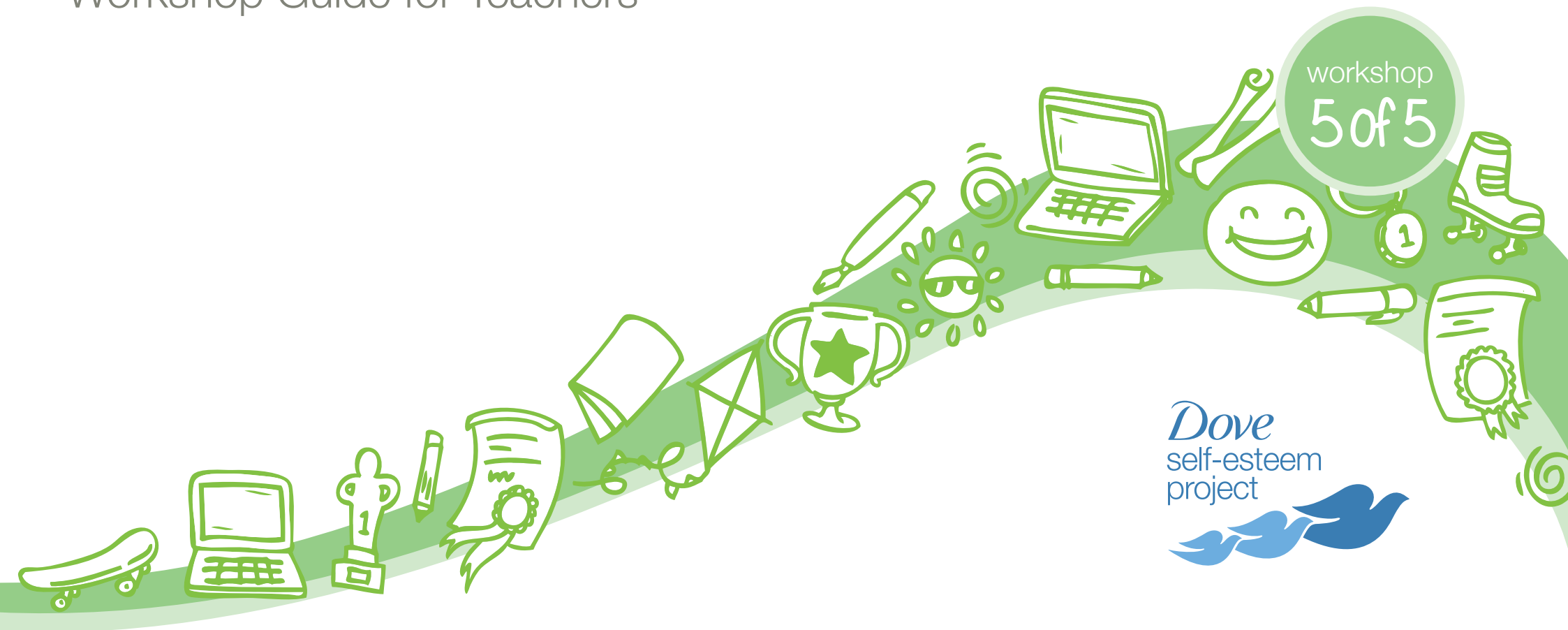


Be the Change

Workshop Guide for Teachers



Learning outcomes and resources

IN THIS WORKSHOP STUDENTS WILL:

- **Understand the concept of appearance ideals** and where pressure to achieve them comes from.
- **Make a commitment to act as a Body Confidence Champion** and to champion change for themselves.
- **Celebrate their new role as Body Confidence Champions** and develop a plan to champion body confidence in their community.



RESOURCES YOU WILL NEED:

Workshop materials

Workshop guide

Workshop presentation

Four activity sheets (one set per student)

Certificate

Three take action sheets (to share as required)

Stimulus films:

- Three 'Dove: Being the Change' films

These films showcase the stories of young people from around the world who have taken action to improve the self-esteem of others. By exploring their different motivations, and the different actions these Body Confidence Champions have undertaken, it is hoped that students will be inspired to use their unique skills and qualities to share their learning from across the workshops with others, and champion body confidence in their own communities.

From your school

Projector and whiteboard

Students will each need a pen

Flipchart and markers

OPTIONAL:

Spare paper

Overview

Total time: 45 minutes



REVISITING BODY CONFIDENCE

10 MINUTES

page 5

- What have we learned?
- What are we learning today?
- How can we celebrate individuality?

BODY CONFIDENCE CHAMPIONS

25 MINUTES

page 8

- Be a Body Confidence Champion
- Champion change in our world
- How can we change our world?

CHANGE YOUR WORLD

10 MINUTES

page 10

- You've got the tools to change the world!
- Congratulations!

How to use this guide

Learning outcome. Students should achieve this by the end of the section.

Visual cues and learning objectives. To help you steer the workshop and deliver it effectively.

Teacher actions. Non-italic bullet points highlight important questions to ask students to ensure key workshop concepts are addressed with optimum impact on body confidence. Text in *italics* indicates instructions to help structure workshop activities, e.g. where you should play films or use activity sheets. These can be adapted by you to suit the specific needs of your class.

