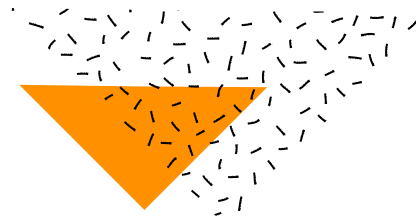




confident me

School Workshops
for Body Confidence

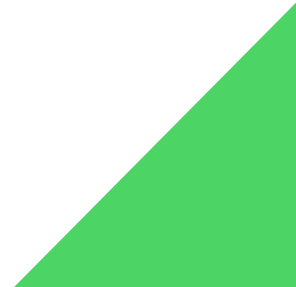
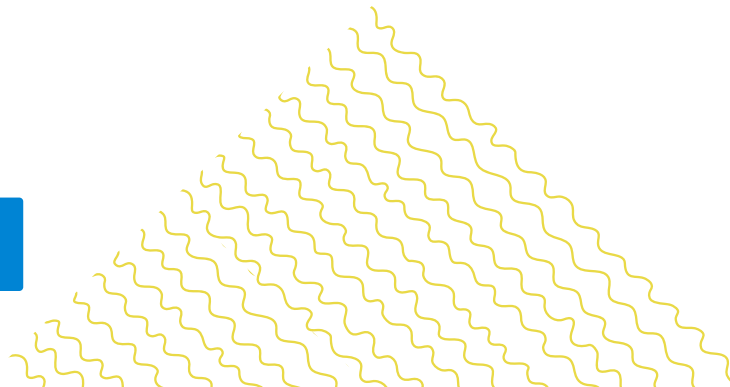


WORKSHOP 1 Appearance Ideals

Workshop Guide for Teachers



FIVE SESSIONS





Learning outcomes:

In this workshop students will:

- **Understand the concept of appearance ideals** and where pressure to achieve them comes from.
- **Recognise the pressures caused by trying to match appearance ideals**, and the impact this has on their everyday lives.
- **Develop strategies to challenge appearance ideals**, resist appearance pressures and build body confidence.

Resources you will need:



WORKSHOP MATERIALS

- **Workshop guide**
- **Workshop presentation**
- **Two activity sheets**
(one set per student)
- **Going further sheet**
(one per student)
- **Film embedded in workshop presentation:**
 - Appearance Ideals

FROM YOUR SCHOOL

- **Projector (with sound) and whiteboard**
- **Students will each need a pen**

Optional

- **Spare paper**
- **Flipchart and markers**



Overview of workshop modules



Total Time: 45 Minutes

Page
05

Introducing appearance ideals

20 Minutes

Introduction and ground rules

What are we learning today?

What do we mean by
appearance ideals?

What are today's appearance
ideals?

How are appearance ideals
constantly changing?

Can we match appearance
ideals?

Where do we learn about
appearance ideals?

Page
11

Appearance pressures

20 Minutes

What appearance pressures
do we face?

What is the impact of these
appearance pressures?

What else can we value?

Page
15

Be a champion for change

5 Minutes

What have we learned today?

Be a champion for change

Congratulations!

Going further



How to use this guide

Presentation

These are visual cues and learning objectives to help you steer the workshop and deliver it effectively.

Navigation Icons

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

Confident Me / 1 Appearance Ideals / Teachers' Guide			
Presentation	Teacher Actions	Desired Responses	Teacher Notes
	<p>Given what we've already discussed about appearance ideals:</p> <ol style="list-style-type: none"> 1. How realistic is it for someone to match appearance ideals? 2. Thinking about how naturally different we all are, how easy is it for all of us to match appearance ideals? 	<p>It is almost impossible for someone to match appearance ideals because the ideals are always changing, and it is a really narrow ideal that often contains contradictions (such as small feet, long legs).</p> <p>Because our looks are mainly defined by our genes, it is not possible for us all to look the same – and why should we want to?</p>	
	<p>Have a class-wide discussion; call for volunteers to answer.</p> <ol style="list-style-type: none"> 1. Where do you think these appearance ideals come from? Where do we find out about them? 2. Why do you think it is important to know where these ideals come from? <p>Explain that by knowing where these ideals come from, we can begin to change how we respond to these ideals.</p>	<p>Answers could include: advertisements, magazines, fashion industry, websites, celebrity culture, diet industry, parents or family, friends, other young people, bulimic, social media, influencers, our own thoughts.</p>	<p>Be careful not to create a blaming atmosphere (for example, blaming parents or friends). Messages about appearance ideals are part of our daily environment and are so common that those around us may not even be aware of them.</p>

