

Dove Self Esteem Project

Confident Me!

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What thoughts, images, words come to mind when I say the words *body image*?

Dove
self-esteem
project



What is body image?

How a person thinks and feels about their body and the way they look.

Every person, regardless of how they look, can experience low body confidence.

Body image is not static and can change over time.



How does low body confidence affect
young people?

How do you see low self
esteem, poor body image
and low body confidence
impacting your students?

How does low body confidence affect young people?

It is estimated that between 40-70% of adolescent girls and boys experience low body confidence.

Low body confidence results in:

- poorer classroom participation and performance
- poorer psychological and physical health
- opting out of basic life activities like going to the doctor, joining a sports team or club, or even giving an opinion.

Developed using an evidence-based framework

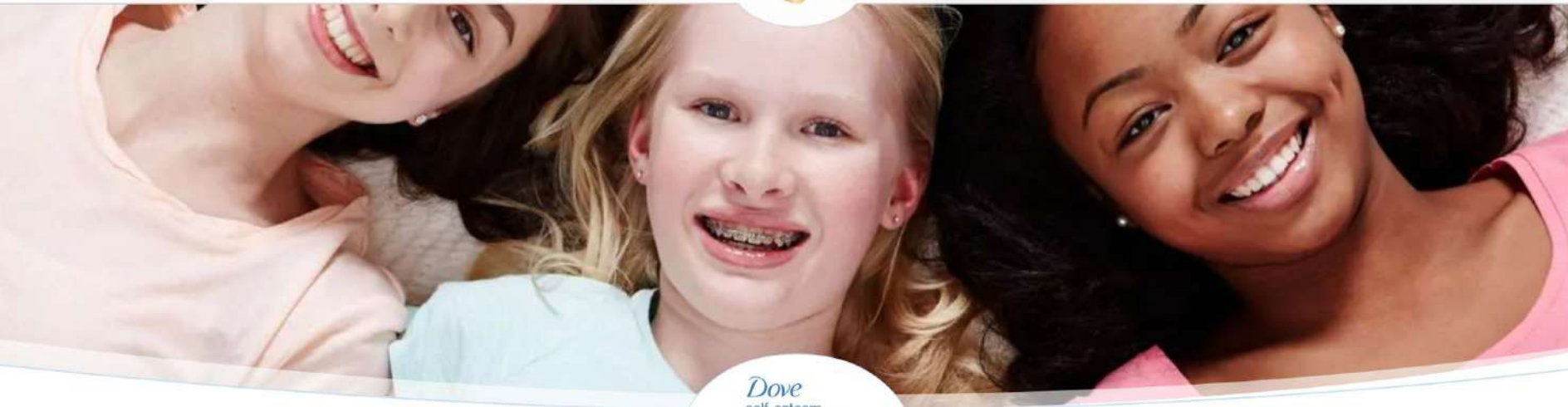


- Dove-commissioned a scientific literature review on adolescent girls' body confidence (Centre for Appearance Research, UWE)
- Research revealed 6 key target behaviors/areas to genuinely improve body confidence
- An evidence-based Content Development Framework now underpins all Dove Self-Esteem interventions

What is the Dove Self Esteem Project (*Confident Me!*)?

- The social mission for personal care brand Dove.
- DSEP was created to ensure the next generation develops a positive relationship with the way they look.
- Dove is the largest provider of self-esteem education in the world
- Over the past decade, DSEP has provided more than 20 million young people around the world body confidence and self-esteem education.
- It is a global initiative that uses education programs to equip girls and boys with the tools to:
 - Help them develop greater body confidence
 - Raise their self-esteem
 - Realize their full potential





Welcome to the Dove Self-Esteem Project

At Dove, we believe no young person should be held back from reaching their full potential. However, low body confidence and anxieties over appearance keep young people from being their best selves, affecting their health, friendships, and even performance at school.... [Read more](#)

Our Topics



Our Mission

Helping young people overcome body image issues and fulfill their potential by building positive body confidence and self-esteem

[find out more](#)



Browse all Dove Self-Esteem Project

Our Mission

Parent & Mentor Resources



Teacher Resources

Youth Leader Resources

Quick Poll

School Workshops On Body Image: Confident Me

We believe every young person should grow up feeling confident about their looks. That's why we've developed Confident Me, a set of evidence-based resources for teachers and schools aimed at 11- to 14-year-olds. ...
[Read more](#)

Resources For Teachers

(3 items)



Self-esteem teaching resources – Confident Me: Single Lesson

Educational materials looking at the media's influence on body image and self-esteem, with videos, presentations and worksheets to help build young...



