

self-esteem workshop guide

For teachers

of girls & boys aged 11-14

Dove
self-esteem
project



*Helps girls build
body confidence*



“No young person should leave school feeling that they can’t participate fully in life because of the way that they think they look”

Dr. Nancy Etcoff, Director, Program in Aesthetics and Well Being,
Department of Psychiatry, Harvard

Dove
self-esteem
project



Our social mission:

To encourage all women and girls to develop a positive relationship with beauty, helping to raise their self-esteem, and thereby enabling them to realise their full potential.



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This resource to be used in conjunction with:

Films:

- “Fabricating Beauty”, ©Rankin – 5 mins - behind-the-camera tricks of the image-makers
- “Evolution” – 1 min – a short advertisement revealing how “perfect beauty” is made
- PowerPoint stimulus presentation and speaker’s notes

Letter to send to parents (photocopyable)

Poster

Workshop objective

To help young people build a healthy and positive relationship with their body, gaining confidence and raising self-esteem by understanding and dealing with feelings about physical appearance.

Why has this resource been produced?

Over 60% of girls avoid certain activities because they feel bad about their looks.

For example:

- 19% won't try out for a team or club
- 23% won't go to the beach or pool
- 13% won't give an opinion
- 15% won't go to school

(*'The Real Truth About Beauty – Revisited'*, Dove Global study, 2010)

It's the same for boys too. While boys may not seem to suffer as much as girls from image-related issues, the pressure is increasing and more boys than ever are now feeling the need to look and act a certain way because of false media representations of masculinity.

Anxiety about appearance can put life on a limitless pause button. Today there is more pressure than ever on young girls and boys to be an air-brushed image of physical perfection. This is reflected back at us every day in the news.

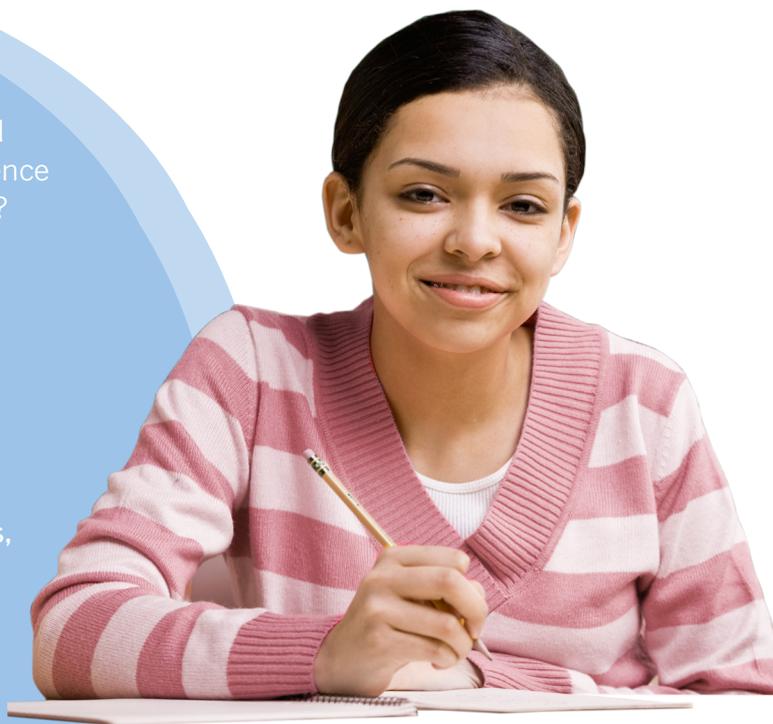
- Young people's No1 worry is body image, especially as they get older (*Mission Australia, 2008. Base: 45,558 people aged 11-24*)
- While only 19% of teenage girls are 'overweight', 67% think they 'need to lose weight'. (*UK Teen Body Image Survey, Jan 2004, Bliss magazine*)
- Looking at video gaming magazines makes boys want to get more muscles (*Prof. Kristen Harrison, University of Illinois study, 2007*)
- As early as school entry, girls already appear to live in a culture that transmits the thin ideal in a way that negatively influences the development of body image and self-esteem (*H Dohnt & M Tiggeman, Developmental Psychology, 2006*)
- 63% of girls would rather be a men's magazine model than a doctor, teacher or nurse (*TheLab, 1000 girls aged 15-19*)



What is self-esteem?

We hear about the value of high self-esteem and how people with low self-esteem tend to experience problems in life, but what exactly is self-esteem? It's:

- how we value ourselves – our self-worth
- our attitude to ourselves – how happy we are with the type of person we are
- our ability to manage difficult situations
- our confidence in our own abilities
- how we see ourselves in our community and society – how we compare ourselves to others, and connect with those around us



The effects of high or low self-esteem can be seen in our confidence, how we think and feel, how we treat ourselves and how we treat those around us.

High self-esteem

If we have high self-esteem, we are comfortable with who we are. We have the confidence to know what we want and make informed decisions about our life, we like what we see when we look in the mirror, and achieve our full potential.

Low self-esteem

If we have low self-esteem, we simply don't value our true worth and look outside for validation. This can lead to us feeling helpless and not being in charge of our lives, feeling resentment or blaming others. With low self-esteem we are unlikely to achieve all that we could.

