



confident me

School Workshops
for Body Confidence



FIVE SESSION



WORKSHOP 4

Banish Body Talk

Workshop Guide for Teachers



Learning Outcomes

In this workshop students will:

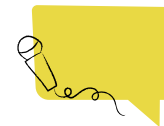
- **Understand** what is meant by body talk and why people engage in conversations about appearance
- **Recognize** the problems body talk can cause
- **Develop** strategies for addressing negative body talk
- **Identify** what is unique about yourself and how you feel about it
- **Set** a goal to increase positive body talk and decrease the negative with yourself or friends

End-of-workshop assessment:

- Students will **assess** key points of body talk

National Health Education Standards alignment:

- Students will **comprehend** concepts related to health promotion and disease prevention
- Students will **demonstrate** the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks
- Students will **demonstrate** the ability to use goal-setting skills to enhance health



What is body talk?

For the purposes of this lesson, body talk refers to any conversation or comment that reinforces and keeps appearance ideals and pressures going. It is frequently used in our society for many different reasons. However, whether a comment is intended as a negative (“My thighs are too big”) or a positive (“You look good – have you lost weight?”), all body talk has the potential to be harmful. This is because it emphasizes the importance of appearance and appearance ideals at the expense of focusing on or valuing other, more intrinsic qualities in a person or their actions, interests and activities.

Resources

FROM YOUR SCHOOL

Projector and whiteboard

Students will each need a pen

Spare paper

Flip chart and markers

WORKSHOP MATERIALS

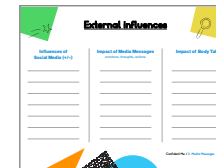
Workshop Guide



Workshop Presentation



Three Column Chart



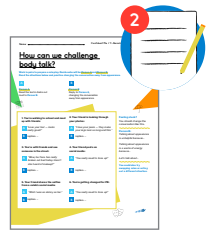
External Influences

4 Worksheets (one set per student)



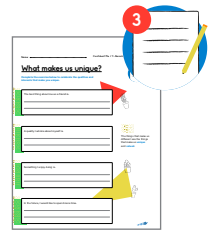
Worksheet 1

How do we use body talk? *Note: There are two pages.*



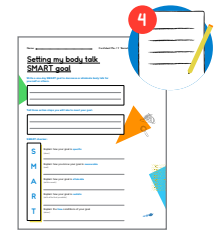
Worksheet 2

How can we challenge body talk?



Worksheet 3

What makes us unique?



Worksheet 4

Setting my body talk SMART goal

Navigation Icons

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



Worksheet



Video



Group Discussion

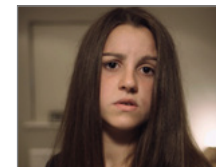
4 Videos



"Dove: Conversations with Friends"



"Dove: Conversations with the Team"



"Dove: Conversations with the Mirror"



"Dove: Soundtrack to School"

These videos reveal to students just how common body talk is in their lives. Giving someone a compliment, engaging in internal dialogue about appearances or participating in appearance-based teasing – all of these conversations

involving body talk, whether well-intentioned or not, can be harmful for body confidence. This is because they emphasize the way we look and reinforce appearance ideals.

Overview of Workshop Modules



Total Time: 45 Minutes

Page
06

Introducing Body Talk

20 Minutes

What have we learned?

What are we learning today?

How do we talk about appearance?

What is body talk?

How do we use body talk?

Page
15

Challenging Body Talk

20 Minutes

What is the impact of body talk?

How can we challenge body talk?

What else can we value?

Page
19

Closure and Assessment

5 Minutes

What have we learned today?

How will you banish body talk?

Set a goal to address body talk



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

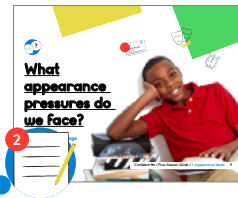
Suggested Time Allocation

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.

Notes

Navigation Icons

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

Worksheet 2



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.

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 Body Talk



20 Minutes

By the end of this section, students will understand what is meant by body talk and why people engage in conversations about appearance.

Presentation

Teacher Actions

Desired Responses

Notes



Teacher will welcome students to the workshop.

Welcome students to the workshop. Briefly remind them that the workshop series aims to help them explore ways to manage appearance pressures and build body confidence.



Students will briefly recall what they have learned in the previous workshops: Appearance Ideals, Media Messages and Confront Comparisons.

