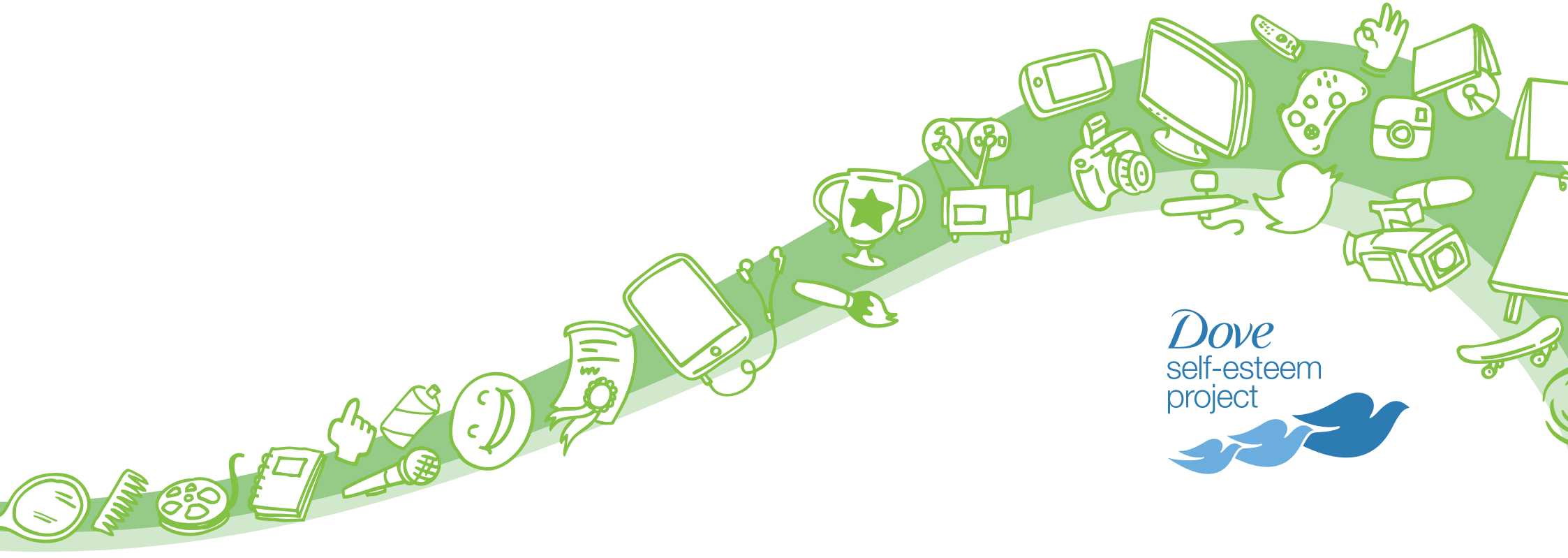
Confident Me:
School Workshops for Body Confidence

Single Session

Workshop Guide for Teachers



Dove
self-esteem
project

Learning outcomes and resources

IN THIS WORKSHOP STUDENTS WILL:

- **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.

RESOURCES YOU WILL NEED:

Single session materials

Workshop guide

Workshop presentation

Three activity sheets (one set per student)

Discussion cards
(one page shared between six small groups)

OPTIONAL: **Definition cards**
(one page shared between four small groups)

Stimulus films:

- 'Dove: Evolution'

This film demonstrates to students the transformation of one model's appearance from their natural state to a finished image for use in advertising.

- 'Dove: Change One Thing'

This film reveals to students that the desire to change something about the way we look is normal and experienced by most people. It encourages students to question why so many people want to change something about their physical appearance.

From your school

Projector and whiteboard

Students will each need a pen

You will need to source examples of advertisements. It is important to select adverts that will resonate with your class, both boys and girls. You should aim to find two examples, one depicting a celebrity promoting a product aimed at the students' age range, and other examples that advertise different products. It can be useful to search online for popular celebrities with the following search term: [insert celebrity name] ADVERTISEMENT, e.g. 'One Direction' advertisement.

OPTIONAL:

Spare paper
Flipchart and markers

Overview

Total time: 45 minutes

INTRODUCING APPEARANCE PRESSURES ---------- 10 MINUTES page 5

- Introduction and ground rules
- What are appearance pressures?
- Where does this pressure come from?
- What do we mean by media?
- What are we learning today?

PROFESSIONAL MEDIA ---------- 20 MINUTES page 8

- How can images be manipulated?
- Why is professional media often created in this way?
- What problems can this cause?
- What can we do about this?

