



Selfies & Self-esteem

A guide for Staff



About *Be Strong Online*

Selfies & Self-Esteem is part of the Be Strong Online Ambassadors Programme from The Diana Award and Vodafone. This peer-led programme aims to empower young people to teach their peers about digital skills and online safety, with modules exploring topics such as cyberbullying, peer pressure online, digital footprint, gaming and coding. For more information on the programme, visit bestrongonline.antibullyingpro.com.

Selfies & Self-Esteem

As a professional working with young people, you have probably noticed how popular selfies have become. The craze of taking pictures of yourself, editing them, even adding a caption and sharing them with friends or on social media is a way for teens to control their own image, explore their identity and have fun. Fuelled by celebrity culture and the rise in social media, this phenomenon shows no signs of slowing down and has even become a primary form of communication for young people. But what effect could selfies be having on young people's sense of identity and the way they think about themselves?

The aim of this module is to start discussions amongst students about the impact selfies can have on young people's self-esteem. Be Strong Online Ambassadors will encourage students to reflect on whether selfies they see online are usually realistic or not, and to help them to dissect some of the reasons why people take and manipulate images of themselves. The four activity choices in this module explore these different areas: The impact of Likes, reflection on whether Selfies are realistic, the journey of a Selfie and lastly the 'My True Selfie' activity where students reflect on areas of their personality, such as their strengths, hobbies, interests and positive qualities, which are not shown in a selfie.

How it works

This programme uses a peer-to-peer format, which is based on the highly successful approach used by The Diana Award Anti-Bullying Ambassador Programme.

The first steps to running this module successfully are recruiting a small team of Be Strong Online Ambassadors, a group of students who are responsible for delivering a 20-30 minute session on *Selfies & Self-esteem* with a group of younger students. We recommend choosing Be Strong Online Ambassadors from Years 8 and above, who then deliver to a group of Year 7s/8s.

Training the Be Strong Online Ambassadors

You should run a training session with your team to do the following:

- Explore their role as a Be Strong Online Ambassador
- Examine the Lesson Plan in depth
- Divide the activity choices between the group and give pairs time to prepare and practice their activity. Ambassadors then come together to demonstrate their activity to the rest of the group

Options for the Be Strong Online Ambassadors' session with younger students

- Once your group feel confident enough after their training, arrange for them to deliver to a group of younger students
- They might like to do this as a team or in pairs
- They could extend the session to a full hour and run all four activity choices, perhaps in pairs in a carousel style around the room

Training the Be Strong Online Ambassadors

This training session is designed to take approximately 2 hours. If you feel that the Be Strong Online Ambassadors need more time before delivering their session, you may like to explore the topic further in another training session before they deliver.

Activity	Description	Approx. timings	Links to other resources
Introductions	Run an ice breaker activity if the students don't know each other; explain their task and role as Be Strong Online Ambassadors.	10 minutes	
<i>Selfies & Self-Esteem</i> Intro	Discuss: What does self-esteem mean? Do students think taking selfies can have a positive or negative impact on self-esteem?	10 minutes	
Examine Lesson Plan	Hand out Lesson Plan, look through it for general overview; discuss learning objectives	10 minutes	<i>Selfies & Self-Esteem</i> Lesson Plan; Slide 2 of PowerPoint
Things to bear in mind	Go over ground rules the team need to explain students at start of session	5 minutes	P.6 of Lesson Plan; Slide 2 of PowerPoint
Activity Selection	Practice running the intro activities. Divide the 4 activity choices between the group to prepare and present to the rest of the group; feedback and selection of activity	45 minutes	P. 7-25 of Lesson Plan; Activity sheets in appendix; Activity slides
Follow-up Activities	Discuss the follow-up activity; look at Student/Parent Info sheets they should hand out to everyone	10 minutes	Lesson Plan Appendix; Info Sheets
Feedback	How Ambassadors might like to get feedback from students	5 minutes	P.26 of Lesson Plan
Wrap-up	Addressing any concerns from the team; check for understanding; next steps	15 minutes	<i>Selfies & Self-esteem</i> Info sheet & Parent Info Sheet

For more info please visit bestrongonline.antibullyingpro.com.

Activity Grades



Moderately challenging activity which may need some extra time to practice and research

A straightforward, structured activity to use if you want the students to understand this issue quickly



If you have more time and feel the students are more advanced in this area, use this activity

