

# confident me

School Workshops  
for Body Confidence



WORKSHOP 3

## Confront Comparisons

Workshop Guide for Teachers



FIVE SESSION



# Learning Outcomes

## In this workshop students will:

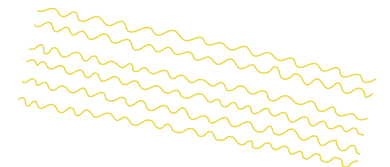
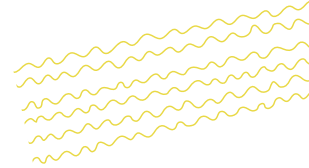
- **Understand** that comparing looks to individuals and media images is automatic and part of human nature
- **Identify** the ways in which the process of comparing looks often has negative consequences for themselves
- **Analyze** the impact of comparing ourselves to others
- **Develop** new ways to respond to comparison situations that have positive outcomes for themselves and the people around them

## 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

## End-of-workshop assessment:

- Students will **practice** identifying positive and negative external influences and internal influences through semi-scripted role play



# Resources

## FROM YOUR SCHOOL

Projector and whiteboard

Students will each need a pen

Spare paper

Flip chart and markers

## WORKSHOP MATERIALS

### Workshop Guide



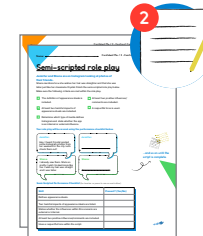
### Workshop Presentation



### 2 Worksheets (one set per student)

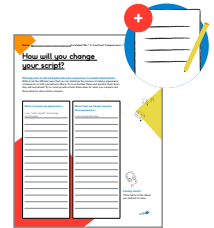


#### Worksheet 1 How do you confront comparisons?



#### Worksheet 2 Semi-scripted role play *Note: There are two pages.*

### Extension Activity Sheet (one per student)



#### Extension Activity How will you change your script?

### Navigation Icons

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



Worksheet



Going Further Sheet



Extension Activity Sheet

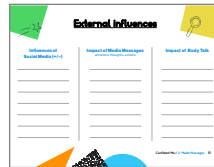


Group Discussion



Video

### Three-Column Chart



### External Influences

### Going Further Sheet (one per student)



### Going Further Sheet Confront Comparisons: Main messages to remember

### Video



### “Dove: Change One Thing”

This video shows that people's desire to change something about the way they look is normal and experienced by most. It encourages students to question why so many would want to change something about their physical appearance. It also demonstrates how futile such dissatisfaction can be, especially when the physical features one might want to change would be exactly those someone else wants to have.

# Overview of Workshop Modules



Total Time: 45 Minutes

Page  
06

## Introducing Comparisons

13 Minutes

What have we learned?

What are we learning today?

What ideals are portrayed in the media?

How do we compare with those around us?

How do we compare our looks?

What happens when people compare looks?

Page  
11

## Problems with Comparing

27 Minutes

What is the impact of appearance-based comparisons?

The whirlpool of comparisons

What can we do instead?

Page  
16

## Closure and Assessment

5 Minutes

What have we learned today?

How to analyze the impact of comparing ourselves to others

Going further

Extension Activity: How will you change your script?



# 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.

#### Presentation



#### 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

### Navigation Icons

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

#### Worksheet 2



### Worksheets

#### 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 Comparisons



13 Minutes

By the end of this section, students will understand that comparing looks to individuals and media images is automatic and part of human nature.

## Presentation

## Teacher Actions

### Desired Responses

## Notes



Teacher will welcome students to the workshop.

*Welcome students to the Confront Comparisons workshop.*

*Briefly remind students that the Confident Me five-session program aims to assist students as they explore more helpful ways to manage appearance pressures and build body confidence.*



Students will quickly review what they have learned in the previous workshops, Appearance Ideals and Media Messages.

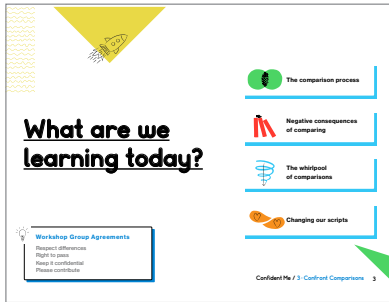
*Invite one or two students to recall what they have learned from the previous workshops.*

*Summarize any key learning outcomes students may have missed.*

## Presentation

## Teacher Actions Desired Responses

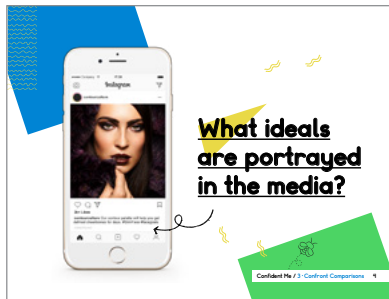
## Notes



Students will understand that the focus of today's workshop will be on the process and impact of making appearance-based comparisons. They will develop strategies to respond more positively in comparison situation.