⌚ 2 min



Self-Esteem Teaching Resources – Confident Me: Five Lessons

Teaching materials on body-image and the media – activities, videos, and worksheets to help boost young people's body confidence and improve their...



⌚ 2 min



Confident Me: Training Videos for Teachers

Click here to watch our series of Confident Me training videos—all designed to help you present self-esteem workshops successfully.



⌚ 4 min

Each Lesson (both single-lesson and 5-lesson program), has downloadable documents...

Confident Me:
School Workshops for Study Confidence

Single Session

Workshop Guide for Teachers



1. Educator Guide

Where does this pressure come from?



2. Slides/PPT



Name:

Analyzing Influences on Appearance Ideals

Negative
External Influences

 (task 3)

Negative
Internal
Influences

 (task 1)

Positive
Internal
Influences

 (task 2)

Positive
External Influences

 (task 4)

3. Student Workbook

How to use this guide

Desired responses from students. To help you guide students' answers in a way that develops their understanding throughout the workshop and has greatest impact on their body confidence.

Learning outcome. Students should achieve this by the end of the section.

Visual cues and learning objectives. To help you steer the workshop and deliver it effectively.

Teacher actions. Non-italic bullet points highlight important questions to ask students to ensure key workshop concepts are addressed with optimum impact on body confidence. Text in *italics* indicates instructions to help structure workshop activities, e.g. where you should play films or use activity sheets. These can be adapted by you to suit the specific needs of your class.

Confident Me
Single Lesson

Professional media

By the end of this section, students will have practiced media literacy skills by exploring how images and messages in professional media are often manipulations of the truth. They will have developed some strategies to resist appearance pressures by avoiding comparing themselves and to challenge appearance ideals in professional media.

20 minutes

5



Suggested time allocation. Reflects the relative importance of each section for achieving learning outcomes and improving students' body confidence, but may be adapted to suit the length of your lesson.

PRESENTATION



Students will articulate ways that images in professional media can be manipulated through airbrushing, styling and production techniques.

TEACHER ACTIONS

> Explain that we will start by exploring how images and messages in professional media can be a source of appearance pressures.

- What do you think the word 'manipulation' means?
- How are images of people in the media manipulated or changed?

- > Divide the class into six groups and play 'Dove: Evolution'.
- > While the film is playing, hand each student the Discussion Card handout. Once film is finished, assign each group a number 1-6.
- > After the film is finished, instruct the students to turn over their cards, and read the question they have been assigned based on the number of their group. Play the film a second time and then instruct the students to discuss the question on their allocated Discussion card.
- > Go through each group's discussion point, in order.

DESIRED RESPONSES

- To edit or change something, such as a person's appearance in media.
- General responses such as airbrushing, lighting, make-up, choosing the best few images out of hundreds taken.

Showing the 'Dove: Evolution' film can result in immediate boosts to students' body confidence.²

You could also try showing the film again in two parts, pausing when the photos are taken.

² E. Halliwell, A. Tassin and D. Harcourt, 'Body dissatisfaction: Can short media literacy message reduce negative media exposure effects amongst adolescent girls?', *British Journal of Health Psychology*, Vol. 16, 2010, pp. 598-603. S. O'Gara and S. Ward, 'Highlighting media modifications: Can a television commercial mitigate the effects of music video on female appearance satisfaction?', *Body Image*, Vol. 8, 2011, pp. 135-142.

Jigsaw Activity:

- Once in your groups (Single Session/Sessions 1-5; found on your seat) you will review the lesson as a group.
- Topics for Discussion:
 - What are the learning objectives for this lesson?
 - Standards
 - Key concepts
 - What activities jumped out at you? Why?
 - What questions do you have about implementing this lesson with students?
- Share :)

Single Lesson (50 minutes)

Objectives:

- **Understand** the concept of appearance ideals;
- **Analyze** the influences that create pressure to
- achieve appearance ideals;
- **Build** media literacy skills by exploring how images
- and messages are often manipulations of the truth; and
- **•Challenge** appearance ideals by setting a goal to
- build body confidence.

National Health Education Standards Alignment:

- Students will **comprehend** concepts related to health promotion and disease prevention to enhance health.
- Students will **analyze** the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Students will **demonstrate** the ability to use goal-setting skills to enhance health.

