**Procedure:**

# The instructor will start playing music as soon as the bell rings for dismissal to allow the songs to cycle through. The following songs will be played:

Ugly [2005] by the Sugarbabes. **Link:** <http://www.youtube.com/watch?v=d_wJKT3vAqQ>

Beautiful [2004] by Christina Aguilera. **Link:** <http://www.youtube.com/watch?v=aoYEQgG4-JY>

Stupid Girl [2006] by Pink (edited version). **Link:** <http://www.youtube.com/watch?v=GCgHEQuVtmw>

The Fear [2008] by Lily Allen (edited version). **Link:** <http://www.youtube.com/watch?v=azyFrQYxAMc>

1. The instructor will then break the students up into groups of 3 or 4. The students will be asked to think about the following and compile answers together as a group:

* What is self-esteem? How/ When is it developed?
* What is high self-esteem and what does it look and feel like?
* What is low self-esteem and what does it look and feel like?
* Who does self-esteem affect and how?

The students will be given about 6 minutes to think about their answers. Meanwhile, the instructor will put up a poster board for each group on a different wall. The teacher will give each group a sharpie to write on the poster board with. The students will write their answers on their group’s poster board. The students will then walk around to each poster board and will read what the different groups have written. If they want to add something or change something they may. The students will then take their seats

1. The instructor will collect each of the poster boards and read the FINAL definition of each. The poster boards will be placed on the board for the students to see. Then a final definitions will be made compiling together the definitions. That definition may be used on a future exam so the students should be encouraged to write it down.
2. A short power point will then be presented on what the Dove definition of what self-esteem, high self-esteem, and low self-esteem are and what the costs of having a low self-esteem might be like.
3. The instructor will then pass out **activity sheet 1.1** (attached). The student will be asked to think about what makes them feel good and what they believe helps build self-esteem. The students will be given about 1 minute to think of as many things as possible. At the end of the minute the students will be asked to share if they would like one or two of their answers. The instructor is encouraged to complete the worksheet on the board as well. (This might help the students feel more comfortable to share)
4. The instructor will then ask the students to think about what body confidence is. They will be given about a minute to think about what it is and write their answers down. Then the students will share their ideas with a partner. They will be asked to compare and contrast their answers. (Think-Pair-Share).
5. The instructor will then ask the students to think about the role of the media in body confidence is. The instructor will then play the following YouTube about under link: <http://www.youtube.com/watch?v=UToGBorgDqo>. After the YouTube, the instructor will ask the following questions for discussion:

* When you watched the clip, 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? The instructor will show this video while the students think about their answers. <http://www.youtube.com/watch?v=hibyAJOSW8U>

1. The students will then lead a class discussion about what affects body confidence. The instructor will start the discussion off by asking the students to think about where or how body confidence starts. The students will be encouraged to share stories. This will go on for no more than 10 minutes.
2. The instructor will pass out **activity sheet 2.4.** The students will be asked to look at the three Ken doll images. They will be asked to match the following dates to corresponding Ken doll:

* 1960s (1st image)
* 1970s/80s (2nd image)
* 1990s/2000’s (3rd image)

1. The instructor will ask the boys and the girls to split up so that they are two big groups. They will both be asked to talk about what expectations they are given by society and if it something that is reachable? IF NOT then why are our dolls made to look a certain way?

* **Barbie dolls**: Waist is the same diameter as head, her neck is 2x as long as an average human and her legs are 50% longer than her arms. For the average women that should be about 20% longer.
* **Ken dolls:** Neck circumference increases, waist size increases, height increases, and chest sizes increases.

1. The instructor will pass out **activity sheet 3.1**. The students will be given the choice to either complete this alone or in groups. They will be given about 5 minutes to complete it. They will be asked to share their reaction to any of the questions on the worksheet.
2. The students will complete the final activity sheet **(3.2)** They will be asked to share what they found most difficult about completing the activity. What did they concentrate most on while completing it?
3. The students will then be given their summary project. The students will be asked to design a bulletin board to inform students about self-esteem, (low, high, and building it) and body confidence. They can use any information used in class/ discussion. They will be using a poster board to demonstrate what their bulletin board will look like. It is due two class periods from the presented date. They will NOT be given in class time to work on it.
4. Finally, the instructor will play the final YouTube clip as a way to wrap up the class. <http://www.youtube.com/watch?v=litXW91UauE>