatness OR "weight gain" OR Bulimia OR Anorexia OR "Binge eating" OR "disordered  
36 eating" OR underweight)

39 # 2. TS=(child\* OR schoolchild\* OR Boy OR boys OR Girl OR girls OR Minors OR Prepubescen\* OR preadolescent\* OR  
40 adolescent\* OR teen\* OR (school SAME student\*) OR pupil\* OR young people OR youth OR youths OR adolescence  
41 OR pubert\* OR secondary school\*)

44 # 3. #2 AND #1

46 # 4. TS=(ethnolog\* OR stories OR content analys?s OR ethnographic OR audiorecording OR "observational method?"  
47 OR "participant observation" OR "field notes" OR experience? OR narrate\* OR discourse OR inter-personal OR  
48 individual-level OR repertory grid OR self-worth OR self-identification OR pre-occupation OR preoccupation OR  
49 acceptability OR worry OR worries OR feelings OR dissatisfied OR satisfied OR idea\$ OR over-concern OR concern\$  
50 OR prejudice\$ OR "process evaluation\$" OR emotions OR ethnopsychology OR "focus groups" OR "behavio\$ral  
51 research" OR satisfaction OR dissatisfaction OR meaning\$ OR perspective\$ OR idea\$ OR concept\$ OR belief\$ OR  
52 attitude\$ OR perceive\$ OR perception\$ OR view\$) AND Language=(English)

56 # 5. #4 AND #3

58 # 6. TI=(child\* OR schoolchild\* OR Boy OR boys OR Girl OR girls OR Minors OR Prepubescen\* OR preadolescent\* OR  
59 adolescent\* OR teen\* OR (school SAME student\*) OR pupil\* OR young people OR youth OR youths OR adolescence  
60 OR pubert\* OR secondary school\*) AND Language=(English)

# 7. #6 AND #1

1 # 8. #7 AND #4

2 # 9. TI=("body composition" OR "body dismorph\*" OR "body size" OR "body shape" OR "overweight" OR "thin" OR  
3 "thinness" OR "skinny" OR "body image" OR "obese" OR "obesogenic" OR obesity OR (weight SAME body) OR  
4 weights OR "body fatness" OR fatness OR "weight gain" OR Bulimia OR Anorexia OR "Binge eating" OR "disordered  
5 eating" OR underweight) AND Language=(English)  
6  
7

8 # 10. #9 AND #6

9 # 11. #10 AND #4

10 # 12. TI=(child\* OR schoolchild\* OR Prepubescen\* OR preadolescent\* OR adolescent\* OR teen\* OR (school SAME  
11 student\*) OR pupil\* OR young people OR youth OR youths OR adolescence OR pubert\* OR secondary school\*) AND  
12 Language=(English)  
13

14 # 13. #12 AND #9

15 # 14. #13 AND #4

16 # 15. #13 AND #4

17 Refined by: Countries/Territories=( ENGLAND )

18 # 16. #12 AND #9

19 Refined by: Countries/Territories=( ENGLAND )

20 # 17. #4 AND #3

21 Refined by: Countries/Territories=( ENGLAND )

22 # 18. #17 OR #16

23 # 19. TS=(qualitative OR interview\* OR interview\$ OR comprehension OR attitudinal OR outlook OR "in depth" OR  
24 "case stud\*" OR opinion\$ OR expectation\$ OR thoughts OR standpoint\$ OR viewpoint\$ OR "audio record\*" OR  
25 "thematic analys?s" OR phenomenol\* OR "grounded theory" OR "grounded studies" OR "grounded research" OR  
26 "purposive sampl\*" OR "constant compare\*" OR "field stud\*" OR "field research" OR "biographical method\$" OR  
27 "theoretical sampl\*" OR "open-ended" OR "open ended" OR "life world" OR "life-world" OR "conversation analys?s"  
28 OR "theoretical saturation" OR anxiety\* OR anxious) AND Language=(English)  
29  
30

31 # 20. #19 AND #3

32 # 21. #19 AND #3

33 Refined by: Countries/Territories=( ENGLAND )

34 # 22. #21 OR #18

35 # 23. #22 OR #16

36 # 24. #22 OR #17

37 # 25. #21 OR #17

38 # 26. #25 OR #16

39 # 27. #19 AND #3

1 Refined by: Countries/Territories=( ENGLAND OR SCOTLAND OR WALES OR NORTH IRELAND )

2 # 28. #4 AND #3

3  
4 Refined by: Countries/Territories=( ENGLAND OR SCOTLAND OR WALES OR NORTH IRELAND )

5  
6 # 29. #28 OR #27

## 7 8 9 10 11 **Zetoc**

12 Searched on 23.02.10. 736 titles from this search were scanned by eye and 0 relevant abstracts were uploaded.

13  
14  
15 Keywords: (Child\* or Adolesce\*) and (view\* or attitude\* or perspect\*) and (weight or body or fat or obesity)

## 16 17 18 19 **B. Internet search-engine searches**

20  
21  
22 **[Unless specified otherwise, records were scanned online and not uploaded automatically]**

### 23 24 **Clusty**

25 Searched on 03.03.10. Scanned a total of 131 references clustered in groups: ac.uk, gov, org, shape, and "other URLs".

26  
27  
28  
29 #1 (adolescent OR adolescents OR child OR children) AND (views OR attitudes OR perspective) AND (body OR weight  
30 OR obesity) AND (UK OR England OR British)

31  
32  
33 #2 (adolescent OR adolescents OR child OR children) AND qualitative AND (body OR weight OR obesity) AND (UK OR  
34 England OR British)

### 35 36 37 38 **Google**

39 Searched on 18.03.10. Scanned first 100 each time

40  
41  
42 #1 children\* AND qualitative AND obes\* AND UK

43  
44 #2 children\* AND qualitative AND obes\*

45  
46  
47 #3 adolescen\* AND qualitative AND obes\* AND UK

48  
49 #4 adolescen\* AND qualitative AND obes\*

### 50 51 52 53 **Google Scholar**

54 Searched on 18.03.10. Scanned first 100 each time.

55  
56 Date limit 1997-2010, English language, all articles (not patents)

57  
58  
59 A. All "intitle:",

60 #1. young people AND ("body size" OR obesity OR obese OR "weight gain" OR "body shape" OR eating)

#2. adolescent AND (body size" OR obesity OR obese OR "weight gain" OR "body shape" OR eating)

1  
2  
3 B. Anywhere in the text:

4 #1 young people AND ("body size" OR obesity OR obese OR "weight gain" OR "body shape" OR eating)

5 #2. adolescent AND ("body size" OR obesity OR obese OR "weight gain" OR "body shape" OR eating)

6  
7  
8 C. Anywhere in the text:

9 #1. adolescent AND views AND UK AND body

10  
11  
12  
13 **SCIRUS**

14  
15 Searched on 19.03.10.

16  
17 Sources: Abstracts, articles, books, conferences, theses and dissertations. Exclude Medline and Pubmed

18  
19 Date range: 1997-2010

20  
21 Records: 228 records (after duplicate removal): all uploaded.

22  
23  
24  
25 #1 (narrow)

26  
27 (title:obesity OR title: "body image" OR title: "body size" OR title: "body weight" OR title: "eating disorder" OR  
28 title:fatness OR title:obese OR title:thinness OR title: "weight gain" OR title: "weight loss") (title:views OR  
29 title:attitudes OR title:appearance OR title:qualitative OR title: "focus groups" OR title:observational OR  
30 title:attitudinal OR title:perspective OR title:perspectives OR title:concerns)

31  
32 Refined by items classified as "childhood obesity"

33  
34  
35  
36 *31 items*

37  
38 #2 (broad, UK-focussed)

39  
40  
41  
42 Sources: Abstracts, articles, books, conferences, theses and dissertations. Exclude Medline and Pubmed

43  
44 (((obesity OR "body size" OR "body shape" OR "body weight" OR "eating disorder" OR fatness OR obese OR  
45 thinness OR "weight gain" OR "weight loss") ("young people" OR youth OR adolescents OR adolescent OR  
46 adolescence OR teens OR teenage OR teenagers) (views OR attitudes OR qualitative OR "focus groups" OR  
47 observational OR attitudinal OR concerns OR perspectives OR perspective OR beliefs))) ) (UK OR British OR Welsh  
48 OR Scottish OR England OR Scotland OR Wales OR) - couldn't take any more terms

49  
50 Subject areas: Social and behavioural medicine

51  
52 Websites all, except Hong Kong University, Humboldt

53  
54 *Used first 100 results out of 2,723*

55  
56  
57  
58 #3 (broad search)

59  
60 ((obesity OR "body size" OR "body shape" OR "body weight" OR "eating disorder" OR fatness OR obese OR  
thinness OR "weight gain" OR "weight loss") ("young people" OR youth OR adolescents OR adolescent OR  
adolescence OR teens OR teenage OR teenagers) (views OR attitudes OR qualitative OR "focus groups" OR  
observational OR attitudinal OR concerns OR perspectives OR perspective OR beliefs))



1 Subject areas: Social and behavioural medicine

2 Websites: all, except Hong Kong University, Humboldt

3  
4 *Used first 100 results out of 487,277*

## 10 **D. Journals hand-searched**

11 [Unless specified otherwise, records were scanned online from 1997 onwards (or the Journal's first issue if this was  
12 later). Potentially relevant records were checked for duplication before uploading]

13  
14  
15  
16  
17  
18 Children and Society (Wiley NCB): Searched on 29.03.10

19  
20 Childrenz issues (Journal of the Childrens Issues Centre): 24.03.10: 97

21  
22 Health Education: Searched on 24.03.10

23  
24 International Journal of Paediatric Obesity: Searched on 29.03.10

25  
26 The sociology of health and illness: Searched on 24.03.10

27  
28  
29 Men and Masculinities: Searched on 24.03.10: 20

## D. Websites searched

Website	URL
Advertising Education Forum (AEF)	<a href="http://www.aeforum.org/index.shtml">http://www.aeforum.org/index.shtml</a>
Association for the Study of Obesity	<a href="http://www.aso.org.uk/">http://www.aso.org.uk/</a>
Barnardo's Children's Charity	<a href="http://www.barnardos.org.uk/">http://www.barnardos.org.uk/</a>
Calouste Gulbenkian Foundation	<a href="http://www.gulbenkian.org.uk/">http://www.gulbenkian.org.uk/</a>
Centers for Disease Control and Prevention	<a href="http://www.cdc.gov/">http://www.cdc.gov/</a>
Child and Adolescent Health Research Unit	<a href="http://www.education.ed.ac.uk/cahru/">http://www.education.ed.ac.uk/cahru/</a>
Child Growth Foundation	<a href="http://www.childgrowthfoundation.org/">http://www.childgrowthfoundation.org/</a>
Children and Young People Now	<a href="http://www.cypnow.co.uk/">http://www.cypnow.co.uk/</a>
Children in Scotland	<a href="http://www.childreninScotland.org.uk/">http://www.childreninScotland.org.uk/</a>
Children in Wales	<a href="http://www.childreninwales.org.uk/index.html">http://www.childreninwales.org.uk/index.html</a>
Children's Research Centre	<a href="http://childrens-research-centre.open.ac.uk/">http://childrens-research-centre.open.ac.uk/</a>
The Children's Commissioner	<a href="http://www.childrenscommissioner.gov.uk/">http://www.childrenscommissioner.gov.uk/</a>
The Children's Society	<a href="http://www.childrensociety.org.uk/">http://www.childrensociety.org.uk/</a>
Economic and Social Research Council	<a href="http://www.esrc.ac.uk/ESRCInfoCentre/index.aspx">http://www.esrc.ac.uk/ESRCInfoCentre/index.aspx</a>
European Commission	<a href="http://ec.europa.eu/index_en.htm">http://ec.europa.eu/index_en.htm</a>
European Congress on Obesity	<a href="http://www.easoobesity.org/eco2012/">http://www.easoobesity.org/eco2012/</a>
Evidence Informed Practice Portal	<a href="http://eip.iriss.org.uk/">http://eip.iriss.org.uk/</a>
The Fabian Society	<a href="http://www.fabians.org.uk/">http://www.fabians.org.uk/</a>

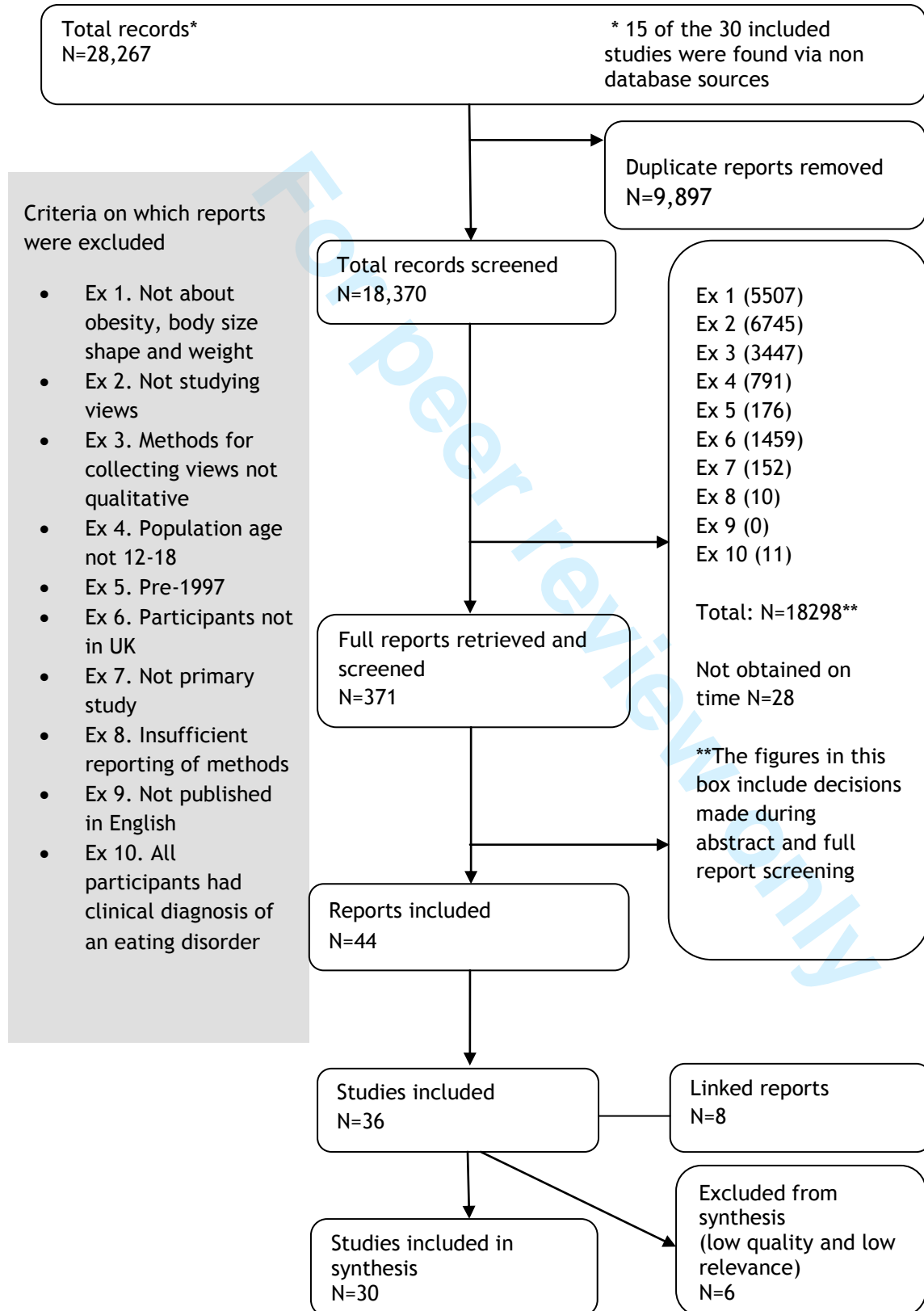
1	Girlguiding UK	<a href="http://www.girlguiding.org.uk/home.aspx">http://www.girlguiding.org.uk/home.aspx</a>
2	Healthy Weight for Children Hub	<a href="http://www.healthyweight4children.org.uk/">http://www.healthyweight4children.org.uk/</a>
3		
4		
5	l'Institut national de santé publique du Québec	<a href="http://www.inspq.qc.ca/">http://www.inspq.qc.ca/</a>
6		
7	Institute of Education Library	<a href="http://www.ioe.ac.uk/services/392.html">http://www.ioe.ac.uk/services/392.html</a>
8		
9	International Association for the Study of Obesity	<a href="http://www.iaso.org/">http://www.iaso.org/</a>
10		
11	International Life Sciences Institute	<a href="http://www.ilsi.org/Pages/HomePage.aspx">http://www.ilsi.org/Pages/HomePage.aspx</a>
12		
13		
14	International Obesity Taskforce	<a href="http://www.ietf.org/">http://www.ietf.org/</a>
15		
16	International Physical Activity and the Environment network	<a href="http://www.ipenproject.org/">http://www.ipenproject.org/</a>
17		
18	The King's Fund Library	<a href="http://www.kingsfund.org.uk/library/">http://www.kingsfund.org.uk/library/</a>
19		
20	National Conferences on Obesity and Health	<a href="http://obesityandhealth.co.uk/">http://obesityandhealth.co.uk/</a>
21		
22	National Obesity Forum	<a href="http://www.nationalobesityforum.org.uk/">http://www.nationalobesityforum.org.uk/</a>
23		
24		
25	National Obesity Observatory for England	<a href="http://www.noo.org.uk/">http://www.noo.org.uk/</a>
26		
27	NHS Evidence – Child Health	<a href="http://www.library.nhs.uk/childhealth/">http://www.library.nhs.uk/childhealth/</a>
28		
29	NHS Health Scotland Library	<a href="http://www.healthscotland.com/resources/library/index.aspx">http://www.healthscotland.com/resources/library/index.aspx</a>
30		
31	NHS National Library for Public Health	<a href="http://www.library.nhs.uk/publichealth/">http://www.library.nhs.uk/publichealth/</a>
32		
33		
34	North West Grey Literature Service	<a href="http://www.fade.nhs.uk/">http://www.fade.nhs.uk/</a>
35		
36	NSPCC	<a href="http://www.nspcc.org.uk/">http://www.nspcc.org.uk/</a>
37		
38	NSPCC Inform	<a href="http://www.nspcc.org.uk/Inform/informhub_wda49931.html">http://www.nspcc.org.uk/Inform/informhub_wda49931.html</a>
39		
40	Ofcom: Office of Communications	<a href="http://www.ofcom.org.uk/">http://www.ofcom.org.uk/</a>
41		
42		
43	Online Research Bank	<a href="http://www.ark.ac.uk/orb/">http://www.ark.ac.uk/orb/</a>
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1	Policy Hub	<a href="http://www.nationalschool.gov.uk/policyhub/">http://www.nationalschool.gov.uk/policyhub/</a>
2	Save the Children	<a href="http://www.savethechildren.org.uk/">http://www.savethechildren.org.uk/</a>
3		
4	School Food Trust	<a href="http://www.schoolfoodtrust.org.uk/">http://www.schoolfoodtrust.org.uk/</a>
5		
6	Schools and Students Health Education Unit	<a href="http://www.sheu.org.uk/">http://www.sheu.org.uk/</a>
7		
8	The Scottish Government	<a href="http://www.scotland.gov.uk/Home">http://www.scotland.gov.uk/Home</a>
9		
10	Social Issues Research Centre	<a href="http://www.sirc.org/">http://www.sirc.org/</a>
11		
12	Social Science Research Network	<a href="http://www.ssrn.com/">http://www.ssrn.com/</a>
13		
14	SPEEDY: Sport, Physical Activity and Eating Behaviour	<a href="http://www.mrc-epid.cam.ac.uk/Studies/Speedy2/speedy1.html">http://www.mrc-epid.cam.ac.uk/Studies/Speedy2/speedy1.html</a>
15		
16	UK Faculty of Public Health	<a href="http://www.fph.org.uk/events/archive/2010">http://www.fph.org.uk/events/archive/2010</a>
17		
18	UK Preventive Medicine	<a href="http://www.ukpreventivemedicine.com/">http://www.ukpreventivemedicine.com/</a>
19		
20	UCL Department of Epidemiology and Public Health	<a href="http://www.ucl.ac.uk/hbrc/diet/projects.html">http://www.ucl.ac.uk/hbrc/diet/projects.html</a>
21		
22	University of Kent Library	<a href="http://www.kent.ac.uk/library/">http://www.kent.ac.uk/library/</a>
23		
24	Welsh Assembly Government	<a href="http://wales.gov.uk/">http://wales.gov.uk/</a>
25		
26	World Advertising Research Centre	<a href="http://www.warc.com/">http://www.warc.com/</a>
27		
28	Young Minds	<a href="http://www.youngminds.org.uk/">http://www.youngminds.org.uk/</a>
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**Web only file 2. PRISMA Document** Flow of studies through the review

Rees R, Caird J, Dickson K, Vigurs C, Thomas J (2013) *The views of young people in the UK about obesity, body size, shape and weight: a systematic review*. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London.



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For peer review only

1 **Web only file 4: Study quality descriptions**

2 Rees R, Caird J, Dickson K, Vigurs C, Thomas J (2013) *The views of young people in the UK about*  
 3 *obesity, body size, shape and weight: a systematic review*. London: EPPI-Centre, Social Science Research  
 4 Unit, Institute of Education, University of London.  
 5

6 **Table A: Weight of evidence judgements**

	Study	Weight of evidence*					
		Reliability of findings			Usefulness of findings		
		Low	Medium	High	Low	Medium	High
*	Bhugra and Bhui (2003)	✓			✓		
w1	Billings et al. (2008)		✓		✓		
w2	Bramham (2003)		✓			✓	
w3	Cockburn and Clarke (2002)		✓			✓	
w4	Curtis (2008)			✓			✓
w5	Daley et al. (2008)		✓				✓
w6	Flintoff and Scraton (2001)		✓			✓	
w7	Frost (2001)	✓				✓	
w8	Gorely et al. (2003)	✓				✓	
w9	Griffiths and Page (2008)		✓				✓
w10	Grogan et al. (2009)		✓		✓		
w11	Grogan and Richards (2002)		✓				✓
w12	Health Experience Research Group (2010)			✓			✓
w13	Hester et al. (2009b)		✓				✓
w14	Holt et al (2005)		✓			✓	
*	Inchley et al (2008)	✓			✓		
*	Jackson and Harris (2007)	✓			✓		
*	Kaplan-Myrth (2000)	✓			✓		
w15	Krayer et al. (2008)		✓			✓	
w16	Kurtz and Thornes (2000)		✓		✓		
w17	Lloyd and Dittmar (1997)		✓			✓	
w18	Lucas and Lloyd (1999)		✓		✓		
w19	Ludvigsen and Sharma (2004)		✓		✓		
*	McAlister and Neill (2007)	✓			✓		
w20	Mulvihill et al. (2000b)		✓			✓	
w21	Owen et al. (2009)		✓		✓		
w22	Percy-Smith (2007)		✓		✓		
*	Reid (2009)	✓			✓		
w23	Reid and Hendry (2001)		✓		✓		
w24	Shucksmith and Hendry (1998)		✓			✓	
w25	Velija and Kumar (2009)		✓			✓	
w26	Wallace et al. (2007)		✓		✓		
w27	Willett (2008)	✓				✓	
w28	Wills et al. (2006)			✓			✓
w29	Wills et al (2008a)		✓			✓	
w30	Wills (2005b)		✓		✓		

59 \*Studies rated low for both reliability and usefulness were not incorporated into the synthesis.  
 60

Table B Quality of studies of young people's views: studies meeting each criterion

Quality appraisal question	Answer options (see Table A for key to study numbers)			
	Not at all/Not stated	Minimal steps	Several steps	A thorough attempt
1) Were steps taken to increase rigour in sampling?	N = 9 w1, w4, w17, w19, w23, w24, w27, w28, w32	N = 18 w3, w5, w6, w7, w8, w9, w10, w11, w12, w14, w15, w16, w18, w21, w22, w31, w33, w36	N = 5 w20, w25, w26, w29, w35	N = 4 w2, w13, w30, w34
2) Were steps taken to increase rigour in data collection?	N = 3 w1, w18, w28	N = 11 w7, w9, w15, w16, w17, w20, w22, w26, w27, w33, w36	N = 17 w3, w4, w6, w8, w10, w11, w12, w14, w19, w21, w23, w24, w25, w29, w32, w34, w35	N = 5 w2, w5, w13, w30, w31
3) Were steps taken to increase rigour in data analysis?	N = 16 w1, w3, w4, w7, w8, w9, w12, w17, w18, w20, w23, w24, w25, w28, w32, w33	N = 8 w2, w14, w19, w22, w27, w30, w31, w36	N = 6 w6, w15, w16, w26, w29, w34	N = 6 w5, w10, w11, w13, w21, w35
4) Were the findings of the study grounded in/supported by data?	No grounding N = 0	Limited grounding/support N = 7 w1, w22, w25, w26, w28, w32, w35	Fairly well grounded/ supported N = 22 w3, w4, w7, w8, w9, w12, w14, w15, w16, w17, w18, w19, w20, w21, w23, w24, w27, w29, w30, w31, w33, w36	Good grounding/support N = 7 w2, w5, w6, w10, w11, w13, w34



Quality appraisal question	Answer options (see Table A for key to study numbers)			
5) Breadth and depth of findings	Limited breadth and depth N = 13 w1, w2, w17, w18, w20, w22, w23, w26, w28, w29, w31, w32, w36	Good/fair breadth, limited depth N = 7 w4, w16, w21, w25, w30, w33, w35	Good/fair depth, limited breadth N = 6 w9, w11, w15, w19, w24, w27	Good breadth and depth N = 10 w3, w5, w6, w7, w8, w10, w12, w13, w14, w34
6) To what extent did the study privilege the perspectives and experiences of young people?	Not at all N = 3 w1, w8, w28	A little N = 10 w7, w9, w11, w15, w16, w17, w22, w25, w26, w35	Somewhat N = 16 w2, w3, w4, w18, w19, w20, w21, w23, w24, w27, w29, w31, w32, w33, w34, w36	A lot N = 7 w5, w6, w10, w12, w13, w14, w30

Web only File 5 Themes from the synthesis: the contribution of each study (Rees et al, perspectives on obesity in young people)

Themes from the synthesis	Billings et al. (2008) w1	Bramham (2003) w2	Cockburn and Clarke (2002) w3	Curtis (2008) w4	Daley et al. (2008) w5	Flintoff and Scraton (2001) w6	Frost (2001) w7	Gorely et al. (2003) w8	Griffiths and Page (2008) w9	Grogan et al. (2009) w10	Grogan and Richards (2002) w11	Health Experience Research Group (2010) w12	Hester et al. (2009b) w13	Holt et al. (2005) w14	Krayer et al. (2008) w15	Kurtz and Thornes (2000) w16	Lloyd and Dittmar (1997) w17	Lucas and Lloyd (1999) w18	Ludvigsen and Sharma (2004) w19	Mulvihill et al. (2000) w20	Owen et al. (2009) w21	Percy-Smith (2007) w22	Reid and Hendry (2001) w23	Shucksmith and Hendry (1998) w24	Velija and Kumar (2009) w25	Wallace et al. (2007) w26	Willett (2008) w27	Wills et al. (2006) w28	Wills et al. (2008a) w29	Wills (2005b) w30
It's down to me	■				■	■	■			■	■	■							■	■			■	■			■	■	■	
It's like a girl thing?		■	■			■	■	■		■	■	■			■		■				■	■					■		■	
If you're fat then they don't like you							■	■			■	■	■			■		■							■			■	■	■
People that are right big have right dirty houses				■	■				■			■	■				■											■	■	
Being fat is really a bad thing		■					■	■			■	■			■		■					■	■	■		■		■		■
Not wanting to stick out				■					■			■					■											■		
Day after day, you're that terrified		■	■	■	■				■	■	■	■	■	■	■									■				■		
Vicious circles									■			■																		
Easier said than done				■	■							■	■	■							■			■					■	
Yo-yos and pick-me-ups												■	■	■							■							■		
Be nice. You've got to help												■	■								■									



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Section/topic	#	Checklist item	Reported on page #
<b>TITLE</b>			
Title	1	Identify the report as a systematic review, meta-analysis, or both.	
<b>ABSTRACT</b>			
Structured summary	2	Provide a structured summary including, as applicable: background; objectives; data sources; study eligibility criteria, participants, and interventions; study appraisal and synthesis methods; results; limitations; conclusions and implications of key findings; systematic review registration number.	
<b>INTRODUCTION</b>			
Rationale	3	Describe the rationale for the review in the context of what is already known.	8
Objectives	4	Provide an explicit statement of questions being addressed with reference to participants, interventions, comparisons, outcomes, and study design (PICOS).	Last paragraph p8 (PICOS acronym not appropriate, but Population and two other phenomena are stated (views, body size)
<b>METHODS</b>			
Protocol and registration	5	Indicate if a review protocol exists, if and where it can be accessed (e.g., Web address), and, if available, provide registration information including registration number.	10 – indication. Is available from authors. Has no registration no.



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Eligibility criteria	6	Specify study characteristics (e.g., PICOS, length of follow-up) and report characteristics (e.g., years considered, language, publication status) used as criteria for eligibility, giving rationale.	10
Information sources	7	Describe all information sources (e.g., databases with dates of coverage, contact with study authors to identify additional studies) in the search and date last searched.	9
Search	8	Present full electronic search strategy for at least one database, including any limits used, such that it could be repeated.	Web only file 1
Study selection	9	State the process for selecting studies (i.e., screening, eligibility, included in systematic review, and, if applicable, included in the meta-analysis).	10
Data collection process	10	Describe method of data extraction from reports (e.g., piloted forms, independently, in duplicate) and any processes for obtaining and confirming data from investigators.	10
Data items	11	List and define all variables for which data were sought (e.g., PICOS, funding sources) and any assumptions and simplifications made.	10
Risk of bias in individual studies	12	Describe methods used for assessing risk of bias of individual studies (including specification of whether this was done at the study or outcome level), and how this information is to be used in any data synthesis.	10
Summary measures	13	State the principal summary measures (e.g., risk ratio, difference in means).	n/a
Synthesis of results	14	Describe the methods of handling data and combining results of studies, if done, including measures of consistency (e.g., $I^2$ ) for each meta-analysis.	n/a

Page 1 of 2

Section/topic	#	Checklist item	Reported on page #
Risk of bias across studies	15	Specify any assessment of risk of bias that may affect the cumulative evidence (e.g., publication bias, selective reporting within studies).	Not done
Additional analyses	16	Describe methods of additional analyses (e.g., sensitivity or subgroup analyses, meta-regression), if done, indicating which were pre-specified.	17 web only file 4
<b>RESULTS</b>			
Study selection	17	Give numbers of studies screened, assessed for eligibility, and included in the review, with reasons for exclusions at each stage, ideally with a flow diagram.	13 web only file 2
Study characteristics	18	For each study, present characteristics for which data were extracted (e.g., study size, PICOS, follow-up period) and provide the citations.	Table 2
Risk of bias within studies	19	Present data on risk of bias of each study and, if available, any outcome level assessment (see item 12).	Web only file 3



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Results of individual studies	20	For all outcomes considered (benefits or harms), present, for each study: (a) simple summary data for each intervention group (b) effect estimates and confidence intervals, ideally with a forest plot.	see Table 3 and web only file 4
Synthesis of results	21	Present results of each meta-analysis done, including confidence intervals and measures of consistency.	Summary of themes: bottom p17 and table 3
Risk of bias across studies	22	Present results of any assessment of risk of bias across studies (see Item 15).	Web only file 3
Additional analysis	23	Give results of additional analyses, if done (e.g., sensitivity or subgroup analyses, meta-regression [see Item 16]).	n/a
<b>DISCUSSION</b>			
Summary of evidence	24	Summarize the main findings including the strength of evidence for each main outcome; consider their relevance to key groups (e.g., healthcare providers, users, and policy makers).	Key messages section and initial sentences of first 3 paras in discussion
Limitations	25	Discuss limitations at study and outcome level (e.g., risk of bias), and at review-level (e.g., incomplete retrieval of identified research, reporting bias).	28
Conclusions	26	Provide a general interpretation of the results in the context of other evidence, and implications for future research.	27-8
<b>FUNDING</b>			
Funding	27	Describe sources of funding for the systematic review and other support (e.g., supply of data); role of funders for the systematic review.	Footnotes

From: Moher D, Liberati A, Tetzlaff J, Altman DG, The PRISMA Group (2009). Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA Statement. PLoS Med 6(6): e1000097. doi:10.1371/journal.pmed1000097

For more information, visit: [www.prisma-statement.org](http://www.prisma-statement.org).



**'It's on your conscience all the time': a systematic review of qualitative studies examining views on obesity amongst young people aged 12-18 in the UK.**

Journal:	<i>BMJ Open</i>
Manuscript ID:	bmjopen-2013-004404.R1
Article Type:	Research
Date Submitted by the Author:	31-Jan-2014
Complete List of Authors:	Rees, Rebecca; Institute of Education, University of London, Social Science Research Unit, Department of Children and Health Caird, Jenny; Institute of Education, University of London, Social Science Research Unit, Department of Children and Health Dickson, Kelly; Institute of Education, University of London,, Social Science Research Unit, Department of Children and Health Vigurs, Carol; Institute of Education, University of London, Social Science Research Unit, Department of Children and Health Thomas, James; Institute of Education, University of London, Social Science Research Unit, Department of Children and Health
<b>Primary Subject Heading</b>:	Qualitative research
Secondary Subject Heading:	Public health
Keywords:	Health policy < HEALTH SERVICES ADMINISTRATION & MANAGEMENT, NUTRITION & DIETETICS, PAEDIATRICS

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4 **'It's on your conscience all the time': a systematic review**  
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7 **of qualitative studies examining views on obesity amongst**  
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10 **young people aged 12-18 in the UK.**  
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8 5. **Word count:** 4552, not including abstract, Article summary, footnotes and references  
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## Abstract (299 words)

**Objective** To explore the perspectives of young people in the UK on obesity, body size, shape and weight.

**Design** Systematic review of qualitative studies using thematic synthesis.

**Data sources** Sensitive searches of 18 electronic databases from 1997 – February 2010 supplemented by grey literature searches.

**Study selection** Studies produced since 1997 using qualitative methods to collect perspectives of people aged 12-18 in the UK, reporting methods for data collection or analysis. Studies of people with eating disorders and those rated low in reliability and usefulness were excluded.

**Results** Searches identified 30 studies involving over 1400 young people from a range of contexts. Young people of all sizes placed considerable emphasis on personal responsibility, and on the social, rather than health implications of being overweight. Young people with experience of obesity described severe, unrelenting, size-related abuse and isolation. Regardless of their own size, young people were judgemental of individuals who were overweight, but those with experience of obesity described an environment that contained multiple barriers to weight loss. Only one study asked young people directly what might support them to have a healthy body size. Study findings were configured under three main themes, labelled with quotes from included studies: general perceptions of size and society's responses ('It's on your conscience all the time'); the experiences of young people who were overweight ('If I had the choice I wouldn't be this size'); and these larger young people's experiences of trying to lose weight and suggestions for action ('Make sure, even when it's hard, you've got people there').

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3 **Conclusions** The perspectives of young people in the UK, when synthesised across the  
4 spectrum of body sizes, paint a picture of a stigmatising and abusive social world. Research  
5 and policy need to engage young people actively so as to address the social implications of  
6 obesity.  
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## 'Article summary' section

### Article focus.

- This study examines the views of young people in the UK aged 12-18 on obesity and body size.
- It explores these young people's perspectives in the context of the values and norms held by their peers.
- It asks what meanings are attributed to body size by young people, what factors they see influencing body size, what experiences they relate to body size and what changes they think may help them achieve or maintain a healthy weight

### Key messages

- This review contributes to the study of obesity by giving a voice to young people.
- It finds that the young people in the UK describe a social world that is stigmatising, abusive and contains multiple social barriers for those who are overweight.
- Research needs to engage young people more appropriately so as to help identify means that can be used to address the negative social implications and other challenges of obesity.

