

Confident Me

School Workshop for
Body Confidence
Key Stage 3

PSHE Association
Quality Assured
Resource

PSHE
Association

Workshop Guide
for Teachers

Single Lesson




Dove
Self-Esteem Project



Learning outcomes



In this workshop students will:

- + **Describe the concept of appearance** ideals and where pressure to achieve them comes from.
- + **Explain how images and messages**, from advertising to cinema and social media, are often manipulations of the truth.
- + **Analyse strategies to resist appearance pressures, avoid comparing themselves, challenge appearance ideals and build body confidence.**

Before teaching this lesson:

- + Ensure you are familiar with your school's safeguarding and child protection policy and that you know who the safeguarding lead is. Don't encourage students to disclose sensitive information in the classroom.

It is important to think about how this lesson fits into your PSHE education programme. Consider how this lesson links to learning on media literacy and on mental health and emotional wellbeing. Understanding of key concepts such as self-esteem and peer influence would support learning in this lesson.

Note that this lesson is designed to be delivered in PSHE education lessons by a trained teacher.



Preparation

From Your School





- **Projector (with sound) and whiteboard**
- **Students will each need a pen**

Optional

- **Spare paper**
- **Flipchart and markers**
- **An anonymous question box (for students to use during or after the lesson)**
- **See pages 23 and 24 of this guide for commonly asked questions and how to answer them.**

Single Lesson Materials



- **Workshop guide**
- **Workshop presentation**
- **2 activity sheets as handout**
- **Films embedded in workshop presentation:**  

Appearance Ideals

Name: _____

Label the body below with as many features as you can that make up today's appearance ideals.

What are appearance ideals for males?

What are appearance ideals for females?

What are you trying to match appearance ideals that someone? Time (e.g., late for school because of spending too much time styling hair).

Money (e.g., buying all the latest "You-Have" products).

Appearance (e.g., not feeling good enough).

Challenging Appearance Pressures (Private Reflection)

Name: _____

Feeling stuck? Think about what you've learned from today's workshop. How can you use what you've learned to challenge the pressures you face? Write down one thing you will start doing, or do differently, to champion what is best for yourself and others as a result of today's workshop.

Be a Champion for Change!

Feeling stuck? Think about what you've learned from today's workshop. How can you use what you've learned to challenge the pressures you face? Write down one thing you will start doing, or do differently, to champion what is best for yourself and others as a result of today's workshop.



Workshop Overview

 60 mins

Page 5 **Appearance Ideals** | 15 mins

- + Introduction and ground rules
- + What is body confidence?
- + What are appearance ideas?
- + What are today's appearance ideals?

Page 10 **Costs of Pursuing Appearance Ideals** | 15 mins

- + What appearance pressures might young people face?

Page 12 **Appearance Ideals and the Media** | 15 mins

- + Where might young people learn about appearance ideals?
- + How can images be manipulated?

Page 16 **Taking Action to Challenge Appearance Ideals** | 10 mins

- + Manipulated images on social media
- + How might appearance pressures be challenged?

Page 20 **Summary and Next Steps** | 5 mins

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

Page 22 **Extension activity and going further (after lesson)** | 10 mins

- + Extension activity
- + Going further

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

Introducing Appearance Ideals

Presentation

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

Presentation



Educator Actions

Teacher Actions What to Do

This text indicates instructions to help structure workshop activities, e.g., when you should play films or use worksheets. You can adapt these to suit the specific needs of your class.

Handout



Educator Notes

Educator Notes

Desired Responses

Handouts & Worksheets

Teacher Actions What to Say

Numbered points in bold are instructions of what to say to the students. These highlight important questions to ask students to ensure key concepts are addressed with optimum impact on body confidence.

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 Appearance Ideals

 15 mins

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

Presentation



Teacher Actions

Welcome students to the workshop.



