#MySenseOfSelf

Body image and self esteem PSHCE focus lessons.

‘Body image dissatisfaction is seen to undermine self-confidence, contribute to depression, and lead to the onset of a range of physical, emotional and societal problems. Promoting positive body image is fundamental to addressing other social and public health problems facing young people’ – All Party Parliamentary Group on Body Image
Session 1

Objectives: Students will analyse the impact social media can have on self-esteem with a sliding scale activity, followed by a mini debate.
work in pairs and spend one minute discussing the following question:

What 3 different sources can you think of which impact the way we think about our appearance?
Social media and its impact on self esteem.
Stand up and sit down if....

• Use social media every minute
• Use social media every hour
• Use social media every day
• Use social media every week
  • Use Facebook
  • Use snap chat
Put your hand up if:

- You think you could live without social media for a week?
- You think social media can have an impact on the way we see ourselves?
- You have ever taken a photo down because it didn’t get enough ‘likes’?

Class discussion
How many ‘likes’ on one of your posts is a good amount? How would you feel if it was lower than this amount?
• Left side of classroom is the AGREE side
• Right side of the classroom is the DISAGREE side
• In the middle is UNSURE

Stand at which ever point represents your opinion on the following statements:
• “Social media has changed the way we as a society communicate.”

(What has changed? How does social media influence us?)

• “Social media is only popular because you can see loads of photos of your friends.”

(What other things can you do on social media?)

• “The way we share images has changed because of social media.”

(How did we share pictures before? How has this change influenced us?)

• “Life without social media would be boring.”
Mini debate!

Split the class into 2 groups

Group 1:
You will argue that Social Media can have a **positive impact** on self esteem.

Group 2:
You will argue that Social Media can have a **negative impact** on self esteem.

Here are some pointers to help you!

**Pros**
- Support from friends and family
- Getting inspired by others
- Making new friends
- Others agreeing to your opinions
- Making an impact (fundraising, awareness raising)

**Cons**
- Comparing yourself with others
- Cyberbullying
- Gossip/spreading rumours
- False image of other people’s lives
- Wanting to get the most likes
DEBATE!!!
Key Messages

• It is important to be aware of the impact social media has on how we feel and how we view ourselves.

• Comparing yourself with others can lead to low self-esteem and low body confidence.

• The way people are portrayed on social media isn’t always realistic
Session 2

Objectives: Students will discuss the consequences the ‘like’ function on social media can have
Spend 2-3 minutes working with your partner to answer the below questions...

- What is happening in these pictures?
- What thoughts might be going through their minds about the amount of ‘likes’ they received?
- What would you think if you received this many ‘likes’?
- What things do people do to try to get more ‘likes’ on images of themselves?

Do you think if it was you, you would edit the image? Add more hashtags? Think about changing your image in some way?
Raise your hand if you agree...

That people with great photos and more likes automatically have more self-esteem as a result?
Do you know who said this..?

**Quote**

I, as a 21-year-old, was riddled with insecurity and self-critiquing. Some of my friends still are. I realized that I didn't like friends taking photos of me when I wasn't working and I actually got in a fight about this issue. And I wondered, why is this bothering me? Why does this make me so insecure? And I realized it's because I can't even reconcile myself with my own image on the front of these magazines.

**Quote**

Comparing myself to how I look, when I've gone through all of that makeup and styling, in my normal life is... just... I can't live up to it. If that's how I feel — and I get to be the person who's on the cover of those magazines — how's anyone else meant to cope?'

Emma Watson
Interview with *Esquire UK*
Discussion

• Could someone who posts lots of images of themselves actually be looking for a boost in self-esteem from other people?
• When you post an image of yourself on social media, is there a set number of ‘likes’ you ideally like to receive?
• How many ‘likes’ does it take for you to be satisfied with your image?

*What could be the effect of seeing people who you think look great on social media who aren’t celebrities, but who are your friends, or friends of friends?*
Key Messages

• Social media now means that we can have a number attached to our image – if it’s high we feel great, if it’s low we might not feel good and even delete the picture
• It’s not necessarily a good thing to attach too high value to the number of likes if it’s making you feel bad about yourself
• The way people are portrayed on social media isn’t always realistic
Session 3

Objectives: Students will examine reasons why sharing images of ourselves online has become popular, and what the impact on self-esteem could be.
Work with your partner for **30 seconds** to think of answers to this question:

‘**What are the different reasons why people look at images of others on social media?**’

Write your top answer on a post it note and hold it up/put on board.
Volunteer to **read out** what’s in the speech bubbles.

