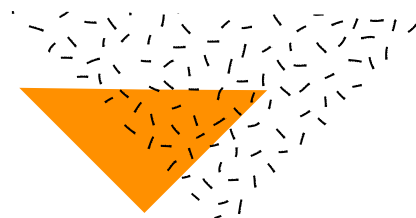




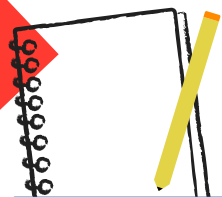
confident me

School Workshops
for Body Confidence

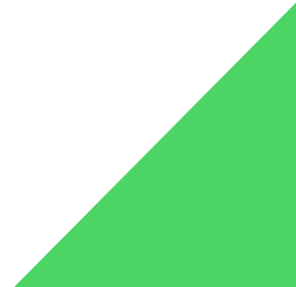
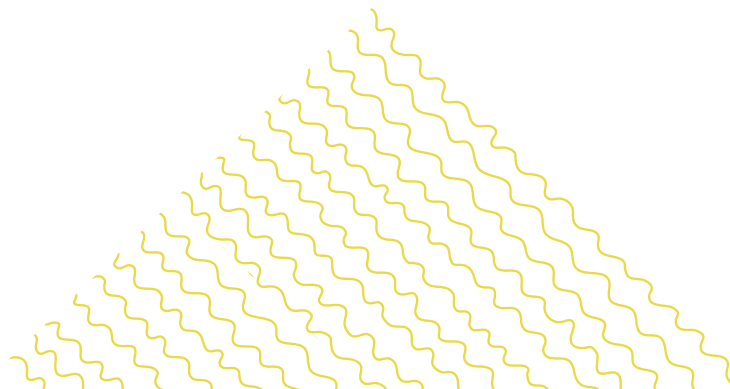


WORKSHOP 1 Appearance Ideals

Workshop Guide for Teachers



FIVE SESSION



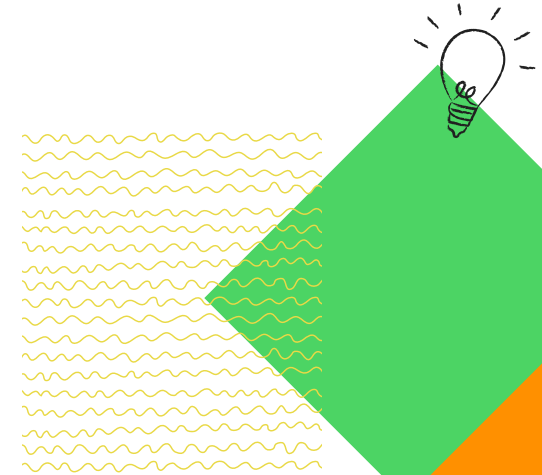
Learning Outcomes

In this workshop students will:

- **Understand** the concept of appearance ideals and where the pressure to achieve them comes from
- **Analyze** internal and external influences related to body confidence

National Health Education Standards alignment:

- Students will **comprehend** concepts related to health promotion and disease prevention
- Students will **analyze** the influence of family, peers, culture, media, technology and other factors on health behavior
- Students will **demonstrate** the ability to use goal-setting skills to enhance health



Resources

FROM YOUR SCHOOL

Projector and whiteboard
Students will each need a pen
Spare paper
Flip chart and markers

ADDITIONAL MATERIALS

Bowl of Milk Activity

Large glass bowl
One gallon of whole milk
(2% or skim will not work)
One package of four assorted
food-coloring bottles
A bottle of Dawn dish soap
(Dawn is the only dish soap that will work)
Pictures from common magazines and/or ads
from TV (showing appearance ideals)

Navigation Icons

These icons are used throughout the lesson to help signal when to introduce planned activities.