PERSONAL AND SOCIAL MEDIA ---------- 10 MINUTES page 14

- What are we learning today?
- What problems can comparing with those around us cause?
- How can media made by you and your peers be manipulated?
- What problems can this cause?
- What can we do about this?

PERSONAL PLEDGE ---------- 5 MINUTES page 19

- What have we learned today?
- Be a champion for change
- Congratulations!

How to use this guide

Desired responses from students. To help you guide students' answers in a way that develops their understanding throughout the workshop and has greatest impact on their body confidence.

Learning outcome. Students should achieve this by the end of the section.

Visual cues and learning objectives. To help you steer the workshop and deliver it effectively.

Teacher actions. Non-italic bullet points highlight important questions to ask students to ensure key workshop concepts are addressed with optimum impact on body confidence. Text in italics indicates instructions to help structure workshop activities, e.g. where you should play films or use activity sheets. These can be adapted by you to suit the specific needs of your class.

Suggested time allocation. Reflects the relative importance of each section for achieving learning outcomes and improving students' body confidence, but may be adapted to suit the length of your lesson.

Notes. Ideas and guidance for optimising the effectiveness of the workshop for students.

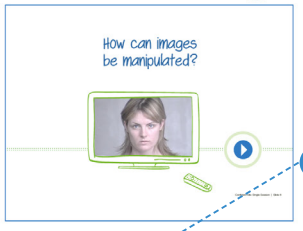
Confident Me
Single Session

Professional media

20 minutes 5

By the end of this section, students will have built media literacy by exploring how images and messages in professional media are often manipulations of the truth. They will have developed some strategies to resist appearance pressures by avoiding comparing themselves and to challenge appearance ideals in professional media.

1 2 3 4

PRESENTATION	TEACHER ACTIONS	DESIRED RESPONSES
 Students will articulate ways that images in professional media can be manipulated through airbrushing, styling and production techniques.	> *Explain that we will start by exploring how images and messages in professional media can be a source of appearance pressures.* • What do you think the word 'manipulation' means? • How are images of people in the media manipulated or changed? > *Arrange students in small groups and play **'Dove: Evolution'**.* > *Whilst the film is playing, hand out one of the six **Discussion cards** to each group, placing them face down on their desks.* > *After the film is finished, instruct the students to turn over their cards, and read the question they have been allocated. Play the film a second time and then instruct the students to discuss the question on their allocated **Discussion card.*** > *Go through each group's discussion point, in order.*	To edit or change something, such as a person's appearance in media. General responses such as airbrushing, lighting, make-up, choosing the best few images out of hundreds taken.

Showing the 'Dove: Evolution' film can result in immediate boosts to students' body confidence.[2]

You could also try showing the film again in two parts, pausing when the photos are taken. 6

If your class is single sex, show the appropriate version of the film.

[2] E. Halliwell, A. Easun and D. Harcourt, 'Body dissatisfaction: Can short media literacy message reduce negative media exposure effects amongst adolescent girls?', British Journal of Health Psychology, Vol. 16, 2010, pp. 396-403. S. Quigg and S. Want, 'Highlighting media modifications: Can a television commercial mitigate the effects of music video on female appearance satisfaction?', Body Image, Vol. 8, 2011, pp. 135-142.

8

Introducing appearance pressures

10 minutes

By the end of this section, students will understand the concept of appearance ideals and where pressure to achieve them comes from.

PRESENTATION	TEACHER ACTIONS	DESIRED RESPONSES
 Students are welcomed to the workshop.	> *Welcome students to the workshop.*	
 Students understand the ground rules for the workshop and feel comfortable being active participants.	> *Explain the ground rules to help create a supportive, non-judgemental environment.*	

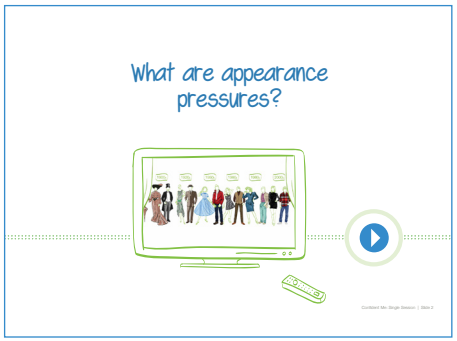
You may also want to do a quick, eyes-shut, hands up exercise asking students:

- **Do you understand what we mean by body confidence?**
- **Do you know how to improve your body confidence?**

The higher they hold their hand up, the more confident they feel. Repeating these questions at the end of the session will allow you to demonstrate the progress your class has made during the session.