The cost of low self-esteem

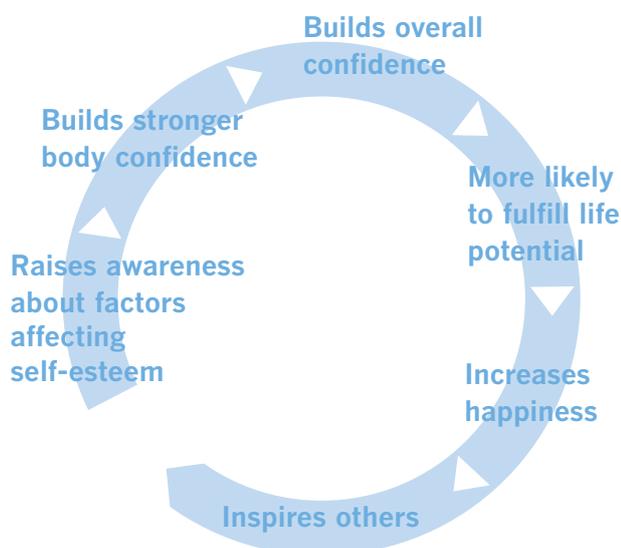
- Low self-esteem often means we fail to recognize what we do achieve and feel good about it
- Low self-esteem can make us feel excluded and disconnected with society
- It can make us want to surrender our individuality and conform to stereotypes
- It can make us feel like we can't handle life's challenges, that we're not good enough or feel like a miserable failure
- It can lead to depression, destructive behaviour, self-harming, eating disorders, or alcohol / drug abuse.

Can we develop our self-esteem?

Self-esteem begins to develop during childhood and can be affected by many external factors including: society, the media, our family and our friends. It is core to how we act and react, make decisions and the path that we choose to take through life, which is why building self-esteem is a crucial must-have life skill.

Throughout our lives, we each have the opportunity to take responsibility for our happiness. The good news is that it's possible to switch our self-esteem levels from low to high by knowing who we are, not relying on others to validate our thoughts and opinions and knowing that we are more than numbers on a set of scales or the label on our clothes.

How does this resource work?



What do we mean by 'happiness'?

Everyone wants to be happy. But what is it exactly and how do we get it? Well, that depends on the individual. Some people create an image of a specific set of external circumstances that they need to achieve in order to reach happiness, saying things like 'I'll be happy when I lose 5lbs, get a new job, have a new pair of shoes.' Unfortunately, these 'ideas' of happiness are often influenced by the person's surroundings, their family, society, friends, the media – outside influences.

Real happiness comes when you gain a confident sense of yourself. You are not blocked by negative introspection, you are able to express your own thoughts and opinions, and most importantly, you can fully appreciate the powerful affects that come from having body confidence. **This resource focuses on the powerful effects that come from having body confidence.**

Feedback

“It was good to be able to talk about my feelings”

Brad, aged 14

“This has helped me to focus on my strengths, rather than my weaknesses”

Niral, aged 13

“I’ve learnt new ways to make others happier”

Marie, aged 14

“My pupils found this really useful and, surprisingly, I feel better about myself too”

Nikki, teacher

“I think it has made me realise that I am a normal person who doesn’t need to be perfect”

Ella, aged 11

“I thought I was the only freak in this class and that everyone else looked OK. Now I see we all have something we’re not happy with”

Jasmin, aged 13



Who has created these materials?

This workshop pack has been developed by the Dove Self-Esteem Project and beat, the UK's leading eating disorders charity. Further input has come from Dr. Susie Orbach, Dr. Nancy Etcoff and the Girl Scouts of the USA.

“This Workshop Guide provides an impressive combination of activities and communication tools that encourage conversation on exceedingly difficult subjects: body confidence and self-esteem. As young people grow up surrounded by unattainable beauty standards, innovative materials like these offer adults the chance to be positive role models, and to make significant impacts on the self-image of young people when they need it most.”

Dr. Nancy Etcoff

Director, Program in Aesthetics and Well Being, Department of Psychiatry, Harvard and author of ‘Survival of the Prettiest, the Science of Beauty’



“Body image issues affect nearly all young people, undermining their confidence and diverting their energy into attempts to meet today’s often impossible body ideals. This pack can help students (and teachers) understand how culture impacts on them and affects their feelings about themselves. The exercises can help them become more robust in their quest to reach their full potential.”

Dr. Susie Orbach

Psychoanalyst, body activist and author of numerous books on the body and emotional literacy including ‘Bodies’ and ‘On Eating’

How should I use this pack?

Raising self-esteem is a huge task. It is woven into much of what you do already as an educator. Please treat it as stimulus for you to lead a discussion rather than to deliver a lecture! The real power comes from getting young people to speak out and share their stories and experiences.

Using these materials, you'll be able to help open the eyes of your class or group to the way that they feel about themselves and give them a set of tools that will help them to raise their own self-esteem.

As a result of listening to teachers' feedback, we have included more material than required for a double lesson. This gives you choice and flexibility as to what to use.

The pages on the left contain

Prompt sheets

These are for your eyes only They give facts, suggested snippets and questions for you to share.

The pages on the right contain

Activity sheets

These can be photocopied in black and white to be handed out. At the end are 5 further exercises that can be used in class, after school or as fun homework.



Pupils who struggle to build relationships with other classmates may find some activities in the workshop difficult. Being aware of any issues before the workshop will help you to prepare for exercises such as Activity 3.2 where pupils are asked to move into pairs and exchange compliments.





Before your workshop

1. Inform parents

The nature of this workshop means that you may touch upon some sensitive areas in your discussions. Sometimes these areas can link back to the home. When parents have greater awareness about what their children are discussing, better conversations can be had at home to reinforce and support in-class teaching. To help, you can send copies of the enclosed letter home around the time that you run the workshop.

2. Inform pupils about homework

Engagement and discussion are always livelier when pupils know more in advance about the subject area. Tell them about the workshop and ask them to prepare for it by bringing in an image from a magazine or the internet of someone who shows “true beauty”. Bring a few spare images in case some forget. And ask them to bring pens.



3. Get adult support for the workshop

It is possible to deliver this workshop on your own. However, when the class explores exercises in smaller groups, it is useful to have extra adults to help facilitate these discussions. Perhaps another teacher, the school nurse or an interested parent could help out?

4. Book a room

The format for the workshop works best in a large open room. You do not need tables or chairs. You will need a minimum of 60 minutes to deliver this workshop.

