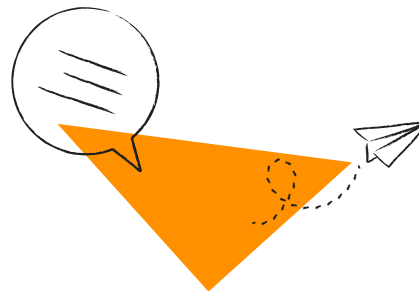




confident me

School Workshops
for Body Confidence

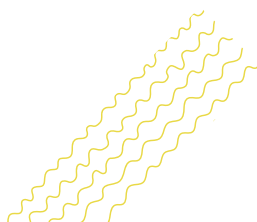


★ WORKSHOP 5
Be the Change

Workshop Guide for Teachers



FIVE SESSIONS



Learning outcomes:

In this workshop students will:

- **Make a commitment** to act as a Body Confidence Champion and to champion change for themselves.
- **Develop a plan** to champion body confidence in their community.
- **Celebrate** their new role as Body Confidence Champions.

Resources you will need:

WORKSHOP MATERIALS

- **Workshop guide**
- **Workshop presentation**
- **Three activity sheets**
- **Films embedded in the workshop presentation**
- **Certificate template**
- **Films embedded in the workshop presentation:**
 - [“Being the Change: Megan”](#)
 - [“Being the Change: Mikhaila”](#)
 - [“Being the Change: Levi”](#)
- **Certificate**

FROM YOUR SCHOOL

- **Projector (with sound) and whiteboard**
- **Students will each need a pen**
- **Flipchart and markers**
- Optional**
- **Spare paper**

Overview of workshop modules



Total Time: 45 Minutes

Page
05

Revisiting body
confidence

10 Minutes

What have we learned?

What are we learning today?

What makes us unique?

Page
8

Body confidence
champions

25 Minutes

Be a Body Confidence Champion

Champion change in our world

How can we change our world?

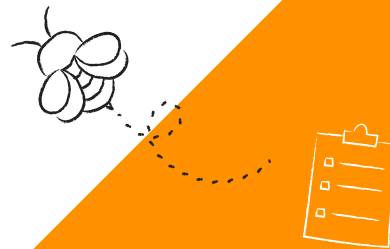
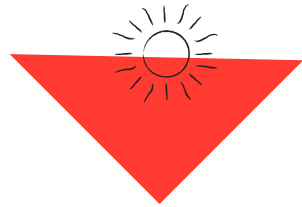
Page
10

Change
the world

10 Minutes

You've got the tools to change the world!

Congratulations!



How to use this guide

Presentation

These are visual cues and learning objectives to help you steer the workshop and deliver it effectively.

Navigation Icons

These icons indicate planned activities for the classroom, such as playing a video or completing a worksheet.

Body confidence champions

Confident Me / 5 Be the Change / Teachers' Guide

 25 Minutes

Presentation



Teacher Actions

Facilitate a short class discussion.

1. What actions have you already taken to champion body confidence?

Explain that over the course of the previous workshops, students have learned different ways to champion body confidence for themselves. They can now think of themselves as Body Confidence Champions.

2. What do you think it means to be a Body Confidence Champion?

Initiate a class vote.

Raise your hand if you feel inspired to take action as a Body Confidence Champion work together to create a culture that promotes body confidence and appearance diversity.

Desired Responses

Students may mention any of the key messages learnt throughout the previous four workshops or choose to read the text off the board.

Teacher Notes

Explain that it's important for students to continue to be a Body Confidence Champion into the future and encourage others to do the same.



Facilitate a short class discussion.

What could you do to challenge and change your habits to be a Body Confidence Champion today, tomorrow, next week, and beyond?

2. Who is one person who can help you keep your pledges?

Instruct students to complete Activity sheet 2 independently.

Students articulate the key messages in their own words.

Students can share their ideas with the class but don't spend too long on this.

Remember that students' responses are personal to them and equally valid, even if their ideas are different from others.

You may want to use students' pledges as an ongoing tool. For example, students who are happy to share could make copies for you to create a display that can encourage other students to 'sign up' to act as Body Confidence Champions.

Teacher Actions – What to say

Numbered points in bold are instructions of what to **say** to the students. These highlight important questions to ask students to ensure key concepts are addressed with optimum impact on body confidence.

Teacher Actions – What to do

This text indicates instructions to help structure workshop activities, e.g., when you should play films or use worksheets. You can adapt these to suit the specific needs of your class.

Desired Responses from Students

Text not only indicates possible answers to look for from students, but also offers ideas for guiding their responses as they develop their understanding of key concepts and improve their body confidence.

Suggested Time Allocation

This is the amount of time generally recommended for students, to achieve learning outcomes and improve body confidence. This may be adapted to suit the needs of your class.

Teacher Notes

Ideas and guidance for optimising the effectiveness of the workshop for students.

Revisiting Body Confidence



10 Minutes

Presentation

Teacher Actions

Desired Responses

Teacher Notes



Welcome students to the final workshop in the five-session programme. Explain that this will act as both a review of what they have learned so far and a starting point for planning future actions.