It is worth taking time to ensure these rules feel collaborative and, if necessary, adjusting them to suit the needs of your class.

PRESENTATION



Students watch an animation which shows different appearance ideals for men and women across time.

They understand that ideas about what 'beautiful', 'glamorous' and 'attractive' look like are always changing and differ between times, countries and cultures.

They are aware that we still feel pressure to match these appearance ideals today.

Students understand that pressures to look beautiful and attractive are all around us and come from a range of sources, including society, media, family, friends and peers.

TEACHER ACTIONS

> ***Play the animation.***

- What do you think this animation shows?

> *Lead the students in a quick game of spot the difference.*

- Looking at all of the images,what differences do you notice between them?

> *Explain that all these images represent appearance ideals: what was considered beautiful, glamorous and attractive at different times in the past.*

- If all these images represent appearance ideals, why do you think they don't all look the same?

- Do you think we still face pressures to look a certain way today?

> *A class-wide discussion, calling for volunteers to answer. Invite one or two responses:*

- Where do you think these pressures to look beautiful or attractive come from?
- Where do we see or hear messages about what we should look like?

DESIRED RESPONSES

It shows different people at different times throughout history.

Contrasts between different images, e.g. trim waist versus curvy body, formal clothes versus casual shirts and tattoos.

Appearance ideals are really different and are always changing across time, countries and cultures. They never stay the same.

Yes, we still face these pressures today.

Society

Media

Family

Friends

Peers

Push students to make specific comments on how these images differ.

Direct students to specific parts of the images to draw attention to the differences.

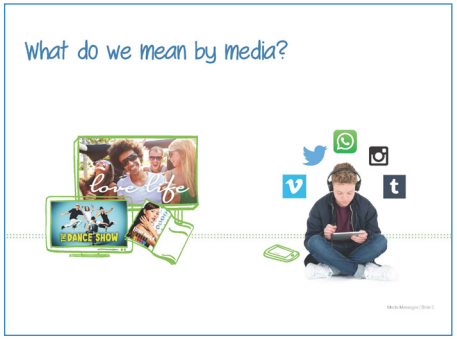
Appearance ideals

The way our culture tells us is the ideal way to look at a certain moment in time.

Appearance pressures

Pressures we feel to look like an appearance ideal and to be beautiful, glamorous and attractive.

PRESENTATION



Students explore what we mean by media. They can list different types of media, and sort media into two categories: professional media and personal and social media.

Students understand that the session will focus on media as a source of appearance pressures.

TEACHER ACTIONS

> *Create a 'reply chain': get each student to call out one example of media in turn, working your way around the classroom with no repetitions. How far around the class can you get?*

- What different examples of media can we think of?

> *Record students' ideas on a board.*

- Which of these examples of media are made by ***professionals***?
- Which media do ***you*** and ***your friends*** make?

> *Explain what students will be learning about today.*

DESIRED RESPONSES

Any examples of media such as film, TV programmes, adverts, specific social media sites, magazines etc.

TV programmes, film, music videos, adverts, computer games.

Photos, videos, comments, selfies, writing (often on social media sites).

Remind students to think of media as words, pictures and films and to consider the broad range of media that exist.

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

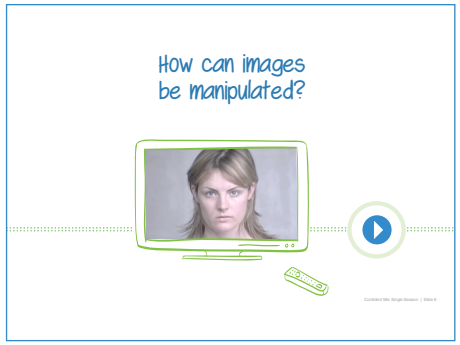
Images, messages and films produced by you and your friends, including on social media sites.

Professional media

20 minutes

By the end of this section, students will have built media literacy by exploring how images and messages in professional media are often manipulations of the truth. They will have developed some strategies to resist appearance pressures by avoiding comparing themselves and to challenge appearance ideals in professional media.

PRESENTATION



Students will articulate ways that images in professional media can be manipulated through airbrushing, styling and production techniques.

TEACHER ACTIONS

> *Explain that we will start by exploring how images and messages in professional media can be a source of appearance pressures.*

- What do you think the word 'manipulation' means?
- How are images of people in the media manipulated or changed?

