

Confident Me

School Lesson for Body Confidence

Lesson Guide for Teachers



5

Lesson Five:
Be the Change



Learning outcomes



In this lesson students will:

- + Engage in an activity to review concepts learned in the programme
- + Advocate for body confidence

End-of-lesson Assessment:

Students will participate in an activity that gauges their knowledge gain and assesses their performance advocating for body confidence.



Preparation

Lesson Five: Resources and Materials Needed



Lesson 5 Materials



○ Online access to or printed copy (one per student) of PDF containing:

- + Setting My Body Talk SMART Goal (if completed during Extension in Lesson 4)
- + Find Someone Who...
- + End-of-Programme Performance Assessment Handout

Setting My Body Talk SMART Goal

Write a one-day SMART goal to decrease or eliminate body talk for yourself or others.

Tell three action steps you will take to meet your goal.

SMART checker:

- S** Explain how your goal is **specific** (SBAF)
- M** Explain how you know your goal is **measurable** (SBAF to show success)
- A** Explain how your goal is **attainable** (SBAF to reach)
- R** Explain how your goal is **realistic** (SBAF to reach)
- T** Explain the **time** conditions of your goal (SBAF)

Find Someone Who...

Move around the room and have your classmates write their name in a box if they are able to answer the statement or question. You are allowed to sign your own paper twice and have another person sign your paper in two squares, but no more.

Can you tell me about a professional model you admire?	Can you tell me about a professional model you don't admire?	Can you tell me about a professional model you don't like?	Can you tell me about a professional model you like?	Can you tell me about a professional model you don't like?
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End-Of-Programme Performance Assessment

Select ONE of the following that projects to complete around body confidence, appearance pressure, and social media.

Letter

Find a commercial or advertisement in a magazine, on television, or on social media that focuses on appearance. Write a letter to the magazine, advertiser or company. Explain how the advertisement impacts you and your friends to have unrealistic appearance ideals.

Postcard presentation

You are a secondary school teacher who is teaching your students the importance of positive self-image and the harmful effects of body talk. Create a one-minute PowerPoint presentation that includes the following concepts or skills:

- Define the following terms: body confidence, SMART goal, professional media, personal and social media, appearance ideals, appearance pressure, and manipulation of media.
- Include three suggestions for how school students can take action to lessen the impact of negative influences.
- Explain three suggestions for the target audience (Background, perspective, interests) with word choices, tone, examples, etc., that are well suited for school students.

Your Postcard presentation will be scored using the following performance checklist:

Criteria

How well did you define the following terms: body confidence, SMART goal, professional media, personal and social media, appearance ideals, appearance pressure, and manipulation of media? (1-5)

How well did you include three suggestions for how school students can take action to lessen the impact of negative influences? (1-5)

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Lesson Overview



 **50 mins**

Page 6 **Revisiting Body Confidence** | 15 mins

- + What are we learning today?
- + Goal-setting reflection
- + Review concepts learned from previous lessons in the five-lesson series

Page 8 **Body Confidence Champions** | 25 mins

- + Advocate for change in our world

Page 16 **Plenary and Assessment** | 10 mins

- + Share your project or assessment
- + Congratulations!



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

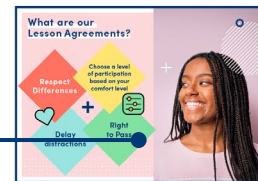
Students should achieve these objectives by the end of each section.

Presentation

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

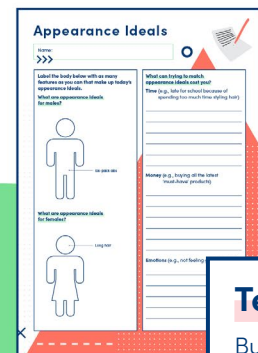
Introducing Appearance Ideals

Presentation



Educator Actions

Handout



APPEARANCE IDEALS

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.

Educator Notes

Educator Notes

Desired Responses

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.

Revisiting Body Confidence

 15 mins

By the end of this activity, students will have recalled the key learnings from the Confident Me five-lesson programme.

Presentation



Teacher Actions

Welcome students to the final lesson in the five-lesson series.

Explain that this will act as both a review of what they have covered so far and a starting point for planning future actions.



