



# Celebrándome

## Before You Get Started

### Dove Self-Esteem Project Resources

*Celebrándome* contains free web-based resources that were created by the Dove Self-Esteem Project to provide young Hispanic/Latinx a space to explore body confidence while learning about appearance ideals in society and their cultures. Using these resources will help students to build skills and confidence in leading conversations around appearance ideals and their impact. Learn more about how to encourage young Hispanic/Latinx to celebrate themselves everyday: [www.dove.com/us/en/dove-self-esteem-project/help-for-parents/celebrandome.html](http://www.dove.com/us/en/dove-self-esteem-project/help-for-parents/celebrandome.html).

## About the Animated Video Series

What if our youngest generation could grow up enjoying cultural pride and a positive relationship with the way they look? The *Dove Self-Esteem Project Animated Topic Series* encourages young people to realize their full potential and raise their body confidence and self-esteem. By modeling positive peer relationships that focus on reconsidering appearance ideals and perceived judgments that often diminish confidence, students will discover that their own self-worth does not need to be limited to or dominated by their appearance. Students can build body confidence when they are more aware of societal and cultural ideals that come from peers, the media and family and learn how to reject those and celebrate who they are and what their body does and what it looks like.

Every student requires body confidence skills to productively engage in their communities, foster healthy relationships, and challenge appearance ideals. The animated video series offers both you and your students relevant lesson plans focused on body confidence and its role in self-esteem. These lessons are crafted to tackle current issues young Hispanic/Latinx face, equipping students to assert control over societal appearance ideals and pressures reinforcing them. The inclusive approach addresses the intricacies of self-perception and peer-to-peer dynamics, fostering the

## Duration

One class session  
(approximately 45–60 minutes)

development of crucial interpersonal and intrapersonal skills. The goal is to empower students to navigate their cultural environment and embrace their unique bodies with confidence.

Before watching the animated videos, model positive affirmations and statements with students. Utilize the affirmation provided on the *Student Resources Amazing Me Bookmarks*. Allow students to fill in the blanks with their own affirmation statements for each other or discuss the statements alone to set the stage for positive discussions. There are six different bookmarks, each with five unique statements. Try to revisit these with students regularly.

## Using the Animated Videos in Your Classroom

The animated videos in this three-part topic series can be used independently or as a unit in any order, depending on the needs of your students. It is recommended to use all of the animated videos, as a collection, to emphasize inclusivity of many perspectives from cultural appreciation to body confidence in young people among their peers.

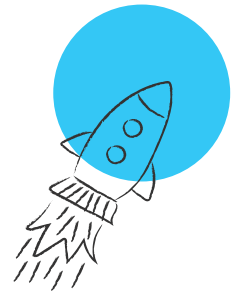
## Watch and Discuss

Watch one or more of the animated videos in class or assign them to students independently. Invite students to participate in discussions before, during, and after viewing the animated videos. Use the discussion questions provided for each animated video or feel free to create your own. The prompts encourage students to recognize positive and negative influences on appearance ideals and identify the impacts on average teens. Encourage students to speak in claims while providing evidence for their observations. It is acceptable to assign discussion questions as writing exercises.

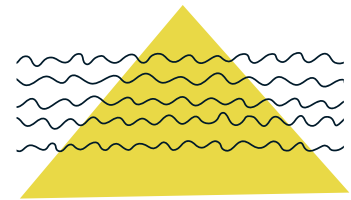
## Classroom Activity

Each animated video has an accompanying classroom activity that should be completed in 45–60 minutes and aligned with national standards. The animated video is an integral part of each activity and the activities are divided in the following sections:

- **Engage:** An opening activity or discussion to capture student interest in the topic.



- **Explore:** Students watch the animated video and dive into discussions using a variety of questioning techniques.
- **Extend:** Continue the learning and reinforce student understanding to make curricular connections. Extend knowledge and dig deeper into the topic using the *Celebrándome* tool created by the [Dove Self-Esteem Project](#).

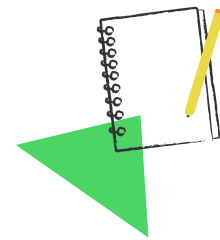


## National Consensus for School Health Education Standards

Standard 4: Students demonstrate effective interpersonal communication skills to enhance health.

