



Body Confident Sport

Before You Get Started

Dove Self-Esteem Project Resources

Body Confident Sport [#keepherconfident](#) resources were created by the Dove Self-Esteem Project and Nike led by experts in body image and girls and women in sport to help keep girls in sports by promoting positive body image and confidence. This empowers girls to understand that there are diverse athletics and physical activities that can be enjoyed by all body types. Learn more about why Dove and Nike teamed up to launch “Body Confident Sport:” www.bodyconfidentsport.com.

About the Animated Video Series

What if young people were able to envision beauty with confidence, not anxiety? What if our youngest generation could grow up enjoying cultural pride and a positive relationship with the way they look? The *Dove Self-Esteem Project Animated Topic Series* encourages young people to realize their full potential and raise their body confidence and self-esteem. By modeling positive peer relationships that focus on reconsidering appearance ideals and perceived judgments that often diminish confidence, students will discover that their own self-worth does not need to be limited to or dominated by their appearance. Students can build body confidence when they are more aware of societal ideals that come from peers, media, or family. They learn how to reject ideals and celebrate who they are and what their body does and what it looks like.

Every student requires body confidence skills to productively engage in their communities, foster healthy relationships, and challenge appearance ideals. The animated video series offers both you and your students relevant lesson plans focused on body confidence and its role in self-esteem. These lessons are crafted to tackle current issues, equipping students to assert control over societal appearance ideals and pressures reinforcing them. The inclusive approach addresses the intricacies of self-perception and peer-to-peer dynamics, fostering the development of crucial interpersonal

Duration

One class session
(approximately 45–60 minutes)

and intrapersonal skills. The goal is to empower students to navigate their cultural environment and embrace their unique bodies with confidence.

Before watching the animated videos, model positive affirmations and statements with students. Utilize the affirmation provided on the *Student Resources Amazing Me Bookmarks*. Allow students to fill in the blanks with their own affirmation statements for each other or discuss the statements alone to set the stage for positive discussions. There are six different bookmarks, each with five unique statements. Try to revisit these with students regularly.

Using the Animated Videos in Your Classroom

The animated videos in this three-part topic series can be used independently or as a unit in any order, depending on the needs of your students. It is recommended to use all of the animated videos, as a collection, to emphasize inclusivity of many perspectives from cultural appreciation to body confidence in young people among their peers.

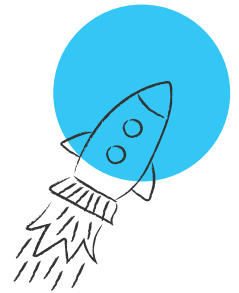
Watch and Discuss

Watch one or more of the animated videos in class or assign them to students independently. Invite students to participate in discussions before, during, and after viewing the animated videos. Use the discussion questions provided for each animated video or feel free to create your own. The prompts encourage students to recognize positive and negative influences on appearance ideals and identify the impacts on average teens. Encourage students to speak in claims while providing evidence for their observations. It is acceptable to assign discussion questions as writing exercises.

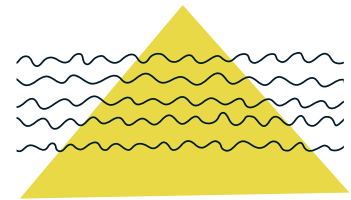
Classroom Activity

Each animated video has an accompanying classroom activity that should be completed in 45–60 minutes and aligned with national standards. The animated video is an integral part of each activity and the activities are divided in the following sections:

- **Engage:** An opening activity or discussion to capture student interest in the topic.



- **Explore:** Students watch the animated video and dive into discussions using a variety of questioning techniques.
- **Extend:** Continue the learning and reinforce student understanding to make curricular connections. Extend knowledge and dig deeper into the topic using the [Body Confident Sport](#) tool created by the Dove Self-Esteem Project.

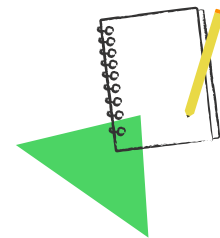


National Consensus for School Health Education Standards

Standard 4: Students demonstrate effective interpersonal communication skills to enhance health.

Teachers foster students' confidence, self-efficacy, and skill competence in interpersonal communication when they:

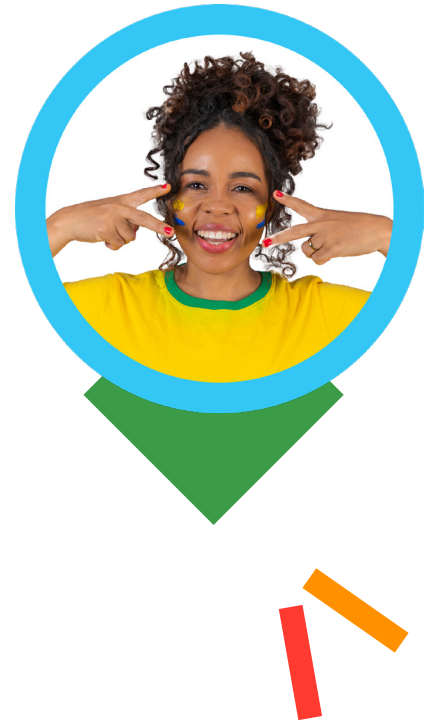
1. Discuss the importance and relevance of interpersonal communication skills that support healthy behaviors and well-being.
2. Explain that students have the capability of learning how to communicate that supports healthy behaviors.
3. Present elements of interpersonal communication skills that support healthy behaviors.
4. Model interpersonal communication skills that support healthy behaviors.
5. Use real-life scenarios for practicing interpersonal communication skills that support healthy behaviors.
6. Allow time and opportunity for students to practice interpersonal communication skills.
7. Provide performance-based feedback and reinforcement for interpersonal communication skills.