Video



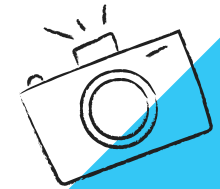
Group Discussion



Worksheet



Going Further Sheet



WORKSHOP MATERIALS

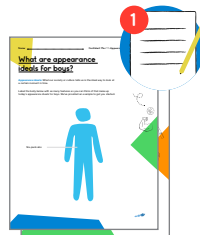
Workshop Guide



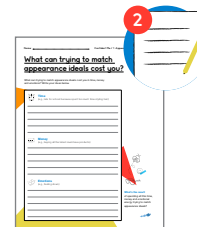
Workshop Presentation



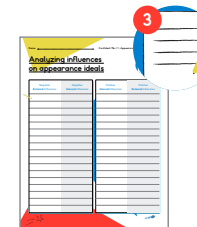
3 Worksheets (one set per student)



Worksheet 1
What are appearance
ideals for boys/girls?
(Note: There are two
versions.)

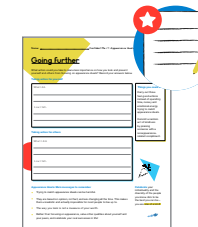


Worksheet 2
What can trying to
match appearance
ideals cost you?



Worksheet 3
Analyzing influences
on appearance ideals

Going Further Sheet (one per student)



Going Further
Appearance Ideals:
Main messages to
remember

Overview of Workshop Modules



Total Time: 45 Minutes

Page
06

Introducing Appearance Ideals

20 Minutes

What are we learning today?

What do we mean by
appearance ideals?

What do we mean by
external influences?

What do we mean by
internal influences?

What are today's
appearance ideals?

Page
10

Appearance Pressures

20 Minutes

What appearance pressures
do we face?

What is the impact of these
appearance pressures?

What do we mean by positive
and negative influences?

Analyzing influences on
appearance ideals

Page
18

Closure and Assessment

5 Minutes

What have we learned today?

Congratulations!

Going further

Assess understanding of analyzing
influences, including internal and
external influences

Extension Activity: Group discussion on
sources of appearance ideals

How to Use This Guide

Confident Me / 1 • Appearance Ideals / Teachers' Guide

Introducing Appearance Ideals

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



20 Minutes

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.

Presentation

These are visual cues and learning objectives to help you steer the workshop and deliver it effectively.

Navigation Icons

These icons indicate planned activities for the classroom, such as playing a video or completing a worksheet.

Worksheets

Presentation



Worksheet 2



Teacher Actions Desired Responses

Explain that students are going to explore in more detail the pressures that trying to match appearance ideals can cause. Divide the class into three groups and assign one group to time, one group to money and one to emotions.

• What can trying to match appearance ideals cost you?

Examples of negative consequences include:

- Time** – on hair, makeup, or skin care, extreme exercise, dieting, checking or comparing your appearance with others, dwelling on negative emotions.
- Money** – spent on hair products or treatments, skin care, makeup, clothes, magazines, beauty treatments, gym membership, dieting products or surgery.
- Emotions and feelings** – frustration, anger, sadness, jealousy, anxiety, shame, embarrassment, dread, dissatisfaction, unhappiness.

Invite all three groups to share their ideas for time, money, and emotions and feelings in turn. Which group generated the most ideas?

Make a list of students' ideas. (Worksheet 2)

Giving students a fixed, short amount of time for this activity can also help increase focus.

Notes

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 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.

Desired Responses from Students

Blue text not only indicates 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



20 Minutes

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

Presentation

Teacher Actions

Desired Responses

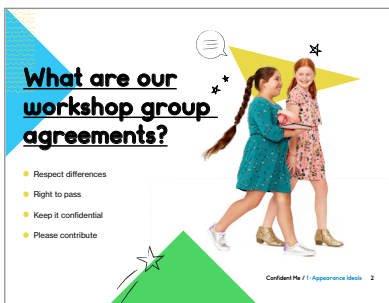
Notes



Teacher will welcome students to the workshop.

Introduce the workshop.

Explain that today is the first in a series of five workshops that will help students think about the appearance pressures young people encounter. The workshops will assist them as they explore more helpful ways to manage these pressures and build body confidence.