Explain the ground rules to help create a supportive, non-judgemental environment. Encourage students to listen to each other respectfully, disagree politely and comment on what is being said rather than the person who said it.

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



Presentation



Teacher Actions

Do a quick hands-up exercise asking students:

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

Explain that today will involve challenging pressures we face relating to our appearance. This will help improve our body confidence. This will help improve our body confidence.

Explain that we will first be learning about appearance ideals.

Read out or invite a student to read out the definition of appearance ideals from the board.

Teacher Notes

This quick hands-up exercise will give you a good idea of how many students are already familiar with the term and have methods to improve their body confidence. Use the students' responses to tailor the lesson to the class.

>>> **Desired Responses**

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

Teacher Notes

Repeating these questions at the end of the lesson will allow you to demonstrate the progress your class has made during the lesson.

Take the time to ensure all students understand what is meant by appearance ideals, so they can use the learning in the rest of the workshop.

Presentation



Teacher Actions

Explain that we are going to understand what society currently tells us is the ideal appearance for boys and girls. Ask students to make their own groups by sitting with people who identify with the same gender as them.

- 01 **Girls, can you give me one or two examples of what society tells us are the appearance ideals for girls?**
- 02 **Boys, can you give me one or two examples of what society tells us are the appearance ideals for boys?**

Desired Responses

Example appearance ideals include:

- 01 Female Identifying – long, slim, hairless legs; slim/skinny; clear, blemish-free skin; toned; big eyes; flat stomach; straight, white teeth; hairless body; long, manicured nails; thick, defined eyebrows; long eyelashes; large lips; long, glossy hair.
- 02 Male Identifying – muscular; tall; slim waist; lean, v-shaped torso; low body fat; broad chest; flat stomach; six pack; straight, white teeth; blemish-free skin; some facial hair; thick, styled hair.

Teacher Notes

Push students to be specific in their responses. “For example, when a student says “hair”, ask them to give specific details (e.g., length, colour, texture). Or, when they say “perfect teeth” or “perfect skin” ask them to explain what these attributes look like (e.g., straight, white teeth; clear skin without blemishes or wrinkles).

Continued >

Activity

Appearance Ideals

Name: >>>

Label the body below with as many features as you can that make up today's appearance ideals.
What are appearance ideals for males?

What are appearance ideals for females?

What can trying to match appearance ideals cost someone?

Time (e.g., late for school because of spending too much time styling hair)

Money (e.g., buying all the latest "must-have" products)

Emotions (e.g., not feeling good enough)

Teacher Actions

If time allows instruct students to complete Activity 1 for the gender that most closely matches their gender identity.

01

Create as long a list as possible of the physical features that make up today's appearance ideals.

Invite different groups to share their ideas with the class, writing their ideas on a whiteboard. Make the list as long as possible.

02

Looking at these lists, do you think it is possible to have all of these characteristics?

Teacher Notes

Experience suggests that students feel most comfortable completing this activity in small groups with other people who have a similar gender identity to them, and when working with friends. You may need to acknowledge that though different groups of students might uphold different appearance ideals, they all are narrow ideas and encourage us to work towards an unrealistic goal. If students are struggling, it can be useful to prompt them to think about specific aspects of the body (e.g., face torso, legs, body hair, skin).



Desired Responses

No, it is not possible because:

01

There are inconsistencies between the different features e.g., long legs and small feet, or curvy hips (which require body fat), and a flat stomach with a six-pack (which requires very low body fat). It's therefore not realistic to have all at once.

02

Our looks are defined by our genes, inherited from our parents and their parents. Therefore, this makes it impossible for most of us to match appearance ideals.

Continued >

Activity

Appearance Ideals

Name: >>>

Label the body below with as many features as you can that make up today's appearance ideals.
What are appearance ideals for males?

What can trying to match appearance ideals cost someone?
Time (e.g. late for school because of spending too much time styling hair)

Money (e.g. buying all the latest "must-have" products)

Emotions (e.g. not feeling good enough)

What are appearance ideals for females?