*Explain the areas of focus for today's workshop.*

*Remind students of the workshop group agreements, which help create a supportive, nonjudgmental environment.*



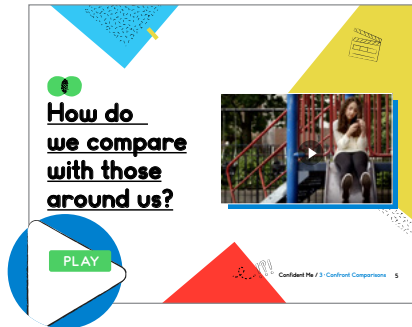
Students will recognize that media images often portray an ideal lifestyle to which we are encouraged to aspire. These promote comparisons.

*Explain that advertising, entertainment and other media often use images and messages that promote an ideal lifestyle.*

*Invite one or two responses:*

- **What are some of the things to which we are encouraged to aspire?**  
*Possessions, technology, lifestyle or the way we look.*
- **What looks and physical features do people in these media images have?**
- **What have we learned about comparing ourselves to these images?**  
*Comparing ourselves to media images is unfair and unhelpful because they are often manipulated. It is an unrealistic comparison.*
- **Do you think we compare ourselves only to images we see in the media? Whom else do we compare ourselves to?**  
*We also compare ourselves to friends and others around us.*

## Presentation



Students will watch a video with people commenting on features they wish they had and learn that nobody is ever satisfied with the way they look.

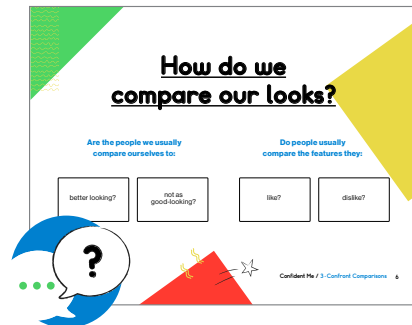
## Teacher Actions Desired Responses

*Explain that it is also common to compare ourselves and our appearance to other people in everyday life, not just celebrities.*

*Play the “Dove: Change One Thing” video.*

*Facilitate a short class discussion.*

- **What does this video show us about how people compare themselves to others?**  
Everyone in the video compares him or herself to others and wishes he or she had a feature that someone else has. This is futile because everyone compares themselves to others, and no one is happy.



Students will discuss the process of making comparisons.

*Explain that it is important to understand the process of making comparisons. This will help students see whether or not such behavior is positive, and whether they want to change it.*

*You may want to remind students to keep in mind the comparisons they saw in the “Dove: Change One Thing” video.*

*Ask students to stand in a line or a circle.*

*You can ask students to raise their hand, if more appropriate.*

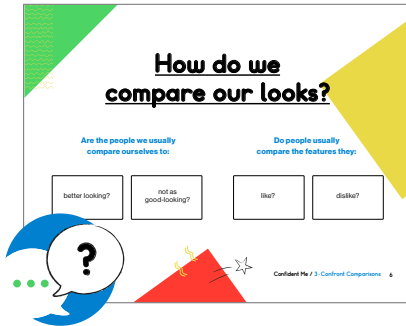
- **Step forward if you think people most often choose to compare features of their appearance with someone who they think is better looking, or step back if you think they compare with others they think are worse looking.**  
We most often compare our appearance to people who we think have better features.

*Take a moment to allow students to reflect on the result – is the room evenly split?*

*(continued on next page)*

## Notes

## Presentation



Students will discuss the process of making comparisons.