5. Gather your tools

You'll need a computer and projector. It is also good to have a flip-chart / whiteboard / blackboard for sharing comments with the group.

Introduction



This Prompt Sheet gives you suggestions as to what to say to your class. Please photocopy the Activity Sheet on the opposite page to hand out.

Workshop objective:

To help you develop skills for positive self-esteem and body confidence.

Explain ground-rules and your role in facilitating the workshop:

- no one will force you to speak but we hope to have a good open discussion
- want to hear all contributions – even if unusual point of view
- respect – listen to others' opinions
- respect – be non-judgmental
- respect – if we hear something private, let's keep it private

What we are going to cover now:

1. **What are “self-esteem” and “body confidence”?**
Activity Sheet 1.1
2. **What affects them?**
Activity Sheets 2.1 – 2.4
3. **How can we strengthen them?**
Activity Sheets 3.1 – 3.3

Ask the class to answer question 1 above.

Answers include:

- knowing and liking yourself
- being happy to be you
- accepting your body as it is
- not being self-conscious about your body

Ask the class if they think we are born with a certain amount of self-esteem. The answer is that it develops during childhood. And the good news is that we can all learn how to strengthen it.



Activity Sheet 1.1 – Self-Esteem Supports

Objective: to understand what builds your self-esteem. By identifying what makes you feel good, you can support yourself when times are hard.

Hand out the Activity Sheet and read what is on it. After the exercise, ask some pupils to share what they have written.

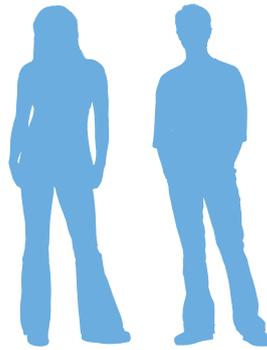
Prompt further

- Generally boys and girls who participate in sport have more body confidence than those who don't. Why do you think this happens?
- Also laughter is scientifically proven to make you feel good. Why do you think this is?

Self-esteem supports

What makes you feel good about yourself? What people, places, activities, experiences, emotions help build your self-esteem? Be as specific as possible and write them in the bricks underneath 'you'. Add more bricks if you have more ideas.

You →



A collection of light blue rounded rectangular boxes arranged in a brick-like pattern, intended for writing self-esteem supports. The pattern consists of two rows of two bricks, three rows of three bricks, two rows of two bricks, three rows of three bricks, and two rows of two bricks.

We are affected by what is around us, so it makes sense that if we spend more time surrounded by things that energise us, inspire us and make us feel amazing, the better we're going to feel. The opposite is true too, if we surround ourselves with people that make us unhappy or say nasty things, we're not going to feel too great. You can take this sheet home. If you're going through a difficult patch, it's a reminder of your very own super-strong wall of support filled with positive sources of energy and inspiration .

What affects body confidence?

In the previous exercise, pupils sometimes mention that they like looking at pictures of celebrities, and dream about being more like them. Research tells us that media imagery can affect the way we feel about ourselves. Let's explore this a little further.

Activity Sheet 2.1 – How would you feel?

Objective: to explore how media imagery can make us feel.

Hand out the Activity Sheet and read aloud the instructions on it.

After a few minutes, ask for volunteers to share their thoughts on the images they brought in. Find out which words came up most often. Draw out contrasts between (e.g.) “stereotypical” and “beautiful”.

Reinforce that each pupil is unique and all the better for it. We have different ideas of beauty and this diversity makes life interesting. If we all looked the same ‘perfect’, we’d soon want to break away and express our individuality.

Prompt further

If you met the person in your picture when they were relaxing at home, do you think you’d recognise them? What might be different?

Angelina Jolie – perfection?

The Oscar-winning actress seems to have it all, what with a successful career and Brad Pitt by her side.

But she has said “I struggle with low self-esteem all the time. I think everyone does. I have so much wrong with me, it’s unbelievable.” (Mar 2008)

Why might she feel this way?

Who benefits from our imperfection?

Most women in the world don’t look like supermodels. What kinds of companies benefit from making us think our bodies are imperfect?

- gyms
- diet industry
- make-up, skincare and perfume companies
- plastic surgery

Plastic surgery – who gains?

Some people hope that plastic surgery can ‘fix’ something that does not feel right inside. Unfortunately many are still unhappy after having plastic surgery, especially if it goes wrong.

The plastic surgery industry is booming around the world. For instance, in 2010, the USA spent over \$10.7 billion on cosmetic surgery and procedures like Botox (*American Society for Aesthetic Plastic Surgery*)

