

Confident Me

School Lesson for Body Confidence

Lesson Guide for Teachers



2

Lesson Two:
Media Messages



Learning outcomes



In this lesson students will:

- + **Develop** media literacy skills by exploring how images and messages, from advertising to movies and social media, are often manipulations of the truth.
- + **Understand** that it is pointless to compare themselves to images in media because the images often promote appearance ideals in order to sell people products and services.
- + **Set a goal** to challenge and reject media images and messages that promote appearance ideals.

End-of-lesson assessment:

Students will practice setting a SMART goal related to addressing social media messages.



Preparation

Lesson Two: Resources and Materials Needed

From Your School

- A way to show/stream a video
- Review the post-it notes from the previous lesson and pick a few from each prompt to share at the beginning.
- You will need to source examples of advertisements. You might find these on social media, in magazines, or via an internet search. It is important to select ads that feature female and male appearance ideals. Aim to find at least two examples advertising different products. They should be celebrities or social media influencers popular with students in your class. It can be useful to search online for popular celebrities or influencers with the following search terms: “celebrity/influencer name + advertisement”. For example, “Kylie Jenner advertisement” or “K-pop advertisement”.

- Chart Paper
- Markers

Lesson 2 Materials

- Online access to or printed copy (one per student) of PDF containing:
 - + How Can Images Be Manipulated?
 - + Is It Fair to Compare?
 - + Setting My Media Smart Goal
 - + Extension Activity

How Can Images Be Manipulated?

NAME: _____

THESE FOUR IMAGES YOU SEE IN PROFESSIONAL MEDIA ARE THE RESULT OF SEVERAL DECISIONS MADE BY PRODUCERS BEFORE AND AFTER A PHOTOGRAPH IS TAKEN. EXAMINE THE STEPS OF THE MODEL IN THE VIDEO. WRITE DOWN ALL THE DIFFERENT DECISIONS YOU NOTICE BEING MADE BELOW.

How Photographed	Apply Makeup	Wardrobe	Lighting	Background	Hair Styling
There's a difference between the original and the final image.	There's a difference between the original and the final image.	There's a difference between the original and the final image.	There's a difference between the original and the final image.	There's a difference between the original and the final image.	There's a difference between the original and the final image.

1. What decisions were made before the photos were taken?
Describe below at least _____

2. What decisions were made after the photos were taken?
Describe below at least _____

Is It Fair to Compare?

NAME: _____

YOU ARE THIS SOCIAL MEDIA POST OF AN INFLUENCER MODELING CLOTHES IN A SPONSORED AD.

WHAT MESSAGE IS THIS TRYING TO GET ACROSS? IT'S NOT FAIR TO COMPARE TO THIS BECAUSE...
IF YOU BUY THESE CLOTHES, YOU'LL LOOK JUST AS GOOD AS THE INFLUENCER. MANY INFLUENCERS ARE PAID FOR THIS AND USE PROFESSIONAL PHOTOGRAPHERS AND PHOTO EDITING SERVICES TO HELP SET PRODUCTS.

YOU WATCH THE LATEST VIDEO FROM YOUR FAVORITE ARTIST.

WHAT MESSAGE IS THIS TRYING TO GET ACROSS? IT'S NOT FAIR TO COMPARE TO THIS BECAUSE...

YOU READ THIS CAPTION ON AN INSTAGRAM POST.

WHAT MESSAGE IS THIS TRYING TO GET ACROSS? IT'S NOT FAIR TO COMPARE TO THIS BECAUSE...

YOU'RE PLAYING A VIDEO GAME AND MEET ONE OF THESE IDEAL LOOKING HEROES.

WHAT MESSAGE IS THIS TRYING TO GET ACROSS? IT'S NOT FAIR TO COMPARE TO THIS BECAUSE...

Setting My Media SMART Goal

NAME: _____

BE SURE TO MAKE YOUR GOAL SMART.

