Confident Me! A Free Body Confidence Program

Webinar Presenter: Jess Lawrence
Webinar Date: May 17

Upon completion of this webinar, attendees should be able to...

• Discuss media literacy with respect to these ideals.
• Help students reduce appearance comparisons and appearance conversations.
• Promote body activism and positive behavior change among students.
How do you see low self esteem, poor body image and low body confidence impacting your students?
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?

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.
- 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
- Reached over 14 million young people to date
- US Pilot just completed & revisions under way
Low body confidence is a worldwide issue. It can be hard to identify and even harder to address, which is why Dove is on a mission to help everyone support young people to be more body-confident.

Beauty-related anxiety is a big problem, and is recognized as an important issue by young people all around the world. Australian girls say that body image is one of their top three worries in life. One in three 6-year-olds in Japan experiences low body confidence, 81% of 10-year-old girls in the U.S. are afraid of being fat. And more than 110,000 girls in Brazil underwent cosmetic surgery in 2009.

http://selfesteem.dove.us/
Teachers Program: Confident Me (Single-session)

Who is it for?
- Teachers or trained facilitators for use in school classrooms or formal education settings (health teachers, PE teachers, school counselors, school nurses & other middle school partners/educators)
- Lesson designed for students, both girls and boys, aged 11-14 years

What's included in the materials?
- Single-Session Program
  - Lesson plan
  - PPT
  - Student activity sheets
  - Advertisements

http://selfesteem.dove.us/
Each Session (both single session and 5 session, has 3 downloadable documents…

1. Teacher Guide

2. Slides/PPT

3. Student Workbook
Single Session (45-60 minutes)

Single Session Objectives:

- **Understand the concept of appearance ideals** and where pressure to achieve them comes from.
- **Build media literacy**, exploring how images and messages, from advertising to cinema and social media, are often manipulations of the truth.
- **Develop strategies to resist appearance pressures**, avoid comparing themselves, challenge appearance ideals and build body confidence.

**Definition cards**

- **Appearance ideals**: The way our culture tells us is the ideal way to look at a certain moment in time.
- **Appearance pressures**: Pressure we feel to look like an appearance ideal and to be beautiful, glamorous and attractive.
- **Body confidence**: The way we think and feel about the way we look and how we behave as a result.
- **Manipulation of media**: The way images in the media are carefully prepared, selected, airbrushed and digitally altered so they no longer reflect the real person they feature.
- **Media**: Messages, images and films that are communicated in different ways.
- **Professional media**: Images, messages and films produced by companies or businesses that are communicated through channels such as TV programmes, magazines, advertising, films, music videos.
- **Personal and social media**: Images, messages and films produced by you and your friends and shared in person, online and via social networks.
- **Pledge**: A promise to do something which you will make every effort to keep.
Overview of 5-Session Program

1. Breaking Down Appearance Ideals
2. Media Messages: Remix your responses
3. Confront Comparisons
4. Banish Body Talk
5. Be The Change

ALL. Body Confidence Champions
Lesson 1: Breaking down appearance ideals

Learning Objectives

Students will...

• understand the concept of appearance ideals and where pressure to achieve them comes from;
• recognize the pressures caused by trying to match appearance ideals, and the impact this has on their everyday lives;
• understand the qualities of Body Confidence Champions; and
• commit to one action to champion body confidence.
What do you think these images show?

What are the **problems** associated with trying to achieve unrealistic and unachievable ‘appearance ideals’?

- Time
- Money
- Emotional Energy
- Relationships
- Health
Examples of costs/problems

- Psychological Health
  - Low self-esteem
  - Depression
  - Always being worried

- Physical Health
  - Unhealthy eating
  - Substance use (smoking, alcohol)
  - Under or over exercising

- Relationships
  - Teasing and bulling
  - Feeling left out
  - Struggling to be a good friend

- Education
  - Being late for school
  - Difficulty concentrating
  - Too shy to put your hand up in class

Lesson 2: Media Messages: Remix Your Responses
Learning Objectives

Students will...

• explore how images and messages in professional media are often manipulations of the truth;
• understand that it is pointless to compare images in media because they often promote appearance ideals in order to sell us products and services;
• reflect on how the media we create can also reinforce appearance pressures;
• practice resisting media pressure; and
• commit to one action to champion body confidence.

How can images be manipulated?

Photos taken

Before

After

Choose model
Choose wardrobe
Choose professional lighting
Make up
Manicure and pedicure
Hair styling (colour, wash, blow dry)
Review all shots, select one
Elongate neck
Even skin tone
Enlarge eyes
Fill out lips
Whiten teeth
Choose photographer
Agree photograph brief
Erase blemishes
Correct hair and make it appear fuller
Reduce facial width
Lift eyebrows

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What are the messages behind ads?

- What is being sold?
- Who are they using to sell it?
- Why are they using a person who looks like this?
- Why would they manipulate a picture of this person to make them look more ideal in the ad??

Lesson 3: Confront Comparisons
Learning Objectives

Students will...

• understand that comparing looks to individuals and media images is automatic and part of human nature;
• identify ways in which the process of comparing looks often has negative consequences for themselves and their friends;
• practice strategies to avoid comparing looks; and
• commit to one action to champion body confidence.

How do we compare our looks?

Are the people we compare with usually:

Better Looking? Not as good looking?

Do people usually compare the body parts they:

Like? Dislike?
What is the impact of these comparisons?

The ‘whirlpool of comparisons’
Lesson 4:
Banish Body Talk
Learning Objectives

Students will…

• understand what is meant by body talk, and why people engage in conversations about appearance;
• recognize the problems body talk can cause for themselves and others;
• practice how to avoid or challenge body talk; and
• commit to one action to champion body confidence.

“I’m so fat”
“You look great, have you lost weight?”
“He shouldn’t be wearing skinny jeans with a stomach like that”
“He is so tiny, he needs to go to the gym and work out”
“She’d be so much prettier if she lost a little bit of weight”
“I wish I wasn’t so short”
“You think you’re fat, look at me!”
“Have you seen his face lately? So many spots. Disgusting!”
“Does this dress make me look slim?”
“You’re so pretty, I wish I could have a flat stomach like you”

What is Body Talk?

Any type of conversation or comments about appearance, weight or shape
What is wrong with Body Talk?

- Reinforces appearance ideals
- Draws our attention to appearance pressures
  - What did I look like before?
  - Do I have to be thin to be pretty?
  - If she thinks that about him, what does she think about me?
  - I have to look a certain way to get compliments
- Leads to low body confidence
- Negative *and* seemingly positive comments are problematic

Lesson 5:
Be The Change
Learning Objectives

Students will...
- Recall the key learnings from the workshop series in their own words;
- Recall what it means to be a Body Confidence Champion;
- Develop a plan for sharing their learning with their wider community;
- Set a goal to personally champion body confidence; and
- Celebrate their commitment to acting as a Body Confidence Champion

- How can we celebrate individuality?
- Champion change!

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.
Social Media

@Dove
#DoveSelfEsteemProject

INCENTIVES FOR IMPLEMENTATION!

- Incentives: If you implement the single or 5-session program and complete a brief educator survey, 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, SHAPE, PE Summit, etc.)
  - 4 teachers will be selected to attend SHAPE America’s National Convention in Nashville, March, 2017
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
  - Current Number of Students
- You will be sent the educator survey. Take 5 minutes to complete and your name will be entered into the incentive drawing.

Any questions?
Thank you!

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