Students will understand the group agreements for the workshop and feel comfortable being active participants.

Share the workshop group agreements to help create a supportive, nonjudgmental environment throughout Confident Me: School Workshops for Body Confidence.

Sharing the group agreements with your class is a useful mechanism for establishing a different feel from lessons across these workshops.

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

Presentation

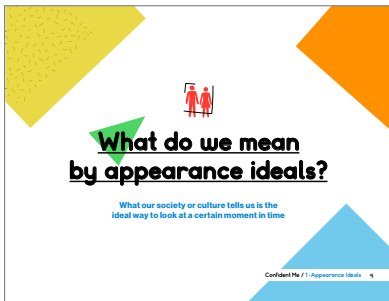
Teacher Actions
Desired Responses

Notes



Students will focus on understanding appearance ideals and how they can challenge the pressure these ideals create.

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



Students will understand what is meant by appearance ideals.

• What do you think we mean by appearance ideals?

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

Invite a student to read the definition aloud.

Explain that before students start challenging appearance pressures, they need to establish what society currently tells us is the ideal appearance for boys and girls.



Appearance Ideals

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

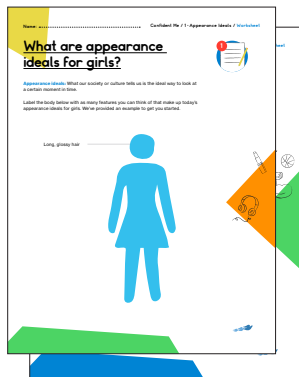
Appearance ideals can change from decade to decade; sometimes something that is seen as not ideal could be seen as an ideal just a few years later.

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

Presentation



Worksheet 1



Teacher Actions

Desired Responses

- Can you give me one or two examples of what society tells us are the appearance ideals for boys? And for girls?

Encourage students to be specific in their responses.

While it may help students to complete their own sheet so they have a record of their activity, they might feel more comfortable pooling their ideas onto one group sheet.

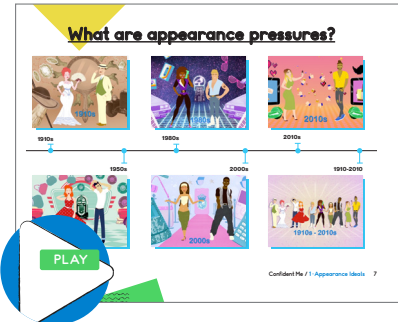
You may need to acknowledge that though different groups of students might uphold different appearance ideals, all of these ideals are narrow and encourage the pursuit of unrealistic and often unattainable goals.

- External influences are standards we observe or hear from people, media and the world around us.
- Internal influences are thoughts, ideas and judgments about ourselves and our accomplishments.

Explain that the class will do an activity shortly to learn more about external and internal influences.

Notes

Presentation



Students will see watch video that show people and trends in style through the years.

Students will understand that ideas about what “beautiful,” “handsome,” “glamorous” and “attractive” look like always change over time and across cultures.

Students will learn that everybody still feels pressure to match these appearance ideals today.

Teacher Actions Desired Responses

Explain that these images represent appearance ideals: what was handsome, glamorous, beautiful and attractive over time.

- **What did you see? What styles do you remember?**

Different styles and ideals over time, e.g., thin waists versus curvy bodies, formal clothes versus casual shirts and tattoos.

- **What surprised you? Did it remind you of something else?**

It might have been surprising that the ideals differed so much.

- **In what ways might these ideals affect how people feel about themselves?**

People might be affected in a negative way if they feel that they cannot realistically look or dress like the ideals shown.

- **Why are the past's ideals different from today's?**

Appearance ideals reflect what is considered valuable, in style or cool in a specific place at a specific point in time. Appearance ideals are constantly changing and vary among cultures.

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.

