

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



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Improving Students' Body Confidence and Self- Esteem

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



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

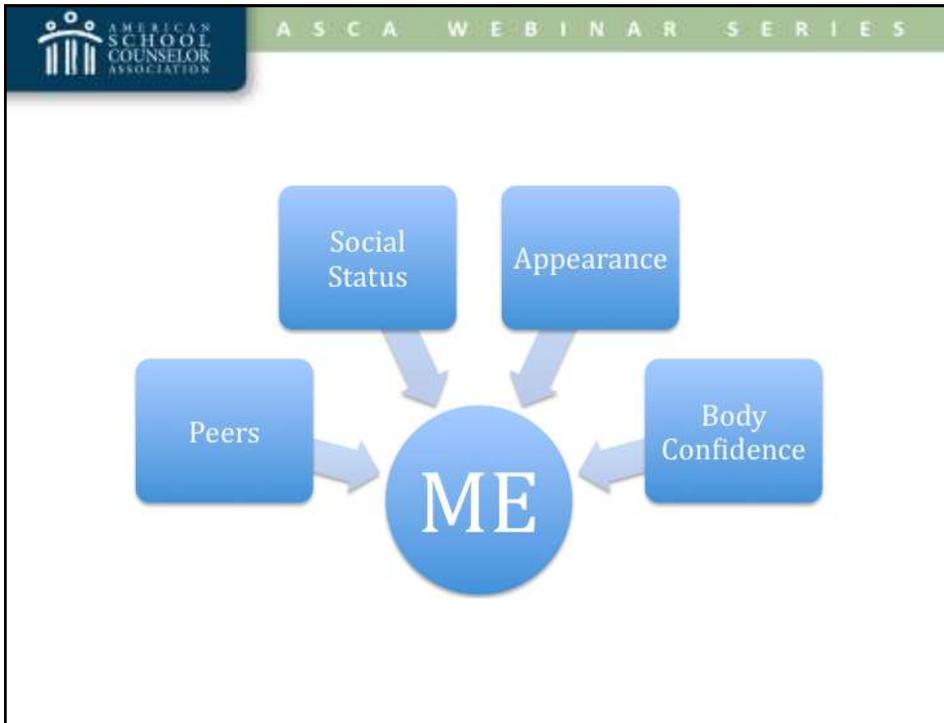
<https://www.common sense media.org/about-us/our-mission/about-our-ratings/10-12>



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

<https://www.common sense media.org/about-us/our-mission/about-our-ratings/13-14>



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.

The slide includes the American School Counselor Association logo and the text 'ASCA WEBINAR SERIES' at the top.



Study



Results

- Females – early adolescence
- Males – mid-adolescence

blob:<https://www.tandfonline.com/4f58b6ea-bad9-43a9-9975-dc1425721de0>



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

<https://www.cdc.gov/healthyyouth/data/yrbs/pdf/2017/ss6708.pdf>



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



<http://www.ascd.org/programs/learning-and-health/wsc-model.aspx>



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



ASCA Student Standards: Personal/Social Development

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

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



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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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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

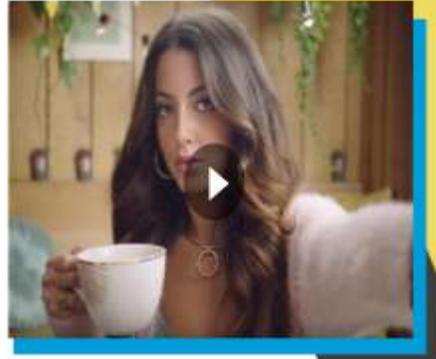


Activities in Single Session

- 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.



How can
images be
manipulated?



[A Selfie](#)



In two or three words, what do you think this video says to your students?

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How can images be manipulated?




- 1 What did you find surprising, unreal or unfikable 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?





How can images be manipulated? | 26

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Dove.com/selfesteem



School Workshops On Body Image: Confident Me

We believe every young person should grow up feeling confident about their body. That's why we've developed Confident Me, a set of evidence-based resources for teachers and parents (ages 11- to 14-year-olds).

