

Société canadienne d'évaluation

Concours de simulation d'évaluation pour les étudiant(e)s, édition 2009

Cas à l'étude pour la ronde préliminaire du concours :

Évaluation d'un module de formation en ligne sur l'image corporelle

Directives

La Société canadienne d'évaluation organise le Concours de simulation d'évaluation pour les étudiant(e)s. Le comité d'organisation tient à exprimer sa reconnaissance au National Eating Disorder Information Centre pour lui avoir fourni l'information inhérente à ce cas. Le présent document est destiné uniquement à des fins éducatives.

Voici les membres du groupe de travail sur le concours de simulation d'évaluation, édition 2009 : Bea Courtney, Mary Kay Lamarche, Brian McGowan, Martha McGuire et Patricia Rice.

Règles sur la ronde préliminaire

1. Les organisateurs du concours doivent communiquer par courrier électronique avec la personne désignée par chaque équipe (entraîneur ou membre de l'équipe, si l'entraîneur n'est pas disponible) à l'heure de départ demandée, pour lui remettre la clé d'un fichier de simulation d'évaluation qui est caché sur Internet.
2. L'entraîneur ou le membre désigné de l'équipe dispose de **30 minutes** pour télécharger le fichier, le photocopier et informer les étudiant(e)s des règles sur la participation au concours.
3. Une fois cette étape franchie, les entraîneurs doivent s'abstenir de communiquer avec leur équipe. Chaque équipe dispose de cinq heures pour préparer sa soumission.
4. La soumission doit être acheminée par courrier électronique en format MS Word, WordPerfect ou PDF à casecomp@evaluationcanada.ca, et ce, **5 heures et 30 minutes** au plus tard après que les organisateurs auront remis la clé du fichier de simulation d'évaluation qui était caché sur Internet.
5. Les juges ne doivent pas connaître l'identité véritable des équipes. Lors de la préparation de leur soumission, les équipes ne doivent s'identifier que par un pseudonyme non révélateur, comme les Nobles Consultants.
6. Dans le message électronique d'accompagnement de leur soumission, les équipes doivent fournir l'information ci-dessous. (Cette information sera supprimée avant que les soumissions ne parviennent aux juges.)

- a. Le pseudonyme de l'équipe
- b. L'université ou le collège de l'équipe
- c. L'école, le département ou le programme d'appartenance
- d. Le nom de l'entraîneur (le cas échéant)
- e. Le nom des membres de l'équipe

7. Les résultats de la ronde préliminaire seront communiqués aux équipes au plus tard le 27 mars 2009.

Critères de jugement de la ronde préliminaire

Les soumissions seront évaluées en fonction des critères suivants :

Critères	Pondération
Le modèle logique dépeint clairement la façon dont on vise à établir des liens entre les renseignements produits et les résultats à l'intention des utilisatrices.	20 %
Clares et concises, les questions d'évaluation se conforment à l'objectif de l'évaluation.	20 %
Les indicateurs sont réalistes et mesurables.	20 %
Les sources d'information sont réalistes, les méthodologies sont adéquates et les justifications sont fondées.	20 %
Les exemples de questions destinées à la collecte de renseignements sont conformes aux questions d'évaluation sur lesquels ils sont censés porter et pertinents au groupe d'informatrices.	15 %
Des idées novatrices ou des suggestions pratiques et détaillées surpassent les questions.	5 %
Total	100 %

Questions ou problèmes

Pour communiquer avec les organisateurs le jour du concours, veuillez téléphoner à l'une des personnes figurant à la liste ci-dessous :

Nom	Numéro de téléphone	Disponibilités (heure normale de l'Est)
Christine Beeraj (demandes de renseignements en français)	(709) 754-6131 (709) 728-0781 (cellulaire)	De 9 h à 18 h
Bea Courtney	(709) 368-5961 (709) 687-1066 (cellulaire)	De 9 h à 19 h
Martha McGuire	(647) 201-9680	De 9 h à 18 h

Nous vous souhaitons autant de plaisir que de chance!

DEMANDE DE SOUMISSIONS

ÉVALUATION DU MODULE *REAL ME EXPERIENCE*

1. Introduction

Le National Eating Disorder Information Centre (NEDIC) (www.nedic.ca) cherche à recueillir des soumissions relativement à l'évaluation de *Real Me Experience*, son module de formation en ligne sur l'estime de soi et l'image corporelle, qui est destiné aux jeunes femmes. Le NEDIC a développé le module *Real Me Experience*, grâce à un financement octroyé par le Fonds d'estime de soi de Dove Canada. Le NEDIC a publié ce module sur son site Web il y a trois ans, à la suite d'une période d'essai pilote.

2. Aperçu

Le module *Real Me Experience* est un programme en ligne qui fait appel à des questionnaires, à des témoignages, à des illustrations et à des revues pour faire la lumière sur la question complexe de l'estime de soi. Il est conçu pour offrir une expérience d'apprentissage amusante et intéressante.

Le programme aide les jeunes femmes à comprendre les facteurs qui influent sur l'estime de soi et l'image corporelle. Il leur fournit des moyens personnalisés d'améliorer leur estime de soi.

Les jeunes femmes qui utilisent le programme acquièrent non seulement une meilleure compréhension de leur propre estime de soi, mais elles constatent également dans quelle mesure elles affectent l'estime de soi d'autrui.

Par ailleurs, le NEDIC a élaboré le module *Real Me Experience* pour permettre aux jeunes femmes d'accéder, en toute confidentialité, à des connaissances et à des conseils qu'elles n'auraient pas pu obtenir autrement. Les jeunes femmes subissent de fortes pressions relatives au conformisme social. Un grand nombre d'entre elles souhaitent apprendre à mieux maîtriser les mesures qu'elles peuvent prendre pour composer avec ces pressions.

Le NEDIC a développé spécifiquement le programme à l'intention **des jeunes femmes âgées de 15 à 18 ans**. Toutefois, toute personne ayant accès à Internet peut utiliser le module *Real Me Experience*.

3. Conception du module *Real Me Experience*

Le NEDIC a assuré le développement et l'implantation de ce module de formation en ligne, en faisant appel à l'expertise de chefs de file des domaines de la conception pédagogique et des technologies d'apprentissage. Les renseignements du module, qui vise à être transmis de manière accessible, intéressante et interactive, permettent à

l'utilisatrice de déterminer son degré d'interactivité, ainsi que sa voie d'accès à l'information et à la connaissance.

Les quelque 55 scénarimages comportent, à tous les 2 ou 3 changements d'écran, des options d'interactivité. Le module est censé constituer un outil en ligne complet en soi.

4. Fonctionnement

Toute personne désirant accéder au module *Real Me Experience* doit d'abord créer un relevé d'utilisateur en accédant au site Web à l'adresse www.realme.ca.

Par la suite, l'utilisatrice dispose d'un mois pour parcourir le module *Real Me Experience*. Le parcours complet du module en une seule séance nécessite environ deux heures. (Nous encourageons les équipes participant au concours de simulation d'évaluation à obtenir un relevé d'utilisateur et à explorer le module. Toutefois, il n'est pas nécessaire de parcourir le module en entier pour préparer leur soumission. Les scénarimages qui ont servi à la conception du site Web sont incluses à titre de document de référence.)

L'utilisatrice :

- se fera présenter des définitions claires et utiles des concepts suivants :
 - image de soi;
 - estime de soi;
 - image corporelle;
 - préoccupations sur l'alimentation et le poids;
 - alimentation déséquilibrée;
 - troubles de l'alimentation.

- se renseignera sur l'interaction des influences interpersonnelles, culturelles, sociales et familiales, ainsi que de certains changements de vie, par rapport aux concepts mentionnés ci-dessus;

- pourra procéder à des auto-évaluations de son estime de soi, de son image corporelle et d'autres aspects connexes;

- se verra offrir un éventail d'outils qu'elle pourra utiliser pour améliorer son estime de soi et son image corporelle, de même que celles d'autrui;

- accédera, par l'intermédiaire d'hyperliens, à plus de 80 articles de fond, à un glossaire, à une foire aux questions, ainsi qu'à des documents d'accompagnement rédigés par des spécialistes du domaine, en consultant le site Web du NEDIC. Elle accédera également à des liens vers des ressources pertinentes et crédibles qui dépassent le mandat du NEDIC.

5. Promotion et utilisation du module

La promotion du module s'effectue uniquement par l'intermédiaire du site Web du NEDIC. Aucune promotion complémentaire ne vise directement les utilisateurs éventuels ni d'autres audiences.

En tout, 5000 relevés d'utilisateur ont été créés pour le *Real Me Experience*.

6. Intégration du module aux services du NEDIC

Le module de formation en ligne vise à compléter les services actuels du NEDIC, qui englobent l'information et le soutien à l'intention du grand public (ligne d'assistance téléphonique, information écrite, répertoires des services thérapeutiques, groupes de soutien et autres ressources), l'aide à l'élaboration de documents d'information, les conférences et les ateliers, ainsi que diverses campagnes de prévention et de sensibilisation (dont la commandite de la Semaine de sensibilisation aux troubles de l'alimentation et de la Journée internationale sans régime).

Le site Web est considéré comme un véhicule prioritaire de prestation des services pour les motifs suivants :

- Ce mode de diffusion permet largement de surmonter les obstacles géographiques et financiers.
- Internet constitue un format crédible de diffusion d'information sur la santé.
- De plus en plus, les gens tentent d'obtenir de l'information sur la santé grâce à leurs recherches sur Internet.
- Le site Web a la pouvoir d'éduquer, d'informer et d'autonomiser les personnes entretenant des préoccupations face à leur alimentation et à leur poids, outre la famille et les amis des personnes affectées, les professionnels de l'éducation et de la santé, ainsi que les étudiants et les médias.
- La diffusion d'information par l'intermédiaire du site Web peut alléger les pressions exercées sur les ressources humaines, sans toutefois compromettre les services.

7. Objectif de l'évaluation

Le module *Real Me Experience* est maintenant implanté depuis trois ans. L'objectif de cette évaluation comporte deux volets :

1. Évaluer l'impact exercé par le module *Real Me Experience* sur la sensibilisation, la compréhension, le raisonnement et les croyances des utilisatrices.
2. Déterminer, s'il y a lieu, les modifications que l'on doit apporter au module *Real Me Experience* et à sa portée pour améliorer l'expérience d'apprentissage et l'impact exercé sur les utilisatrices.

8. Exigences liées aux soumissions

Les soumissions doivent comprendre les éléments suivants :

1. Un modèle logique de programme adapté au module de formation en ligne *Real Me Experience*.
2. Des questions d'évaluation exigeant une réponse, afin de respecter l'objectif de l'évaluation et du modèle logique.
3. Une matrice de collecte de données qui présente les questions d'évaluation, les indicateurs associés à chaque question d'évaluation, les sources potentielles d'information et la méthode la mieux adaptée à la collecte de ces données. Les soumissions doivent également fournir des justifications pour chaque méthode, y compris ses avantages et ses risques.
4. Une question d'évaluation sélectionnée à partir de la matrice, outre quelques exemples de questions de recherche que poserait l'équipe afin de recueillir des renseignements auprès des informatrices pour répondre ensuite à la question d'évaluation.

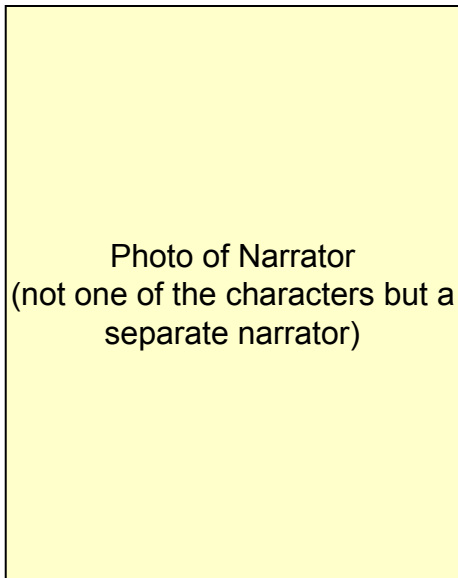
Les soumissions :

- ne doivent pas excéder dix (10) pages, exclusion faite de la lettre de présentation et de la page couverture (les textes comptant plus de 10 pages ne seront pas lus);
- être rédigées en caractères de taille minimale de 12 points (Times New Roman ou l'équivalent);
- être imprimées sur du papier de dimensions 8,5 po sur 11 po.



NEDIC

Welcome



Hi, and welcome to our website. Most of us feel bad about ourselves at some time or another. We don't like our bodies and wish we could look like someone else – as if this would solve our problems!

We want you to be able to feel good about yourself, and enjoy your life. This includes enjoying your body rather than worrying about it.

So we came up with a fun way to learn more about yourself, and find ways to get through the hard times you may sometimes face.

When you're ready, click "Next" in the top or in the bottom menu to move on.



Audio



SEARCH



PRINT



HELP



PORTFOLIO



NOTEPAD



H&S EXPERT



TOC



PREVIOUS



NEXT

What's This About?

The site has three main topics. To have an idea of what each one has to offer, place your cursor over each of the words below.

Topic 1: Learning About Ourselves – This Topic looks into self-esteem and body-image.

Topic 2: How We Become Who We Are – This Topic looks into the influence of family, of peers, and of the media.