### Strengths and limitations of this study

- Together, the synthesised studies included a total of over a thousand young people with experience of a range of body sizes.
- Comprehensive searches sought out less easily identifiable literature that increased the richness of data for analysis.
- The review identified only a small body of studies that enabled young people to help identify priorities for study and analysis.

## BACKGROUND

Obesity in young people in the UK continues to be a public health issue. A recent England-wide survey found that over 23 % of boys and 16 % of girls aged 11-15 would be grouped in this category.[1] Young people who are overweight can experience physical ill-health due to obesity while they are still young[2-3] and have an increased risk of being overweight as an adult.[4] Studies have found low levels of mental health in young people classified as obese.[5]

The influences on body weight are complex and multi-levelled. Highly complicated 'system maps' have been developed to try to describe the many links between body weight and biological and genetic factors, individual behaviour, and influences from individuals' social and physical surroundings. [6] Nonetheless, press coverage often emphasises individual choices over structural factors that might influence weight gain.[7-8] In contrast, weight gain in the population has been characterised in the field of public health as, 'the inevitable – and largely involuntary – consequence of exposure to a modern lifestyle',[9(p5)] or due to the 'obesogenic environment'. [10-11] It is also recognised that, once a certain weight is gained, multiple factors act to make that weight extremely difficult to lose, and even likely to increase.[11]

In terms of social values, despite its increasing prevalence, obesity still transgresses social norms. To be very overweight is seen as morally reprehensible.[12-13] Judgements in the general population about obesity are imbued with ideas about personal responsibility and stereotyping is common, with obesity linked with socially undesirable behaviours and other attributes, such as weakness of will, laziness and greed.[14-15] Such attitudes appear to be mirrored in people's behaviours and experiences; studies of adults who are very overweight

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3 show that they experience both stigma and discrimination and that this impacts negatively on  
4 their well-being.[16-18]  
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9 Research evidence to help us decide how to prevent or deal with obesity in young people is  
10 limited.[19-20] Intervention research regularly fails to consider what young people  
11 themselves think,[21] and yet young people are likely to have insights into factors that  
12 influence their own weight and that of their peers, and ideas about how they can be  
13 supported to keep their own weight within a healthy range. Research that explores these  
14 insights can inform initiatives that aim for positive outcomes.[22-23]  
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25 The techniques available for systematic reviews of research, perhaps better known for the  
26 aggregation of intervention effect sizes, also include those for meshing together, or  
27 configuring, study findings.[24] Configuration in systematic reviews can help make sense of  
28 multiple accounts from varied perspectives and so build theory about lived experience.[25-  
29 26] The authors know of only five previous systematic reviews that include views on body  
30 size. A companion review to this study explored children's views (aged 4-11).[27] The others  
31 all explore the views of adults,[28-31] with the first of these also including the perspectives of  
32 young people diagnosed as obese. The systematic review presented here examines recent  
33 research findings from the UK where young people aged from 12-18 provide views about  
34 their own body sizes or about the body sizes of others. It aims to help inform the  
35 development of practice and policy-based initiatives and the commissioning of further  
36 research in ways that put the perspectives of young people at the fore-front.  
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53 **A note on language:** Descriptive terms for body size are extremely value laden. We have  
54 tried to restrict our use of terms that could potentially further stigmatise individuals or cause  
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3 offence. We have avoided unqualified use of possibly pejorative terms unless young people  
4 or others are quoted as using them to describe themselves. It is also difficult to report body  
5 size variation in the literature with precision, since the body sizes of participating young  
6 people are often not explicitly specified by study authors, or identified by young people  
7 themselves. When authors have indicated a distinction, we have used the phrase 'healthy  
8 weight/size' to contrast young people who are not overweight with those who would be  
9 classified as overweight. We have used 'large', 'larger', or 'overweight' interchangeably to  
10 indicate that young people have a larger body size when this information is available in study  
11 reports. We have also used the phrases 'very overweight/ large' to indicate that a young  
12 person is identified as having been diagnosed as clinically obese, or as having a body mass  
13 index in excess of 30.  
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## 29 **METHODS**

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32 We searched 18 electronic databases from the fields of health, public health, education,  
33 social science and social care in February / March 2010, taking care to include sources rich  
34 in UK-based journal and report literature. Controlled term and free-text searches were used  
35 that combined sets of terms for young people, body size, views research, and geographical  
36 location. We also searched six key journals and 54 websites by hand, used internet search  
37 engines, scanned reference lists, looked for papers that had cited key studies, and contacted  
38 key informants for relevant research (Web only file 1). We managed review data using the  
39 specialised online review software EPPI-Reviewer.[32]  
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## Study selection

We included studies that reported views about obesity, body size, shape or weight, sought from children in the UK aged 12 - 18. We defined *views* as attitudes, opinions, beliefs, feelings, understandings or experiences, and excluded studies that measured only health or weight status, behaviour or factual knowledge. Studies needed to have used qualitative data collection methods (e.g. in-depth or semi-structured interviews and/or focus groups) and, as a minimum, to have described one of two key aspects of a study's methods (data collection or analysis). We sought studies published in English since the start of 1997 (to cover a period of heightened interest in the topic of obesity). We excluded studies solely of young people with an eating disorder diagnosis, on the basis that this group may be considered exceptional in terms of their requirements for achieving or maintaining a healthy weight. This last criterion was the only one not set out in the review's protocol (for access to this see data sharing statement). These inclusion criteria were piloted by the first four authors of this study so as to develop shared understandings of the criteria. A sample of early screening decisions was double-checked by the first author. Screening was thereafter done individually.

## Describing and appraising studies

We described the final set of included studies using a standardised classification system,[33] supplemented using frameworks from previous reviews of the views of children and young people.[25] The quality of included studies was appraised using criteria modified from a set developed for examining the findings of evaluations of intervention processes (Table 1).[34-35] The studies were each allocated a 'weight of evidence' with two dimensions. First, we rated the reliability of the findings (using criteria 1 to 4). Secondly, we rated the findings' usefulness (based on the richness and complexity of analysis, and the privileging of perspectives, e.g. methods encouraging young people to prioritise issues for discussion – using criteria 5 and 6). Two reviewers worked independently on each study, before reaching

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3 consensus. We excluded studies from the synthesis if they were rated low on both  
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5 dimensions.  
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8 [Table 1 to go about here]  
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**Table 1. Criteria used to appraise study quality <sup>§</sup>**

Criterion (with guidance for reviewers)
<p><b>1 Were steps taken to increase rigour in the sampling?</b>            Consider whether:</p> <ul style="list-style-type: none"> <li>*the sampling strategy was appropriate to the questions posed in the study (e.g. was the strategy well reasoned and justified?);</li> <li>*attempts were made to obtain a diverse sample of the population in question (think about who might have been excluded; who may have had a different perspective to offer);</li> <li>*characteristics of the sample critical to the understanding of the study context and findings were presented (i.e. do we know who the participants were in terms of, for example, basic socio-demographics, characteristics relevant to the context of the study, etc.).</li> </ul>
<p><b>2 Were steps taken to increase rigour in the data collected?</b>            Consider whether:</p> <ul style="list-style-type: none"> <li>*data collection tools were piloted/(and if quantitative) validated;</li> <li>*(if qualitative) data collection was comprehensive, flexible and/or sensitive enough to provide a complete and/or vivid and rich description of people's perspectives and experiences (e.g. did the researchers spend sufficient time at the site/with participants? Did they keep 'following up'? Was more than one method of data collection used?);</li> <li>* steps were taken to ensure that all participants were able and willing to contribute (e.g. processes for consent, language barriers, power relations between adults and children/young people).</li> </ul>
<p><b>3 Were steps taken to increase rigour in the analysis of the data?</b>            Consider whether:</p> <ul style="list-style-type: none"> <li>* data analysis methods were systematic (e.g. was a method described/can a method be discerned?);</li> <li>*diversity in perspective was explored;</li> <li>* (if qualitative) the analysis was balanced in the extent to which it was guided by preconceptions or by the data);</li> <li>*the analysis sought to rule out alternative explanations for findings (in qualitative research this could be done by, for example, searching for negative cases/exceptions, feeding back preliminary results to participants, asking a colleague to review the data, or reflexivity; in quantitative research this may be done by, for example, significance testing).</li> </ul>
<p><b>4 Were the findings of the study grounded in/ supported by the data?</b>            Consider whether:</p> <ul style="list-style-type: none"> <li>*enough data are presented to show how the authors arrived at their findings;</li> <li>*the data presented fit the interpretation/support claims about patterns in data;</li> <li>*the data presented illuminate/illustrate the findings;</li> <li>*(for qualitative studies) quotes are numbered or otherwise identified and the reader can see that they don't just come from one or two people.</li> </ul>

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3 **5 Please rate the findings of the study in terms of their breadth and depth.**

4 Consider whether:

5 (NB: it may be helpful to consider 'breadth' as the extent of description and 'depth' as the extent to which data has been transformed/analysed);

6 \*a range of issues are covered;

7 \* the perspectives of participants are fully explored in terms of breadth (contrast of two or more perspectives) and depth (insight into a single perspective);

8 \*richness and complexity has been portrayed (e.g. variation explained, meanings illuminated);

9 \*there has been theoretical/conceptual development.

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11 **6 To what extent does the study privilege the perspectives and experiences of young people?**

12 Consider:

13 \* whether there was a balance between open-ended and fixed response options;

14 \*whether children were involved in designing the research;

15 \* whether there was a balance between the use of an a priori coding framework and induction in the analysis;

16 \*the position of the researchers (did they consider it important to listen to the perspectives of children?);

17 \* whether steps were taken to assure confidentiality and put young people at ease.

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19 **7 Overall, what weight would you assign to this study in terms of the reliability/trustworthiness of its findings?**

20 *Guidance: Think (mainly) about the answers you have given to questions 1 to 4 above.*

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23 **8 What weight would you assign to this study in terms of the usefulness of its findings for this review?**

24 *Guidance: Think (mainly) about the answers you have given to questions 5 and 6 above and consider:*

25 \*the match between the study aims and findings and the aims and purpose of the synthesis;

26 \*its conceptual depth/explanatory power.

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29 **\$ The following responses were available for these questions:1-3.** Yes, a fairly thorough attempt was made; Yes, several steps were taken; Yes, a few  
30 steps were taken; No, not at all/Not stated/Can't tell. **4.** Good grounding/support; Fair grounding/support; Limited grounding/support. **5.** Limited breadth or  
31 depth; Good/fair breadth but very little depth; Good/fair depth but very little breadth; Good/fair breadth and depth. **6.** Not at all; A little; Somewhat; A lot  
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## Analysis

Four reviewers worked on the analysis. We used thematic synthesis to examine each line of each study's findings and create codes that described meaning and content. This approach to synthesis is particularly suitable for systematic reviews, because the discipline of line-by-line coding requires that reviewers consider carefully each aspect of every study; and whether or not a finding from one study really does 'translate' into another [36] It also enables findings and new conceptualisations to emerge inductively from the included studies, and so is a good fit with one of the principles of our review which aimed to highlight young people's own perspectives. Findings were sought throughout the report, not just from results sections. We looked first at studies with views from young people described as having experience of being overweight, and then moved on to the remainder. We looked for similarities and differences between codes as the code set grew, and attempted to identify a smaller set of themes that captured the most recurrent and most emphasised ideas across the full range of studies' findings, while also looking for contradictory ideas. This smaller set of ideas was developed in the light of the review's questions, the themes identified in our earlier review of children's views, [27] and authors' descriptions of body size status (experience of overweight vs. otherwise). The lead author then wrote a narrative to describe the themes, with direct quotes from the included studies used both within the narrative and as theme headings so as to illustrate young people's own representations of their views. We also consulted a group of young people (PEAR), convened by the National Children's Bureau to enable young people's views and opinions to influence public health research.[37] We worked with the group for one and a half hours within a longer group residential. The group was presented with illustrations of the synthesis themes and asked whether this seemed believable and whether anything might be missing, as well as for ideas about how to present findings. The processes for consulting members of the PEAR group were approved by a Faculty Research Ethics Committee at the Institute of Education. Further detail on this group is available in the technical report (see Data sharing statement).

## RESULTS

## The state of the literature

We found and screened 28,267 citations and identified 30 studies for the review's synthesis (Web only file 2 presents the flow of studies through the review).

[Table 2 to go about here]

For peer review only

Table 2: Details of included studies: aims and sample characteristics (N=30)

Study [reference no]	Aims	Sample size	Weight status	Data collection and analysis methods
Billings et al. (2008) [w1] <sup>38</sup>	To explore factors which motivate and create barriers to engagement in regular physical activity for 11-12 and 14-15 year old girls.	91	Not stated.	Group interviews Content analysis
Bramham (2003) [w2] <sup>39</sup>	To explore boys' perceptions and experiences of school-based PE and involvement in extra-curricular and out-of-school physical activities.	24	Mesomorphic (i.e. compact and muscular) (mainly).	Individual and group interviews Data analysis method not reported.
Cockburn and Clarke (2002) [w3] <sup>40</sup>	To explore the cultural and sub-cultural aspects of teenage girls' and young women's lives which influence their involvement in sport and PE.	6	Not stated.	Individual interviews Reflexive interpretation and biographical analysis
Curtis (2008) [w4] <sup>41</sup>	To explore the experiences of young people with obesity within the secondary school environment in relation to areas of concern prioritised by the HSP (Healthy Schools Project)	17	Not stated. (participants recruited from community-based obesity intervention programme.)	Individual and group interviews Thematic analysis
Daley et al. (2008) [w5] <sup>42</sup>	A qualitative study nested within a randomised controlled trial explored obese adolescents' experiences of participation in an exercise therapy intervention.	25	Classified as obese or morbidly obese.	Individual interviews Thematic analysis
Flintoff and Scraton (2001) [w6] <sup>43</sup>	To explore young women's perspectives of and attitudes towards involvement in physical activity and physical education (PE). Explores the nature, purposes and experiences of involvement, both in and out of school and interface between identities, structures and cultural settings. Located within developing feminist theoretical debates.	21	Mesomorphic (mainly).	Individual interviews Thematic analysis
Frost (2001) [w7] <sup>44</sup>	A theoretical, feminist, sociological enquiry examining the direct perception of young women about how they, and their contemporaries, experience their bodies.	7	Not stated.	Group interviews before and after art class, plus questionnaire Data analysis method not stated
Gorely et al. (2003) [w8] <sup>45</sup>	To develop the concept of gender-relevant physical education combining the work of Pierre Bourdieu and his notion of the habitus and feminist philosopher Iris Marion's analysis of feminine motility by drawing on data generated from a study of young people's articulation of the relationships between muscularity, physicality and gender.	348	Not stated.	Group and individual interviews Data analysis method not stated
Griffiths and Page (2008) [w9] <sup>46</sup>	To examine the relationship between obesity and victimisation, and the impact it has on peer relationships.	5	Classified as obese.	Sequence of two to three individual interviews Interpretative phenomenological analysis
Grogan et al. (2009) [w10] <sup>47</sup>	To investigate how young men and women smokers and non-smokers talk about the impact of smoking on appearance, with the aim of using these accounts to inform anti-smoking campaigns targeted at young people	47	Not stated.	Group interviews Thematic analysis
Grogan and	To understand how men and boys construct body image including their views	12	none were notably over-	Group interviews

1	Richards (2002) [w11] <sup>48</sup>	on body dissatisfaction, body shape ideals and behavioural concomitants of body image.		or underweight as judged by the researchers	Thematic analysis
2	Health Experience Research Group (2010) [w12] <sup>49</sup> (a-w: see note at table foot)	To examine a range of peoples' perspectives in terms of what someone might expect to experience when diagnosed with a particular condition or illness. All the young people and parents interviewed had been affected by weight issues. The research was done with the aim of populating a website 'youthhealthtalk.org', so as to help people 'share in young people's experiences of health and illness.'	24	Some of the young people had been told they were overweight or were in the medical category 'obese'	Individual interviews, sometimes with friend present Thematic analysis
3	Hester et al. (2009b) [w13] <sup>50</sup>	To uncover in-depth qualitative accounts of intervention impact from obese young people during a period of lifestyle change after attending a residential weight-loss camp.	5	Classified as obese.	Researcher participation in intervention prior to individual interviews Thematic analysis
4	Holt et al (2005) [w14] <sup>51</sup>	To explore children's perceptions of attending a residential paediatric weight-loss camp.	15	Classified as obese.	Individual interviews Thematic analysis
5	Krayer et al. (2008) [w15] <sup>52</sup>	To describe the nature of social comparison processes mentioned spontaneously by boys and girls with a particular focus upon enhancement comparisons.	20	Not stated	Sequence of two individual interviews Grounded theory approach
6	Kurtz and Thornes (2000) [w16] <sup>53</sup>	To gather children's views about their health needs to inform policy and the strategic development of services for school-age children in England.	43	Not stated.	Group interviews Data analysis method not stated
7	Lloyd and Dittmar (1997) [w17] <sup>54</sup>	To broaden and deepen understanding of 'normal' adolescent boys' and girls' body image concerns, in order to provide an appropriate basis for interventions aimed at promoting healthier diet and lifestyle.	56	Not stated.	Individual and group interviews Thematic analysis
8	Lucas and Lloyd (1999) [w18] <sup>29</sup>	To explore adolescents' use of cigarettes to moderate negative emotions.	32 groups with 2-6 girls in each group	Not stated.	Group interview with a video presentation to encourage discussion Thematic analysis
9	Ludvigsen and Sharma (2004) [w19] <sup>55</sup>	To examine the influences upon children and young people in their food choices during the school day.	54	Not stated.	Participant observation and questionnaires followed by group interviews using photographs as prompts Data analysis method not stated
10	Mulvihill et al. (2000b) [w20] <sup>56</sup>	To provide data on the reported drivers and barriers to physical activity among young people aged 5-15 years.	103	Not stated	Group interviews Data analysis method not stated
11	Owen et al. (2009) [w21] <sup>57</sup>	To explore children's (and parents') views and experiences of attending a hospital-based childhood obesity clinic, in order to inform the development of services in primary care.	11	Classified as overweight.	Individual interviews (parents not present) Thematic analysis
12	Percy-Smith (2007) [w22] <sup>58</sup>	To explore young people's understandings and experiences of health as experienced in their everyday lives and according to their own terms of reference rather than in response to policy priorities.	62	Not stated	Participative action research using: young people considering relevant research conducted by their peers, followed by interactions between young people and health professionals, group art work and plenary discussion

				Thematic analysis
Reid and Hendry (2001) [w23] <sup>59</sup>	To examine young people's health concerns within the context of young people's own perspectives.	37	Not stated	Series of two group interviews Thematic analysis
Shucksmith and Hendry (1998) [w24] <sup>60</sup>	To examine young people's views about diet, weight, their appearance and the impact of fashion norms.	50 group interviews, 44 individual interviews	Not stated	Group interviews Thematic analysis
Velija and Kumar (2009) [w25] <sup>61</sup>	To explore, through focus group interviews with Year 10 girls, how girls' experiences of PE and GCSE PE are gendered.	16	Not stated	Group interviews Thematic analysis
Wallace et al. (2007) [w26] <sup>62</sup>	To explore adolescents' experience of the impact of having cancer, including the burden of illness, treatments and resultant appearance changes.	8	Not stated	Individual interviews Interpretative phenomenological analysis
Willett (2008) [w27] <sup>63</sup>	To provide empirical evidence which will look past the structure–agency dichotomy to see how human agency and social structure act through each other to influence pre-teen and teen girls' consumption of fashion and digital media.	26	Not stated	Art work and individual interviews Thematic analysis.
Wills et al. (2006) [w28] <sup>64</sup>	To explore the embodied perceptions of obese, overweight and 'normal' weight young teenagers [from socio-economically disadvantaged families living in Eastern Scotland], within the socio-cultural contexts in which these young teenagers live their everyday lives.	36	Classified as overweight or obese (N=18), 'normal' weight (N=18).	Individual interviews Thematic analysis
Wills et al. (2008a) [w29] <sup>65</sup>	To examine the dietary practices and health and weight conceptualisations of BMI-defined obese/overweight and non-obese/overweight young teenagers from middle-class families; to situate these observations within the 'habitus' of the family by exploring these issues from the perspectives of their parents; and to compare these data to the data already collected in an earlier study involving young working class teenagers.	36	Classified as overweight or obese (N=18), 'normal' weight (N=18).	Individual interviews Thematic analysis
Wills (2005b) [w30] <sup>66</sup>	To examine how the new social contexts experienced by young people after leaving school are related to everyday food practices and eating habits.	31	Not stated	Food diaries and individual interviews Thematic analysis

Note: The findings for the Health Experience Research Group (2010) study [w12], are contained in a series of webpages, which are represented in this paper's text by the letters a-w. To save space in this paper, readers who want to follow the links to each webpage are referred to this study's full technical report at <http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=3395>.

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3 The 30 studies varied considerably in terms of their stated aims and data collection methods. Table 2  
4 describes each study briefly and specifies the code that is used to reference the study in this paper (w1-  
5 w30). Thirteen studies focused directly on body size, shape or weight. Five of these focused on the views  
6 of young people who were or who had been overweight about their recent experience of an intervention for  
7 losing weight,[w4, w13-14, w21] or encouraging physical activity.[w5] The other eight asked young people  
8 to describe their own and others' experiences of being a certain body size, or for more general views about  
9 body size or image.[w7, w9, w11-12, w15, w17, w28-29] The remaining 17 studies focused on young  
10 people's overall health needs,[w16, w22-24] food,[w19, w30] smoking,[w10, w18] cancer,[w26] clothes and  
11 identity,[w27] physical education,[w2-3, w6, w8, w25] and physical activity.[w1, w20] Most, but not all of the  
12 findings from young people with experience of being overweight were identified from nine studies.[w4-5,  
13 w9, w12-14 w21, w28-29] It was often not possible, from these and other studies, to identify the extent to  
14 which participating young people were overweight (e.g. classifiable as obese, as opposed to overweight).  
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31 In terms of quality, only three studies,[w4, w12, w28] were judged to have highly reliable findings (Web only  
32 file 3). Seven studies were judged highly useful. [w4-5, w9, w12-14, w28] Six studies were excluded from  
33 the synthesis on quality grounds. [67-72] (For an indication of the contribution of each included study see  
34 Web only file 4.)  
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### 43 **Young people's views**

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45 Analysis of the findings of each study resulted in three main themes, each with further sub-themes (Table  
46 3): (i) general perceptions about different body sizes and society's responses to them – which were often  
47 couched in moral terms ('It's on your conscience all the time'); (ii) Overweight young people's experiences  
48 that they linked to their size ('If I had the choice, I wouldn't be this size'); and (iii) Overweight young  
49 people's experiences of trying to lose and maintain weight and their suggestions for action ('Make sure,  
50 even when it's hard, you've got people there'). The PEAR group considered these themes to be believable  
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1 but members were concerned by the severity of accounts that they read. They suggested that when writing-  
2 up we should try to avoid further upset. In response, we attempted to avoid language that labelled young  
3 people, and included in the synthesis cases illustrating constructively resistant or positive attitudes. The  
4 rest of this section details the findings of the synthesis, with each of the above main themes addressed in  
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14 [Table 3 to go about here]  
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For peer review only

Table 3 Quotations from study participants to illustrate each theme

Themes	Illustrative quotes from participants (also see quotes in the text) [Study reference no.]
<b>It's on your conscience all the time</b>	
It's down to me	I mean if you're the one that wants to lose weight, then you can't say "Right, mum, can you lose weight for me?"... you're the one who has to go out for exercise and cut down on your foods and that eh? That's... what I ken, its doon tae me. [Nick, male, 13yrs, ethnicity unspecified, very overweight][w28 p400]
	I would love to say it's all to do with genetics and I have nothing to do with it, but I know that what I do isn't particularly healthy and therefore it's due to me as well... I think it's for me it's just the fact that I'm stubborn and lazy and that I like eating my food. [Holly, female, 18yrs, white, very overweight][w12m]
It's like a girl thing?	Tobias: ...I'm a couple of inches shorter than all my friends as well and I feel pressure. Tom: If you've got friends who are like quite big in build you want to be the same as them. Although you might not be able to do anything about it, it's on your conscience all the time. You want to be that sort of size. [Tobias and Tom, male, 16-17yrs, ethnicity unspecified, healthy weight][w11 p229]
If you're fat, then they don't like you	...they (boys) think that if you look good then you're okay but if you're fat... then they don't like you. [female, 11-14yrs, ethnicity and body size unspecified][w18 p24]
People that are right big have right dirty houses	Like when you start thinking ahead, like what are you going to be like, people just sit at home eating pizza all time, I wouldn't like to be one those boring people. I want to be a person that can go out, go on holiday, go to work, have lots of friends, get out of the house... you watch a lot of programmes all people that are right big have right dirty houses. [male, 14yrs, white, very overweight, BMI 31.3][w5 p814]
Being fat is really a bad thing	If you've got someone in your family who's quite fat, you see how they are and you think to yourself, I don't want to be like that. ...It's a bit of a turnoff if you're fat, so you try not to get like that. [Tony, male, 16-17yrs, white, body size unspecified] [w11 p226]
[w23 p156]	I think it's all down to like your mental, your mental picture of yourself really ... it's when you're like, "Oh I feel so bad and ugly today." That, that's when you become really bad, and so size isn't the thing, it's more... the way you act, if you act like all closed and in a corner and not socialising, then I mean attractive is someone who is the life and soul of the party, dancing in the middle, having a good laugh.' [Huw, male, 17yrs, white, overweight] [w12]
<b>If I had the choice, I wouldn't be this size</b>	
Not wanting to stick out [w12b]	But the places where I go most of the clientele are like a lot older than me... And that's weird to think that, you know, you'll be, you're wearing the same clothes as like your 50 year old neighbour or whatever... And it isn't nice... you are always thinking about it, especially in public... if I had the choice I wouldn't be this size. [Rachel, female, 17yrs, white, overweight][w12d]
	...it makes you feel really bad 'cos if they're going, "Oh I'm too fat," how's that supposed to ... make you feel 'cos when you're like twice the size of 'em? [Huw, 17yrs, white, overweight][w12b]
Day after day, you're that terrified	it wasn't just a group thing, it was walk down the corridor, and I actually counted this one day.. how many people said something to me, just walking about a hundred yards twenty-three people I think, and you know every day in between every lesson and going, you know, it gets a lot. [Becca, female, 17yrs, white, overweight][w12c]
	Day after day, walking in ... you're that terrified that you don't want to go school, this is what my point of view were like... three years I tried not going to school because I used to get bullied and my mum got took to court. [Eve, female, age and ethnicity unspecified, very overweight][w4 p414]
	I've put on the weight and I still want to do it [participate in PE classes] but it's the glances, it's the sniggers, it's the laughs, stupid things that people were saying, "look at her running along,

	she can barely keep-up.” [Sam, female, 15ys, overweight, BMI 38.0][w9 p41]
	I don't like having to walk into places where I don't know anyone or walking past a group of people; I don't like walking past because of things they might say and they are less likely to say if I've got Diane [sister] with me. [Jane, 17yrs, ethnicity unspecified, overweight, BMI 46.7][w4 p42]
Vicious circles	I was just getting bullied all the time and nobody wanted to be with me. I was always on my own in my bedroom doing my own thing.... [For the first six weeks of a weight-loss programme] I just sat in a corner, didn't talk to anybody. I wouldn't even talk to any of the friends that I'd made. [Chelsea, female, 17yrs, white, overweight][w12s]
	When I cry I eat, but then I eat because I'm crying, but I'm crying because I'm getting bigger, and it's just a vicious circle. [Vicki, female, 18yrs, white, overweight][w12i]
<b>Make sure, even when it's hard, you've got people there</b>	
Easier said than done [w13 p5]	I've got a younger brother and we've got all these sort of stuff in house for him and then that's just like a bit, a bit of a temptation... And sometimes when he gets right nice stuff and I'm sat there eating, I don't know, fish, chips, and mushy peas and it's just not right. [Reg, female, 13yrs, white, overweight][w12i]
	[after an exercise intervention] I felt healthier and better and stuff and I felt like I had actually done something. Rather than going home and being a couch potato. [Male, 15yrs, white, very overweight, BMI 37.6][w5 p814]
Yo-yos and pick me ups	I was 14 years old and having so much like, being so unhappy being overweight, finally getting the weight off is amazing, then piling it all straight back on was just absolutely heartbreaking. Yo-yoing up and down in normal diets just, has just become a way of life really now.... It just makes you really doubt yourself. [Vicki, female, 18yrs, white, overweight][w12e]
	[commenting on experience of a community-based weight-loss intervention] You have people who are in the same situation as you... who know what it's like and things like that. If you have a problem or if you have like just a total collapse... you've got people who will just pick you back up. And I think that's been the most thing about it, the most important thing that I've had for me. [Emily, female, 14yrs, white, overweight][w12i]
Be nice. You've got to help.	There's ways to be more tactful. As you know, the doctors that I've had haven't always been particularly nice about it... yeah, there's ways to say things nicely, and although sometimes you need to go for the approach that says, "You need to do something about your weight now," there's, there's ways to be nice about it. [Holly, female, 18yrs, white, very overweight][w12p]
	I'd just say to like parents that ... without you, you won't be, your child won't be able to do it. And you've got to help them as much as they're helping themselves. And just, if you don't help them, they'll think, "Well, nobody's bothered, and, I do try but nobody sees difference." [Alex, female, 14yrs, ethnicity unspecified, overweight][w12a]
	Make sure that even when it is hard, you've got people there. [Cris, 14yrs, gender, ethnicity and body size unspecified][w13 p4]

It's on your conscience all the time

This first main theme included ideas about what can influence body size, who is accountable and concerned, implications, and ideal, aspired to and acceptable bodies.

*It's down to me*

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2 Some young people's accounts of what could influence their weight referred to relatively unchangeable  
3 physical phenomena, such as body metabolism, bone structure, puberty or genetics.[w1, w7, w12, w28-29]  
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5 Young people of all sizes, however, emphasised the individual behaviours of being physically active and  
6 watching what you eat,[w5-7, w11-w12, w20, w23-24, w27-28] and considered body size was within their  
7 own control.[w11-12, w28]  
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12 One study reported that participants stated 'quite fervently' that a young person's size was their own  
13 responsibility,[w28] and in only two studies did young people suggest that some responsibility might lie  
14 elsewhere.[w12, w19] Young people who felt, or already were large made it clear that they knew they had  
15 to do something and tended to be critical of their own self-will.  
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*It's like a girl thing?*

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27 Young people tended to identify young women as being more interested in body weight.[w7-8, w10-11,  
28 w12b, w15, w19, w29] As one put it, 'It's like a girl thing. It's like "oh she is wearing some tight jeans she  
29 looks awful." ' [Male, 13yrs, ethnicity and body size unspecified].[w15 p895] But accounts also identified  
30 young men's concerns, which had the additional focus of height and musculature.[w2, w7, w11, w17]  
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*If you're fat, then they don't like you*

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41 Young people did not necessarily equate a large body size with ill-health,[w28-29] although the need to  
42 lose weight for their future health was identified by young people with a high weight.[w12k] In one study  
43 framed explicitly around body size, only a minority spontaneously mentioned improved health as a benefit  
44 of losing weight.[w28] Some (mainly young men) did report concern that an increased size might, or  
45 already was, reducing physical ability or performance.[w16]  
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55 Far more emphasis was placed on the impact of body size on relationships. Young people with a healthy  
56 size identified how overweight young people would not be respected,[w18] or would be picked on,[w7] or  
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1 bullied.[w28] [see 'Day after day...' below.] Relations with the opposite sex were particularly pertinent.[w8,  
2 w11, w12j, w25, w30]  
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### 8 *People that are right big have right dirty houses*

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10 Young people, many who were themselves a large size, attributed a consistently similar set of negative  
11 characteristics to people with large bodies, describing them as lazy, or unable to control their desire for  
12 food, or both,[w 5, w17, w29] While sometimes young people made efforts not to appear judgemental of  
13 people with large bodies, this was not always the case. This, and participants' emphasis on individual  
14 control are illustrated by one young women saying, 'Fat people, I hate fat people. I don't hate their  
15 personalities, I just don't like the way they look. I just don't know why folk would do that to themselves.'  
16 [Elsbeth, female, 13-15yrs, white Scottish, body size unspecified] [w29 p7]  
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### 28 *Being fat is really a bad thing*

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30 Young people's ideas about which body sizes were valued were consistent across studies. Both sexes  
31 characterised an ideal young woman's body as thin,[w12o, w24, w30] slim,[w17] or skinny.[w2010v, w22]  
32 For both sexes, the ideal for young men was muscular,[w2, w11, w15, w17] and looking fit.[w11, w17]  
33 Young men themselves added not too muscular,[w8, w11, w12b] and toned.[w12b] The aspirations of  
34 young people with healthy size bodies tended to refer to these ideals, or avoiding being very large.  
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44 In terms of unacceptable body sizes, over half the participants in one study of young women identified  
45 weight as the deciding factor for judging whether your appearance was acceptable or not.[w7 p148] A  
46 participant in another study was more specific, saying, 'Being fat is really a bad thing, more than anything.  
47 More than having a face that is not so good looking.' [14-17yrs, gender, ethnicity and body size  
48 unspecified][w23 p156]  
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55 Overweight young people expressed more complex views about size and acceptability,[w12, w28] for  
56 example explaining how valuing yourself was key to being found attractive by others.  
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2 If I had the choice, I wouldn't be this size  
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4 This second main theme incorporated the views of young people who would be, or had been, classified as  
5 overweight about their experience of being that size. For views on attempting to lose weight or maintain  
6 weight-loss, see 'Make sure, even when it's hard, you've got people there', below.  
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### 10 11 12 13 14 *Not wanting to stick out* 15

16 Overweight young people described how everyday social activities could be difficult because of their  
17 size.[w4, w9, w12, w28] Shopping trips and other social events could leave them feeling excluded, marked  
18 out as different and ashamed and could lead to them questioning themselves,[w12d, w28] and spending a  
19 great deal of time on their own at home.[w4] One participant described this sense of feeling different,  
20 saying 'I ...just wanted to be part of the crowd and not to stick out like a sore thumb... Because sticking  
21 out... when someone sees the person who looks, who is bigger than... most of them, almost everyone  
22 there, that makes you feel really bad.' [Huw, male, 17yrs, white, overweight][w12b]  
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34 Interacting even with friends could be difficult. Some larger young people reported friends saying that they  
35 were ashamed to be seen with them,[w12] others described feeling more confident with peers who knew  
36 them before they became overweight.[w9 pS42] In addition to explicit cases of ridicule and abuse [see 'Day  
37 after day, you're that terrified'], young people described difficult conversations where their peers, who they  
38 judged not to be overweight, had described themselves as fat, solely to gain reassurance that they were  
39 not.[w4, w12, w17, w28]  
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### 51 *Day after day, you're that terrified* 52

53 In just over a third of studies, young people of varied sizes identified bullying as something that was  
54 experienced when you had a large body size.[w2-5, w9, w11-15, w24, w28] Young people classified as  
55 very overweight reported severe incidents of physical abuse, that included being threatened with a knife,  
56 beaten, kicked, pushed down stairs and having objects thrown at them.[w4, w9, w12s] Verbal abuse, such  
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1 as name-calling and using slurs, was described as more common, but, along with less direct abuse, such  
2 as deliberate and extended isolation, whispering, or sniggering, was the source of considerable  
3  
4 distress.[w4, w9, w12c]  
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10 School was the setting for much of the abuse and it had become so serious for some that they were unable  
11 to attend. Young people identified physical education (PE) lessons as a particular source of exposure to  
12 humiliating ridicule.[w3, w9]  
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20 Size-related abuse was heavily implicated by young people as a negative factor for their emotional health,  
21 leading to reduced confidence, anxiety (especially around venturing into public spaces), loneliness and  
22 depression.[w9, w12c]  
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### 29 *Vicious circles*