## Teacher Actions

### Desired Responses

*Remind students to be respectful of one another's views, especially those who might be in the minority at any point. Refer them to the workshop group agreements' first point: Respect differences.*

*Explain that when students compare themselves to others, their minds often play tricks on them in the way they go about making these comparisons – by breaking their bodies into pieces rather than considering their whole selves.*

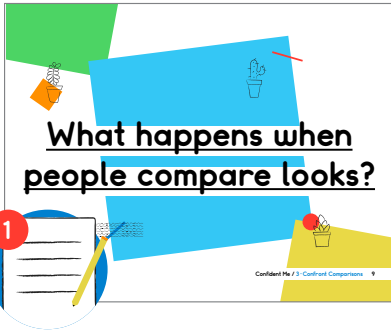
- **Step forward if you think people most often choose to compare the parts of their body they like, or step back if you think they compare the parts of their body they don't like.**

*People most often choose to compare the parts of their body they don't like.*

*You may need to acknowledge that people sometimes also compare their looks with those who they think don't look as good as they do, which boosts their confidence. This may be true more often for boys. The problem is that we mostly compare in the other direction. It's important to note that both forms of comparison can be unhelpful, so all students can benefit from learning how to avoid this behavior.*

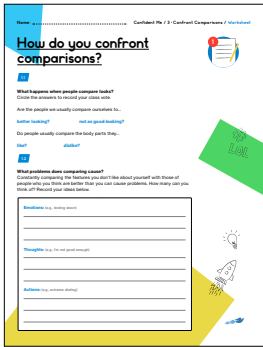
## Notes

Presentation



Students will capture their ideas on Worksheet 1.

Worksheet 1



Teacher Actions  
Desired Responses

*Instruct students to complete the first part of Worksheet 1 (Task 1.1) with the results of their class vote.*

Notes

Notes section with horizontal lines for writing.

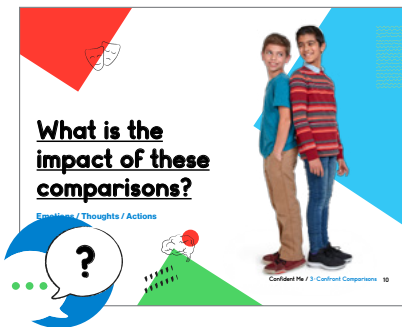
# Problems with Comparing



27 Minutes

By the end of this section, students will have identified ways in which the process of comparing looks often has negative consequences for themselves and their friends.

## Presentation



Students will generate examples of the potential impact that making appearance-based comparisons can have on people's feelings, thoughts and behaviors.

## Teacher Actions

### Desired Responses

*Explain to students that they are now going to consider the problems comparing looks can cause.*

*Break the class into small groups for further discussion.*

*Try to guide students to give answers about their feelings, thoughts and behaviors. However, if breaking down ideas into the different categories is too complex for your class, simply compile an overall list of the different negative impacts making appearance-based comparisons might have.*

- **What do you think is the impact of comparing what we don't like about the way we look with people we think look better than we do?**

- **How does this affect our feelings, thoughts and behaviors?**

*Invite one or two groups to share feedback, using the following questions as further prompts.*

- **How would these comparisons make people feel?**

*Sad, dissatisfied, worried or guilty.*

- **What sort of things might people think?**

*People might think, "I'm not good enough"; "I need to change"; "I wish I looked like him/her" or "I need to lose weight or build muscle."*

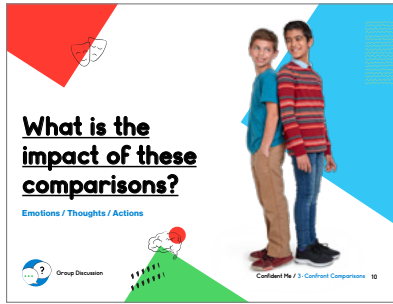
- **What might people do as a result?**

*The behaviors it might cause include extreme dieting, not going out with friends, or spending a lot of time or money on appearance.*

## Notes

(continued on next page)

Presentation



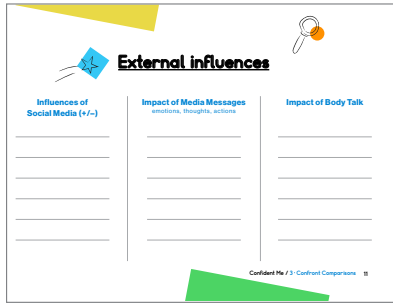
Students will generate examples of the potential impact that making appearance-based comparisons can have on people's feelings, thoughts and behaviors.