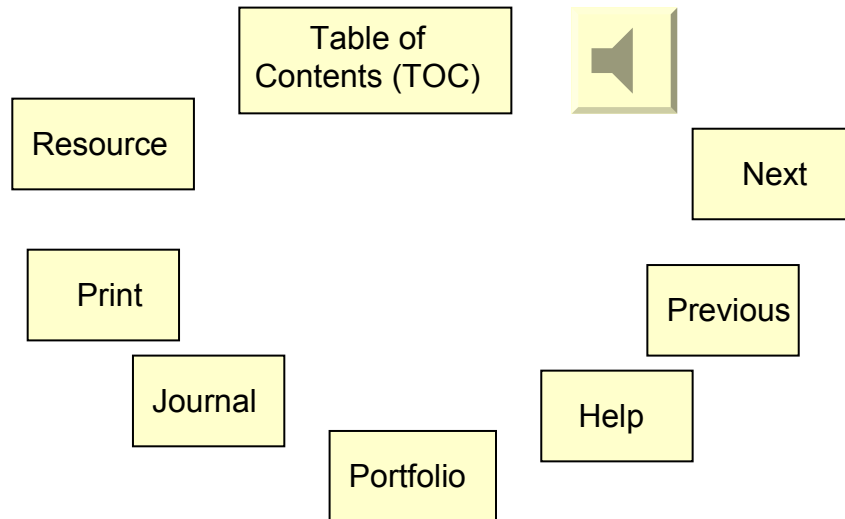
Topic 3: The Power Of One – This Topic looks into individual strategies for change, groups we belong to, and social activism.

Ultimately, through a variety of engaging activities, you will explore:

- How you currently feel about yourself and your body.
- What influences these feelings.
- How you can feel more confident and happier about yourself.
- Where you can go to find help, if ever you need it.

Buttons To Click

Look at the buttons below. These are the main functions that will be used through the site. To find out what they do, place your cursor over each one, one at a time.



When you are ready to move on, click the Next button in the top or in the bottom menu.

Table of Contents (TOC)

Click this button to see a list of the main pages in this site. Click on any of the items to go directly to that page.



Click this button to listen to an audio segment.

Next

Click this button to move on to the next screen. This button is available in both the top and the bottom menus.

Previous

Click this button to move back to the previous screen. This button is available in both the top and the bottom menus.

Journal

Click this button to open your journal and keep your own notes. The journal is your personal space.

Help

Click this button to access technical help or to find out how to get in touch with NEDIC.

Print

Click this button to print a page.

Resource

Click this button to the list of resources mentioned in this website.

Portfolio

Click this button to see the results you got on some of the activities.

How much time do I have?

Photo of Narrator again

The whole site takes about 2 hours to go through. You can go through it all in one go, or by doing one Topic at a time. You decide how much you want to do each time you visit. Go through the site page by page or, if you prefer, use the Table of Contents (ToC below) to decide which Topic you want to cover first. Then do the others.

There are lots of interesting things that you might want to come back to. We've built in plenty of time to think about stuff, and to write your thoughts in your online journal.

Since you have a username and password to this site, **its private, its safe, and its yours!**

Your password will be active for 30 days. At that point, if you want to return, you'll have to re-register. Remember to print anything you'd like to keep (like your journal) by using the Print button below. Or do a "copy and paste" of your text into your favourite word processor (like Word or WordPerfect). After 30 days, your information will be permanently deleted. When you're ready, move to the next screen to start Topic 1.



Audio

Topic 1: Learning About Ourselves

Section 1: Self-Esteem

Feelings and Thoughts

Our feelings and thoughts about ourselves are influenced by what is happening to us. Look below. Debbie, Claire, Katie, Amy and Zena will provide examples. All the examples mentioned affect how we feel about ourselves in the moment.

Click the forward arrows to view the examples. When you are done, click the Next button to proceed to the next screen in the program.

Photos (of each character to start identifying with them – not illustrations, but photos at this point).

Tech: Insert text for each photo. See the next screen for each bubble.

Pic of Debbie

The grade we get on an exam.

Pic of Claire

How a friend responds to a suggestion.

Pic of Katie

Our relationship with our moms.

Pic of Zena

What we keep seeing in the media.

Pic of Amy

All the buzz about diets.

Topic 1: Learning About Ourselves

Section 1: Self-Esteem

Self-Esteem

Self-esteem, though, is something that is more stable. It *is* affected by life's ups and downs, but doesn't change radically from moment to moment. It is the real opinion you have of yourself, how you value and respect yourself as a person.

Here are a few more facts about self-esteem. To listen to the list, click the audio button.

- ❖ Self-esteem is the opinion that you have of yourself.
- ❖ Self-esteem is only *temporarily* affected by life's ups and downs.
- ❖ Good self-esteem is believing that you are capable of making good choices and deserve to be happy.
- ❖ Your self-esteem affects how you take care of yourself, emotionally, physically, and spiritually.
- ❖ However you currently feel about yourself, there are ways to feel even better.



Topic 1: Learning About Ourselves

Section 1: Self-Esteem



No one can make you feel inferior without your consent.

Eleanor Roosevelt Quote:
From *"This Is My Story"*, 1937

Self-Esteem Snapshot: What do you really think about yourself?

Assess your self-esteem on the following tool from <http://teenpaths.org>. Remember to answer as you think of yourself *now*, not how you'd like to be. The more honest you are, the better able you are to make changes that will make you happier. You are doing this for yourself, and you are your only audience.

Click the next button to begin the Self-Esteem Snapshot. When you are done, click on Submit.

Topic 1: Learning About Ourselves

Section 1: Self-Esteem

1. When you sign up for a new hobby or activity you:

- Think it will be a snap and say so, then get frustrated or make excuses when you don't master the activity the first time out.
- Are excited to learn something new but are a little surprised at how much effort it's going to take to get good at it.
- Know it will take a long time to get it right but are determined to learn and enjoy each sign of progress along the way.

2. When you make a mistake, like missing a test question or messing up a play in a basketball game, you:

- Get frustrated immediately, often blaming others or saying something disparaging about yourself, such as "I'm stupid" or "I'm uncoordinated."
- Try again but feel discouraged.
- Ask for help, then use that information to do better next time.

Topic 1: Learning About Ourselves

Section 1: Self-Esteem

3. You are playing a game and don't know a specific answer, so you:

- Try to bluff, insisting that your answer is the right one.
- Guess but are discouraged that you don't know the answer.
- State that you don't know the answer and then listen for the right answer, perhaps even asking for more details.

4. You are having trouble learning a new concept in math, so you:

- Say you can't do it and give up before trying.
- Try hard at first, but if it doesn't come easily you want to give up.
- Try hard and ask for help, little by little overcoming the challenge.

5. You may be very competent at certain activities or certain school subjects. But how do you handle activities you're not good at, but would like to do?

- You avoid them because you don't want to be ridiculed; you would rather focus on things you're good at.
- You try them anyway but stop if you realize you have an audience, and perhaps feel embarrassed.
- You do them anyway - anytime, anywhere - just for fun, and laugh off your lack of skill.

Topic 1: Learning About Ourselves

Section 1: Self-Esteem

6. When it comes to taking care of your appearance and personal hygiene:

- You usually roll out of bed and pull on whatever's at hand even if it's cruddy - as long as it covers you.
- You keep up appearances, but sometimes you could be cleaner.
- You're interested in looking and feeling good and doing the ground work comes naturally.

7. When a new student enters the classroom, you:

- Ignore them, waiting to see how the newcomer is accepted by the rest of the class.
- Introduce yourself, chat occasionally, but would not go out of your way to make the student more comfortable.
- Happily invite the new student over and make them feel welcome.

8. When you and your friend disagree on something, the way you would handle it would be to:

- Insist on having your way, walking away if your friend won't co-operate.
- Give in quickly to your friend's wishes.
- Try to compromise, coming up with ideas of what to do that both of you can agree on.

Topic 1: Learning About Ourselves

Section 1: Self-Esteem

9. You have to give your first speech in front of the class and this is how you are handling it:

- Almost making yourself sick with worry, so much so that you are having trouble practicing. You worry repeatedly what people will think if you really mess up.
- Not practicing as much as you could, but not too worried either.
- Have a good case of the jitters but are practicing and asking questions about what the recital will be like.

10. If you do well on a test or in a soccer game, your reaction afterward is to:

- Talk constantly about your good performance and egg others on for even more praise and approval.
- Dismiss your success and point out the flaws in your otherwise wonderful performance.
- Agree you did a good job and point out how all the studying or practicing paid off.

Submit

Topic 1: Learning About Ourselves

Section 1: Self-Esteem

Results

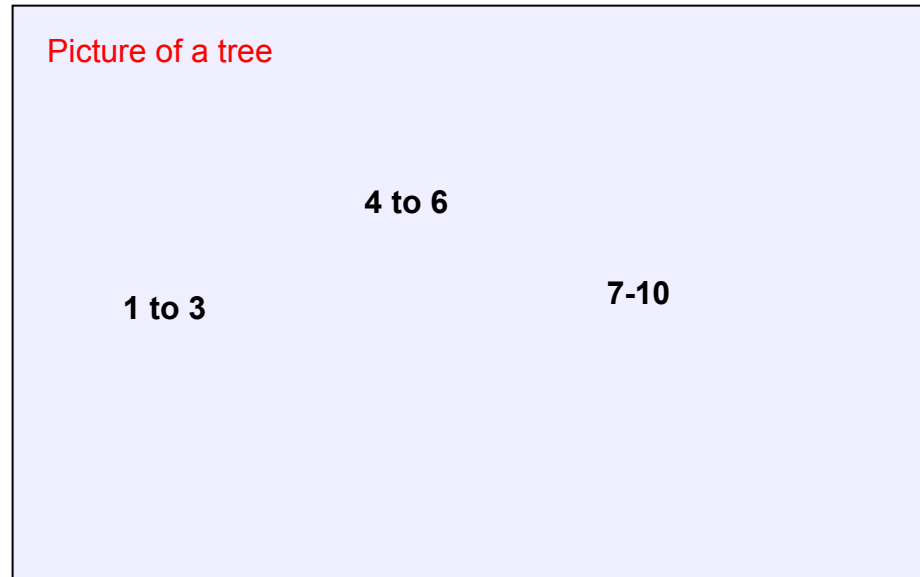
Your average score is:

Take note of your score and move to the next screen for more details.

Topic 1: Learning About Ourselves

Section 1: Self-Esteem

To have an idea on what your score means, click the numbers that best reflect your average. For example, if you have an average of 5, click the leaf that says 4 to 6.



Topic 1: Learning About Ourselves

Section 1: Self-Esteem

1-3

This is generally a **Low Self-Esteem** result for this questionnaire.

You are not feeling very good about yourself. You're reluctant to try new things for fear of failing. Faced with a challenge or frustration, you're likely to give up. In addition, you may blame others for your mistakes or you may be unrealistically hopeful - *"I'm going to score three goals in tomorrow's game"* - only to be disappointed and frustrated when you don't live up to your own *over-expectations*.

Print
Button

You may even have trouble taking care of yourself, not wanting to bathe regularly and not caring whether you're appropriately dressed.

Luckily, there ARE ways to feel better about yourself. These include strategies suggested in this program, or asking for help from a trusted adult or a counsellor. Contact [NEDIC](#) if you would like some help finding a professional in your area.

Close
Button

Topic 1: Learning About Ourselves

Section 1: Self-Esteem

4 to 6

This is an **Average Self-Esteem** result for this questionnaire.

You generally feel good about yourself, but you may want to appear more confident than you are. This desire may lead to behaviour that looks like boastfulness or defensiveness. The other extreme may be that you actively shy away from activities you think you are not already good at.

Print
Button

When you make a mistake, you may learn from it and go on, but often feel discouraged or angry with yourself. Socially, approval from your peers may be more important than empathizing with someone in need, or forming your own independent opinions.

In other words, you are on the fence when it comes to self-esteem. You've received lots of good messages about your inherent self-worth and you're generally optimistic and positive. Your tendency toward frustration and impatience with yourself are definite warning signs that you could be more forgiving and understanding of yourself.

Close
Button

Topic 1: Learning About Ourselves

Section 1: Self-Esteem

7 to 10

This is a **High Self-Esteem** result for this questionnaire.

You have a realistic sense of yourself and the confidence to test yourself and try new challenges. This is great: you feel good about yourself and your abilities. You can be a wonderful role model to others who don't feel as good about themselves.

Helping friends to see their own strengths will make you feel even better about yourself! Continue through this program and see what additional strategies you can learn to help you feel even better about yourself.

Print
Button

Close
Button

Topic 1: Learning About Ourselves

Section 1: Self-Esteem

Now that you have an idea of what *you* think of your worth, check out what Debbie believes and thinks about herself. It may be useful to think about how it is different or similar to the way that you think about yourself.

Scene 1: Looking Forward To A Party

Debbie is invited to a friend's house for a party. Click each of the frames below to see what happened with Debbie.

A car drives by Debbie. It's dark and the car has music on.

1. Car goes by Debbie
Music is loud. Debbie
is in black silhouette.

Debbie waves and shouts "Katie, wait for me" as car comes by. Katie does not see or hear who it is.

2. Debbie waves and
Shouts "Katie, wait for
me"

Katie goes into the house. Debbie turns away despondently.