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.

Teacher Notes

Ideas and guidance for optimising the effectiveness of the workshop for students.

Teacher Actions – What to say

Numbered points in bold are instructions of what to **say** to the students. These highlight important questions to ask students to ensure key concepts are addressed with optimum impact on body confidence.

Teacher Actions – What to do

This text 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



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 appearance ideals



20 Minutes

Presentation	Teacher Actions	Desired Responses	Teacher Notes
	<p><i>Introduce the workshop.</i></p> <p><i>Explain that today is the first in a series of five workshops that will help students think about the appearance pressures young people encounter. The workshops will encourage them to explore helpful ways to manage these pressures and build body confidence.</i></p>		
	<p><i>Share the ground rules to help create a supportive, non-judgemental environment throughout the five-workshop series.</i></p>		<p><i>Sharing rules with your class is a useful mechanism for establishing a different feel from normal lessons across these workshops.</i></p> <p><i>It is worth taking time to ensure these rules feel collaborative and, if necessary, adjusting them to suit the needs of your class.</i></p>

Presentation	Teacher Actions	Desired Responses	Teacher Notes
 <p>What are we learning today?</p> <ul style="list-style-type: none"> Introducing appearance ideals Sources of appearance ideals Appearance pressures Challenging appearance pressures <p>Confident Me / 1 Appearance Ideals 3</p>	<p>Briefly explain the areas of focus for today's workshop.</p>		
 <p>What do we mean by appearance ideals?</p> <p>Confident Me / 1 Appearance Ideals 4</p>	<p>1. What do you think we mean by appearance ideals?</p> <p>Invite a student to read the definition aloud.</p>	<p>The way our culture tells us is the ideal way to look at a certain moment in time.</p>	<p>Take the time to ensure all students understand what is meant by appearance ideals, so they can use the learning in the rest of the workshop.</p>

Presentation



Teacher Actions

Explain that we are going to understand what society currently tells us is the ideal appearance for boys and girls.

Ask students to self-assign to the gender group in which they identify. Instruct students to complete activity sheet 1 for their specific gender.

- 1. Girls, can you give me one or two examples of what society tells us are the appearance ideals for girls?**
- 2. Boys, can you give me one or two examples of what society tells us are the appearance ideals for boys?**

Desired Responses

Teacher Notes

Experience suggests that students feel most comfortable completing this activity in small groups with other people who have a similar gender identity to them, and when working with friends.

Push students to be specific in their responses.

For example, when a student says “hair”, ask them to give specific details (e.g., length, colour, texture). Or, when they say “perfect teeth” or “perfect skin”, ask them to explain what these attributes look like (e.g., straight, white teeth; clear skin without blemishes or wrinkles).

Whilst it can help for students to complete their own sheet so they have a record of this activity, they may feel more comfortable pooling their ideas on one group sheet.

You may need to acknowledge that though different groups of students might uphold different appearance ideals, they all are narrow ideas and encourage us to work towards an unrealistic goal.

If students are struggling, it can be useful to prompt them to think about specific aspects of the body (e.g., face, torso, legs, body hair, skin).

Presentation



Teacher Actions

1. Create as long a list as possible of the physical features that make up today's appearance ideals.

Invite different groups to share their ideas with the class, writing their ideas on a whiteboard. Make the list as long as possible.