What are We Learning Today?

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

Share:

Review Class 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 class agreements to help create a supportive, non-judgmental environment throughout the five-lesson programme.

Presentation



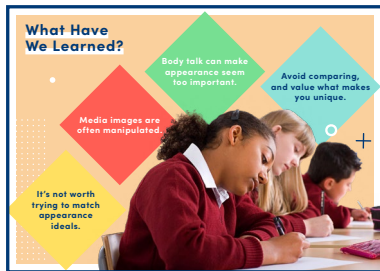
Teacher Actions

Review of SMART Goal Assignment (if applicable)

- + *Ask students to take out or access Setting My Body Talk SMART Goal handout from Lesson 4.*
- + *Ask volunteers to share what they put for their SMART goal.*
- + *Encourage students to congratulate one another on setting a goal.*

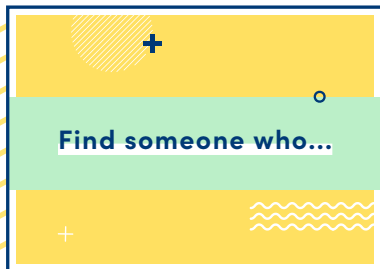
Teacher Notes

If students participated in the Extension Activity, review examples of their SMART goals. Check in with students over the next few days in class to see how their goal is progressing.



What have we learned?

In preparation for the next activity, briefly review the main messages from the previous four lessons by inviting students to share what they have learned.



Find Someone Who...

- + *Give out Handout 1, Find Someone Who...*
- + *Explain that this activity allows students to assess their knowledge gain on the content within this programme.*
- + *Have them bring a pen or pencil with them, and move around the room to see who can answer the questions or statements in the boxes.*
- + *Students may sign two of their own boxes and another student can sign two of their boxes, but no more. Adapt if you have a smaller class.*

Teacher Notes

Remind students you will be assessing their knowledge afterward with the person who signed that box, so they can't just sign any box unless they truly know the answer!

Body Confidence Champions

 25 mins

By the end of this activity, students will have made a commitment to act as a Body Confidence Champion and to advocate for change.

Presentation



Teacher Actions

Introduce the assessment option: the End-of-Programme Performance Assessment Handout (3 pages).

Teacher Notes

Students will choose one final project from the options detailed on Handout 2 and work on it during class time.

Closure & Assessment

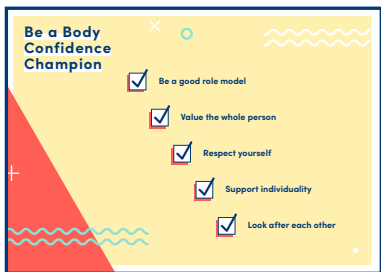
 5 mins

By the end of this lesson, students will have completed one performance assessment.

Students have...

- + Recalled the key learnings from the full five-lesson programme in their own words; and
- + Worked on a performance assessment gauging their knowledge and skill gains as a Body Confidence Champion.

Presentation



Teacher Actions

Congratulate students on the commitment they have demonstrated through their plans and across the lessons.

Highlight that they should celebrate their learning and achievements.

Facilitate a short class discussion.

Ask:

01 What actions have you already taken to champion body confidence?

Explain that over the course of the previous lessons, students have learned different ways to champion body confidence for themselves. They can now think of themselves as Body Confidence Champions.

02 What do you think it means to be a Body Confidence Champion?

Initiate a class vote.

Raise your hand if you feel inspired to take action as a Body Confidence Champion to work together to create a culture that promotes body confidence and appearance diversity.

Teacher Notes

If you have more time, you could ask students to share something they have learned or committed to change as a result of the lessons.

Explain that it's important for students to continue to be a Body Confidence Champion into the future and encourage others to do the same.

>>> Desired Response

Students may mention any of the key messages learned throughout the previous four lessons or choose to read the text off the board.