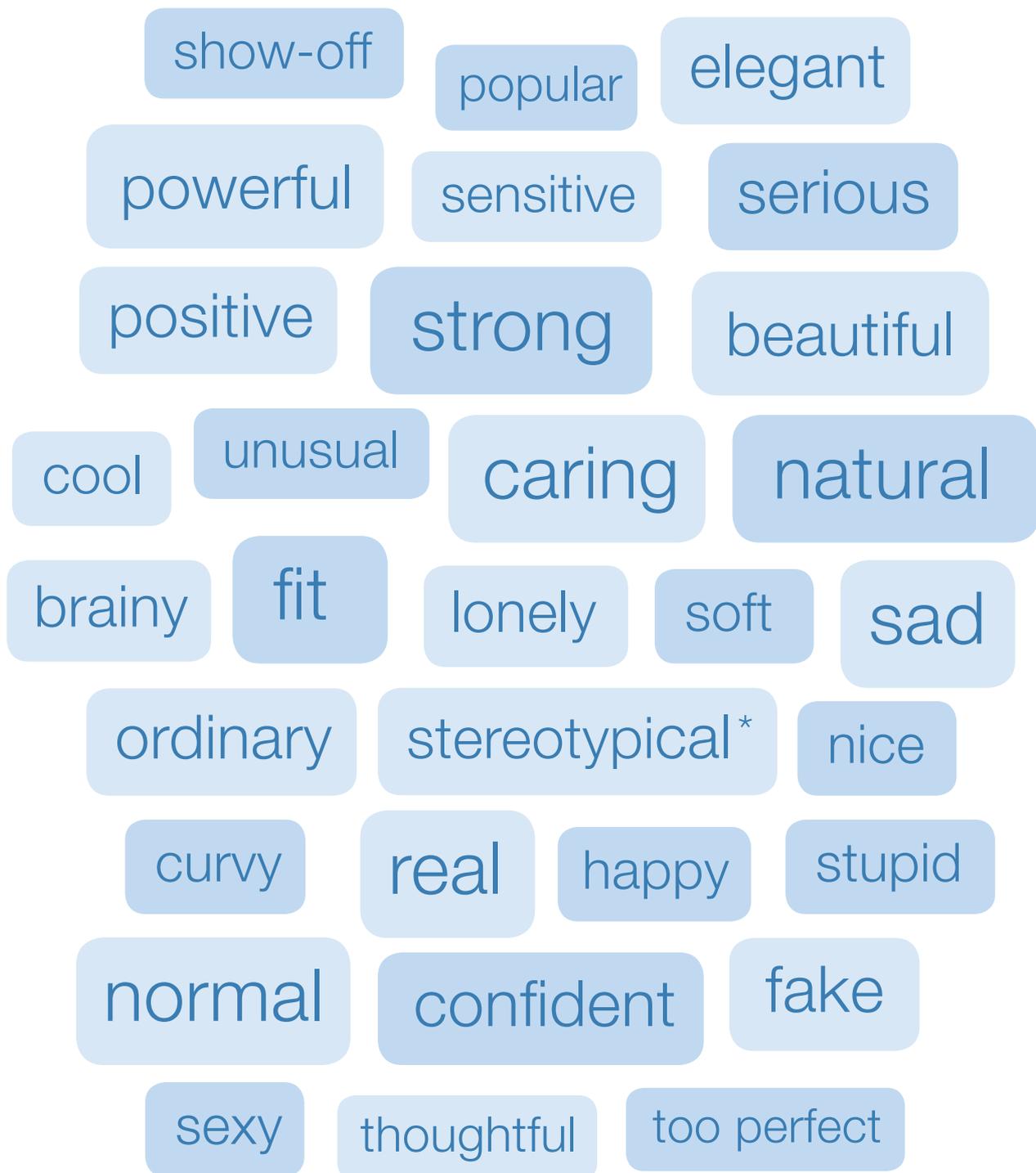
Do you think it will become more common to have plastic surgery?

What do you think and feel about this?



How would you feel?

In pairs, look at the pictures you have brought in to illustrate people who show “true beauty”. Imagine that you really do look like one of these people. How would you feel? Circle three words. Underline three words that you would not feel.



* “stereotypical” means a conventional, formulaic and over-simplified opinion or image. As an example, a stereotypical supermodel would be thin, blonde-haired and blue-eyed.

What affects body confidence?

In the previous exercise, some young people typically share that they really like their magazines. They are fun, keep them up-to-date and are a source of information. But how balanced is this information?

Activity Sheet 2.2 – Looking at TV, websites and magazines

Objective: to explore the effects of taking in stylised media.

Research tells us that media imagery can affect the way we feel about ourselves.

This sheet can be handed out as homework or can be discussed now.



Notes referring to fact (d) on Activity sheet

During teenage years we need to put on weight.



Notes referring to fact (b) on Activity sheet

Here are some facts on body fat:

- A study showed that models and actresses in the 1990s had 10-15% body fat
- The average for a healthy woman is 22-26%

Why do our bodies need fat?

It is essential for bodily functions. Fat regulates body temperature, cushions and insulates organs, and is the main form of the body's energy storage.

On the other hand, a growing number of young people have eating problems which can result in obesity. Indeed the number of overweight children in the UK and the USA has been rising over the last few decades. What habits might have led to this increase?

Looking in magazines

- a** Looking at magazines for just 60 minutes lowers the self-esteem of over 80% of girls. (Dr. Raj Persuad, Consultant Psychiatrist at London's Maudsley Hospital)

Why do you think women continue to buy these magazines?

- b** The body fat of models and actresses portrayed in the media is at least 50% less than that of healthy women. (British Medical Association, 2000)

Why do you think this is?

- c** Most men would ideally like to gain 13kg/28lbs more muscle than the average male build. (Dr Roberto Olivardia's survey of 1,000 men for the book 'The Adonis Complex')

How would you support a male friend who felt pressure to add more muscle to their body?

- d** 6 out of 10 teenage girls think they'd 'be happier if they were thinner'. While only 19% of teenage girls are 'overweight', 67% think they 'need to lose weight'.

(UK Teen Body Image Survey, Jan 2004, Bliss magazine)

Give reasons why so many girls might think this way.

What affects body confidence?

In the previous exercise we looked at how we might feel if we looked like people in magazines or on TV. But are these 'ideal' people as good-looking as they seem? Top fashion photographer Rankin shows us what happens behind the photographs...

Objective: to understand the reality behind media imagery.

Play DVD 'Fabricating Beauty' (5 mins)

Prompt further

- When you watched the film, what did you find most surprising?
- How much work goes into creating 'perfect' pictures?
- We saw top model Jodie Kidd's face being made thinner. What do you think about this?
- How do you think models feel about being manipulated?
- Balance with how beauty can be fun too, as long as you are doing what you want rather than what you think others want you to do.



Activity Sheet 2.3 – Who says who is beautiful?

Objective: to explore why images may be manipulated in the media.

You can either use this sheet as an in-class handout or for follow-up homework.

In discussion, some will think that magazine images are just a bit of harmless fun. Others will say that they put pressure on girls to look a certain way. Try and tease out both sides of the debate.