BECAUSE MEDIA IS EVERYWHERE, THERE'S A LOT THAT WE CAN CONTROL ABOUT IT. BUT WE CAN CONTROL HOW WE LET THESE MESSAGES INFLUENCE US. WRITE A SMART GOAL COMMITTED TO CHANGING THE WAY THAT MEDIA MESSAGES INFLUENCE YOU AND YOUR ATTITUDE ABOUT YOUR APPEARANCE.

SMART CHECKLIST:

- S** Explain how your goal is **specific** (about)
- M** Explain how you know your goal is **measurable** (able to show success)
- A** Explain how your goal is **attainable** (within reach)
- R** Explain how your goal is **realistic** (with effort but possible)
- T** Explain the **time** conditions of your goal (when)

Write your SMART goal in the space below.

Extension Activity

NAME: _____

CAN YOU DECIDE MESSAGES IN ADVERTISING?

THINK OF AN ADVERTISEMENT YOU'VE SEEN RECENTLY. HOW DID THAT ADVERTISEMENT WORK TO ENCOURAGE YOU TO BUY THAT SPECIFIC PRODUCT?

The advertisement I'm thinking of is:

Examine
What does this ad promote? How does it use images and words to do that?

Debate
What do people think and how do they feel after seeing the ad?

Actions
What do people think and how do they feel after seeing the ad?

Results
Do you think the product will live up to its promises?

Fix
How might people try avoid "fix" the feelings they are left with?

Challenge media messages that promote appearance ideals.

Lesson Overview



 50 mins



Page 6 **Introducing Media Messages** | 10 mins

- + What have we learned?
- + What are we learning today?
- + What do we mean by media?
- + How can images be manipulated?

Page 12 **Impact of Media Message** | 25 mins

- + Why is media often created in this way?
- + How would it feel to have your image manipulated?
- + Is it fair to compare?
- + What is the impact of messages and images on social media?
- + How can we remix our responses to media messages?

Page 18 **Goal Setting to Champion Body Confidence** | 10 mins

- + Set a personal goal

Page 20 **Plenary** | 5 mins

- + What have we learned today?
- + Congratulations!
- + Extension Activity- Taking Action to Challenge Media Messages

How To Use This Guide

Suggested Time Allocation

This is the amount of time generally recommended for students, to achieve learning outcomes and improve body confidence. This may be adapted to suit the needs of your class.

 15 mins

Lesson Learning Objectives

Students should achieve these objectives by the end of each section.

Presentation

These are visual cues and learning objectives to help you facilitate the lesson effectively.

Introducing Appearance Ideals

By the end of this activity, students will understand the concepts of body confidence and appearance ideals.

Presentation



Teacher Actions

Welcome students to the program.

Say:

We are going to discuss a variety of topics related to body confidence.

Explain the lesson agreements will help create a supportive, nonjudgmental environment.

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

Ask:

Does anyone have any other agreements to add?

Ask students

(verbally or using technology, like clicker devices):

Teacher Actions

Bullet points highlight important questions to ask students to ensure key concepts are addressed with optimum impact on body confidence.

Text in *ITALICS* indicates directions for the Teacher.

Underlined text is what the Teacher should say.

Teacher Notes

Students will understand the lesson agreements and feel comfortable being active participants. If you have already established lesson or classroom agreements, you may skip this piece.

Teacher Notes

This quick informal assessment will give you a good idea of how many students are already familiar with the term and whether they have methods to improve their body confidence.

Desired Responses

Body confidence is feeling comfortable with your appearance and accepting your body for how it looks.

Notes/Desired Responses

Possible answers to look for from students, but also offers ideas for guiding their responses as they develop their understanding of key concepts and improve their body confidence.

Introducing Media Messages

 10 mins

By the end of this activity, students will develop media literacy skills by exploring how images and messages in professional media often manipulate reality.

Presentation



Teacher Actions

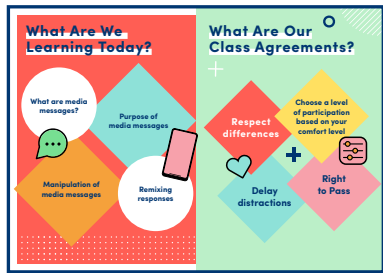
Welcome students to the 'Media Messages' workshop. Briefly remind students that the lesson series aims to help them to explore more helpful ways to manage appearance pressures and build body confidence.