Presentation



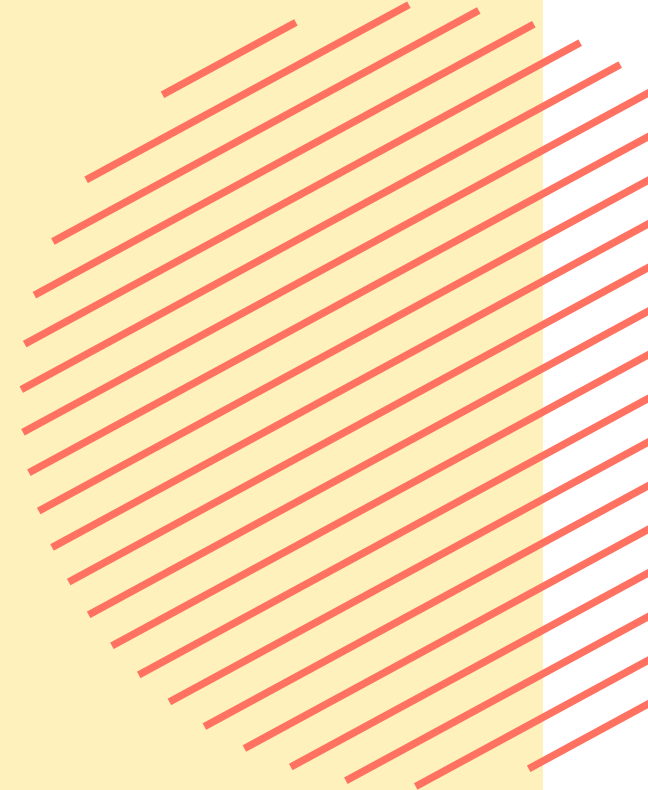
Teacher Actions

Thank students for their participation in the entire programme.

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

Teacher Notes

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



Congratulations!



By completing the Confident Me: School Lessons for Body Confidence, you have played a valuable part in helping your students build body confidence and improve their sense of self-worth. Although under more pressure than ever to match appearance ideals, the next generation are empowered to create a new social norm. By building their self-esteem and recognising a set of values through which people are not reduced to the value of their looks, youth or weight, students can be free and able to be the best version of themselves, to be appreciated for who they are regardless of their appearance, and are empowered to respect and celebrate the diversity they see around them.

Following Up

The school lessons 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 lessons can be found at dove.com/selfesteem

We are always collecting student work samples from Lesson 5. If you would like to share those with us (with student names removed), please send to info@cairnguidance.com



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

Mental health and emotional wellbeing

- » **H10.** A range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support

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 what to do and where to get support to report material or manage issues online
- » To know the impact of viewing harmful content

Mental Health

- » To know how to talk about their emotions accurately and sensitively, using appropriate vocabulary
- » To know how to recognise the early signs of mental wellbeing concerns

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

English

Spoken English

- » To give short speeches and presentations, expressing their own ideas and keeping to the point

Scotland

Health and Wellbeing

- » **3-01a** I am aware of and able to express my feelings and am developing the ability to talk about them
- » **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
- » **3-03a** I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances
- » **3-06a** I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available
- » **3-15a** I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health
- » **3-47a** I understand my own body's uniqueness, my developing sexuality, and that of others

Literacy Across Learning

- » **3-06a/4-06a** I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience
- » **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
- » **3-10a** I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently
- » **4-10a** I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required

Wales

Health and Well-being (PSE framework)

Developing thinking skills

- » To listen attentively in different situations and respond appropriately
- » To use a range of techniques for personal reflection
- » 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

Active citizenship

- » To display a responsible attitude towards keeping the mind and body safe and healthy
- » To develop respect for themselves and others
- » To value and celebrate diversity and equality of opportunity locally, nationally and globally

Health and emotional wellbeing

- » To develop positive attitudes towards themselves and others
- » 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 and express a sense of self
- » 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.
- » To know how to recognise, express and manage feelings in a positive and safe way

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



Acknowledgements

Confident Me was developed by Phillippa C. Diedrichs, Melissa J. Atkinson, Kirsty M. Garbett, Helena Lewis-Smith, Nadia Craddock and Sharon Haywood from the Centre for Appearance Research, University of the West of England, UK.

It was adapted from 'Happy Being Me' with permission and under licence from Susan T. Paxton, Sian A. McLean, Shanel M. Few and Sarah J. Durkin, 2013.

Confident Me, US version, was revised and updated for a US student audience by Jessica Lawrence, Director of Cairn Guidance.