3. Debbie turns away
despondently

Topic 1: Learning About Ourselves

Section 1: Self-Esteem

Scene 2: Debbie's Reaction

Place your cursor over each expression to read about Debbie's beliefs, feeling and actions.

Debbie's beliefs

Debbie's feeling

Debbie's actions

Illustration of
Debbie (close-up)

Topic 1: Learning About Ourselves

Section 1: Self-Esteem

Debbie's beliefs:

1. That Katie ignored her greeting and request to wait for her
2. That she, Debbie, is not worth being friends with
3. That she is stupid and can't keep up with others
4. That she is not attractive and no-one wants to be seen with her

Debbie's feelings:

1. Debbie feels hurt and unwanted
2. She feels "fat, ugly and stupid"

Debbie's actions:

1. She blames herself for not being "good enough"
2. She sneaks away and goes home.... reinforcing her feelings of being alone and a "loser".

Topic 1: Learning About Ourselves

Section 1: Self-Esteem



Audio

This story illustrates how self-esteem and body-image are often closely linked. Debbie misinterprets the events – she jumped to a conclusion. That made her feel bad about herself and how she looks. Regularly thinking this way can lower a person’s self-esteem.

Always acting *only* on our feelings - without checking out the facts - may lead us to feel bad about ourselves.

This story shows that we have control over how we *choose* to interpret events. We can choose to believe that events or other people’s actions are not always negative towards us, and react positively. This helps us to feel good about ourselves even in tough situations.

To use two clichés, sometimes “mind over matter” works, or “walking the talk” can change our feelings.

Topic 1: Learning About Ourselves

Section 1: Self-Esteem

Journal Activities

Click on the Journal button below. You will see several topics with corresponding page numbers beside them. Click on a topic and write your personal comment. Remember, you can come back here anytime.

1. Click on a topic and write your personal comment. Remember, you can come back here anytime. What would be a healthier response that Debbie could have made, even if she was correct in her belief that Katie was deliberately ignoring her? How would that have changed events positively? Or affected how Debbie felt about herself?
2. Write about an event that you felt deeply about:
 - ✓ Describe the event as accurately as you can without using any emotional language – just facts
 - ✓ Describe how you *felt* about what happened
 - ✓ Describe how you reacted to the event
 - ✓ Describe how your reaction left you feeling
 - ✓ Explore what your beliefs were that led you to seeing the event the way you did
3. Do the facts support your interpretation of (your feelings about) the event?
4. Rewrite the event with an alternative understanding or belief about the event. How might this have changed your actions, feelings and the consequences of the event?

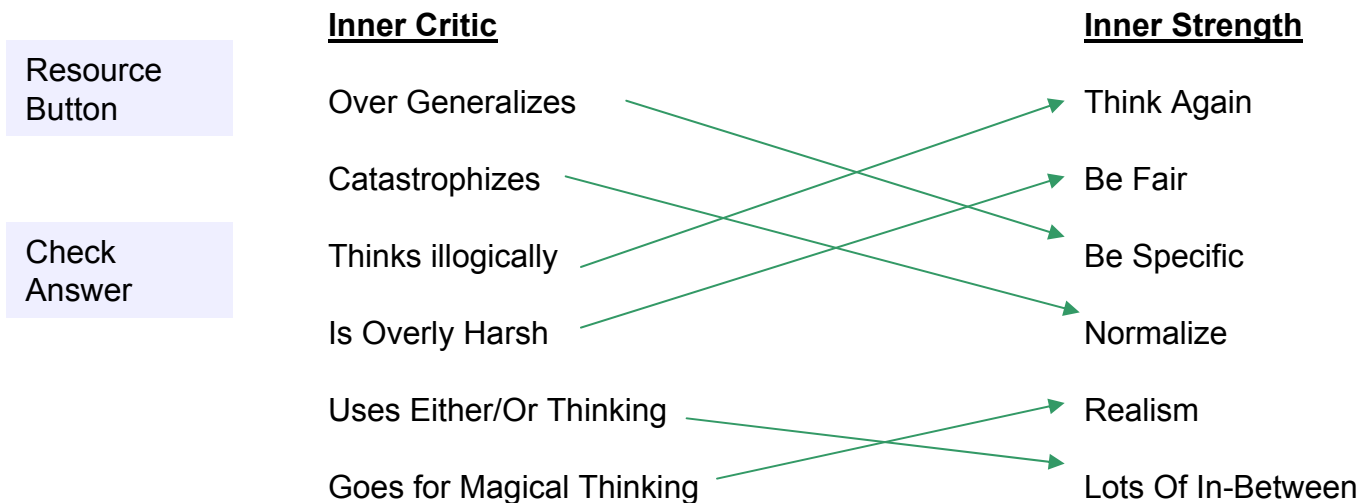
Topic 1: Learning About Ourselves

Section 1: Self-Esteem

Tips For Buffing Your Self-Esteem

The boxes on the left are examples of negative self-talk that hurts us (our **inner critic**). On the right are examples of things we can do to be truer to ourselves and feel better (our **inner strength**). Practice identifying *your* inner critic and taking it to task.

Click on one of the inner critic and then click on one of the inner strengths that could help to counteract it. Once ALL the items are matched, click Check Answer. These are **key concepts** to self-esteem. Click the Resource button to get examples of how each one can impact self-esteem.



Topic 1: Learning About Ourselves

Section 1: Self-Esteem

Journal

Click on the Journal button below. You will see several topics with corresponding page numbers beside them. Click on a topic and write your personal comment. Remember, you can come back here anytime.

1. List 5 things that you like about yourself, even if no-one else seems to like them or even know about them. Be specific. For example, “I can add the sum of my purchases in my head before I get to the check-out”, or “I feel okay saying ‘no’ to friends when I don’t want to do something”.
2. List 3 things that bother you about yourself. Again, be specific and try and stick to behaviours and beliefs.
3. Write about 1 thing that you want to change. Be very specific.
 - ✓ What behaviour or belief, exactly, do you want to change, be it related to school, home or social life?
 - ✓ How does this behaviour/belief harm your sense of self?
 - ✓ How do you want to behave/believe?
 - ✓ How will this change help you?
 - ✓ Who can help you?

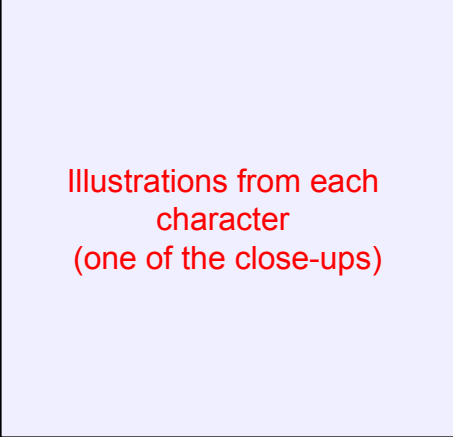
Describe the steps you’ll take to change your behaviour or belief. For example, “I want to feel more comfortable with friends when we put each other down. I can take deep breaths and talk positively to myself to calm myself before saying ‘let’s rather talk about the things we like about ourselves and each other – that’s why we’re friends’. I can talk to my best friend and ask her to support me when it happens”.

Topic 1: Learning About Ourselves

Section 2: Body-Image

Okay, now you have an idea of what your self-esteem and self-talk is like. Let's link this understanding to how you *feel* about your body ... what we call **body-image**. Look below to see examples of what body-image includes.

Click the forward arrows to view the examples. When you are done, click the Next button to move on to the next screen in the program.



Illustrations from each
character
(one of the close-ups)

Topic 1: Learning About Ourselves

Section 2: Body-Image

Debbie

How we *picture* ourselves.

Claire

How we feel about our bodies – the way we look and what we can do.

Zena

What we believe about our bodies.

Amy

How we think other people see us.

Topic 1: Learning About Ourselves

Section 2: Body-Image



Audio

Like self-esteem, our body-image is influenced by everyday events. But a passing compliment or a criticism of your new outfit isn't going to make a serious dent in your fundamental body-image.

Key
Concept

We're not born with our body-image. Our body-image is formed through the way we *learn* to interpret our worth.

We learn what is 'desirable' in our culture and then judge whether we measure up or not. Or even if we *want* to measure up! Family and friends are particularly important influences on us.

Our self-esteem and our body-image act on each other: it is hard to feel good about ourselves if we hate our bodies.

When you're ready, move on to the next screen to complete an activity called "Body-Image Scale". It will give you an idea of how you measure your own body.

Topic 1: Learning About Ourselves

Section 2: Body-Image

Body-Image Scale

Read each of the following 10 questions and click the answer of your choice. Remember that there are no right or wrong answers. Each one is merely a reflection of where you are now.

- 1. You've just finished eating dessert with the person you are seeing. The waiter takes one look at your empty plate and says, "Whoa! You did some job on that!" You:**
 - a. Order a second dessert to show him that you don't care what he thinks.
 - b. Look at your date, burst out laughing, and say, "There goes his tip!"
 - c. Give the waiter a long, evil stare, then force yourself to smile at your date.
 - d. Apologize and make excuses for yourself by saying, "I know, normally I don't even eat dessert."

- 2. When you have to get dressed in the locker room, you:**
 - a. Just do it.
 - b. Strut around the room in your undies so everyone can see your remarkable body.
 - c. Get it over with as quickly as possible, trying to keep most of your body covered the whole time.
 - d. Lock yourself in the bathroom stall. You don't want anyone to see how your hormones have been treating your body lately.

Topic 1: Learning About Ourselves

Section 2: Body-Image

3. If you would really like to change any of the following physical traits, click all that apply.

- a. your body size
- b. your height
- c. the texture of your hair
- d. your complexion
- e. your breast size
- f. your eye colour
- g. your teeth
- h. your nose
- i. absolutely nothing

4. You find a photo of yourself and your friends that was taken at a recent dance. What's the first thing you think?

- a. I looked stunning that night - but what was with Meghan's hair?
- b. We had such a blast that night!
- c. I can't believe we showed up looking like that!
- d. I look so bad in comparison to my friends.

Topic 1: Learning About Ourselves

Section 2: Body-Image

5. It's Saturday morning, and you wake up with a big zit on the tip of your nose. You have a big date that night. You:

- a. Cancel because you are really embarrassed and don't want to repulse your date.
- b. Break out the camouflage cream and slip into extra hot clothes; your date'll be looking at your body so much he or she won't even notice your nose.
- c. Don't think twice about it, and assume your date won't either.
- d. Make an emergency appointment with your dermatologist.

6. Which sentence most closely describes why you work out?

- a. It's a good excuse to wear cute workout clothes and show everyone how good I look.
- b. I have to work twice as hard to look half as good as every one else.
- c. If I don't exercise, I'll end up getting fat.
- d. It's a great way to stay in shape and have a good time.
- e. I don't work out- I get enough exercise in my everyday activities.

Topic 1: Learning About Ourselves

Section 2: Body-Image

7. When you go to the beach with your friends, you spend the day:

- a. Hanging out, having fun, and hitting the waves.
- b. Cruising while sporting a killer outfit.
- c. Striking a well-practiced pose on your towel and never moving a muscle. You know you look best that way.
- d. In your shorts and an oversized T-shirt. You conveniently "forget" your suit at home.

8. Say you have small breasts when big breasts are fashionable this season. What do you decide to do about it?

- a. Hello Wonderbra!
- b. Do? Why would I do anything about it?
- c. Stuff my bra with lots of tissue or cover up altogether with baggy tops.
- d. Pray they grow one of these days.

Topic 1: Learning About Ourselves

Section 2: Body-Image

9. You pass by a group of guys and one of them yells out, "Check out the rack on that one." You:

- a. Silently pity their behaviour, and don't even dignify them with a response.
- b. Think to yourself, "I'd better start working out. If my body didn't have so much bounce to the ounce, I wouldn't get this crap from boys".
- c. Walk over to them and flirt. They do have good taste after all.
- d. Wait until you are out of sight and then ask a friend if the shirt you are wearing is too tight.

10. Can you name three things you love about your appearance?

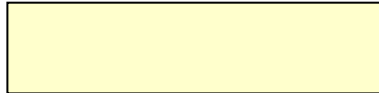
- a. Yes
- b. No

Topic 1: Learning About Ourselves

Section 2: Body-Image

Result

Your result is:



Take note of your score. If you want details on how this quiz is scored, click the Resource button below.

When you're ready to move on, click Next and read about an interpretation of various scores.

Resource
Button

Topic 1: Learning About Ourselves

Section 2: Body-Image

Click the numbers that best reflect your result. You will then see an explanation of what that result means. For example, if you have a result of 18, click the numbers that say 15-26.

Picture of a tree (use the same one as before)

16-26

27-34

8-15

35-43

Topic 1: Learning About Ourselves

Section 2: Body-Image

If you scored **8-15**

You act as if you are totally into your body and the way you look. And your friends think you ooze self-confidence (after all, you're always sporting great clothes and giving off the vibe that you don't care what other people think). But deep down you are unsure of the way you look and worry about other people's perceptions of you.

While everyone feels that way some of the time, constantly “tooting your own horn” might mean that you could use a serious boost in the self-esteem department. Body-image isn't just about body size and shape – its about how you feel about yourself. Impressing others isn't really the point: positive body –image is about liking yourself and your body regardless of what's “in”.