> *Arrange students in small groups and play **'Dove: Evolution'**.*

> *Whilst the film is playing, hand out one of the six **Discussion cards** to each group, placing them face down on their desks.*

> *After the film is finished, instruct the students to turn over their cards, and read the question they have been allocated. Play the film a second time and then instruct the students to discuss the question on their allocated **Discussion card**.*

> *Go through each group's discussion point, in order.*

DESIRED RESPONSES

> To edit or change something, such as a person's appearance in media.

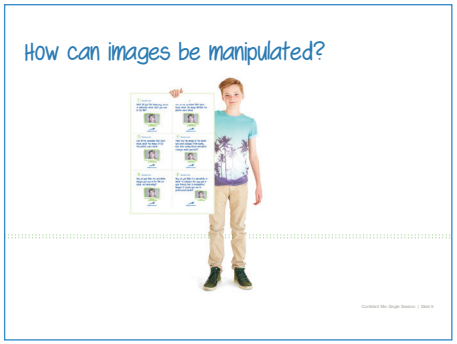
> General responses such as airbrushing, lighting, make-up, choosing the best few images out of hundreds taken.

Showing the 'Dove: Evolution' film can result in immediate boosts to students' body confidence.[2]

You could also try showing the film again in two parts, pausing when the photos are taken.

[2] E. Halliwell, A. Easun and D. Harcourt, 'Body dissatisfaction: Can short media literacy message reduce negative media exposure effects amongst adolescent girls?', British Journal of Health Psychology, Vol. 16, 2010, pp. 396-403. S. Quigg and S. Want, 'Highlighting media modifications: Can a television commercial mitigate the effects of music video on female appearance satisfaction?', Body Image, Vol. 8, 2011, pp. 135-142.

PRESENTATION



Students will recognise or list the different ways the image in the film has been manipulated. They will be able to explain why it is unfair and unrealistic to compare themselves or others to manipulated images they see in the media.

TEACHER ACTIONS

1. What did you find surprising, unreal or unlikeable 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 how the image of the model has been changed from reality. 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 the way you or your friends look to manipulated images of people you see in professional media?

DESIRED RESPONSES

Surprised that so much is changed and how different the model looks from the start of the film to the photo on the billboard.

For example, the photographer was chosen, the model was carefully selected, hair was styled, make-up was applied and professional lighting was used.

Just one photo was selected, blemishes and spots were removed, the skin tone was altered, the neck was elongated, the hair was made fuller, the eyebrows were lifted, the eyes were made bigger and the teeth were whitened.

Feelings of surprise, and outrage at the thought of being tricked and misled.

People are not shown the truth about how images really look before the manipulation, which might make people believe something about the media that isn't true.

'Average' people are not models and do not have make-up artists or hairstylists or professional photo editors to make them look perfect, so it is like comparing things on totally different levels, which is not fair.

The Discussion cards are a good opportunity to differentiate within the session. Cut out the cards and hand them out face down to different groups. Question 1 is the easiest, and they increase in difficulty – Question 6 being the hardest. Instruct the students to turn them over once the film is complete. It may also help to ask each group to generate at least three responses to their question.

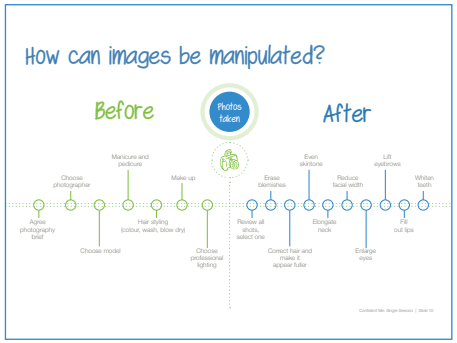
Questions 2 & 3

Ask students to be specific about how the changes are made through the different techniques identified.

Question 6

If you didn't repeat the film earlier, you may want to show the film again before posing this question.

PRESENTATION



Students will articulate ways that images in professional media can be manipulated through airbrushing, styling and production techniques.

Students will recognise that images in professional media (specifically advertisements) reflect current appearance ideals in order to promote their products and services.

TEACHER ACTIONS

> *Use the slide to summarise the points students have discussed and share any points students have missed.*

> *Put the final question to the class as a whole group:*

- What would you say to a friend to convince them that they shouldn't compare themselves to manipulated media images?

> *End with a class vote, where students will demonstrate their commitment to change the way they respond to images they see in professional media.*

- So what do we want to do about what we've learned? **Raise your hand** if you commit to changing the way you react to images you see in professional media?