Common Core State Standards for English/Language Arts

SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

- SL.1a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - SL.1b: Follow agreed-upon rules for discussions and carry out assigned roles.
 - SL.1c: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - SL.1d: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- SL.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.



Overview

In this segment of the the *Dove Self-Esteem Project Animated Topic Series*, students are observers of a familiar practice of instant messaging over social media. Three friends are chatting about school sports when the conversation turns towards body image and insecurities. Through supportive statements, two of the friends help the third realize that having a strong, healthy body is important. By encouraging resilience and confidence in their friend's self-concept, the friends help each other overcome insecurities and build confidence in joining school sports. Watch to discover examples and results of body confidence.

Essential Question

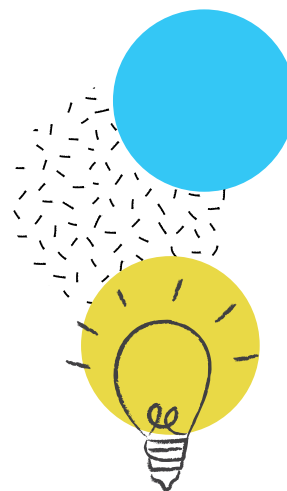
How does body confidence affect us in our daily lives? What actions can I take to feel confident in my body and enjoy participating in sports and physical activity? What do our bodies allow us to do and move in sports and physical activity? Why is it important to listen to our body's needs?

Learning Objectives

- Identify self-criticism in oneself and others and challenge negative self-talk.
- Recognize the benefits of athletics and physical activity on body image and appreciation of the body for what it does and its functionality.
- Identify methods for overcoming insecurities and building body confidence.
- Ensure students slow down, listen to their bodies, and protect and respect their bodies.

Key Terms

- **Appearance Ideals:** Societal or cultural standards and expectations regarding physical appearance, often influencing how individuals perceive and judge their own and others' bodies.
- **Body Confidence:** A positive and affirming perception of one's own body involving feeling comfortable and accepting one's physical appearance, regardless of societal or external pressures. Having respect for their body. Appreciation for what their body does. Valuing diverse beauty, bodies, and appearances around them.
- **Body Image:** The subjective perception of one's own body encompassing thoughts, feelings, and attitudes towards physical appearance and what their body can do. Body image is often influenced by societal standards, personal experiences, and cultural factors such as peers, family, and media.
- **Self-Worth:** The intrinsic value and respect an individual has for themselves beyond external factors such as appearance and involving a deep sense of one's own inherent value and importance as a person. It is important that this is based on a diverse set of values such as hobbies, family, friends, and education.



- **Self-Criticism:** The habit of evaluating oneself critically—and often negatively—by being overly judgmental about one’s own appearance leading to decreased self-esteem.
- **Insecurities:** Feelings of doubt, uncertainty, or inadequacy about oneself involving a lack of confidence or discomfort with certain aspects of one’s physical appearance.

Engage

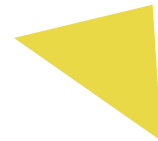
Prior to watching the animated video, post or share this statistic:

Nearly 45% of girls drop out of sports by age 14 and body confidence is cited as the #1 reason.

Teacher Note: Explore the [Dove and Nike](#) partnership dedicated to boosting body confidence in student athletes.

Using the statistic, ask students how athletes use their body as a tool to achieve personal success. Students could also consider where appearance ideals regarding bodies come from, whether in small statements or in the media. Use these discussion starters to activate thinking:

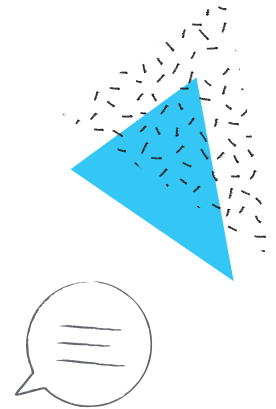
- What are some stereotypes and misconceptions about body image and athleticism?
- How does the media’s portrayal of athletes and body image impact the way young people perceive themselves and their bodies in relation to sports?
- In what ways have you personally experienced or witnessed the positive impact of school sports on body confidence?
- Can you share an example of a sports-related activity or movement that made you appreciate or respect your body and feel more confident about it?
- In what ways can coaches contribute to creating a supportive and body-positive environment?