Instead of defining yourself by your appearance, focus on your other positive attributes, like what a good friend you are, or what a whiz you are on the computer. That's the stuff that really counts. Try developing your interests (music, art, sports, or whatever) and incorporating them into your daily life. You'll then have less time to obsess about the way you look, and you'll experience a sense of accomplishment. This will make you feel much better about yourself. You will boost your self-esteem and improve your body-image.

If you're having trouble seeing beyond your body, talk with a counsellor or other trusted adult who can help put things in perspective. You can also call or write to NEDIC in confidence. To get in touch, check out <http://nedic.ca>

Topic 1: Learning About Ourselves

Section 2: body-image

If you scored **16-26**

Even though you experience a bad body-image day here and there (who doesn't?), you know there's a lot more to you than the way you look. You respect your body because it lets you experience amazing feats like seeing nature, smelling a flower, cycling, or acing a basket in basketball.

Unfortunately, a lot of girls don't have your body confidence level. But you can help them get there. First point out how cruel they are being to themselves when they get down on their bodies. If a friend says something negative about herself, ask "Why are you putting yourself down?"

Another way to help a friend struggling with her self-image is to offer to go shopping with her. While she's trying stuff on, praise her taste or knack for sniffing out a bargain. Help her do what you do extremely well - focus on the good stuff that's body-related and not things you can't change. Remind her that you're friends with her for *all* that she is, such as her sense of humour or loyalty, not her looks.

@ 2001, Anne Kearney-Cooke

Print
Button

Close
Button

Topic 1: Learning About Ourselves

Section 2: body-image

If you scored **27-34**

The good news: Some days you like yourself. The not-so-good news: Those days are too few and far between.

To keep your feel-good vibe going strong, you first need to figure out what's bringing you down. The chances are it probably doesn't have anything to do with the way you look. You might be feeling upset about something else and projecting those negative thoughts onto your body. For example: Did a friend blow you off? Perhaps you didn't make the track team? Are your parents driving you insane?

Maybe that's what's wrong. If so, deal with *those* issues, and leave your appearance out of it. Check out [Facts and Fiction about Weight Loss](#) – it talks about how we project negative thoughts onto our bodies and try to change them rather than our real problems.

Another way to derail the negative train is to be kind to your body. Do what makes you feel good, whether it's taking a warm bath or challenging your brother to a game you both play. Take your mind off what you don't like, and learn how good it feels to treat yourself well.

Print
Button

Close
Button

@ 2001, Anne Kearney-Cooke

Topic 1: Learning About Ourselves

Section 2: Body-Image

If you scored **35-43**

It looks like body bashing is one of your main pastimes. But it's a vicious cycle: The more you put yourself down, the worse you feel about the way you look, and that makes you criticize yourself even more.

But, guess what? It's possible to start treating yourself right. You may believe that there is only one “right” way to look. But think about it: we come in many shapes and sizes. Next time you catch yourself saying something like, “My legs are huge”, apologize to yourself. Would you ever say that to your best friend? No!

Another way to change your attitude is to think about the people with whom you like to spend time or whom you admire. You'll probably pick people who are happy with who they are and don't obsess about their looks. Give yourself a break, and evaluate yourself the way your friends do: as a whole person, not a heap of imperfect body parts.

Check out Káča's story in [Self-esteem: Lost and Found](#), then try out some of the Body Boosters from the next screen.

@ 2001, Anne Kearney-Cooke

Print
Button

Close
Button

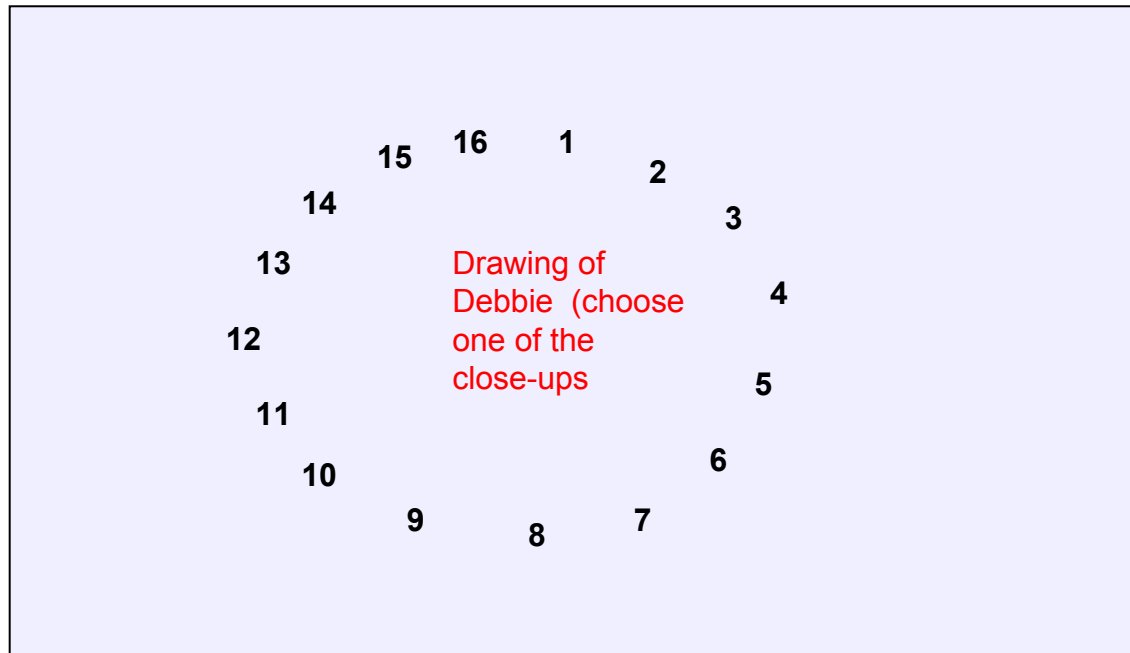
Topic 1: Learning About Ourselves

Section 2: Body-Image

Some Self-Esteem and Body-Image Boosters

We've learned that the way that we talk to, and about, ourselves can help or harm our self-esteem and body-image. Try the strategies below at home, at school, at work and at play. Place your cursor over each number below, one at a time. For a copy of all 16 Boosters, click the Resource button.

Resource
Button



Topic 1: Learning About Ourselves

Section 2: Body-Image

1. **Stand tall and proud.** Even if you don't really feel self-confident, it is amazing how this helps!
2. **Regularly affirm your worth.** Keep a card in your pocket or purse – and on your mirror - with statements that are true about yourself or that you want to aim for, like “I like myself and accept myself as I am”, or “I am able to make choices that are good for me”. Repeat the statement/s to yourself every morning and night, and as many times in-between as you remember.
3. **Reward yourself.** Each night before you fall asleep, compliment yourself on something specific that you achieved that day – even small things are important, so count them!
4. **Turn off the negative tapes in your head.** The ones that say you are not good enough, that you are stupid, ugly and unlovable. Each time you recognize a tape, praise yourself for noticing it and take action! Change the tape, reject the negative voice. Stop the thought immediately. Focus on something pleasant in your view, such as a picture or a plant. Replace the negative voice and say something positive, like “I am competent. I am an attractive person. I am lovable”.
5. **Take responsibility for your decisions.** You can claim credit for the great things that happen, and learn from poor choices. This is very empowering!
6. **Drop “should” from your vocabulary.** It generally leads to feeling guilty or ashamed.
7. **Make sure that you get enough rest.** A rested mind and body will give you energy to party all night or understand the exam questions – whatever you need in the moment.
8. **Feed your body - and your mind - well.** Over time you will be and look the best you can - bright eyed and bushy tailed.

Topic 1: Learning About Ourselves

Section 2: Body-Image

9. **Get enough physical activity.** Exercise makes us feel good both physically and mentally.
10. **Spend less time with friends who only encourage negative thinking or behaviour.** Ask them to be more positive.
11. **Pick up litter when you walk through your neighbourhood.** That righteous feeling is great. It also feels amazing when someone else follows your example without you even preaching about it!
12. **Spontaneously do something nice for someone else.** Pick a flower for a friend or offer to baby-sit so that someone else can have a night out.
13. **Volunteer at a neighbourhood agency.** Helping others is a great way to feel good about yourself.
14. **Pamper yourself.** For example, have a bath while surrounded by candles and relaxing music; read a book or watch a video.
15. **Look after your body.** Smooth cream on it, or shape your nails – whatever it takes. Treat your body as the precious thing it is.
16. **Know what you want and what your values are.** Use them to guide your decisions whether it is buying jeans or having sex.

Topic 1: Learning About Ourselves

Topic 1 Self Check

Photo of a magnifying glass
(Tech: not the one with the
man – could be a woman or
the glass only)

This self-check has 7 True or False statements. It will help you review what you have just learned. For each question, you must click the Check Answer button to see if your choice is correct.

Click the Next button below when you are ready to go to the first question.

Topic 1: Learning About Ourselves

Indicate whether this statement is True or False. Click the button beside the correct response. Finally, click Check Answer.

1. Good self-esteem includes believing that you are a worthwhile person (T)

Topic 1: Learning About Ourselves

2. Good self-esteem includes being *able* to make good choices even if you sometimes don't. (T)

Topic 1: Learning About Ourselves

3. Body-image is inherited - if my mum likes her body, chances are I will like mine.

False. Body image isn't inherited, it is *learned*. We judge ourselves based on what we *learn* about women's and men's bodies. It is influenced by the culture in which we live, our parents, friends, and influential cultural figures. We *can* change our body-image, but *can't* do much to change our genetically inherited body size and shape.

Topic 1: Learning About Ourselves

4. Not caring about your appearance or how things go is a sign of good self-esteem.

False. Looking after yourself and caring about looking your best - *whatever your style* - and doing your best, is important. It is a sign that you are taking responsibility for how things go in your life.

Topic 1: Learning About Ourselves

5. Picking yourself up off the ground after what seems like a major stuff-up - learning, letting go and then moving on - is a sign of healthy self-esteem. (T)

Topic 1: Learning About Ourselves

6. Healthy self-esteem is when you allow experts and people in authority to make decisions for you.

False. It is important to listen to ideas from experts and people in authority but *you* need to make the final decision according to your own feelings and the particular situation. Taking responsibility for yourself gives you an amazing sense of power.

Topic 1: Learning About Ourselves

7. Your self-esteem affects how you take care of yourself, emotionally, physically, and spiritually. (T)

Topic 1: Learning About Ourselves

Tech: Use the fireworks done in animation (keep the video segment of real fireworks for the end only)

Congratulations! You've just completed Topic 1 on Body-Image and Self-Esteem.

You've seen that body-image isn't inherited, it is *learned*. We judge ourselves based on what we *learn* about women's and men's bodies. It is influenced by the culture in which we live, our parents, friends, and influential cultural figures. We *can* change our body-image, but *can't* do much to change our genetically inherited body size and shape.

Looking after yourself and caring about looking your best – *whatever your style* - and doing you best, is important. It is a sign that you are taking responsibility for how things go in your life.

It is important to listen to ideas from experts and people in authority but *you* need to make the final decision according to your own feelings and the particular situation. Taking responsibility for yourself gives you an amazing sense of power.

Topic 2 looks into influences on how we feel about ourselves. Click the Next button to continue.

Topic 2: Influences On Our Beliefs About Ourselves

Section 1: Family

Photo (same narrator)

Our families strongly influence the way that we learn to think and feel about our selves and our bodies. This is logical. After all, we spend so much time with them!

Parents are especially influential. Sometimes they talk quite explicitly about their beliefs and values. But many of their values are transmitted through their attitudes, behaviours, and choice of words. They provide the role models for our own beliefs and behaviour.

Our judgements of ourselves and the world are strongly influenced by our adult care-givers. This includes how we value ourselves and our bodies.



Audio

Topic 2: Influences On Our Beliefs About Ourselves

Section 1: Family

Key
Concept

Parents influence how we think of, and value, our selves and our bodies.

Parents help us to value our selves and our bodies when they:

- ✓ Show respect to each other, to children and adults that they talk to, and to themselves.
- ✓ Are loving and encouraging of attempts to do new things, or to do better at old ones.
- ✓ Listen to problems without judgement before offering support in resolving them.
- ✓ Encourage us to be physically active, and delight in us being strong.
- ✓ Don't judge others on the basis of physical appearance.

Parents make it more difficult for us to value our selves and our bodies when they:

- ✓ Disrespect others and, however subtly, blame, shame or undermine others.
- ✓ Don't allow open talk about problems either within or outside the home.
- ✓ Deny feelings, especially those that are seen as negative, like anger, fear, rejection or need.
- ✓ Expect their children to always be perfect.
- ✓ Judge others on the basis of their physical appearance.

Of course, most parents are a mix of the two. The key to helping us develop good self-esteem and body-image is being open to being appropriately challenged, and to working on being more positive.

Topic 2: Influences On Our Beliefs About Ourselves

Section 1: Family

The following screens illustrate some of the attitudes and behaviours of parents that influence how we think and feel about our selves and our bodies.

Mother chivvies daughter across the road, dodging traffic , “protecting” her from seeing an ice-cream shop.

Images: average sized mother in T-shirt Jeans and T for girl.. Girl average size.

Keeping kids safe can be dangerous

Parents are influenced by the same media and cultural messages that we are. So, this mother may manipulate her body as much as she can through diet and exercise in order to try and feel good about herself.