Teachers foster students' confidence, self-efficacy, and skill competence in interpersonal communication when they:

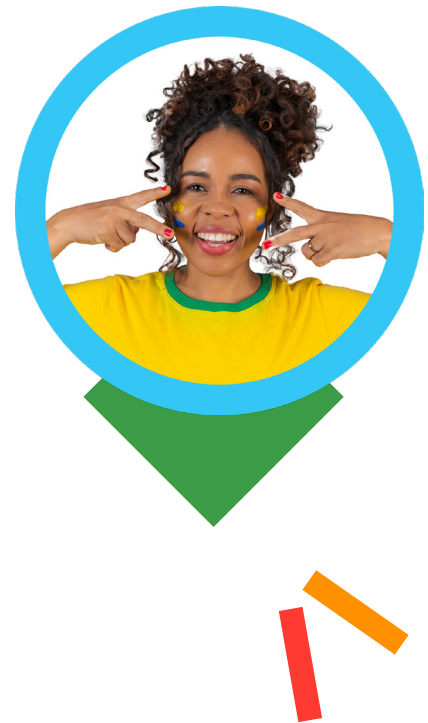
1. Discuss the importance and relevance of interpersonal communication skills that support healthy behaviors and well-being.
2. Explain that students have the capability of learning how to communicate that supports healthy behaviors.
3. Present elements of interpersonal communication skills that support healthy behaviors.
4. Model interpersonal communication skills that support healthy behaviors.
5. Use real-life scenarios for practicing interpersonal communication skills that support healthy behaviors.
6. Allow time and opportunity for students to practice interpersonal communication skills.
7. Provide performance-based feedback and reinforcement for interpersonal communication skills.



## Common Core State Standards for English/Language Arts

SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

- SL.1a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - SL.1b: Follow agreed-upon rules for discussions and carry out assigned roles.
  - SL.1c: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
  - SL.1d: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- SL.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.



## Overview

In this segment of the *The Dove Self-Esteem Project Animated Topic Series*, students are observers of a familiar practice of instant messaging over social media. Three friends of Latine descent come together to discuss the impacts of colorism on self-identity even within their own families.

Through some lighthearted banter, the friends empower each other to find and celebrate beauty in all skin colors.

## Essential Question

How does colorism influence self-identity? What role can I play to empower others to embrace and celebrate the diversity of skin colors within their own cultural context?

## Learning Objectives

- Define colorism and recognize its influence on self-identity.
- Identify instances of colorism within familial and cultural contexts.
- Learn strategies for promoting inclusivity, self-celebration, and empowerment within personal and cultural contexts.

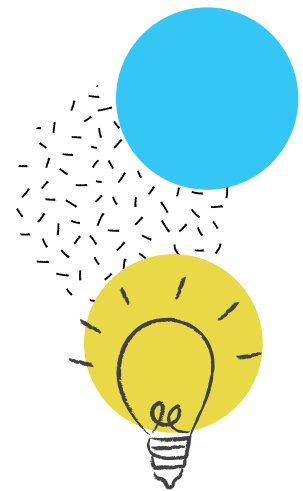
## Key Terms

- **Celebrándome:** A celebration of individuality and uniqueness.
- **Colorism:** A form of discrimination or bias based on the shade or color of one's skin, often within the same racial or ethnic group and usually resulting in preferential treatment for individuals with lighter skin tones than darker skin tones.
- **Self-Identity:** An individual's understanding and recognition of their own unique characteristics, personality, beliefs, and affiliations encompassing how a person perceives themselves in relation to others and the world around them.
- **Inclusivity:** The practice of creating an environment or culture that welcomes and respects the diversity of individuals valuing differences in race, ethnicity, gender, sexual orientation, abilities, and other identifying aspects.

## Engage

Before viewing the animated video, engage students in a discussion regarding inclusivity and remind the audience that there is no judgment among the group. Some members may want to share their own experiences with colorism and those perspectives should be validated and accepted. Ideas for statements that are inclusive include:

- Everyone has a unique experience; I'm curious to know how this topic resonates with you personally.
- How can we ensure that everyone feels heard and respected as we discuss...
- Our differences make our discussions richer. How might your unique perspective shape the way you approach our topic today?



Using inclusive language and framing discussions with statements like these can set a positive tone for conversations during the lesson.

Highlight the fact that skin color comes from melanin, the sun, and ancestors. Emphasize that skin color does not determine what someone is or can be.

### Explore

As students step into the role of observers, witnessing the familiar practice of instant messaging, facilitate discussions exploring the profound impacts of colorism on self-identity even in the contexts of their own families. Utilize some of the questions below to challenge students as they watch the animated video.

- Though the banter seems lighthearted, these friends are really empowering one another to embrace and celebrate their own skin color. Identify 2 statements that resonate as examples of empowerment.
- In the discussion, is there an indication of a root cause for the emotions about colorism felt by the main character?