> *Explain that now you have explored how images in professional media are often manipulated, you are now going to consider the messages that often accompany these images.*

> ***Show the class your advertisements.***

> *Rapidly guide students through the key questions for each example advertisement, encouraging a whole class response.*

DESIRED RESPONSES

Media images are unrealistic; they have been carefully created and retouched; it's not fair to compare to images that are manipulated; go on the internet to check out how much editing is done to media; look at 'real people' to see how different (from one another) we all are and encourage us all to celebrate what makes us unique.

Voting allows students to demonstrate their personal commitment to changing the way they consume media (e.g. by not comparing themselves to media images). Making a personal commitment helps students to change their thoughts and behaviour.

Show your selection of adverts alongside this slide. You can find more details on the type of adverts to source in the equipment list on p. 2.

PRESENTATION

Students will recognise that they often compare their own and friends' appearance to images they see in the media, with negative consequences.

TEACHER ACTIONS

- **What** is being sold in this advertisement?
- **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 this advert?
- **What** is the overall message of this advert?

> *Now repeat the questions again for your second selected advert.*

> *Ask the students to 'think, pair, share' for the question below. Pose the question before allowing the students to first think by themselves for a moment, before discussing quickly with their partner then feeding back to the class.*

- When someone your age sees these manipulated images, how does it make them feel about themselves?

> *Record class ideas on the board.*

DESIRED RESPONSES

Student responses will depend on the adverts you select.

They are attractive and appealing looking, and popular with the people who would like to have that product.

If the advert is for a product, to make it look like the product works as well as the advert promises (e.g. hair shine serum; pimple cream) or to sell the look as part of an 'ideal' lifestyle that the item can help people achieve.

The overall message of the advert is 'if you buy this product you will look closer to the ideal look this person has/ achieve their lifestyle'.

Try to answer all of these questions for at least two advertisements to allow students time to reflect on the way advertisements are designed.

Help students see that advertising is designed to encourage people to compare themselves to the people they feature. Adverts often imply that by buying that product or service, people can get closer to matching the ideal appearance or lifestyle that is promoted, even though this is often unrealistic and unfair considering the frequent manipulation of images.

PRESENTATION	TEACHER ACTIONS	DESIRED RESPONSES
	• Why might it make some people feel bad?	This can make people feel sad, unworthy, insecure and not good enough. It's hard not to compare your appearance to the images you see in the media. This can make us feel bad about ourselves as we feel we do not live up to these appearance ideals. Once we know that the images are manipulated, this also makes us feel bad – we feel deceived and realise that what we are striving for is unachievable.
	> *Undertake a class vote.* • **Raise your hand** if you think we should all challenge manipulated images in the media? Why? > *Record class ideas on the board.*	We should all challenge manipulated images because they are not real, and we are encouraged to compare our appearance to them, making us feel bad; they are often doing this because they are trying to trick us into thinking we will have a more ideal look or lifestyle if we buy their product or service.
 Students will generate ways they can challenge appearance pressures they face from professional media, firstly by actions they could take, and secondly by challenging the process of making comparisons. This will enable them to become more critical consumers of media.	• What might you do to show that you don't agree with the way professional media emphasises an unrealistic 'ideal' way to look? > *Instruct students to complete **Activity sheet 1**, where they will work with a partner to create a role play.* > *Invite pairs to perform an idea for each type of media.*	Students may share ideas such as: don't buy the magazine advertising the product; don't buy the product; tell all your friends you think the advertising is fake or misleading; boycott the product; write a letter of complaint to the company or the advertiser or the media outlet; make your own advert that doesn't use manipulation; buy products that use responsible advertising techniques.

Try encouraging students to articulate that there is no reason someone should want to match appearance ideals that are constantly changing; that having everyone looking the same is not a good thing; and that valuing what is unique about ourselves is better than comparing ourselves to heavily manipulated media images.

Asking students to raise their hands to challenge images is an important step towards commitment to change.

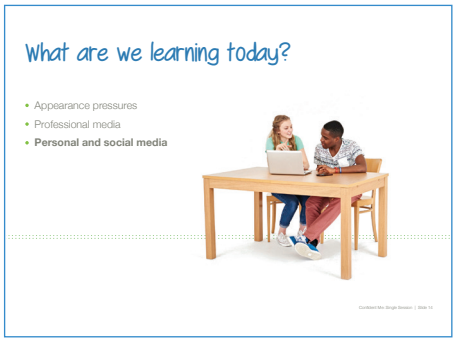
It might be helpful to share an example. One example is 14-year-old Julia Bluhm from the USA who created an online petition that resulted in a big and popular teen magazine committing to not retouch models' body or face shapes.