Instruct students to work in groups. Assign each group one of the previous workshop topics: Appearance Ideals, Media Messages, Confront Comparisons, Banish Body Talk. Ask students to spend a few minutes noting down (on spare paper or flipchart paper) all the things they learnt in the workshop they have been assigned.

Invite a group for each workshop topic to present back to the class.


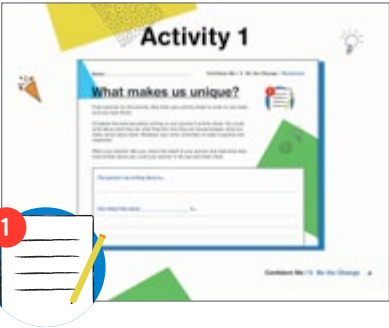
Summarise any points students have missed.

Students can use the summaries on the slide to help them in this activity.

Help capture students' ideas by repeating or listing them.

Students can capture their notes in whichever way best helps them recall the workshop. For example, some students might find it easier to use images or mind maps.

Encourage students to congratulate each other on their recall – applause can help!

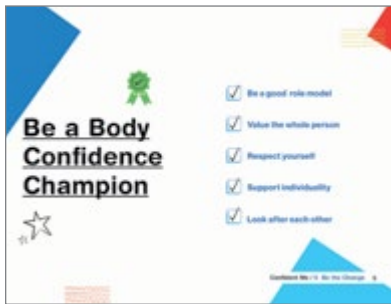
Presentation	Teacher Actions	Desired Responses	Teacher Notes
	<p>Briefly explain the areas of focus for today's workshop. Remind students of the ground rules to help create a supportive, non-judgemental environment throughout the five-session programme.</p>		
	<p>Explain that one of the key learnings from the five-session programme has been learning to value qualities and interests other than appearance, and that they are going to put this into practice now by celebrating the individuality of another member of the class.</p> <p>Instruct students to complete Activity sheet 1 in pairs.</p> <p>Invite one or two pairs, where comfortable, to share their compliments with the class.</p> <p>Facilitate a short class discussion.</p> <ol style="list-style-type: none"> 1. What did it feel like to complete the sentences for your partner? 2. What was it like to receive these statements? <p>Explain that completing this activity will help everyone be in a positive frame of mind as they think about how they can champion body confidence and have an impact on the world around them.</p>		<p>Encourage students to use their notes from Workshop 1, where they considered other qualities and interests they could value instead.</p> <p>It is critical that students complete this activity sheet individually and in silence.</p> <p>Be careful to ensure this activity is carried out sensitively – and not an opportunity for teasing or bullying.</p>

Body confidence champions



25 Minutes

Presentation



Teacher Actions

Facilitate a short class discussion.

1. What actions have you already taken to champion body confidence?

Explain that over the course of the previous workshops, students have learned different ways to champion body confidence for themselves. They can now think of themselves as Body Confidence Champions.

2. What do you think it means to be a Body Confidence Champion?

Initiate a class vote.

Raise your hand if you feel inspired to take action as a Body Confidence Champion to work together to create a culture that promotes body confidence and appearance diversity.

Desired Responses

Students may mention any of the key messages learnt throughout the previous four workshops or choose to read the text off the board.

Teacher Notes

Explain that it's important for students to continue to be a Body Confidence Champion into the future and encourage others to do the same.



Facilitate a short class discussion.

1. What could you do to challenge and change your habits to be a Body Confidence Champion today, tomorrow, next week, and beyond?

2. Who is one person who can help you keep your pledges?

Instruct students to complete Activity sheet 2 independently.

Students articulate the key messages in their own words.

Students can share their ideas with the class but don't spend too long on this.

Remember that students' responses are personal to them and equally valid, even if their ideas are different from others.

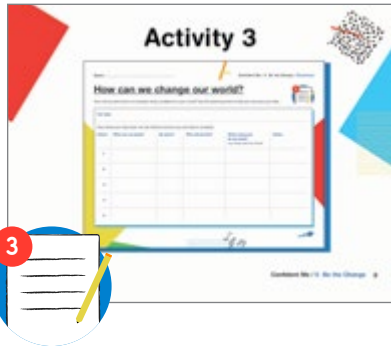
You may want to use students' pledges as an ongoing tool. For example, students who are happy to share could make copies for you to create a display that can encourage other students to 'sign up' to act as Body Confidence Champions.

Change your world



10 Minutes

Presentation



Teacher Actions

Explain that before we create our own plans for championing body confidence, we're going to watch a couple of videos showing what others have done, to inspire us to "think big".

Play one or two of the 'Dove: Being the Change' films.

1. What actions did you see young people taking to champion body confidence?

2. In what ways have these stories inspired you?

Desired Responses

Teacher Notes

Select the films you think will be most relevant to your class.

You may also want to share other local or relevant examples with your class of young people taking action to champion body confidence.

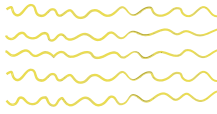


1. What might you do to bring about change in your world?

Instruct students to work in groups.