View more

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Dove.com/selfesteem

Explore Solutions Products Body Dove Dove Men+Care Dove Self-Esteem Project Dove Stories

Browse all Dove Self-Esteem Project

- Our Mission
- Parent & Mentor Resources
- Teacher Resources
- Youth Leader Resources
- Quick Poll

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Explore Solutions Products Body Dove Dove Men+Care Dove Self-Esteem Project Dove Stories

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...

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...

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.

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



1. Educator Guide



2. Slides/PPT

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NAME: _____ Confidence 10 / Single Session / 10 minutes 

Set a personal goal

Work by yourself

This activity will take as a result of what I learned today about appearance pressure and professional needs to:

I will complete this activity by: / /

I will take these steps (at least two) to complete my goal:

When I am successful, I will feel:

Thinking aloud?
Think about what will help you challenge the pressure you and your friends feel to look a certain way. Try to choose a simple action that is easy to achieve.

Practise to talk a certain way away from the world around us.

It's important to remember that images of people we see on all kinds of media aren't perfect.

It's okay to compare ourselves to these images.

Celebrate your individuality and the diversity of the people you know!

Aim to be the best you can be - you are one of a kind!

3. Student Activity Sheets

4. Supplemental Materials (if applicable)



Helping the 11-14 Year Old Teach Themselves

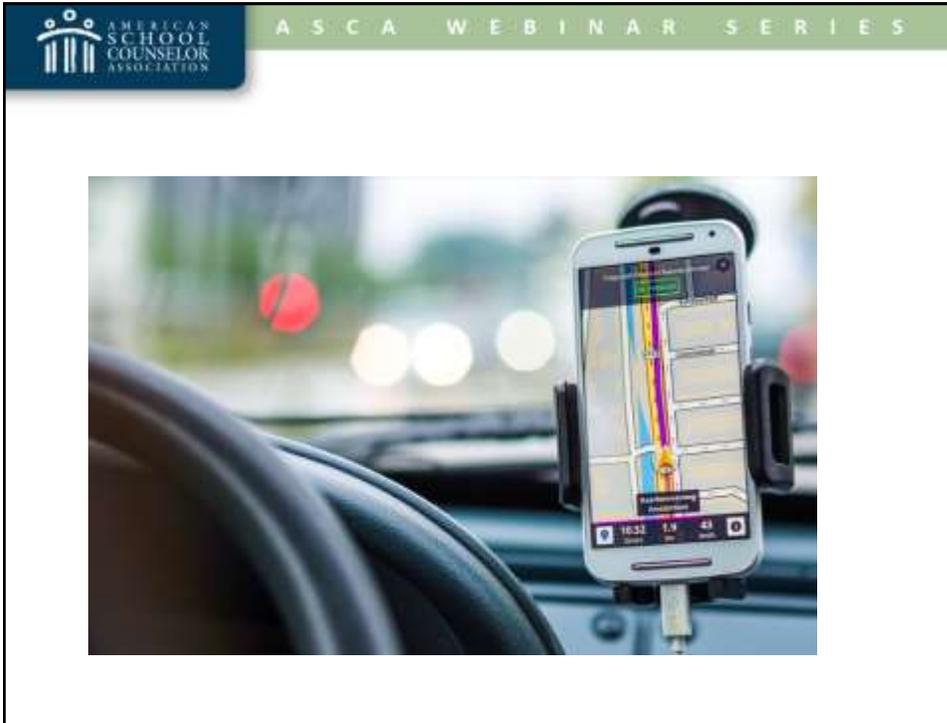
- Relevance – connecting dots
- Inquiry/Probe – thinking critically
- Individual/Team Work – sharing
- Action – setting personal goals, challenging appearance pressures

<http://www.ascd.org/publications/educational-leadership/apr05/vol62/num07/Reach-Them-to-Teach-Them.aspx>



Students Bombarded



The image shows a banner for the ASCA Webinar Series, identical to the one above. Below the banner is the title 'Be a body confident role model' in a large, bold, blue font. Underneath the title is a paragraph of text: 'You don't have to have perfect body image to deliver these lessons, but try to:'. This is followed by a bulleted list of four points: '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.', and 'Talk respectfully and kindly to yourself and your body, and others.'

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.

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We are on Social Media!

@Dove

#DoveSelfEsteem

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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:

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!

#DoveSelfEsteem
@Dove