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

Summarize any key learning outcomes students might have missed.

Presentation



Students will understand that today's workshop will focus on body talk and the problems it can cause, as well as strategies for challenging the use of it in their daily lives.



Students will discuss the different ways people talk about appearance.

Teacher Actions Desired Responses

Briefly explain the areas of focus for today's workshop. Also to maintain a supportive, nonjudgmental environment, remind students of the workshop group agreements.

Instead of a big class discussion, have students pair up and answer the question below:

- **What are the different ways that people talk about appearance?**
People offer compliments based on appearance; they might tease people based on appearance; individuals might comment on their own appearance – by comparing themselves to others or offering any other thoughts about their own appearance.

Explain that when people talk about appearance, whether positively or negatively, they are engaging in body talk.

Notes

Presentation

Teacher Actions Desired Responses

Notes



Invite a student to read aloud the definition of body talk.

Ensure that students understand that body talk is any conversation about appearance, whether positive or negative. Reinforce the point that body talk includes comments about their own appearance or a friend's. It could also be about a celebrity's or a random person's looks.



Explain that students are going to watch a short video about body talk.

Play the "Dove: Conversations with Friends" video.

Initiate a class discussion.

- **Is this an internal/external influence? Positive or negative? (Desired response, external/positive)**

- **Where/when does this conversation take place?**

The conversation is taking place as students arrive at the school gate to start their day. They are greeting one another.

- **Who was in the video?**

- **What is being said?**

One girl compliments another on her hair. The girl receiving the compliment acts self-consciously and rejects the compliment.

- **Why do you think the girls are talking about appearance?**

They could be talking about appearance because they want to say something nice, to make their friend feel good about herself or out of habit because it is a nice way to greet someone.

(continued on next page)

Students will watch a short video on body talk.

Presentation



Students will watch a short video on body talk.

Teacher Actions Desired Responses

- **What is the intention of her friend's response?**
- **How do you think the first girl feels after her friend's response?**
- **What are possible outcomes related to this conversation?**
The girl giving the compliment could feel happy for her friend, or might feel a bit jealous about her friend's great hair. The girl receiving the compliment feels pleased because she has been told her hairstyle is nice and suits her.
- **How do you think this episode will affect the girls' feelings about their appearance in the long term?**

If students struggle to capture the conversation word for word, suggest they pick out any key words they recall from the conversation.

In this instance, encourage students to consider the overall sentiment of the speaker, rather than long-term or unintended consequences.

You may want to touch on some of the other reasons people engage in body talk. These include: It's a common form of greeting; people want to fit in; people want to be reassured about their appearance and to reassure others to seem modest; to prevent teasing; to praise someone who they think meets appearance ideals; to express worry or anxiety about appearance.

Notes

Presentation



Students will capture their ideas on Worksheet 1, Task 1.1.

Worksheet 1, Task 1.1

Teacher Actions Desired Responses

- **How do you think this episode will affect their feelings about their appearance in the long term?**

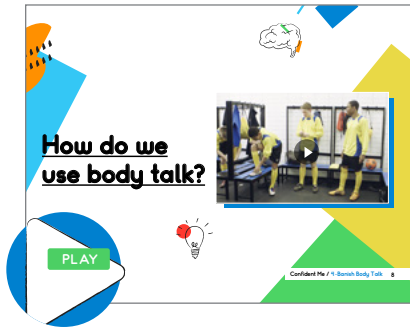
The girl giving the compliment might start thinking about her hair more often and spend more time on it. The girl receiving the compliment may feel she always needs reassurance about her hair, or that she can't change it because this style was the one people said suited her.

Instruct students to complete the left side of Worksheet 1, Task 1.1, with their responses.

Reinforce the idea that, in the long term, this compliment causes both girls to start focusing on their appearance too much.

Notes

Presentation



Students will watch a short video featuring an example of body talk.

Teacher Actions

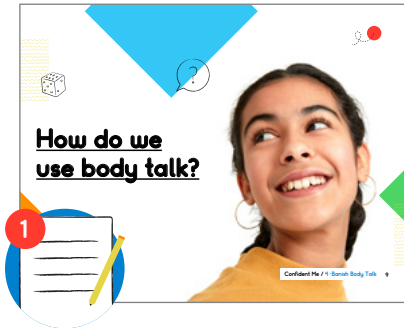
Desired Responses

Play the “Dove: Conversations with the Team” video.

Instruct students to discuss briefly the details of the conversation in pairs.