Ask students to create a plan to champion body confidence in their community. Students should use Activity sheet 3 to structure their ideas.

Try to congratulate groups on their creativity and effort. Think about how you could work with colleagues to support students as they make their ideas through follow-up sessions or as part of a sustainable wholeschool programme.



Take action together!

Poem, song, or rap:

Compose a poem, song, or rap to challenge how music often celebrates appearance ideals.

“Real” selfies:

Create a gallery of realistic selfies that celebrate people’s individuality and don’t reinforce appearance ideals.

Leaflet or web page:

Create a leaflet or web page for parents or carers with ideas on how they can help challenge appearance ideals and improve body confidence.

School assembly:

Organise a school assembly to challenge the importance of appearance ideals.

Posters:

Create a series of posters about avoiding comparisons, stopping body talk, and/or understanding media messages.

School code of conduct:

Write a new school code of conduct to address how students should treat each other with respect to appearance.

Social media campaign:

Create a social media campaign to challenge appearance stereotypes and body talk when interacting online.

Presentation for school leaders:

Create a presentation to give to the principal and school leaders that describes how to improve body confidence in schools, such as through a new school policy.

Mirror messages:

Create messages that can be applied to school mirrors, such as with post-it notes, which remind students to value non-appearance-based qualities.

Video or play script:

Write a video or play script either in the form of a documentary or a story to get people onboard with stopping body talk.

Online petition:

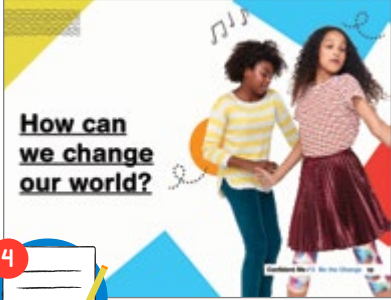
Create an online petition to challenge a brand or influencer that promotes appearance ideals.


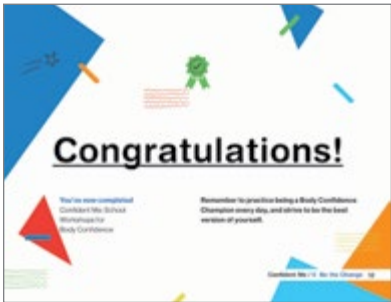
Body outlines:

Students draw a silhouette of their body and write positive, non-appearance-based qualities around it, which can all be presented together in a school display.

Protest march:

Organise a protest march in your school, town, or city that challenges people to reject appearance-based ideals and accept diversity of appearance.

Presentation	Teacher Actions	Desired Responses	Teacher Notes
	<p>Explain to students that we are now briefly going to share their ideas with the class.</p> <p>1. What plan have you created to act as a Body Confidence Champion in your world?</p> <p><i>In pairs or small groups, ask students to choose one of the ideas presented on the slide to take action on. Briefly review the key learnings from the five workshops to help them develop their ideas.</i></p> <p><i>Ask other students to comment on the different ideas and plans groups have created.</i></p> <p>2. What do you like about their idea?</p> <p>3. What can you suggest to make it even better?</p> <p><i>Explain to the class that it is important that they work together as one big group to help one another act as Body Confidence Champions and turn their ideas into actions to make sure they can have the biggest impact on their community.</i></p>	<p>Students briefly share their different plans for championing body confidence in those around them.</p>	<p><i>Encourage your class to be as creative as possible in how they present their ideas.</i></p> <p><i>You may want to appoint team leaders to help ensure plans are implemented.</i></p> <p><i>See the following page for additional information for each of the ideas presented on the “Take action together!” slide.</i></p>

Presentation	Teacher Actions	Desired Responses	Teacher Notes
	<p><i>Congratulate students on the commitment they have demonstrated through their plans and across the workshops.</i></p> <p><i>Highlight that they should celebrate their learning and achievements.</i></p>		<p><i>If you have more time, you could ask students to share something they have learned or committed to change as a result of the workshops.</i></p> <p><i>You may want to share certificates with your students.</i></p>
	<p><i>Thank students for their participation in today's workshop, and draw the five-session programme to a close.</i></p> <p><i>Encourage students to think about and apply their knowledge and understanding, and to champion body confidence in themselves and others from now on.</i></p>		<p><i>If possible, offer to stay behind or speak to students at another time about anything you have covered in the five-session programme.</i></p>

Congratulations!

By completing the Confident Me: School Workshops for Body Confidence, you have played a valuable part in helping your students build body confidence and improve their sense of self-worth. Although under more pressure than ever to match appearance ideals, the next generation are empowered to create a new social norm. By building their self-esteem and recognising a set of values through which people are not reduced to the value of their looks, youth or weight, students can be free and able to be the best version of themselves, to be appreciated for who they are regardless of their appearance, and are empowered to respect and celebrate the diversity they see around them.

FOLLOWING UP:

The school workshops for body confidence often generate great class discussions that can spread through the school and into the home lives of students and teachers. More information to support teachers and parents, including further materials designed to enhance your students' understanding of the key concepts covered in the workshops can be found at dove.com/selfesteem

