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Dove Self Esteem Project *Confident Me!*

Webinar Presenters: Jan Gay & Laura Ross
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Dove Self Esteem Project *Confident Me!*

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#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.



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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

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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

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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?*





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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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<https://www.dove.com/us/en/dove-self-esteem-project.html>



Welcome to the Dove Self-Esteem Project

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Dove Self Esteem Project *Confident Me!*



The screenshot shows the website's navigation menu with the following items: Products, Baby Dove, Dove, Men+Care, and Dove Self-Esteem Project. Below the navigation, the main menu includes: Browse all Dove Self-Esteem Project, Our Mission, Parent & Mentor Resources (with a dropdown arrow), Teacher Resources, and Youth Leader Resources. A white arrow points from the 'Teacher Resources' menu item to the 'Confident Me!' workshop page shown in the second slide.

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Dove Self Esteem Project *Confident Me!*

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)

 <p>Self-Esteem Teaching Resources – Confident Me: Single Lesson</p>	 <p>Self-Esteem Teaching Resources – Confident Me: Five Lessons</p>	 <p>Confident Me: Training Videos for Teachers</p> <p>Click here to watch our videos!</p>
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Annotations: '5 Lessons' points to the 'Self-Esteem Teaching Resources - Confident Me: Five Lessons' card. '1 Lesson' points to the 'Self-Esteem Teaching Resources - Confident Me: Single Lesson' card.

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

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

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How to use this guide

Learning objectives. Educators should outline this by the end of the session.

Objectives and learning experiences. To help you plan the materials and content of activities.

Student activities. Activities build upon the objectives and provide key learning experiences and activities with students. Present on daily activities. Use to build a classroom community by using interactive activities, e.g. when you discuss the three or six activity sheets. These can be selected by you to suit the specific needs of your class.

Student resources. To help you plan to deliver the content of your lesson.

Suggested time allocation. Reflects the relative importance of each section for achieving learning objectives and preparing planned class activities. It may be adjusted to suit the length of your lesson.

Notes, ideas and a plan for applying the effectiveness of the resources for students.

Key activities. The key activities are those that are most effective for supporting learning objectives. These are shown in blue and should be prioritised if you are short of time.



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.



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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

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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.

The diagram shows a central figure with a green silhouette. Inside the figure, the following internal influences are listed: Feelings, Self and Body, Likes and Dislikes, Personal Beliefs and Values, and Social Norms/Perceptions. Outside the figure, the following external influences are listed: Family, School, Media-TV, Movies, Video, etc., Relevant Laws, Peers, Community, Technology, and Social Expectations. Arrows point from these external influences towards the central figure.

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A S C A W E B I N A R S E R I E S

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



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A S C A W E B I N A R S E R I E S


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




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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!



Goal Setting – Writing SMART Goals

Use the SMART goal:

Specific – focused and well-defined

Measurable – can be tracked or measured


Achievable – realistic and attainable

Related – related to your overall goals

Time – has a deadline

SMART goal example:

I will write a SMART goal by the end of the week.





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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.






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Activities in Lesson 3

- [Change One Thing Video](#)
- What happens when people compare looks?
- Whirlpool of comparisons
- Role Play practice for interpersonal communication skills







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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.

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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






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Lesson 5: Be the Change

Objectives:

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

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Performance Assessment

Number 100
File the Change

End of Program Performance Assessment

• Create one of the following final projects to complete student learning outcomes that demonstrate your knowledge and self-development about analyzing influences, interpersonal communication and education.

Letter

Write a letter to a professional or self-employed in a magazine, on-line, or on social media that focuses on awareness, skills, and skills to the magazine, education, or company. Explain how their achievement/insight will give your students a new perspective on their goals.

• This will be scored based on the Analyzing Influences and Advocacy Rubric.

Podcast

You are a middle school teacher who is teaching your students the importance of exhibits our eggs and the harmful effects of early sex. Create a 1-minute podcast that includes the following components:

- Define the following terms: toxic influences, peer eating, social media, professional media, appropriate media, prevention, and mitigation of risks.
- Include 2 suggestions on how middle school youth can take action to lessen the impact of the negative influences.
- Use strong language of the target audience (e.g., their background, language, interests including what shows, songs, games, products, etc.) that are well suited for middle school youth.

How to create a Podcast

How to create a podcast
http://www.podcast.com
http://www.podcast.com
http://www.podcast.com

Your Project will be scored using the following performance checklist:


Criteria	Target
• Define all words of the following terms: toxic influences, peer eating, social media, professional media, appropriate media, prevention, and mitigation of risks.	
• Included at least three suggestions on how middle school youth can take action to lessen the impact of the negative influences.	
• Used strong language of the target audience (e.g., their background, language, interests including what shows, songs, games, products, etc.) that are well suited for middle school youth.	

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Where to Implement Confident Me!

- Core Curriculum Lessons
- Small Group Lessons
- Partner with Health and PE teachers
 - Health Standards
- Advisement Groups

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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 beauty ideals.



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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



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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 educators will be selected to attend a *national* convention such as ASCA



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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



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Questions?


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Video Links:

Lesson 1: Appearance Ideals: <https://youtu.be/yPnpc9TluF8>


Lesson 2: Media Messages: <https://youtu.be/y7gkVF4w2ww>
 Dove - Evolution of a Model: <https://youtu.be/s2gD80jv5ZQ>

Lesson 3: Change One Thing: https://youtu.be/L6isTxQ_j_U

Lesson 4: Body Talk Conversations with Friends: https://youtu.be/YVD_--CVZaU
 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/bM7PzSt2-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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