Notes

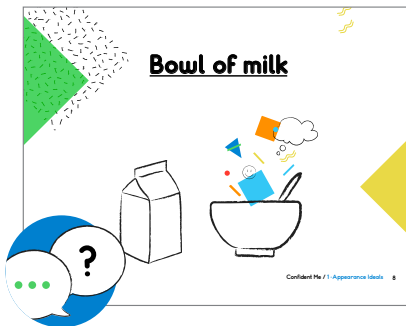
Appearance Pressures



20 Minutes

By the end of this section, students will recognize the pressures caused by trying to match appearance ideals and the impact this has on their everyday lives.

Presentation



Students will decode mixed messages that adolescents are constantly exposed to regarding body image. They will be able to visually perceive how these messages may impact their decisions and behaviors.

Teacher Actions

Desired Responses

Materials:

- > Large glass bowl
- > One gallon or 3 litres of whole milk (2% or skim will not work)
- > One package of four assorted food-coloring bottles
- > A bottle of Dawn dish soap (Dawn is the only dish soap that will work)
- > Pictures from common magazines and/or ads from TV (showing appearance ideals)

1. Set the bowl of milk on a table, with magazine images or ads spread around the bowl.
2. Ask the students to identify whom they receive messages from: professional media (print ads, commercials), parents and family, faith-based organizations and peers (via social media and text communication).
3. Explain to the class that the bowl represents a teenage body and the milk represents a teenage brain.
4. Using one picture at a time, ask the students to identify the messages that the corresponding image may send:
 - a. Take one food coloring (blue) and use only that color to represent professional media. Ask the students to share with the class the messages they receive from professional media regarding body image and appearance ideals. For each message, the instructor will add a drop of blue food coloring into the milk.
 - b. Take another food coloring (red) and ask students to identify what their parents and family say about body image and appearance ideals. Add a drop of red dye in the milk for each message.
 - c. Take another color (green) to represent faith-based organizations. Repeat drops per message.

- d. Peers (yellow). Repeat drops per message.

The bowl of milk will be a mix of different-colored drops.

Ask students to describe what they see in the bowl of milk. They might say: "mix of colors," "confusing" or "mixed messages." Ask students to elaborate:

• How is this milk like your brain?

Tell students the Dawn dish soap represents hormones. Squeeze the soap in the middle of the milk (soap will make the food coloring swirl).

Ask the students:

- **What part do our hormones play in our ability to take in the messages, decipher them and understand what is best for us? And how do hormones play a role in our growth, in the way our bodies change during puberty?**

Discuss with students how difficult it can be to make healthy decisions when they have multiple influences in their life that give them mixed messages. Share that one of the purposes of this workshop is to help sort out these messages, which may enable them to make healthy, safe and responsible choices today and in the future.

Presentation



Students will give examples of the time, money and emotional energy it can take trying to match appearance ideals.

Worksheet 2

Teacher Actions Desired Responses

Now that students understand what appearance ideals are and where appearance pressures come from, explain that the class will next explore some of the pressures appearance ideals can create in their daily lives.

Ask the students to “think, pair, share” for the questions below. Pose the questions, allow the students to first think by themselves for a moment before discussing quickly with their partner and then have them share their answer with the class.

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

Ideas could include being late for school because you are taking too much time on your hair; running out of money because you spent it all on beauty and grooming products; not feeling good enough because you can't match changing and narrowly defined appearance ideals.

Take a few responses, but don't take too much time. The primary objective is for students to realize it takes a lot (rather than coming up with a specific quantity).

You may need to make it clear that it's okay to take care of your appearance. 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 squander too much time and money in pursuit of it.

(continued on next page)

Notes

Presentation



Students will give examples of the time, money and emotional energy it can take trying to match appearance ideals.

Worksheet 2

Teacher Actions Desired Responses

Explain that students are going to explore in more detail the pressures that trying to match appearance ideals can cause. Divide the class into three groups and assign one group to time, one group to money and one to emotions.

• What can trying to match appearance ideals cost you?

Examples of negative consequences include:

Time – on hair, makeup, skin care, extreme exercise, dieting, checking or comparing your appearance with others, dwelling on negative emotions.