Teacher Actions

03 Can you think of any other issues with these appearance ideals?

04 Do you think these appearance ideals have been the same throughout history? Can you think of any examples?

Explain that these changing ideals reflect society's view of attractiveness at a particular point in time. Therefore, people have felt pressure to look a certain way all throughout history. It is almost impossible for someone to match appearance ideals because the ideals are always changing.

>>> Desired Responses

03 These appearance ideals take a narrow view of what different genders should look like. They draw on gender stereotypes in our society. Additionally, adopting a binary approach is not inclusive of other genders.

No, appearance ideals are constantly changing across time, countries and cultures. They never stay the same!

Examples include:

- +** The appearance ideal for women during the 14th century Renaissance period was to be voluptuous and have a fuller figure.
- +** The appearance ideal for women in the 1920s was an androgynous look, which hid their curves.
- +** The appearance ideal for men in the UK has become increasingly muscular since the 1960's.
- +** In Asia, thinness was once viewed as a sign of poverty and malnutrition. However, now being thin is idealised as a desirable body shape for women in many parts of Asia.

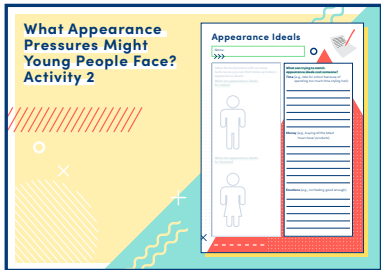
04

In Summary, there are different ideals around the world and over time it is not helpful to try and keep up with the ideals and the costs are high.

Cost of Pursuing Appearance Ideals 15 mins

By the end of this activity, students discuss where the pressure to achieve appearance ideals comes from.

Presentation



Teacher Actions

Explain that now students understand what appearance ideals are, we are going to explore some of the pressures they can create in our daily lives.

Teacher Notes

Take a few responses, but don't spend too much time in this section. The primary objective is for students to realise it costs a lot (rather than specific quantities).

Ensure that the students do not take this as an opportunity to share tips on how to match appearance ideals.

If students are struggling, refer them to the list of appearance ideals they previously generated. It can also help to ask students to imagine someone of a similar age, background, and interests to themselves.

Continued >

Activity

Appearance Ideals

Name: >>>

Label the body below with as many features as you can that make up today's appearance ideals.
What are appearance ideals for males?

What can trying to match appearance ideals cost someone?
Time (e.g., late for school because of spending too much time styling hair)

Money (e.g., buying all the latest "must-have" products)

Emotions (e.g., not feeling good enough)

What are appearance ideals for females?

Teacher Actions

As a class, discuss the three questions below.

- 01 **How much time would it take to try and match appearance ideals?**
- 02 **How much money would it cost?**
- 03 **How would constantly trying to achieve changing appearance ideals make someone feel?**

You may need to make it clear that it's okay to take care of your appearance through hygiene and health and well-being behaviours. What students are exploring here is when they might get too caught up in trying to achieve a look that is impossible for most, and use up too much time, money, and mental energy in the process.

Students might use this task to argue that some people can match appearance ideals with little time, money or emotional energy. Remind students that these people might still not feel satisfied with their appearance, and will not always feel that they look their best – and just because some people might come close to appearance ideals, it doesn't guarantee that their lifestyle is any more ideal.

Instruct students to complete Activity 2 in pairs. Once completed, invite students to share their ideas for time, money and emotions and feelings in turn.

Desired Responses

Examples of negative consequences include:

Spending too much time on hair, make-up or skin care, extreme exercise, dieting, checking or comparing appearance with others, dwelling on negative emotions.

Lots of money spent on hair products/ treatments, skincare, make-up, clothes, magazines, beauty treatments, gym membership, dieting products, surgery.

Feelings of frustration, anger, sadness, jealousy, anxiety, shame, embarrassment, dread, dissatisfaction, unhappiness.