Activities in Single Session

- Define appearance ideals
- Where do these pressures come from? (class discussion)
- What do we mean by media?
- Students analyze advertisements and answer questions such as:
- Discussion on what problems this may cause.
- End of session includes students setting a goal using a template around how to effectively address the pressure you and your friends feel to look a certain way.

Overview of 5-Lesson Program

1

- Appearance Ideals

2

- Media Messages

3

- Confront Comparisons

4

- Banish Body Talk

5

- Be The Change

ALL

- Body Confidence Champions

Lesson 1: Appearance Ideals

Objectives:

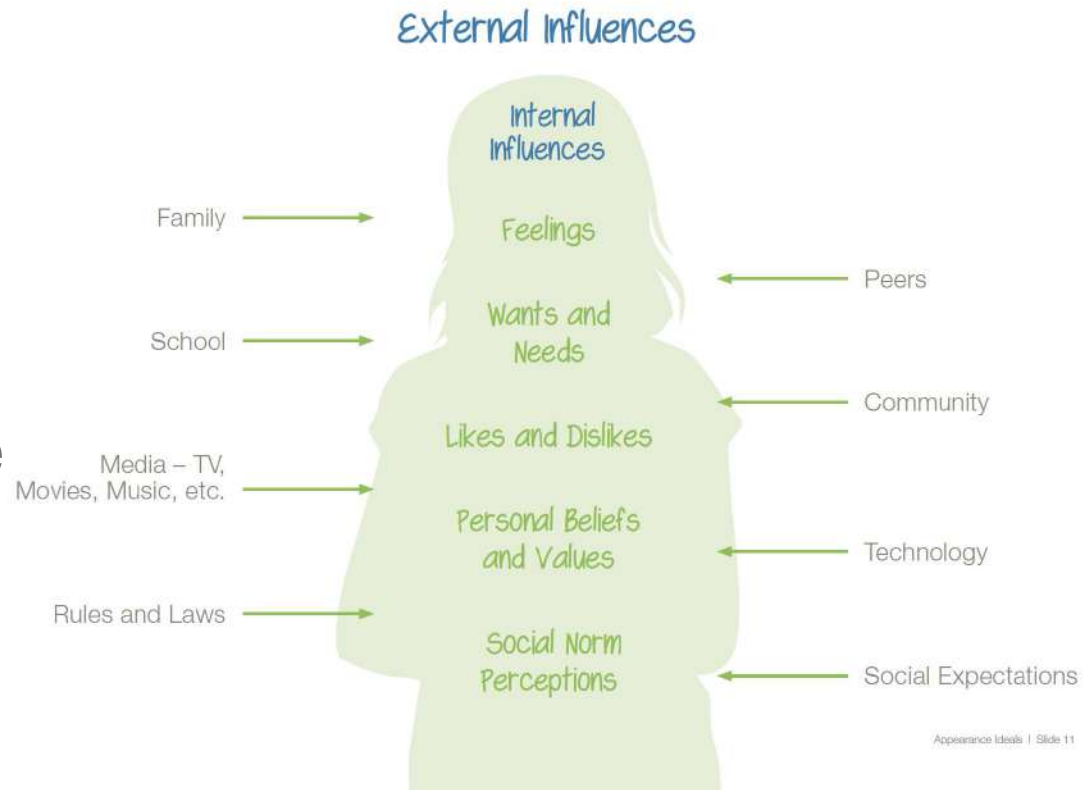
- Understand the concept of appearance ideals and where pressure to achieve them comes from.
- Have the **opportunity to analyze internal and external influences** related to body confidence.

National Health Education Standards Alignment:

- Students will **comprehend** concepts related to health promotion and disease prevention to enhance health.
- Students will **analyze** the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Students will **demonstrate** the ability to use goal-setting skills to enhance health.

Activities in Lesson 1

- Define appearance ideals
- Introduce internal & external influences
- Bowl of Milk Activity
- Impact of appearance pressures
- Skill development around analyzing influences



Lesson 2: Media Messages

Objectives:

- Analyze professional and social media
- Develop media literacy skills by exploring how images and messages from media often manipulate reality
- Set a short term social media goal that addresses appearance ideals

National Health Education Standards Alignment:

- Students will **comprehend** concepts related to health promotion and disease prevention to enhance health.
- Students will **analyze** the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Students will **demonstrate** the ability to use goal-setting skills to enhance health.