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31 Young people who would be classified as overweight described a variety of coping strategies. These  
32 included extreme withdrawal, as well as eating to reduce boredom, when stuck at home, and for comfort  
33 following bullying.[w12] Some described how these responses could leave them feeling worse and lead to  
34 other, additional difficulties, including further weight gain.  
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40 In contrast, others appeared to have developed more defiant coping strategies, as illustrated by one  
41 participant, who said, 'I know more fat jokes than anybody else going. I'm better at it than they are. ... I got  
42 so low on so many occasions. Now it's just like "you have a problem with me, that's your problem."' [Ann,  
43 female, 17 years, ethnicity unspecified, overweight, BMI 43.3][w9 pS42]  
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52 Make sure, even when it's hard, you've got people there

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54 This third, and last, main theme incorporated the views of young people about what happens when they are  
55 overweight and try to lose weight. Also presented here are young people's suggestions as to what actions  
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1 should be taken to support them in maintaining or reaching a healthy weight, and coping with related  
2 stresses and anxieties.  
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### 8 *Easier said than done*

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10 Larger young people described difficulties modifying what they ate,[w12-14] and frustration at repeated  
11 weight-loss attempts.[w12] They were sensitive to the additional effort they felt they had to put into  
12 regulating their food intake compared to their peers.[w12-13, w24] As one participant in a residential camp  
13 put it, 'I thought "I've been good now surely I can't spend the rest of my life spending as much focus on my  
14 weight as I have been doing"... people manage to stay the same weight and they don't really focus on it.  
15 They have their food... and they live their life.' [Ashley, male, 16yrs, ethnicity unspecified, very  
16 overweight][w13p310]  
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28 These young people described various barriers to physical activity. In addition to the abuse described  
29 above when exercising in school, some said that getting tired, or out of breath too quickly, or other size-  
30 related physical complications, such as asthma, got in the way of their exercising.[w5, w12] The availability  
31 of calorie-dense foods sometimes made it difficult to stick to healthy eating plans, especially when others  
32 were enjoying different kinds of food.[w12, w14] Others reported difficulties with family and friends' own  
33 size-related beliefs. These included incorrect dietary advice,[w12-13] and unhelpful pressure to take, or not  
34 to take action.[w12-13, w28]  
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46 Again emphasising personal responsibility, young people who had taken action successfully over their size  
47 emphasised the central importance of avoiding laziness,[w5, w12, w28] and being proud about taking  
48 action.[w12-13, w21, w28]  
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*Yo-yos and pick me ups*

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2 Larger young people described frustration at the slow rate of substantial weight loss.[w12] They were  
3  
4 preoccupied with the idea of weight rebounding,[w13-14, w28] and described being demoralised by  
5  
6 regaining weight.[w12-13] When talking about things that were helpful for coping with this long-term  
7  
8 process of weight loss, young people identified goals, and feedback from others in particular.[w12, w21]  
9  
10 Also helpful was support from, and giving support to, others who were going through, or had gone through,  
11  
12 the same experience.  
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*Be nice. You've got to help.*

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20 Overweight young people tended to suggest things that they themselves could or should do to support  
21  
22 themselves. Some stated that education regarding the benefits of healthy eating and exercise was  
23  
24 important.[w12] They also encouraged other overweight young people to access their psychological  
25  
26 resources.[w12, w22] When it came to their suggestions as to what others could do, these centred around  
27  
28 the need for professionals and other people to be less judgemental.  
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31 They suggested that families could support and encourage them by joining in with their attempts to pursue  
32  
33 a healthy lifestyle. Above all, these young people repeatedly emphasized the need for support.  
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**DISCUSSION**

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42 This is the first systematic review of which we are aware that attempts to configure perspectives about  
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44 obesity from young people with a range of body sizes. It finds that young people in the UK emphasise the  
45  
46 social implications of having a large body size more than they do the consequences for health, an  
47  
48 overweight body size being problematic for relations with the opposite sex, and, as in our review of  
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50 children's views,[27] linked to having fewer friends in general and to being teased or bullied. This limited  
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52 salience of the physical health outcomes of health behaviours has been found in previous reviews of other  
53  
54 health-related topics.[73] Similarly, the moralistic attitudes towards obesity and the negative stereotyping of  
55  
56 people with larger bodies expressed by young people of all body sizes in this review have both been  
57  
58 reported in studies of young people from other countries.[74]  
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3 But the reports of the young people in the current review not only emphasise social consequences, they  
4 also refer to key social influences in young people's day to day environments that relate to body size.  
5  
6 These young people identify ways in which people who are overweight, and ultimately weight itself, can be  
7  
8 affected by the attitudes and behaviours of those around them. The overweight young people in the current  
9  
10 review describe in some detail how weight-related taunting and abuse, and being marked out as  
11  
12 unacceptably different, can lead to them feeling ashamed, isolated and fearful. Studies from outside the UK  
13  
14 have found that overweight and obesity serve as a gateway to mental and emotional health problems in  
15  
16 young people, engendering low self-esteem, depression, anxiety and poor body image.[5,74-78] Some  
17  
18 young people also gave personal accounts of vicious cycles of bullying or isolation leading to comfort  
19  
20 eating and lowered mood, weight gain and further bullying or isolation. Weight-based teasing has also been  
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22 associated with maladaptive eating and weight control behaviours, such as binge eating in studies of US  
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24 adolescents.[79-80]  
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31 Despite these accounts of social environments that are far from conducive to losing or maintaining weight,  
32  
33 the young people in this review placed an overwhelming emphasis, regardless of their size, on personal  
34  
35 responsibility in achieving and maintaining and healthy weight. Far from abandoning this responsibility,  
36  
37 young people of a high weight appeared all too aware of their perceived inadequacies. They described  
38  
39 repeated failed attempts to maintain weight loss and blamed and doubted themselves when unsuccessful.  
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41 When weight loss was successful, they were often proud at having conquered 'laziness'.  
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47 Confidence in this review's findings is bolstered by its comprehensive searches. Very sensitive searches of  
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49 bibliographic databases were supplemented by other methods to seek out less easily found literature,  
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51 including unpublished reports. As a result, the review also benefited from access to one study's excerpts  
52  
53 from its interview transcripts (published online as part of a self-help website).[49,81] We were able to  
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55 access some of this study's 'raw' data directly in some context as interviewer questions and the responses  
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57 to these were presented together and often in sequence. The sample of this same study, which had a  
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1 preponderance of overweight young people, along with the sampling approach of six other studies gives  
2 this review a good basis from which to study the views of overweight young people in particular. The  
3 consultation with young people about the review's findings adds confidence that the main themes are ones  
4 that would be recognised by young people.  
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8  
9 A limitation of the review was that it identified only a small body of studies that could be characterised as  
10 being research 'for' young people, rather than 'of' them.[82] Only one study, for example, appears directly  
11 to have asked young people what they thought should be done to support them in developing or  
12 maintaining a healthy body size. There is a clear need for research to engage young people more actively  
13 in exploring the circumstances surrounding obesity. The time that has elapsed between the searches run in  
14 2010 to identify studies for this review and the production of this paper might also mean that further  
15 includable studies now exist. We consider, however that the daily lived experiences of young people with  
16 respect to obesity are unlikely to have changed significantly in the UK over this time. New studies might be  
17 able to contribute further detail or explanations to our review's synthesis, but would be unlikely to change  
18 the main, relatively abstract, themes that we have identified.  
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33 The young people in this review help remind us that approaches that merely educate and admonish  
34 individuals about lifestyles and being overweight are not only insufficient but also potentially counter-  
35 productive. Increasingly practitioners at the front-line of care, along with members of the general public,  
36 researchers and policy-makers are signing up to coalitions that advocate for the inclusion in policy  
37 discussions of the perspectives of people who are very overweight.[83-84] This systematic review can  
38 contribute to such debates in the UK, in that the views synthesised include clear demands that larger young  
39 people be encouraged, supported and freed from persecution so that they can deal with the complex  
40 phenomenon of obesity in ways that are most appropriate for them.  
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## FOOTNOTES

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Data Sharing Statement: The full technical report of this systematic review is available at: <http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=3395>. For the review's protocol see Web only file 5.

Web only file 1: Full search strategy.

Web only file 2: PRISMA flow chart

Web only file 3: Study quality descriptions

Web only file 4: The contribution of each study to the synthesis themes

Web only file 5: Study protocol

For peer review only

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10 **obesity amongst young people aged 12-18 in the UK ~~aged~~**  
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## Abstract (299 words)

**Objective** To ~~synthesise~~ explore the perspectives of young people in the UK on obesity, body size, shape and weight.

**Design** Systematic review of qualitative studies using thematic synthesis.

**Data sources** Sensitive searches of 18 electronic databases from 1997 – February 2010 supplemented by grey literature searches.

**Study selection** Studies produced since 1997 using qualitative methods to collect perspectives of people aged 12-18 in the UK, reporting methods for data collection or analysis. Studies of people with eating disorders and those rated low in reliability and usefulness were excluded.

**Results** Searches identified 30 studies involving over 1400 young people from a range of ~~young people and~~ contexts. Young people of all sizes placed considerable emphasis on personal responsibility, and on the social, rather than health implications of being overweight. Young people with experience of obesity described severe, unrelenting, size-related abuse and isolation. Regardless of their own size, young people were judgemental of individuals who were overweight, but those with experience of obesity described an environment that contained multiple barriers to weight loss. Only one study asked young people directly what might support them in developing or maintaining to have a healthy body size. Study findings were configured under three main themes, labelled with quotes from included studies: general perceptions of size and society's responses ('It's on your conscience all the time'); the experiences of young people who were overweight ('If I had the choice I wouldn't be this size'); and these larger young people's experiences of trying to lose weight and suggestions for action ('Make sure, even when it's hard, you've got people there').



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3 **Conclusions** The perspectives of young people in the UK, when synthesised across the  
4 spectrum of body sizes, paint a picture of a stigmatising and abusive social world. Research  
5 and policy need to engage young people actively so as to address the social implications of  
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## 'Article summary' section

### Article focus.

- This study examines the views of young people in the UK aged 12-18 on obesity and body size.
- It explores these young people's perspectives in the context of the values and norms held by their peers.
- It asks what meanings are attributed to body size by young people, what factors they see influencing body size, what experiences they relate to body size and what changes they think may help them achieve or maintain a healthy weight

### Key messages

- This review contributes to the study of obesity by giving a voice to young people.
- It finds that the young people in the UK describe a social world that is stigmatising, abusive and contains multiple social barriers for those who are overweight.
- Research needs to engage young people more appropriately so as to help identify means that can be used to address the negative social implications and other challenges of obesity.

### Strengths and limitations of this study

- Together, the synthesised studies included a total of over a thousand young people with experience of a range of body sizes.
- Comprehensive searches sought out less easily identifiable literature that increased the richness of data for analysis.
- The review identified only a small body of studies that enabled young people to help identify priorities for study and analysis.

## BACKGROUND

Obesity in young people in the UK continues to be a public health issue. A recent England-wide survey found that over 23 % of boys and 16 % of girls aged 11-15 would be grouped in this category.[1] Young people who are overweight can experience physical ill-health due to obesity while they are still young[2-3] and have an increased risk of being overweight as an adult.[4] Studies have found low levels of mental health in young people classified as obese.[5]

The influences on body weight are complex and multi-levelled. Highly complicated 'system maps' have been developed to try to describe the many links between body weight and biological and genetic factors, individual behaviour, and influences from individuals' social and physical surroundings. [6] Nonetheless, press coverage often emphasises individual choices over structural factors that might influence weight gain.[7-8] In contrast, weight gain in the population has been characterised in the field of public health as, 'the inevitable – and largely involuntary – consequence of exposure to a modern lifestyle',[9(p5)] or due to the 'obesogenic environment'. [10-11] It is also recognised that, once a certain weight is gained, multiple factors act to make that weight extremely difficult to lose, and even likely to increase.[11]

In terms of social values, despite its increasing prevalence, obesity still transgresses social norms. To be very overweight is seen as morally reprehensible.[12-13] Judgements in the general population about obesity are imbued with ideas about personal responsibility and stereotyping is common, with obesity linked with socially undesirable behaviours and other attributes, such as weakness of will, laziness and greed.[14-15] Such attitudes appear to be mirrored in people's behaviours and experiences; studies of adults who are very overweight

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3 show that they experience both stigma and discrimination and that this impacts negatively on  
4 their well-being.[16-18]  
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9 Research evidence to help us decide how to prevent or deal with obesity in young people is  
10 limited.[19-20] Intervention research regularly fails to consider what young people  
11 themselves think,[21] and yet young people are likely to have insights into factors that  
12 influence their own weight and that of their peers, and ideas about how they can be  
13 supported to keep their own weight within a healthy range. Research that explores these  
14 insights can inform initiatives that aim for positive outcomes.[22-23]  
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25 The techniques available for systematic reviews of research, perhaps better known for the  
26 aggregation of intervention effect sizes, also include those for meshing together, or  
27 configuring, study findings.[24] Configuration in systematic reviews can help make sense of  
28 multiple accounts from varied perspectives and so build theory about lived experience.[25-  
29 26] The authors know of only five previous systematic reviews that include views on body  
30 size. A companion review to this study explored children's views (aged 4-11).[27] The others  
31 all explore the views of adults,[28-31] with the first of these also including the perspectives of  
32 young people diagnosed as obese. The systematic review presented here examines recent  
33 research findings from the UK where young people aged from 12-18 provide views about  
34 their own body sizes or about the body sizes of others. It aims to help inform the  
35 development of practice and policy-based initiatives and the commissioning of further  
36 research in ways that put the perspectives of young people at the fore-front.  
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53 **A note on language:** Descriptive terms for body size are extremely value laden. We have  
54 tried to restrict our use of terms that could potentially further stigmatise individuals or cause  
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3 offence. We have avoided unqualified use of possibly pejorative terms unless young people  
4 or others are quoted as using them to describe themselves. It is also difficult to report body  
5 size variation in the literature with precision, since the body sizes of participating young  
6 people are often not explicitly specified by study authors, or identified by young people  
7 themselves. When authors have indicated a distinction, we have used the phrase 'healthy  
8 weight/size' to contrast young people who are not overweight with those who would be  
9 classified as overweight. We have used 'large', 'larger', or 'overweight' interchangeably to  
10 indicate that young people have a larger body size when this information is available in study  
11 reports. We have also used the phrases 'very overweight/ large' to indicate that a young  
12 person is identified as having been diagnosed as clinically obese, or as having a body mass  
13 index in excess of 30.  
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## 29 **METHODS**

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32 We searched 18 electronic databases from the fields of health, public health, education,  
33 social science and social care in February / March 2010, taking care to include sources rich  
34 in UK-based journal and report literature. Controlled term and free-text searches were used  
35 that combined sets of terms for young people, body size, views research, and geographical  
36 location. We also searched six key journals and 54 websites by hand, used internet search  
37 engines, scanned reference lists, looked for papers that had cited key studies, and contacted  
38 key informants for relevant research (Web only file 1). We managed review data using the  
39 specialised online review software EPPI-Reviewer.[32]  
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## Study selection

We included studies that reported views about obesity, body size, shape or weight, sought from children in the UK aged 12 - 18. We defined *views* as attitudes, opinions, beliefs, feelings, understandings or experiences, and excluded studies that measured only health or weight status, behaviour or factual knowledge. Studies needed to have used qualitative data collection methods (e.g. in-depth or semi-structured interviews and/or focus groups) and, as a minimum, to have described one of two key aspects of a study's methods (data collection or analysis). We sought studies published in English since the start of 1997 (to cover a period of heightened interest in the topic of obesity). We excluded studies solely of young people with an eating disorder diagnosis, on the basis that this group may be considered exceptional in terms of their requirements for achieving or maintaining a healthy weight. This last criterion was the only one not set out in the review's protocol (~~which is available from the authors for access to this see data sharing statement~~). These inclusion criteria were piloted by the first four authors of this study so as to develop shared understandings of the criteria. ~~A~~ ~~and~~ a sample of early screening decisions was double-checked by the first author. Screening was thereafter done individually.

## Describing and appraising studies

We described the final set of included studies using a standardised classification system,[33] supplemented using frameworks from previous reviews of the views of children and young people.[25] The quality of included studies was appraised using criteria modified from a set developed for examining the findings of evaluations of intervention processes (Table 1).[34-35] The studies were each allocated a 'weight of evidence' with two dimensions. First, we rated the reliability of the findings (using criteria 1 to 4). Secondly, we rated the findings' usefulness (based on the richness and complexity of analysis, and the privileging of perspectives, e.g. methods encouraging young people to prioritise issues for discussion – using criteria 5 and 6). Two reviewers worked independently on each study, before reaching

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consensus. We excluded studies from the synthesis if they were rated low on both dimensions.

[Table 1 to go about here]

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**Table 1. Criteria used to appraise study quality <sup>§</sup>**

Criterion (with guidance for reviewers)
<p><b>1 Were steps taken to increase rigour in the sampling?</b>            Consider whether:</p> <ul style="list-style-type: none"> <li>*the sampling strategy was appropriate to the questions posed in the study (e.g. was the strategy well reasoned and justified?);</li> <li>*attempts were made to obtain a diverse sample of the population in question (think about who might have been excluded; who may have had a different perspective to offer);</li> <li>*characteristics of the sample critical to the understanding of the study context and findings were presented (i.e. do we know who the participants were in terms of, for example, basic socio-demographics, characteristics relevant to the context of the study, etc.).</li> </ul>
<p><b>2 Were steps taken to increase rigour in the data collected?</b>            Consider whether:</p> <ul style="list-style-type: none"> <li>*data collection tools were piloted/(and if quantitative) validated;</li> <li>*(if qualitative) data collection was comprehensive, flexible and/or sensitive enough to provide a complete and/or vivid and rich description of people's perspectives and experiences (e.g. did the researchers spend sufficient time at the site/with participants? Did they keep 'following up'? Was more than one method of data collection used?);</li> <li>* steps were taken to ensure that all participants were able and willing to contribute (e.g. processes for consent, language barriers, power relations between adults and children/young people).</li> </ul>
<p><b>3 Were steps taken to increase rigour in the analysis of the data?</b>            Consider whether:</p> <ul style="list-style-type: none"> <li>* data analysis methods were systematic (e.g. was a method described/can a method be discerned?);</li> <li>*diversity in perspective was explored;</li> <li>* (if qualitative) the analysis was balanced in the extent to which it was guided by preconceptions or by the data);</li> <li>*the analysis sought to rule out alternative explanations for findings (in qualitative research this could be done by, for example, searching for negative cases/exceptions, feeding back preliminary results to participants, asking a colleague to review the data, or reflexivity; in quantitative research this may be done by, for example, significance testing).</li> </ul>
<p><b>4 Were the findings of the study grounded in/ supported by the data?</b>            Consider whether:</p> <ul style="list-style-type: none"> <li>*enough data are presented to show how the authors arrived at their findings;</li> <li>*the data presented fit the interpretation/support claims about patterns in data;</li> <li>*the data presented illuminate/illustrate the findings;</li> <li>*(for qualitative studies) quotes are numbered or otherwise identified and the reader can see that they don't just come from one or two people.</li> </ul>



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**5 Please rate the findings of the study in terms of their breadth and depth.**  
 Consider whether:  
 (NB: it may be helpful to consider 'breadth' as the extent of description and 'depth' as the extent to which data has been transformed/analysed);  
 \*a range of issues are covered;  
 \* the perspectives of participants are fully explored in terms of breadth (contrast of two or more perspectives) and depth (insight into a single perspective);  
 \*richness and complexity has been portrayed (e.g. variation explained, meanings illuminated);  
 \*there has been theoretical/conceptual development.

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**6 To what extent does the study privilege the perspectives and experiences of young people?**  
 Consider:  
 \* whether there was a balance between open-ended and fixed response options;  
 \*whether children were involved in designing the research;  
 \* whether there was a balance between the use of an a priori coding framework and induction in the analysis;  
 \*the position of the researchers (did they consider it important to listen to the perspectives of children?);  
 \* whether steps were taken to assure confidentiality and put young people at ease.

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**7 Overall, what weight would you assign to this study in terms of the reliability/trustworthiness of its findings?**  
*Guidance: Think (mainly) about the answers you have given to questions 1 to 4 above.*

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**8 What weight would you assign to this study in terms of the usefulness of its findings for this review?**  
*Guidance: Think (mainly) about the answers you have given to questions 5 and 6 above and consider:*  
 \*the match between the study aims and findings and the aims and purpose of the synthesis;  
 \*its conceptual depth/explanatory power.

**\$ The following responses were available for these questions:1-3.** Yes, a fairly thorough attempt was made; Yes, several steps were taken; Yes, a few steps were taken; No, not at all/Not stated/Can't tell. **4.** Good grounding/support; Fair grounding/support; Limited grounding/support. **5.** Limited breadth or depth; Good/fair breadth but very little depth; Good/fair depth but very little breadth; Good/fair breadth and depth. **6.** Not at all; A little; Somewhat; A lot

## Analysis

Four reviewers worked on the analysis. We used thematic synthesis to examine each line of each study's findings and create codes that described meaning and content. This approach to synthesis is particularly suitable for systematic reviews, because the discipline of line-by-line coding requires that reviewers consider carefully each aspect of every study; and whether or not a finding from one study really does 'translate' into another [36] It also enables findings and new conceptualisations to emerge inductively from the included studies, and so is a good fit with one of the principles of our review which aimed to highlight young people's own perspectives. Findings were sought throughout the report, not just from results sections. We looked first at studies with views from young people described as having experience of being overweight, and then moved on to the remainder. We looked for similarities and differences between codes as the code set grew, and attempted to identify a smaller set of themes that captured the most recurrent and most emphasised ideas across the full range of studies' findings, while also looking for contradictory ideas. This smaller set of ideas was developed in the light of the review's questions, the themes identified in our earlier review of children's views, [27] and authors' descriptions of body size status (experience of overweight vs. otherwise). The lead author then wrote a narrative to ~~illustrate~~ describe the themes, with direct quotes from the included studies used both within the narrative and as theme headings so as to illustrate young people's own representations of their views. We also consulted a group of young people (PEAR), convened by the National Children's Bureau to enable young people's views and opinions to influence public health research.[37] We worked with the group for one and a half hours within a longer group residential. The group was presented with illustrations of the synthesis themes and asked whether this seemed believable and whether anything might be missing, as well as for ideas about how to present findings. The processes for consulting members of the PEAR group were approved by a Faculty Research Ethics Committee at the Institute of Education. Further detail on this group is available in the technical report (see Data sharing statement).

## RESULTS

**The state of the literature**

We found and screened 28,267 citations and identified 30 studies for the review's synthesis (Web only file 2 presents the flow of studies through the review).

[Table 2 to go about here]

For peer review only

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Table 2: Details of included studies: aims and sample characteristics (N=30)

Study [reference no]	Aims	Sample size	Weight status	Data collection and analysis methods
Billings et al. (2008) [w1] <sup>38</sup>	To explore factors which motivate and create barriers to engagement in regular physical activity for 11-12 and 14-15 year old girls.	91	Not stated.	Group interviews Content analysis
Bramham (2003) [w2] <sup>39</sup>	To explore boys' perceptions and experiences of school-based PE and involvement in extra-curricular and out-of-school physical activities.	24	Mesomorphic (i.e. compact and muscular) (mainly).	Individual and group interviews Data analysis method not reported.
Cockburn and Clarke (2002) [w3] <sup>40</sup>	To explore the cultural and sub-cultural aspects of teenage girls' and young women's lives which influence their involvement in sport and PE.	6	Not stated.	Individual interviews Reflexive interpretation and biographical analysis
Curtis (2008) [w4] <sup>41</sup>	To explore the experiences of young people with obesity within the secondary school environment in relation to areas of concern prioritised by the HSP (Healthy Schools Project)	17	Not stated. (participants recruited from community-based obesity intervention programme.)	Individual and group interviews Thematic analysis
Daley et al. (2008) [w5] <sup>42</sup>	A qualitative study nested within a randomised controlled trial explored obese adolescents' experiences of participation in an exercise therapy intervention.	25	Classified as obese or morbidly obese.	Individual interviews Thematic analysis
Flintoff and Scraton (2001) [w6] <sup>43</sup>	To explore young women's perspectives of and attitudes towards involvement in physical activity and physical education (PE). Explores the nature, purposes and experiences of involvement, both in and out of school and interface between identities, structures and cultural settings. Located within developing feminist theoretical debates.	21	Mesomorphic (mainly).	Individual interviews Thematic analysis
Frost (2001) [w7] <sup>44</sup>	A theoretical, feminist, sociological enquiry examining the direct perception of young women about how they, and their contemporaries, experience their bodies.	7	Not stated.	Group interviews before and after art class, plus questionnaire Data analysis method not stated
Gorely et al. (2003) [w8] <sup>45</sup>	To develop the concept of gender-relevant physical education combining the work of Pierre Bourdieu and his notion of the habitus and feminist philosopher Iris Marion's analysis of feminine motility by drawing on data generated from a study of young people's articulation of the relationships between muscularity, physicality and gender.	348	Not stated.	Group and individual interviews Data analysis method not stated
Griffiths and Page (2008) [w9] <sup>46</sup>	To examine the relationship between obesity and victimisation, and the impact it has on peer relationships.	5	Classified as obese.	Sequence of two to three individual interviews Interpretative phenomenological analysis
Grogan et al. (2009) [w10] <sup>47</sup>	To investigate how young men and women smokers and non-smokers talk about the impact of smoking on appearance, with the aim of using these accounts to inform anti-smoking campaigns targeted at young people	47	Not stated.	Group interviews Thematic analysis
Grogan and	To understand how men and boys construct body image including their views	12	none were notably over-	Group interviews

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2	Richards (2002) [w11] <sup>48</sup>	on body dissatisfaction, body shape ideals and behavioural concomitants of body image.		or underweight as judged by the researchers	Thematic analysis
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4	Health Experience Research Group (2010) [w12] <sup>49</sup> (a-w: see note at table foot)	To examine a range of peoples' perspectives in terms of what someone might expect to experience when diagnosed with a particular condition or illness. All the young people and parents interviewed had been affected by weight issues. The research was done with the aim of populating a website 'youthhealthtalk.org', so as to help people 'share in young people's experiences of health and illness.'	24	Some of the young people had been told they were overweight or were in the medical category 'obese'	Individual interviews, sometimes with friend present Thematic analysis
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9	Hester et al. (2009b) [w13] <sup>50</sup>	To uncover in-depth qualitative accounts of intervention impact from obese young people during a period of lifestyle change after attending a residential weight-loss camp.	5	Classified as obese.	Researcher participation in intervention prior to individual interviews Thematic analysis
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12	Holt et al (2005) [w14] <sup>51</sup>	To explore children's perceptions of attending a residential paediatric weight-loss camp.	15	Classified as obese.	Individual interviews Thematic analysis
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14	Krayer et al. (2008) [w15] <sup>52</sup>	To describe the nature of social comparison processes mentioned spontaneously by boys and girls with a particular focus upon enhancement comparisons.	20	Not stated	Sequence of two individual interviews Grounded theory approach
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17	Kurtz and Thornes (2000) [w16] <sup>53</sup>	To gather children's views about their health needs to inform policy and the strategic development of services for school-age children in England.	43	Not stated.	Group interviews Data analysis method not stated
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20	Lloyd and Dittmar (1997) [w17] <sup>54</sup>	To broaden and deepen understanding of 'normal' adolescent boys' and girls' body image concerns, in order to provide an appropriate basis for interventions aimed at promoting healthier diet and lifestyle.	56	Not stated.	Individual and group interviews Thematic analysis
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22	Lucas and Lloyd (1999) [w18] <sup>29</sup>	To explore adolescents' use of cigarettes to moderate negative emotions.	32 groups with 2-6 girls in each group	Not stated.	Group interview with a video presentation to encourage discussion Thematic analysis
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25	Ludvigsen and Sharma (2004) [w19] <sup>55</sup>	To examine the influences upon children and young people in their food choices during the school day.	54	Not stated.	Participant observation and questionnaires followed by group interviews using photographs as prompts Data analysis method not stated
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29	Mulvihill et al. (2000b) [w20] <sup>56</sup>	To provide data on the reported drivers and barriers to physical activity among young people aged 5-15 years.	103	Not stated	Group interviews Data analysis method not stated
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31	Owen et al. (2009) [w21] <sup>57</sup>	To explore children's (and parents') views and experiences of attending a hospital-based childhood obesity clinic, in order to inform the development of services in primary care.	11	Classified as overweight.	Individual interviews (parents not present) Thematic analysis
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34	Percy-Smith (2007) [w22] <sup>58</sup>	To explore young people's understandings and experiences of health as experienced in their everyday lives and according to their own terms of reference rather than in response to policy priorities.	62	Not stated	Participative action research using: young people considering relevant research conducted by their peers, followed by interactions between young people and health professionals, group art work and plenary discussion
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				Thematic analysis
Reid and Hendry (2001) [w23] <sup>59</sup>	To examine young people's health concerns within the context of young people's own perspectives.	37	Not stated	Series of two group interviews Thematic analysis
Shucksmith and Hendry (1998) [w24] <sup>60</sup>	To examine young people's views about diet, weight, their appearance and the impact of fashion norms.	50 group interviews, 44 individual interviews	Not stated	Group interviews Thematic analysis
Velija and Kumar (2009) [w25] <sup>61</sup>	To explore, through focus group interviews with Year 10 girls, how girls' experiences of PE and GCSE PE are gendered.	16	Not stated	Group interviews Thematic analysis
Wallace et al. (2007) [w26] <sup>62</sup>	To explore adolescents' experience of the impact of having cancer, including the burden of illness, treatments and resultant appearance changes.	8	Not stated	Individual interviews Interpretative phenomenological analysis
Willett (2008) [w27] <sup>63</sup>	To provide empirical evidence which will look past the structure–agency dichotomy to see how human agency and social structure act through each other to influence pre-teen and teen girls' consumption of fashion and digital media.	26	Not stated	Art work and individual interviews Thematic analysis.
Wills et al. (2006) [w28] <sup>64</sup>	To explore the embodied perceptions of obese, overweight and 'normal' weight young teenagers [from socio-economically disadvantaged families living in Eastern Scotland], within the socio-cultural contexts in which these young teenagers live their everyday lives.	36	Classified as overweight or obese (N=18), 'normal' weight (N=18).	Individual interviews Thematic analysis
Wills et al. (2008a) [w29] <sup>65</sup>	To examine the dietary practices and health and weight conceptualisations of BMI-defined obese/overweight and non-obese/overweight young teenagers from middle-class families; to situate these observations within the 'habitus' of the family by exploring these issues from the perspectives of their parents; and to compare these data to the data already collected in an earlier study involving young working class teenagers.	36	Classified as overweight or obese (N=18), 'normal' weight (N=18).	Individual interviews Thematic analysis
Wills (2005b) [w30] <sup>66</sup>	To examine how the new social contexts experienced by young people after leaving school are related to everyday food practices and eating habits.	31	Not stated	Food diaries and individual interviews Thematic analysis

Note: The findings for the Health Experience Research Group (2010) study [w12], are contained in a series of webpages, which are represented in this paper's text by the letters a-w. To save space in this paper, readers who want to follow the links to each webpage are referred to this study's full technical report at <http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=3395>.

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3 The 30 studies varied considerably in terms of their stated aims and data collection methods. Table 2  
4 describes each study briefly and specifies the code that is used to reference the study in this paper (w1-  
5 w30). Thirteen studies focused directly on body size, shape or weight. Five of these focused on the views  
6 of young people who were or who had been overweight about their recent experience of an intervention for  
7 losing weight,[w4, w13-14, w21] or encouraging physical activity.[w5] The other eight asked young people  
8 to describe their own and others' experiences of being a certain body size, or for more general views about  
9 body size or image.[w7, w9, w11-12, w15, w17, w28-29] The remaining 17 studies focused on young  
10 people's overall health needs,[w16, w22-24] food,[w19, w30] smoking,[w10, w18] cancer,[w26] clothes and  
11 identity,[w27] physical education,[w2-3, w6, w8, w25] and physical activity.[w1, w20] Most, but not all of the  
12 findings from young people with experience of being overweight were identified from nine studies.[w4-5,  
13 w9, w12-14 w21, w28-29] It was often not possible, from these and other studies, to identify the extent to  
14 which participating young people were overweight (e.g. classifiable as obese, as opposed to overweight).  
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31 In terms of quality, only three studies,[w4, w12, w28] were judged to have highly reliable findings (Web only  
32 file 3). Seven studies were judged highly useful. [w4-5, w9, w12-14, w28] Six studies were excluded from  
33 the synthesis on quality grounds. [67-72] (For an indication of the contribution of each included study see  
34 Web only file 4.)  
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### 43 **Young people's views**

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45 Analysis of the findings of each study resulted in three main themes, each with further sub-themes (Table  
46 3): (i) general perceptions about different body sizes and society's responses to them – which were often  
47 couched in moral terms ('It's on your conscience all the time'); (ii) Overweight young people's experiences  
48 that they linked to their size ('If I had the choice, I wouldn't be this size'); and (iii) Overweight young  
49 people's experiences of trying to lose and maintain weight and their suggestions for action ('Make sure,  
50 even when it's hard, you've got people there'). The PEAR group considered these themes to be believable  
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but members were concerned by the severity of accounts that they read. They suggested that when writing-up we should try to avoid further upset. In response, we attempted to avoid language that labelled young people, and included in the synthesis cases illustrating constructively resistant or positive attitudes. The rest of this section details the findings of the synthesis, with each of the above main themes addressed in turn.