What Have we Learned?

Read a few of the post-it notes from the previous lesson aloud to remind students of the previous lessons' topics. Invite students to share what they learned in that lesson.

Presentation



Teacher Actions

What are We Learning Today?

Briefly explain the areas of focus for today's lesson.

Share:

- + What are media messages?
- + Purpose of media messages
- + Manipulation of media messages
- + Remixing responses

Review Classroom Agreements:

- + Respect differences
- + Choose level of participation based on comfort level
- + Delay distractions
- + Right to Pass

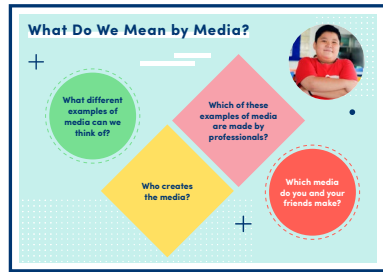
Add any other agreements your classes added.

Teacher Notes

Remind students of the classroom agreements to help create a supportive, non-judgemental environment throughout the five-lesson program.

Continued >

Presentation



Teacher Actions

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

- 01 What different examples of media can we think of?**
- 02 Who creates the media?**
Record students' ideas on a board.
- 03 Which of these examples of media are made by professionals?**
- 04 Which media do you and your friends make?**

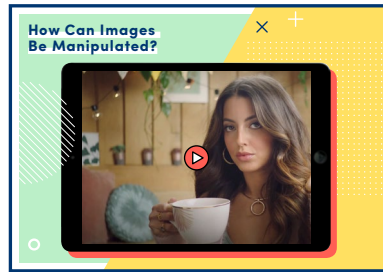
Desired Responses

- 01** Examples of media include films, TV programmes, music videos, ads, social media apps and sites, magazines, billboards, computer games, selfies, videos, comments on social media, and blog posts.
- 02** Professionals such as companies selling products; television, film, and music producers; gaming companies.
- 03** Influencers looking to gain more followers and/or sell a product to make money.
- 04** Friends, family, and ourselves who post content on social media sites and websites.

Teacher Notes

It's important that students recognise media is created not only by big companies and brands but also by influencers, peers, and ourselves.

Presentation



Teacher Actions

Explain that we will look at the media in more detail.

Say:

We will start by exploring how images and messages in the media can be a source of appearance pressures.

Ask the class the following two questions and invite a few responses.

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

Handout or share access to How can Images be Manipulated?

Assign each group at least 1 of the questions to answer while watching the video.

Say:

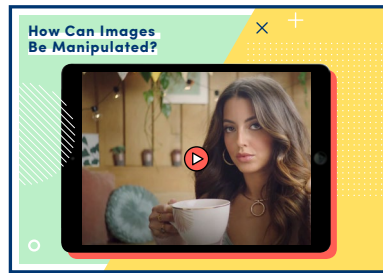
We are going to watch a brief video called "A Selfie". As the video plays, go ahead and answer the question on the handout assigned to your group. We will watch the video twice so you can answer the questions.

Desired Responses

- 01** To edit or change something, such as a person's appearance in media.
- 02** General responses such as airbrushing, using filters and photo editing apps, lighting, make-up, choosing one photo out of hundreds taken.

Continued >

Presentation



Teacher Actions

Play 'A Selfie'.

Play the film a second time. Give groups a few minutes to discuss the answers to their assigned question and then have each group share their answers. Encourage other groups to jot notes and thoughts on the handout related to the other questions.

- 01** What did you find surprising, unreal, or unlikeable about what you saw in the film?
- 02** List all the actions that you think took place **BEFORE** the photo was taken.
- 03** List all the actions that took place **AFTER** the photo was taken and before it was posted.
- 04** Why do you think the image was created in this way? Who benefits from this social media post?