Money – spent on hair products or treatments, skin care, makeup, clothes, magazines, beauty treatments, gym membership, dieting products or surgery.

Emotions – frustration, anger, sadness, jealousy, anxiety, shame, embarrassment, dread, dissatisfaction, unhappiness.

Invite all three groups to share their ideas for time, money, and emotions and feelings in turn. Which group generated the most ideas?

Make a list of students' ideas. (Or have students come up with their own on Worksheet 2.)

Giving students a fixed, short amount of time for this activity can also help increase focus.

Ensure that the students do not take this as an opportunity to share tips.

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 similar age, background and interests to themselves.

Students may provide examples of people who have had cosmetic surgery. Take care not to criticize anyone they might personally know, but help them see that surgery is a serious step and can't guarantee that a person will always feel confident with his or her looks. Students might use this task to argue that some people can match appearance ideals with little time, money or emotional energy. Remind these students that such people still might not feel satisfied with their appearance and will not always feel that they look their best; just because people might easily meet appearance ideals doesn't guarantee their lifestyle is any more ideal.

Notes

Presentation



Students will understand that people put pressure on themselves to meet appearance ideals because they feel it might help them achieve an ideal lifestyle. However, achieving what society considers an ideal appearance does not automatically make a person's life ideal, nor does meeting the ideals mean he or she will be happy.

Teacher Actions
Desired Responses

Explain that now that they have considered the problems appearance pressures can cause, the class is going to examine the reasons why people might still put these pressures on themselves.

Facilitate a short class discussion.

- **What do you think people feel they will achieve by meeting appearance ideals?**
They may feel that they would get the ideal boyfriend or girlfriend, greater popularity or positive attention, or they may believe that they will feel more accepted or loved.
- **What else do they think might happen or change in their life?**
- **Is it true that if someone attains appearance ideals, they are automatically happy, confident or successful?**

Initiate a class vote.
- **Raise your hand if you feel the opposite of that holds true: Are people who don't pursue appearance ideals automatically or always unhappy, lacking in confidence or unsuccessful?**
- **How could you spend your time, money and emotional energy in a better way?**

Initiate a class vote.

- **Stand up if you think it is worth trying to challenge or resist these appearance pressures, given all of the sacrifices. Why?**
It is worth trying to challenge or resist these pressures because it is not realistic to meet appearance ideals, and we sacrifice time, money and emotional energy trying to achieve something that is not possible. It would be better to put these resources into more worthwhile activities that we enjoy.

(continued on next page)

Notes

Presentation

Teacher Actions
Desired Responses

Notes



Students might suggest examples that show celebrities are not happier than others. However, make sure this doesn't turn into celebrity bashing. Help students understand that these people can't feel happy all the time and are unlikely to feel their appearance or life is ideal all the time.

Voting in this way allows students to demonstrate their personal commitment to engage with the workshop and build their body confidence.

Having students put this in their own words helps reinforce the learning outcomes and encourages other students to take the messages on board.



Teachers will present magazine pictures and/or TV ads gathered prior to the lesson as a way to talk about and offer key examples of internal and external appearance influences.

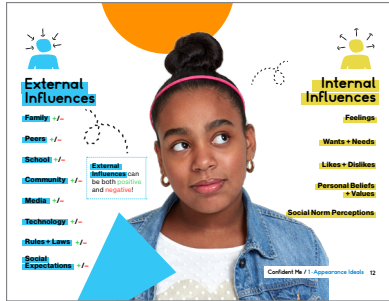
Introduce the Analyzing Influences skill.

Explain that there are both external and internal influences that affect our attitudes and behaviors.

- **External influences are standards we observe or hear from people, media and the world around us. What are some examples that might affect your body image?**
Examples of external influences include television, movies, magazines, social media, etc.
- **Internal influences are thoughts, ideas and judgments about ourselves and our accomplishments. What are some examples of internal influences that might affect your body image?**
Examples of internal influences could include inner thoughts such as "I'm too fat; "I like how I look today"; "I wish I were taller"; "I feel great after going on a hike."