[Table 3 to go about here]

For peer review only



Table 3 Quotations from study participants to illustrate each theme

Themes	Illustrative quotes from participants (also see quotes in the text) [Study reference no.]
<b>It's on your conscience all the time</b>	
It's down to me	<p>I mean if you're the one that wants to lose weight, then you can't say "Right, mum, can you lose weight for me?"... you're the one who has to go out for exercise and cut down on your foods and that eh? That's... what I ken, its doon tae me. [Nick, male, 13yrs, ethnicity unspecified, very overweight][w28 p400]</p> <p>I would love to say it's all to do with genetics and I have nothing to do with it, but I know that what I do isn't particularly healthy and therefore it's due to me as well... I think it's for me it's just the fact that I'm stubborn and lazy and that I like eating my food. [Holly, female, 18yrs, white, very overweight][w12m]</p>
It's like a girl thing?	Tobias: ...I'm a couple of inches shorter than all my friends as well and I feel pressure. Tom: If you've got friends who are like quite big in build you want to be the same as them. Although you might not be able to do anything about it, it's on your conscience all the time. You want to be that sort of size. [Tobias and Tom, male, 16-17yrs, ethnicity unspecified, healthy weight][w11 p229]
If you're fat, then they don't like you	...they (boys) think that if you look good then you're okay but if you're fat... then they don't like you. [female, 11-14yrs, ethnicity and body size unspecified][w18 p24]
People that are right big have right dirty houses	Like when you start thinking ahead, like what are you going to be like, people just sit at home eating pizza all time, I wouldn't like to be one those boring people. I want to be a person that can go out, go on holiday, go to work, have lots of friends, get out of the house... you watch a lot of programmes all people that are right big have right dirty houses. [male, 14yrs, white, very overweight, BMI 31.3][w5 p814]
Being fat is really a bad thing	<p>If you've got someone in your family who's quite fat, you see how they are and you think to yourself, I don't want to be like that. ...It's a bit of a turnoff if you're fat, so you try not to get like that. [Tony, male, 16-17yrs, white, body size unspecified] [w11 p226]</p> <p>I think it's all down to like your mental, your mental picture of yourself really ... it's when you're like, "Oh I feel so bad and ugly today." That, that's when you become really bad, and so size isn't the thing, it's more... the way you act, if you act like all closed and in a corner and not socialising, then I mean attractive is someone who is the life and soul of the party, dancing in the middle, having a good laugh.' [Huw, male, 17yrs, white, overweight] [w12]</p>
<b>If I had the choice, I wouldn't be this size</b>	
Not wanting to stick out	<p>But the places where I go most of the clientele are like a lot older than me... And that's weird to think that, you know, you'll be, you're wearing the same clothes as like your 50 year old neighbour or whatever... And it isn't nice... you are always thinking about it, especially in public... if I had the choice I wouldn't be this size. [Rachel, female, 17yrs, white, overweight][w12d]</p> <p>...it makes you feel really bad 'cos if they're going, "Oh I'm too fat," how's that supposed to ... make you feel 'cos when you're like twice the size of 'em? [Huw, 17yrs, white, overweight][w12b]</p>
Day after day, you're that terrified	<p>it wasn't just a group thing, it was walk down the corridor, and I actually counted this one day.. how many people said something to me, just walking about a hundred yards twenty-three people I think, and you know every day in between every lesson and going, you know, it gets a lot. [Becca, female, 17yrs, white, overweight][w12c]</p> <p>Day after day, walking in ... you're that terrified that you don't want to go school, this is what my point of view were like... three years I tried not going to school because I used to get bullied and my mum got took to court. [Eve, female, age and ethnicity unspecified, very overweight][w4 p414]</p> <p>I've put on the weight and I still want to do it [participate in PE classes] but it's the glances, it's the sniggers, it's the laughs, stupid things that people were saying, "look at her running along,</p>

	she can barely keep-up.” [Sam, female, 15ys, overweight, BMI 38.0][w9 p41]
	I don't like having to walk into places where I don't know anyone or walking past a group of people; I don't like walking past because of things they might say and they are less likely to say if I've got Diane [sister] with me. [Jane, 17yrs, ethnicity unspecified, overweight, BMI 46.7][w4 p42]
Vicious circles	I was just getting bullied all the time and nobody wanted to be with me. I was always on my own in my bedroom doing my own thing.... [For the first six weeks of a weight-loss programme] I just sat in a corner, didn't talk to anybody. I wouldn't even talk to any of the friends that I'd made. [Chelsea, female, 17yrs, white, overweight][w12s]
	When I cry I eat, but then I eat because I'm crying, but I'm crying because I'm getting bigger, and it's just a vicious circle. [Vicki, female, 18yrs, white, overweight][w12i]
<b>Make sure, even when it's hard, you've got people there</b>	
Easier said than done <a href="#">[w13 p5]</a>	I've got a younger brother and we've got all these sort of stuff in house for him and then that's just like a bit, a bit of a temptation... And sometimes when he gets right nice stuff and I'm sat there eating, I don't know, fish, chips, and mushy peas and it's just not right. [Reg, female, 13yrs, white, overweight][w12i]
	[after an exercise intervention] I felt healthier and better and stuff and I felt like I had actually done something. Rather than going home and being a couch potato. [Male, 15yrs, white, very overweight, BMI 37.6][w5 p814]
Yo-yos and pick me ups	I was 14 years old and having so much like, being so unhappy being overweight, finally getting the weight off is amazing, then piling it all straight back on was just absolutely heartbreaking. Yo-yoing up and down in normal diets just, has just become a way of life really now.... It just makes you really doubt yourself. [Vicki, female, 18yrs, white, overweight][w12e]
	[commenting on experience of a community-based weight-loss intervention] You have people who are in the same situation as you... who know what it's like and things like that. If you have a problem or if you have like just a total collapse... you've got people who will just pick you back up. And I think that's been the most thing about it, the most important thing that I've had for me. [Emily, female, 14yrs, white, overweight][w12i]
Be nice. You've got to help.	There's ways to be more tactful. As you know, the doctors that I've had haven't always been particularly nice about it...yeah, there's ways to say things nicely, and although sometimes you need to go for the approach that says, "You need to do something about your weight now," there's, there's ways to be nice about it. [Holly, female, 18yrs, white, very overweight][w12p]
	I'd just say to like parents that ... without you, you won't be, your child won't be able to do it. And you've got to help them as much as they're helping themselves. And just, if you don't help them, they'll think, "Well, nobody's bothered, and, I do try but nobody sees difference." [Alex, female, 14yrs, ethnicity unspecified, overweight][w12a]
	Make sure that even when it is hard, you've got people there. [Cris, 14yrs, gender, ethnicity and body size unspecified][w13 p4]

It's on your conscience all the time

This first main theme included ideas about what can influence body size, who is accountable and concerned, implications, and ideal, aspired to and acceptable bodies.

*It's down to me*

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2 Some young people's accounts of what could influence their weight referred to relatively unchangeable  
3 physical phenomena, such as body metabolism, bone structure, puberty or genetics.[w1, w7, w12, w28-29]  
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5 Young people of all sizes, however, emphasised the individual behaviours of being physically active and  
6 watching what you eat,[w5-7, w11-w12, w20, w23-24, w27-28] and considered body size was within their  
7 own control.[w11-12, w28]  
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13 One study reported that participants stated 'quite fervently' that a young person's size was their own  
14 responsibility,[w28] and in only two studies did young people suggest that some responsibility might lie  
15 elsewhere.[w12, w19] Young people who felt, or already were large made it clear that they knew they had  
16 to do something and tended to be critical of their own self-will.  
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*It's like a girl thing?*

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27 Young people tended to identify young women as being more interested in body weight.[w7-8, w10-11,  
28 w12b, w15, w19, w29] As one put it, 'It's like a girl thing. It's like "oh she is wearing some tight jeans she  
29 looks awful." ' [Male, 13yrs, ethnicity and body size unspecified].[w15 p895] But accounts also identified  
30 young men's concerns, which had the additional focus of height and musculature.[w2, w7, w11, w17]  
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*If you're fat, then they don't like you*

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41 Young people did not necessarily equate a large body size with ill-health,[w28-29] although the need to  
42 lose weight for their future health was identified by young people with a high weight.[w12k] In one study  
43 framed explicitly around body size, only a minority spontaneously mentioned improved health as a benefit  
44 of losing weight.[w28] Some (mainly young men) did report concern that an increased size might, or  
45 already was, reducing physical ability or performance.[w16]  
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55 Far more emphasis was placed on the impact of body size on relationships. Young people with a healthy  
56 size identified how overweight young people would not be respected,[w18] or would be picked on,[w7] or  
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1 bullied.[w28] [see 'Day after day...' below.] Relations with the opposite sex were particularly pertinent.[w8,  
2 w11, w12j, w25, w30]  
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### 8 *People that are right big have right dirty houses*

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10 Young people, many who were themselves a large size, attributed a consistently similar set of negative  
11 characteristics to people with large bodies, describing them as lazy, or unable to control their desire for  
12 food, or both,[w 5, w17, w29] While sometimes young people made efforts not to appear judgemental of  
13 people with large bodies, this was not always the case. This, and participants' emphasis on individual  
14 control are illustrated by one young woman saying, 'Fat people, I hate fat people. I don't hate their  
15 personalities, I just don't like the way they look. I just don't know why folk would do that to themselves.'  
16 [Elsbeth, female, 13-15yrs, white Scottish, body size unspecified] [w29 p7]  
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### 28 *Being fat is really a bad thing*

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30 Young people's ideas about which body sizes were valued were consistent across studies. Both sexes  
31 characterised an ideal young woman's body as thin,[w12o, w24, w30] slim,[w17] or skinny.[w2010v, w22]  
32 For both sexes, the ideal for young men was muscular,[w2, w11, w15, w17] and looking fit.[w11, w17]  
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34 Young men themselves added not too muscular,[w8, w11, w12b] and toned.[w12b] The aspirations of  
35 young people with healthy size bodies tended to refer to these ideals, or avoiding being very large.  
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44 In terms of unacceptable body sizes, over half the participants in one study of young women identified  
45 weight as the deciding factor for judging whether your appearance was acceptable or not.[w7 p148] A  
46 participant in another study was more specific, saying, 'Being fat is really a bad thing, more than anything.  
47 More than having a face that is not so good looking.' [14-17yrs, gender, ethnicity and body size  
48 unspecified][w23 p156]  
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55 Overweight young people expressed more complex views about size and acceptability,[w12, w28] for  
56 example explaining how valuing yourself was key to being found attractive by others.  
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2 If I had the choice, I wouldn't be this size  
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4 This second main theme incorporated the views of young people who would be, or had been, classified as  
5 overweight about their experience of being that size. For views on attempting to lose weight or maintain  
6 weight-loss, see 'Make sure, even when it's hard, you've got people there', below.  
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14 *Not wanting to stick out*  
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16 Overweight young people described how everyday social activities could be difficult because of their  
17 size.[w4, w9, w12, w28] Shopping trips and other social events could leave them feeling excluded, marked  
18 out as different and ashamed and could lead to them questioning themselves,[w12d, w28] and spending a  
19 great deal of time on their own at home.[w4] One participant described this sense of feeling different,  
20 saying 'I ...just wanted to be part of the crowd and not to stick out like a sore thumb... Because sticking  
21 out... when someone sees the person who looks, who is bigger than... most of them, almost everyone  
22 there, that makes you feel really bad.' [Huw, male, 17yrs, white, overweight][w12b]  
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34 Interacting even with friends could be difficult. Some larger young people reported friends saying that they  
35 were ashamed to be seen with them,[w12] others described feeling more confident with peers who knew  
36 them before they became overweight.[w9 pS42] In addition to explicit cases of ridicule and abuse [see 'Day  
37 after day, you're that terrified'], young people described difficult conversations where their peers, who they  
38 judged not to be overweight, had described themselves as fat, solely to gain reassurance that they were  
39 not.[w4, w12, w17, w28]  
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51 *Day after day, you're that terrified*  
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53 In just over a third of studies, young people of varied sizes identified bullying as something that was  
54 experienced when you had a large body size.[w2-5, w9, w11-15, w24, w28] Young people classified as  
55 very overweight reported severe incidents of physical abuse, that included being threatened with a knife,  
56 beaten, kicked, pushed down stairs and having objects thrown at them.[w4, w9, w12s] Verbal abuse, such  
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4 as name-calling and using slurs, was described as more common, but, along with less direct abuse, such  
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9 as deliberate and extended isolation, whispering, or sniggering, was the source of considerable  
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13 distress.[w4, w9, w12c]

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20 School was the setting for much of the abuse and it had become so serious for some that they were unable  
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23 to attend. Young people identified physical education (PE) lessons as a particular source of exposure to  
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28 humiliating ridicule.[w3, w9]

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Size-related abuse was heavily implicated by young people as a negative factor for their emotional health, leading to reduced confidence, anxiety (especially around venturing into public spaces), loneliness and depression.[w9, w12c]

### *Vicious circles*

Young people who would be classified as overweight described a variety of coping strategies. These included extreme withdrawal, as well as eating to reduce boredom, when stuck at home, and for comfort following bullying.[w12] Some described how these responses could leave them feeling worse and lead to other, additional difficulties, including further weight gain.

In contrast, others appeared to have developed more defiant coping strategies, as illustrated by one participant, who said, 'I know more fat jokes than anybody else going. I'm better at it than they are. ... I got so low on so many occasions. Now it's just like "you have a problem with me, that's your problem."' [Ann, female, 17 years, ethnicity unspecified, overweight, BMI 43.3][w9 pS42]

Make sure, even when it's hard, you've got people there

This third, and last, main theme incorporated the views of young people about what happens when they are overweight and try to lose weight. Also presented here are young people's suggestions as to what actions

1 should be taken to support them in maintaining or reaching a healthy weight, and coping with related  
2 stresses and anxieties.  
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8 *Easier said than done*  
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10 Larger young people described difficulties modifying what they ate,[w12-14] and frustration at repeated  
11 weight-loss attempts.[w12] They were sensitive to the additional effort they felt they had to put into  
12 regulating their food intake compared to their peers.[w12-13, w24] As one participant in a residential camp  
13 put it, 'I thought "I've been good now surely I can't spend the rest of my life spending as much focus on my  
14 weight as I have been doing"... people manage to stay the same weight and they don't really focus on it.  
15 They have their food... and they live their life.' [Ashley, male, 16yrs, ethnicity unspecified, very  
16 overweight][w13p310]  
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28 These young people described various barriers to physical activity. In addition to the abuse described  
29 above when exercising in school, some said that getting tired, or out of breath too quickly, or other size-  
30 related physical complications, such as asthma, got in the way of their exercising.[w5, w12] The availability  
31 of calorie-dense foods sometimes made it difficult to stick to healthy eating plans, especially when others  
32 were enjoying different kinds of food.[w12, w14] Others reported difficulties with family and friends' own  
33 size-related beliefs. These included incorrect dietary advice,[w12-13] and unhelpful pressure to take, or not  
34 to take action.[w12-13, w28]  
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46 Again emphasising personal responsibility, young people who had taken action successfully over their size  
47 emphasised the central importance of avoiding laziness,[w5, w12, w28] and being proud about taking  
48 action.[w12-13, w21, w28]  
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### *Yo-yos and pick me ups*

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Larger young people described frustration at the slow rate of substantial weight loss.[w12] They were preoccupied with the idea of weight rebounding,[w13-14, w28] and described being demoralised by regaining weight.[w12-13] When talking about things that were helpful for coping with this long-term process of weight loss, young people identified goals, and feedback from others in particular.[w12, w21] Also helpful was support from, and giving support to, others who were going through, or had gone through, the same experience.

### *Be nice. You've got to help.*

Overweight young people tended to suggest things that they themselves could or should do to support themselves. Some stated that education regarding the benefits of healthy eating and exercise was important.[w12] They also encouraged other overweight young people to access their psychological resources.[w12, w22] When it came to their suggestions as to what others could do, these centred around the need for professionals and other people to be less judgemental.

They suggested that families could support and encourage them by joining in with their attempts to pursue a healthy lifestyle. Above all, these young people repeatedly emphasized the need for support.

## **DISCUSSION**

This is the first systematic review of which we are aware that attempts to configure perspectives about obesity from young people with a range of body sizes. It finds that young people in the UK emphasise the social implications of having a large body size more than they do the consequences for health, an overweight body size being problematic for relations with the opposite sex, and, as in our review of children's views,[27] linked to having fewer friends in general and to being teased or bullied. This limited salience of the physical health outcomes of health behaviours has been found in previous reviews of other health-related topics.[73] Similarly, the moralistic attitudes towards obesity and the negative stereotyping of people with larger bodies expressed by young people of all body sizes in this review have both been reported in studies of young people from other countries.[74]



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3 But the reports of the young people in the current review not only emphasise social consequences, they  
4 also refer to key social influences in young people's day to day environments that relate to body size.  
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6 These young people identify ways in which people who are overweight, and ultimately weight itself, can be  
7 affected by the attitudes and behaviours of those around them. The overweight young people in the current  
8 review describe in some detail how weight-related taunting and abuse, and being marked out as  
9 unacceptably different, can lead to them feeling ashamed, isolated and fearful. Studies from outside the UK  
10 have found that overweight and obesity serve as a gateway to mental and emotional health problems in  
11 young people, engendering low self-esteem, depression, anxiety and poor body image.[5,74-78] Some  
12 young people also gave personal accounts of vicious cycles of bullying or isolation leading to comfort  
13 eating and lowered mood, weight gain and further bullying or isolation. Weight-based teasing has also been  
14 associated with maladaptive eating and weight control behaviours, such as binge eating in studies of US  
15 adolescents.[79-80]  
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31 Despite these accounts of social environments that are far from conducive to losing or maintaining weight,  
32 the young people in this review placed an overwhelming emphasis, regardless of their size, on personal  
33 responsibility in achieving and maintaining and healthy weight. Far from abandoning this responsibility,  
34 young people of a high weight appeared all too aware of their perceived inadequacies. They described  
35 repeated failed attempts to maintain weight loss and blamed and doubted themselves when unsuccessful.  
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37 When weight loss was successful, they were often proud at having conquered 'laziness'.  
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47 Confidence in this review's findings is bolstered by its comprehensive searches. Very sensitive searches of  
48 bibliographic databases were supplemented by other methods to seek out less easily found literature,  
49 including unpublished reports. As a result, the review also benefited from access to one study's excerpts  
50 from its interview transcripts (published online as part of a self-help website).[49,81] We were able to  
51 access some of this study's 'raw' data directly in some context as interviewer questions and the responses  
52 to these were presented together and often in sequence. The sample of this same study, which had a  
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preponderance of overweight young people, along with the sampling approach of six other studies gives this review a good basis from which to study the views of overweight young people in particular. The consultation with young people about the review's findings adds confidence that the main themes are ones that would be recognised by young people.

A limitation of the review was that it identified only a small body of studies that could be characterised as being research 'for' young people, rather than 'of' them.[82] Only one study, for example, appears directly to have asked young people what they thought should be done to support them in developing or maintaining a healthy body size. There is a clear need for research to engage young people more actively in exploring the circumstances surrounding obesity. The time that has elapsed between the searches run in 2010 to identify studies for this review and the production of this paper might also mean that further includable studies now exist. We consider, however that the daily lived experiences of young people with respect to obesity are unlikely to have changed significantly in the UK over this time. New studies might be able to contribute further detail or explanations to our review's synthesis, but would be unlikely to change the main, relatively abstract, themes that we have identified.

The young people in this review help remind us that approaches that merely educate and admonish individuals about lifestyles and being overweight are not only insufficient but also potentially counter-productive. Increasingly practitioners at the front-line of care, along with members of the general public, researchers and policy-makers are signing up to coalitions that advocate for the inclusion in policy discussions of the perspectives of people who are very overweight.[83-84] This systematic review can contribute to such debates in the UK, in that the views synthesised include clear demands that larger young people be encouraged, supported and freed from persecution so that they can deal with the complex phenomenon of obesity in ways that are most appropriate for them.

## FOOTNOTES

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3  
4 JC, KD, RR, CS and CV conducted searches, and JC, KD, RR and CV screened studies, developed the  
5 data extraction tool, and described, appraised and synthesised studies. The NCB PEAR group, facilitated  
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7  
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9

10  
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12

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21 Data sharing: ~~The full~~ technical appendix-report of this systematic review is available at:

22 <http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=3395>. For the review's protocol see Web only file 5.  
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26 Web only file 1: Full search strategy.  
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29 Web only file 2: PRISMA flow chart  
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32 Web only file 3: Study quality descriptions  
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35 Web only file 4: The contribution of each study to the synthesis themes  
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38 Web only file 5: Study protocol  
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## Web only file 1. Search strategies and sources for

Rees R, Caird J, Dickson K, Vigurs C, Thomas J (2013) *The views of young people in the UK about obesity, body size, shape and weight: a systematic review*. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London.

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## A. Bibliographic databases

### ASSIA (CSA)

Searched on 8.2.10. Search generated 980 records.

(((DE=("adolescence" or "adolescent boys" or "adolescent girls" or "adolescents" or "boys" or "childhood" or "children" or "girls" or "older children" or "pupils" or "school leavers" or "young people")) or(TI=(child\* OR schoolchild\* OR Boy OR boys OR Girl OR girls OR Minors OR preadolescence OR preadolescent\* OR adolescent\* OR teen\*OR (school N6 student\*) OR pupil\* OR "young people" OR youth OR youths OR adolescence OR pubert\* OR "secondary school\*")) or AB=(child\* OR schoolchild\* OR Boy OR boys OR Girl OR girls OR Minors OR preadolescence OR preadolescent\* OR adolescent\* OR teen\*OR (school N6 student\*) OR pupil\* OR "young people" OR youth OR youths OR adolescence OR pubert\* OR "secondary school\*"))) or(DE="puberty")) and((DE=("obesity" or "anorexia nervosa" or "binge eating" or "body mass index" or "body alteration" or "body dysmorphic disorder" or "body fat" or "body image" or "body image disturbances" or "body mass" or "body shape" or "body size" or "body weight" or "bulimia nervosa" or "compulsive eating" or "dysphagia" or "eating disorders" or "hyperphagia" or "pica" or "purging" or "rapid eating" or "thinness" or "underweight" or "weight")) or(TI=("body composition" OR "body dismorph\*" OR (body WITHIN 3 size) OR (body WITHIN 3 shape) OR "overweight" OR "thin" OR "thinness" OR "skinny" OR "body image" OR "obese" OR "obesogenic" OR obesity OR (weight NEAR body) OR "body fatness" OR fatness OR "weight gain" OR "body weights" OR Bulimia OR Anorexia OR Binge-eating OR "binge eating" OR "disordered eating" OR underweight OR "eating disorder" OR "eating disorders") or AB=("body composition" OR "body dismorph\*" OR (body WITHIN 3 size) OR (body WITHIN 3 shape) OR "overweight" OR "thin" OR "thinness" OR "skinny" OR "body image" OR "obese" OR "obesogenic" OR obesity OR (weight NEAR body) OR "body fatness" OR fatness OR "weight gain" OR "body weights" OR Bulimia OR Anorexia OR Binge-eating OR "binge eating" OR "disordered eating" OR underweight OR "eating disorder" OR "eating disorders")))) and((DE=("emotion psychology" or "psychology" or "acceptability" or "affective experiences" or "analysis" or "analytical ethnography" or "analytical psychology" or "anecdotes" or "anxiety" or "applied behavioural analysis" or "applied ethnography" or "applied psychology" or "applied research" or "attitudes" or "authentic experience" or "autoethnography" or "behaviour studies" or "behavioural analysis" or "behaviourism" or "beliefs" or "biographical data" or "case studies" or "childhood experiences" or "cognitive interviews" or "community based research" or "community psychology" or "comparative research" or "complex theory" or "comprehension" or "concept analysis" or "concerns" or "connotative meaning" or "content analysis" or "contextual analysis" or "conversation" or "discourse" or "discourse analysis" or "discursive psychology" or "dissatisfaction" or "emotional experiences" or "emotions" or "ethnography" or "ethnomethodology" or "evaluative research" or "experiences" or "familiar stories" or "field research" or "focus group interviews" or "focus groups" or "frightening stories" or "grounded theory" or "group interviewing" or "health beliefs" or "health psychology" or "hermeneutics" or "historical narratives" or "ideals" or "implicit beliefs" or "individual psychology" or "interaction analysis" or "interpretative phenomenological analysis" or "interviewing" or "interviews" or "life satisfaction" or "liking" or "market research" or "meaning" or "narratives" or "negative beliefs" or "negative experiences" or "observation" or "observational research" or "opinions" or "participant observation" or "participatory research" or "perceptions" or "personal experiences" or "personal narratives" or "phenomenology" or "prejudice" or "process analysis" or "qualitative analysis" or "qualitative data" or "qualitative methods" or "qualitative research" or "research" or "satisfaction" or "self" or "selfbeliefs" or "selfconcept" or "semistructured interviews" or "sense of self" or "shared stories" or "short stories" or "single case studies" or "social analysis" or "social anxiety" or "social attitudes" or "social beliefs" or "social experiences" or "social meaning" or "social perception" or "social psychology" or "social satisfaction" or "social sciences research" or "sociocultural research" or "sociological research" or "stories" or "structured behavioural interviews" or "structured interviews" or "subjective experiences" or "videotaped interviews" or "viewpoint" or "worry")) or(TI=(ethnolog\* OR stories OR content analysis OR ethnographic OR audiorecording OR "observational method?" OR "participant observation" OR "field notes" OR experience? OR narrative? OR discourse OR inter-personal OR individual-level OR repertory grid OR self-worth OR self-identification OR pre-occupation OR preoccupation OR acceptability OR worry OR worries OR feelings OR dissatisfied OR satisfied OR ideal shape OR over-concern OR concerns OR concern OR prejudice OR prejudices OR

1 "process evaluations" OR "process evaluation" OR emotions OR ethnopsychology OR "focus groups" OR "behavioral  
 2 research" OR "behavioural research" OR narration OR satisfaction OR dissatisfaction OR meanings OR meaning OR  
 3 perspectives OR perspective OR ideas OR idea OR concepts OR concept OR beliefs OR belief OR attitudes OR attitude  
 4 OR perceived OR perceives OR perceive OR perceptions OR perception OR views OR view OR qualitative OR  
 5 interviewed OR interviewing OR interviewer OR interviews OR interview OR comprehension OR attitudinal OR  
 6 outlook OR "in depth" OR "case studies" OR "case study" OR opinions OR opinion OR expectations OR expectation  
 7 OR thoughts OR narratives OR standpoint OR standpoints OR viewpoints OR viewpoint OR "audio record" OR "audio  
 8 recorded" OR "audio recorder" OR "audio recording" OR "audio recordings" OR "audio records" OR "thematic  
 9 analysis" OR phenomenol\* OR "grounded theory" OR "grounded studies" OR "grounded research" OR "purposive  
 10 sampling" OR "constant comparative" OR "constant comparison" OR "purposive sample" OR "field study" OR "field  
 11 studies" OR "field research" OR "biographical method" OR "theoretical sampl\*" OR "open-ended" OR "open ended"  
 12 OR "life world" OR "life-world" OR "conversation analysis" OR "conversation analyses" OR "theoretical saturation"  
 13 OR "thematic analyses" OR anxiety OR anxieties OR anxious) or(AB=(ethnolog\* OR stories OR content analysis OR  
 14 ethnographic OR audiorecording OR "observational method?" OR "participant observation" OR "field notes" OR  
 15 experience? OR narrative? OR discourse OR inter-personal OR individual-level OR repertory grid OR self-worth OR  
 16 self-identification OR pre-occupation OR preoccupation OR acceptability OR worry OR worries OR feelings OR  
 17 dissatisfied OR satisfied OR ideal shape OR over-concern OR concerns OR concern OR prejudice OR prejudices OR  
 18 "process evaluations" OR "process evaluation" OR emotions OR ethnopsychology OR "focus groups" OR "behavioral  
 19 research" OR "behavioural research" OR narration OR satisfaction OR dissatisfaction OR meanings OR meaning OR  
 20 perspectives OR perspective OR ideas OR idea OR concepts OR concept OR beliefs OR belief OR attitudes OR attitude  
 21 OR perceived OR perceives OR perceive OR perceptions OR perception OR views OR view OR qualitative OR  
 22 interviewed OR interviewing OR interviewer OR interviews OR interview OR comprehension OR attitudinal OR  
 23 outlook OR "in depth" OR "case studies" OR "case study" OR opinions OR opinion OR expectations OR expectation  
 24 OR thoughts OR narratives OR standpoint OR standpoints OR viewpoints OR viewpoint OR "audio record" OR "audio  
 25 recorded" OR "audio recorder" OR "audio recording" OR "audio recordings" OR "audio records" OR "thematic  
 26 analysis" OR phenomenol\* OR "grounded theory" OR "grounded studies" OR "grounded research" OR "purposive  
 27 sampling" OR "constant comparative" OR "constant comparison" OR "purposive sample" OR "field study" OR "field  
 28 studies" OR "field research" OR "biographical method" OR "theoretical sampl\*" OR "open-ended" OR "open ended"  
 29 OR "life world" OR "life-world" OR "conversation analysis" OR "conversation analyses" OR "theoretical saturation"  
 30 OR "thematic analyses" OR anxiety OR anxieties OR anxious))) or((DE="obese children") and((DE=("emotion  
 31 psychology" or "psychology" or "acceptability" or "affective experiences" or "analysis" or "analytical ethnography" or  
 32 "analytical psychology" or "anecdotes" or "anxiety" or "applied behavioural analysis" or "applied ethnography" or  
 33 "applied psychology" or "applied research" or "attitudes" or "authentic experience" or "autoethnography" or  
 34 "behaviour studies" or "behavioural analysis" or "behaviourism" or "beliefs" or "biographical data" or "case studies"  
 35 or "childhood experiences" or "cognitive interviews" or "community based research" or "community psychology" or  
 36 "comparative research" or "complex theory" or "comprehension" or "concept analysis" or "concerns" or  
 37 "connotative meaning" or "content analysis" or "contextual analysis" or "conversation" or "discourse" or "discourse  
 38 analysis" or "discursive psychology" or "dissatisfaction" or "emotional experiences" or "emotions" or "ethnography"  
 39 or "ethnomethodology" or "evaluative research" or "experiences" or "familiar stories" or "field research" or "focus  
 40 group interviews" or "focus groups" or "frightening stories" or "grounded theory" or "group interviewing" or "health  
 41 beliefs" or "health psychology" or "hermeneutics" or "historical narratives" or "ideals" or "implicit beliefs" or  
 42 "individual psychology" or "interaction analysis" or "interpretative phenomenological analysis" or "interviewing" or  
 43 "interviews" or "life satisfaction" or "liking" or "market research" or "meaning" or "narratives" or "negative beliefs"  
 44 or "negative experiences" or "observation" or "observational research" or "opinions" or "participant observation" or  
 45 "participatory research" or "perceptions" or "personal experiences" or "personal narratives" or "phenomenology" or  
 46 "prejudice" or "process analysis" or "qualitative analysis" or "qualitative data" or "qualitative methods" or  
 47 "qualitative research" or "research" or "satisfaction" or "self" or "selfbeliefs" or "selfconcept" or "semistructured  
 48 interviews" or "sense of self" or "shared stories" or "short stories" or "single case studies" or "social analysis" or  
 49 "social anxiety" or "social attitudes" or "social beliefs" or "social experiences" or "social meaning" or "social

perception" or "social psychology" or "social satisfaction" or "social sciences research" or "sociocultural research" or "sociological research" or "stories" or "structured behavioural interviews" or "structured interviews" or "subjective experiences" or "videotaped interviews" or "viewpoint" or "worry")) or(TI=(ethnolog\* OR stories OR content analysis OR ethnographic OR audiorecording OR "observational method?" OR "participant observation" OR "field notes" OR experience? OR narrative? OR discourse OR inter-personal OR individual-level OR repertory grid OR self-worth OR self-identification OR pre-occupation OR preoccupation OR acceptability OR worry OR worries OR feelings OR dissatisfied OR satisfied OR ideal shape OR over-concern OR concerns OR concern OR prejudice OR prejudices OR "process evaluations" OR "process evaluation" OR emotions OR ethnopsychology OR "focus groups" OR "behavioral research" OR "behavioural research" OR narration OR satisfaction OR dissatisfaction OR meanings OR meaning OR perspectives OR perspective OR ideas OR idea OR concepts OR concept OR beliefs OR belief OR attitudes OR attitude OR perceived OR perceives OR perceive OR perceptions OR perception OR views OR view OR qualitative OR interviewed OR interviewing OR interviewer OR interviews OR interview OR comprehension OR attitudinal OR outlook OR "in depth" OR "case studies" OR "case study" OR opinions OR opinion OR expectations OR expectation OR thoughts OR narratives OR standpoint OR standpoints OR viewpoints OR viewpoint OR "audio record" OR "audio recorded" OR "audio recorder" OR "audio recording" OR "audio recordings" OR "audio records" OR "thematic analysis" OR phenomenol\* OR "grounded theory" OR "grounded studies" OR "grounded research" OR "purposive sampling" OR "constant comparative" OR "constant comparison" OR "purposive sample" OR "field study" OR "field studies" OR "field research" OR "biographical method" OR "theoretical sampl\*" OR "open-ended" OR "open ended" OR "life world" OR "life-world" OR "conversation analysis" OR "conversation analyses" OR "theoretical saturation" OR "thematic analyses" OR anxiety OR anxieties OR anxious)) or(AB=(ethnolog\* OR stories OR content analysis OR ethnographic OR audiorecording OR "observational method?" OR "participant observation" OR "field notes" OR experience? OR narrative? OR discourse OR inter-personal OR individual-level OR repertory grid OR self-worth OR self-identification OR pre-occupation OR preoccupation OR acceptability OR worry OR worries OR feelings OR dissatisfied OR satisfied OR ideal shape OR over-concern OR concerns OR concern OR prejudice OR prejudices OR "process evaluations" OR "process evaluation" OR emotions OR ethnopsychology OR "focus groups" OR "behavioral research" OR "behavioural research" OR narration OR satisfaction OR dissatisfaction OR meanings OR meaning OR perspectives OR perspective OR ideas OR idea OR concepts OR concept OR beliefs OR belief OR attitudes OR attitude OR perceived OR perceives OR perceive OR perceptions OR perception OR views OR view OR qualitative OR interviewed OR interviewing OR interviewer OR interviews OR interview OR comprehension OR attitudinal OR outlook OR "in depth" OR "case studies" OR "case study" OR opinions OR opinion OR expectations OR expectation OR thoughts OR narratives OR standpoint OR standpoints OR viewpoints OR viewpoint OR "audio record" OR "audio recorded" OR "audio recorder" OR "audio recording" OR "audio recordings" OR "audio records" OR "thematic analysis" OR phenomenol\* OR "grounded theory" OR "grounded studies" OR "grounded research" OR "purposive sampling" OR "constant comparative" OR "constant comparison" OR "purposive sample" OR "field study" OR "field studies" OR "field research" OR "biographical method" OR "theoretical sampl\*" OR "open-ended" OR "open ended" OR "life world" OR "life-world" OR "conversation analysis" OR "conversation analyses" OR "theoretical saturation" OR "thematic analyses" OR anxiety OR anxieties OR anxious))))

## Bibliomap

Searched on 09.02.10. Search generated 478 records.

Search of EPIC

1. Keywords: What type of study does this report describe?: case control study OR cohort study OR survey OR systematic review OR process evaluation OR other design OR not stated (7011)
2. Keywords: Focus of the report: obesity (576)
3. Keywords: Focus of the report: eating disorder (191)

1 4. Keywords: Characteristics of the study population: children OR young people (8995)

2 5. 2. OR 3 (747)

3 6. 1 AND 4 AND 5 (311)

4 7. Freetext (item record) obesity (412)

5 8. Freetext (item record) views (117)

6 9. 7 AND 8 (2)

7 10. 6 OR 9 (311)

8 Search of Bibliomap

9 11. Freetext (item record) child\* (1326)

10 12. Freetext (item record) youth (2963)

11 13. Freetext (item record) "young people" (2546)

12 14. Freetext (item record) adolescen\* (1)

13 15. Freetext (item record) obesity (1203)

14 16. Freetext (item record) obese (507)

15 17. 15 OR 16 (1353)

16 18. 11 OR 12 OR 13 OR 14 (6281)

17 19. 17 AND 18 (172)

18 20. 10 OR 19 (456)

19 21. Freetext (item record) "eating disorder" (122)

20 22. Freetext (item record) "body weight" (416)

21 23. Freetext (item record) "body size" (45)

22 24. Freetext (item record) fatness (51)

23 25. Freetext (item record) thinness (31)

24 26. 21 OR 22 OR 23 OR 24 OR 25 (613)

25 27. 18 AND 26 (53)

26 28. 20 OR 27 (478)



**British Library Integrated Catalogue (BLIC)**

Searched on 18.03.10. Search generated 113 records.

#1. Obes? AND adolescen? (in all text)

#2. Body? AND adolescen? (in all text)

#3. #1 OR #2

**British Education Index (Dialog Datastar)**

Searched on 9.2.10. Search generated 259 records.

(ti contains obesity OR body size OR body shape OR obese OR obesogenic OR body weight OR overweight OR body mass index OR thin OR thinness OR skinny OR body weight OR fat OR weight OR anorexia OR anorexic OR eating disorder)

AND

(ti contains child OR children OR childhood OR adolescent OR puberty OR schoolchild OR prepubescent OR prepubescence OR preadolescent OR preadolescence OR school OR schools OR pupil OR pupils OR (young people) OR youth OR youths)

**British Index to Theses**

Searched on 10.02.10. Search generated 94 records.