Desired Responses

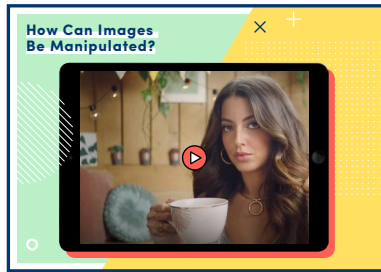
- 01** Surprised that there are so many people involved; surprised how much she was edited prior to the edits being made; unlikeable because the comment under the image is dishonest.
- 02** Special location chosen; make-up done and retouched; hair styled; professional lighting installed; careful selection of props; clothes chosen by a stylist; creative direction of the shot.
- 03** Neck elongated; filters applied; hair made fuller; jawline sharpened; cheekbones enhanced.
- 04** It could be to sell products, advertise the café, increase her following on social media, and/or gain likes and comments. The girl being photographed benefits from the image, as do the companies or brands she may be promoting through her social media account.

Teacher Notes

Help students realise how much work there was before and after to achieve this look and image.

Continued >

Presentation



Teacher Actions

- 05** How do you think the image makes the girl who likes the post at the end of the film feel?
- Think about how the image of the influencer has been changed from reality. How does seeing these changes make you feel?
- 06**
- 07** 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 on social media and in mass media like television, films, and magazines?

Next, ask students as a class:

Students may go back to their original seats since they will be working independently in the next activity.

Desired Responses

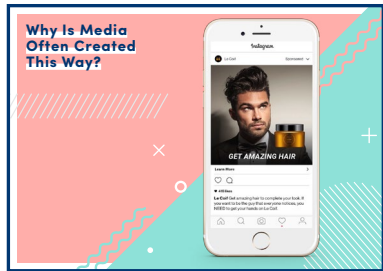
- 05** It makes them feel sad, unworthy, or not good enough. They might feel bad or start thinking about how they look different from what they see on social media because they are comparing themselves to these images.
- 06** Feelings of surprise and outrage at the thought of being tricked and misled. Now we know that images are manipulated, this also makes us feel bad – we feel deceived and realise that what we are striving for is unachievable.
- 07** Most people are not models or paid influencers and do not have make-up artists, hair stylists, or professional photo editing to change the way they look.

Impact Of Media Messages

 25 mins

By the end of this activity, students will understand that it is pointless to compare themselves to media images, because the images often promote appearance ideals in order to sell us products and services.

Presentation



Teacher Actions

Say:

We are now going to consider the messages that often accompany these images. Remember that an external influence is one that is outside of you and is usually brought to you by a person or actions outside of yourself. It can sometimes impact our behaviours.

Show the advertisements you sourced alongside this slide. Rapidly guide students collectively through the key questions for each example advertisement, encouraging a whole-class response.

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

Teacher Notes

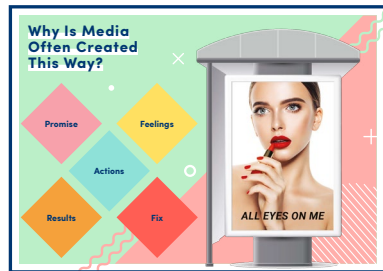
Student responses for questions 1-3 will depend on the ads you select.

Desired Responses

Advertisers want people to compare their own looks or lives to the ones they see in the advertisement. They imply that by buying that product, people can get closer to matching appearance ideals and being like the people in ads, even though this is unrealistic and unfair because most images are manipulated.

Companies and influencers are looking to gain more followers and/or sell a product to make money.

Presentation



Teacher Actions

Explain that we are going to explore the messages behind ads in further detail.

Facilitate a class discussion using one of the ads you selected.

- 01** What does the ad promise?
- 02** What feelings does the ad evoke?
- 03** What actions might people take after seeing the ad?
- 04** What are the results of these actions?
- 05** How might people respond to fix or try to improve on the results?

Repeat these questions for the second ad you selected.

Teacher Notes

Guide students in generating these answers for themselves, but they may need some support in articulating these points.

The question related to feelings is really important: this is the response advertisers want to generate and it's these feelings that provoke the action of buying the product.

You may want to assign the 'Extension sheet' with accelerated students, or set it as an independent follow-up task.