Challenge

Make a list of all the things someone might miss out on if they spend a lot of time, money and energy trying to match appearance ideals.

Appearance Ideals and the Media

 12 mins

By the end of this activity, students will explore how media manipulates content to promote appearance ideals.

Presentation



Teacher Actions

Have a class-wide discussion, calling for volunteers to answer:

01 **Where do you think these appearance ideals come from? Where might young people find out about them?**

Explain that by knowing where these ideals come from, we can begin to change how we respond to these ideals.

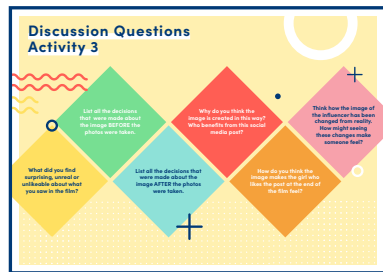
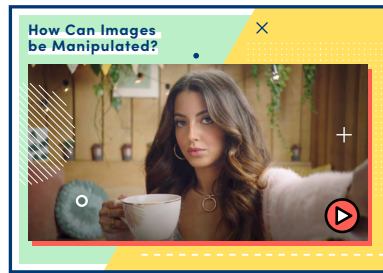
Desired Responses

Answers could include: advertisements, magazines, fashion industry, websites, celebrity culture, diet industry, parents or family, friends, other young people, bullies, social media, our own thoughts.

Teacher Notes

Be careful not to create a blaming atmosphere (for example, blaming parents or friends). Messages about appearance ideals are part of our daily environment and are so common that those around us may not even be aware of them. Raising awareness of the source is the point here, not judging or assigning value to each one.

Presentation



Teacher Actions

Explain that we will now look at the media in more detail. We will start by exploring how images and messages in the media can be a source of appearance pressures.

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

Play 'A Selfie'.

Next, show the students the six questions on the next slide. Group students in a way that makes sense in the classroom, and assign each group one of the six questions.

Ask each group to write down their question. Play the film a second time and then instruct the students to discuss the question they have been assigned. It may help to ask each group to generate at least three responses to their question.

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

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.

Teacher Notes

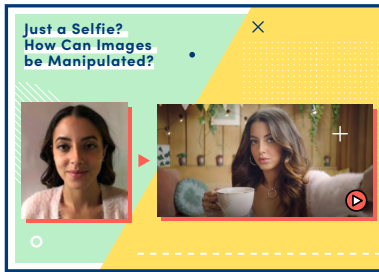
The discussion questions increase in difficulty – Question 1 is the easiest, and Question 6 is the hardest. If your class is arranged by ability level, you might choose to distribute the discussion questions based on these levels of difficulty.

Challenge

How do you think a young person might feel if their photo is manipulated by someone else? How might the number of likes an image or post gets impact on self-esteem?



Presentation



Teacher Actions

- 01 **What did you find surprising, unreal, or unlikeable about what you saw in the film?**
- 02 **List all the actions that 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

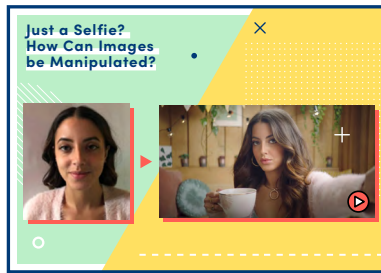
- 01 Surprised that there are so many people involved; surprised how much she was edited prior to the edits being made; unlikeable because the comment under the image is dishonest.
- 02 Special location chosen; make-up done and retouched; hair styled; professional lighting installed; careful selection 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?**

- 06 **Think about how the image of the influencer has been changed from reality. How might seeing these changes make someone feel?**

Next, ask students as a class:

- 07 **Why might it be unfair for young people to compare the way they look to manipulated images of people in professional or social media?**

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. Some students may feel relieved to know that the images they see on social media are not real.