Most mothers and fathers talk about wanting their children to be ‘happy and healthy’. But many parents also try to help their daughters to fit into her peer groups by encouraging them to look like the stereotypical ‘ideal’ girl... slender. This models an unhappiness with their own bodies and can make girls question whether *their* own bodies are good enough.

Place your cursor over the boxes below. Read about these two tips to boosting self-esteem and body-image.

Tip 1

Tip 2

Read [Exposing the Diet Myth](#) for a quick review of how dieting can actually lead to weight gain, and loss of self-esteem.

Topic 2: Influences On Our Beliefs About Ourselves

Section 1: Family

Tip 1:

Don't talk badly about your body, or anyone else's. This encourages negative feelings about both your body and your self for behaving meanly.

Tip 2:

Since dieting is about deprivation, it makes us mistrust our instincts and our hunger. Remind yourself that all foods are okay in moderation, and that it is smart to eat when you are hungry and to stop when you are full.

Topic 2: Influences On Our Beliefs About Ourselves

Section 1: Family

Girl doing homework at kitchen table while mother makes dinner. Mother turns to girl and says “Don’t worry...you only have to be smart enough to get a guy!”

Family (under) values

This may be a joke. But it also reinforces the idea that girls need only be smart enough to ‘get a man to look after them’, and that married, heterosexual women are more valued.

This kind of message undermines girls’ ability to feel good about trying hard and being smart. It may also make girls who are exploring their sexual attraction to other women feel more anxious about their bodies and their sexuality.

As girls grow older, and become more interested in being accepted in friendship circles and romantic relationships, they often feel that they have to downplay how smart they are. Under-achieving or lying about their intelligence makes girls feel false and causes them to doubt themselves. This leads to lower self-esteem.

Place your cursor over the boxes below. Read about these three tips to boosting self-esteem and body-image.

Tip 1

Tip 2

Tip 3

Topic 2: Influences On Our Beliefs About Ourselves

Section 1: Family

Tip 1:

Remind yourself that it is the 21st century, and smart girls are “in”.

Tip 2:

Have a smart rebuttal, like “A guy has to be pretty smart to get me!”
Humour can defuse situations while still letting people know how you feel.

Tip 3:

Hang out with people who value your intelligence as a wonderful part of who you are.

Topic 2: Influences On Our Beliefs About Ourselves

Section 1: Family

Father with two siblings – tells older girl that this time she should give her brother the object he desires because ‘she doesn’t really need it anyway...’

There it goes again...

It’s great to be generous and to share. But if we are constantly asked to give up our things, or give attention to someone else at our own expense, we learn that we are not good enough to have things of our own. We learn that we are second best, and this may lead to us not feeling entitled to want or own things, or want to come first in someone’s care and attention.

This may lead to us overcompensating. We might *always* feel we have to give the things we want to others; we become a ‘people pleaser’ at our own expense. It makes it hard for us to say “no” to something that we feel uncomfortable about. Not feeling good-enough leads to low self-esteem, and even feeling that not even our bodies belong to us. We might also compensate by trying to be perfect. As you know, ‘perfect’ is an impossible goal and so we are left feeling ‘not good enough’ ... again.

Place your cursor over the boxes below. Read about these two tips to boosting self-esteem and body-image.

Tip 1

Tip 2

Topic 2: Influences On Our Beliefs About Ourselves

Section 1: Family

Tip 1:

If you really want something, earn it and get it. Save up for treats for yourself. Knowing that you earned it yourself is a great feeling.

Tip 2:

When someone wants you to lend or give something of yours to them, or to someone else, and you feel uncomfortable about it, try to say, “Sorry, that’s special to me, and so I can’t”. Scary, but you’ll feel proud of standing up for your rights, and they’ll respect you for it. Understand that in an unequal power relationship, you may not always get what you deserve. But that is not your fault.

Topic 2: Influences On Our Beliefs About Ourselves

Section 1: Family

Older brother with a group of laughing friends mocks little sister riding a tricycle for being “like a Mack truck”

One truck mind?

Careless teasing by siblings can be much more damaging than many people realise. A comment like ‘you look like a Mack truck’ can undermine a girl’s body-confidence, regardless of her size.

Humiliating her in front of his friends may lead to the girl feeling that she’s not as important as other people, or as deserving of their respect. This may lead to lowered self-esteem.

Place your cursor over the boxes below. Read about these three tips to boosting self-esteem and body-image.

Tip 1

Tip 2

Tip 3

Topic 2: Influences On Our Beliefs About Ourselves

Section 1: Family

Tip 1:

Speak up when your feelings are hurt. Say, “That’s not nice” or something similar to let the other person know that their behaviour has an impact and to assert your worth.

Tip 2:

Be a role model. Don’t make jokes about other people’s bodies. You’ll feel better about yourself because you are not demeaning someone else.

Tip 3:

Treat everybody with respect. It doesn’t mean you have to like them.

Topic 2: Influences On Our Beliefs About Ourselves

Section 1: Family

Parents congratulating young woman as she leaves a basketball court (or a sport area).

Positive feedback

Parents can boost us by supporting us in what we do well, and encouraging us to experiment with new activities and behaviours. When a loved and trusted person tells us that we are capable and congratulates us on our achievements, we learn that it is okay to take risks, even if we don't always succeed. This helps us to learn more about our strengths and weaknesses without feeling shame.

Support and encouragement - regardless of how we do - spurs us into taking risks such as trying a new sport or making new friends. Best of all we learn to trust our ability to make choices for ourselves.

Place your cursor over the boxes below. Read about these two tips to boosting self-esteem and body-image.

Tip 1

Tip 2

Topic 2: Influences On Our Beliefs About Ourselves

Section 1: Family

Tip 1:

Recognise support and encouragement whether it comes from your parents, a teacher, coach, or a friend. You will then feel cared for and respected and this will increase your confidence in your abilities and your worth.

Tip 2:

Look for the good things people say about and do for you: this will help you to silence your inner critic and trust more in yourself.

Topic 2: Influences On Our Beliefs About Ourselves

Section 1: Family

Journal

Think about your own family. What attitudes or behaviours have you picked up from your mother? Your father? Your siblings? How are you different from them?

Now click the Journal button below. Write down your ideas for each of the following questions. Answer these questions for both your father and your mother, and then for any other person who you think influenced how you feel about your self and your body today.

1. Name two characteristics that you like about each of your family members.
2. What messages did you get about the kind of person you 'should' be?
3. What messages did you get about your body?
4. Which messages have you accepted? Give an example of how you demonstrate these messages. How have they impacted the way you feel about your self and your body?
5. Which messages have you resisted? (Give an example of how you are different. How has your decision impacted the way you feel about your self and your body?)
6. What three things would you like to change about your current beliefs, attitudes and behaviours?
7. What first steps can you take to develop a better self-esteem or body -image?

Topic 2: Influences On Our Beliefs About Ourselves

Section 1: Family

Getting the Best Out of Family Relationships

To end this Topic, let's look at ways to get the best out of family relationships. Place your cursor over each number below, one at a time. For a copy of all 6 ideas, click the Resource button.

Resource
Button

6 1

5 Drawing of
Debbie (choose
one we have
already) 2

4 3

Topic 2: Influences On Our Beliefs About Ourselves

Section 1: Family

1. When you feel cranky or want to be left alone and your folks insist on 'interfering' it is difficult to remain cool. But understand that your folks may just want to help you. Quietly tell them that you'll chat when you feel more up to it. That way, everyone feels valued and respected. And you'll feel good for having asserted your needs well.
2. Your parents may enjoy your company more as an equal now that you are older. Set aside time to do things with your parents. This will help keep you connected in both good and bad times. Positive connections with family is good for our self-esteem.
3. You may often want to challenge or disagree with your parents. You may also see them as babying you, or as being really dumb about some things. The 'win-win' here is to sit down with them when everyone is calm and has nothing pressing to do. Talk about what you want, and why it makes sense to you to get it. Listen to their point of view, and see if you can find a compromise that everyone can live with.
4. You have to live with your family so it is in your interest to reduce conflict. Write down what most troubles you in your relationship with your family. Then ask for a family meeting to discuss your concerns about decision making and rule-setting. Listen to others' points of view before you jump in. Tackle this as a business negotiation: you might be surprised at what your show of maturity gets you!
5. Get into a habit of going for family walks in the evenings or on weekends. It is a way of being together, seeing new areas, and having an opportunity to just hang out or to raise concerns in a neutral environment. It's also great to be physically active and outdoors – a breath of fresh air for our minds and bodies.
6. If you are living in a family that you feel is truly harmful to you, speak to a trusted adult who can point you in the direction of help. Or get in touch with Kids Help <http://kidshelp.sympatico.ca/en/>

Topic 2: Influences On Our Beliefs About Ourselves

Section 2: Peers

Photo of same narrator

Our peers are very important to us. We learn how to relate - how to fight and still remain friends - in our relationships with our peers. We learn how to be similar or different to others without it being a problem. Peers are in similar situations to those we are in. This allows us to be supportive and get support - it's a relationship of give and take.

Close friends are great for talking through problems. We know that they will be loyal and there for us when times are tough at home, at school, at work, or in other relationships.

Friends can give us good advice, but may also suggest things that are a bit "off". We have the choice of taking their advice or leaving it.



Audio

Topic 2: Influences On Our Beliefs About Ourselves

Section 2: Peers

Key Concept

Sometimes peer influence is so much part of the scene, you might not even recognise it's there. Since peer influence can be both positive or negative, trust your feelings!

On the positive front, friends and peers can help us:

- ✓ Provide support to others and get support from them when times are tough.
- ✓ Learn new information about a wide range of issues.
- ✓ Learn how to disagree or fight without losing a friendship.
- ✓ Try new activities and practice new behaviours in a supportive environment.

Topic 2: Influences On Our Beliefs About Ourselves

Section 2: Peers

Girl Health describes positive and negative peer influence like this:

“Peer influence can have a positive or negative effect on you. Friends can have a positive influence on each other. For example, if your friend is an excellent swimmer you might take swimming lessons so you can improve your swimming skills. You admire your friend's ability and in a way your friend influenced you to become a stronger swimmer.

A negative influence would be if your friend shoplifts and she/he asks you to come along with her/him. You may not want to go along, but you're afraid that your friend may not like you if you don't. When you are asked or pressured to be in a situation where you don't feel comfortable, you are experiencing negative peer influence.”

For more info on Girl Health and peer influence, visit http://www.girlhealth.org/peer_influence/facts.html

Topic 2: Influences On Our Beliefs About Ourselves

Section 2: Peers

In this scene, Debbie and her friends are trying to decide what to eat. They look around and see Anne walking by with her choice of lunch. Consider their reaction below.

If only the extra calories could go to my breasts instead of my thighs.

1. Friend (reuse someone from screen 15 but not Katie) to Debbie, standing in a school cafeteria

Look at Anne going over to her friends

2. Anne, a woman of Just below average Weight and size is Carrying a tray to a table Where her friends are sitting

Let's call Anne and diss her stutter. She's such a loser.

3. Friend takes out her cell phone and says...

Debbie has some choices to make. She likes being part of this group because they always look good and party often... and they let her be part of the 'in-crowd' even though she often feels she doesn't quite fit in. On the next screen, match the choices that Debbie could make with possible consequences to her self-esteem and body-image.

Topic 2: Influences On Our Beliefs About Ourselves

Section 2: Peers

Actions and Consequences

The boxes on the left are examples of decisions Debbie could make while surrounded by her friends. On the right are possible consequences to those decisions. Click on one of the items on the left, and then click on the consequence that would match with that behaviour. Once **ALL** the items are matched, click Check Answer. For more details on each item, click the Resource button.

Behaviour

Debbie agrees that eating a burger and fries is going to sit on her hips. Turning to Sam, she nods to the cell phone, agreeing with the suggestion to harass Anne

Debbie glances over at Anne, pleased that she has something that can distract her friends from criticizing their own bodies again. She says "Yeah, Anne's a real dork, isn't she?"

Debbie says "C'mon guys, Anne can't help her stutter. She's actually really nice. Now I really feel like a burger and salad... anyone going to join me?"

Debbie says "'Ugh, never mind Anne. Help me choose something that won't end up on my thighs!"

Consequences

Debbie feels courageous for sticking up for what she believes is right...

Debbie feels worse about her body because she is making it sound like something ugly and out of control to please her friends— just the way they do...

Debbie feels worse about her body because she is publicly denigrating it...

Debbie is glad that she avoided having to be critical of her body again, but she feels lousy about throwing Anne, who has been friendly to her, to the lions...

Check
Answer

Resource
Button

Topic 2: Influences On Our Beliefs About Ourselves

Section 2: Peers

Journal

Click the Journal button below. Write down your ideas for each of the following issues.

Write about a time when you did something that made you feel sleazy in order to be friends with someone, or a group.

Looking back, what could you have done differently so that you were true to yourself but also didn't end up isolated?

Topic 2: Influences On Our Beliefs About Ourselves

Section 2: Peers

Ways To Be A Good Friend... And Keep Your Self-Esteem And Body-Image Strong

To finish this section on the influence of peers, let's look at how you can be a good friend while respecting your own self-esteem and body-image.

Click each of the stars below as they appear.