>>> Desired Responses

The advertisement promotes appearance ideals and/or an ideal lifestyle and connects this with using the product. It suggests that buying the product will make you a better person in some way, such as becoming more attractive or popular. Advertising promotes the idea that people will like you more and you will be happier if you buy their product.

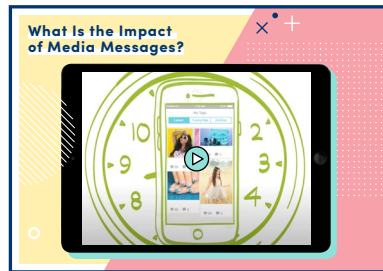
People feel dissatisfied and want to make changes so that they look more like what they see in the ad. They are inspired and hopeful that the product will help them get closer to matching appearance ideals and achieving the ideal lifestyle, just like what they see in the advert.

They purchase the product, hoping it will make them become more like what they see.

Even though the product appears to work, it doesn't produce the desired change in look or lifestyle. This leads to disappointment and feelings of failure.

People look for another product that promises a better solution and the cycle continues.

Presentation



Teacher Actions

Explain that people aren't exposed to messages about appearance ideals only through professional media but through all different types of media.

Play the short animation on Slide 7 and facilitate a brief class discussion.

Say:

Where do you see appearance ideals in the media throughout the day?

How many times a day do you see or read something that promotes the need to match appearance ideals? Is it 10 times a day? A hundred? A thousand?

01

How does the media we see throughout our day promote appearance ideals? What messages do they include?

02

What might the impact of all these messages be?

03

Teacher Notes

Media experts say most teenagers are exposed to 4,000 to 10,000 advertisements per day.¹

Reinforce that it is not just the images we see but also the messages we are given that add to the pressure to achieve appearance ideals.

Inviting a few students to give their opinion will help them to conclude by themselves that it is neither fair nor useful to compare oneself to altered images in the media.

Desired Responses

Social media, TV, advertising, magazines, newspapers, apps, photos, etc. All types of images – including films, music videos, computer games, as well as students' own photos on social media and their friends' – can manipulate the truth.

01

Answers could include tens, hundreds, or thousands.

02

Media messages that promote appearance ideals include: that looking good is easy; that everyone should focus on how they look rather than other things in life; and that if you don't look like appearance ideals, you are not good enough.

03

Each form of media or communication might be unhelpful or even harmful.

¹Is it fair to compare?" Women's Dermatologic Society and the Dove Self-Esteem Project (13 Dec 2017)

Presentation



Teacher Actions

Arrange students in small groups. Instruct each small group to complete *Is It Fair to Compare? Handout*.

Say:

- 01 What message is each type of media trying to get across?
- 02 Why is it unfair for us to compare ourselves to this media?

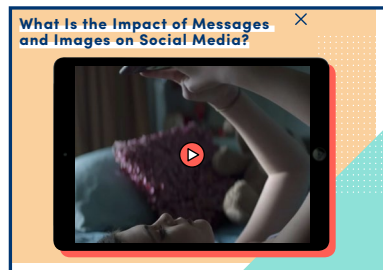
Invite one or two groups to share their responses.



Desired responses

Because these images are not realistic, it is not fair to compare ourselves to the appearance ideals that are promoted in media images and messages.

Presentation



Teacher Actions

Explain that now we are going to think about media we create and share on social media channels.

Play the film and then ask students to discuss in pairs how they might pass on or reinforce appearance ideals on social media.

Say:

- 01 How might you, your friends, or young people in general manipulate or change images posted on social media?
- 02 Do you think the images you and your friends see and share on social media represent 'real' life?



Desired responses

Answers might include: angle of selfies, use of filters and apps to alter appearance, posing in a particular way, selecting and sharing only the best images, choosing photos that only focus on appearance, only taking photos when you're wearing your best outfit, hairstyle or make-up.

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

Teacher Notes

Help students understand it is okay to want to look good in selfies, but trying to look good all the time, or as the only focus of social media activities can get in the way of other important things they might also want to promote, like showing themselves having fun, focusing on achievements, etc.