**Teacher note:** *Refer to the example in the animated video.*

- Have you ever felt that your experiences or how others treated you were influenced by social ideals related to skin color or appearance?

**Teacher note:** *Allow students to share if they are comfortable, but be sure to use the supportive statements from the Engage section to build positivity.*

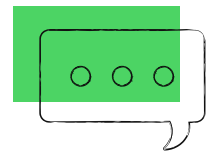
- Identify 3 points in the conversation that empowered the main character to embrace her unique skin color as beautiful.

### Extend

- Learn more about how to encourage young Hispanic/Latinx to celebrate themselves everyday using tools created by [The Dove Self-Esteem Project](#).



- Students often perceive media influences as solidifying biases such as colorism. Have students explore films, tv shows, fashion, artists, etc. that empower the appreciation of all skin tones. It could be a character in a film that breaks the mold by being beautiful and confident in their own skin. Students should report back to the group their most significant finding whether it be a single actor, film, article, or piece of art that challenges colorism in media.
- Poetry can be an effective tool to challenge many societal ideals. Encourage students to write a haiku celebrating their own skin color. A haiku is a three-line poem following the structure of 5-7-5, 5 syllables in the first line, 7 syllables in the second, 5 syllables in the third. Once all haikus have been written and illustrated, create a gallery walk outside the classroom to share with the school community.
  - Example: Ebony whispers,  
Moonlit shadows softly dance,  
Deep night's beauty blooms.
  - Example: Gentle porcelain glow,  
Sun-kissed whispers on fair cheeks,  
Light hues softly gleam.



## Amazing Me Bookmarks

Amazing Me	Amazing Me	Amazing Me
<p>Your worth is not determined by society's beauty standards.</p> <p>I admire the way you/they embrace culture through...</p> <p>The way _____ carries themselves with confidence is a reminder that every body is deserving of love and appreciation.</p> <p>_____’s skin color is a reflection of diverse beauty, and they are perfect just the way they are.</p> <p>Your/Their cultural pride shines through in the way you/they carry yourself/ themselves with confidence and grace.</p>	<p>Embrace your unique features; they make you one of a kind.</p> <p>I love how effortlessly they weave cultural heritage into fashion choices, creating a vibrant and empowering presence.</p> <p>A positive body image is a source of inspiration to help others break free from insecurities and embrace the beauty in diversity.</p> <p>_____ celebrate the fact that their skin color is part of the mosaic that makes the world vibrant and diverse.</p> <p>Let’s celebrate the things that make us different; They are our superpowers!</p>	<p>True beauty comes from within, so we should focus on cultivating kindness and confidence.</p> <p>Your connection to your cultural roots is evident in the way you express yourself.</p> <p>I admire the way _____ confidently expresses themselves, embracing every part of their body with grace and positivity.</p> <p>My skin’s unique tone is a testament to the diversity and beauty within humanity.</p> <p>Challenge the idea that there’s a “perfect” way to look because perfection is subjective.</p>



## Amazing Me Bookmarks

Amazing Me	Amazing Me	Amazing Me
<p>Don't let societal expectations dictate how you should look or who you should be. Just be kind.</p> <p>You are telling a powerful story of resilience, celebrating the strength derived from cultural roots.</p> <p>The respect and love you show your body inspires those around you to cultivate a healthy and positive relationship with my own.</p> <p>_____’s skin’s unique shade is a reminder that there is no universal standard of beauty, and we are perfect just as we are.</p> <p>Comparing ourselves to others steals our joy, so focus on your own journey.</p>	<p>Your worth is defined by your character, passion, and how you treat others, not by your appearance.</p> <p>They are making a meaningful statement about the power of identity.</p> <p>_____’s body confidence is contagious! I feel encouraged to embrace my own unique body.</p> <p>Embracing our skin color is an act of self-love, acceptance, and gratitude for the incredible diversity in the world.</p> <p>Set your own standards for beauty because authenticity is magnetic.</p>	<p>Your self-worth is not found in conforming to beauty norms, but in embracing your true self.</p> <p>I appreciate the way you celebrate your cultural identity, and it’s inspiring to see the positive impact it has on your overall presence.</p> <p>_____’s confidence in their own skin radiates and inspires me to embrace and celebrate my uniqueness.</p> <p>I love the way your skin color harmonizes with the colors of nature, creating a beautiful scene.</p> <p>Don't let others define your beauty. Be the author of your own narrative.</p>