I’ve posted pictures of myself before because...

- I was bored
- I felt jealous of a friend
- I wanted to show off my new hairstyle
- I wanted to keep in touch with friends
- I wanted to show off my holiday

The last picture I posted of myself was....
The real reason I posted it was because....

**What are your reactions** to these responses? Have you posted pictures of yourselves on social media for any of these reasons before?
work in pairs to think of two or three more examples of why people post selfies and images of themselves online.

Be ready to feedback to the group!
• Individually think about the last picture of yourself that you posted on social media and discuss with a partner the reasons why you really posted it.

• Does anyone feel comfortable sharing their answer with the class?
Put your hand up if...

• *When you last posted a picture of yourself, you did so because you wanted to boost your self-esteem?*

• *And keep your hands up if you feel that posting that picture did boost your self-esteem? Why/why not?*
Spend 3 minutes in groups of 3 or 4 brainstorming ideas about how to use social media in a positive way.

**Ideas could include:**

- Sharing uplifting quotes and stories on Facebook or Twitter
- Giving compliments to people
- Sharing charity campaigns
- Using it to raise awareness of issues you feel passionate about
Key Messages

• The way people are portrayed on social media isn’t always realistic

• A good way to boost your self-confidence is to recognise when you’re comparing yourself to others and try to reflect on your own strengths and positive qualities instead

• It is important to be aware of the impact social media has on how we feel and how we view ourselves.
Session 4

Objectives: Students will identify cultural and societal reasons why people can feel under pressure to look a certain way and develop tools for dealing with this pressure. Reflecting on ‘what makes you you?’
• Left side of classroom is the AGREE side
• Right side of the classroom is the DISAGREE side
• In the middle is DON’T KNOW

Stand at which ever point represents your opinion on the following statements (there are no right or wrong answers):
• The society you’re in can have an impact on your body image

• Different cultures all have the same ideals of what is considered to be ‘beautiful’

• It doesn’t matter what country you’re from – all teenagers want to look the same

• Parents often put pressure on their children to look a certain way
Discuss in your groups and be ready to feedback on the following points:

• Who would agree that sometimes we feel the need to be the same as others?
• Why do you think that is?
• Would you say that it makes you feel more secure sometimes if you’re not standing out from others and it can feel like you’re part of the crowd?
• But why could this be a problem? What if you’re not being true to yourself and who you really are? Do you think it could cause issues if you’re trying to be like someone else? Why?
Watch the following video and on a post-it note write:

- One thing you were surprised by
- One thing you are not surprised by

Stick post its under the headings on the board.

What do you think this experiment shows?
Stick post its under the headings on the board.

<table>
<thead>
<tr>
<th>Surprised by</th>
<th>Not surprised by</th>
</tr>
</thead>
</table>

What do you think this experiment shows?

- Do you agree that we should celebrate the things that make us different? Why?
- What would you say to someone who was trying to fit in with the crowd because they felt different?
Spend 2-3mins answering these questions with your partner

The statements above are from teenagers who feel under pressure to look a certain way.

- Where are the different pressures coming from in these statements?
- What are the similarities between these three statements? What are the differences?
- What advice would you give to these teenagers?
Key messages

• Different cultures have different ideas about what is considered ‘beautiful’, whether it’s in terms of body shape, skin colour, or clothing.
• People often feel pressured to fit in with what is considered ‘perfect’ by the society they’re in.
• We should celebrate the things that make us different and not feel pressured to fit in.
• Be true to yourself!
• We are more than just our appearance.
Session 5

**Objectives:** Students will identify reasons why feeling different from others can have an impact on self-esteem, and develop tools for dealing with pressure to conform to different ideals.
Freeze frames!!

- Get into groups of 3 or 4
- Get a scenario card from your tutor.