'Fabricating Beauty' © Rankin

Who says who is beautiful?

Below are pictures of Titanic actress Kate Winslet. GQ magazine used clever technology to stretch the photograph, thereby giving the illusion of longer legs and a smaller dress size.

Why do you think this magazine did this?

How do you feel about magazines doing this?



Photographed 27 September 2002
©Getty Images., Jason Bell / GQ ©
The Condé Nast Publications Ltd.

What affects body confidence?

Most children of this age will be past playing with dolls like Barbie® or Ken®. And they will have grown out of the pop stars they admired at primary school. But it's interesting to go back into their childhoods and see what they think of the body images that might have been around them at that time. Encourage them to think about if they think the shape of the dolls effect the way they thought about their own bodies – did they think they wanted to look like Barbie? Or did they simply enjoy playing with the dolls?

Activity Sheet 2.4 – Playing with beauty

Objective: to explore how toys may shape our thoughts on body shape.

As in Activity 2.3, try to promote discussion rather than be judgmental or lead the young people a certain way. So, some will think that there is no link between their toys or their primary school heroes/heroines and their feelings on body confidence. Others will think the complete opposite. It's interesting to note that many psychologists believe there is a link.



Playing with beauty

Barbie® and Ken® – are they just fun-inspiring dolls?

- Barbie's waist is the same diameter as her head.
- Her neck is twice as long as an average human's.
- Her legs are 50% longer than her arms and around 20% longer than the average woman

Keeping hip measurements constant, here is what young healthy adults would need to change to match the same body proportions as Barbie® and Ken®:

	Woman vs. Barbie®	Man vs. Ken®
Height	+ 61 cm	+ 51 cm
Waist	- 15 cm	+ 25 cm
Chest	+ 13 cm	+ 28 cm
Neck length	+ 8 cm	
Neck circumference		+ 20 cm

Source: Int. Journal of Eating Disorders, Vol 18, No3, 1995 © John Wiley & Sons, Inc.

Look at how Ken's body shape has evolved:



1960s



1970s/1980s



1990s/2000s

'Evolution of Ken II' © Albert Crudo NYC/USA

Q1: Why do you think Barbie and Ken are shaped the way they are?

Q2: Do you think we are influenced by the shapes of the toys we play with?

Self-Esteem Building

Sometimes being surrounded by all this 'perfect' imagery can make us feel bad about ourselves. Helping children see that life is different from toys, media stereotypes, pop idols, etc. is one thing. Building their confidence in themselves is another. So let's explore what we can do to boost self-esteem.

There are three parts to this:

1. **How others' communication can affect our self-esteem.**
2. **How our communication can affect others' self-esteem.**
3. **How we can build our own self-esteem.**

First we will look at how others' communication can affect our self-esteem.

Activity Sheet 3.1 – The Power of Words

Objective: to appreciate how others' communication can negatively or positively affect our self-esteem.

You can either use this sheet to lead an in-class discussion or for follow-up homework. If you use it in the classroom, write up these 3 questions on the board:

- How does this statement make you feel?
- What was the person trying to say?
- How could this have been rephrased respectfully?

During the activity, discuss ideal responses and ways of coping, e.g.

- Ask what they really meant to say
- Separate your feelings and judgments from the information that you want to give
- Keep your comments respectful
- Take a deep breath, think, speak later



The power of words

Words are powerful. They can be used to stop and start wars; show both love and hate to others, build relationships or completely break them. Let's explore the impact that words, and the way that they're spoken, can have on our mood, on our self-esteem and how they effect others.

For each of the quotations below, please answer these 3 questions:

1. How does this statement make you feel?
2. What was the person trying to say?
3. How could this have been rephrased respectfully?

Your Mom says:

"You're not going out looking like that!"

- 1.
- 2.
- 3.

Your Dad says:

"Act your age not your shoe size!"

- 1.
- 2.
- 3.

Your brother says of your new friend:

"Everyone says he's a loser."

- 1.
- 2.
- 3.

A teacher says:

"I expect more from someone your age."

- 1.
- 2.
- 3.

Your friend says:

"It's great spending time with you but I could never live with you."

- 1.
- 2.
- 3.

Someone teases you by saying:

"You're skinny" or
"You're fat"

- 1.
- 2.
- 3.

Self-Esteem Building

Secondly, let's turn it around to look at how our communication can affect others' self-esteem.

These days it's so much easier to find things we don't like about our bodies rather than things we do. Is this true? Why?

And when was the last time we told the people who are special to us how much they mean to us? It's said that South Americans do this more often than North Europeans. We all like receiving compliments. And we all have the power to give them. With practice, we can improve our skills.

Activity Sheet 3.2 – Unfinished sentences

Objective: to practise building others' self-esteem.

Read out the instructions on the Activity Sheet.

Before the activity begins, remind about need to be positive and respectful.

When they're finished, students should share their activity sheet and thank their partner. If you want, you can invite them to hug their compliment-giver, if they feel comfortable.

After this section of the activity, prompt the class further with these questions:

- What did it feel like to complete the sentences for your partner?
- What was it like to receive these statements?
- What was easy? What did you find difficult?



Thirdly we will look at how we can build our own self-esteem.

Students should take their completed Activity Sheet and, at the bottom, write "3 things I like about me are ..." and then complete the sentence.

- How does this make you feel?
- Confidence can be learnt. Everyone can hold their head up high and look others in the eye.



Did you know?

Just under 79% of men and 72% of women said they would rather their partner have a high IQ than a perfect body.

(2 week survey posted on Elle/MSNBC, Oct 2003)

Unfinished sentences

Choose someone to work with in pairs – it doesn't matter if you don't really know the other person. Complete these unfinished sentences on your partner's sheet. You can write down something about their character, their appearance, their behaviour, their interests, etc. **Keep it respectful!**

When your teacher tells you, swap sheets and read what has been written about you. Then look your partner in the eye and thank them.