(ti contains obesity OR body size OR body shape OR obese OR obesogenic OR body weight OR overweight OR body mass index OR thin OR thinness OR skinny OR body weight OR fat OR weight OR anorexia OR anorexic OR eating disorder) AND (ti contains child OR children OR childhood OR adolescent OR puberty OR schoolchild OR prepubescent OR prepubescence OR preadolescent OR preadolescence OR school OR schools OR pupil OR pupils OR (young people) OR youth OR youths)

**CINAHL (EBSCO host)**

Searched on 15.02.10. Search generated 1477 records.

S33 S24 and S32 (1477)

S32 S31 NOT S30 (659693)

S31 S25 or S26 or S27 or S28 or S29 (758214)

S30 TX "New Jersey" OR Alabama OR Ontario OR "New London" OR "New England" OR "New South Wales" OR "New York" (115228)

S29 TI English or AB English (13396)

S28 TX Hammersmith OR Hampshire OR Haringey OR Harlow OR Hartlepool OR Harwell OR Helenus OR Hereford OR Hertfordshire OR Highland OR Hounslow OR Hull OR Humber OR Inverclyde OR Inverness OR "Isle of Man" OR

1 Wight OR Islington OR Jersey OR Kensington OR Kent OR Kinross OR Knowles OR Lambeth OR Lanarkshire OR  
 2 Lancashire OR Lancaster OR Leeds OR Leicester OR Leicestershire OR Lewisham OR Litchfield OR Lincoln OR  
 3 Lincolnshire OR Lilburn OR Liverpool OR London OR Londonderry OR Lothian OR Loughborough OR Luton OR Lynn  
 4 OR Manchester OR Merienda OR Merseyside OR Methyl OR Middlesbrough OR Midlands OR Midlothian OR  
 5 Monmouth OR Monmouthshire OR Montgomery OR Moray OR Neath OR Newcastle OR Newham OR Newport OR  
 6 Norfolk OR Northamptonshire OR Northumberland OR Norwich OR Nottingham OR Nottinghamshire OR Ornerly OR  
 7 Oxford OR Oxfordshire OR Pembroke OR Pembrokeshire OR Perth OR Peterborough OR Plymouth OR Pontypridd OR  
 8 Portsmouth OR Powys OR Preston OR Radnor OR Redbridge OR Renfrewshire OR Rhondda OR Gipon OR Rushmore  
 9 OR Salford OR Salisbury OR Sandell OR Scarborough OR Silly OR Sheffield OR Shetland OR Shropshire OR Somerset  
 10 OR "South Holland" OR Southampton OR Southwark OR Staffordshire OR Stirling OR Stockton OR Stoke OR Suffolk  
 11 OR Sunderland OR Surrey OR Sussex OR Swansea OR Talbot OR Tayside OR Hurlock OR Toran OR Turro OR Tyne OR  
 12 Tynes ide OR Tyrone OR Wakefield OR Walsall OR Waltham OR Warwickshire OR Wells OR "Western Isles" OR  
 13 Westminster OR Wiltshire OR Winchester OR Wirra OR Wolverhampton OR Worcester OR Worcestershire OR  
 14 Wareham OR "Ynys Mon" OR York OR (187349)

15 S27 TX "Northern Ireland" OR Europe OR British OR Scottish OR Welsh OR International OR "U.K." OR "United  
 16 Kingdom" OR European OR Britain OR "Channel Isles" OR "Channel Islands" OR Irish OR "EU Member" OR "district  
 17 council" OR "local council" OR "local authorities" OR "NHS Trust" OR "primary care trust" OR "borough council" OR  
 18 "county council" OR "local authority" OR "district councils" OR "local councils" OR "NHS Trusts" OR "primary care  
 19 trusts" OR "borough councils" OR "county councils" OR Eur OR "Social Care Trust" OR Aberdeen OR Aberdeenshire  
 20 OR "Abert awe Bro Morgan" OR Albas OR Alderney OR "Aneurin Bevan" OR Anglesey OR Angus OR Antrim OR Argyll  
 21 OR Armagh OR Arran OR Shield OR Ayrshire OR Bangor OR Barking OR Bedfordshire OR Belfast OR "Bets Cadwaladr"  
 22 OR Bexley OR Birmingham OR Borders OR Bradford OR Brecknock OR Brent OR Bridged OR Brighton OR Bristol OR  
 23 Buckinghamshire OR Bute OR Caerphilly OR Cambridge OR Cambridgeshire OR Camden OR Jannock OR Canterbury  
 24 OR Cardiff OR Carlisle OR Carmarthenshire OR Carmarthenshire shire OR Ceredigion OR Chelsea OR Cheshire OR  
 25 Chester OR Chichester OR Clackmannan shire OR Clwyd OR Conway OR Cornwall OR "County Down" OR Coventry OR  
 26 Croydon OR Cumbria OR "Cwm Taf" OR Canon OR Dagenham OR Hartford OR Davids OR Denbighshire OR Derby OR  
 27 Derbyshire OR Devon OR Dorset OR Dudley OR Dumfries OR Dunbarton shire OR Dundee OR Durham OR Ealing OR  
 28 Edinburgh OR Ely OR Enfield OR Essex OR Exeter OR Falkirk OR Finland OR Fermanagh OR Fife OR Flintshire OR Forth  
 29 OR Fulham OR Furness OR Galloway OR Gateshead OR Glamorgan OR Glasgow OR Gloucester OR Gloucestershire OR  
 30 Grampian OR Gresham OR Greenwich OR Guernsey OR Gwent OR Gwynedd OR Hackney OR Alton OR Hamlets  
 31 (421966)

32 S26 TX UK OR Scotland OR England OR Wales (501872)

33 S25 (MH "Europe") or (MH "United Kingdom+") (161249)

34 S24 S18 or S20 **Limiters** - Published Date from: 19970101-20101231; English Language (3408)

35 S23 S18 or S20 **Limiters** - Published Date from: 19970101-20101231; English Language (0)

36 S22 S18 or S20 **Limiters** - Published Date from: 19970101-20101231 (3473)

37 S21 S18 or S20 (3689)

38 S20 S8 and S13 **Limiters** - Age Groups: Child, 6-12 years, Adolescence, 13-18 years (3281)

39 S19 S8 and S13 (9540)

40 S18 S15 or S17 (3408)

41 S17 S9 and S16 (23)

42 S16 (MH "Attitude to Obesity") (71)

- 1 S15 **Limiters** - Published Date from: 19970101-20101231; English Language; Language: English (3402)
- 2 S14 S8 and S9 and S13 (3730)
- 3
- 4 S13 S11 or S12 (358620)
- 5
- 6 S12 (MH "Attitude to Health") or (MH "Attitude to Life") or (MH "Attitude") or (MH "Emotions") or (MH
- 7 "Anxiety") or (MH "Adolescent Behavior") or (MH "Behavioral Research") or (MH "Social Attitudes") (37934)
- 8
- 9
- 10 S11 S3 or S10 (343979)
- 11
- 12 S10 (MH "Qualitative Studies+") or (MH "Participant Observation") or (MH "Observational Methods+") or (MH
- 13 "Focus Groups") or (MH "Discourse Analysis") or (MH "Thematic Analysis") or (MH "Field Studies") or (MH "Constant
- 14 Comparative Method") or (MH "Content Analysis") or (MH "Purposive Sample") or (MH "Qualitative Validity") or
- 15 (MH "Ethnographic Research") or (MH "Ethnological Research") or (MH "Ethnology") or (MH "Cluster Sample")
- 16 (70691)
- 17
- 18
- 19
- 20 S9 S4 or S1 (274308)
- 21
- 22 S8 S5 or S6 or S7 (49729)
- 23
- 24 S7 (MH "Weight Control") (2921)
- 25
- 26 S6 (MH "Body Image") (3373)
- 27
- 28 S5 (MH "Body Mass Index") or (MH "Body Weight") or (MH "Body Weight Changes") or (MH "Body Size") or
- 29 (MH "Obesity") or (MH "Weight Gain") or (MH "Weight Loss") or (MH "Thinness") or (MH "Cachexia") or (MH
- 30 "Anorexia") or (MH "Anorexia Nervosa") or (MH "Bulimia") or (MH "Bulimia Nervosa") or (MH "Eating Disorders") or
- 31 (MH "Body Constitution") or (MH "Body Dysmorphic Disorder") (46178)
- 32
- 33
- 34 S4 (MH "Child") or (MH "Adolescence") (220052)
- 35
- 36
- 37 S3 TI ( ethnolog\* OR stories OR content analysis OR ethnographic OR audiorecording OR "observational
- 38 method?" OR "participant observation" OR "field notes" OR experience? OR narrative? OR discourse OR inter-
- 39 personal OR individual-level OR repertory grid OR self-worth OR self-identification OR pre-occupation OR
- 40 preoccupation OR acceptability OR worry OR worries OR feelings OR dissatisfied OR satisfied OR ideal shape OR over-
- 41 concern OR concerns OR concern OR prejudice OR prejudices OR "process evaluations" OR "process evaluation" OR
- 42 emotions OR ethnopsychology OR "focus groups" OR "behavioral research" OR "behavioural research" OR narration
- 43 OR satisfaction OR dissatisfaction OR meanings OR meaning OR perspectives OR perspective OR ideas OR idea OR
- 44 concepts OR concept OR beliefs OR belief OR attitudes OR attitude OR perceived OR perceives OR perceive OR
- 45 perceptions OR perception OR views OR view OR qualitative OR interviewed OR interviewing OR interviewer OR
- 46 interviews OR interview OR comprehension OR attitudinal OR outlook OR "in depth" OR "case studies" OR "case
- 47 study" OR opinions OR opinion OR expectations OR expectation OR thoughts OR narratives OR standpoint OR
- 48 standpoints OR viewpoints OR viewpoint OR "audio record" OR "audio recorded" OR "audio recorder" OR "audio
- 49 recording" OR "audio recordings" OR "audio records" OR "thematic analysis" OR phenomenol\* OR "grounded
- 50 theory" OR "grounded studies" OR "grounded research" OR "purposive sampling" OR "constant comparative" OR
- 51 "constant comparison" OR "purposive sample" OR "field study" OR "field studies" OR "field research" OR
- 52 "biographical method" OR "theoretical sampl\*" OR "open-ended" OR "open ended" OR "life world" OR "life-world"
- 53 OR "conversation analysis" OR "conversation analyses" OR "theoretical saturation" OR "thematic analyses" OR
- 54 anxiety OR anxieties OR anxious ) or AB ( ethnolog\* OR stories OR content analysis OR ethnographic OR
- 55 audiorecording OR "observational method?" OR "participant observation" OR "field notes" OR experience? OR
- 56 narrative? OR discourse OR inter-personal OR individual-level OR repertory grid OR self-worth OR self-identification
- 57 OR pre-occupation OR preoccupation OR acceptability OR worry OR worries OR feelings OR dissatisfied OR satisfied
- 58 OR ideal shape OR over-concern OR concerns OR concern OR prejudice OR prejudices OR "process evaluations" OR
- 59
- 60

"process evaluation" OR emotions OR ethnopsychology OR "focus groups" OR "behavioral research" OR "behavioural research" OR narration OR satisfaction OR dissatisfaction OR meanings OR meaning OR perspectives OR perspective OR ideas OR idea OR concepts OR concept OR beliefs OR belief OR attitudes OR attitude OR perceived OR perceives OR perceive OR perceptions OR perception OR views OR view OR qualitative OR interviewed OR interviewing OR interviewer OR interviews OR interview OR comprehension OR attitudinal OR outlook OR "in depth" OR "case studies" OR "case study" OR opinions OR opinion OR expectations OR expectation OR thoughts OR narratives OR standpoint OR standpoints OR viewpoints OR viewpoint OR "audio record" OR "audio recorded" OR "audio recorder" OR "audio recording" OR "audio recordings" OR "audio records" OR "thematic analysis" OR phenomenol\* OR "grounded theory" OR "grounded studies" OR "grounded research" OR "purposive sampling" OR "constant comparative" OR "constant comparison" OR "purposive sample" OR "field study" OR "field studies" OR "field research" OR "biographical method" OR "theoretical sampl\*" OR "open-ended" OR "open ended" OR "life world" OR "life-world" OR "conversation analysis" OR "conversation analyses" OR "theoretical saturation" OR "thematic analyses" OR anxiety OR anxieties OR anxious ) (326272)

S2 TI ( "body composition" OR "body dismorph\*" OR (body W3 size) OR (body W3 shape) OR "overweight" OR "thin" OR "thinness" OR "skinny" OR "body image" OR "obese" OR "obesogenic" OR obesity OR (weight N8 body) OR "body fatness" OR fatness OR "weight gain" OR "body weights" OR Bulimia OR Anorexia OR Binge-eating OR "binge eating" OR "disordered eating" OR underweight OR "eating disorder" OR "eating disorders" ) or AB ( "body composition" OR "body dismorph\*" OR (body W3 size) OR (body W3 shape) OR "overweight" OR "thin" OR "thinness" OR "skinny" OR "body image" OR "obese" OR "obesogenic" OR obesity OR (weight N8 body) OR "body fatness" OR fatness OR "weight gain" OR "body weights" OR Bulimia OR Anorexia OR Binge-eating OR "binge eating" OR "disordered eating" OR underweight OR "eating disorder" OR "eating disorders" ) (34667)

S1 TI ( child\* OR schoolchild\* OR Boy OR boys OR Girl OR girls OR Minors OR preadolescent\* OR adolescent\* OR teen\* OR pupil\* OR young people OR youth OR youths OR adolescence OR pubert\* OR secondary school\* OR school N5 student\* ) or AB ( child\* OR schoolchild\* OR Boy OR boys OR Girl OR girls OR Minors OR preadolescent\* OR adolescent\* OR teen\* OR pupil\* OR young people OR youth OR youths OR adolescence OR pubert\* OR secondary school\* OR school N5 student\* ) (162059)

## EMBASE (OVID SP)

Searched on 16.02.10. Search generated 4234 records.

1 (child\* or schoolchild\* or Boy or boys or Girl or girls or Minors or preadolescence or preadolescent\* or adolescent\* or teen\* or (school adj6 student\*) or pupil\* or "young people" or youth or youths or adolescence or pubert\* or "secondary school\*").ab,ti. (660673)

2 ("body composition" or "body dismorph\*" or (body adj3 size) or (body adj3 shape) or "overweight" or "thin" or "thinness" or "skinny" or "body image" or "obese" or "obesogenic" or obesity or (weight adj8 body) or "body fatness" or fatness or "weight gain" or "body weights" or Bulimia or Anorexia or Binge-eating or "binge eating" or "disordered eating" or underweight or "eating disorder" or "eating disorders").ab,ti. (284883)

3 (ethnolog\* or stories or content analysis or ethnographic or audiorecording or "observational method?" or "participant observation" or "field notes" or experience? or narrative? or discourse or inter-personal or individual-level or repertory grid or self-worth or self-identification or pre-occupation or preoccupation or acceptability or worry or worries or feelings or dissatisfied or satisfied or ideal shape or over-concern or concerns or concern or prejudice or prejudices or "process evaluations" or "process evaluation" or emotions or ethnopsychology or "focus groups" or "behavioral research" or "behavioural research" or narration or satisfaction or dissatisfaction or meanings or meaning or perspectives or perspective or ideas or idea or concepts or concept or beliefs or belief or attitudes or attitude or perceived or perceives or perceive or perceptions or perception or views or view or qualitative or interviewed or interviewing or interviewer or interviews or interview or comprehension or attitudinal or outlook or

1 "in depth" or "case studies" or "case study" or opinions or opinion or expectations or expectation or thoughts or  
2 narratives or standpoint or standpoints or viewpoints or viewpoint or "audio record" or "audio recorded" or "audio  
3 recorder" or "audio recording" or "audio recordings" or "audio records" or "thematic analysis" or phenomenol\* or  
4 "grounded theory" or "grounded studies" or "grounded research" or "purposive sampling" or "constant  
5 comparative" or "constant comparison" or "purposive sample" or "field study" or "field studies" or "field research"  
6 or "biographical method" or "theoretical sampl\*" or "open-ended" or "open ended" or "life world" or "life-world" or  
7 "conversation analysis" or "conversation analyses" or "theoretical saturation" or "thematic analyses" or anxiety or  
8 anxieties or anxious).ti,ab. (1237966)

11 4 groups by age/ or adolescent/ or child/ (699964)

14 5 child/ or boy/ or girl/ (397076)

16 6 adolescence/ or adrenarche/ or puberty/ (21675)

18 7 4 or 6 (707643)

20 8 1 or 7 (1026791)

23 9 obesity/ or body weight disorder/ or overnutrition/ (100390)

25 10 "weight, mass and size"/ or body weight/ or lean body weight/ or weight gain/ or weight/ or weight reduction/  
26 or weight change/ (140407)

28 11 underweight/ (1262)

30 12 body image/ or body mass/ (78517)

32 13 body mass/ or "weight, mass and size"/ (74150)

34 14 body size/ or "weight, mass and size"/ (5350)

36 15 body build/ (2160)

39 16 body composition/ or body fat/ or body fat distribution/ (25975)

41 17 eating disorder/ or binge eating disorder/ (8287)

43 18 eating disorder/ or anorexia nervosa/ or bulimia/ (17268)

45 19 overnutrition/ (1460)

47 20 body image/ (4954)

50 21 body weight/ or lean body weight/ or weight change/ or weight gain/ or weight reduction/ (136121)

52 22 waist circumference/ (5368)

54 23 9 or 10 or 11 or 12 or 13 or 14 or 15 or 16 or 17 or 18 or 19 or 20 or 21 or 22 (280269)

56 24 2 or 23 (417092)

58 25 8 and 24 (60322)

60 26 English.lg. (10416599)

28 (UK or Scotland or England or Wales or Northern Ireland or Europe or British or Scottish or Welsh or  
International or United Kingdom or European or Britain or Channel Isl\* or Irish or EU Member or district council? or

1 local council? or local authorit\* or NHS Trust? or primary care trust? or borough council? or county council? or Eur or  
 2 Social Care Trust? or Aberdeen or Aberdeenshire or Abertawe Bro Morgannwg or Albans or Alderney or Aneurin  
 3 Bevan or Anglesey or Angus or Antrim or Argyll or Armagh or Arran or Ashfield or Ayrshire or Bangor or Barking or  
 4 Bath or Bedfordshire or Belfast or Betsi Cadwaladr or Bexley or Birmingham or Borders or Bradford or Brecknock or  
 5 Brent or Bridgend or Brighton or Bristol or Buckinghamshire or Bute or Caerphilly or Cambridge or Cambridgeshire or  
 6 Camden or Cannock or Canterbury or Cardiff or Carlisle or Carmarthen or Carmarthenshire or Ceredigion or Chelsea  
 7 or Cheshire or Chester or Chichester or Clackmannanshire or Clwyd or Conwy or Cornwall or County Down or  
 8 Coventry or Croydon or Cumbria or Cwm Taf or Cynon or Dagenham or Dartford or Davids or Denbighshire or Derby  
 9 or Derbyshire or Devon or Dorset or Dudley or Dumfries or Dunbartonshire or Dundee or Durham or Ealing or  
 10 Edinburgh or Ely or Enfield or Essex or Exeter or Falkirk or Fenland or Fermanagh or Fife or Flintshire or Forth or  
 11 Fulham or Furness or Galloway or Gateshead or Glamorgan or Glasgow or Gloucester or Gloucestershire or  
 12 Grampian or Gravesham or Greenwich or Guernsey or Gwent or Gwynedd or Hackney or Halton or Hamlets or  
 13 Hammersmith or Hampshire or Haringey or Harlow or Hartlepool or Harwell or Helens or Hereford or Hertfordshire  
 14 or Highland or Hounslow or Hull or Humber or Inverclyde or Inverness or "Isle of Man" or Wight or Islington or Jersey  
 15 or Kensington or Kent or Kinross or Knowsley or Lambeth or Lanarkshire or Lancashire or Lancaster or Leeds or  
 16 Leicester or Leicestershire or Lewisham or Lichfield or Lincoln or Lincolnshire or Lisburn or Liverpool or London or  
 17 Londonderry or Lothian or Loughborough or Luton or Lynn or Manchester or Meirionnydd or Merseyside or Merthyr  
 18 or Middlesbrough or Midlands or Midlothian or Monmouth or Monmouthshire or Montgomery or Moray or Neath  
 19 or Newcastle or Newham or Newport or Norfolk or Northamptonshire or Northumberland or Norwich or  
 20 Nottingham or Nottinghamshire or Orkney or Oxford or Oxfordshire or Pembroke or Pembrokeshire or Perth or  
 21 Peterborough or Plymouth or Pontypridd or Portsmouth or Powys or Preston or Radnor or Redbridge or  
 22 Renfrewshire or Rhondda or Ripon or Rushmoor or Salford or Salisbury or Sandwell or Scarborough or Scilly or  
 23 Sheffield or Shetland or Shropshire or Somerset or "South Holland" or Southampton or Southwark or Staffordshire or  
 24 Stirling or Stockton or Stoke or Suffolk or Sunderland or Surrey or Sussex or Swansea or Talbot or Tayside or  
 25 Thurrock or Torfaen or Truro or Tyne or Tyneside or Tyrone or Wakefield or Walsall or Waltham or Warwickshire or  
 26 Wells or "Western Isles" or Westminster or Wiltshire or Winchester or Wirral or Wolverhampton or Worcester or  
 27 Worcestershire or Wrexham or "Ynys Mon" or York or Yorkshire).in,cp,ti,pb,jn,ab,ad,bt. (3877746)

28 29 united kingdom/ or western europe/ (92841)

29 30 28 or 29 (3880977)

30 31 ("New Jersey" or Alabama or Ontario or "New London" or "New England" or "New South Wales" or "New  
 31 York").in,cp,ti,pb,jn,ab,ad,bt. (460137)

32 32 30 not 31 (3441954)

33 33 qualitative analysis/ or qualitative research/ (24372)

34 34 qualitative validity/ (61)

35 35 ethnography/ or ethnology/ (13750)

36 36 attitude to life/ or social attitude/ or attitude/ or attitude to health/ (27363)

37 37 information processing/ or discourse analysis/ or speech analysis/ or thematic analysis/ (62098)

38 38 observational study/ (10860)

39 39 observational method/ (472)

40 40 observational study/ (10860)

41 41 discourse analysis/ (226)

- 1 42 verbal communication/ or conversation/ or narrative/ or storytelling/ (6966)  
 2  
 3 43 verbal memory/ (5451)  
 4  
 5 44 psychology/ or behavioral science/ (14281)  
 6  
 7 45 content analysis/ (1062)  
 8  
 9 46 exp interview/ (54344)  
 10  
 11 47 emotion/ (29132)  
 12  
 13 48 experience/ (24648)  
 14  
 15 49 self concept/ (16810)  
 16  
 17 50 phenomenology/ (4607)  
 18  
 19 51 awareness/ (16456)  
 20  
 21 52 comprehension/ (8375)  
 22  
 23 53 constant comparative method/ (23)  
 24  
 25 54 field study/ (433)  
 26  
 27 55 purposive sample/ (33)  
 28  
 29 56 theoretical sample/ (64)  
 30  
 31 57 personal experience/ (3416)  
 32  
 33 58 cluster analysis/ (13255)  
 34  
 35 59 repertory grid technique/ (2)  
 36  
 37 60 case study/ (6816)  
 38  
 39 61 3 or 33 or 34 or 35 or 36 or 37 or 38 or 39 or 40 or 41 or 42 or 43 or 44 or 45 or 46 or 47 or 48 or 49 or 50 or 51  
 40  
 41 or 52 or 53 or 54 or 55 or 56 or 57 or 58 or 59 or 60 (1381904)  
 42  
 43  
 44 62 25 and 26 and 32 and 61 (4907)  
 45  
 46  
 47 63 limit 62 to yr="1997 - 2010" (4234)  
 48  
 49  
 50

## ERIC (CSA)

Searched on 09.02.10. Search generated 1043 records.

((TI=(child\* OR schoolchild\* OR Boy OR boys OR Girl OR girls OR Minors OR preadolescence OR preadolescent\* OR adolescent\* OR teen\*OR (school N6 student\*) OR pupil\* OR "young people" OR youth OR youths OR adolescence OR pubert\* OR "secondary school\*") or AB=(child\* OR schoolchild\* OR Boy OR boys OR Girl OR girls OR Minors OR preadolescence OR preadolescent\* OR adolescent\* OR teen\*OR (school N6 student\*) OR pupil\* OR "young people" OR youth OR youths OR adolescence OR pubert\* OR "secondary school\*") or(DE=puberty or DE=adolescence) or(DE=("adolescents" or "youth" or "children" or "early adolescents" or "late adolescents" or "preadolescents"))))

and

1 ((DE=("eating disorders" or "obesity" or "body composition" or "body weight")) or(TI=("body composition" OR "body  
2 dismorph\*" OR (body WITHIN 3 size) OR (body WITHIN 3 shape) OR "overweight"OR "thin" OR "thinness" OR  
3 "skinny" OR "body image" OR "obese" OR "obesogenic" OR obesity OR (weight NEAR body) OR "body fatness" OR  
4 fatness OR "weight gain" OR "body weights" OR Bulimia OR Anorexia OR Binge-eating OR "binge eating" OR  
5 "disordered eating" OR underweight OR "eating disorder" OR "eating disorders") or AB=("body composition" OR  
6 "body dismorph\*" OR (body WITHIN 3 size) OR (body WITHIN 3 shape) OR "overweight" OR "thin" OR "thinness" OR  
7 "skinny" OR "body image" OR "obese" OR "obesogenic" OR obesity OR (weight NEAR body) OR "body fatness" OR  
8 fatness OR "weight gain" OR "body weights" OR Bulimia OR Anorexia OR Binge-eating OR "binge eating" OR  
9 "disordered eating" OR underweight OR "eating disorder" OR "eating disorders"))))

11 And

12  
13  
14 ((DE=("attitude measures" or "attitudes" or "behavior" or "behavioral science research" or "behavioral sciences" or  
15 "beliefs" or "case studies" or "child psychology" or "comparative analysis" or "comparative testing" or "discussion"  
16 or "ethnography" or "ethnology" or "ethology" or "focus groups" or "grounded theory" or "group discussion" or  
17 "interaction process analysis" or "interviews" or "measures individuals" or "negative attitudes" or "opinions" or  
18 "participant observation" or "personal narratives" or "psychological patterns" or "psychological studies" or  
19 "psychology" or "qualitative research" or "self concept" or "semantic differential" or "social attitudes" or "social  
20 behavior" or "social psychology" or "social science research" or "sociology")) or((TI=(ethnolog\* OR stories OR  
21 content analysis OR ethnographic OR audiorecording OR "observational method?" OR "participant observation" OR  
22 "field notes" OR experience? OR narrative? OR discourse OR inter-personal OR individual-level OR repertory grid OR  
23 self-worth OR self-identification OR pre-occupation OR preoccupation OR acceptability OR worry OR worries OR  
24 feelings OR dissatisfied OR satisfied OR ideal shape OR over-concern OR concerns OR concern OR prejudice OR  
25 prejudices OR "process evaluations" OR "process evaluation" OR emotions OR ethnopsychology OR "focus groups"  
26 OR "behavioral research" OR "behavioural research" OR narration OR satisfaction OR dissatisfaction OR meanings OR  
27 meaning OR perspectives OR perspective OR ideas OR idea OR concepts OR concept OR beliefs OR belief OR  
28 attitudes OR attitude OR perceived OR perceives OR perceive OR perceptions OR perception OR views OR view OR  
29 qualitative OR interviewed OR interviewing OR interviewer OR interviews OR interview OR comprehension OR  
30 attitudinal OR outlook OR "in depth" OR "case studies" OR "case study" OR opinions OR opinion OR expectations OR  
31 expectation OR thoughts OR narratives OR standpoint OR standpoints OR viewpoints OR viewpoint OR "audio  
32 record" OR "audio recorded" OR "audio recorder" OR "audio recording" OR "audio recordings" OR "audio records"  
33 OR "thematic analysis" OR phenomenol\* OR "grounded theory" OR "grounded studies" OR "grounded research" OR  
34 "purposive sampling" OR "constant comparative" OR "constant comparison" OR "purposive sample" OR "field study"  
35 OR "field studies" OR "field research" OR "biographical method" OR "theoretical sampl\*" OR "open-ended" OR  
36 "open ended" OR "life world" OR "life-world" OR "conversation analysis" OR "conversation analyses" OR "theoretical  
37 saturation" OR "thematic analyses" OR anxiety OR anxieties OR anxious)) or(AB=(ethnolog\* OR stories OR content  
38 analysis OR ethnographic OR audiorecording OR "observational method?" OR "participant observation" OR "field  
39 notes" OR experience? OR narrative? OR discourse OR inter-personal OR individual-level OR repertory grid OR self-  
40 worth OR self-identification OR pre-occupation OR preoccupation OR acceptability OR worry OR worries OR feelings  
41 OR dissatisfied OR satisfied OR ideal shape OR over-concern OR concerns OR concern OR prejudice OR prejudices OR  
42 "process evaluations" OR "process evaluation" OR emotions OR ethnopsychology OR "focus groups" OR "behavioral  
43 research" OR "behavioural research" OR narration OR satisfaction OR dissatisfaction OR meanings OR meaning OR  
44 perspectives OR perspective OR ideas OR idea OR concepts OR concept OR beliefs OR belief OR attitudes OR attitude  
45 OR perceived OR perceives OR perceive OR perceptions OR perception OR views OR view OR qualitative OR  
46 interviewed OR interviewing OR interviewer OR interviews OR interview OR comprehension OR attitudinal OR  
47 outlook OR "in depth" OR "case studies" OR "case study" OR opinions OR opinion OR expectations OR expectation  
48 OR thoughts OR narratives OR standpoint OR standpoints OR viewpoints OR viewpoint OR "audio record" OR "audio  
49 recorded" OR "audio recorder" OR "audio recording" OR "audio recordings" OR "audio records" OR "thematic  
50 analysis" OR phenomenol\* OR "grounded theory" OR "grounded studies" OR "grounded research" OR "purposive  
51 sampling" OR "constant comparative" OR "constant comparison" OR "purposive sample" OR "field study" OR "field  
52 studies" OR "field research" OR "biographical method" OR "theoretical sampl\*" OR "open-ended" OR "open ended"  
53 OR "life world" OR "life-world" OR "conversation analysis" OR "conversation analyses" OR "theoretical saturation"  
54 OR "thematic analyses" OR anxiety OR anxieties OR anxious))))



**Health Promis**

Searched on 22.02.10. Search generated 370 records.

1997 onwards

Keywords: Young people OR adolescents OR children AND

Keywords: obesity OR weight OR body mass index OR self-concept

**International Bibliography of the Social Sciences (EBSCO host)**

Searched on 12.02.10. Search generated 595 records.

S1 DE "Children" or DE "Youth" or DE "Adolescence" or DE "Adolescents" or DE "Childhood"

S2 TX child\* OR schoolchild\* OR Boy OR boys OR Girl OR girls OR Minors OR preadolescence OR preadolescent\* OR adolescent\* OR teen\* OR (school N6 student\*) OR pupil\* OR "young people" OR youth OR youths OR adolescence OR pubert\* OR "secondary school\*"

S3 S1 or S2

S4 TX "body composition" OR "body dismorph\*" OR (body W3 size) OR (body W3 shape) OR "overweight" OR "thin" OR "thinness" OR "skinny" OR "body image" OR "obese" OR "obesogenic" OR obesity OR (weight N8 body) OR "body fatness" OR fatness OR "weight gain" OR "body weights" OR Bulimia OR Anorexia OR Binge-eating OR "binge eating" OR "disordered eating" OR underweight OR "eating disorder" OR "eating disorders"

S5 DE "Obesity" or DE "Representations of the body" or DE "Anorexia nervosa" or DE "Eating disorders"

S6 S4 or S5

S7 (S4 or S5) and (S3 and S6). Limiters - Date Published: 19970101-20101231; Language: English

**Physical Education Index (CSA)**

Searched on 16.02.10. Search generated 801 records.