Activity:
You have **five minutes** to plan a **role play** around this scenario. The role plays should be approximately 20-30 seconds long, should involve all members of the group, and should stop halfway through in a ‘freeze frame’.
- once you have acted out the scenario to the class, one member of the group will **ask the class the questions on the card**.
- Students should be prepared to give advice to the main subject in the scenario and ‘intervene’ in the freeze frame so that the scenario has a positive ending.
• What did these different scenarios have in common – how did all of the subjects feel? What sorts of emotions did the subjects feel as a result?
• What can we learn from this activity?
Key messages

• People often feel pressured to fit in with what is considered ‘perfect’ by the society they’re in
• We should celebrate the things that make us different and not feel pressured to fit in
• Be true to yourself! Being different isn’t a bad thing
• We are more than just our appearance
Session 6

Objectives: Students will explore the characteristics, hobbies, interests and other qualities which make them unique and understand why it is important that our differences are recognised and celebrated.
#MyTrueSelfie

- Each of you need a piece of flip chart paper
- Find a space on the wall where you can stick the piece of paper up
- Ask the person standing next to you to **draw around the outline of their head and shoulders** on the piece of paper
- Add the title ‘#MyTrueSelfie’ to your paper and write around the outline **all of the things that make you who they are**. You can use words or draw pictures. For instance:
  - ✓ I am... a musical theatre fan
  - ✓ A happy person
  - ✓ A lasagne eater
  - ✓ 15 years old
• Did anyone write exactly the same characteristics and qualities on their selfies?

• What do you think it would be like if everyone in this classroom was exactly the same?

• Why do you think it’s important to share and celebrate the things that make us different?
Key messages

• People often feel pressured to fit in with what is considered ‘perfect’ by the society they’re in
• We should celebrate the things that make us different and not feel pressured to fit in
• Be true to yourself! Being different isn’t a bad thing
• We are more than just our appearance
Session 7

Objectives: Students will identify their ‘support network’ and reflect on what they love about themselves to develop a strategy for building self-esteem
1. **Draw a picture of yourself** on your sheet of paper. It doesn’t matter how realistic or artistic it is.

2. Next, **make a list** of all the things you like/love/appreciate about your appearance (e.g. curly hair, freckles, tiny hands, dark skin...) and/or personalities (e.g. funny, nerdy, optimistic...)

You should contain at least **FIVE** things but it can be as long as you want. You have 5mins, use the next slide to help you.
Things I like/appreciate about myself:

- Eye colour
- Freckles
- I am funny
- Curly hair
- My optimism
- Smile
- Role my tongue
- Flexible limbs
- I'm a nerol
Would anyone like to share their ideas?

Why did you choose those things?

(e.g. ‘I like my eye colour because it’s the same as my dads. Or ‘My optimism cheers people up’.)
• Why do you think we did this exercise?

• Hands up, who thought it was unusual to think of things you like about yourself instead of worrying about the things you don’t like?

• Is there anything you feel grateful for after doing this exercise? (e.g. my health, friends...)

• What do you think you can take away from this exercise?
• Take one piece of A4 paper or their notebooks and **draw around your hand.**
• Label each finger of the hand with the name of anyone you feel you can turn to when you’re feeling down or low in confidence.

This could be:
• A family member
• A service such as ChildLine
• A friend
• A teacher
• A brother or sister
• Writing in your diary
Your diagram represents a support network – and everyone has at least one person they can turn to for support.

Fill the inside of the hand with the ideas for boosting self-esteem, and surround the hand with positive affirmations— for instance, things you like about yourself or things you’re good at.
Key Message

• Focus on things that make you feel good about yourself
• Value yourself, your appearance and personality
• Remember to do things that make you feel good about yourself
• Avoid negative self-talk and criticising yourself
• Nobody is perfect so you don’t have to be
Session 8

**Objectives:** Students will identify unhealthy thought patterns, examine how thoughts can be affected by relationships with others, and develop tools to boost positive thinking.
Shout out suggestions for what makes an unhealthy diet.
Effects of a poor diet

• How would eating unhealthily all the time make you feel?
• Is there an element of choice involved in what you eat? Do you have more choice as you get older?
• If you wanted to make your diet healthier, what could you do?
As a group, **write on 5 post-it notes** the broad food groups which make up a healthy, balanced diet and stick these on the sections on the plate below.
Put your hand up if you agree with the following statement:

‘In the same way that a good or bad diet can have an impact on your health, the things that we tell ourselves about the way we look, and the things that we hear from others, can have a good or bad impact on our emotional wellbeing.’
Components of a healthy ‘emotional diet’.

Thought group examples: Things I hear from friends; things I hear from parents; things I think to myself; things I see on social media, etc. These categories should include both the negatives and the positives.
The group as a whole should decide which ‘thought groups’ they would like to label the ‘healthy thinking’ plate with. If they were going to create a balanced emotional diet, which of these groups would they choose their thoughts from? And which would they put in the larger and smaller portions on the plate?