Name of the person you are writing about:

One thing I like about you is...

A really individual thing about you is...

 Choose someone to work with in pairs – it doesn't matter if you don't really know the other person. Complete these unfinished sentences on your partner's sheet. You can write down something about their character, their appearance, their behaviour, their interests, etc. **Keep it respectful!**

When your teacher tells you, swap sheets and read what has been written about you. Then look your partner in the eye and thank them.

Name of the person you are writing about:

One thing I like about you is...

A really individual thing about you is...

Wrap-up and summary

Activity Sheet 3.3 – Promise card

Objective: to commit to action to build our body confidence.

This last exercise is for ourselves. Write down a promise to yourself to build body confidence. No one else will have to see what you have written. Try to make this as specific as possible, e.g.

- “I will do a reality check when I read magazines.”
- “I will make eye contact with myself in the mirror.”
- “I will stop calling XXXX skinny / fat.”
- “I will hold my head up high when I walk through the school gates.”
- “I will think before commenting on others’ looks.”

How will you meet your promise?

Read your Promise Sheet in a month, or every week, as a reminder. Ask if anyone wants to share their promises (acknowledging that you just said they were confidential!)

4 – Wrap Up

So now what? What do you feel inspired to do after this workshop?

- Set a specific time to look at your Promise Card?
- Share your Promise Card with a friend so you can support each other?
- Set up a lunchtime group to use the extra Activity Sheets and exercises in this pack?
- Ask someone to run this workshop at your Youth Group/school?
- Ask your parents and/or grandparents how they felt about their bodies when they were your age? Ask them how pictures of women and men have changed over the years. Do young people have a harder time these days?
- Refer them to further information and exercises at www.dove.com
- Reassure that if individuals have something particular to talk about in private, they can see you or the School Nurse any time as you have a list of further resources and confidential advice lines that might help



Summary:

- Building body confidence can increase our happiness
- Beauty is more diverse than the front covers of magazines
- Have fun with the way you look but don't let this rule your life
- Think how others hear what you say
- Practising being confident will help you reach your goals

Promise card

From today /.... / I am going to make a difference to my life and to the lives of others by making this promise:

Here is how I will keep this promise:

I will ask _____ to support me in keeping my promise.

Further games / Exercises

1

Media Stereotypes

Objective: to understand how media imagery can make us feel.

Get someone to lie down on a large strip of paper.

Draw an outline round their body - a bit like the police used to do at crime scenes.
Be careful not to mark the floor.

Fill this shape with a collage of images of people from adverts.

- What are the images in these adverts saying to you?
- How do they make you feel?
- Do you match their stereotypical* imagery?
- Why do you think advertisers use these images?

Now have fun adapting a well-known TV show trailer or magazine advert so that it has a more realistic message (rather than the 'perfect' fantasy world some adverts seem to exist in).

Draw or act out your new improved version.

* "stereotypical" means a conventional, formulaic and over-simplified opinion or image.
As an example, a stereotypical supermodel would be thin, blonde-haired and blue-eyed.



2

Wanted Poster

Objective: to use friendships to boost self-esteem.

Create a poster for a same-gender friend that shows the qualities that are most important to you.

Now make another poster to promote yourself as a friend. Do you go more for looks and 'image' or for character and personality?

Share your posters with your classmates and put them up on the wall.



3

Our Friendship Rules

Objective: to agree how we want to behave as friends.

Write down all the different rules of friendship.

Now look at your rules again - are friends just there for the good times?

Agree the top ten rules and then turn them into a poster for your classroom wall.



Further games / Exercises

4

Fan Mail

Objective: to build a collection of positive feedback (and practise giving it).

Often compliments that we'd like to give to others get no further than the inside of our heads. However they are more useful when shared!

Ask everyone to write their name on an individual envelope.

Then each person puts a compliment in everyone else's envelopes. "You make me smile" is as good as "You have gorgeous eyes". Keep them positive, respectful and anonymous.

At home you will have a load of compliments to read – keep them for when you feel a little low.



Handling difficult comments

For many questions, passing it back with a "Why do you think that?" can be a very powerful way to drive a good discussion and help students find their own solutions. Here are some specific comments that have come up:

"Why can't I wear make-up?"

You can. This workshop is about accepting the way both you and others are. If you enjoy wearing make-up then that's great. It's fun to play with our looks. Just make sure that you are doing it because you enjoy doing it, not because you feel pressured into being something you're not.

"I feel embarrassed talking about this sort of stuff".

Thank you for having the guts to share how you feel. Some people can feel a bit awkward as they are not used to talking about their bodies. Embarrassment tends to come because we bury these issues rather than talk about them. With practice this gets better.

“I think that boys put us under too much pressure to be the way they want us to be.”

Undoubtedly this is the case sometimes. But, there are many boys who do not do this. Also it's not uncommon to find that a lot of pressure to be a certain way can come from other girls or from ourselves. This workshop is designed to raise awareness of these issues.

“I think my friend has an eating problem. What should I do?”

Give them time – and listen. Listen to what your friend is saying. Try not to give advice, but encourage her or him to seek help. Recovery is much easier with the support of those who care for them. Although your friend is fortunate enough to have your support, it isn't your responsibility to try and solve their problems.

As low self-esteem is the most common characteristic of people with eating disorders, it is important to remind them why you like them and what makes them so special to you. Don't use false compliments because they are ineffective.

“What is an Eating Disorder?”

Boys, girls, men and women from all types of backgrounds and ethnic groups can suffer from eating disorders. Eating disorders are a way of coping with feelings that are making you unhappy or depressed.

It may be difficult to face up to feelings like anger, sadness, guilt, loss or fear. An eating disorder is a sign that you need help in coping with life.

“What should you do if someone calls you ugly?”

