

# Dove Self-Esteem Project Primary Content Map



The Dove Self Esteem Project is a series of lessons that aim to create an open conversation around body positivity and celebrate individuality while building good mental health, self-esteem, and motivation in young people. The programme includes five, 45-minute Body Confidence sessions and five, 45-minute Bullying and Teasing sessions.

## Amazing Me: Body Confidence

All five lessons can also be accessed as a bundle

## Amazing Me: Bullying & Teasing

All five lessons can also be accessed as a bundle

	Appearance Ideals	Body Talk	Competing And Comparing Looks	Let's Talk About Something Else	Positive Thoughts	What's Your Function?	Weight-Based Bullying	Media-What's The Influence	Bullying In Our School	Dealing With Bullying
<b>Length of session</b>	45 minutes	45 minutes	45 minutes	45 minutes	45 minutes	45 minutes	45 minutes			
<b>Overview</b>	Pupils explore the ways that the media depicts 'appearance ideals' and share strategies for lessening the impact of this on their lives	Pupils explore the positive and negative impacts of physical compliments. They identify strategies to stop body talk, focussing instead on non-physical qualities.	Pupils discuss how often body talk is part of everyday conversations and the impact this has. They explore interesting and alternative topics of conversation that do not relate to physical appearance, through role play.	Pupils explore the concept of body dissatisfaction and try out positive self-talk as an effective strategy to improve body confidence. They collaboratively create cards using positive thoughts to boost body confidence.	Students review concepts they have learned in the programme and reflect on the strategies and goals they have explored and set. Students discuss ways they are already being advocates for body confidence and ways they can continue to champion this going forward.	Pupils explore the various things their body can do and celebrate the everyday activities their body enables them to enjoy, connecting body appreciation to body confidence. They write a letter to their body, thanking it for all the things it does for them.	Pupils read and answer questions on an informational text on weight-based bullying and teasing. They then share strategies to use when either they are bullied, or they witness bullying.	Pupils explore the concept of the 'herding effect' by taking part in a data collecting activity, exploring social media posts. They discuss the connection between social media usage and bullying and teasing.	Pupils explore how bullying and teasing based on appearance/weight has a negative impact on body confidence. They look at the school's anti-bullying policy and suggest possible changes that would make it more inclusive and effective.	Pupils use role play to practise using strategies to deal with bullying. They reflect on those strategies they are likely to use in the future.
<b>Key outcomes</b>	<p>I can analyse the various ways media influences the decisions I make</p> <p>I understand how media influence can negatively affect self-image</p> <p>I can suggest ways to lessen the negative effects of 'appearance ideals' in my own life</p>	<p>I can describe how body talk can be harmful</p> <p>I can identify ways to redirect a conversation centred around physical appearance</p>	<p>I know that comparing myself to others can be harmful</p> <p>I can identify unique attributes that I love about myself</p>	<p>I recognise that body talk is part of everyday conversations</p> <p>I can identify interesting topics of conversation that do not relate to physical appearance</p> <p>I can role play conversations, moving them away from a body talk focus</p>	<p>I can define body dissatisfaction</p> <p>I understand that positive self-talk is an effective strategy to improve body confidence</p> <p>I can help my classmates create cards using positive thoughts</p> <p>I can use positive thoughts to boost body confidence</p>	<p>I can discuss the various functions of my body</p> <p>I can identify everyday activities I enjoy and how my body helps me do these</p> <p>I can express my gratitude for the amazing things my body can do</p> <p>I can explain how body appreciation connects to body confidence</p>	<p>I can reflect on an informational text on weight-based bullying and teasing</p> <p>I can suggest strategies to use when bullying occurs</p>	<p>I understand the herding effect</p> <p>I can collect and analyse classroom data regarding social media</p> <p>I can make connections between social media usage and bullying and teasing</p>	<p>I know that bullying and teasing based on appearance/weight affects body confidence</p> <p>I know what is contained in my school's anti-bullying policy</p> <p>I can suggest changes to my school's anti-bullying policy to make it more inclusive and effective</p>	<p>I can role play strategies that deal with bullying</p> <p>I know which strategies I will use in the future to deal with bullying</p>
<b>Resources</b>	Teacher notes/lesson plan PPT Activity sheets	Teacher notes/lesson plan PPT Activity sheets	Teacher notes/lesson plan PPT Activity sheets	Teacher notes/lesson plan PPT Activity sheets	Teacher notes/lesson plan PPT Activity sheets	Teacher notes/lesson plan PPT Activity sheets	Teacher notes/lesson plan PPT Activity sheets	Teacher notes/lesson plan PPT Activity sheets	Teacher notes/lesson plan PPT Activity sheets	Teacher notes/lesson plan PPT Activity sheets
<b>Links</b>	All sessions link into the personal, social, health, wellbeing and citizenship curriculums for England, Scotland, Wales and Northern Ireland. Additionally, they cover literacy objectives across these nations.					All sessions link into the personal, social, health, wellbeing and citizenship curriculums for England, Scotland, Wales and Northern Ireland. Additionally, they cover literacy objectives across these nations.				