2. Looking at these lists, do you think it is possible to have all of these characteristics?

3. Can you think of any other issues with these appearance ideals?

Desired Responses

Example appearance ideals include:

Girls – long, slim, hairless legs; slim/skinny; clear, blemish-free skin; toned; big eyes; flat stomach; straight, white teeth; hairless body; long, manicured nails; thick, defined eyebrows; long eyelashes; large lips; long, glossy hair.

Boys – muscular; tall; slim waist; lean, v-shaped torso; low body fat; broad chest; flat stomach; six pack; straight, white teeth; blemish-free skin; some facial hair; thick, styled hair.

No, it is not possible because:

- There are inconsistencies between the different features e.g., long legs and small feet, or curvy hips (which require body fat) and a flat stomach with a six-pack (which requires very low body fat). It's therefore not realistic to have all at once.
- Our looks are defined by our genes, inherited from our parents, and their parents. Therefore, this makes it impossible for most of us to match appearance ideals

These appearance ideals take a narrow view of what different genders should look like. They draw on gender stereotypes in our society. Additionally, adopting a binary approach is not inclusive of other genders.

Teacher Notes

Presentation



Teacher Actions

Explain that the features we have just listed are what society currently tells us are appearance ideals, but these ideals are constantly changing.

Play the animation.

1. If all these images represent appearance ideals, why do you think they don't all look the same?

Lead your students in a quick game of spot the difference.

2. Thinking about all of the images, what differences do you notice between them?

3. How are they different to today's appearance ideals that you identified earlier?

4. Can you think of any examples of appearance ideals from other cultures, from the past or present?

Reinforce that all these images represent appearance ideals: (what was considered attractive and desirable) at different times in the past.

Facilitate a short class discussion.

- **What do you think future appearance ideals might be – is it a look you would want?**

Desired Responses

▶ They show us people at different times throughout history in Western society.

▶ Examples include slim versus curvier bodies; muscular versus slimmer bodies; face shaved versus facial hair; and formal versus casual clothes.

▶ Appearance ideals are constantly changing across time, countries and cultures. They never stay the same!


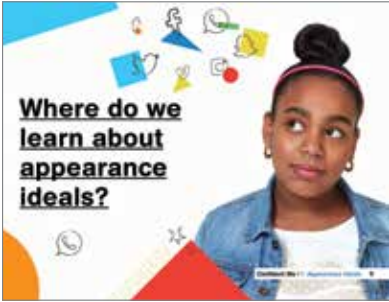
▶ “Centuries-old examples include foot binding in China to make women’s feet smaller and the use of neck rings to make women’s necks longer in Southeast Asia.

Today in Western society, tanned skin is considered attractive, but in many Eastern cultures, such as India and Indonesia, fairer skin is idealised.

Teacher Notes

▶ Push students to make specific comments on how these images differ, especially with regard to changes to their physical appearance (including clothes).

Direct students to particular parts of the images to draw attention to the differences.

Presentation	Teacher Actions	Desired Responses	Teacher Notes
 <p>Can we match appearance ideals?</p>	<p><i>Given what we've already discussed about appearance ideals:</i></p> <ol style="list-style-type: none"> 1. How realistic is it for someone to match appearance ideals? 2. Thinking about how naturally different we all are, how easy is it for all of us to match appearance ideals? 	<p>▶ It is almost impossible for someone to match appearance ideals because the ideals are always changing, and it is a really narrow ideal that often contains contradictions (such as small feet, long legs).</p> <p>▶ Because our looks are mainly defined by our genes, it is not possible for us all to look the same – and why should we want to?</p>	
 <p>Where do we learn about appearance ideals?</p>	<p><i>Have a class-wide discussion, call for volunteers to answer.</i></p> <ol style="list-style-type: none"> 1. Where do you think these appearance ideals come from? Where do we find out about them?" <p><i>Explain that by knowing where these ideals come from, we can begin to change how we respond to these ideals.</i></p> <ol style="list-style-type: none"> 2. Why do you think it is important to know where these ideals come from? 	<p>▶ Answers could include: advertisements, magazines, fashion industry, websites, celebrity culture, diet industry, parents or family, friends, other young people, bullies, social media, influencers, our own thoughts.</p>	<p><i>Be careful not to create a blaming atmosphere (for example, blaming parents or friends). Messages about appearance ideals are part of our daily environment and are so common that those around us may not even be aware of them.</i></p>