Activities in Lesson 2

- What do we mean by media?
- Media messages throughout the day video
- Evolution video- how can images be manipulated?
- Analyze ads and the impact of social media
- Set a goal!

Goal Setting – Writing SMART Goals

How to write a SMART goal:

Specific – Focus on just one very clear goal.

Measurable – Set a condition so you can tell when your goal is met.

Attainable – Be sure it is something that is not too far out of reach.

Realistic – Set a goal that requires effort but is possible.

Time – Give yourself a time limit.

SMART Goal Example

- I will get my homework done before I use technology to talk with friends after school, for the next week, consistently, every day.



Lesson 3: Confront Comparisons

Objectives:

- Understand that comparing looks to individuals and media images is automatic and part of human nature.
- Identify the ways in which the process of comparing looks often has negative consequences for themselves and their friends.
- Analyze impact of comparing ourselves to others.

National Health Education Standards Alignment:

- Students will **comprehend** concepts related to health promotion and disease prevention to enhance health.
- Students will **analyze** the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Students will **demonstrate** the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Activities in Lesson 3

- Change One Thing video
- What happens when people compare looks?
- Whirlpool of comparisons
- Role Play practice for interpersonal communication skills
- Extension activity

Name:



Semi-Scripted Role Play

Abdul and Joey are shooting hoops after school.

Abdul keeps missing the basket and tells Joey if only he were taller he'd be such a better player. Joey laughs and says he wishes he would bulk up more, he hates being so skinny. Finish the semi-scripted role play below. Make sure the following criteria are met within the role play:

- The definition of body talk is included
- At least two harmful impacts of body talk are included
- Determine what type of medium is present and whether it is an external or internal influence
- At least two positive influences/comments are included
- Respectful tone is used



Your role play will be scored using the performance checklist.

Abdul: Man! I could be such a better player if I were a few inches taller!

Joey: I hear ya, man. I wish I could gain weight. I'm so thin, I get knocked onto the ground no matter what sport I play!

Abdul: I know we are still growing, but I wish my growth spurt would just get here!

Joey:

Abdul:

Etc.

Semi-Scripted Performance Checklist (for teacher, or peers to use on each other)



Skill?	Present? (yes/no)
• Define body talk	
• Two harmful impacts of body talk are listed	
• Stating whether the influences within this scenario are external or internal	
• At least two positive influences/comments are included	
• Use of respectful tone within script	

Lesson 4: Banish Body Talk

Objectives:

- Understood what is meant by body talk, and why people engage in conversations about appearance.
- Recognized problems body talk can cause.
- Developed strategies for addressing negative body talk.
- Identified what you like about your uniqueness or identified how you feel about your uniqueness.
- Set a goal to increase positive self talk and decrease or eliminate body talk with yourself or friends.

National Health Education Standards Alignment:

- Students will **comprehend** concepts related to health promotion and disease prevention to enhance health.
- Students will **demonstrate** the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will **demonstrate** the ability to use goal-setting skills to enhance health.

Activities in Lesson 4

- How do we talk about appearance?
- Watch 3 videos: Conversation with Friends, Conversation with the Team and Conversation with the Mirror
- Discussions and carousel activity (with PA)
- Overall impact of body talk? How do we challenge it?
- Goal setting activity

Activities in Lesson 4

How do we use body talk?



10 arm circles

How is this scenario different from the others? (ie. internal, negative)



5 squats

Why do you think she is talking about appearance?



bicep curls

How does she feel?



tricep curls

How do you think this conversation makes the person feel about their appearance?



toe touches

What impact might these thoughts have on her?



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Lesson 5: Be the Change

Objectives:

- Engage in an activity to review concepts learned in the program.
- Advocate for body confidence.

National Health Education Standards Alignment:

- Students will **comprehend** concepts related to health promotion and disease prevention to enhance health.
- Students will **demonstrate** the ability to advocate for personal, family and community health.

Name:



Find Someone Who



- Move around room and have your classmates write their name in a box if they are able to answer the statement/question. You are allowed to sign your own paper twice and have another person sign your paper in two squares, but no more.