Notes

Presentation



Students capture their ideas on Worksheet 1, Task 1.1.

Worksheet 1, Task 1.1

Teacher Actions Desired Responses

- **How does this scenario compare to the last scenario? (Desired response, external/negative)**
- **Where/when does this conversation take place?**
The conversation is taking place in the boys' changing room at school, before they go off to play football.
- **What do you think is the intention of the teammates' comments?**
- **What was the smaller boy's response to those comments?**
One of the boys starts commenting on another boy's appearance, telling him he might "blow over." Another boy joins in with comments. The boy being teased eventually responds, and the boy initiating the conversation says that it was all a joke.
- **Is this a realistic scenario?**
They seem to be joking around with one another. The boy making the comments is larger and seems to have more control. Another boy seems to want to please him and joins in. The boy receiving the comments wants to defend himself – and stand up to the others.
- **Why do young people talk in this way?**
- **How do you think each of the boys feels about what is being said?**
They look like they've all brushed it off as a joke when they head off to play football, but this is only because the boy who started the conversation decided to stop for now.
- **How do you think conversations like this make all young people feel about their appearance?**
This situation is likely to be repeated, and the smaller boy may become more focused on his appearance. He may start to change his behavior – for instance, he may start going to the gym more often.

Instruct students to complete the right side of Worksheet 1, Task 1.1.

Notes

Presentation



Students will watch a video featuring an example of body talk.

Teacher Actions

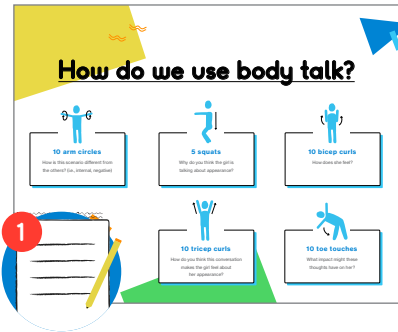
Desired Responses

Play the “Dove: Conversations with the Mirror” video.

Instruct students to briefly discuss the details of the conversation in pairs.

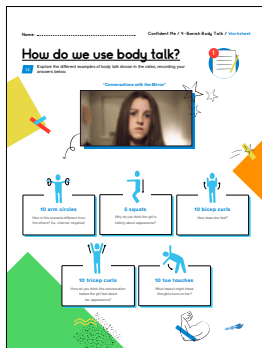
Notes

Presentation



Students will capture their ideas on Worksheet 1, Task 1.2.

Worksheet 1, Task 1.2



Teacher Actions Desired Responses

Prior to showing the video, create five stations to set up a carousel activity. At each station, post chart paper with a different question and activity from Worksheet 1, Task 1.2.

Place students in groups. Provide each group with a marker and have them complete the carousel activity to answer each question. Have the groups move on to the next station after a few minutes. If time is tight, assign the student groups to one station each and have them present their answers or the results of their activity to the class.

To incorporate physical activity, place the movement identified on Slide 11 on top of the chart paper. Once student groups arrive at a station, they should do the exercise before they answer the question. Adapt for students with injuries or special physical needs.

- **How is this scenario different from the others? (i.e., internal, negative) (10 arm circles)**

It is taking place in a girl's bedroom; she is looking in the mirror, probably at the end of the school day.

- **Why do you think she is talking about appearance? (5 squats)**

The girl says, "Ugh. I look huge in this." She wishes she had a flat stomach and comments that she looks ugly.

- **How does she feel? (10 bicep curls)**

She is trying on clothes and is hoping she looks good in them. She is comparing her appearance to her friends' and wishing she looked more like them.

- **How do you think this conversation makes the girl feel about her appearance? (10 tricep curls)**

She starts to feel worse about herself because she feels nothing looks good on her and that she can't live up to appearance ideals. She keeps comparing her appearance to her friends', rather than focusing on the positives about herself or other, more important things.

- **What impact might these thoughts have on her? (10 toe touches)**

The girl may feel less confident about her appearance, which may make her self-conscious about taking part in activities.

Reinforce the idea that in the long term, episodes like this may make the girl start to focus on her appearance too much at the expense of other things.

Notes

Challenging Body Talk

By the end of this section, students will recognize the problems body talk can cause and develop strategies to challenge the use of it.



20 Minutes

Presentation



Students will understand how the frequency of body talk, both positive and negative, can shape their mood and make appearances seem more important than they really are.