((TI=(ethnolog\* OR stories OR content analysis OR ethnographic OR audiorecording OR "observational method?" OR "participant observation" OR "field notes" OR experience? OR narrative? OR discourse OR inter-personal OR individual-level OR repertory grid OR self-worth OR self-identification OR pre-occupation OR preoccupation OR acceptability OR worry OR worries OR feelings OR dissatisfied OR satisfied OR ideal shape OR over-concern OR concerns OR concern OR prejudice OR prejudices OR "process evaluations" OR "process evaluation" OR emotions OR ethnopsychology OR "focus groups" OR "behavioral research" OR "behavioural research" OR narration OR satisfaction OR dissatisfaction OR meanings OR meaning OR perspectives OR perspective OR ideas OR idea OR concepts OR concept OR beliefs OR belief OR attitudes OR attitude OR perceived OR perceives OR perceive OR perceptions OR perception OR views OR view OR qualitative OR interviewed OR interviewing OR interviewer OR interviews OR interview OR comprehension OR attitudinal OR outlook OR "in depth" OR "case studies" OR "case study" OR opinions OR opinion OR expectations OR expectation OR thoughts OR narratives OR standpoint OR standpoints OR viewpoints OR viewpoint OR "audio record" OR "audio recorded" OR "audio recorder" OR "audio recording" OR "audio recordings" OR "audio records" OR "thematic analysis" OR phenomenol\* OR "grounded theory" OR "grounded studies" OR "grounded research" OR "purposive sampling" OR "constant comparative" OR "constant comparison" OR "purposive sample" OR "field study" OR "field studies" OR "field research" OR "biographical method" OR "theoretical sampl\*" OR "open-ended" OR "open ended" OR "life world" OR "life-world" OR "conversation analysis" OR "conversation analyses" OR "theoretical saturation" OR "thematic analyses" OR anxiety OR anxieties OR anxious) or AB=(ethnolog\* OR stories OR content analysis OR ethnographic OR audiorecording OR "observational method?" OR "participant observation" OR "field notes" OR experience? OR narrative? OR discourse OR inter-personal OR individual-level OR repertory grid OR self-worth OR self-identification

OR pre-occupation OR preoccupation OR acceptability OR worry OR worries OR feelings OR dissatisfied OR satisfied OR ideal shape OR over-concern OR concerns OR concern OR prejudice OR prejudices OR "process evaluations" OR "process evaluation" OR emotions OR ethnopsychology OR "focus groups" OR "behavioral research" OR "behavioural research" OR narration OR satisfaction OR dissatisfaction OR meanings OR meaning OR perspectives OR perspective OR ideas OR idea OR concepts OR concept OR beliefs OR belief OR attitudes OR attitude OR perceived OR perceives OR perceive OR perceptions OR perception OR views OR view OR qualitative OR interviewed OR interviewing OR interviewer OR interviews OR interview OR comprehension OR attitudinal OR outlook OR "in depth" OR "case studies" OR "case study" OR opinions OR opinion OR expectations OR expectation OR thoughts OR narratives OR standpoint OR standpoints OR viewpoints OR viewpoint OR "audio record" OR "audio recorded" OR "audio recorder" OR "audio recording" OR "audio recordings" OR "audio records" OR "thematic analysis" OR phenomenol\* OR "grounded theory" OR "grounded studies" OR "grounded research" OR "purposive sampling" OR "constant comparative" OR "constant comparison" OR "purposive sample" OR "field study" OR "field studies" OR "field research" OR "biographical method" OR "theoretical sampl\*" OR "open-ended" OR "open ended" OR "life world" OR "life-world" OR "conversation analysis" OR "conversation analyses" OR "theoretical saturation" OR "thematic analyses" OR anxiety OR anxieties OR anxious)) or(DE=("analysis" or "anxiety" or "attitudes" or "case studies" or "health attitudes" or "interviews" or "life satisfaction" or "observation" or "perception" or "psychology" or "satisfaction"))

and

((TI=(child\* OR schoolchild\* OR Boy OR boys OR Girl OR girls OR Minors OR preadolescence OR preadolescent\* OR adolescent\* OR teen\*OR (school N6 student\*) OR pupil\* OR "young people" OR youth OR youths OR adolescence OR pubert\* OR "secondary school\*") OR AB=(child\* OR schoolchild\* OR Boy OR boys OR Girl OR girls OR Minors OR preadolescence OR preadolescent\* OR adolescent\* OR teen\*OR (school N6 student\*) OR pupil\* OR "young people" OR youth OR youths OR adolescence OR pubert\* OR "secondary school\*")) or(DE=("adolescence" or "boys" or "girls" or "puberty" or "youth" or "children"))) and((DE=("obesity" or "body composition" or "body concept" or "weight")) or(TI=("body composition" OR "body dismorph\*" OR (body WITHIN 2 size) OR (body WITHIN 2 shape) OR "overweight"OR "thin" OR "thinness" OR "skinny" OR "body image" OR "obese" OR "obesogenic" OR obesity OR (weight WITHIN 2 body) OR "body fatness" OR fatness OR "weight gain" OR "body weights" OR Bulimia OR Anorexia OR Binge-eating OR "binge eating" OR "disordered eating" OR underweight OR "eating disorder" OR "eating disorders") or AB=("body composition" OR "body dismorph\*" OR (body WITHIN 2 size) OR (body WITHIN 2 shape) OR "overweight"OR "thin" OR "thinness" OR "skinny" OR "body image" OR "obese" OR "obesogenic" OR obesity OR (weight WITHIN 2 body) OR "body fatness" OR fatness OR "weight gain" OR "body weights" OR Bulimia OR Anorexia OR Binge-eating OR "binge eating" OR "disordered eating" OR underweight OR "eating disorder" OR "eating disorders"))))

and

(TI=(UK or Scotland or England or Wales or Northern Ireland or Europe or British or Scottish or Welsh or International or United Kingdom or European or Britain or Channel Isl\* or Irish or EU Member or district council? or local council? or local authorit\* or NHS Trust? or primary care trust? or borough council? or county council? or Eur or Social Care Trust? or Aberdeen or Aberdeenshire or Abertawe Bro Morgannwg or Albans or Alderney or Aneurin Bevan or Anglesey or Angus or Antrim or Argyll or Armagh or Arran or Ashfield or Ayrshire or Bangor or Barking or Bath or Bedfordshire or Belfast or Betsi Cadwaladr or Bexley or Birmingham or Borders or Bradford or Brecknock or Brent or Bridgend or Brighton or Bristol or Buckinghamshire or Bute or Caerphilly or Cambridge or Cambridgeshire or Camden or Cannock or Canterbury or Cardiff or Carlisle or Carmarthen or Carmarthenshire or Ceredigion or Chelsea or Cheshire or Chester or Chichester or Clackmannanshire or Clwyd or Conwy or Cornwall or County Down or Coventry or Croydon or Cumbria or Cwm Taf or Cynon or Dagenham or Dartford or Davids or Denbighshire or Derby or Derbyshire or Devon or Dorset or Dudley or Dumfries or Dunbartonshire or Dundee or Durham or Ealing or Edinburgh or Ely or Enfield or Essex or Exeter or Falkirk or Fenland or Fermanagh or Fife or Flintshire or Forth or Fulham or Furness or Galloway or Gateshead or Glamorgan or Glasgow or Gloucester or Gloucestershire or Grampian or Gravesham or Greenwich or Guernsey or Gwent or Gwynedd or Hackney or Halton or Hamlets or Hammersmith or Hampshire or Haringey or Harlow or Hartlepool or Harwell or Helens or Hereford or Hertfordshire or Highland or Hounslow or Hull or Humber or Inverclyde or Inverness or "Isle of Man" or Wight or Islington or Jersey or Kensington or Kent or Kinross or Knowsley or Lambeth or Lanarkshire or Lancashire or Lancaster or Leeds or Leicester or Leicestershire or Lewisham or Lichfield or Lincoln or Lincolnshire or Lisburn or Liverpool or London or

1 Londonderry or Lothian or Loughborough or Luton or Lynn or Manchester or Meirionnydd or Merseyside or Merthyr  
2 or Middlesbrough or Midlands or Midlothian or Monmouth or Monmouthshire or Montgomery or Moray or Neath  
3 or Newcastle or Newham or Newport or Norfolk or Northamptonshire or Northumberland or Norwich or  
4 Nottingham or Nottinghamshire or Orkney or Oxford or Oxfordshire or Pembroke or Pembrokeshire or Perth or  
5 Peterborough or Plymouth or Pontypridd or Portsmouth or Powys or Preston or Radnor or Redbridge or  
6 Renfrewshire or Rhondda or Ripon or Rushmoor or Salford or Salisbury or Sandwell or Scarborough or Scilly or  
7 Sheffield or Shetland or Shropshire or Somerset or "South Holland" or Southampton or Southwark or Staffordshire or  
8 Stirling or Stockton or Stoke or Suffolk or Sunderland or Surrey or Sussex or Swansea or Talbot or Tayside or  
9 Thurrock or Torfaen or Truro or Tyne or Tyneside or Tyrone or Wakefield or Walsall or Waltham or Warwickshire or  
10 Wells or "Western Isles" or Westminster or Wiltshire or Winchester or Wirral or Wolverhampton or Worcester or  
11 Worcestershire or Wrexham or "Ynys Mon" or York or Yorkshire) OR AB=(UK or Scotland or England or Wales or  
12 Northern Ireland or Europe or British or Scottish or Welsh or International or United Kingdom or European or Britain  
13 or Channel Isl\* or Irish or EU Member or district council? or local council? or local authorit\* or NHS Trust? or primary  
14 care trust? or borough council? or county council? or Eur or Social Care Trust? or Aberdeen or Aberdeenshire or  
15 Abertawe Bro Morgannwg or Albans or Alderney or Aneurin Bevan or Anglesey or Angus or Antrim or Argyll or  
16 Armagh or Arran or Ashfield or Ayrshire or Bangor or Barking or Bath or Bedfordshire or Belfast or Betsi Cadwaladr  
17 or Bexley or Birmingham or Borders or Bradford or Brecknock or Brent or Bridgend or Brighton or Bristol or  
18 Buckinghamshire or Bute or Caerphilly or Cambridge or Cambridgeshire or Camden or Cannock or Canterbury or  
19 Cardiff or Carlisle or Carmarthen or Carmarthenshire or Ceredigion or Chelsea or Cheshire or Chester or Chichester  
20 or Clackmannanshire or Clwyd or Conwy or Cornwall or County Down or Coventry or Croydon or Cumbria or Cwm Taf  
21 or Cynon or Dagenham or Dartford or Davids or Denbighshire or Derby or Derbyshire or Devon or Dorset or Dudley  
22 or Dumfries or Dunbartonshire or Dundee or Durham or Ealing or Edinburgh or Ely or Enfield or Essex or Exeter or  
23 Falkirk or Fenland or Fermanagh or Fife or Flintshire or Forth or Fulham or Furness or Galloway or Gateshead or  
24 Glamorgan or Glasgow or Gloucester or Gloucestershire or Grampian or Gravesham or Greenwich or Guernsey or  
25 Gwent or Gwynedd or Hackney or Halton or Hamlets or Hammersmith or Hampshire or Haringey or Harlow or  
26 Hartlepool or Harwell or Helens or Hereford or Hertfordshire or Highland or Hounslow or Hull or Humber or  
27 Inverclyde or Inverness or "Isle of Man" or Wight or Islington or Jersey or Kensington or Kent or Kinross or Knowsley  
28 or Lambeth or Lanarkshire or Lancashire or Lancaster or Leeds or Leicester or Leicestershire or Lewisham or Lichfield  
29 or Lincoln or Lincolnshire or Lisburn or Liverpool or London or Londonderry or Lothian or Loughborough or Luton or  
30 Lynn or Manchester or Meirionnydd or Merseyside or Merthyr or Middlesbrough or Midlands or Midlothian or  
31 Monmouth or Monmouthshire or Montgomery or Moray or Neath or Newcastle or Newham or Newport or Norfolk  
32 or Northamptonshire or Northumberland or Norwich or Nottingham or Nottinghamshire or Orkney or Oxford or  
33 Oxfordshire or Pembroke or Pembrokeshire or Perth or Peterborough or Plymouth or Pontypridd or Portsmouth or  
34 Powys or Preston or Radnor or Redbridge or Renfrewshire or Rhondda or Ripon or Rushmoor or Salford or Salisbury  
35 or Sandwell or Scarborough or Scilly or Sheffield or Shetland or Shropshire or Somerset or "South Holland" or  
36 Southampton or Southwark or Staffordshire or Stirling or Stockton or Stoke or Suffolk or Sunderland or Surrey or  
37 Sussex or Swansea or Talbot or Tayside or Thurrock or Torfaen or Truro or Tyne or Tyneside or Tyrone or Wakefield  
38 or Walsall or Waltham or Warwickshire or Wells or "Western Isles" or Westminster or Wiltshire or Winchester or  
39 Wirral or Wolverhampton or Worcester or Worcestershire or Wrexham or "Ynys Mon" or York or Yorkshire) OR  
40 AF=(UK or Scotland or England or Wales or Northern Ireland or Europe or British or Scottish or Welsh or  
41 International or United Kingdom or European or Britain or Channel Isl\* or Irish or EU Member or district council? or  
42 local council? or local authorit\* or NHS Trust? or primary care trust? or borough council? or county council? or Eur  
43 or Social Care Trust? or Aberdeen or Aberdeenshire or Abertawe Bro Morgannwg or Albans or Alderney or Aneurin  
44 Bevan or Anglesey or Angus or Antrim or Argyll or Armagh or Arran or Ashfield or Ayrshire or Bangor or Barking or  
45 Bath or Bedfordshire or Belfast or Betsi Cadwaladr or Bexley or Birmingham or Borders or Bradford or Brecknock or  
46 Brent or Bridgend or Brighton or Bristol or Buckinghamshire or Bute or Caerphilly or Cambridge or Cambridgeshire or  
47 Camden or Cannock or Canterbury or Cardiff or Carlisle or Carmarthen or Carmarthenshire or Ceredigion or Chelsea  
48 or Cheshire or Chester or Chichester or Clackmannanshire or Clwyd or Conwy or Cornwall or County Down or  
49 Coventry or Croydon or Cumbria or Cwm Taf or Cynon or Dagenham or Dartford or Davids or Denbighshire or Derby

1 or Derbyshire or Devon or Dorset or Dudley or Dumfries or Dunbartonshire or Dundee or Durham or Ealing or  
2 Edinburgh or Ely or Enfield or Essex or Exeter or Falkirk or Fenland or Fermanagh or Fife or Flintshire or Forth or  
3 Fulham or Furness or Galloway or Gateshead or Glamorgan or Glasgow or Gloucester or Gloucestershire or  
4 Grampian or Gravesham or Greenwich or Guernsey or Gwent or Gwynedd or Hackney or Halton or Hamlets or  
5 Hammersmith or Hampshire or Haringey or Harlow or Hartlepool or Harwell or Helens or Hereford or Hertfordshire  
6 or Highland or Hounslow or Hull or Humber or Inverclyde or Inverness or "Isle of Man" or Wight or Islington or Jersey  
7 or Kensington or Kent or Kinross or Knowsley or Lambeth or Lanarkshire or Lancashire or Lancaster or Leeds or  
8 Leicester or Leicestershire or Lewisham or Lichfield or Lincoln or Lincolnshire or Lisburn or Liverpool or London or  
9 Londonderry or Lothian or Loughborough or Luton or Lynn or Manchester or Meirionnydd or Merseyside or Merthyr  
10 or Middlesbrough or Midlands or Midlothian or Monmouth or Monmouthshire or Montgomery or Moray or Neath  
11 or Newcastle or Newham or Newport or Norfolk or Northamptonshire or Northumberland or Norwich or  
12 Nottingham or Nottinghamshire or Orkney or Oxford or Oxfordshire or Pembroke or Pembrokeshire or Perth or  
13 Peterborough or Plymouth or Pontypridd or Portsmouth or Powys or Preston or Radnor or Redbridge or  
14 Renfrewshire or Rhondda or Ripon or Rushmoor or Salford or Salisbury or Sandwell or Scarborough or Scilly or  
15 Sheffield or Shetland or Shropshire or Somerset or "South Holland" or Southampton or Southwark or Staffordshire or  
16 Stirling or Stockton or Stoke or Suffolk or Sunderland or Surrey or Sussex or Swansea or Talbot or Tayside or  
17 Thurrock or Torfaen or Truro or Tyne or Tyneside or Tyrone or Wakefield or Walsall or Waltham or Warwickshire or  
18 Wells or "Western Isles" or Westminster or Wiltshire or Winchester or Wirral or Wolverhampton or Worcester or  
19 Worcestershire or Wrexham or "Ynys Mon" or York or Yorkshire)OR PB=(UK or Scotland or England or Wales or  
20 Northern Ireland or Europe or British or Scottish or Welsh or International or United Kingdom or European or Britain  
21 or Channel Isl\* or Irish or EU Member or district council? or local council? or local authorit\* or NHS Trust? or primary  
22 care trust? or borough council? or county council? or Eur or Social Care Trust? or Aberdeen or Aberdeenshire or  
23 Abertawe Bro Morgannwg or Albans or Alderney or Aneurin Bevan or Anglesey or Angus or Antrim or Argyll or  
24 Armagh or Arran or Ashfield or Ayrshire or Bangor or Barking or Bath or Bedfordshire or Belfast or Betsi Cadwaladr  
25 or Bexley or Birmingham or Borders or Bradford or Brecknock or Brent or Bridgend or Brighton or Bristol or  
26 Buckinghamshire or Bute or Caerphilly or Cambridge or Cambridgeshire or Camden or Cannock or Canterbury or  
27 Cardiff or Carlisle or Carmarthen or Carmarthenshire or Ceredigion or Chelsea or Cheshire or Chester or Chichester  
28 or Clackmannanshire or Clwyd or Conwy or Cornwall or County Down or Coventry or Croydon or Cumbria or Cwm Taf  
29 or Cynon or Dagenham or Dartford or Davids or Denbighshire or Derby or Derbyshire or Devon or Dorset or Dudley  
30 or Dumfries or Dunbartonshire or Dundee or Durham or Ealing or Edinburgh or Ely or Enfield or Essex or Exeter or  
31 Falkirk or Fenland or Fermanagh or Fife or Flintshire or Forth or Fulham or Furness or Galloway or Gateshead or  
32 Glamorgan or Glasgow or Gloucester or Gloucestershire or Grampian or Gravesham or Greenwich or Guernsey or  
33 Gwent or Gwynedd or Hackney or Halton or Hamlets or Hammersmith or Hampshire or Haringey or Harlow or  
34 Hartlepool or Harwell or Helens or Hereford or Hertfordshire or Highland or Hounslow or Hull or Humber or  
35 Inverclyde or Inverness or "Isle of Man" or Wight or Islington or Jersey or Kensington or Kent or Kinross or Knowsley  
36 or Lambeth or Lanarkshire or Lancashire or Lancaster or Leeds or Leicester or Leicestershire or Lewisham or Lichfield  
37 or Lincoln or Lincolnshire or Lisburn or Liverpool or London or Londonderry or Lothian or Loughborough or Luton or  
38 Lynn or Manchester or Meirionnydd or Merseyside or Merthyr or Middlesbrough or Midlands or Midlothian or  
39 Monmouth or Monmouthshire or Montgomery or Moray or Neath or Newcastle or Newham or Newport or Norfolk  
40 or Northamptonshire or Northumberland or Norwich or Nottingham or Nottinghamshire or Orkney or Oxford or  
41 Oxfordshire or Pembroke or Pembrokeshire or Perth or Peterborough or Plymouth or Pontypridd or Portsmouth or  
42 Powys or Preston or Radnor or Redbridge or Renfrewshire or Rhondda or Ripon or Rushmoor or Salford or Salisbury  
43 or Sandwell or Scarborough or Scilly or Sheffield or Shetland or Shropshire or Somerset or "South Holland" or  
44 Southampton or Southwark or Staffordshire or Stirling or Stockton or Stoke or Suffolk or Sunderland or Surrey or  
45 Sussex or Swansea or Talbot or Tayside or Thurrock or Torfaen or Truro or Tyne or Tyneside or Tyrone or Wakefield  
46 or Walsall or Waltham or Warwickshire or Wells or "Western Isles" or Westminster or Wiltshire or Winchester or  
47 Wirral or Wolverhampton or Worcester or Worcestershire or Wrexham or "Ynys Mon" or York or Yorkshire))

**Proquest Dissertations and theses**

Searched on 9.2.10. Search generated 38 records.

SCH("United Kingdom") AND (obesity OR body size OR body shape OR obese OR obesogenic OR body weight OR overweight OR "body mass index" OR thin OR thinness OR skinny OR body weight OR fat OR weight OR anorexia OR anorexic) AND (child\* OR adolescent OR puberty OR schoolchild\* OR prepubescen\* OR preadolescenc\* OR school\* OR pupil\* OR young people OR youth OR youths) AND PDN(>1/1/1996)

**Psycinfo (EBSCO host)**

Searched on 9.2.10. Search generated 1630 records.

Search mode: Boolean /Phrase; Limiters - Publication Year from: 1997-2010; Language: English.

S3 TI ( "body composition" OR "body dismorph\*" OR (body W3 size) OR (body W3 shape) OR "overweight"OR "thin" OR "thinness" OR "skinny" OR "body image" OR "obese" OR "obesogenic" OR obesity OR (weight N8 body) OR "body fatness" OR fatness OR "weight gain" OR "body weights" OR Bulimia OR Anorexia OR Binge-eating OR "binge eating" OR "disordered eating" OR underweight OR "eating disorder" OR "eating disorders" ) or AB ( "body composition" OR "body dismorph\*" OR (body W3 size) OR (body W3 shape) OR "overweight"OR "thin" OR "thinness" OR "skinny" OR "body image" OR "obese" OR "obesogenic" OR obesity OR (weight N8 body) OR "body fatness" OR fatness OR "weight gain" OR "body weights" OR Bulimia OR Anorexia OR Binge-eating OR "binge eating" OR "disordered eating" OR underweight OR "eating disorder" OR "eating disorders" )TI ( "body composition" OR "body dismorph\*" OR (body W3 size) OR (body W3 shape) OR "overweight"OR "thin" OR "thinness" OR "skinny" OR "body image" OR "obese" OR "obesogenic" OR obesity OR (weight N8 body) OR "body fatness" OR fatness OR "weight gain" OR "body weights" OR Bulimia OR Anorexia OR Binge-eating OR "binge eating" OR "disordered eating" OR underweight OR "eating disorder" OR "eating disorders" ) or AB ( "body composition" OR "body dismorph\*" OR (body W3 size) OR (body W3 shape) OR "overweight" OR "thin" OR "thinness" OR "skinny" OR "body image" OR "obese" OR "obesogenic" OR obesity OR (weight N8 body) OR "body fatness" OR fatness OR "weight gain" OR "body weights" OR Bulimia OR Anorexia OR Binge-eating OR "binge eating" OR "disordered eating" OR underweight OR "eating disorder" OR "eating disorders")

S15 "Body Mass Index" or DE "Body Dysmorphic Disorder" or DE "Body Image" or DE "Body Image Disturbances" or DE "Body Size" or DE "Body Weight" or DE "Obesity" or DE "Underweight" or DE "Anorexia Nervosa" or DE "Eating Disorders" or DE "Bulimia" or DE "Hyperphagia" or DE "Pica" or DE "Purging (Eating Disorders)" or DE "Aphagia" or DE "Binge Eating" or DE "Weight Control" or DE "Weight Gain" or DE "Weight Loss" or DE "Weight Perception" or DE "Overweight"

S18 S3 or S15

S10 TI ( ethnolog\* OR stories OR content analysis OR ethnographic OR audiorecording OR "observational method?" OR "participant observation" OR "field notes" OR experience? OR narrative? OR discourse OR inter-personal OR individual-level OR repertory grid OR self-worth OR self-identification OR pre-occupation OR preoccupation OR acceptability OR worry OR worries OR feelings OR dissatisfied OR satisfied OR ideal shape OR over-concern OR concerns OR concern OR prejudice OR prejudices OR "process evaluations" OR "process evaluation" OR emotions OR ethnopsychology OR "focus groups" OR "behavioral research" OR "behavioural research" OR narration OR satisfaction OR dissatisfaction OR meanings OR meaning OR perspectives OR perspective OR ideas OR idea OR concepts OR concept OR beliefs OR belief OR attitudes OR attitude OR perceived OR perceives OR perceive OR perceptions OR perception OR views OR view OR qualitative OR interviewed OR interviewing OR interviewer OR interviews OR interview OR comprehension OR attitudinal OR outlook OR "in depth" OR "case studies" OR "case

study" OR opinions OR opinion OR expectations OR expectation OR thoughts OR narratives OR standpoint OR standpoints OR viewpoints OR viewpoint OR "audio record" OR "audio recorded" OR "audio recorder" OR "audio recording" OR "audio recordings" OR "audio records" OR "thematic analysis" OR phenomenol\* OR "grounded theory" OR "grounded studies" OR "grounded research" OR "purposive sampling" OR "constant comparative" OR "constant comparison" OR "purposive sample" OR "field study" OR "field studies" OR "field research" OR "biographical method" OR "theoretical sampl\*" OR "open-ended" OR "open ended" OR "life world" OR "life-world" OR "conversation analysis" OR "conversation analyses" OR "theoretical saturation" OR "thematic analyses" OR anxiety OR anxieties OR anxious ) and AB ( ethnolog\* OR stories OR content analysis OR ethnographic OR audiorecording OR "observational method?" OR "participant observation" OR "field notes" OR experience? OR narrative? OR discourse OR inter-personal OR individual-level OR repertory grid OR self-worth OR self-identification OR pre-occupation OR preoccupation OR acceptability OR worry OR worries OR feelings OR dissatisfied OR satisfied OR ideal shape OR over-concern OR concerns OR concern OR prejudice OR prejudices OR "process evaluations" OR "process evaluation" OR emotions OR ethnopsychology OR "focus groups" OR "behavioral research" OR "behavioural research" OR narration OR satisfaction OR dissatisfaction OR meanings OR meaning OR perspectives OR perspective OR ideas OR idea OR concepts OR concept OR beliefs OR belief OR attitudes OR attitude OR perceived OR perceives OR perceive OR perceptions OR perception OR views OR view OR qualitative OR interviewed OR interviewing OR interviewer OR interviews OR interview OR comprehension OR attitudinal OR outlook OR "in depth" OR "case studies" OR "case study" OR opinions OR opinion OR expectations OR expectation OR thoughts OR narratives OR standpoint OR standpoints OR viewpoints OR viewpoint OR "audio record" OR "audio recorded" OR "audio recorder" OR "audio recording" OR "audio recordings" OR "audio records" OR "thematic analysis" OR phenomenol\* OR "grounded theory" OR "grounded studies" OR "grounded research" OR "purposive sampling" OR "constant comparative" OR "constant comparison" OR "purposive sample" OR "field study" OR "field studies" OR "field research" OR "biographical method" OR "theoretical sampl\*" OR "open-ended" OR "open ended" OR "life world" OR "life-world" OR "conversation analysis" OR "conversation analyses" OR "theoretical saturation" OR "thematic analyses" OR anxiety OR anxieties OR anxious )

S12 DE "Grounded Theory" or DE "Qualitative Research" or DE "Data Collection" or DE "Interviews" or DE "Observation Methods" or DE "Interviewers" or DE "Interviewing" or DE "Questioning" or DE "Attitude Measurement" or DE "Attitude Measures" or DE "Attitudes" or DE "Adolescent Attitudes" or DE "Obesity (Attitudes Toward)" or DE "Attitude Change" or DE "Attitude Formation" or DE "Attribution" or DE "Prejudice" or DE "World View" or DE "Eating Attitudes" or DE "Health Attitudes" or DE "Comprehension" or DE "Meaning" or DE "Self Concept" or DE "Self Perception" or DE "Social Identity" or DE "Behavior Analysis" or DE "Cohort Analysis" or DE "Discourse Analysis" or DE "Content Analysis" or DE "Ethnology" or DE "Ethnography" or DE "Ethnolinguistics" or DE "Phenomenology" or DE "Behavioral Sciences" or DE "Social Sciences" or DE "Behavioral Medicine" or DE "Psychology" or DE "Behavior" or DE "Sociology" or DE "Narratives" or DE "Storytelling" or DE "Comparative Psychology" or DE "Emotions" DE "Grounded Theory" or DE "Qualitative Research" or DE "Data Collection" or DE "Interviews" or DE "Observation Methods" or DE "Interviewers" or DE "Interviewing" or DE "Questioning" or DE "Attitude Measurement" or DE "Attitude Measures" or DE "Attitudes" or DE "Adolescent Attitudes" or DE "Obesity (Attitudes Toward)" or DE "Attitude Change" or DE "Attitude Formation" or DE "Attribution" or DE "Prejudice" or DE "World View" or DE "Eating Attitudes" or DE "Health Attitudes" or DE "Comprehension"

S13 (((((DE "Content Analysis") or (DE "Biographical Data"))) and (DE "Satisfaction" or DE "Dissatisfaction"))) or (DE "Emotional States"))) or (DE "Life Experiences"))) or (DE "Conversation")

S14 S10 or S12 or S13

S19 S14 and S18

S20 S14 and S18 Limiters - Publication Year from: 1997-2010; Language: English; Age Groups: Childhood (birth-12 yrs), School Age (6-12 yrs), Adolescence (13-17 yrs)

1 S21 TI ( child\* OR schoolchild\* OR Boy OR boys OR Girl OR girls OR Minors OR preadolescent\* OR adolescent\* OR  
 2 teen\* OR pupil\* OR young people OR youth OR youths OR adolescence OR pubert\* OR secondary school\* OR school  
 3 N5 student\* ) or AB ( child\* OR schoolchild\* OR Boy OR boys OR Girl OR girls OR Minors OR preadolescent\* OR  
 4 adolescent\* OR teen\* OR pupil\* OR young people OR youth OR youths OR adolescence OR pubert\* OR secondary  
 5 school\* OR school N5 student\*)  
 6

7  
 8 S24 S21 and S14 and S18  
 9

10 S25 S20 or S24  
 11

12 S26 S21 and S18  
 13

14 S27 S21 and S18 Limiters-Methodology: FIELD STUDY, -Nonclinical Case Study, -Qualitative Study  
 15

16 S28 S24 or S27  
 17

18 S29 DE "Adolescent Attitudes" and S18  
 19

20 S30 DE "Obesity (Attitudes Toward)" and S21  
 21

22 S31 S28 or S29 or S30  
 23

24 S32 S28 or S29 or S30  
 25

26 S38 TX UK OR Scotland OR England OR Wales  
 27

28  
 29 S42 TX "Northern Ireland" OR Europe OR British OR Scottish OR Welsh OR International OR "U.K." OR "United  
 30 Kingdom" OR European OR Britain OR "Channel Isles" OR "Channel Islands" OR Irish OR "EU Member" OR "district  
 31 council" OR "local council" OR "local authorities" OR "NHS Trust" OR "primary care trust" OR "borough council" OR  
 32 "county council" OR "local authority" OR "district councils" OR "local councils" OR "NHS Trusts" OR "primary care  
 33 trusts" OR "borough councils" OR "county councils" OR Eur OR "Social Care Trust" OR Aberdeen OR Aberdeenshire  
 34 OR "Abert awe Bro Morgan" OR Albas OR Alderney OR "Aneurin Bevan" OR Anglesey OR Angus OR Antrim OR Argyll  
 35 OR Armagh OR Arran OR Shield OR Ayrshire OR Bangor OR Barking OR Bedfordshire OR Belfast OR "Bets Cadwaladr"  
 36 OR Bexley OR Birmingham OR Borders OR Bradford OR Brecknock OR Brent OR Bridged OR Brighton OR Bristol OR  
 37 Buckinghamshire OR Bute OR Caerphilly OR Cambridge OR Cambridgeshire OR Camden OR Jannock OR Canterbury  
 38 OR Cardiff OR Carlisle OR Carmarthenshire OR Carmarthenshire shire OR Ceredigion OR Chelsea OR Cheshire OR  
 39 Chester OR Chichester OR Clackmannan shire OR Clwyd OR Conway OR Cornwall OR "County Down" OR Coventry OR  
 40 Croydon OR Cumbria OR "Cwm Taf" OR Canon OR Dagenham OR Hartford OR Davids OR Denbighshire OR Derby OR  
 41 Derbyshire OR Devon OR Dorset OR Dudley OR Dumfries OR Dunbarton shire OR Dundee OR Durham OR Ealing OR  
 42 Edinburgh OR Ely OR Enfield OR Essex OR Exeter OR Falkirk OR Finland OR Fermanagh OR Fife OR Flintshire OR Forth  
 43 OR Fulham OR Furness OR Galloway OR Gateshead OR Glamorgan OR Glasgow OR Gloucester OR Gloucestershire OR  
 44 Grampian OR Gresham OR Greenwich OR Guernsey OR Gwent OR Gwynedd OR Hackney OR Alton OR Hamlets  
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51 S45 TX Hammersmith OR Hampshire OR Haringey OR Harlow OR Hartlepool OR Harwell OR Helenus OR Hereford  
 52 OR Hertfordshire OR Highland OR Hounslow OR Hull OR Humber OR Inverclyde OR Inverness OR "Isle of Man" OR  
 53 Wight OR Islington OR Jersey OR Kensington OR Kent OR Kinross OR Knowles OR Lambeth OR Lanarkshire OR  
 54 Lancashire OR Lancaster OR Leeds OR Leicester OR Leicestershire OR Lewisham OR Litchfield OR Lincoln OR  
 55 Lincolnshire OR Lilburn OR Liverpool OR London OR Londonderry OR Lothian OR Loughborough OR Luton OR Lynn  
 56 OR Manchester OR Merienda OR Merseyside OR Methyl OR Middlesbrough OR Midlands OR Midlothian OR  
 57 Monmouth OR Monmouthshire OR Montgomery OR Moray OR Neath OR Newcastle OR Newham OR Newport OR  
 58 Norfolk OR Northamptonshire OR Northumberland OR Norwich OR Nottingham OR Nottinghamshire OR Ornergy OR  
 59 Oxford OR Oxfordshire OR Pembroke OR Pembrokeshire OR Perth OR Peterborough OR Plymouth OR Pontypridd OR  
 60 Portsmouth OR Powys OR Preston OR Radnor OR Redbridge OR Renfrewshire OR Rhondda OR Gipon OR Rushmore  
 OR Salford OR Salisbury OR Sandell OR Scarborough OR Silly OR Sheffield OR Shetland OR Shropshire OR Somerset

OR "South Holland" OR Southampton OR Southwark OR Staffordshire OR Stirling OR Stockton OR Stoke OR Suffolk  
 OR Sunderland OR Surrey OR Sussex OR Swansea OR Talbot OR Tayside OR Hurlock OR Toran OR Turro OR Tyne OR  
 Tynes ide OR Tyrone OR Wakefield OR Walsall OR Waltham OR Warwickshire OR Wells OR "Western Isles" OR  
 Westminster OR Wiltshire OR Winchester OR Wirra OR Wolverhampton OR Worcester OR Worcestershire OR  
 Wareham OR "Ynys Mon" OR York OR Yorkshire

S46 S38 or S42 or S45

S47 ( S38 or S42 or S45 ) or TI English or AB English

S48 (( S38 or S42 or S45 ) or TI English or AB English) and (S32 and S47) (1630)

## Pubmed

Searched on 8.2.10. Search generated 4959 records.