Appearance pressures



20 Minutes

Presentation



Teacher Actions

Explain that now students understand what appearance ideals are, and where pressures come from, they are going to explore some of the pressures they can create in our daily lives.

Ask the students to 'think, pair, share' for the questions below. Pose the questions below, allow the students to first think by themselves for a moment, before discussing quickly with their partner and then feeding back to the class.

1. How much time would it take to try and match appearance ideals?



Examples of negative consequences include: Spending too much time on hair, make-up or skin care, extreme exercise, dieting, checking or comparing your appearance with others, dwelling on negative emotions.

2. How much money would it cost?



Lots of money spent on hair products/ treatments, skincare, make-up, clothes, magazines, beauty treatments, gym membership, dieting products or surgery.

3. How would constantly trying to achieve changing appearance ideals make you feel?



Feelings of frustration, anger, sadness, jealousy, anxiety, shame, embarrassment, dread, dissatisfaction, unhappiness.

Take one or two responses.

Desired Responses

Teacher Notes

Take a few responses, but don't take too much time in this section. The primary objective is for students to realise it takes a lot (rather than specific quantities).

Ensure that the students do not take this as an opportunity to share tips.

You may need to make it clear that it's okay to take care of your appearance through hygiene and health and well-being behaviours! What students are exploring here is when they might get too caught up in trying to achieve a look that is impossible for most, and use up too much time, money and mental energy in the process.

If students are struggling, refer them to the list of appearance ideals they previously generated. It can also help to ask students to imagine someone of a similar age, background and interests to themselves.

Presentation



Teacher Actions

Explain that students are going to have a competition to explore the pressures that trying to match appearance ideals can cause in more detail. Divide the class in half, and within each half arrange students into small groups on time, money or emotions and feelings.

Instruct students to complete Activity 2 in pairs.

Once completed, invite students to share their ideas for time, money and emotions in turn.

Desired Responses

Examples of negative consequences include:

Time – on hair, make-up, or skin care, extreme exercise, dieting, checking or comparing your appearance with others, dwelling on negative emotions.

Money – spent on hair products/ treatments, skincare, make-up, clothes, magazines, beauty treatments, gym membership, dieting products or surgery.

Emotions and feelings – frustration, anger, sadness, jealousy, anxiety, shame, embarrassment, dread, dissatisfaction, unhappiness.

Teacher Notes

Giving students a fixed, short time for this activity can also help increase focus.

Ensure that the students do not take this as an opportunity to share tips.

Students might use this task to argue that some people can match appearance ideals with little time, money or emotional energy. Remind students that these people might still not feel satisfied with their appearance, and will not always feel that they look their best – and just because people might easily meet appearance ideals, it doesn't guarantee that their lifestyle is any more ideal.

Presentation



Teacher Actions

Explain that now students have considered the pressures trying to meet appearance ideals can cause, they are going to examine the reasons why people might still put these pressures on themselves.

Facilitate a short class discussion.

1. What do you think people believe they will achieve by meeting appearance ideals?

2. Aside from a change in appearance, what else do they think might happen or change in their life?

3. Is it true that if someone meets appearance ideals, they are automatically happy, confident or successful?

Initiate a class vote.

1. Raise your hand if you feel the opposite holds true: are people who don't have appearance ideals automatically or always unhappy, lacking in confidence or unsuccessful?

2. How could you spend your time, money and energy in a better way?

Initiate a class vote.

