Dove Self Esteem Project
Confident Me!

Webinar Presenters: Jan Gay & Laura Ross
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#DoveSelfEsteem
#DovePartner
Becoming DESP Cadre Trainers

- Signed up for DSEP “Confident Me!” Curriculum at a conference.
- Received an email requesting applications from educators who were interested in sharing the free curriculum with other educators.
- Selected and trained in Phoenix, AZ with 21 other educators with backgrounds ranging from counseling, social work, health education, and public health.
- Why it matters to us?
  - Low self-esteem impacts students ability to succeed in many areas.
  - Developing students social/emotional development.
  - Help students become "Change Agents" for positive self-image.

Learning outcomes:

1. Participants will learn how to help students reduce appearance comparisons and body talk.
2. Participants will learn how to help students identify the influence of media messages and create a plan to “remix” those messages.
3. Participants will understand how to access and utilize the body confidence curriculum in a single lesson or a 5 week lesson.
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.

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.
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.

Low Body Confidence & Young People

How do you see low self esteem, poor body image and low body confidence impacting your students?
Low Body Confidence & 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.

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Browse all Dove Self-Esteem Project

Our Mission
Parent & Mentor Resources
Teacher Resources
Youth Leader Resources

5 Lessons
1 Lesson
Each Lesson (both single-lesson and 5-lesson program), has downloadable documents…

1. Educator Guide
2. Slides/PPT
3. Student Workbook
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.

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.**
Activities in Lesson 1

• Define appearance ideals
• Introduce internal & external influences
• Bowl of Milk Activity (influences + hormones)
• Impact of appearance pressures (time, money, emotion)
• Skill development around analyzing influences

Lesson 2: Media Messages

Objectives:
• Define & 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
Activities in Lesson 2

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

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.
Activities in Lesson 3

• Change One Thing Video
• What happens when people compare looks?
• Whirlpool of comparisons
• Role Play practice for interpersonal communication skills

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.
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
- Overall impact of body talk? How do we challenge it?
- Goal setting activity

Lesson 5: Be the Change

Objectives:
- **Be Courageous**
- Engage in an activity to review concepts learned in the program.
- Advocate for body confidence.
Performance Assessment

Where to Implement Confident Me!

- Core Curriculum Lessons
- Small Group Lessons
- Partner with Health and PE teachers
  - Health Standards
- Advisement Groups
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 everyday 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.
  - Be culturally responsive in reference to body image and ideals.

ASCA Mindsets & Behaviors

**Mindsets**
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
M 2. Self-confidence in ability to succeed

**Behaviors**

**Learning Strategies:**
B-LS 1. Demonstrate critical-thinking skills to make informed decisions

**Self-Management Skills:**
B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals
B-SMS 6. Demonstrate ability to overcome barriers to learning
B-SMS 7. Demonstrate effective coping skills when faced with a problem

**Social Skills:**
B-SS 1. Use effective oral and written communication skills and listening skills
B-SS 2. Create positive and supportive relationships with other students
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:
  - 8 educators will be selected to choose a state education association conference to attend at no cost
  - 1 educator will be selected to attend a national convention such as ASCA

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 2018
  - 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
Questions?

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Video Links:

Lesson 1: Appearance Ideals: https://youtu.be/yPnpc9TluF8
Lesson 2: Media Messages: https://youtu.be/y7gkVF4w2w
   Dove - Evolution of a Model: https://youtu.be/s2gD80jv5ZQ
Lesson 3: Change One Thing: https://youtu.be/L6isTxQ_j_U
   Body Talk Conversations with The Team: https://youtu.be/GC4FY3uiB_s
   Body Talk Conversations with The Mirror: https://youtu.be/DZws4w6fOEU
   Body Talks Soundtrack to School: https://youtu.be/bM7PfzStz2-Y
Lesson 5: Being the Change - Megan: https://youtu.be/byBGUzKgXXc
   Being the Change - Mikhaila: https://youtu.be/V_hd9vA3MbE
   Being the Change - Levi: https://youtu.be/2yTn7UvpUoQ

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