- ❖ Hang out with people who make you feel comfortable - even good - about yourself by allowing you to be true to what you think is right even if it differs from their beliefs.
- ❖ Don't talk negatively about yourself - "I'm such a loser!" - or your body. You don't have to put yourself down to belong.
- ❖ Stop friends from trashing their bodies or selves. They'll feel more supported if you don't join in. But don't let it become a "yes I am... no you're not" conversation. Move on to more useful or fun things. Research shows that friends who constantly talk negatively about food, weight and shape are more depressed, and feel worse about themselves and their bodies.
- ❖ Experiment with clubs, groups and activities until you find something you really like to do. Hang around with people who are interested in the same things, rather than talking about how you, or they, look.
- ❖ Try sports and physical activities that encourage strength and skill – it's great for your mind and your body. If you don't like to wear tight fitting clothes – don't. If it is obligatory in that club, join another, or find a sport where you can be comfortable. Cycle or walk in clothes that are comfortable and suit *you*. You can do these activities on your own, or introduce friends to your favourite haunts.
- ❖ Don't try to please everyone. Telling the truth - gently - even if it is unpopular, will help others to respect you as someone who is your own person.
- ❖ Health and happiness are not measurable on a weight-scale: help yourself and your friends value what is important.
- ❖ Celebrate your natural body and the whole range of human shapes, sizes and colours.

Topic 2: Influences On Our Beliefs About Ourselves

Section 3: Media

Photo of same narrator

The media is often spoken of as the demon that influences our beliefs and behaviours most powerfully of all. But the media really reflects and magnifies cultural messages that already exist.

Of course, it is a powerful informer, but we can choose how to interpret the information we get, and choose how to act on it. We have the power to resist those messages we believe are damaging to our self-esteem.

It is difficult! Media expert Jean Kilbourne says the average person in North America is exposed to 3 000 advertisements daily! And every advert is trying to get us to buy something.

The last section in this Topic looks at how attitudes to women in our culture are shown in the media. We'll focus on advertising because we are more exposed to it than to other types of media.



Audio

Topic 2: Influences On Our Beliefs About Ourselves

Section 3: Media

Insert
flipping ?

For you, how does advertising reflect our culture? What are some of the most common images and messages we receive?

How does advertising reflect our culture? It:

- ✓ Keeps girls and women uncertain of their worth because self-esteem and “fitting in” are tied to physical appearance; to an unattainable and ever-changing beauty ideal.
- ✓ Undermines girls’ confidence and enjoyment of their bodies and their abilities. It does this by normalizing *abnormal* beliefs, attitudes and behaviours towards food and weight, such as:
 - Suggesting that a thin, toned body is achievable by anyone who desires it and has enough self-control.
 - Putting limits on what is seen as ‘acceptable’ hunger and appetites.
 - Glamorizing restrictive and chaotic eating, as well as eating disorders like anorexia.

Read [Messages from the Media](#) for a really good, quick overview of the Topic.

Topic 2: Influences On Our Beliefs About Ourselves

Section 3: Media

The pictures on the following three screens are similar to advertisements that we commonly see in fashion and “health” magazines and on TV.

Look at each one and think critically about what the advert is suggesting about what is desirable, and what a woman “should” be like, or want. There are questions below each advertisement that you can use as a guide. When you have answered the questions click the button called More to see how we interpret the advert.



Audio

Photo of Narrator

From NEDIC

Advertising, by its nature, wants us to think that we are not good enough as we are. In other words, their lure is “Buy our product in order to become good enough.”

Topic 2: Influences On Our Beliefs About Ourselves

Section 3: Media

Photo

**From NEDIC: parfait
photo**

If I wasn't having it... I was thinking about it ... or dreaming about it... whenever...wherever.... I was. Dessert, of course! Then I found Sugar-Free, Fat-Free Perfect Parfait... guaranteed to NOT land on my thighs, and promising a good end to a dinner date.... Perfect Parfait gives me everything...Hmm, it tastes so good... so creamy.... I can have as much as I want... sin-free!

[More](#)

Something To Think About

Write your responses to - and feelings about - this advert in your journal. Use these questions as a guide:

- What do you think about and feel when you look at this advert?
- What would you need to do to look like this model?
- How would changing your looks change your life - your abilities, your interests, your family and friends?
- Name all the qualities that you find wonderful in your friends and family and then count how many are about physical beauty.

Topic 2: Influences On Our Beliefs About Ourselves

Section 3: Media

Light Dessert?

This advert suggests that women should constantly be worried about and managing their weight. We're told that the reward for this is a thinner body, which will bring us happiness and romantic success. The truth is that we are genetically programmed to be a particular height, weight and shape, so we can't look like this model. (See [SET POINT: What your body is trying to tell you](#) for more details).

The model may not look like this either. Often, models in adverts are computer modified:

- ⇒ Hips and thighs are shaved down
- ⇒ Cheekbones are made more prominent
- ⇒ Lines around the mouth and eyes are removed
- ⇒ Breasts are enlarged
- ⇒ Hair is added to her head
- ⇒ Hair is given extra shine

Research has shown that just a few minutes of viewing images of current models makes women feel more depressed and less satisfied with their own bodies.

This kind of advert sends the message that women should constantly monitor what we are eating for unwanted calories, and restrict the kinds of food and quantities that we eat. We are supposed to be satisfied with too little and 'permission' to eat certain foods, e.g. for special occasions. Regularly seeing this kind of message causes us to question our legitimate hunger and appetites. Deprivation also makes us want to binge. When we do this, we feel guilty and ashamed of our hunger and 'lack' of self control.

Healthy individuals have healthy appetites which wax and wane depending on how active they are. Young adults often have growth spurts that need more food to nourish.

Close

Topic 2: Influences On Our Beliefs About Ourselves

Section 3: Media

Photo

From NEDIC: Three women
in ballet clothes/poses

Feel blah? Lose your guy to the other girl? Life a drag? Want to look like us? Truth is, you can. Just ask for Dr James - the cream that melts away those sagging saddle-bags, tightens up the unmentionables, and...hey presto!

Dr James. For legs that will be the envy of all.

More

Something To Think About

Take the opportunity to write your responses to adverts in your journal. Use these questions as a guide:

- Why do you think each person in this group was chosen for this advert?
- Do you think that any kind of person is missing from this group? Who? Why are they not there?
- What kind of relationship do the characters in this advert have to one another? How is this different or similar to the relationships you have with friends and family? How do you choose your friends?
- What does this advert make you think or feel about your own body? Is this realistic or healthy?

Topic 2: Influences On Our Beliefs About Ourselves

Section 3: Media

Only One Kind of Perfect Body?

The message here is that we *should* choose to be like these models - thin and toned and youthful. Any other option is seen as suspect. Trying to look this way - with the help of a given product - is presented as our moral duty.

The absence in advertising of diversity in ethno-racial features, size, shape and age supports the message that we should *all* strive to look like these models.

When we don't see people like ourselves in the media, we tend to see ourselves as "not good enough". Rather than asking that the media message change, we feel that we need to change our bodies.

These kinds of messages normalise potentially intrusive, painful and physically harmful procedures to change the way that we look. Science and medicine are often used to suggest an 'expert' solution- to a problem that doesn't really exist. They suggest that women's bodies are sick or deformed and in need of repair, and undermines the reality that healthy, happy and beautiful people come in all shapes and sizes.

The absence of any engagement between the models suggests that they are not supportive or interested in each other, just in how they appear. It also promotes competition and rivalry between women based on how they look.

Close

Topic 2: Influences On Our Beliefs About Ourselves

Section 3: Media

Photo

From NEDIC:
Woman of colour dressed in leopard skins.

Wild Orchid.
Hot. Spicy. Sexy.
The perfumed hair relaxer for all of us.

[More](#)

Something To Think About

In your journal, consider the following questions:

- Is this a positive image of a woman? And of a woman of colour?
- What do you think of the way the model's sexuality is portrayed? Would it be different if she was a man, or if she were white?
- Why is her half-naked body the largest part of an advert for a *hair* product?
- Describe positive images of women that you have seen, and why you remember them.

Topic 2: Influences On Our Beliefs About Ourselves

Section 3: Media

Is This For Real?

This advert also reinforces the idea that we have to constantly change our bodies to meet a higher standard of beauty: we're never good enough. There is an unspoken suggestion that if you change one physical thing, everything else will be fine.

Women of colour not only have to live up to Caucasian 'beauty' standards, but are also often mythologized with 'exotic' or 'animalistic' sexuality.

This kind of advert makes it hard for any woman to call herself beautiful, because beauty is presented in such narrow terms. Not even the hottest star thinks that she is really beautiful: there's always something that isn't 'perfect'.

Interestingly, though, the vast majority of women talk about beauty as including such things as style, kindness, confidence and humour. They also see intelligence as part of being beautiful.

Research tells us that although being beautiful is important to all of us, we are thought of as beautiful, and valued most by family, friends, partners, colleagues and employers for our character and our skills.

Close

Topic 2: Influences On Our Beliefs About Ourselves

Other Activities That Explore How Advertising Affects You And Your Friends

Rebellion Time!

Next time conversation turns to judging each others' bodies, organise to get together. Make it a party. Ask each person to bring a few photos and pictures to the party: of yourselves and other inspiring women. Make a collage. Write on the collage what you like or admire about each woman. How much of this is appearance based? How different are your messages from those that you get from advertising? Or, using images from magazines, compile a collage of how girls and women are represented in the media: both positive and negative. Write your feelings about the images and their messages on the collage. Talk about the final product with your friends.

Decide on one (or more) things that you want to remind each other to do (or not to do!) in order to encourage positive body talk and resist negative media messages.

Journaling

Express your feelings about the media images you confront each day in a journal. Do they make you feel better or worse about your own body? Do they persuade you to do things to change your body, like diet or over-exercise? Always end with a positive alternative: describe an image of a woman that you would like to see in the media. Go to About Face (<http://www.about-face.org/>) to see their positive advertising as well as their hall of shame.

Topic 2: Influences On Our Beliefs About Ourselves

Get Active!

Write a letter to a company who you think is exploiting or representing women or girls in a bad light. Post it, and copy Media Watch (<http://www.mediawatch.ca/>) or your local media advocacy organisation. Write in your journal how this action made you feel. Why did you feel this way? What do these feelings tell you about the way you think of yourself? (For example, brave, uncertain, always wanting to please others, etc).

Check Out!

Get a copy of *Can't Buy My Love: How Advertising Changes the Way We Think and Feel* by Jean Kilbourne, Touchstone Press, 2000 (<http://www.jeankilbourne.com/CantBuy/contents.html>). Jean has a great list of alternative media on her site.

Or read *In Your Face: The Culture Of Beauty And You* by Shari Graydon, Annick Press, 2004 (<http://www.annickpress.com/catalog/inyourface.html>). It's a really fun book looking at broader media like movies and music.

Or visit <http://www.nedic.ca> for more links and readings.

Topic 2: Influences On Our Beliefs About Ourselves

Tech: use the animation of fireworks, not the real one (this is kept for last one only).

Congratulations! You've just completed Topic 2 on the influences on our beliefs about ourselves.

Remember that...

- We have choices about our responses to the media
- All media have their own agenda – you can decide if it is positive or not
- Media excludes a wide range of women which gives the impression that they are not important or 'good enough'
- Advertising is created to make us feel inadequate if we don't use or possess a particular product... and the lifestyle that it uses to sell itself
- We have the power to understand and choose when to resist media

Our last Topic looks into strategies for change. You have the power – see what you can do by moving on to Topic 3. Click the Next button to continue.

Topic 3: The Power Of One

Photo of same narrator

The most valuable lesson we can learn is to celebrate our small victories. We build change *bit by bit*. We can change ourselves, and our immediate environment. That may sound scary, but it is also amazingly exciting to think that we can make a difference, even with small actions. Talk about a great opportunity to boost our self-esteem!

One of the biggest barriers to making changes, even for the better, is that change can be scary. And it is challenging and repetitive work. Old habits are comfortable, even when they hurt us.

This Topic has a number of stories about changes that young women like you have made, and how they feel about them. These women made changes in different ways – individually, in their groups, and within society - but all impacted on them personally.



Audio

Topic 3: The Power Of One

Section 1: Individual Strategies For Change

Change can be very positive, but it can also be difficult. These are some of the difficulties that you may face when you work to make changes. Click each of the stars below as they appear.

- ❖ You will feel less comfortable at first than if you'd kept things the way they always were.
- ❖ The pressure to conform to how others think and behave - and even rebelling can be conforming - may be difficult to resist.
- ❖ Your friends or family may not think the changes you want to make are 'cool' or meaningful.
- ❖ You don't always have control over all aspects of your environment, such as finances, the way your family operates, or school administrators' priorities, so some changes are more challenging to implement.

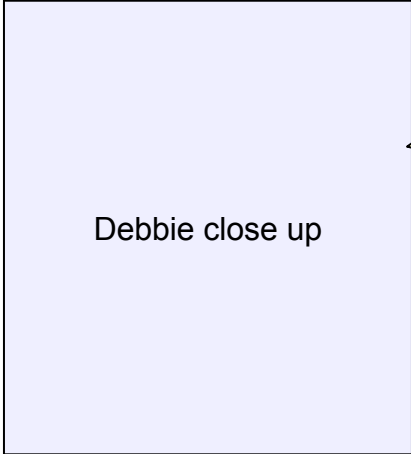
However, you can look for people or environments which are supportive of your efforts: they can be found!