Teacher Actions  
Desired Responses

*Having negative feelings when you compare looks doesn't mean there's actually something wrong or that you're really "worse" than the other person.*

Notes

Three Column Chart

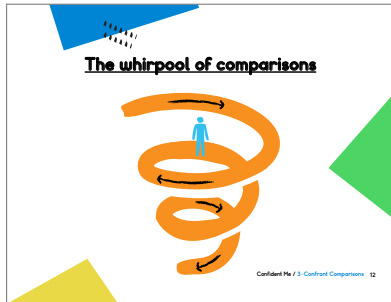


*Using the External Influences chart (Slide 11), have students brainstorm the impact of media messages (thoughts, feelings, actions) that results from comparing themselves to the appearance ideals they see every day.*

- **Making comparisons based on looks is not helpful to anyone – and can have a number of negative consequences for us and those around us.**



## Presentation



A volunteer from the class will explain how the whirlpool of comparison works.

## Teacher Actions Desired Responses

*Explain that when we compare our looks to others, it is easy to get stuck in a “downward spiral,” in which we just feel worse about ourselves the more we do it. This can feel like getting caught in a whirlpool.*

*Invite a volunteer to explain:*

- **What is a whirlpool?**  
It is a powerful force; it pulls things downward; it is hard to escape; lots of things get sucked inside it.



Students will understand how the process of making comparisons can leave people trapped in the whirlpool of comparisons, with negative consequences for them and others around them.

*Explain how the process of comparisons can be like a whirlpool as you click through the next three slides of the presentation, sharing the narrative below. Click before reading each statement. Emphasize the distance from where the figure in the illustration started at the top of the whirlpool.*

- **You compare yourself to someone else. How does this make you feel?**  
Dissatisfied, critical of your appearance and wanting to change.
- **You compare yourself again. How do you feel now? Can you think of any reason why this might be worse than before?**  
You already felt bad; you wish even more that you were different; you are more aware of others who you feel are better looking; you feel further away from achieving appearance ideals.
- **So the more you compare, the worse you feel about yourself.**  
Talking and focusing on comparisons can draw our friends in as well. They might start comparing, too, and feel pressure to match appearance ideals. Everyone ends up getting pulled into the whirlpool of comparisons.
- **When we get stuck in the whirlpool of comparisons, what impact do you think this has on your friends?**

*Emphasize the point that when we compare ourselves to others all the time, this creates a culture of everyone wanting to look different and feeling bad about themselves. Our words and actions can have a huge impact on those around us.*

## Notes

## Presentation



Students will identify ways they can break free from the whirlpool of comparisons.

### Teacher Actions

## Desired Responses

*Initiate a class vote.*

- **Raise your hand if you think it would be a good idea to free ourselves from getting caught in the whirlpool of comparisons. What are some ways we can do this?**

Complimenting others and ourselves on things other than appearance, and focusing on enjoying each other's company rather than being critical of ourselves and each other.

*Invite one or two students to suggest actions they could take instead, before asking the class to read aloud the ideas listed in the presentation.*

*Help students identify that breaking free from the whirlpool of comparisons means not comparing with people they think look better than they do and not comparing features they don't like about themselves.*

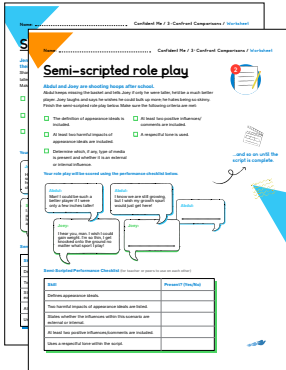
## Notes

Presentation



Students will capture their ideas on Worksheet 2.

Worksheet 2



Teacher Actions  
Desired Responses

Have students work with their small groups to complete at least one of Worksheet 2's semi-scripted role plays. If there is time, you might ask for volunteers to act out the script in front of others. Their scripts will be scored using a performance checklist to gauge knowledge gained and analyze influences and interpersonal communication skills within the script.

Harmful effects of appearance-based comparisons: low self-esteem, social withdrawal, self-harm, etc.

Internal/external: social media – external; personal comparison – internal

Positive comments: "You're such a good friend"; "You listen"; "You make me laugh"; etc.

Respectful tone: eye contact, smiling, positive statements, not shouting.

Students can refer to Slide 15 for examples of ways they can change the script to avoid making appearance-based comparisons

Role play is an invaluable way to get students into the habit of changing the script when confronted with a variety of different scenarios. Each example is a starting point from which students can identify their own internal scripts. The examples offer students the chance to model more positive responses, which they can then apply to their own lives, while avoiding the need for students to share personal examples.