1. Stand up if you think it is worth trying to challenge or resist these appearance pressures, given all of the sacrifices? Why?

Desired Responses

Physical changes to the body (e.g., lower body weight, flatter stomach, bigger muscles, etc.)

They may feel that they would get the ideal romantic relationship, greater popularity or positive attention. They may also believe that they will feel more accepted or loved.

It is worth trying to challenge or resist these pressures because it is not realistic to meet appearance ideals, and we sacrifice time, money and energy into trying to achieve something that is not possible. It would be better to put these resources into more worthwhile activities that we enjoy.

Teacher Notes

Students might suggest examples of celebrities that show they are no happier than other people. However, make sure this doesn't turn into 'celebrity bashing', and help students understand that celebrities (like everyone else) don't always feel happy all the time and are unlikely to feel their appearance or life is ideal all of the time.

Voting allows students to demonstrate their personal commitment to engaging with the workshop and building their body confidence.

Having students put this in their own words helps to reinforce the learning outcomes and it encourages other students to take the messages on board.

Presentation



Teacher Actions

Explain that now students have recognised that trying to match appearance ideals can cost a lot of time, money and emotional energy, and be harmful for our self-esteem, they are going to consider ways they can feel better about themselves.

Ask several students for ideas.

1. What do you enjoy doing?

Instruct students to complete Activity 3 independently..

2. Think about the qualities and interests that make you unique.

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

Desired Responses

Teacher Notes

If students still select appearance-based qualities, highlight that they are of minor importance when compared to all of the other qualities they identify – and that they 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 further.

Be a champion for change



5 Minutes

Presentation



Teacher Actions

Ask for volunteers to recall, briefly, what they have learned in the workshop.

1. What have we learned in today's workshop?

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

Desired Responses

Students articulate the key messages in their own words.

Teacher Notes



1. What will you do to personally challenge appearance ideals from now on?"


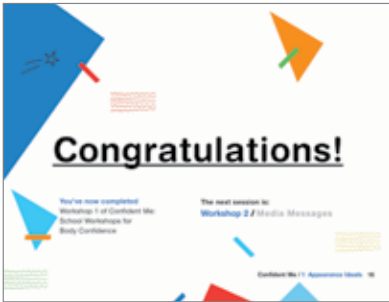
Invite one or two students to share their ideas with the class.

For example, students could write a short statement celebrating their own personal qualities, or practise staying alert when they or their friends compare their appearance to others.

Help students to choose a small and specific action, which will make it easier for them to keep to their commitment.

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

Remind students that the workshops they are undertaking are all about learning to challenge or resist the pressures we face to match appearance ideals, and how we can focus on other qualities that help us all make the most of life.

Presentation	Teacher Actions	Desired Responses	Teacher Notes
	<p>Encourage your students to explore and act on the ideas raised in today's workshop. Then, instruct them to complete the "Going further" sheet before the next workshop.</p>		
	<p>Thank students for their participation in today's workshop, and draw the workshop to a close.</p> <p>To get ready for the next workshop, find three examples (e.g., magazines, social media posts, advertisements, billboards, film posters, music videos) of where the media promotes appearance ideals.</p>		

Next steps

You have now completed **Workshop 1: Appearance Ideals** from the **Confident Me: School Workshops for Body Confidence**. The next workshop in the series is: **Media Messages**.

ABOUT THIS WORKSHOP:

In this workshop, students learn how to become more savvy, critical consumers of media. Students explore how images of people in the media, such as in advertising, entertainment and social media are often manipulated and drastically altered to reflect current appearance ideals. They identify how professional media also manipulates reality to promote an idealised appearance or lifestyle in order to encourage people to buy a product or service. Students recognise that they can challenge these media messages by changing the media they consume and create (like words, pictures and films). They commit to being true to themselves and their friends and to publish what's real.

Access the materials for this workshop and others in the Confident Me: Five-Session Programme at dove.com/selfesteem



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