(child[mh] OR adolescent[mh] OR minors[mh] OR puberty[mh] OR child\*[TIAB] OR schoolchild\*[TIAB] OR Boy[TIAB]  
 OR boys[TIAB] OR Girl[TIAB] OR girls[TIAB] OR Minors[TIAB] OR preadolescence[TIAB] OR preadolescent\*[TIAB] OR  
 adolescent\*[TIAB] OR teen\*[TIAB] OR (school[TIAB] AND student\*[TIAB]) OR pupil\*[TIAB] OR young people[TIAB] OR  
 youth[TIAB] OR youths[TIAB] OR adolescence[tiab] OR pubert\*[TIAB] OR Secondary school\*[TIAB])

AND

(body composition[tiab] OR body dismorph\*[tiab] OR Body Weight[MeSH Terms:noexp] OR Body Size[MeSH  
 Terms:noexp] OR "body size"[TIAB] OR "body shape"[TIAB] OR "overweight"[TIAB] OR "thin"[TIAB] OR  
 "thinness"[TIAB] OR "skinny"[TIAB] OR "body mass index"[mh] OR "overnutrition"[mh] OR "body image"[mh] OR  
 "body image"[TIAB] OR "obese"[tiab] OR "obesogenic"[tiab] OR obesity[tiab] OR obesity[mh:noexp] OR  
 (weight[TIAB] AND body[TIAB]) OR weights[TIAB] OR "body fatness"[TIAB] OR fatness[TIAB] OR "weight gain"[TIAB]  
 OR body weight changes[mh:noexp] OR weight gain[mh] OR Weight loss[mh:noexp] OR Emaciation[mh:noexp] OR  
 Cachexia[mh:noexp] OR Overweight[mh:noexp] OR Obesity[mh:noexp] OR Thinness[mh] OR Ideal body weight[mh]  
 OR Bulimia[tw] OR Anorexia[tw] OR Binge-eating[tw] OR "binge eating" OR Eating disorders[mh:noexp] OR Waist  
 Circumference[mh] OR waist-hip ratio[mh] OR disordered eating[tiab] OR underweight[tiab] OR body  
 composition[mh:noexp] OR "weight loss"[TIAB] OR "weight change"[TIAB] OR "weight changes"[TIAB])

AND

((ethnolog\*[tiab]) OR (stories[tiab]) OR (content analysis[tiab]) OR (ethnographic[tiab]) OR (audiorecording[tw]) OR  
 (observational methods[tiab]) OR (participant observation[tiab]) OR (field notes[tiab]) OR "ethnopsychology"[mesh  
 terms] OR "focus groups"[mesh terms] OR "interviews as topic"[mesh terms] OR "empirical research"[mesh terms]  
 OR "emotions"[mesh terms] OR "awareness"[mesh terms] OR "comprehension"[mesh terms] OR "self  
 concept"[mesh terms:noexp] OR "health knowledge, attitudes, practice"[mesh terms] OR "attitude"[mesh  
 terms:noexp] OR "attitude to health"[mesh terms:noexp] OR "focus groups"[mesh terms] OR "qualitative  
 research"[mesh terms] OR experiences[tiab] OR experience[tiab] OR narratives[tiab] OR narrative[tiab] OR  
 discourse[tiab] OR inter-personal[tiab] OR individual-level[tiab] OR repertory grid[tiab] OR self-worth[tiab] OR self-  
 identification[tiab] OR pre-occupation[tiab] OR preoccupation[tiab] OR acceptability[tiab] OR worry[tiab] OR  
 worries[tiab] OR feelings[tiab] OR dissatisfied[tiab] OR satisfied[tiab] OR ideal shape[tiab] OR over-concern[tiab] OR  
 concerns[tiab] OR concern[tiab] OR prejudice[tiab] OR prejudices[tiab] OR process evaluations[tiab] OR process  
 evaluation[tiab] OR emotions[tiab] OR ethnopsychology[tiab] OR focus groups[tiab] OR behavioral research[tiab] OR  
 behavioural research[tiab] OR narration[tiab] OR satisfaction[tiab] OR dissatisfaction[tiab] OR meanings[tiab] OR  
 meaning[tiab] OR perspectives[tiab] OR perspective[tiab] OR ideas[tiab] OR idea[tiab] OR concepts[tiab] OR  
 concept[tiab] OR beliefs[tiab] OR belief[tiab] OR attitudes[tiab] OR attitude[tiab] OR perceived[tiab] OR  
 perceives[tiab] OR perceive[tiab] OR perceptions[tiab] OR perception[tiab] OR views[tiab] OR view[tiab] OR  
 qualitative[tiab] OR interviewed[tiab] OR interviewing[tiab] OR interviewer[tiab] OR interviews[tiab] OR  
 interview[tiab] OR comprehension[tiab] OR attitudinal[tiab] OR outlook[tiab] OR in depth[tiab] OR case studies[tiab]  
 OR case study[tiab] OR opinions[tiab] OR opinion[tiab] OR expectations[tiab] OR expectation[tiab] OR thoughts[tiab])



1 OR narratives[tiab] OR standpoint[tiab] OR standpoints[tiab] OR viewpoints[tiab] OR viewpoint[tiab] OR (audio  
2 record[tiab] OR audio recorded[tiab] OR audio recorder[tiab] OR audio recording[tiab] OR audio recordings[tiab] OR  
3 audio records[tiab]) OR thematic analysis[tiab] OR phenomenol\*[tiab] OR grounded theory[tiab] OR grounded  
4 studies[tiab] OR grounded research[tiab] OR purposive sampling[tiab] OR constant comparative[tiab] OR constant  
5 comparison[tiab] OR purposive sample[tiab] OR field study[tiab] OR field studies[tiab] OR field research[tiab] OR  
6 biographical method[tiab] OR theoretical sampl\*[tiab] OR open-ended[tiab] OR "open ended"[tiab] OR "life  
7 world"[tiab] OR life-world[tiab] OR conversation analysis[tiab] OR conversation analyses[tiab] OR theoretical  
8 saturation[tiab] OR "thematic analyses"[tiab] OR anxiety[tiab] OR anxieties[tiab] OR anxious[tiab])  
9

10 AND ("1997"[PDat] : "3000"[PDat])  
11

12 AND English[lang])  
13

14  
15 AND (((Northern Ireland[PL]) OR (United Kingdom[PL]) OR (Britain[PL]) OR (Scotland[PL]) OR (Wales[PL]) OR  
16 (England[PL]) OR (great britain[MeSH Terms] OR (europe[MeSH Terms:noexp]) OR (Northern Ireland[MeSH Terms]))  
17 OR UK OR Scotland OR England OR Wales OR "Northern Ireland" OR Europe OR British OR Scottish OR Welsh OR  
18 International OR U.K. OR "United Kingdom" OR European OR Britain OR "Channel Isles" OR "Channel Islands" OR  
19 English[tiab] OR Irish OR "EU Member"[tiab] OR "district council" OR "local council" OR "local authorities" OR "NHS  
20 Trust" OR "primary care trust" OR "borough council" OR "county council" OR "local authority" OR "district councils"  
21 OR "local councils" OR "NHS Trusts" OR "primary care trusts" OR "borough councils" OR "county councils" OR Eur))  
22 OR (("Social Care Trust" OR Aberdeen OR Aberdeenshire OR "Abertawe Bro Morgannwg" OR Albans OR  
23 Alderney[tiab] OR "Aneurin Bevan" OR Anglesey OR Angus OR Antrim OR Argyll OR Armagh OR Arran OR Ashfield OR  
24 Ayrshire OR Bangor OR Barking OR Bath[tiab] OR Bedfordshire OR Belfast OR "Betsi Cadwaladr" OR Bexley OR  
25 Birmingham OR Borders OR Bradford OR Brecknock OR Brent OR Bridgend OR Brighton OR Bristol OR  
26 Buckinghamshire OR Bute OR Caerphilly OR Cambridge OR Cambridgeshire OR Camden OR Cannock OR Canterbury  
27 OR Cardiff OR Carlisle OR Carmarthen OR Carmarthenshire OR Ceredigion OR Chelsea OR Cheshire OR Chester OR  
28 Chichester OR Clackmannanshire OR Clwyd OR Conwy OR Cornwall OR "County Down" OR Coventry OR Croydon OR  
29 Cumbria OR "Cwm Taf" OR Cynon OR Dagenham OR Dartford OR Davids OR Denbighshire OR Derby OR Derbyshire  
30 OR Devon OR Dorset OR Dudley OR Dumfries OR Dunbartonshire OR Dundee OR Durham OR Ealing OR Edinburgh OR  
31 Ely OR Enfield OR Essex OR Exeter OR Falkirk OR Fenland OR Fermanagh OR Fife OR Flintshire OR Forth OR Fulham  
32 OR Furness OR Galloway OR Gateshead OR Glamorgan OR Glasgow OR Gloucester OR Gloucestershire OR Grampian  
33 OR Gravesham OR Greenwich OR Guernsey OR Gwent OR Gwynedd OR Hackney OR Halton OR Hamlets OR  
34 Hammersmith OR Hampshire[tiab] OR Haringey OR Harlow OR Hartlepool OR Harwell OR Helens OR Hereford OR  
35 Hertfordshire OR Highland OR Hounslow OR Hull OR Humber OR Inverclyde OR Inverness OR "Isle of Man" OR Wight  
36 OR Islington OR Jersey[tiab] OR Kensington OR Kent OR Kinross OR Knowsley OR Lambeth OR Lanarkshire OR  
37 Lancashire OR Lancaster OR Leeds OR Leicester OR Leicestershire OR Lewisham OR Lichfield OR Lincoln OR  
38 Lincolnshire OR Lisburn OR Liverpool OR London OR Londonderry OR Lothian OR Loughborough OR Luton OR Lynn  
39 OR Manchester OR Meirionnydd OR Merseyside OR Merthyr OR Middlesbrough OR Midlands OR Midlothian OR  
40 Monmouth OR Monmouthshire OR Montgomery OR Moray OR Neath OR Newcastle OR Newham OR Newport[tiab]  
41 OR Norfolk OR Northamptonshire OR Northumberland OR Norwich OR Nottingham OR Nottinghamshire OR Orkney  
42 OR Oxford OR Oxfordshire OR Pembroke OR Pembrokeshire OR Perth OR Peterborough OR Plymouth OR Pontypridd  
43 OR Portsmouth OR Powys OR Preston OR Radnor OR Redbridge OR Renfrewshire OR Rhondda OR Ripon OR  
44 Rushmoor OR Salford OR Salisbury OR Sandwell OR Scarborough OR Scilly OR Sheffield OR Shetland OR Shropshire  
45 OR Somerset OR "South Holland" OR Southampton OR Southwark OR Staffordshire OR Stirling OR Stockton OR Stoke  
46 OR Suffolk OR Sunderland OR Surrey OR Sussex OR Swansea OR Talbot OR Tayside OR Thurrock OR Torfaen OR Truro  
47 OR Tyne OR Tyneside OR Tyrone OR Wakefield OR Walsall OR Waltham OR Warwickshire OR Wells OR "Western  
48 OR Westminster OR Wiltshire OR Winchester OR Wirral OR Wolverhampton OR Worcester OR Worcestershire  
49 OR Wrexham OR "Ynys Mon" OR York OR Yorkshire) NOT ("New Jersey" OR Alabama OR Ontario OR "New London"  
50 OR "New England" OR "New South Wales" OR "New York"))))  
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52  
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**System for Information on Grey Literature in Europe (SIGLE)**

Searched on 19.03.10. Search generated 12 records.

((("body image" OR "body size" OR "obesity" OR "obese" OR "body shape" "eating disorder" "eating disorders" "weight gain" "weight loss") AND ("young people" OR adolescent OR adolescents OR adolescence OR teens OR teenagers OR youth OR "young people's"))

**Social Policy and Practice (OVID SP)**

Searched on 16.02.10. Search generated 584 records.

1 (child\* or schoolchild\* or Boy or boys or Girl or girls or Minors or preadolescence or preadolescent\* or adolescent\* or teen\* or (school adj6 student\*) or pupil\* or "young people" or youth or youths or adolescence or pubert\* or "secondary school\*").ab,ti. (116090)

2 ("body composition" or "body dismorph\*" or (body adj3 size) or (body adj3 shape) or "overweight" or "thin" or "thinness" or "skinny" or "body image" or "obese" or "obesogenic" or obesity or (weight adj8 body) or "body fatness" or fatness or "weight gain" or "body weights" or Bulimia or Anorexia or Binge-eating or "binge eating" or "disordered eating" or underweight or "eating disorder" or "eating disorders").ab,de,ti. (2418)

3 ("body composition" or "body dismorph\*" or (body adj3 size) or (body adj3 shape) or "overweight" or "thin" or "thinness" or "skinny" or "body image" or "obese" or "obesogenic" or obesity or (weight adj8 body) or "body fatness" or fatness or "weight gain" or "body weights" or Bulimia or Anorexia or Binge-eating or "binge eating" or "disordered eating" or underweight or "eating disorder" or "eating disorders").ab,ti. (1907)

4 1 and 2 (1430)

5 limit 4 to yr="1997 - 2010" (1270)

6 (child\* or schoolchild\* or Boy or boys or Girl or girls or Minors or preadolescence or preadolescent\* or adolescent\* or teen\* or (school adj6 student\*) or pupil\* or "young people" or youth or youths or adolescence or pubert\* or "secondary school\*").ab,ti. (116090)

7 (child\* or schoolchild\* or Boy or boys or Girl or girls or Minors or preadolescence or preadolescent\* or adolescent\* or teen\* or (school adj6 student\*) or pupil\* or "young people" or youth or youths or adolescence or pubert\* or "secondary school\*").ab,de,ti. (129461)

8 2 or 7 (130325)

9 2 and 8 (2418)

10 2 and 7 (1554)

11 limit 10 to yr="1997 - 2010" (1379)

12 (S11 not S5).mp. [mp=abstract, title, publication type, heading word, accession number] (5)

13 (#11 not #5).mp. [mp=abstract, title, publication type, heading word, accession number] (1075)

14 11 not 5 (109)

15 (ethnolog\* or stories or content analysis or ethnographic).ab,de,ti. (2239)

16 11 and 15 (8)

17 (ethnolog\* or stories or content analysis or ethnographic or audiorecording or "observational method?" or "participant observation" or "field notes" or experience? or narrative? or discourse or inter-personal or individual-level or repertory grid or self-worth or self-identification or pre-occupation or preoccupation or acceptability or worry or worries or feelings or dissatisfied or satisfied or ideal shape or over-concern or concerns or concern or prejudice or prejudices or "process evaluations" or "process evaluation" or emotions or ethnopsychology or "focus groups" or "behavioral research" or "behavioural research" or narration or satisfaction or dissatisfaction or meanings or meaning or perspectives or perspective or ideas or idea or concepts or concept or beliefs or belief or attitudes or attitude or perceived or perceives or perceive or perceptions or perception or views or view or qualitative or interviewed or interviewing or interviewer or interviews or interview or comprehension or attitudinal or outlook or "in depth" or "case studies" or "case study" or opinions or opinion or expectations or expectation or thoughts or narratives or standpoint or standpoints or viewpoints or viewpoint or "audio record" or "audio recorded" or "audio recorder" or "audio recording" or "audio recordings" or "audio records" or "thematic analysis" or phenomenol\* or "grounded theory" or "grounded studies" or "grounded research" or "purposive sampling" or "constant comparative" or "constant comparison" or "purposive sample" or "field study" or "field studies" or "field research" or "biographical method" or "theoretical sampl\*" or "open-ended" or "open ended" or "life world" or "life-world" or "conversation analysis" or "conversation analyses" or "theoretical saturation" or "thematic analyses" or anxiety or anxieties or anxious).ab,de,ti. (121315)

18 11 and 17 (584)

### 27 Social Science Citation Index

28 Searched on 18.02.10. Search generated 1028 records.

33 # 1. Topic=("body composition" OR "body dismorph\*" OR "body size" OR "body shape" OR "overweight" OR "thin"  
34 OR "thinness" OR "skinny" OR "body image" OR "obese" OR "obesogenic" OR obesity OR (weight SAME body) OR  
35 weights OR "body fatness" OR fatness OR "weight gain" OR Bulimia OR Anorexia OR "Binge eating" OR "disordered  
36 eating" OR underweight)

39 # 2. TS=(child\* OR schoolchild\* OR Boy OR boys OR Girl OR girls OR Minors OR Prepubescen\* OR preadolescent\* OR  
40 adolescent\* OR teen\* OR (school SAME student\*) OR pupil\* OR young people OR youth OR youths OR adolescence  
41 OR pubert\* OR secondary school\*)

44 # 3. #2 AND #1

46 # 4. TS=(ethnolog\* OR stories OR content analys?s OR ethnographic OR audiorecording OR "observational method?"  
47 OR "participant observation" OR "field notes" OR experience? OR narrate\* OR discourse OR inter-personal OR  
48 individual-level OR repertory grid OR self-worth OR self-identification OR pre-occupation OR preoccupation OR  
49 acceptability OR worry OR worries OR feelings OR dissatisfied OR satisfied OR idea\$ OR over-concern OR concern\$  
50 OR prejudice\$ OR "process evaluation\$" OR emotions OR ethnopsychology OR "focus groups" OR "behavio\$ral  
51 research" OR satisfaction OR dissatisfaction OR meaning\$ OR perspective\$ OR idea\$ OR concept\$ OR belief\$ OR  
52 attitude\$ OR perceive\$ OR perception\$ OR view\$) AND Language=(English)

56 # 5. #4 AND #3

58 # 6. TI=(child\* OR schoolchild\* OR Boy OR boys OR Girl OR girls OR Minors OR Prepubescen\* OR preadolescent\* OR  
59 adolescent\* OR teen\* OR (school SAME student\*) OR pupil\* OR young people OR youth OR youths OR adolescence  
60 OR pubert\* OR secondary school\*) AND Language=(English)

# 7. #6 AND #1

1 # 8. #7 AND #4

2 # 9. TI=("body composition" OR "body dismorph\*" OR "body size" OR "body shape" OR "overweight" OR "thin" OR  
3 "thinness" OR "skinny" OR "body image" OR "obese" OR "obesogenic" OR obesity OR (weight SAME body) OR  
4 weights OR "body fatness" OR fatness OR "weight gain" OR Bulimia OR Anorexia OR "Binge eating" OR "disordered  
5 eating" OR underweight) AND Language=(English)

6  
7  
8 # 10. #9 AND #6

9  
10 # 11. #10 AND #4

11  
12 # 12. TI=(child\* OR schoolchild\* OR Prepubescen\* OR preadolescent\* OR adolescent\* OR teen\* OR (school SAME  
13 student\*) OR pupil\* OR young people OR youth OR youths OR adolescence OR pubert\* OR secondary school\*) AND  
14 Language=(English)

15  
16  
17 # 13. #12 AND #9

18  
19 # 14. #13 AND #4

20  
21 # 15. #13 AND #4

22  
23 Refined by: Countries/Territories=( ENGLAND )

24  
25 # 16. #12 AND #9

26  
27 Refined by: Countries/Territories=( ENGLAND )

28  
29 # 17. #4 AND #3

30  
31 Refined by: Countries/Territories=( ENGLAND )

32  
33 # 18. #17 OR #16

34  
35 # 19. TS=(qualitative OR interview\* OR interview\$ OR comprehension OR attitudinal OR outlook OR "in depth" OR  
36 "case stud\*" OR opinion\$ OR expectation\$ OR thoughts OR standpoint\$ OR viewpoint\$ OR "audio record\*" OR  
37 "thematic analys?s" OR phenomenol\* OR "grounded theory" OR "grounded studies" OR "grounded research" OR  
38 "purposive sampl\*" OR "constant compare\*" OR "field stud\*" OR "field research" OR "biographical method\$" OR  
39 "theoretical sampl\*" OR "open-ended" OR "open ended" OR "life world" OR "life-world" OR "conversation analys?s"  
40 OR "theoretical saturation" OR anxiety\* OR anxious) AND Language=(English)

41  
42 # 20. #19 AND #3

43  
44 # 21. #19 AND #3

45  
46 Refined by: Countries/Territories=( ENGLAND )

47  
48 # 22. #21 OR #18

49  
50 # 23. #22 OR #16

51  
52 # 24. #22 OR #17

53  
54 # 25. #21 OR #17

55  
56 # 26. #25 OR #16

57  
58 # 27. #19 AND #3

1 Refined by: Countries/Territories=( ENGLAND OR SCOTLAND OR WALES OR NORTH IRELAND )

2 # 28. #4 AND #3

3  
4 Refined by: Countries/Territories=( ENGLAND OR SCOTLAND OR WALES OR NORTH IRELAND )

5  
6 # 29. #28 OR #27

## 7 8 9 10 11 **Zetoc**

12 Searched on 23.02.10. 736 titles from this search were scanned by eye and 0 relevant abstracts were uploaded.

13  
14  
15 Keywords: (Child\* or Adolesce\*) and (view\* or attitude\* or perspect\*) and (weight or body or fat or obesity)

## 16 17 18 19 **B. Internet search-engine searches**

20  
21  
22 **[Unless specified otherwise, records were scanned online and not uploaded automatically]**

### 23 24 **Clusty**

25 Searched on 03.03.10. Scanned a total of 131 references clustered in groups: ac.uk, gov, org, shape, and "other URLs".

26  
27  
28  
29 #1 (adolescent OR adolescents OR child OR children) AND (views OR attitudes OR perspective) AND (body OR weight  
30 OR obesity) AND (UK OR England OR British)

31  
32  
33 #2 (adolescent OR adolescents OR child OR children) AND qualitative AND (body OR weight OR obesity) AND (UK OR  
34 England OR British)

### 35 36 37 38 **Google**

39 Searched on 18.03.10. Scanned first 100 each time

40  
41  
42 #1 children\* AND qualitative AND obes\* AND UK

43  
44 #2 children\* AND qualitative AND obes\*

45  
46  
47 #3 adolescen\* AND qualitative AND obes\* AND UK

48  
49 #4 adolescen\* AND qualitative AND obes\*

### 50 51 52 53 **Google Scholar**

54 Searched on 18.03.10. Scanned first 100 each time.

55  
56 Date limit 1997-2010, English language, all articles (not patents)

57  
58  
59 A. All "intitle:",

60 #1. young people AND ("body size" OR obesity OR obese OR "weight gain" OR "body shape" OR eating)

#2. adolescent AND (body size" OR obesity OR obese OR "weight gain" OR "body shape" OR eating)

1  
2  
3 B. Anywhere in the text:

4 #1 young people AND ("body size" OR obesity OR obese OR "weight gain" OR "body shape" OR eating)

5 #2. adolescent AND ("body size" OR obesity OR obese OR "weight gain" OR "body shape" OR eating)

6  
7  
8 C. Anywhere in the text:

9 #1. adolescent AND views AND UK AND body

10  
11  
12  
13 **SCIRUS**

14 Searched on 19.03.10.

15 Sources: Abstracts, articles, books, conferences, theses and dissertations. Exclude Medline and Pubmed

16 Date range: 1997-2010

17 Records: 228 records (after duplicate removal): all uploaded.

18  
19  
20  
21  
22  
23  
24  
25 #1 (narrow)

26 (title:obesity OR title: "body image" OR title: "body size" OR title: "body weight" OR title: "eating disorder" OR  
27 title:fatness OR title:obese OR title:thinness OR title: "weight gain" OR title: "weight loss") (title:views OR  
28 title:attitudes OR title:appearance OR title:qualitative OR title: "focus groups" OR title:observational OR  
29 title:attitudinal OR title:perspective OR title:perspectives OR title:concerns)

30 Refined by items classified as "childhood obesity"

31  
32  
33  
34  
35  
36 *31 items*

37 #2 (broad, UK-focussed)

38 Sources: Abstracts, articles, books, conferences, theses and dissertations. Exclude Medline and Pubmed

39  
40  
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42  
43  
44 (((obesity OR "body size" OR "body shape" OR "body weight" OR "eating disorder" OR fatness OR obese OR  
45 thinness OR "weight gain" OR "weight loss") ("young people" OR youth OR adolescents OR adolescent OR  
46 adolescence OR teens OR teenage OR teenagers) (views OR attitudes OR qualitative OR "focus groups" OR  
47 observational OR attitudinal OR concerns OR perspectives OR perspective OR beliefs))) ) (UK OR British OR Welsh  
48 OR Scottish OR England OR Scotland OR Wales OR) - couldn't take any more terms

49  
50 Subject areas: Social and behavioural medicine

51 Websites all, except Hong Kong University, Humboldt

52  
53  
54 *Used first 100 results out of 2,723*

55  
56  
57  
58 #3 (broad search)

59 ((obesity OR "body size" OR "body shape" OR "body weight" OR "eating disorder" OR fatness OR obese OR  
60 thinness OR "weight gain" OR "weight loss") ("young people" OR youth OR adolescents OR adolescent OR  
adolescence OR teens OR teenage OR teenagers) (views OR attitudes OR qualitative OR "focus groups" OR  
observational OR attitudinal OR concerns OR perspectives OR perspective OR beliefs))

1 Subject areas: Social and behavioural medicine

2 Websites: all, except Hong Kong University, Humboldt

3  
4 *Used first 100 results out of 487,277*

## 10 **D. Journals hand-searched**

11 [Unless specified otherwise, records were scanned online from 1997 onwards (or the Journal's first issue if this was  
12 later). Potentially relevant records were checked for duplication before uploading]

13  
14  
15  
16  
17  
18 Children and Society (Wiley NCB): Searched on 29.03.10

19  
20 Childrenz issues (Journal of the Childrens Issues Centre): 24.03.10: 97

21  
22 Health Education: Searched on 24.03.10

23  
24 International Journal of Paediatric Obesity: Searched on 29.03.10

25  
26 The sociology of health and illness: Searched on 24.03.10

27  
28 Men and Masculinities: Searched on 24.03.10: 20

## D. Websites searched

Website	URL
Advertising Education Forum (AEF)	<a href="http://www.aeforum.org/index.shtml">http://www.aeforum.org/index.shtml</a>
Association for the Study of Obesity	<a href="http://www.aso.org.uk/">http://www.aso.org.uk/</a>
Barnardo's Children's Charity	<a href="http://www.barnardos.org.uk/">http://www.barnardos.org.uk/</a>
Calouste Gulbenkian Foundation	<a href="http://www.gulbenkian.org.uk/">http://www.gulbenkian.org.uk/</a>
Centers for Disease Control and Prevention	<a href="http://www.cdc.gov/">http://www.cdc.gov/</a>
Child and Adolescent Health Research Unit	<a href="http://www.education.ed.ac.uk/cahru/">http://www.education.ed.ac.uk/cahru/</a>
Child Growth Foundation	<a href="http://www.childgrowthfoundation.org/">http://www.childgrowthfoundation.org/</a>
Children and Young People Now	<a href="http://www.cypnow.co.uk/">http://www.cypnow.co.uk/</a>
Children in Scotland	<a href="http://www.childreninScotland.org.uk/">http://www.childreninScotland.org.uk/</a>
Children in Wales	<a href="http://www.childreninwales.org.uk/index.html">http://www.childreninwales.org.uk/index.html</a>
Children's Research Centre	<a href="http://childrens-research-centre.open.ac.uk/">http://childrens-research-centre.open.ac.uk/</a>
The Children's Commissioner	<a href="http://www.childrenscommissioner.gov.uk/">http://www.childrenscommissioner.gov.uk/</a>
The Children's Society	<a href="http://www.childrensociety.org.uk/">http://www.childrensociety.org.uk/</a>
Economic and Social Research Council	<a href="http://www.esrc.ac.uk/ESRCInfoCentre/index.aspx">http://www.esrc.ac.uk/ESRCInfoCentre/index.aspx</a>
European Commission	<a href="http://ec.europa.eu/index_en.htm">http://ec.europa.eu/index_en.htm</a>
European Congress on Obesity	<a href="http://www.easoobesity.org/eco2012/">http://www.easoobesity.org/eco2012/</a>
Evidence Informed Practice Portal	<a href="http://eip.iriss.org.uk/">http://eip.iriss.org.uk/</a>
The Fabian Society	<a href="http://www.fabians.org.uk/">http://www.fabians.org.uk/</a>

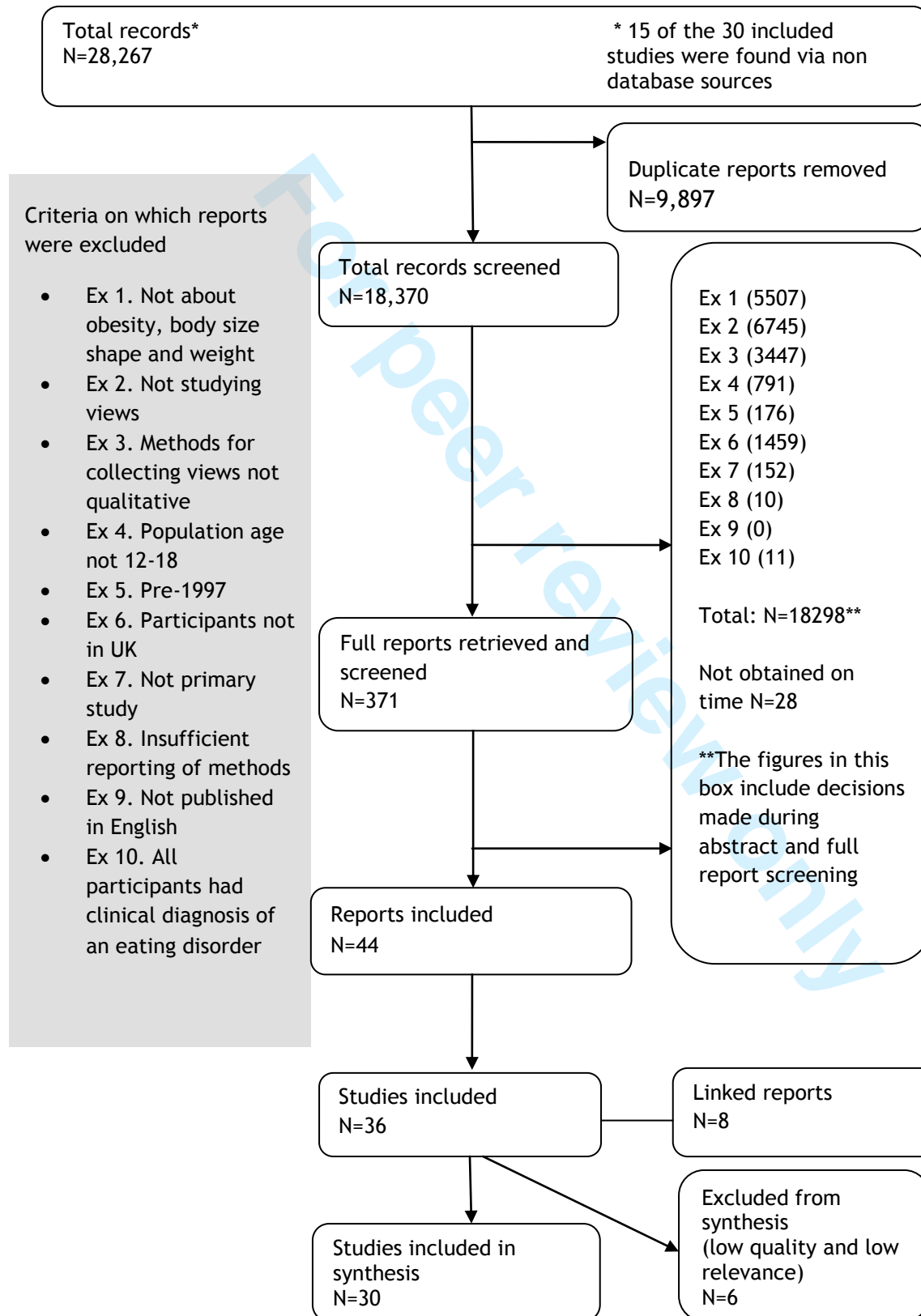


1	Girlguiding UK	<a href="http://www.girlguiding.org.uk/home.aspx">http://www.girlguiding.org.uk/home.aspx</a>
2	Healthy Weight for Children Hub	<a href="http://www.healthyweight4children.org.uk/">http://www.healthyweight4children.org.uk/</a>
3		
4		
5	l'Institut national de santé publique du Québec	<a href="http://www.inspq.qc.ca/">http://www.inspq.qc.ca/</a>
6		
7	Institute of Education Library	<a href="http://www.ioe.ac.uk/services/392.html">http://www.ioe.ac.uk/services/392.html</a>
8		
9	International Association for the Study of Obesity	<a href="http://www.iaso.org/">http://www.iaso.org/</a>
10		
11	International Life Sciences Institute	<a href="http://www.ilsa.org/Pages/HomePage.aspx">http://www.ilsa.org/Pages/HomePage.aspx</a>
12		
13		
14	International Obesity Taskforce	<a href="http://www.ietf.org/">http://www.ietf.org/</a>
15		
16	International Physical Activity and the Environment network	<a href="http://www.ipenproject.org/">http://www.ipenproject.org/</a>
17		
18	The King's Fund Library	<a href="http://www.kingsfund.org.uk/library/">http://www.kingsfund.org.uk/library/</a>
19		
20	National Conferences on Obesity and Health	<a href="http://obesityandhealth.co.uk/">http://obesityandhealth.co.uk/</a>
21		
22	National Obesity Forum	<a href="http://www.nationalobesityforum.org.uk/">http://www.nationalobesityforum.org.uk/</a>
23		
24		
25	National Obesity Observatory for England	<a href="http://www.noo.org.uk/">http://www.noo.org.uk/</a>
26		
27	NHS Evidence – Child Health	<a href="http://www.library.nhs.uk/childhealth/">http://www.library.nhs.uk/childhealth/</a>
28		
29	NHS Health Scotland Library	<a href="http://www.healthscotland.com/resources/library/index.aspx">http://www.healthscotland.com/resources/library/index.aspx</a>
30		
31	NHS National Library for Public Health	<a href="http://www.library.nhs.uk/publichealth/">http://www.library.nhs.uk/publichealth/</a>
32		
33		
34	North West Grey Literature Service	<a href="http://www.fade.nhs.uk/">http://www.fade.nhs.uk/</a>
35		
36	NSPCC	<a href="http://www.nspcc.org.uk/">http://www.nspcc.org.uk/</a>
37		
38	NSPCC Inform	<a href="http://www.nspcc.org.uk/Inform/informhub_wda49931.html">http://www.nspcc.org.uk/Inform/informhub_wda49931.html</a>
39		
40	Ofcom: Office of Communications	<a href="http://www.ofcom.org.uk/">http://www.ofcom.org.uk/</a>
41		
42	Online Research Bank	<a href="http://www.ark.ac.uk/orb/">http://www.ark.ac.uk/orb/</a>
43		
44		

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47	Policy Hub	<a href="http://www.nationalschool.gov.uk/policyhub/">http://www.nationalschool.gov.uk/policyhub/</a>
	Save the Children	<a href="http://www.savethechildren.org.uk/">http://www.savethechildren.org.uk/</a>
	School Food Trust	<a href="http://www.schoolfoodtrust.org.uk/">http://www.schoolfoodtrust.org.uk/</a>
	Schools and Students Health Education Unit	<a href="http://www.sheu.org.uk/">http://www.sheu.org.uk/</a>
	The Scottish Government	<a href="http://www.scotland.gov.uk/Home">http://www.scotland.gov.uk/Home</a>
	Social Issues Research Centre	<a href="http://www.sirc.org/">http://www.sirc.org/</a>
	Social Science Research Network	<a href="http://www.ssrn.com/">http://www.ssrn.com/</a>
	SPEEDY: Sport, Physical Activity and Eating Behaviour	<a href="http://www.mrc-epid.cam.ac.uk/Studies/Speedy2/speedy1.html">http://www.mrc-epid.cam.ac.uk/Studies/Speedy2/speedy1.html</a>
	UK Faculty of Public Health	<a href="http://www.fph.org.uk/events/archive/2010">http://www.fph.org.uk/events/archive/2010</a>
	UK Preventive Medicine	<a href="http://www.ukpreventivemedicine.com/">http://www.ukpreventivemedicine.com/</a>
	UCL Department of Epidemiology and Public Health	<a href="http://www.ucl.ac.uk/hbrc/diet/projects.html">http://www.ucl.ac.uk/hbrc/diet/projects.html</a>
	University of Kent Library	<a href="http://www.kent.ac.uk/library/">http://www.kent.ac.uk/library/</a>
	Welsh Assembly Government	<a href="http://wales.gov.uk/">http://wales.gov.uk/</a>
	World Advertising Research Centre	<a href="http://www.warc.com/">http://www.warc.com/</a>
	Young Minds	<a href="http://www.youngminds.org.uk/">http://www.youngminds.org.uk/</a>

1  
2  
3 **Web only file 2. PRISMA Document** Flow of studies through the review  
4

5 Rees R, Caird J, Dickson K, Vigurs C, Thomas J (2013) *The views of young people in the UK about*  
6 *obesity, body size, shape and weight: a systematic review*. London: EPPI-Centre, Social Science Research  
7 Unit, Institute of Education, University of London.  
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For peer review only

1 **Web only file 3: Study quality descriptions**

2 Rees R, Caird J, Dickson K, Vigurs C, Thomas J (2013) *The views of young people in the UK about*  
 3 *obesity, body size, shape and weight: a systematic review*. London: EPPI-Centre, Social Science Research  
 4 Unit, Institute of Education, University of London.  
 5

6  
 7 **Table A: Weight of evidence judgements**

	Study	Weight of evidence*					
		Reliability of findings			Usefulness of findings		
		Low	Medium	High	Low	Medium	High
*ex1	Bhugra and Bhui (2003)	✓			✓		
w1	Billings et al. (2008)		✓		✓		
w2	Bramham (2003)		✓			✓	
w3	Cockburn and Clarke (2002)		✓			✓	
w4	Curtis (2008)			✓			✓
w5	Daley et al. (2008)		✓				✓
w6	Flintoff and Scraton (2001)		✓			✓	
w7	Frost (2001)	✓				✓	
w8	Gorely et al. (2003)	✓				✓	
w9	Griffiths and Page (2008)		✓				✓
w10	Grogan et al. (2009)		✓		✓		
w11	Grogan and Richards (2002)		✓				✓
w12	Health Experience Research Group (2010)			✓			✓
w13	Hester et al. (2009b)		✓				✓
w14	Holt et al (2005)		✓			✓	
*ex2	Inchley et al (2008)	✓			✓		
*ex3	Jackson and Harris (2007)	✓			✓		
*ex4	Kaplan-Myrth (2000)	✓			✓		
w15	Krayer et al. (2008)		✓			✓	
w16	Kurtz and Thornes (2000)		✓		✓		
w17	Lloyd and Dittmar (1997)		✓			✓	
w18	Lucas and Lloyd (1999)		✓		✓		
w19	Ludvigsen and Sharma (2004)		✓		✓		
*ex5	McAlister and Neill (2007)	✓			✓		
w20	Mulvihill et al. (2000b)		✓			✓	
w21	Owen et al. (2009)		✓		✓		
w22	Percy-Smith (2007)		✓		✓		
*ex6	Reid (2009)	✓			✓		
w23	Reid and Hendry (2001)		✓		✓		
w24	Shucksmith and Hendry (1998)		✓			✓	
w25	Velija and Kumar (2009)		✓			✓	
w26	Wallace et al. (2007)		✓		✓		
w27	Willett (2008)	✓				✓	
w28	Wills et al. (2006)			✓			✓
w29	Wills et al (2008a)		✓			✓	
w30	Wills (2005b)		✓		✓		

58  
 59 \*Studies rated low for both reliability and usefulness were not incorporated into the synthesis.  
 60

Table B Quality of studies of young people's views: studies meeting each criterion

Quality appraisal question	Answer options (see Table A for key to study numbers)			
	Not at all/Not stated	Minimal steps	Several steps	A thorough attempt
1) Were steps taken to increase rigour in sampling?	N = 9 ex1, w3, ex3, w15, w19, ex5, w22, ex6, w26	N = 18 w2, w4, w5, w6, w7, w8, w9, w10, w11, w13, w14, ex2, ex4, w17, w18, w25, w27, w30	N = 5 W16, w20, w21, w23, w29	N = 4 w1, w12, w24, w28
2) Were steps taken to increase rigour in data collection?	N = 3 ex1, ex4, ex6	N = 11 w6, w8, w14, ex2, ex3, w16, w18, w21, w22, w27, w30	N = 17 w2, w3, w5, w7, w9, w10, w11, w13, w15, w17, w19, ex5, w20, w23, w26, w28, w29	N = 5 w1, w4, w12, w24, w25
3) Were steps taken to increase rigour in data analysis?	N = 16 ex1, w2, w3, w6, w7, w8, w11, ex3, ex4, w16, w19, ex5, w20, ex6, w26, w27	N = 8 w1, w13, w15, w18, w22, w24, w25, w30	N = 6 w5, w14, ex2, w21, w23, w28	N = 6 w4, w9, w10, w12, w17, w29
4) Were the findings of the study grounded in/supported by data?	No grounding N = 0	Limited grounding/support N = 7 ex1, w18, w20, w21, ex6, w26, w29	Fairly well grounded/ supported N = 22 w2, w3, w6, w7, w8, w11, w13, w14, ex2, ex3, ex4, w15, w16, w17, w19, ex5, w22, w23, w24, w25, w27, w30	Good grounding/support N = 7 w1, w4, w5, w9, w10, w12, w28

Quality appraisal question	Answer options (see Table A for key to study numbers)			
5) Breadth and depth of findings	Limited breadth and depth N = 13 ex1, w1, ex3, ex4, w16, w18, w19, w21, ex6, w23, w25, w26, w30	Good/fair breadth, limited depth N = 7 w3, ex2, w17, w20, w24, w27, w29	Good/fair depth, limited breadth N = 6 w8, w10, w14, w15, ex5, w22	Good breadth and depth N = 10 w2, w4, w5, w6, w7, w9, w11, w12, w13, w28
6) To what extent did the study privilege the perspectives and experiences of young people?	Not at all N = 3 ex1, w7, ex6	A little N = 10 w6, w8, w10, w14, ex2, ex3, w18, w20, w21, w29	Somewhat N = 16 w1, w2, w3, ex4, w15, w16, w17, w19, ex5, w22, w23, w25, w26, w27, w28, w30	A lot N = 7 w4, w5, w9, w11, w12, w13, w24

Web only File 5 Themes from the synthesis: the contribution of each study (Rees et al, perspectives on obesity in young people)

Themes from the synthesis	Billings et al. (2008) w1	Bramham (2003) w2	Cockburn and Clarke (2002) w3	Curtis (2008) w4	Daley et al. (2008) w5	Flintoff and Scraton (2001) w6	Frost (2001) w7	Gorely et al. (2003) w8	Griffiths and Page (2008) w9	Grogan et al. (2009) w10	Grogan and Richards (2002) w11	Health Experience Research Group (2010) w12	Hester et al. (2009b) w13	Holt et al. (2005) w14	Krayer et al. (2008) w15	Kurtz and Thornes (2000) w16	Lloyd and Dittmar (1997) w17	Lucas and Lloyd (1999) w18	Ludvigsen and Sharma (2004) w19	Mulvihill et al. (2000) w20	Owen et al. (2009) w21	Percy-Smith (2007) w22	Reid and Hendry (2001) w23	Shucksmith and Hendry (1998) w24	Velija and Kumar (2009) w25	Wallace et al. (2007) w26	Willett (2008) w27	Wills et al. (2006) w28	Wills et al. (2008a) w29	Wills (2005b) w30
It's down to me	■				■	■	■			■	■	■							■	■			■	■			■	■	■	
It's like a girl thing?		■	■			■	■	■		■	■	■			■		■					■	■	■				■		
If you're fat then they don't like you							■	■			■	■	■			■		■							■			■	■	■
People that are right big have right dirty houses				■	■				■			■	■				■											■	■	
Being fat is really a bad thing		■					■	■			■	■			■		■					■	■	■		■		■		■
Not wanting to stick out				■					■			■					■											■		
Day after day, you're that terrified		■	■	■	■				■	■	■	■	■	■	■									■				■		
Vicious circles									■			■																		
Easier said than done				■	■							■	■	■							■			■					■	
Yo-yos and pick-me-ups												■	■	■							■							■		
Be nice. You've got to help												■	■								■									





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## Young people's views relating to obesity and body size, shape and weight: a systematic review

### REVIEW PROTOCOL

February 2010

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*Protocol: Young people's views relating to obesity and body size, shape and weight*

### **Authors**

This protocol was prepared by the following EPPI-Centre staff: Jenny Caird, Kelly Dickson, Josephine Kavanagh, Rebecca Rees, Claire Stansfield, James Thomas.