Personal and social media

10 minutes

By the end of this section, students will have developed strategies to resist appearance pressures by avoiding comparing their appearance in their everyday lives. They will build media literacy, exploring how images in personal and social media are often manipulations of the truth, challenging appearance pressures in personal and social media and building body confidence

PRESENTATION



Students summarise what they have learned so far in the session, and are reminded of what they are to learn next.

TEACHER ACTIONS

> *Invite one or two students to summarise what they have learned so far on behalf of the class.*

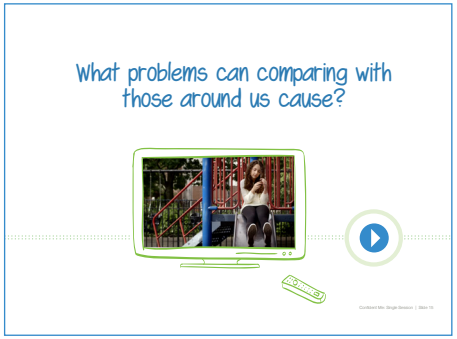
> *Remind students what they are about to go on and learn.*

DESIRED RESPONSES

This is a good point to take stock of what you have learned so far in the session, and reinforce the progress your class has made.

It may be helpful to remind students of the definition of personal and social media you shared earlier in the lesson.

PRESENTATION



Students will understand that comparing our looks to others is an automatic part of human nature but is unhelpful and can make them feel bad.

TEACHER ACTIONS

> *Explain that the class are going to explore briefly how people don't only compare themselves to images in professional media. In fact, people often make comparisons based on appearance in their everyday lives.*

> ***Play 'Dove: Change One Thing'.***

- What does this film show us about how we compare ourselves to others?
- What do you think the impact is of comparing our appearance in this way?

> *Undertake a quick class vote.*

- **Raise your hand** if you think we should all lower the pressure to look a certain way in the media we make?

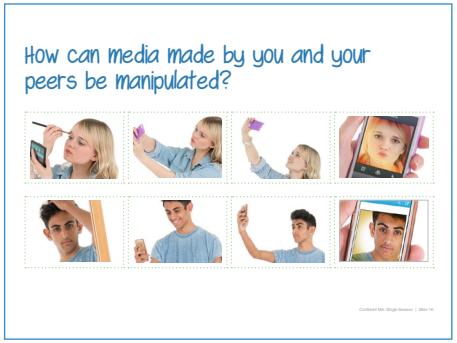
DESIRED RESPONSES

This can make them feel bad, it is a pointless process because no one feels happy – everyone wants something they haven't got.

Explain that it is common to compare ourselves to people we see in real life as well as images we see in the media.

Try to elicit responses from students that show they understand comparing in this way is ultimately pointless because whilst everyone is comparing, no-one is happy or satisfied with the features they have.

PRESENTATION



Students can describe ways in which images that they make themselves or that their friends create on personal and social media can be manipulated.

TEACHER ACTIONS

> *Explain to the class that now they have voted to challenge the process of making comparisons in their everyday lives, they're going to explore how personal and social media might be a source of appearance pressures, encouraging us to compare our appearance to those around us.*

> *Ask the class to close their eyes and think.*

- How might you, your friends, or young people in general, manipulate or change images in personal and social media?

> *Instruct students to either raise their hands or call out their answers.*

> *Write students' ideas on the board.*

> *Ask students to open their eyes and consider any additional points they may have missed.*

- Do you think the images you and your friends see and share on personal and social media represent 'real' life?

DESIRED RESPONSES

Answers might include: angle of selfies, use of filters, posing in a particular way, selecting and sharing best images, choosing photos that only focus on appearance.

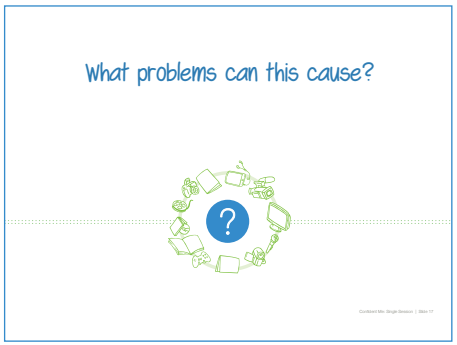
These images are not always realistic – they can also be retouched. They might also not be representative of real life because they have been carefully selected and only show a snapshot of people's life.