(continued on next page)

Presentation



Teacher will point out how the slides distinguish between internal and external influences, both positive and negative.

Teacher Actions Desired Responses

Explain that some influences can be positive and some can be negative. It's important to recognize the difference, and to focus on those influences that are positive, because those influences can help us have healthy attitudes and make healthy choices. It's also important to learn to disregard negative influences because they can often result in attitudes or behaviors that are unhealthy.

Share examples of external and internal influences, both positive and negative.

There are many factors that influence appearance ideals.

This exercise enables students to examine a great variety of factors. Be aware that different ideals often exist for different groups, including socioeconomic status, race, religion, gender, gender identity, sexual orientation, etc. The purpose of this activity is not to marginalize these groups, which may be present in your classroom. Rather, it is a good opportunity for students representing these diverse groups to share the internal and external influences that they personally experience. Doing so can help raise awareness and help students develop empathy for one another based on hearing their shared experiences.

Examples of positive external influences: getting a compliment for a job well done or media showing famous people who are acknowledged for performance without regard to appearance.

Examples of negative external influences: magazines and media mostly showing people who look perfect, social media that make fun of people's appearances or hearing put-downs about appearance in the hallways.

Examples of positive internal influences: feeling satisfied about a job well done, happy about an accomplishment or proud for standing up for someone.

Examples of negative internal influences: judging yourself based on how you look; feeling bad about your clothing, size or appearance; or feeling superior just because you have the nicest clothes or look attractive.

Notes

Presentation



Students will brainstorm examples of external and internal influences on Worksheet 3.

Worksheet 3

Teacher Actions Desired Responses

In groups, have students complete Worksheet 3 (or create large outlines on chart paper and mount these on the walls around the classroom). In the outline provided, have students brainstorm and write down examples of positive and negative external influences and internal influences that affect their body image.

Students will fill in the spaces with examples that include words and phrases to describe positive and negative external influences and internal influences related to body image.

Have students complete the Analyzing Influences Outline as follows:

Task 1: List negative internal influences.

Task 2: List positive internal influences.

Task 3: List negative external influences.

Task 4: List positive external influences.

Students should refer to some specific examples from their worksheets to describe healthy outcomes. For example, feeling good after a hike might result in their wanting to be more active.

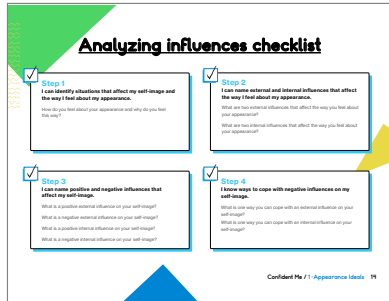
After outlines are complete, discuss positive influences with students and have them identify one or two of their own.

Since different backgrounds bring different perspectives, it is not important for students to achieve consensus when completing their worksheets. Students should be encouraged to share differing external and internal influences. This exercise allows students to see what they have in common but also offers them a chance to face different challenges.

(continued on next page)

Notes

Presentation



This checklist could also be assigned as an extension activity for homework, in addition to being used to assess in-class activity.

Teacher Actions Desired Responses

What are some examples of:

- **Negative internal influences and positive internal influences?**
- **Negative external influences and positive external influences?**
Students should refer to specific examples from their worksheets to describe potential unhealthy and healthy outcomes. For example, always seeing very thin people in media and ads could result in students trying to lose weight in unhealthy ways.
- **How do some of these influences affect physical and emotional health in a positive way?**
- **Which positive influences that promote physical and/or mental health related to body image will you choose?**
- **How do some of these influences affect physical and emotional health in a negative way?**

Discuss ideas for coping with negative influences. Have students successfully coped? Share ideas and successes.

- **How can we cope with these negative influences?**
Each student should identify ways they will cope with negative influences.

The Analyzing Influences Checklist consists of four steps:

Step 1: Identify the situation. In this case, students will be identifying influences that affect their self-image, in particular the way they see and feel about their bodies.