Finally, you should use your ideas from the brainstorm and write examples of things which have a positive impact next to each ‘thought group’. For instance, ‘Focusing on things I like about myself when I look in the mirror’ would be written next to ‘Things I think about myself’ on the plate.
Key Message

• Focus on things that make you feel good about yourself
• Value yourself, your appearance and personality
• Remember to do things that make you feel good about yourself
• Avoid negative self-talk and criticising yourself
• Nobody is perfect so you don’t have to be
Session 9

Objectives: Students will analyse the impact that different types of compliments can have on body confidence and self-esteem
This lesson does not rely on slides. Teachers please use the next slides for your reference only to lead the session.
• Running the activity:
• This activity looks at compliments, and how we can use them in a positive way to boost the self-esteem of others. Particularly it focuses on changing the focus of our compliments from people’s appearance to their skills, qualities and strengths.
• To introduce the activity, pick a volunteer from the class to stand facing you. Tell them you’re going to say something negative about yourself, and they should respond as they would if it was a friend saying it. Choose one of the following negative comments people typically say (or make up your own):
  • I’m so ugly
  • I feel so fat today
  • I hate my hair

See what the student’s instinctive reaction would be to their friend making this comment. If they’re struggling, hint that people would typically react with the opposite of these adjectives: ‘you’re not fat, you’re thin’; ‘you’re not ugly; you’re beautiful’; ‘your hair is great’; etc.
• Then **ask the class**: what do you think is the effect of this type of compliment be on a person’s self-esteem: does it make the person feel better in the long-term? Would it be better to focus on something other than their appearance when giving a compliment?

• Next, ask students to **work in pairs** and give them one piece of paper/card and a pen per person.

• On one side of the paper, students should individually write a **negative** statement that they have said about their appearance in the past.

• They should then **swap their piece of paper** with their partner’s, and on the other side they should write a **positive** statement about their partner which does *not* focus on their appearance.

• This could be anything from ‘you make me laugh’ to ‘you’re great at maths’. They should make sure they leave enough space on the paper for at least 3 of these statements.

• Partners should then **swap back their paper** and see what has been written. Ask for a couple of volunteers to **present** their compliments, and then ask how it makes them feel to receive a compliment that doesn’t focus on appearance.

• Next, all of the class should stand up and find at least 3 people to swap their compliment cards with. Ask them to counter each person’s negative statement by writing a compliment which focuses on that person’s skills, strengths, qualities or personality.

• Once students have completed this task, ask them to **review** by raising their hand if they feel this activity boosted their self-esteem. What was the effect of focusing on a person’s personality instead of their appearance? Do students think they’ll change the way they give compliments to their friends in the future?
Key Message

• Use compliments in a positive way to boost the self-esteem of others.
• Complement others' skills, qualities and strengths instead of appearance.
• Focus on things that make you feel good about yourself.
• Be aware that things you say have an impact on others.
• Nobody is perfect so you don’t have to be.
Session 10

Objectives:
Thinking of positive affirmations and confidence boosters and creating artistic reminders of these. Evaluate this terms PSHCE lessons.
You are going to reflect on everything you have learnt or discovered during PSHCE this term.

• complete these sentences starters on your paper:
  ➢ After the PSHCE sessions, I feel...
  ➢ I noticed...
  ➢ What surprised me was...
  ➢ From today onwards, I’m going to...
  ➢ My new motto is...
Confidence Booster Tokens:

- You will be creating self-confidence boosters to take home.

- You must decorate it with a sentence, word or phase which will give you confidence when you are feeling down or suffering from low self-esteem.
Positive Affirmations

There are NO RULES when it comes to creating your own affirmations but here are some TIPS:

- It’s powerful to use positive statements *e.g.* *I love my body the way it is*
- Make your affirmation short and easy to remember
- Be yourself: use your own style of writing or thinking

- What thinking patterns or perceptions would you like to change?
- What circumstances would you like to improve or transform?
- What experiences would you like to have?
- What feelings would you like to enjoy?
- What do you want your life to be like?
Key Messages

• Use compliments in a positive way to boost the self-esteem of others.
• Complement others skills, qualities and strengths instead of appearance
• Focus on things that make you feel good about yourself
• Be aware that things you say have an impact on others
• Nobody is perfect so you don’t have to be