Presentation



Teacher Actions

Facilitate a short class discussion.

Say:

Let's think about what we can do when we are using social media.

Thinking about professional media (e.g., advertising on social media), what might you do to show that you don't agree with the way professional media emphasises an unrealistic 'ideal' way to look?

Now thinking about the media we create ourselves, what could we do differently when creating or sharing pictures, films and messages?

>>> Desired responses

Ideas include:

Unfollow the account(s) selling the product; don't buy the product; tell all your friends you think the advertising is fake or misleading; boycott the product; complain to the company, advertiser or the media outlet (via Twitter or commenting on an Instagram post); unfollow companies that use photo manipulation; make your own ad that doesn't use manipulation; buy products that use responsible advertising techniques.

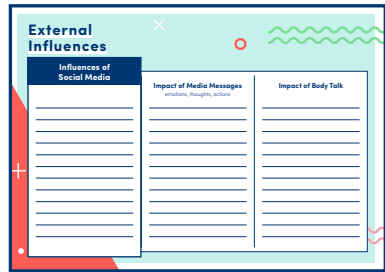
Try to post a mix of photos that represent different aspects of your life, such as showing you having fun, being out with friends, or artsy shots; spontaneous photos, rather than always posed in the best position; post comments complimenting friends on features other than how they look; respond to any negative comments or teasing with supportive comments.

Teacher Notes

It might be helpful to share a couple of examples. In the UK, Girl Guide Victoria Kincaid started her own Instagram channel with friends to show unedited images and focus on non-appearance related qualities of people, as well as to show a diverse set of body types. See @RealPeopleProject.

In Mexico, Girl Guide Diana Puente pressured local beauty businesses to change the imagery they used in their advertisements so that they were more diverse. She is now partnering with them to consult on the future imagery they use. She is asking other businesses in Mexico to do the same.

Presentation



Teacher Actions

Three-Column Chart

Explain that we are going to start a visual chart today and finish after the fourth lesson.

Ask:

What are examples of external influences that people your age face when using social media?

Write down student responses. Keep for next lesson.

Teacher Notes

If you teach multiple classes in a day, feel free to develop this three-column chart on chart paper or using a document online for each class, or build off the list from the class prior.

Using chart paper, the board or an online document, draw three columns as shown in Slide 10.



Desired responses

What to wear; products and services to buy, such as make-up or exercise apps; accounts that promote certain diet plans or workout routines; products and/or accounts that tell you what to eat.

Teacher Notes

Encourage students to provide specific examples that relate to appearance.



Goal Setting To Champion Body Confidence

 10 mins

By the end of this activity, students will set a personal goal thereby committing to an action to modify their responses to media messages.

Presentation



Teacher Actions

Say:

Next we are going to set a SMART goal to commit to not comparing ourselves to media. Because media is everywhere, there isn't a lot that we can control about it. But we can control how we let those messages influence us.

Describe how to set a SMART goal and show the example on the slide.

Say:

When setting a goal choose a small and specific action, which will make it easier for you to keep your commitment.

While the example in the slide is not necessarily pertinent to media influence of appearance ideals, it shows students the components of a SMART goal.

Teacher Notes

Students' suggestions may include the ways people consume professional media, how they create or consume personal and social media, or how they can better identify and challenge the existence of appearance ideals.

Remind students to be sure that each part of their SMART goal is reflected in the statement they write.

S

Specific

Focus on just one very clear goal.

M

Measurable

Set a condition so you can tell when your goal is met.

A

Attainable

Be sure it is something that is not too far out of reach.

R

Realistic

Set a goal that requires effort but is possible.

T

Time

Give yourself a time limit.

Presentation



Teacher Actions

Say:

What goal can you make to challenge or resist the images that promote appearance ideals in the media?

Go over the criteria for setting a SMART goal by using the SMART Goal example on the slide about homework.

- + What makes this Specific?**
- + How is this Measurable?**
- + How is this Attainable?**
- + How is this Realistic?**
- + What is the Time limit?**

Briefly brainstorm some examples of ways to modify students' responses to media messages related to appearance ideals.