Step 2: List internal and external influences.

Step 3: Identify and analyze the positive and negative effects of influences.

Step 4: Choose positive influences and identify how to cope with negative influences.

Go through each step in the Analyzing Influences Checklist to verify students' understanding, then review by getting a summary of responses.

Students share examples for each step.

Notes

Closure and Assessment



5 Minutes

By the end of this section, students will have reflected on their learning throughout the workshop, committing to one action to champion body confidence.

Across the workshop, students will:

- Understand the concept of appearance ideals and where the pressure to achieve them comes from
- Analyze internal and external influences related to body confidence

Presentation



Students will share key messages from today's lesson.

Teacher Actions

Desired Responses

Ask for volunteers to answer:

- **What have we learned in today's workshop?**

Students articulate key messages in their own words.

Invite a few students from the class to read out the key learning points from Slide 15, and summarize any points that may have been missed.

Help students choose a small and specific action, which will make 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 workshop.

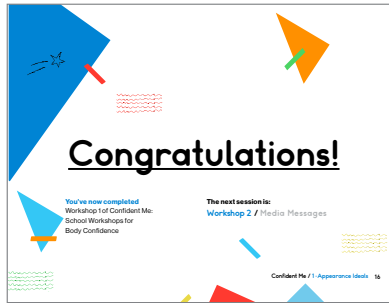
Remind students that the workshops in the Confident Me series are all about learning to challenge or resist the pressures we face to match appearance ideals, and how we can focus on other qualities that help us all make the most of life.

Notes

Presentation

Teacher Actions Desired Responses

Notes



Thank students for their participation and draw the workshop to a close.



Encourage your students to explore the ideas raised in today's lesson by completing the Going Further Sheet on their own time before the next workshop.

Going Further Sheet

Review: _____ Confident Me / 1: Appearance Ideals / Going Further Sheet

Going Further

What actions could you take to show more importance on how you look and present yourself and others from talking or appearance ideas? Record your answers below.

Things you could do:

What I look: _____

How I talk: _____

Things you could do:

What I look: _____

How I talk: _____

Appearance Ideals: What messages to remember:

- Trying to match appearance ideas can be harmful.
- Things are based on opinion, not fact, and are changing all the time. This makes them unreliable and always impossible for most people to live up to.
- The way you look is not a measure of your worth.
- Rather than focusing on appearance, what other qualities about yourself and your peers, and celebrate your full humanity as all.

Confidence your individuality and the diversity of the people you know. Aim to be the best you can be. You are **awesome!**

Next Steps

You have now completed **Workshop 1: Appearance Ideals** from the **Confident Me: School Workshops for Body Confidence**. The next workshop in the series is: **Media Messages**.

ABOUT THIS WORKSHOP:

In Media Messages, students learn how to become more savvy, critical consumers of media. They explore how images of people in the media, such as in advertising, entertainment and social media, are often manipulated and drastically altered to reflect current appearance ideals. They identify how professional media also manipulates reality to promote an ideal appearance or lifestyle that encourage people to buy a product or service. Students recognize they can challenge these media messages by creating their own media (such as blogs, photos or videos) that they and their friends can consume and collaborate on. They commit to being true to themselves and their friends, and to publish what's real.

Access the materials for this workshop, and others in the Confident Me: School Workshops for Body Confidence, at dove.com/selfesteem.



Extension Activity

Presentation



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

Teacher Actions

Desired Responses

Explain that now that they've identified how unrealistic it is for people to match appearance ideals, students need to consider where these ideals come from so they can challenge them.

Initiate a classwide discussion, calling for volunteers to answer.

- **Where do you think these pressures to look beautiful or attractive come from?**

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

- **Why do you think it is important to know where these ideals come from?**

By knowing where these ideals come from, we can begin to change how we react when we see them.



Appearance Pressures

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

Be careful not to create a blaming atmosphere. Messages about appearance ideals are part of our social environment and are so common that those around us may not even be aware of them.

Notes