Now move on to the next screen and see how Debbie has made a few changes that have had a major impact on her life.

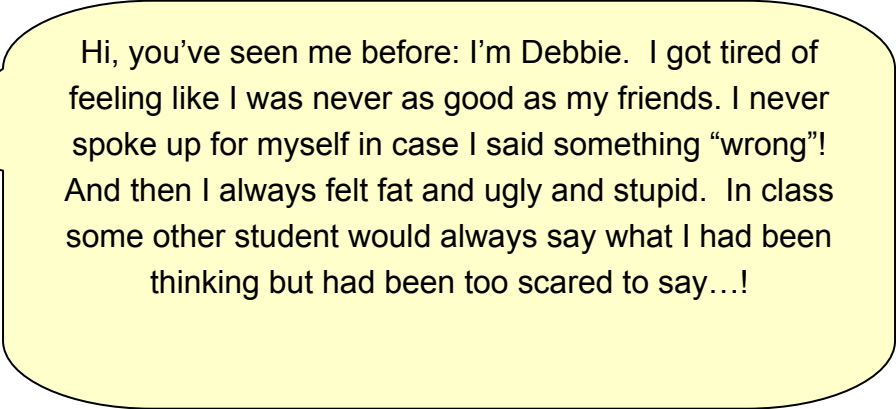
Topic 3: The Power Of One

Section 1: Individual Strategies For Change

Click the forward arrows to view information about what Debbie did. When you are done, click the Next button to proceed to the next screen in the program.



Debbie close up



Hi, you've seen me before: I'm Debbie. I got tired of feeling like I was never as good as my friends. I never spoke up for myself in case I said something "wrong"! And then I always felt fat and ugly and stupid. In class some other student would always say what I had been thinking but had been too scared to say...!

Topic 3: The Power Of One

Section 1: Individual Strategies For Change

Debbie saying hi to
Someone

Finally, I decided to do something positive. I read the suggestions you saw earlier in this website and I decided to do something different to help myself: I decided to put my voice out in the world! I really do lack self-confidence, so I decided to start small. Just hearing my voice in the classroom became a goal. So I started by first just saying “hi” to someone I didn’t really know. It sounds silly, but it was great to hear my voice in the room, and to get a “hi” back!

Topic 3: The Power Of One

Section 1: Individual Strategies For Change

Debbie in classroom,
Answering a question

Over the next few weeks, I moved from saying “hi” to answering questions from the instructor. Sometimes I wasn’t called, but I still felt good about trying to participate. When I was asked to answer, I learned that even answers that weren’t completely what the instructor was looking for had something that was useful to build on. That made me feel that I was able to make a contribution. And you know what? I was never mocked, or turned down rudely by the instructor. Sometimes she was short but I *chose* to see that as a time thing, not something personal against me.

Topic 3: The Power Of One

Section 1: Individual Strategies For Change

Debbie close-up again

By starting small and safe, and also by choosing to see things as not about me, but about the Topic, I began to feel more confident about sharing my opinions, both in class and with friends. I began to feel better about myself and to take more risks.

By the end of the semester, I discovered that the more confident I felt, the less important my appearance seemed to be. People listened to me, regardless!”.

Topic 3: The Power Of One

Section 1: Individual Strategies For Change

Lessons From Debbie's Story

There are a number of lessons we can learn from Debbie's story. Click each of the words or phrases below. Read about the ideas we took from Debbie.

Choose a habit, feeling or belief you want to work on.

Decide on one thing that you can do to make a positive difference.

Break your task down into small steps. This can be tough, so help from someone you trust is useful.

Celebrate the small gains that you make.

Recognise that things and events that happen are not always about you.

Understand that your insecurities can get displaced onto your body - regardless of your size, shape or weight.

Be patient: it takes time to change beliefs about ourselves, and our habits.

Topic 3: The Power Of One

Section 1: Individual Strategies For Change

Journal

Page back to your first journal activities, where you wrote about what you wanted to change about yourself, and the steps that you were going to take to do so.

Check that you have built in small, achievable steps. If you have taken a break from this website, review how successful your change 'project' has been.

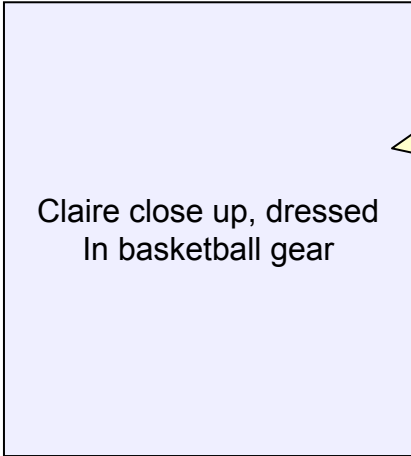
Celebrate even the smallest victory that you have had.

Topic 3: The Power Of One

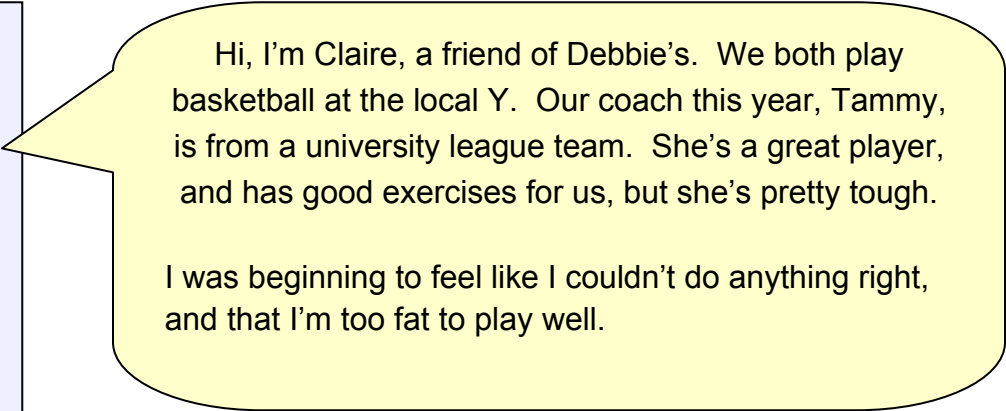
Section 2: Changing Groups

Let's look at strategies for changing groups. As you read Claire's story below, think about how her strategies could apply to you.

Click the forward arrows to read Claire's story. When you are done, click the Next button to proceed to the next screen in the program.



Claire close up, dressed
In basketball gear



Hi, I'm Claire, a friend of Debbie's. We both play basketball at the local Y. Our coach this year, Tammy, is from a university league team. She's a great player, and has good exercises for us, but she's pretty tough.

I was beginning to feel like I couldn't do anything right, and that I'm too fat to play well.

Topic 3: The Power Of One

Section 2: Changing Groups

Tammy, the coach,
Talking to the team.

Tammy says we need to be disciplined in everything and that we should follow this diet that she gave us. That, she said, would make us great athletes with great bodies.

If someone misses the basket, she usually says they're too fat to jump, and makes them sit out. It isn't fair, as we all try hard. The whole team is feeling pretty bad at the moment.

Topic 3: The Power Of One

Section 2: Changing Groups

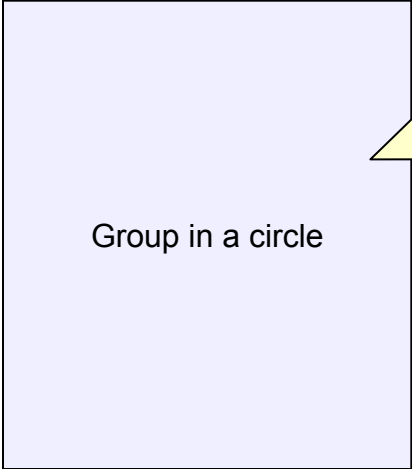
Claire again (as in pic 1)

I spoke to my mom about it, and to Debbie, and some of the others on the team.

Together, we decided to tell Tammy that we needed a team meeting.

Topic 3: The Power Of One

Section 2: Changing Groups



Group in a circle

At the meeting, we set ground rules so that everyone could talk if they wanted to, and no-one could interrupt when someone was talking. One by one we spoke about what we liked about basketball, and our team, and what we wanted out of it.

Almost everyone wanted a safe space to get energetic, play together and have fun. Then we talked about what we were unhappy with.

Topic 3: The Power Of One

Section 2: Changing Groups

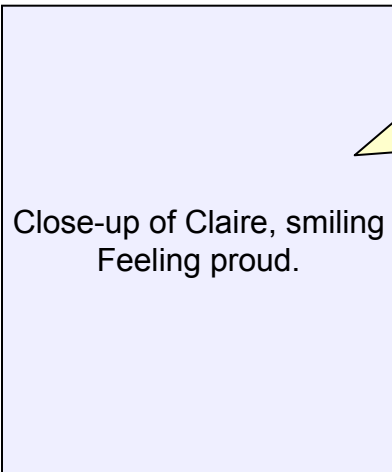
Claire again.

I gave the talk I'd rehearsed with my mom about how I didn't think that a weight-loss diet was helpful, that I was feeling worse about my body and myself than before. I also said that as a team we played better with positive comments than when we were made to feel personally bad.

Tammy was pretty quiet, and we all left early.

Topic 3: The Power Of One

Section 2: Changing Groups



Things are better now, though. Tammy has stopped talking about our bodies, and we feel relieved and able to have fun and work hard again.

It was hard to do this, but it's really worked out well. I feel proud of myself for having made a difference.

Topic 3: The Power Of One

Section 1: Individual Strategies For Change

Lessons From Claire's Story

There are a number of lessons we can learn from Claire's story. Click each of the words or phrases below. Then read about the ideas we took from Claire.

Have the courage to break the silence about a problem: speak to a friend, a parent or a trusted adult.

Explore your feelings and how they are linked to events.

Check out if others feel the same way. A powerful aspect of a group is having your feelings validated and learning that you are not alone in how you feel.

Ask for help from others and work with them to find a solution.

Practice the response that you want to make to a situation or person with someone you trust.

Try to get to a win-win situation, so that everyone can feel respected and heard.

Agree to experiment with changes to see if they work for you.

Recognize that healthy, strong bodies come in many shapes and sizes.

Claire feels proud of herself. She stopped behaviour from her coach that negatively impacted on how she and her team mates felt about their skills and their bodies. This makes her more confident of her ability to stand up for herself and be appreciated by her friends. She's also enjoying her body more.

Sometimes, others won't care as much as you do about an issue. However, it is always useful to check it out.

Topic 3: The Power Of One

Section 3: Social Activism

Margaret Mead, a famous anthropologist, once said:

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."

Have a look at what Zena did with her group, so that they could change the world! Click the forward arrows to read Zena's story. When you are done, click the Next button to proceed to the next screen in the program.

Zena up front, other
Women of different sizes
And colour behind her
(may be
Silhouettes only)

Hi, I'm Zena. The women behind me are all part of Media Me, a group that we set up to change the media around us.

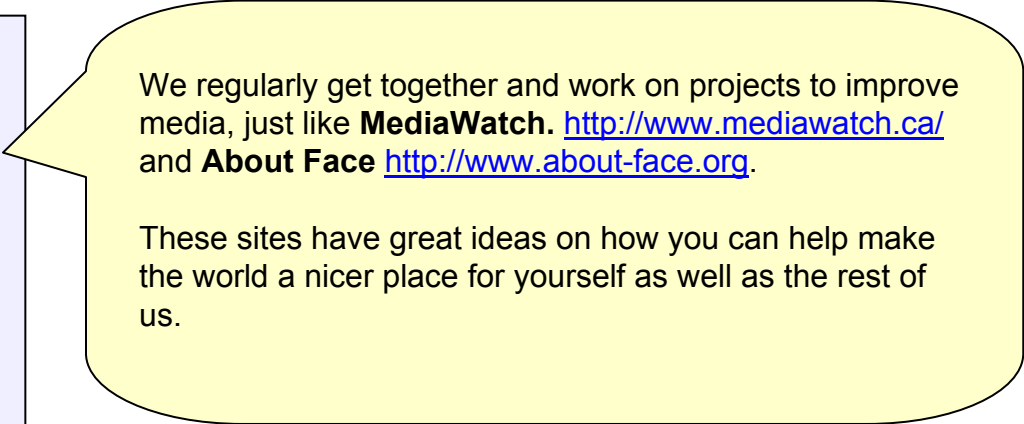
We were all tired of seeing women and girls portrayed as stupid and vain. We also wanted to see more real people like ourselves in the media, and in advertising.

Topic 3: The Power Of One

Section 3: Social Activism



Zena close up



We regularly get together and work on projects to improve media, just like **MediaWatch**. <http://www.mediawatch.ca/> and **About Face** <http://www.about-face.org>.