This is a tough one but you need to demonstrate that you are above this sort of behaviour. Hold your head up, give a big smile and say “Thank you. As you are giving an opinion on me, it means you are noticing me. Thanks a lot.” You'll leave them stunned.



“People tell me I'm grossly overweight but I don't care!”

Thank you for sharing how you feel. It's true that there is a wide range of natural shapes: some people are just built very slim, others are built with great curves. Some are short, some are tall. Some have freckles, some wear glasses. The point of this workshop is to help us all appreciate the reality and wonderful range of human shapes. At the same time, it's important to understand that those who are extremely underweight or overweight are more likely to suffer from health conditions.

It's worth adding that some people may have something particular that they want to talk about in private. However they can feel that they never have the opportunity or they are not listened to. If this might be true for anyone here, please see your teacher / School Nurse after this workshop as we have a list of further resources and confidential advice lines that might help.

Dove Self-Esteem Project Global Advisory Board

The DSEP Advisory Board is a collection of people who feel passionate about strengthening body confidence. They guide the development of DSEP resources to benefit millions of young people. To demonstrate their passion for this important work, members have kindly given some of their time for free. We are grateful that so many wonderful people are happy to work in this way.

DSEP Global Advisory Board members include:



Dr. Ann Kearney-Cooke
USA, psychologist, workshop leader, author of *Change Your Mind, Change Your Body*



Dr. Lucrecia Ramirez
Colombia, psychiatrist and challenging fashion-show organiser



Dr. Carla Rice
Canada, Professor of women's studies and consulting clinician at the Women's College Health Sciences Centre in Toronto



Mirjam Bekker-Stoop
Netherlands, cause-related photographic exhibition producer



Catherine Barry
Ireland, short story writer and novelist including *'Skin Deep'*, a novel on breast enlargement



Dr. Nancy Etcoff
USA, psychologist, Harvard faculty member, author of *Survival of the Prettiest – The Science of Beauty*



Chiho Kusaka
Japan, TV presenter and self-esteem trainer and career counselor, particularly for young girls



Rankin
UK, 'A'-list fashion photographer, joint creator of *Dazed & Confused* magazine, film director and broadcaster



Jessica Weiner
USA, international self-esteem trainer and author. Appears regularly on TV and is a contributing editor for *Seventeen Magazine*



Sarah Lang
USA, World Championship medalist speed skater, school workshop leader



Kaisu Fagan
UK, Policy and Public Affairs Manager, *Girlguiding UK Magazine*



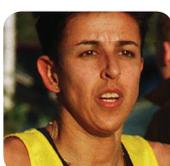
Dr. Susie Orbach
UK, psychoanalyst, author of *'Fat is a Feminist Issue'* and *'Bodies'*, convenor of www.any-body.org



Karishma Chugani
Morocco, fashion designer working on a range of garments that embrace diversity in size and beauty



Wiam Al-Ashgar
Saudi Arabia, Clinical Dietician, works in education on healthy diets

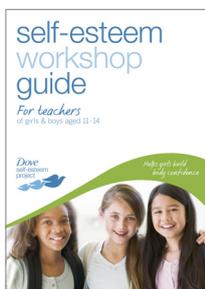


Zara Hyde-Peters
UK, former international athlete and UK Sport Board Member, CEO of British Triathlon

Meet the family – further resources

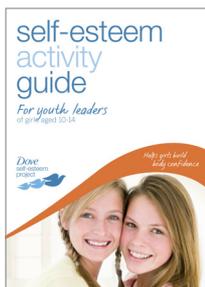
The Dove Self-Esteem Project aims to help the next generation develop body confidence, so that they can achieve their full potential in life.

As part of this, we have created this workshop guide within a range of body confidence and self-esteem educational tools. You can find other resources at www.dove.com



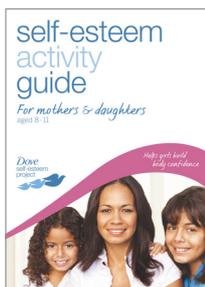
Dove Self-Esteem Workshop Guide for Teachers of girls and boys 11-14

A comprehensive set of materials to lead a 90 minute in-class session on body confidence and self-esteem, plus follow-up exercises. This resource is to be used in conjunction with poster and a Powerpoint presentation.



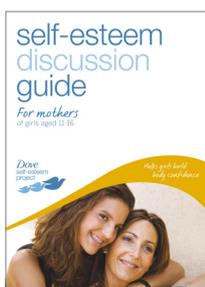
Dove Self-Esteem Activity Guide for Youth Leaders of girls aged 10-14

A printed toolkit with sufficient material for up to 18 fun sessions on body confidence and self-esteem. Suitable for Girl Guides / Girl Scouts, after School Clubs and other youth groups for girls.



Dove Self-Esteem Activity Guide for Mothers & Daughters aged 8-11

An activity booklet for use in the home to help mothers and daughters in their conversations about body confidence and self-esteem



Dove Self-Esteem Discussion Guide for Mothers of girls aged 11-16

A useful question and answer booklet to support mothers in tackling sensitive body confidence issues with their older daughters

Other resources and inspiration

There are many sources of useful stimulus and support materials to help you in your body confidence interventions. Here is a selection that you might choose to use.

Films

'[Freaky Friday](#)' (2003) (USA:PG) An overworked mother and her daughter find it hard to get along. When they switch bodies, each is forced to adapt to the other's life for one freaky Friday. Stars: Jamie Lee Curtis and Lindsay Lohan

'[The Sisterhood Of The Travelling Pants](#)' (2005) (USA:PG) Follows four teenage girls during a summer in which each goes through a crucial life experience that affects their self-esteem. They succeed due to their loyal support of each other, symbolised by a pair of jeans (the „Travelling Pants“) that they take turns to wear. Stars: America Ferrera.