Offering students the chance to close their eyes can reduce feelings of self-consciousness.

Making as long a list as possible will help students to recognise the extent of manipulation in personal and social media.

Drawing comparisons with the methods of manipulation students voted to challenge in the 'Professional media' section of the session can help students recognise the need to change the ways they consume or create images, films or messages in their own personal and social media.

PRESENTATION



Students will recognise that the images on personal and social media can contribute to the appearance pressures they face, making them feel bad about themselves and more conscious of the way they look.

They will understand that they also compare their everyday appearance with images they see on personal and social media, which aren't representative of real life and are therefore impossible to live up to, making them feel worse. It is unfair or unrealistic to compare ourselves with these images.

TEACHER ACTIONS

> *Initiate discussions in small groups. Pose the questions and give groups a few minutes to discuss them, before sharing their ideas with the class.*

- When someone like you sees these images on personal and social media, how does it make them feel?
- How might these images cause them to think or feel about their own appearance?
- Why might comparing their appearance to these images make them feel bad?

DESIRED RESPONSES

As is the case with professional media, it can makes them feel sad or unworthy.

They might feel bad or start thinking about how they look different from what they see because they are comparing themselves to these images.

They compare how they look in their everyday lives to images that are not real, and think they aren't good enough. They may also start to feel that looks are more important than they really are/ need to be.

Help students understand why comparing themselves with these images can be upsetting or harmful by reminding students of the ways images can be manipulated in personal and social media.

PRESENTATION

Students will generate ways they can challenge appearance pressures from personal and social media.

TEACHER ACTIONS

> *Explain that now we understand how harmful comparisons can be, we are going to think about how we can challenge appearance pressures from personal and social media. This will help prevent us from making comparisons based on appearance.*

> *Undertake a class vote.*

- **Raise your hand** if you think we should all play our part to lower the pressure to look a certain way through the media we make and consume ourselves?

> *Share ideas for how you could achieve this as a class, then transition to discussing in pairs, allowing students to make notes in their pairs if there is time, before finally instructing students to make notes independently on* ***Activity sheet 2.***

> *Invite pairs or groups to share ideas with each other and report back to the class.*

DESIRED RESPONSES

Ideas include: try to post a mix of photos that represent different aspects of your life, some showing you looking your best, others showing you having the most fun, being at the coolest places, or arty shots, like a photo of your shadow; take spontaneous photos, rather than always posed in the best position; post comments complimenting friends on features of their posted photos other than how they look; respond to any negative comments or teasing with supportive comments.

Students could explain this might help people feel better because it means people will focus less on looks; people will be less worried about teasing if they know their friends understand that not all images need to be perfect and that they will support them online with supportive comments; people won't compare themselves with images on the basis of appearance; people will be more relaxed about how they look because there won't be an unrealistic appearance ideal to look up to.

Asking students to raise their hands to identify their role in creating change is an important step towards commitment to take action.

Personal pledge

5 minutes

By the end of this section, students will have reflected on their learning throughout the session and committed to one action to demonstrate their ongoing commitment to championing body confidence.

Across the workshop, students will have:

- **Built media literacy,** exploring how images and messages, from advertising to cinema and social media, are often manipulations of the truth.
- **Understood that it is pointless to compare themselves to images in media** because they often promote appearance ideals in order to sell us products and services.
- **Generated ways they can challenge and reject media** images and messages that promote appearance ideals.

PRESENTATION

Students will share the key messages from today's session.

TEACHER ACTIONS

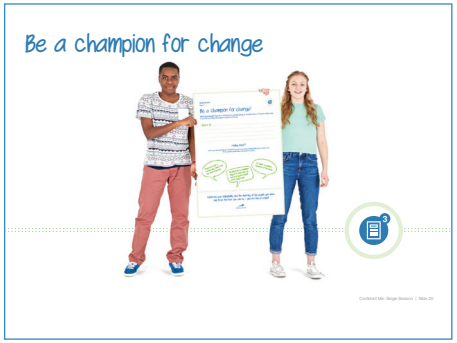
> *Ask for volunteers to recall, briefly, what they have learned in the workshop.*

- What have we learned in today's workshop?

> *Invite volunteers to read out the key learning points from the slide, and summarise any points students have missed.*

DESIRED RESPONSES

PRESENTATION



Students will use what they have learned in today's session to make a personal pledge, thereby committing to an action to improve their own body confidence and/or that of those around them.

