Improving Students’ Body Confidence and Self-Esteem

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Learning outcomes:

• Identify and explain at least two physical, mental, emotional or intellectual changes of the 11-14 year old
• Explain the connection between body confidence and self-esteem
• Discuss how to implement a body confidence and positive self-esteem program

What do we know about 11-14 year olds?

Puberty
• Physical changes
• Social and emotional changes

Ultimately: Change
11 and 12-Year Olds

- Abstract – “What if”
- Sexual experimentation
- Digital skills
- Increased peer focus
- Popularity important
- Social drama and peer pressure
- Body consciousness


13 and 14-Year Olds

- Abstract concepts/hypothetical situations
- Sexual experimentation
- Digitally savvy
- Concerned with peers
- Feel pressure to conform
- Continue to shift away from family
- Body consciousness

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.
Study

- Negative body confidence (body ideal/appearance)
- Personal inadequacy
- Depressive mood and low self-esteem

Results

- Females – early adolescence
- Males – mid-adolescence
Impact

• 14.9% electronically bullied
• 19.0% bullied on school property
• 29.9% felt so sad or hopeless almost everyday for two or more weeks
• 13.6% made a plan on how they would attempt suicide
• 17.7 seriously considered attempting suicide
• 7.4% attempted suicide one or more times


In one word, what does this say to you?
Our Response as Educators

• Develop relationships with adult caretakers
• Educate adult caretakers
• Counsel students
• Provide for student’s SEL
  – Individual
  – Group
  – Classroom
• Explore resources

Whole School, Whole Community, Whole Child

Resource: Dove Self-Esteem Project (*Confident Me!*)

The social mission for personal care brand Dove. Created to ensure the next generation develops a positive relationship with the way they look.

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
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.

Students will demonstrate the ability to use goal-setting skills to enhance health.

Students will demonstrate the ability to advocate for personal, family, and community health.

ASCA Student Standards: Personal/Social Development

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

• PS: A1 Acquire Self Knowledge
  – PS: A1.1 Develop positive attitudes toward self as a unique and worthy person
ASCA Student Standards: Personal/Social Development

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

- PS: A2 Acquire Interpersonal Skills
  - PS:A2.3 Recognize, accept, respect and appreciate individual differences
  - PS: A2.6 Use effective communication skills

https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

- PS:B1 Self-knowledge Application
- PS. B1:9 Identify long- and short-term goals
5-Lesson Program

1. Appearance Ideals
2. Media Messages
3. Confront Comparisons
4. Banish Body Talk
5. Be The Change
ALL. Body Confidence Champions

What’s New in the Single Lesson?

• Graphics
• Layout
• Video: A Selfie
• Content remains the same
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
• Challenge appearance ideals by setting a goal to build body confidence

Activities in Single Session
• Introduce definitions and what appearance pressures are
• Discuss do these pressures come from? (class discussion)
• Discuss what we mean by media
• Watch Dove A Selfie video and discuss how images and media are manipulated
• Practice analyzing advertisements
• Discuss if images are manipulated, how might this make people feel?
• Set a goal around how to effectively address the pressure you and your friends feel to look a certain way.
In two or three words, what do you think this video says to your students?
How can images be manipulated?

1. What did you find surprising, unreal or unlikely about what you saw in the film?
2. List all the decisions that were made about the image BEFORE the photos were taken.
3. List all the decisions that were made about the image AFTER the photos were taken.
4. Think about how the image of the model has been altered. How does seeing these unrealistic changes make you feel?
5. Why do you think the unrealistic images you see in the film are unfair and misleading?
6. Why do you think it is unrealistic or unfair to compare yourself or your friends to manipulated images in professional media?

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

1. Educator Guide

2. Slides/PPT

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Set a personal goal

3. Student Activity Sheets

4. Supplemental Materials (if applicable)
Helping the 11-14 Year Old Teach Themselves

- Relevance – connecting dots
- Inquiry/Probe – thinking critically
- Individual/Team Work – sharing
- Action – setting personal goals, challenging appearance pressures


Students Bombarded
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.
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:

6 educators will be selected to choose a state education association conference to attend at no cost (ASCA, ASCD, NASN, SHAPE, PE Summit, etc.)

2 educators will be selected to attend a national convention, such as ASCA’s National Convention in 2019
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?
Thank you!