Teacher Actions

Desired Responses

Explain that now that they have identified different examples of body talk, students are going to consider the impact body talk can have.

Play the "Dove: Soundtrack to School" video.

Initiate a class discussion.

- **How many times a day do you estimate body talk occurs?**
- **What is the total effect of all these appearance-based conversations?**
- **How can it leave people feeling?**
Body talk occurs more frequently than people think. It can lead to focusing too much on appearance and not on what matters, and this can be harmful for self-esteem.

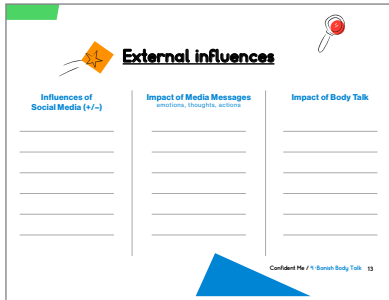
If students suggest positive reasons for engaging in body talk, use questions to help them see the other point of view and emphasize to the group that, on the whole, both positive and negative body talk is counterproductive.

Some students may not easily understand that body talk can still be unhelpful and lead to unhappiness in the long term. Here are some examples to illustrate the point: A friend compliments someone on her weight loss. That person enjoys the compliment when given, but later on, wonders whether she was liked a little less when she weighed more, and whether she might feel unhappy should she put on a little weight in the future. Three friends are together when one compliments another about his appearance: for example, his hair or muscles. The other friend is left unhappy because his appearance didn't warrant a compliment, and feels he doesn't measure up to his friends' looks and expectations.

Notes

Presentation

Three Column Chart



Students will understand that body talk can have a harmful overall impact on self-esteem.

Teacher Actions Desired Responses

• What do you think is the overall impact of all this body talk?

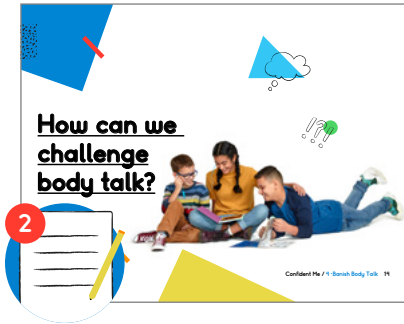
The overall impact is that a person's mood is strongly influenced by what people think about his or her appearance on a day-to-day basis but also in the long term. People end up feeling that appearance is more important than it really is and could forget to focus on qualities or activities they actually value or enjoy.

Complete the third column, Impact of Body Talk.

Help students understand that repeated conversations about appearance might focus on looks or weight, leading to more and more dissatisfaction. This can have long-term negative consequences for self-esteem.

Notes

Presentation



Students will challenge body talk by engaging in role plays.

Worksheet 2



Teacher Actions

Desired Responses

Explain that now that they understand how widespread and harmful body talk is, students must challenge the use of it so that they can help reduce the pressures they and others face to meet appearance ideals.

Arrange students in pairs.

Instruct students to complete the role plays on Worksheet 2.

- **How long can you continue a conversation without resorting to body talk?**

Instruct students to join with another pair and present their role plays, demonstrating how they would divert attention away from body talk.

Invite one or two pairs to present their role plays to the class.

Facilitate a short class discussion.

- **How easy or hard did you find avoiding body talk?**
- **Who managed to keep the conversation going the longest, and how did you achieve this?**

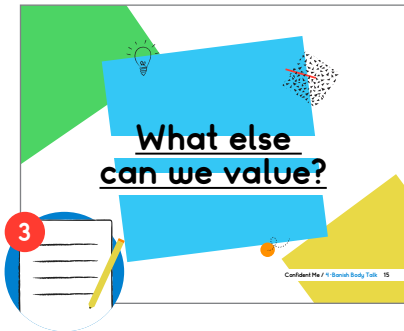
Role play is a really powerful way to help students change their behavior. Working in small groups allows less-confident students to participate without exposing themselves to the whole group. Be careful not to reinforce any of the situations or scripts, and make sure that students aren't singled out during role plays.

Some students may take this opportunity to point out that it's not easy to challenge body talk and exclude it from their daily conversations.

Acknowledge that body talk is a conversation piece because it helps people socialize and feel included in a group, so trying to stop this kind of talk might risk being teased or even excluded. Explain that body talk can become a habit that people rely on in social situations. However, if students lead by example by avoiding body talk, they can help change their group's behavior.

Notes

Presentation



Students will capture their ideas on Worksheet 3.

Worksheet 3

Worksheet 3: What makes us unique?