Explore

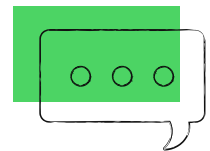
Three friends engage in a casual chat about school sports, which gradually shifts toward the topic of body image and insecurities. The two friends play a pivotal role in helping the third friend recognize the significance of maintaining a strong and healthy body.

- How do the friends positively foster resilience and instill confidence in their friend's self-concept?
- Identify 2–3 points of body talk. Brainstorm responses that would redirect the conversation promoting a positive self image.
- Why is it important to challenge body talk?
- What are positive statements about our bodies and what they allow us to do?
- In what ways have you personally experienced or witnessed the positive impact of school sports on body confidence? How has sport or physical activity helped you appreciate the body and what it does?
- How can misconceptions about body image and athleticism be challenged in our school community?
- Do you believe that promoting diversity in sports, including different body types, sizes, and ability could positively impact the body confidence of school athletes? Why or why not?
- How can lessons learned through school sports, such as discipline, perseverance, and teamwork contribute to overall body confidence?



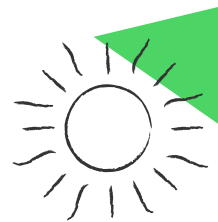
Extend

- Explore ways to challenge negative body talk and support body confidence. Group students and give them a scenario from the *Body Talk Student Capture Sheet*. Ask students to decide the best way to challenge negative body talk. Some students may explore options such as ignoring the discussion or walking away. Educators are encouraged to accept those responses but allow others to provide options for speaking up. Utilize the tips below for challenging body talk that is not supportive:
 - Use “I” statements to express concerns to convey personal feelings without placing blame. For example, “I feel uncomfortable when we talk negatively about our bodies.”



- Suggest positive ways of discussing bodies. Encourage language that affirms and promotes self-love and acceptance.
- Redirect the conversation towards positive, uplifting topics. This could involve discussing achievements, hobbies, or positive aspects of themselves and others.
- Avoid judgment when challenging body talk. The goal is to create a supportive environment where everyone feels heard and respected.
- Promote self-reflection time for students to reflect on their own language and attitude towards body image. Self-awareness is crucial in fostering positive change.

For more information on body confidence, explore the [Body Confident Sport](#) website for more information and training support for coaches and educators to increase the body confidence of athletes.



Amazing Me Bookmarks

Amazing Me	Amazing Me	Amazing Me
<p>Your worth is not determined by society's beauty standards.</p> <p>I admire the way you/they embrace culture through...</p> <p>The way _____ carries themselves with confidence is a reminder that every body is deserving of love and appreciation.</p> <p>_____’s skin color is a reflection of diverse beauty, and they are perfect just the way they are.</p> <p>Your/Their cultural pride shines through in the way you/they carry yourself/ themselves with confidence and grace.</p>	<p>Embrace your unique features; they make you one of a kind.</p> <p>I love how effortlessly they weave cultural heritage into fashion choices, creating a vibrant and empowering presence.</p> <p>A positive body image is a source of inspiration to help others break free from insecurities and embrace the beauty in diversity.</p> <p>_____ celebrate the fact that their skin color is part of the mosaic that makes the world vibrant and diverse.</p> <p>Let’s celebrate the things that make us different; They are our superpowers!</p>	<p>True beauty comes from within, so we should focus on cultivating kindness and confidence.</p> <p>Your connection to your cultural roots is evident in the way you express yourself.</p> <p>I admire the way _____ confidently expresses themselves, embracing every part of their body with grace and positivity.</p> <p>My skin’s unique tone is a testament to the diversity and beauty within humanity.</p> <p>Challenge the idea that there’s a “perfect” way to look because perfection is subjective.</p>

Amazing Me Bookmarks

Amazing Me	Amazing Me	Amazing Me
<p>Don't let societal expectations dictate how you should look or who you should be. Just be kind.</p> <p>You are telling a powerful story of resilience, celebrating the strength derived from cultural roots.</p> <p>The respect and love you show your body inspires those around you to cultivate a healthy and positive relationship with my own.</p> <p>_____’s skin’s unique shade is a reminder that there is no universal standard of beauty, and we are perfect just as we are.</p> <p>Comparing ourselves to others steals our joy, so focus on your own journey.</p>	<p>Your worth is defined by your character, passion, and how you treat others, not by your appearance.</p> <p>They are making a meaningful statement about the power of identity.</p> <p>_____’s body confidence is contagious! I feel encouraged to embrace my own unique body.</p> <p>Embracing our skin color is an act of self-love, acceptance, and gratitude for the incredible diversity in the world.</p> <p>Set your own standards for beauty because authenticity is magnetic.</p>	<p>Your self-worth is not found in conforming to beauty norms, but in embracing your true self.</p> <p>I appreciate the way you celebrate your cultural identity, and it’s inspiring to see the positive impact it has on your overall presence.</p> <p>_____’s confidence in their own skin radiates and inspires me to embrace and celebrate my uniqueness.</p> <p>I love the way your skin color harmonizes with the colors of nature, creating a beautiful scene.</p> <p>Don’t let others define your beauty. Be the author of your own narrative.</p>