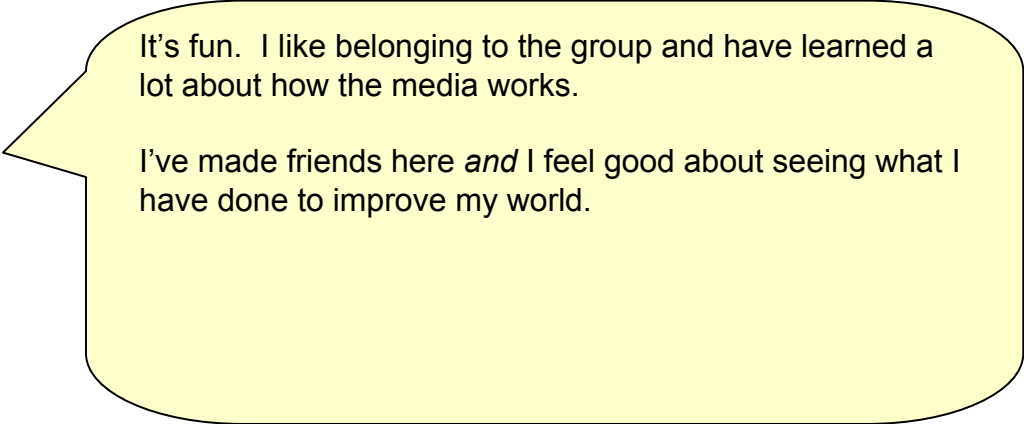
These sites have great ideas on how you can help make the world a nicer place for yourself as well as the rest of us.

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Zena close-up

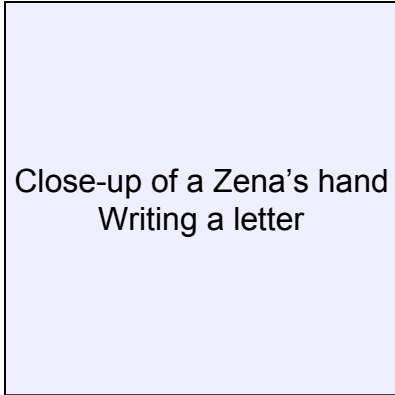


It's fun. I like belonging to the group and have learned a lot about how the media works.

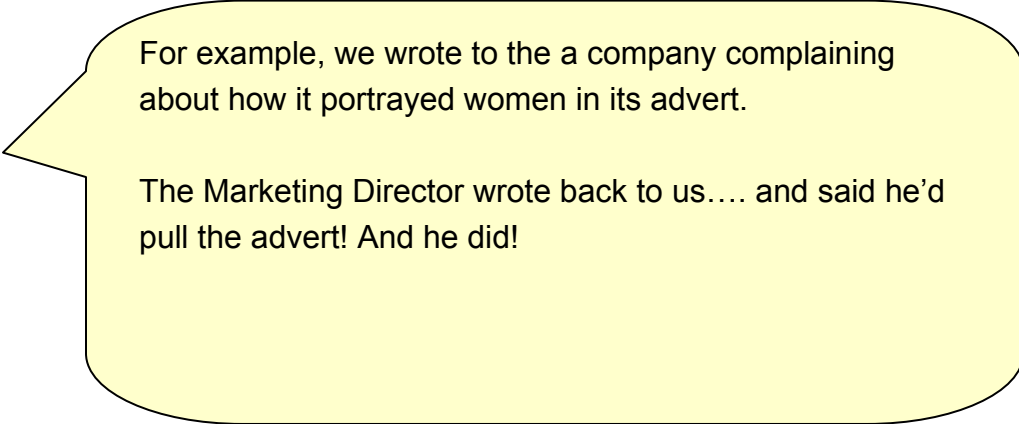
I've made friends here *and* I feel good about seeing what I have done to improve my world.

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Close-up of a Zena's hand
Writing a letter

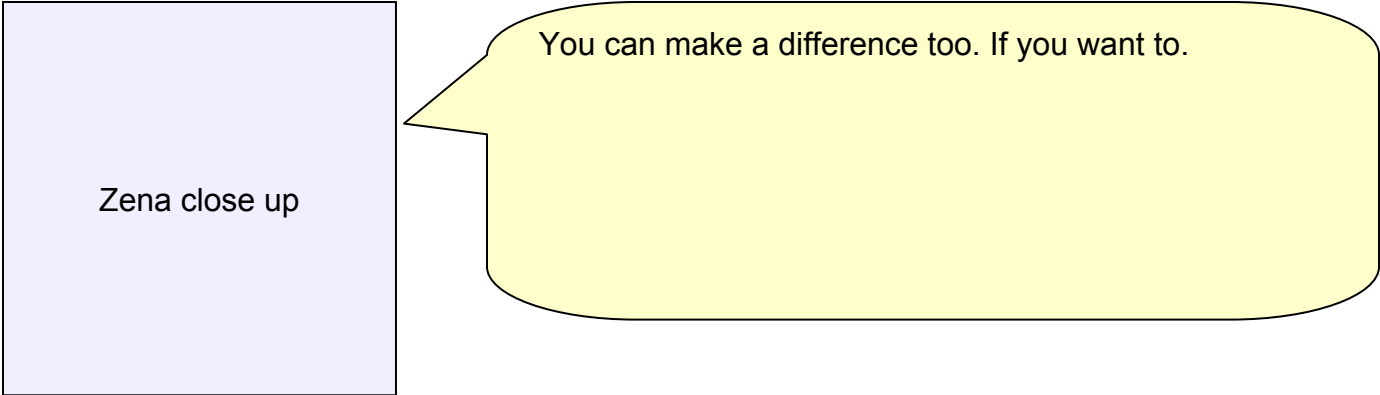


For example, we wrote to the a company complaining
about how it portrayed women in its advert.

The Marketing Director wrote back to us.... and said he'd
pull the advert! And he did!

Topic 3: The Power Of One

Section 3: Social Activism



Zena close up

You can make a difference too. If you want to.

Topic 3: The Power Of One

Section 3: Social Activism

Lessons From Zena's Story

There are a number of lessons we can learn from Zena's story. Click each of the words or phrases below. Then read about the ideas we got from Zena. Can you think of any others?

Join or start an interest group. It will give you a sense of belonging and achievement.

Be part of a group that provides a sense of purpose and increases your enthusiasm and knowledge.

Feel good about yourself and what you contribute to a group and the issues it tackles.

Participate in a bigger project. It will make you feel connected to your community and even to the world.

Working co-operatively with others and challenging advertisers to portray women as healthy, competent and diverse makes Zena proud of herself. She feels part of something important. Her self-esteem has improved.

Now that she is aware of how media images of women are 'manufactured', she has also stopped wishing she was more like the women she sees in adverts. Instead, she is enjoying finding a style that suits who she is.

She is not judging her body and feels good about herself. She likes her body and her self more.

Topic 3: The Power Of One

Conclusion

Different Choices for Change

Debbie and her friends have learnt more about the world and, more specifically, about some of the influences that shape their own self-esteem and body-image. Place your cursor over each of the characters below to see how each one feels now.

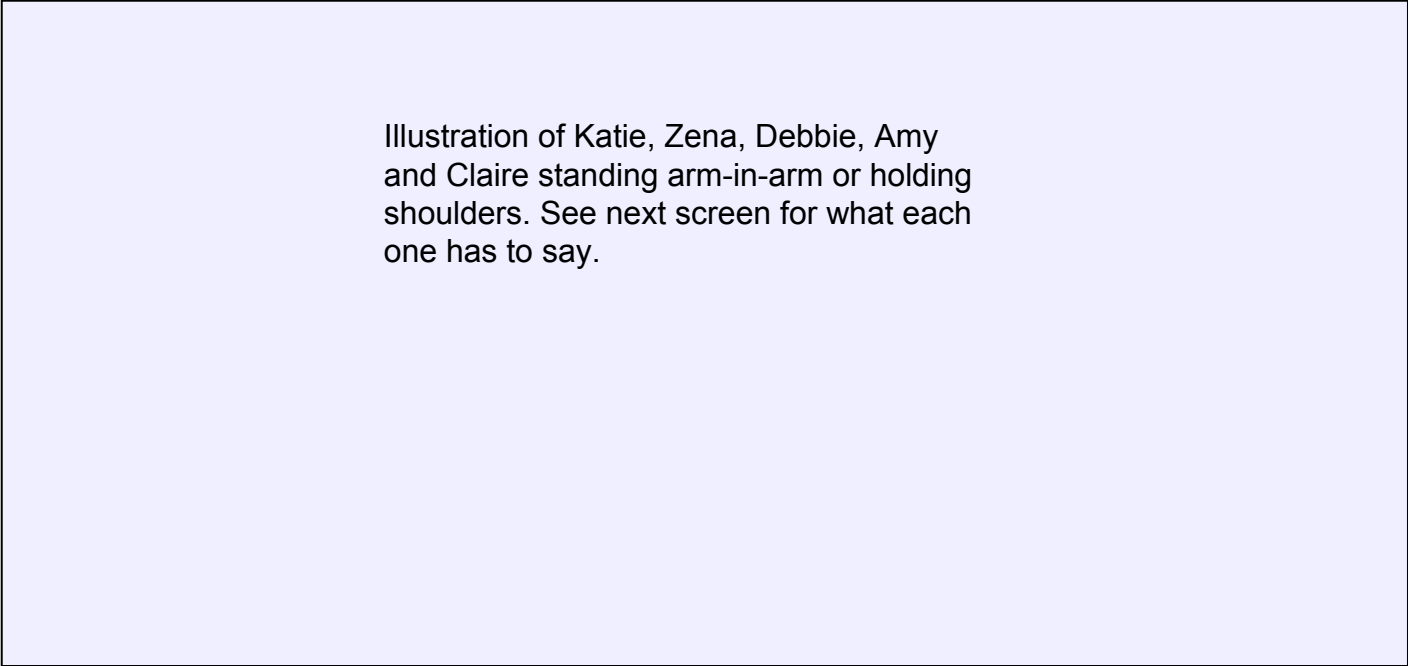


Illustration of Katie, Zena, Debbie, Amy and Claire standing arm-in-arm or holding shoulders. See next screen for what each one has to say.

Topic 3: The Power Of One

Conclusion

I carry a smooth stone in my pocket. When I feel nervous or stupid, I hold it and remind myself that I am a competent person whether I am at home or at school. It helps me feel calmer and more able to smile and get on with it.

Katie

I got a group of students together and we got the administration to agree to posting a policy about harassment which included body-based teasing or rating. It feels a bit awkward: we also used to fall into the habit of putting each other down, but now we all feel safer and more confident walking down the halls.

Zena

I stand tall, breathe deeply and walk into places with a smile, as though I feel confident. It amazes me how well it goes down! People see me as confident and friendly, and chat to me. Then I actually begin feeling more confident and attractive!

Debbie

I bought a second-hand bike. Now I cycle most days. I like how my body leans into the wind. It's the only body I've got, and I'm going to keep reminding myself of how it does things for me, and how good it feels to challenge it to do a little more. I don't look like a model, and that's okay. I'm strong in my own way.

Amy

Claire

I stopped buying the fashion magazines I used to, and my mom agreed either not to buy them or to keep them in her own room. Then I wrote a letter to each editor telling them that the images of women and the articles in their magazines made me feel bad about myself. I didn't get any responses but now I spend the money on music that makes me feel good. I've stopped wanting to look like someone else.

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When we started, we said that we hoped that this website would help you:

- ✓ Learn more about how you currently feel about your self and your body
- ✓ Identify what influences these feelings
- ✓ Develop ways to feel more self-confident and happier with your body
- ✓ Find places where you can go for help.

Review your journal writings now to see if you have achieved these aims. Of course, making the actual changes will take a little more time and effort!

For more information and help on body-image and food and weight preoccupation, check out <http://www.nedic.ca> and the websites below.

Self-Esteem:

Kids health – teen pages http://kidshealth.org/teen/your_mind/body_image/body_image.html

Better Self-esteem - <http://www.utexas.edu/student/cmhc/booklets/selfesteem/selfest.html>

Self-esteem games from McGill University: <http://www.selfesteemgames.mcgill.ca/>

Body-Image:

Body Positive: <http://www.bodypositive.com/>

Women's body-image from Wellesley: <http://www.wellesley.edu/Health/BodyImage/>

Feminist.com <http://www.feminist.com/resources/ourbodies/body.html>

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Moving On From Here...

You've had an opportunity to learn about how you value yourself (your self-esteem) and how you value your body (your body-image). You have also read about strategies to improve both of these. The last thing we'd like you to do is this quick self-check.

Read each of the statements below. Then decide if you are very likely (1) or highly unlikely (5) to respond. Write the number that corresponds to your level of interest in the box beside each statement.

Scale: 1 – 5 where

1 = very likely 2= quite likely 3= maybe 4 = probably not 5 = highly unlikely

A. I am going to learn about the things I do that hurt my self-esteem.

B. I am going to learn about things I do that hurt my body-image.

C. I am going to be more aware of my negative self-talk and try and stop it.

D. I am going to challenge the negative body talk of my friends.

E. I am going to learn to enjoy my body bit by bit.

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Conclusion

Fireworks

Tech: Use the real video one in this final conclusion

Results

If you answered most of these with 1s or 2s, you are ready to make changes. Congratulations!

If you feel you're not ready to make changes yet (maybe you scored mainly 4s or 5s), then work through the website again later. It takes time to get ready for change.

If you've already made some changes, feel free to use this web site as a reference. It will serve as a constant support for you in making positive changes to self-esteem and your body-image.

Good luck!



Audio

Topic 3: The Power Of One

Acknowledgements

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- Sandra Friedman, M.S.W., M.A. (<http://www.salal.com/>) therapist and author of *Body Thieves: Help Girls Reclaim Their Natural Bodies and Become Physically Active* and *When Girls Feel Fat: Helping Girls Through Adolescence* among other publications.
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Author: Meryll Bear

Editor: John Gultig

Project Manager: Karin Davis

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