Instruct students to choose from any of these ideas, or come up with one of their own, to write a SMART goal.

Desired responses

- + Focus on just one very clear goal.**
- + Set a condition so you can tell when your goal is met.**
- + Be sure it is something that is not too far out of reach.**
- + Set a goal that requires effort but is possible.**
- + Give yourself a time limit.**

Plenary

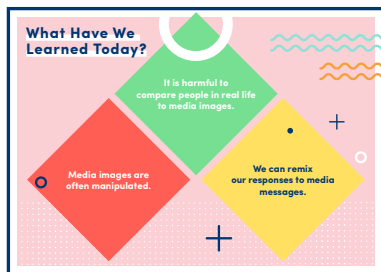
 5 mins

By the end of this lesson, students will have reflected on what they learned throughout the lesson and made a goal demonstrating their ongoing commitment to championing body confidence.

Students have...

- + Built media literacy skills, exploring how images and messages – from advertising to movies to 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 designed to sell products and services; and
- + Set a goal to challenge and reject media images and messages, especially those that promote appearance ideals.

Presentation



Teacher Actions

Ask:

What did we learn during today's lesson?

Invite volunteers to read aloud key learning points from the slide, as well as summarise any points students may have missed.

Desired Response

Students articulate the key messages in their own words.

Presentation

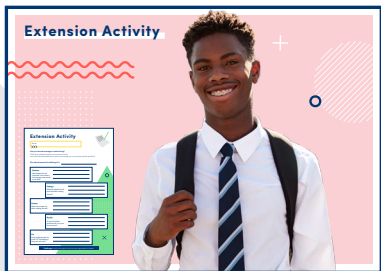


Teacher Actions

Thank students for their participation in today's lesson.

Encourage them to think about and apply their knowledge and understanding every day from now on.

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



Optional Extension Activity:

Encourage your students to explore and act on the ideas raised in today's lesson. Then, for either an optional activity or required one, ask students to complete the "Extension Activity- Taking Action to Challenge Media Messages" sheet before the next lesson.



Curriculum Links

England

PSHE

Health & Wellbeing

Self-concept

- » **H1.** To know how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing
- » **H3.** To know the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health
- » **H4.** To know simple strategies to help build resilience to negative opinions, judgements and comments

Relationships

Social Influences

- » **R42.** To recognise peer influence and to develop strategies for managing it, including online
- » **R43.** To know the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support

Living in the wider world

Media literacy and digital resilience

- » **L24.** To understand how the way people present themselves online can have positive and negative impacts on them

Relationships Education, Relationships and Sex Education (RSE) and Health Education

Physical health and mental wellbeing

Online and Media

- » To know the impact of viewing harmful content

Internet Safety and Harms

- » To know the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image)
- » To know how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online

Scotland

Health and Wellbeing

- » **3-02a** I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them

Literacy Across Learning

- » **3-08a** To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion
- » **4-08a** To help me develop an informed view, I can identify some of the techniques used to influence or persuade and can assess the value of my sources

Wales

Health and Well-being (PSE framework)

Developing thinking skills

- » To identify and assess bias and reliability, e.g. evaluate messages from the media

Developing communication

- » To communicate confidently personal feelings and views through a range of appropriate methods
- » To express opinions clearly and justify a personal standpoint

Health and emotional wellbeing

- » To understand the range of emotions they experience and how to develop strategies for coping with negative feelings

Literacy

Oracy

- » To defend a point of view with information and reasons, e.g. in role or debate
- » To respond positively and thoughtfully to new ideas and alternative points of view
- » To consider the relevance and significance of information and ideas presented to them

Northern Ireland

Personal Development and Mutual Understanding

Self-Awareness

- » To explore the different ways to develop self esteem
- » To investigate the influences on a young person

Relationships

- » To examine and explore their own and others' feelings and emotions.

Communication

Talking & Listening

- » To listen to and take part in discussions, explanations, role-plays and presentations
- » To contribute comments, ask questions and respond to others' points of view



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