'[Shrek](#)' (2001) (USA:PG) A great family film. A green ogre sets out to rehome the fairytale creatures that have been placed in his swamp by the scheming Lord Farquaad. On his journey, he has to rescue Princess Fiona who has surprising issues with her appearance... Features the voices of Mike Myers, Eddie Murphy and Cameron Diaz.

Documentaries

'[America The Beautiful](#)' (2007) (Edited version USA:PG-13) Tackles America's obsession with beauty. It mainly chronicles a 12 year old model becoming a grown-up in the fashion industry, but also touches on plastic surgery, celebrity worship, airbrushed advertising and human insecurities.

'[Beauty Mark](#)' (2008) Presents an alarming, infuriating and at times humorous look at the forces that shape our perceptions of beauty, as seen through the eyes of psychotherapist and former world-class triathlete Diane Israel. She tells her own story while interviewing other champion athletes, body builders, fashion models and inner-city teens about their experiences relating to self-image.

Books

'Survival of the Prettiest, the Science of Beauty' (1999) by Dr. Nancy Etcoff, Director, Program in Aesthetics and Well Being, Department of Psychiatry, Harvard.
Why do gentlemen prefer blondes? Why do women paint their lips red? Why do men strive for V-shaped torsos? What is beauty?

'Bodies' (2009) by Dr Susie Orbach, UK
Some 30 years after the publication of 'Fat Is A Feminist Issue', this book argues that the way we view our bodies has become the mirror of how we view ourselves, raising fundamental questions about how we arrived here.

'Skin Deep' (2004) by Catherine Barry, Ireland
A novel about a young woman who believes that, if only she was beautiful and sexy, she would find the happiness she desperately craves. Can you really achieve happiness by going under the knife?

'Life Doesn't Begin 5 Pounds From Now' (2006) by Jessica Weiner, USA
A step by step guide to decoding the Language of Fat and loving your body today. By changing your thoughts, language and actions, you can appreciate your body more.

'Real Gorgeous' (1996) by Kaz Cooke, Australia
Full of cartoons and no-nonsense information about cosmetics, health and self-esteem for women aged 11 to 111. It includes "the truth about press ups, push-ups bras and the great cellulite scam."

Organisations that actively promote body confidence

Girl Scouts / Girl Guides

The World Association of Girl Guides and Girl Scouts is a worldwide Movement providing non-formal education where girls and young women develop leadership, self-esteem and other life skills through self-development, challenge and adventure. The World Association brings together organisations in 145 countries across the globe and you can find yours at www.wagggsworld.org/en/world

Eating Disorders charities

Low body confidence can increase the risk of developing eating disorders. Eating disorders charities believe that prevention is better than cure and so campaign to improve people's feelings about body image. beat, the leading UK charity for people with eating disorders and their families, have an excellent directory of support websites from around the world at www.b-eat.co.uk/Links/Overseasorganisations

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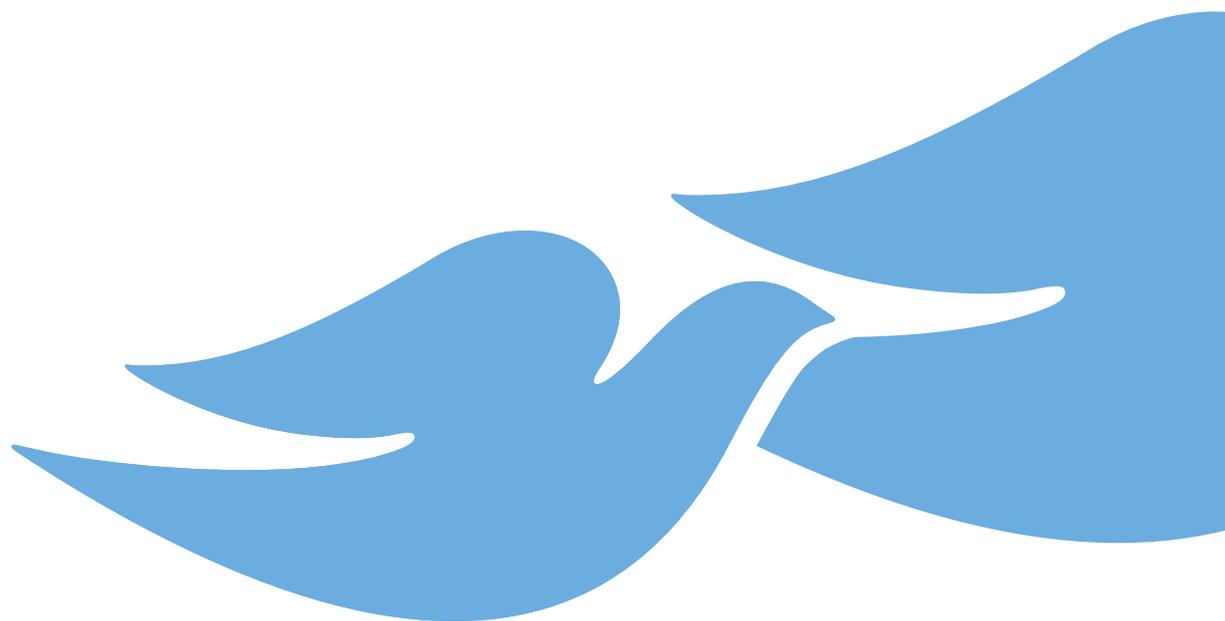
(the working name of the Eating Disorders Association, Charity number 801343) and Lever Fabergé Ltd (trading as 'Unilever UK') 2012.
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This Dove Self-Esteem Workshop Guide for Teachers has been adapted, with permission, from an original resource developed by beat and the Dove Self-Esteem Project. Further input has come from the DSEP Advisory Board (see page 30).

This resource would not be possible without the help and energy of a large team including Martin Staniforth, Dr Susie Orbach, Lisa Clark, beat and the thousands of pupils and their teachers who helped refine this resource.



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