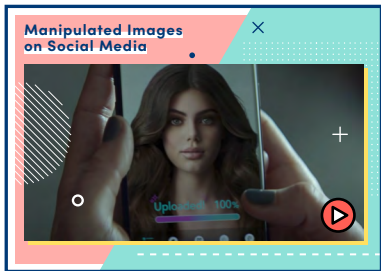
- 07 Most people are not models or paid influencers and do not have make-up artists, hair stylists, or professional photo editing to change the way they look.



Taking Action to Challenge Appearance Ideals

8 mins

Presentation



Teacher Actions

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

Play the Reverse Selfie film.

01 How might young people manipulate or change images on social media?

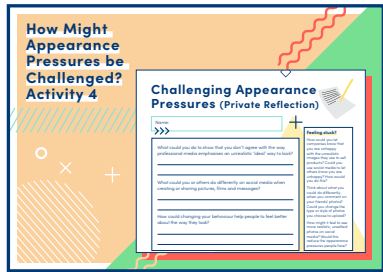
02 Do you think the images young people see and share on social media show a realistic picture of their lives?

>>> Desired Responses

Answers might include: angle of selfies, use of filters, 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 not be representative of real life because they have been carefully selected and only show a snapshot of people's lives.

Presentation



Teacher Actions

Explain that we are now going to think about how young people can challenge appearance pressures they see in the media. Share a few examples (see Teacher Notes) and then ask students to complete Activity 4 as a private, independent reflection. Their responses should not be shared with others.

Teacher Notes

There are many positive accounts on social media to follow that do not focus on appearance, such as @The_Female_Lead. You might want to find local positive accounts to mention as well as businesses, such as Aerie and Dove, that do not digitally distort images and use diverse body types. We've included a few examples to guide you on the next page but feel free to find your own local, recent, culturally appropriate positive accounts as well if you like.

Examples of Body Confidence Champions

In the UK in 2019, 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 showcase a diverse set of body types. See @TheRealPeopleProject.

In Mexico in 2019, 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.

Body acceptance activist Stevie Blaine (@bopo.boy) started his Instagram account when he was 14. He set it up to help save other young people from the destructive habits he experienced and provide a safe space for people to talk about their body hang ups without judgment. He now has a huge global following.

Body positivity warrior Harnaam Kaur (@harnaamkaur) has embraced the body hair brought on by her Polycystic Ovarian Syndrome after being bullied as a teenager. With a social media following of over 190,000, she is now a motivational speaker, model, world record holder and activist who encourages others to accept themselves as they are.

Summary and Next Steps

 5 mins

Presentation



Teacher Actions

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

Ask the class for a show of hands:

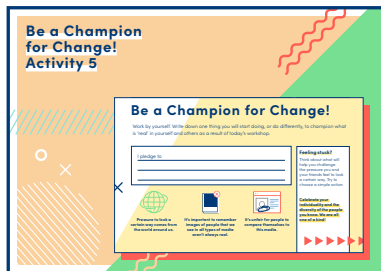
- 01 **Now that we have completed this lesson, do you understand what we mean by body confidence?**
- 02 **Now that we have looked at the role of social media and advertising on how we feel about ourselves, do you know how to improve your body confidence?**

Teacher Notes

Ask a student to explain what body confidence is, and then ask a selection of students to share an example of how to improve body confidence. This will help get an idea of their progress.

Desired Responses

Social media is unrealistic, we shouldn't compare ourselves; recognising the appearance ideal is unachievable; follow people that make you feel good on social media.



- 01 **Reflecting on everything we have learnt today, how are YOU going to take action to address the pressure you and your friends feel to look a certain way?**

Instruct students to complete Activity 5 independently, writing one thing they will pledge to start doing or to do differently as a result of the lesson.

This task should be completed as a private reflection and students should be instructed not to share their pledges.

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.