Notes

# Closure and Assessment



5 Minutes

By the end of this section, students will have reflected on what they've learned throughout the workshop, committing to one action to champion body confidence.

## Across the workshop, students will:

- Understand that comparing looks to individuals and media images is automatic and part of human nature
- Identify the ways in which the process of comparing looks often has negative consequences for themselves and their friends
- Develop new ways to respond to comparison situations that have positive outcomes for themselves and the people around them
- Analyze the impact of comparing ourselves to others

## Presentation



Students will share key messages from today's workshop.

## 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 other members of the class to read out key learning points from Slide 17 and summarize anything they might have missed.*

## Notes

## Presentation



### Teacher Actions

## Desired Responses

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

*Help students choose small and specific actions, which will make it easier for them to keep to their commitments.*

## Notes

## Presentation



Teacher Actions	Desired Responses
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*Ask students to explore the ideas raised in today's workshop by completing the Going Further Sheet before the next workshop. Encourage them to be aware of the ways they talk about appearance.*


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

## Notes

## Going Further Sheet

Name: \_\_\_\_\_

Classified by: 7-9: Confidential/Compassion & Giving Back: Blue



## Going Further

**Answer the questions below. Write your answers in the space provided, and be sure to explain how the strategies of compassion? Research and explain the benefits.**

### Write answers for your self

Question 1

Answer 1

Question 2

Answer 2

### Write answers for others

Question 3

Answer 3

Question 4

Answer 4

### Student Comprehension: Write answers to questions?

1. How does compassion help in comparing the way we look to others in our world and in our society? Use the four strategies of compassion for comparing the different people.

2. How does compassion help in comparing the way we look to others in our world and in our society? Use the four strategies of compassion for comparing the different people.

3. How does compassion help in comparing the way we look to others in our world and in our society? Use the four strategies of compassion for comparing the different people.

### Write answers for others

4. How does compassion help in comparing the way we look to others in our world and in our society? Use the four strategies of compassion for comparing the different people.

5. How does compassion help in comparing the way we look to others in our world and in our society? Use the four strategies of compassion for comparing the different people.

# Next Steps

You have now completed **Workshop 3: Confront Comparisons** from the **Confident Me: School Workshops for Body Confidence**. The next workshop in the series is: **Banish Body Talk**.

## ABOUT THIS WORKSHOP:

In Banish Body Talk, students identify ways in which they engage in both positive and negative conversations about appearance, also known as body talk. They will understand that body talk is common and people use it for lots of reasons, but the outcome is almost always unhelpful. They will identify problems that body talk can cause and how it can contribute to appearances becoming an unhealthy focus of their identity, shaping how they value themselves and damaging their self-esteem. Finally, students develop techniques to break the habit of reinforcing appearance ideals by practicing ways to redirect or reframe conversations about appearance. This will have a positive impact on body confidence for students and their friends.

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



Teacher Actions	Desired Responses
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THAT'S ACTUALLY MASSIVELY RETROUCHED.  
NO ONE REALLY LOOKS LIKE THAT.

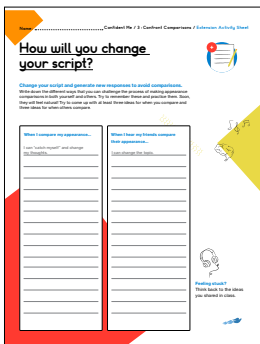
Everyone's so different  
- we're not supposed to  
look the same.

You are so good at art -  
you could totally sell your  
stuff one day.

There are plenty of  
people who don't have  
nickel-plated abs who  
are doing just fine.

25

## Extension Activity Sheet



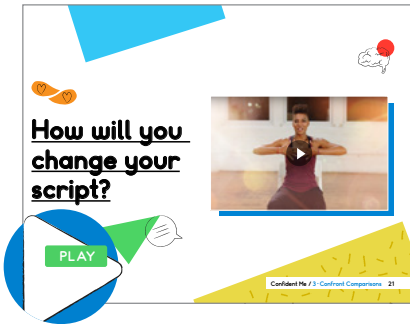
*Ask students to write down at least three ideas for when they make comparisons and when their friends do.*



Presentation

Teacher Actions  
Desired Responses

Notes



Students will note the methods that they will personally use to challenge the process of making appearance-based comparisons.

Have students participate in [GoNoodle's](#) physical activity “desk-side movement”: “Be Kind to Yourself.”