TEACHER ACTIONS

- How are you going to take action to address the pressure you and your friends feel to look a certain way?

> *Invite one to two students to respond with their ideas.*

> *Instruct students to complete **Activity sheet 3** independently, writing one thing they will pledge to start doing or to do differently as a result of the session.*

> *Ask one or two students to share their ideas.*

> *Thank students for their participation in today's session.*

> *Encourage students to think about and apply their knowledge and understanding every day from now on.*

DESIRED RESPONSES

Students' ideas could range from changing how they consume professional media, how they create or consume personal and social media or how they can learn to better identify and challenge the existence of appearance ideals.

Encourage students to make their pledge a small and specific action, making it easier for them to keep to their commitment.

If possible, offer to stay behind or speak to students at another time about anything you have covered in the session.

Going further

The full five-session programme offers students the opportunity to engage more deeply with the concepts explored in the **Confident Me: Single Session**, in addition to other key concepts that influence body confidence. Participation in the five-session programme will also lead to greater and longer-lasting improvements for students' body confidence. Full details of the workshops and the materials can be found at **selfesteem.dove.com.**

FOLLOWING UP

The **Confident Me: School Workshops for Body Confidence** often generate great class discussions that can spread through the school and into the home lives of students and teachers. More information to support teachers and parents, including further materials designed to enhance your students' understanding of the key concepts covered in the **Single Session**, can be found at **selfesteem.dove.com**

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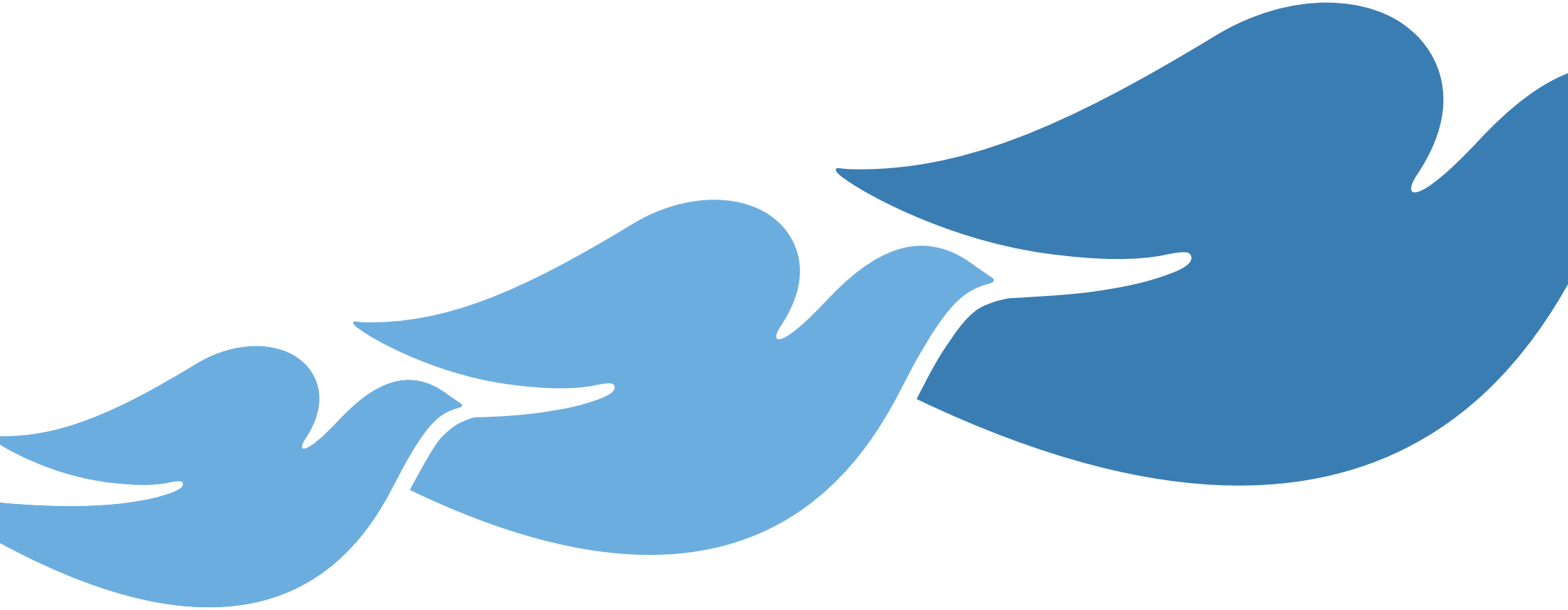

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