

Dove Self-Esteem Project Secondary 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, 50-minute Confident Me sessions that explore body confidence, bully and the media; a 2-hour session exploring hair beauty stereotypes (Crown) and a 2-hour session on the impact appearance norms and ideals have on the LGBTQ+ community (Proud To Be Me).

Confident Me

Other Programmes

	Appearance Ideals	Media Messages	Confront Comparisons	Banish Body Talk	Be the Change	Confident Me (single lesson)	My Hair, My Crown	Proud To Be Me
Length of session	50 minutes	50 minutes	50 minutes	50 minutes	50 minutes	60 minutes	2 hours (flexible)	2 hours
Overview	Students explore the concept of appearance ideals and where the pressure to achieve them comes from in society. They examine how this can affect their everyday life and behaviours. Students identify and celebrate those personal qualities they admire in themselves.	Students develop their media literacy skills by exploring the ways images and messages, from advertising to movies and social media, are often manipulations of the truth. They explore media images and films, reflecting on how they often promote appearance ideals in order to sell people products and services. Students set a SMART goal to challenge and reject these images and messages.	Students explore the very human and automatic nature of comparing looks to individuals and media images. They identify the ways this has negative consequences for themselves and their friends. They analyse the impact of comparing themselves to others and explore ways to respond to comparison situations that will result in a positive outcome	Students explore what is meant by body talk and why people engage in conversations (including internalised conversations) about appearance, identifying the problems this can cause. They develop strategies for addressing negative body talk and identify unique aspects of themselves, reflecting on how they feel about them. Students set a SMART goal to increase positive body talk and decrease negative body talk with themselves or friends.	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.	Students explore the concept of appearance ideals and where the pressure to achieve them comes from in society. They examine how this can affect their everyday life and behaviours. Students develop their media literacy skills by exploring the ways images and messages, from advertising to movies and social media, are often manipulations of the truth. They explore media images and films, reflecting on how they often promote appearance ideals in order to sell people products and services. Students explore strategies to help challenge these ideals.	Students identify & critically evaluate current hair beauty stereotypes while considering the effects of media and social media on hair attitudes and beliefs. They make connections between hair appearance pressures & bullying and explore ways to advocate themselves and/or peers in response to hair bullies. Students explore ways to challenge negative thoughts and attitudes about their own hair and the hair of others, creating a creative visual representation of their hair/"crown".	Students explore appearance norms and ideals, the impact these have on the LGBTQ+ community and the costs of pursuing such ideals. They discuss gender identity and explore healthy ideals and body image before considering body talk and possible strategies to challenge appearance ideals in everyday conversation. They explore ways to become body acceptance activists.
Key outcomes	<p>I understand the concept of appearance ideals and where the pressure to achieve them comes from</p> <p>I can analyse external influences related to body confidence</p> <p>I can recognise personal qualities that I admire in myself</p>	<p>I know how images and messages, from advertising to movies and social media, are often manipulations of the truth</p> <p>I understand that it is pointless to compare myself to images in media because the images often promote appearance ideals in order to sell people products and services</p> <p>I can set a goal to challenge and reject media images and messages that promote appearance ideals</p>	<p>I understand that comparing looks to individuals and media images is part of human nature</p> <p>I can identify the ways that comparing looks often has negative consequences</p> <p>I can analyse the impact of comparing myself to others</p> <p>I know how to respond to comparison situations that have positive outcomes for myself and the people around me</p>	<p>I understand what is meant by body talk and why people engage in conversations about appearance</p> <p>I know that body talk can cause problems</p> <p>I can identify strategies for addressing negative body talk</p> <p>I can identify what is unique about myself and how I feel about it</p> <p>I can set a goal to increase positive body talk and decrease negative body talk</p>	<p>I can review and reflect on concepts I have learned during the Confident Me programme</p> <p>I can advocate for body confidence</p>	<p>I understand the concept of appearance ideals and where the pressure to achieve them comes from</p> <p>I can explain how images and messages, from advertising to cinema and social media, are often manipulations of the truth</p> <p>I can analyse strategies to resist appearance pressures, avoid comparing myself, challenge appearance ideals and build body confidence</p>	<p>I can identify and critically evaluate current hair beauty stereotypes</p> <p>I know the effects of media/ social media on hair attitudes & beliefs</p> <p>I recognise the relationship between hair appearance pressures & bullying</p> <p>I know ways to advocate myself and/or peers to hair bullies</p> <p>I can challenge negative thoughts and attitudes about my own hair and the hair of others.</p> <p>I can champion healthier beliefs about my hair</p> <p>I know how to be an ally for healthier beliefs about hair</p>	<p>I can recognise appearance norms and ideals and know the impact these have on the LGBTQ+ community</p> <p>I understand the costs of pursuing appearance ideals</p> <p>I understand gender identity</p> <p>I know what healthy ideals and body image mean</p> <p>I know some strategies to challenge</p> <p>I understand how to become a body acceptance activist.</p>
Resources	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	Teacher notes/lesson plan PPT Activity sheets
Links	All sessions link into the personal, social, health and wellbeing curriculums for England, Scotland, Wales and Northern Ireland. Additionally, they cover literacy objectives across these nations.						All sessions link into the personal, social, health and wellbeing curriculums for England, Scotland, Wales and Northern Ireland. Additionally, they cover literacy objectives across these nations.	