<p>Can list two ways media changes people's images to create unrealistic appearance ideals.</p> <p>_____</p>	<p>Complimented someone without mentioning appearance.</p> <p>_____</p>	<p>Can explain what an appearance ideal is.</p> <p>_____</p>	<p>Can name one way to challenge appearance ideals.</p> <p>_____</p>	<p>Can name an internal influence that helps overcome unhealthy body ideals.</p> <p>_____</p>
<p>Has a special talent</p> <p>_____</p>	<p>Can list three common body ideals promoted in the media.</p> <p>_____</p>	<p>Can explain the "whirlpool of comparisons."</p> <p>_____</p>	<p>Wants to spend less money on trying to achieve appearance ideals.</p> <p>_____</p>	<p>Can tell one way to confront comparisons.</p> <p>_____</p>
<p>Has an interesting hobby.</p> <p>_____</p>	<p>Has taken action to help someone stop from making an appearance comparison.</p> <p>_____</p>	<p>Can name three qualities in others they think are more important than appearance.</p> <p>_____</p>	<p>Can give two negative consequences of trying to reach appearance ideals.</p> <p>_____</p>	<p>Has done something they are proud of.</p> <p>_____</p>
<p>Can explain a negative consequence of making appearance comparisons.</p> <p>_____</p>	<p>Can list three external influences on body ideals.</p> <p>_____</p>	<p>Can name three qualities that make them unique.</p> <p>_____</p>	<p>Can name the 5 parts of a SMART Goal.</p> <p>_____</p>	<p>Has seen an example of unrealistic appearance ideals on social media.</p> <p>_____</p>
<p>Has met their goal to reduce or eliminate body talk.</p> <p>_____</p>	<p>Can name two things the person holding this paper is good at.</p> <p>_____</p>	<p>Can name two places where body ideals come from.</p> <p>_____</p>	<p>Can give an example of a positive and a negative internal influence on body image.</p> <p>_____</p>	<p>Spends less time than before trying to achieve appearance ideals.</p> <p>_____</p>

Name: _____



End of Program Performance Assessment

- Select one of the following final projects to complete around body confidence that demonstrates your knowledge and skill development about analyzing influences, interpersonal communication and advocacy.

★ Letter



Find a commercial or advertisement in a magazine, on television, or on social media that focuses on appearance. Write a letter to the magazine, advertiser, or company. Explain how their advertisement impacts you and your friends to have unrealistic body ideals.

- You will be scored based on the Analyzing Influences and Advocacy Rubrics.

★ Powtoon



You are a middle school teacher who is teaching your students the importance of positive self image and the harmful effects of body talk. Create a 1 minute Powtoon that includes the following concepts/skills:

- Define the following terms: body confidence, goal setting, social media, professional media, appearance ideals, pressures, and manipulation of media
- Include 3 suggestions on how middle school youth can take action to lessen the impact of the negative influences.
- Use strong awareness of the target audience (e.g., their background, perspective, interests) including word choice, tone, examples, graphics, etc., that are well suited for middle school youth.

How to create a Powtoon:

<https://www.powtoon.com/blog/11-ways-to-use-powtoon-in-your-classroom/>



Your Powtoon will be scored using the following performance checklist:

Criteria	Yes/No?	
I defined each of the following terms: body confidence, goal setting, social media, professional media, appearance ideals, pressures, and manipulation of media.		
I included at least three suggestions on how middle school youth can take action to lessen the impact of the negative influences.		
I have strong awareness of the target audience (e.g., their background, perspective, interests) including word choice, tone, examples, graphics, etc., that are well suited for middle school youth.		

Be a body confident role model

- You don't have to have perfect body image to deliver these lessons, but try to:
 - Remember that discussing people's weight and appearance (including your own, and people in every day life and the media) reinforces appearance pressures.
 - Avoid sharing personal stories
 - Avoid speaking negatively about your own appearance in front of students.
 - Talk respectfully and kindly to yourself and your body, and others.

Social Media

@Dove

#DoveSelfEsteem

INCENTIVES FOR IMPLEMENTATION!

- Incentives: If you implement the single or 5-lesson program and complete a brief educator survey (takes 6 min to complete), your name will be entered into two drawings:
 - 14 educators will be selected to choose a *state* education association conference to attend at no cost (ASCD, NASN, SHAPE, PE Summit, etc.)
 - 4 educators will be selected to attend a *national* convention such as SHAPE America's National Convention in Nashville, March, 2018

To share you have implemented:

- Email: samantha@cairnguidance.com
- Include the following information:
 - Full Name
 - Work Email
 - School(s) Name
 - District, State
 - Grades Teaching in 2017
 - Total number of Students
- You will be sent the educator survey. Take 5-6 minutes to complete and your name will be entered into the incentive drawing



Any questions? Thank you!

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