What makes us unique?

Complete the worksheet below to identify the qualities and interests that make you unique.

The best thing about me as a friend is:

A quality I admire about myself is:

Something I enjoy doing is:

In the future, I would like to spend more time:

The things that make us different are the things that make us confident and unique.

Teacher Actions Desired Responses

Explain that now that students understand that trying to attain appearance ideals can cause a lot of problems and be harmful for their self-esteem, they are going to consider ways they can feel better about themselves.

Ask several students for ideas.

- **What do you enjoy doing?**

Instruct students to complete Worksheet 3 independently.

- **Think about the qualities and interests that make you unique.**

Invite one or two people to share their ideas, if they are comfortable.

If students still select appearance-based qualities, highlight that they are of minor importance when compared to all the other qualities identified – and that there are elements of themselves that matter more than appearance.

If students choose to reduce the time, money or effort they spend on trying to meet appearance ideals, they will have more time, money and energy for other activities that can help them develop their confidence and potential even further.

Notes

Closure and Assessment



5 Minutes

By the end of this section, students will have reflected on their learning and committed to a goal to demonstrate their ongoing commitment to championing body confidence.

Throughout the workshop, students will:

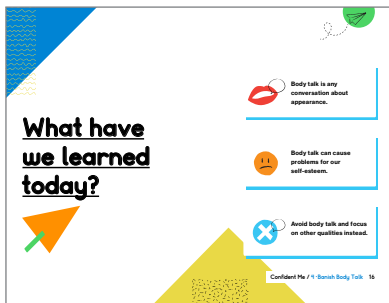
- Understand what is meant by body talk and why people engage in conversations about appearance.
- Recognize the problems body talk can cause and develop strategies to challenge the use of body talk.
- Set a one-day goal and identify actions to decrease or eliminate body talk for themselves or others.



Energizer Activity

- Incorporate physical activity or movement at [gonoodle.com](https://www.gonoodle.com)
- GoNoodle: “Release Your Warrior”

Presentation



Students will share the key messages from today's workshop.

Teacher Actions

Desired Responses

Invite one or two students to summarize what they have learned so far on behalf of the class.

- **What have we learned in today's workshop?**
Students articulate key messages in their own words.

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

Notes

Presentation



Students will use what they have learned in today's workshop to make a commitment to avoid body talk.

Teacher Actions Desired Responses

Ask one or two students to share:

- **What different strategies have we learned to avoid body talk?**
- **How else can you show your commitment to changing the way you personally talk about appearance?**
For example, students could challenge body talk online or in face-to-face conversations, they could share what they have learned with other friends and family members, or they could focus on starting conversations with others without using body talk.

Invite one or two students to share their ideas with the class.

Notes

Presentation



Students will use what they have learned in today's session to set a personal goal, thereby committing to an action to eliminate body talk.

Worksheet 4

Setting my body talk SMART goal

Write your one-day SMART goal in sentences or statements. Body talk for students only.

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

SMART checklist

S Explain how your goal is specific.

M Explain how you know your goal is measurable.

A Explain how your goal is achievable.

R Explain how your goal is realistic.

T Explain the time conditions of your goal.

Teacher Actions Desired Responses

Distribute Worksheet 4.

- **Review the criteria for setting a SMART goal. Write the acronym on the board and ask students to name what each letter stands for.**

S – specific
M – measurable
A – achievable
R – realistic
T – time

Instruct students to write a one-day SMART goal to reduce or eliminate body talk. Have them come up with three action steps they could take to help them reach their goal.

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

Notes

Presentation



Teacher Actions Desired Responses

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

Ask students to bring their completed Worksheet 4 with them to the next and final workshop, Be the Change.

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

Notes

Next Steps

You have now completed **Workshop 4: Banish Body Talk** from the **Confident Me: School Workshops for Body Confidence**. The next workshop in the series is: **Be the Change**.

ABOUT THIS WORKSHOP:

Be the Change brings together everything students have explored and learned throughout the five-session program.

Each workshop has already helped students identify why and when they should challenge the desire to match appearance ideals. Here, students can review and reflect on the ideas and their progress so far. They will prepare to lead by example, planning how they will improve their body confidence and others' by creating a more positive culture with regard to body image. The school's culture and community are important influences that can help or hinder students' progress toward improving body confidence. You may want to invite senior leaders and governors to this workshop to ensure teachers and leaders are working collaboratively to achieve schoolwide change.

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