### **Review team membership**

Jenny Caird, Kelly Dickson, Josephine Kavanagh, Rebecca Rees, Claire Stansfield, James Thomas

### **Advisory Group membership**

The Steering Group for the EPPI-Centre's Health Promotion and Public Health Reviews Facility forms the Advisory Group for this review.

Your comments on the methods and scope of this review are very welcome, as are suggestions for completed or ongoing pieces of research that might be relevant - please contact us via the address on the front page of this protocol.

### **Acknowledgements and conflict of interest**

The work described in this protocol is being undertaken by the EPPI-Centre, which receives funding from the Department of Health for England. The views expressed are those of the authors and not necessarily those of the Department of Health.

We are not aware of conflicts of interest amongst members of the review team.

Protocol: Young people's views relating to obesity and body size, shape and weight

## Aims

To undertake a systematic review of qualitative and other types of research that explores young people's views about obesity, body size, shape and weight. The review will explore the understandings of young people aged 11-18 of body size, the factors they identify as influencing overweight and the kinds of changes in these factors they think might help them to avoid being overweight. As well as being of value in their own right, the review's findings will supplement those from a recently completed systematic review of the views of children (aged 4-11) on these same topics.

The work outlined in this protocol will:

- Search systematically for, and then describe, studies of young people's views about obesity, body size and weight;
- Consult with UK-based policy-makers, practitioners and researchers on the methods of the review and priorities for in-depth review and synthesis in this area;
- Conduct a synthesis of the findings of this research, or a sub-set of studies, depending on the results of the consultation and the size of the literature; and
- Develop recommendations for research, policy and practice in public health and other areas of social policy.

## 1. Background

### 1.1 Young people and obesity

This review is being done in the context of concern over levels of obesity in the UK (Butland et al. 2007). A large number of young people in the UK are experiencing a body weight that is above the range considered to be healthy. Annual estimates are available for young people aged 11 to 15 in England. These show an almost year-on-year rise in weight in both boys and girls over the ten years up to 2005. The latest data from England (from 2007) indicate that over one in six boys in this age group (17.6%), and nearly one in five girls (19.0%) would have been classed as obese (Health and Social Care Information Centre, 2009). An additional 15% of young people in this age group would have been classed as overweight (15.3% of girls and 14.8% of boys). The latest data from the Scottish Health Survey provided estimates for girls and boys aged 12-15 in 2008. This found 19.1% and 15.8% of boys and girls respectively would have

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2  
3 been classified obese and 19.1% and 16.3% would have been classified as overweight  
4 (Corbett et al, 2009).  
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6 There are potential physical, psychological and social impacts on the young people  
7 concerned. These levels of obesity, however, also represent considerable financial  
8 costs to health care systems and the economy, both in the present and the future. The  
9 costs of obesity amongst young people are frequently seen as including the likely  
10 continuation of obesity, or associated problems, into adulthood.  
11

12 Children themselves clearly also have a stake, and their ideas about and constructions  
13 of their health and other aspects of their lives are increasingly seen as potentially  
14 valid contributions to the development of social policy. The right of children to  
15 participate in decision-making that relates to them is enshrined in the United Nations  
16 Convention of the Rights of the Child and recognised in Governmental policy in the UK  
17 (Department for Education and Skills 2003, Department of Health 2004, UNICEF 2009).  
18 Recent initiatives that act on this include one that has involved young people as  
19 advisors to a Nation-wide public health research programme (PEAR, 2010).  
20

21 The UK government has identified obesity as a policy priority. The policy document  
22 'Healthy weight, healthy lives' sets out framework for action in five main areas:  
23 'promoting children's health; promoting healthier food choices; building activity into  
24 our lives, creating incentives for better health and personalised advice and support  
25 (Cross-Government Obesity Unit et al. 2008).  
26

27 Researchers have recently constructed 'system maps' to describe the complex and  
28 multi-levelled pathways which influence body weight. The most ambitious of such  
29 models have sought to integrate biological and genetic factors, individual behaviour,  
30 and influences from individuals' social and physical surroundings to provide a complete  
31 picture of the 'obesogenic environment' (Butland et al. 2007, Swinburn et al. 1999,  
32 Swinburn and Egger 2004). There has recently been particular interest from both  
33 policy-makers and researchers in the social and environmental determinants of  
34 obesity, including factors related to the physical environment, social values,  
35 technology and the economy.  
36

37 Young people's experiences of body weight and the factors influencing it are likely to  
38 differ from those of the general population: for example, the influence of other family  
39 members on young people's dietary and physical activity behaviours and leisure-time  
40 activities can be considerable, especially at the younger end of the 11-18 age range  
41 focused on in this review. These influences might include parental rules and controls  
42 over food and television and young people's experiences of role models amongst adults  
43 and younger relatives. A small number of young people aged 18 or under will also be  
44 parents, and so may be experiencing a further set of influences to do with parenthood,  
45 food provision and other food practices. The Foresight group's main report provides a  
46 version of their model adapted for children but notes that data are too sparse and  
47 fragmented to provide a reliable indicator of the relative importance of these links to  
48 changes in body weights (Butland et al. 2007, map 34 and page 89).  
49  
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51 There is greater certainty about obesity and inequality. As rates of obesity have  
52 increased among young people, so have inequalities in obesity. Rates have increased  
53 the most among young people from poorer backgrounds. Socioeconomic inequalities in  
54 obesity are also stronger in girls than in boys. Asian children are more likely to be  
55 obese than white children (Law et al. 2007). Again, these authors emphasise the  
56 importance of looking at environmental influences, noting that the speed at which the  
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prevalence and the social patterning of obesity in the UK have changed suggests adverse environmental factors as the primary cause.

## 1.2 Existing research

In the current policy climate of concern about rising levels of obesity, the evidence available to inform effective approaches to both treatment and prevention is infused with much enthusiasm, but marred by poorly conducted studies using restricted populations and inconsistent methods of assessing and measuring outcome (Oude Luttikhuis et al. 2009; Summerbell et al. 2005).

Another weakness of much existing research evidence is its failure to interrogate what young people themselves think about the importance of body size, factors influencing this and ways in which they can be supported to keep their own weight down to 'healthy' levels. Young people's own views play an important part in the process of designing and implementing interventions. Young people themselves will attach a range of meanings to body size and weight that will influence the ways in which they act and communicate around weight and health. They will have insights into factors that influence their own weight and that of their peers, and ideas about how they can be supported to keep their own weight within a healthy range. Research that explores how young people experience and make sense of their lives can inform the ways that interventions aim to bring about positive outcomes. Systematic reviews of this research can help policy-makers gain a broader and deeper understanding of obesity from young people's perspectives (Harden et al. 2004). Other than our recently completed review of children's views (Rees et al. 2009), our preliminary searches have located only one systematic review focused on lay views about body size. This focuses on the growth of infants and explored the views of adults (Lucas et al. 2007).

## 1.3 Developing the evidence-base for interventions

A series of reviews conducted at the EPPI-Centre has examined research into children's and young people's views of health and health-related behaviour so as to identify ways in which interventions might build upon young people's experience and knowledge (Brunton et al. 2003; Brunton et al. 2006; Harden et al. 2001; Rees et al. 2006; Shepherd et al. 2006; Thomas et al. 2003). This approach aims both to identify ways in which people's views are reflected in interventions that have been evaluated, and to identify gaps where views have yet to be incorporated.

As an example of this approach, one of these reviews synthesized the findings of research on young people's views about healthy eating (Shepherd et al. 2006). The review identified a number of themes in young people's views, including, for example, the importance of the cost and poor availability of healthy eating foods and the association of these foods with adults/parents. In contrast, 'fast foods' were widely available, tastier, and were associated with pleasure, friendship and being able to exercise choice. The review team found evaluated interventions had often neglected the views of young people, especially in terms of their concerns about the taste, cost and availability of healthy foods. When issues raised by young people had not been addressed by evaluated interventions, the review team noted this was a gap in research and recommended such an evaluation.

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Our recent review of children's views of body size used two distinct approaches to synthesize findings from studies conducted in the UK with children aged between 4 and 11 (Rees et al, 2009). One synthesis, labeled 'interpretive', used findings from studies that had asked children open ended questions. The other, labeled 'aggregative', pooled findings from studies that presented children with pre-specified answer options. The main findings were that:

- Children experience obesity largely as a social problem. Children, whatever their body size, often may not consider the health consequences of obesity to be important.
- Body size varies in relevance. Children who have a healthy body size often may not have body size very high on their everyday agendas. Very overweight children in contrast, experience body size as a big problem. They are likely to experience unhelpful responses to their own body sizes from other children, as well as adults. Fat-related name calling and bullying is considered to be a normal occurrence.
- Children are highly aware about body size and our society's attitudes towards it. Children appear to be aware of the actual size of their own bodies and are likely to have judged the acceptability of their own body. Many are dissatisfied and some feel anxious despite having a healthy body size. Girls are likely to want to be leaner, regardless of their size. Many boys and girls aspire to very lean body shapes that are unattainable and likely to be unhealthy.
- Very overweight children encounter many barriers, and a lack of support, when they try to take action to reduce their size. Parents and friends appear to be the most helpful source of support, but this is not always unproblematic.
- While very overweight children and girls bear the brunt, the combined impact of our obesogenic environment and our society's ongoing preoccupation with body size appears now to be affecting the body image ideals and body satisfaction of boys as well. Girls and boys aged under 12, however, differ considerably, both in their aspirations for their bodies and ideas about others' bodies.

For the review outlined in this protocol, we plan to conduct an interpretive synthesis, similar to the one used in Rees et al (2009), to develop findings from existing studies of young people's views on obesity, body size, shape and weight. This will have a view to drawing out implications for appropriate policies and interventions to promote healthy body weight and counteract obesity.

In terms of specific areas of interest, to address recent policy-level interest, the review will have a particular, but not exclusive, focus on social and environmental factors that have the potential to influence body weight. We will also explore the ways in which the evidence base includes the views of those young people most likely

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to experience inequalities in health and, where possible, examine whether views differ between different groups of young people. As well as using these and other theoretical frameworks outlined in this protocol, however, we will be allowing conceptual issues to emerge from the studies of young people's views themselves. This part inductive approach to analysis of study findings is similar to that taken in the reviews of children's and young people's views listed above and has similarities to the 'qualitative' analysis methods used in studies that analyse directly the statements of study participants (e.g. Wills et al. 2006).

This review is the fifth in a series of EPPI-Centre reviews in the area of children, young people and obesity. In addition to a systematic review exploring the views of children aged 4-11 on body size (Rees et al, 2009), three systematic maps have also been conducted. One describes review-level evidence on the effectiveness of social and environmental interventions for childhood obesity, one describes current schemes to promote healthy weight among obese and overweight children and young people in the UK, and one describes research into the relationships between obesity and sedentary behavior (Aicken et al. 2008; Kalra and Newman, 2009; Woodman et al. 2009).

## 2. Aims, review questions and scope

This systematic review aims to identify, appraise and synthesise published and unpublished research on young people's views about obesity, body size, shape and weight. The review will focus upon young people aged 11 to 18 living in the UK and will address the following questions:

- What are young people's views about the meanings of obesity or body size, shape or weight (including what are their perceptions of their own body size?), and what experiences do they describe relating to these issues?
- What are young people's views about influences on body size?
- What are young people's views about changes that may help them to achieve or maintain a healthy weight?

The review will seek and examine studies involving young people from the UK and aged 11 to 18 that examine their attitudes, opinions, beliefs, feelings, understanding or experiences about obesity, body size, shape or weight.

- Studies that solely examine young people's health status, behaviour or factual knowledge will not be included.
- The review will only cover studies published from 1997 onwards. This date is shortly before the WHO identified obesity as a 'global epidemic'

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(WHO, 2000) and will provide a picture of just over a decade's worth of research conducted within a relatively current context.

- The review's focus on studies from the UK aims to maximize the relevance of the review for the development of UK policy.

We anticipate that data about young people's views might be available from a wide range of different studies including both qualitative and quantitative designs:

- Data about views may have been collected through observation, interactive interviews, focus groups or questionnaires using both open-ended and closed questions. Unless studies are very scarce, we intend to use questionnaire-based data only when this is collected as part of a study that also uses at least one other data collection method.
- Some study reports may be framed explicitly by their authors around obesity, size or weight. Others may contain young people's views on obesity, body size, shape or weight, but be framed around something else, for example around possible influences or related experiences, such as physical activity, eating, stressors, social networks or bullying. It will be important to seek out both kinds of study so as to explore the ways in which young people talk about obesity, body size or weight independently of whether these concepts are introduced by researchers or young people themselves.
- One common feature of the studies is that they should all privilege young people's views, in that they should present views directly as data that are valuable and interesting in themselves. This review will not seek data on views from studies that collect them solely in order to generate variables that are then tested in a predictive or causal model (often people's beliefs, attitudes or experiences are explored as possible risk or protective factors, or are measured as outcomes of an intervention).



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### 3. Review Methods

The review throughout will use methods developed during the previous reviews of studies of children's and young people's views mentioned above.

#### 3.1 Structure of the review

The review will have one stage:

1. An in-depth review that synthesizes the findings of studies. If necessary because of the size of the literature, this synthesis may focus on a sub-set of the studies found (for example solely on studies rated as having a high quality, or on those that examine findings related to specified groups of young people, or specific aspects of obesity, body size or weight).

#### 3.2 User involvement

We will seek feedback on our proposed questions and methods from the Steering Group, which oversees all of the work conducted by the EPPI-Centre's Health Promotion and Public Health Reviews Facility. The group will be consulted at the beginning of the review by email. If necessary, we may seek further guidance at a later stage of the review as well.

We are also planning to engage the assistance of PEAR (Public Health, Education, Awareness, Research), a Young People's Public Health Reference Group (PEAR, 2010), but this is yet to be negotiated at the time of writing. PEAR consists of two young people's groups which aim to support children and young people to contribute to the UK public health agenda. This work would build on the relationships developed in 2009, when PEAR assisted the EPPI-Centre with its related review of children's views of obesity, body size, shape and weight (see Rees et al, 2009 for further details).

#### 3.3 Information management

We will use EPPI-Reviewer, the in-house software (Thomas, 2007) to keep track of studies during the review. This software will record the bibliographic details of each study considered by the review, where studies were found and how, reasons for their inclusion or exclusion, descriptive and evaluative codes and text about each included study, and the data used and produced during synthesis.

#### 3.4 Search methods

Search methods will include sensitive searches of the databases listed below, website searches, searching by hand of selected journals, contact with key experts, citation tracking and contact with authors for included studies, and

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screening of previous EPPI-Centre reviews and the reference lists of included studies. A particularly wide range of techniques to identify studies will be used in this review as studies of people's views are frequently not indexed on commercially available databases and it may not be easy to identify that a study contains data about views on obesity and body weight, shape and size by scanning study summaries. Some of these techniques may be brought into play later in the review. For example, our synthesis may identify influential factors viewed as important by young people. We may then carry out further searches of the literature about these factors in particular.

Sets of database search terms will be developed to cover the three concepts of: (i) young people; (ii) obesity and body size/weight and (iii) views. Where feasible and appropriate, an additional set of terms will be used to restrict the search to studies conducted in the UK. Search strategies will be developed for each database using combinations of controlled vocabulary and free-text terms (the latter restricted to the title or abstract fields) in order to retrieve a high volume of references. Methodological filters developed for the retrieval of specific study designs will not be used.

A MEDLINE (PUBMED) search has been developed (see Appendix A) and will be translated for use in the other databases listed below. Also listed below are a set of websites of gateways that we intend to handsearch.

Database sources		Websites and gateways		
<ul style="list-style-type: none"> <li>• PUBMED</li> <li>• CINAHL</li> <li>• Physical Education Index</li> <li>• PSYCINFO</li> <li>• ERIC</li> <li>• International Bibliography of the Social Sciences</li> <li>• SOCIAL SCIENCE CITATION INDEX</li> <li>• ZETOC (British Library database of journals and</li> </ul>	<ul style="list-style-type: none"> <li>• ASSIA</li> <li>• BIBLIOMAP</li> <li>• British Library Integrated Catalogue</li> <li>• British Education Index</li> <li>• British Index to Theses</li> <li>• Child Data and Social Care Online (Social Policy and Practice)</li> <li>• EMBASE</li> <li>• ETHOS (UK theses)</li> </ul>	<ul style="list-style-type: none"> <li>• Association for the Study of obesity</li> <li>• Barnardo's</li> <li>• Center for Obesity Research and Education</li> <li>• Child Health Library - obesity and adolescents</li> <li>• Children's Research Centre (Open University)</li> <li>• Clusty</li> <li>• EU Commission: Research</li> </ul>	<ul style="list-style-type: none"> <li>• Public Health Conferences.org.uk</li> <li>• MINTEL reports</li> <li>• NHS National Library for Health</li> <li>• National Obesity Forum</li> <li>• OFCOM (Office of Communications)</li> <li>• Preventive medicine UK</li> <li>• The International Association for the Study of Obesity (IASO)</li> </ul>	<ul style="list-style-type: none"> <li>• SCIRUS (science-specific search engine)</li> <li>• SPEEDY (Sport, Physical activity and Eating behaviour: Environmental Determinants in Young people)</li> <li>• World Advertising Research Centre</li> </ul>

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conference abstracts)	<ul style="list-style-type: none"> <li>• SIGLE (System for Information on Grey Literature in Europe)</li> <li>• HealthPromis</li> </ul>	<ul style="list-style-type: none"> <li>• European Congress of Obesity</li> <li>• ESRC</li> <li>• Girlguiding UK</li> <li>• Google</li> <li>• Google Scholar</li> <li>• International Obesity task force</li> <li>• International Physical Activity and the Environment Network</li> </ul>		
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Topic-relevant journals to be hand searched will include: Health Education; Health Education Research as these are not well indexed by the databases we plan to search. Members of the EPPI-Centre Steering Group will be asked to identify additional key journals for us to search by hand.

### 3.5 Screening studies for inclusion in the review

Inclusion and exclusion criteria (see Appendix B) will be applied successively to titles and abstracts. Full reports will be obtained for those studies that appear to meet the criteria or where there is insufficient information to be sure. The criteria will be piloted on a sample of studies before being applied. A sample of studies will be screened independently by two reviewers at several stages during the screening process, to identify potential differences in interpretation of the criteria and refine guidance for reviewers.

A second stage of screening may need to be undertaken if a large number of studies are found to meet the inclusion criteria listed above.

### 3.6 Describing and synthesising data from studies

Studies that fit the scope of the review will be described using a standardized classification system for health promotion and public health research (Peersman and Oliver, 1997). Codes cover study design (e.g. survey); the focus of the study (e.g. obesity, healthy eating, physical activity); the study population (e.g. sex, age group).

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Additional codes will include those that further describe the study's focus (e.g. whether framed by the author around obesity and/or body weight/size/shape or another issue), the study population and sample (e.g. young people's weight status, socio-economic status, ethnicity), study type and method (e.g. questionnaire-based survey, individual interviews, focus groups), and the type of views sought (e.g. attitudes, intentions, experiences).

For an initial sample of studies, reviewers will work independently and then compare their decisions and come to a consensus. For the remaining studies, coding will be conducted by individual reviewers.

Simple frequency counts and cross-tabulations will be conducted where appropriate to describe these studies. If we find a large number of studies of young people's views, final decisions about which kinds of studies to synthesise will then be made in consultation with the Steering Group, on the basis of the results of this process of systematic description.

We will use a standard framework to further describe included studies in detail, appraise studies and collect data for the synthesis. This framework has been used in the EPPI-Centre reviews described above.

The tool that will be used for assessing study quality (see Rees et al, 2009) was developed by Harden (2007) and built upon work conducted in the EPPI-Centre reviews listed above. The tool uses eight criteria which cover: i) methods (the rigour of study sampling, data collection and analysis); ii) findings (the grounding/support of study findings by data and the breadth and depth of the findings themselves) and iii) the use of methods/approaches to privilege young people's views. To help assure the review's quality at this stage, pairs of reviewers will first work independently and will then compare their decisions before coming to a consensus. If necessary, a third reviewer will add their independent judgment.

Study findings will be synthesised thematically using methods developed in previous reviews (Thomas and Harden, 2007). Two reviewers will a) read and re-read study findings; b) apply codes to capture the content of data; and c) group and organise codes into higher order themes. These themes will be used to answer our review questions and to develop hypotheses about factors related to intervention effectiveness. Where possible, themes will be examined to see if they are found consistently across the time period covered by the synthesised studies, or are more prominent in earlier or later time periods.

### **3.7 The completed review**

The final stage of writing the review will involve drawing up recommendations for policy, practice and future research.

There will be three products: a full technical report, an executive summary and a shorter evidence briefing which each aim to be useful and accessible to different kinds of audience:

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- The **full technical report** will contain:
  - detailed background and methods of the study (including full search strategies);
  - detailed accounts of the synthesis; and
  - conclusions and implications.
- The **executive summary** will explain the purpose of the review, outline its methods and present its main messages.
- The **evidence briefing** will describe the purpose and findings of the review but without detailing the methods used.

All three reports will be downloadable from the EPPI-centre website and the full technical report will be available in hard copy. We will also use searchable web-page formats for people who access the website but do not want to download materials.

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## 5. Appendices

### Appendix 1: Search strategy for MEDLINE (PubMed)

((("1997"[PDat] : "3000"[PDat]) AND (English[lang])))

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(child[mh] OR adolescent[mh] OR minors[mh] OR puberty[mh] OR child\*[TIAB] OR schoolchild\*[TIAB] OR Boy[TIAB] OR boys[TIAB] OR Girl[TIAB] OR girls[TIAB] OR Minors[TIAB] OR Prepubescen\*[TIAB] OR preadolescent\*[TIAB] OR adolescent\*[TIAB] OR teen\*[TIAB] OR (school[TIAB] AND student\*[TIAB]) OR pupil\*[TIAB] OR young people[TIAB] OR youth[TIAB] OR youths[TIAB] OR adolescence[tiab] OR pubert\*[TIAB] OR Secondary school\*[TIAB])

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"attitude to health"[mesh terms:noexp] OR "focus groups"[mesh terms] OR "qualitative research"[mesh terms] OR experiences[tiab] OR experience [tiab] OR narratives[tiab] OR narrative[tiab] OR discourse[tiab] OR inter-personal[tiab] OR individual-level[tiab] OR repertory grid[tiab] OR self-worth[tiab] OR self-identification[tiab] OR pre-occupation[tiab] OR preoccupation[tiab] OR acceptability[tiab] OR worry[tiab] OR worries[tiab] OR feelings[tiab] OR dissatisfied[tiab] OR satisfied[tiab] OR ideal shape[tiab] OR over-concern[tiab] OR concerns[tiab] OR concern[tiab] OR prejudice[tiab] OR prejudices[tiab] OR process evaluations[tiab] OR process evaluation[tiab] OR emotions[tiab] OR ethnopsychology[tiab] OR focus groups[tiab] OR behavioral research[tiab] OR behavioural research[tiab] OR narration[tiab] OR satisfaction[tiab] OR dissatisfaction[tiab] OR meanings[tiab] OR meaning[tiab] OR perspectives[tiab] OR perspective[tiab] OR ideas[tiab] OR idea[tiab] OR concepts[tiab] OR concept[tiab] OR beliefs[tiab] OR belief[tiab] OR attitudes[tiab] OR attitude[tiab] OR perceived[tiab] OR perceives[tiab] OR perceive[tiab] OR perceptions[tiab] OR perception[tiab] OR views[tiab] OR view[tiab] OR qualitative[tiab] OR interviewed[tiab] OR interviewing[tiab] OR interviewer[tiab] OR interviews[tiab] OR interview[tiab] OR comprehension[tiab] OR attitudinal[tiab] OR outlook[tiab] OR in depth[tiab] OR case studies[tiab] OR case study[tiab] OR opinions[tiab] OR opinion[tiab] OR expectations[tiab] OR expectation[tiab] OR thoughts[tiab] OR narratives[tiab] OR standpoint[tiab] OR standpoints[tiab] OR viewpoints[tiab] OR viewpoint[tiab] OR (audio record[tiab] OR audio recorded[tiab] OR audio recorder[tiab] OR audio recording[tiab] OR audio recordings[tiab] OR audio records[tiab]) OR thematic analysis[tiab] OR phenomenol\*[tiab] OR grounded theory[tiab] OR grounded studies[tiab] OR grounded research[tiab] OR purposive sampling[tiab] OR constant comparative[tiab] OR constant comparison[tiab] OR purposive sample[tiab] OR field study[tiab] OR field studies[tiab] OR field research[tiab] OR biographical method[tiab] OR theoretical sampl\*[tiab] OR open-ended[tiab] OR "open ended"[tiab] OR "life world"[tiab] OR life-world[tiab] OR conversation analysis[tiab] OR conversation analyses[tiab] OR theoretical saturation[tiab] OR OR "thematic analyses"[tiab] OR anxiety[tiab] OR anxieties[tiab] OR anxious)

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\* This set of terms has been developed to help identify only those studies conducted in the UK. It will be applied in selected databases only.

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## Appendix 2: Eligibility criteria for the systematic review

Studies will be included if they meet all of the following criteria:

1. Study focus must be on obesity, body size, shape or weight.
2. Study must aim to study people's views of obesity, body size, shape or weight (where 'views' are attitudes, perspectives, opinions, beliefs, feelings, understandings or experiences).
3. Study must use data collection methods that elicit young people's views in their own words using interviews, participant observation, or focus groups.
4. Study reports on individuals or groups aged between 11 and 18, or presents data separately for this age group, or on a group whose average age falls within this range.
5. Study must be published in 1997 or later.
6. Study includes participants in the UK.
7. Study must be primary research, in that data have been collected during that study through interaction with or observation of study participants (We will identify systematic reviews so as to identify primary research studies).
8. Study must be published in English.

But excluded if they meet any of the following criteria:

1. Study does not report its methods (fails to report both its data collection and its analysis methods).
2. If they are Masters-level theses.

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2  
3 First produced in 2010 by:

4  
5 Evidence for Policy and Practice Information and Co-ordinating Centre (EPPI-Centre)  
6 Social Science Research Unit  
7 Institute of Education, University of London  
8 18 Woburn Square  
9 London WC1H 0NR  
10 Tel: 020 7612 6397  
11 <http://eppi.ioe.ac.uk/>  
12 <http://www.ioe.ac.uk/ssru/>  
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16 The **Evidence for Policy and Practice Information and Co-ordinating Centre** (EPPI-Centre) is part  
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18 University of London.  
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21 The EPPI-Centre was established in 1993 to address the need for a systematic approach to the  
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23 publications of the Centre engage health and education policy makers, practitioners and service  
24 users in discussions about how researchers can make their work more relevant and how to use  
25 research findings.  
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30 participative social research as well as to support evidence-informed public policy and practice  
31 across a range of domains including education, health and welfare, guided by a concern for  
32 human rights, social justice and the development of human potential.  
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35 The views expressed in this work are those of the authors and do not necessarily reflect the  
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Section/topic	#	Checklist item	Reported on page #
<b>TITLE</b>			
Title	1	Identify the report as a systematic review, meta-analysis, or both.	
<b>ABSTRACT</b>			
Structured summary	2	Provide a structured summary including, as applicable: background; objectives; data sources; study eligibility criteria, participants, and interventions; study appraisal and synthesis methods; results; limitations; conclusions and implications of key findings; systematic review registration number.	
<b>INTRODUCTION</b>			
Rationale	3	Describe the rationale for the review in the context of what is already known.	8
Objectives	4	Provide an explicit statement of questions being addressed with reference to participants, interventions, comparisons, outcomes, and study design (PICOS).	Last paragraph p8 (PICOS acronym not appropriate, but Population and two other phenomena are stated (views, body size)
<b>METHODS</b>			
Protocol and registration	5	Indicate if a review protocol exists, if and where it can be accessed (e.g., Web address), and, if available, provide registration information including registration number.	10 – indication. Is available from authors. Has no registration no.



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Eligibility criteria	6	Specify study characteristics (e.g., PICOS, length of follow-up) and report characteristics (e.g., years considered, language, publication status) used as criteria for eligibility, giving rationale.	10
Information sources	7	Describe all information sources (e.g., databases with dates of coverage, contact with study authors to identify additional studies) in the search and date last searched.	9
Search	8	Present full electronic search strategy for at least one database, including any limits used, such that it could be repeated.	Web only file 1
Study selection	9	State the process for selecting studies (i.e., screening, eligibility, included in systematic review, and, if applicable, included in the meta-analysis).	10
Data collection process	10	Describe method of data extraction from reports (e.g., piloted forms, independently, in duplicate) and any processes for obtaining and confirming data from investigators.	10
Data items	11	List and define all variables for which data were sought (e.g., PICOS, funding sources) and any assumptions and simplifications made.	10
Risk of bias in individual studies	12	Describe methods used for assessing risk of bias of individual studies (including specification of whether this was done at the study or outcome level), and how this information is to be used in any data synthesis.	10
Summary measures	13	State the principal summary measures (e.g., risk ratio, difference in means).	n/a
Synthesis of results	14	Describe the methods of handling data and combining results of studies, if done, including measures of consistency (e.g., $I^2$ ) for each meta-analysis.	n/a

Page 1 of 2

Section/topic	#	Checklist item	Reported on page #
Risk of bias across studies	15	Specify any assessment of risk of bias that may affect the cumulative evidence (e.g., publication bias, selective reporting within studies).	Not done
Additional analyses	16	Describe methods of additional analyses (e.g., sensitivity or subgroup analyses, meta-regression), if done, indicating which were pre-specified.	17 web only file 4
<b>RESULTS</b>			
Study selection	17	Give numbers of studies screened, assessed for eligibility, and included in the review, with reasons for exclusions at each stage, ideally with a flow diagram.	13 web only file 2
Study characteristics	18	For each study, present characteristics for which data were extracted (e.g., study size, PICOS, follow-up period) and provide the citations.	Table 2
Risk of bias within studies	19	Present data on risk of bias of each study and, if available, any outcome level assessment (see item 12).	Web only file 3



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Results of individual studies	20	For all outcomes considered (benefits or harms), present, for each study: (a) simple summary data for each intervention group (b) effect estimates and confidence intervals, ideally with a forest plot.	see Table 3 and web only file 4
Synthesis of results	21	Present results of each meta-analysis done, including confidence intervals and measures of consistency.	Summary of themes: bottom p17 and table 3
Risk of bias across studies	22	Present results of any assessment of risk of bias across studies (see Item 15).	Web only file 3
Additional analysis	23	Give results of additional analyses, if done (e.g., sensitivity or subgroup analyses, meta-regression [see Item 16]).	n/a
<b>DISCUSSION</b>			
Summary of evidence	24	Summarize the main findings including the strength of evidence for each main outcome; consider their relevance to key groups (e.g., healthcare providers, users, and policy makers).	Key messages section and initial sentences of first 3 paras in discussion
Limitations	25	Discuss limitations at study and outcome level (e.g., risk of bias), and at review-level (e.g., incomplete retrieval of identified research, reporting bias).	28
Conclusions	26	Provide a general interpretation of the results in the context of other evidence, and implications for future research.	27-8
<b>FUNDING</b>			
Funding	27	Describe sources of funding for the systematic review and other support (e.g., supply of data); role of funders for the systematic review.	Footnotes

From: Moher D, Liberati A, Tetzlaff J, Altman DG, The PRISMA Group (2009). Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA Statement. PLoS Med 6(6): e1000097. doi:10.1371/journal.pmed1000097

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