Teacher Notes

Encourage students to make their pledge a small and specific action, making it easier for them to keep to their commitment. Encourage students to take this home and post somewhere as a reminder to how they will change. This will help get an idea of their progress.

Presentation



Teacher Actions

- + Thank students for their participation in today's lesson. Encourage students 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 you have covered in the lesson.
- + If a student has any concerns about their body image that they would like to discuss, please refer them to the appropriate source of support in your school (e.g., school counsellor, nurse, a teacher).



- + Explain to students that there are lots of different ways they can access further support if they have been strongly affected by the topics raised today.
- + Remind them about the pastoral support available in school, as well as organisations like Young Minds (who offer an anonymous and free text support service) and The Mix (who offer email, webchat and short-term counselling support).

Extension Activity and Going Further

10 mins

ONLY complete activity in class if time permits.

Presentation



Teacher Actions

01 **What would you say to a friend to convince them that they shouldn't compare themselves to manipulated images they see in the media?**

Once students have responded, tap the slide to reveal some of the desired responses.

Instruct students to complete the Extension Activity, where they will work with a partner to create a role play.

Invite pairs to perform an idea for each type of media.



Desired Response

Many media images are unrealistic; many 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.

Remind students that there are people they can talk to (e.g. their tutor or school counsellor) if they have been affected by anything in today's lesson. Childline has further information and an online chat service they can use at any time.

Commonly Asked Questions

Student

I still want to look like [insert famous person's name here]. I think it is worth the time, money and energy it would take.

Surely being skinny is healthy though? Aren't we promoting obesity and unhealthy behaviours?

Response

The problem is that even [insert celebrity name] doesn't look in real life like they do in images on social media etc. As we'll talk about in this lesson, there are lots of different filters and techniques that are used to create these images – so they're not based in reality.

Also, is it realistic to think that every aspect of a celebrity's life is perfect? For example, do they have perfect relationships, are they always happy, and are they always healthy? We know from interviews with celebrities that they can struggle with a lot of things just like we do, including their appearance.

A healthy body is one that has good mental and physical health, has a balanced and varied diet and is exercising moderately. Healthy bodies come in all different shapes and sizes and it's important that we take care of our bodies and appreciate them. The appearance ideal changes over time & cultures and is a product of the society that we live in at a particular time. It does not reflect anything about the health of a body.

Commonly Asked Questions

Student

This is a girl's issue. Can't we (boys) do something else?

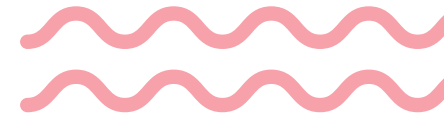
But what if someone just likes make-up and fashion? Is wearing make-up wrong?

Response

➤ Society places pressure on everyone to look a certain way, and all genders from different countries and cultures report disliking various aspects of their appearance. In order to live in a society that celebrates and promotes appearance diversity and inclusivity, everyone needs to be empowered to appreciate their bodies, irrespective of their gender.

➤ Make-up and fashion can be a fun way for a person to express themselves. Make-up and fashion isn't wrong, but it's important that young people are able to feel good about their appearance regardless of make-up or fashion. The way someone might express themselves with their appearance is a totally personal choice and we should not judge others on how they choose to do this, including if someone decides to wear make-up or not. Make-up and fashion can be fun, if we're engaging in these behaviours for ourselves and not because we feel pressure from society.

Going Further



Visit dove.com/selfesteem for other resources (that have not received the Quality Mark):

- + Four short films to help prepare you for impactful delivery of this lesson (see the Teacher resources).
- + Further materials for teachers and parents designed to enhance your students' understanding of the key concepts covered in **Confident Me: Single Lesson**.



Curriculum Links

England

PSHE (Links to the PSHE Association's Programme of Study)

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

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

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

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
- » To participate in formal debates and structured discussions, summarising and/or building on what has been said

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
- » **3-15a** I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health

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
- » **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 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
-



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.