Desired responses from students. To help you guide students' answers in a way that develops their understanding throughout the workshop and has greatest impact on their body confidence.

Suggested time allocation. Reflects the relative importance of each section for achieving learning outcomes and improving students' body confidence, but may be adapted to suit the length of your lesson.

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

Key activities. The key activities are those that are most effective for improving body confidence. These are shown in blue and should be prioritised if you are short of time.

Workshop 5 of 5
Be the Change

Body Confidence Champions

25 minutes **5**

1 By the end of this section, students will have made a commitment to act as a Body Confidence Champion and to champion change for themselves.

2 PRESENTATION

Students recall what it means to be a Body Confidence Champion, and share some of the actions they have already completed.

3

TEACHER ACTIONS

- > *Facilitate a short class discussion.*
- 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.*
- What do you think it means to be a Body Confidence Champion?
- > *Invite students to become Body Confidence Champions.*
- > *Initiate a class vote.*

4

DESIRED RESPONSES

Body Confidence Champions look after each other, they value the whole person, they respect themselves and others, they support individuality and are good role models.

6

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.

7

- **Raise your hand** if you feel inspired to take action as a Body Confidence Champion to work together and create a culture that promotes positive body image?

Revisiting body confidence

10 minutes



By the end of this section, students will have recalled the key learnings from the **Confident Me: Five-Session Programme** in their own words.

PRESENTATION



Students are welcomed to the final workshop in the five-session programme, which will act as both a review of what they have covered and a starting point for planning future actions.

TEACHER ACTIONS



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

DESIRED RESPONSES



PRESENTATION



Students briefly recall what they have learned in the previous workshops.



Students understand that the workshop will focus on putting their learning into practice by creating a plan for sharing their learning with their wider community.

TEACHER ACTIONS



- > Instruct students to work in groups of up to four. 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 reviewing their notes from their assigned workshop and to make notes on flipchart paper answering the questions below.
- What did you learn in the workshop?
- How did it help you challenge the pressure to match appearance ideals?
- > Invite a group for each workshop topic to present back to the class.
- > Summarise any points students have missed.

- > Briefly explain the areas of focus for today's workshop.
- > Also briefly remind students of the ground rules below to help create a supportive, non-judgemental environment throughout the five-session programme.

DESIRED RESPONSES



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



Students will practise valuing other qualities by celebrating the individuality of others.

TEACHER ACTIONS



- > 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.
- > Instruct students to complete **Activity sheet 1** in pairs.
- > Invite one or two pairs, where comfortable, to share their compliments with the class.
- > Facilitate a short class discussion.
 - What did it feel like to complete the sentences for your partner?
 - What was it like to receive these statements?
- > 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.

DESIRED RESPONSES



Encourage students to use their notes from Workshop 1, where they considered other qualities and interests they could value instead.

It is critical that students complete this activity sheet individually and in silence.

Be careful to ensure this activity is carried out sensitively – and not an opportunity for teasing or bullying.

Explain to students that how we communicate to others can have an effect on their self-esteem.

Body Confidence Champions

25 minutes



By the end of this section, students will have made a commitment to act as a Body Confidence Champion and to champion change for themselves.

PRESENTATION



Students recall what it means to be a Body Confidence Champion, and share some of the actions they have already completed.

TEACHER ACTIONS



- > Facilitate a short class discussion.
- 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.
- What do you think it means to be a Body Confidence Champion?
- > Invite students to become Body Confidence Champions.
- > Initiate a class vote.

- **Raise your hand** if you feel inspired to take action as a Body Confidence Champion to work together and create a culture that promotes positive body image?

DESIRED RESPONSES



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.

Body Confidence Champions look after each other, they value the whole person, they respect themselves and others, they support individuality and are good role models.

PRESENTATION



Students will make personal pledges to act as Body Confidence Champions.

TEACHER ACTIONS



- > Explain that as a *Body Confidence Champion* it is important to make an ongoing personal commitment to championing body confidence.
- > Facilitate a short class discussion.

- What will you do to challenge and change your habits – how you think and feel about appearance today, tomorrow, next week and beyond?

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

- > Instruct students to complete **Activity sheet 2** independently.

DESIRED RESPONSES



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.



Students articulate the key messages in their own words.

Change your world

10 minutes



By the end of this section, students will have made plans to champion body confidence in their world and celebrated their ongoing commitment to acting as a Body Confidence Champion.

Across the workshop, students will have:

- **Recalled the key learnings from the Confident Me: School Workshops for Body Confidence** in their own words.
- **Made a commitment to act as a Body Confidence Champion** and to champion change for themselves.
- **Celebrated their new role as Body Confidence Champions** and developed a plan to champion body confidence in their world.

PRESENTATION



Students watch films showing different inspirational stories of young people taking action to champion body confidence in their communities.

TEACHER ACTIONS



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

- What actions did you see young people taking to champion body confidence?
- Who were they hoping to inspire with their actions?
- In what ways have these stories inspired you?

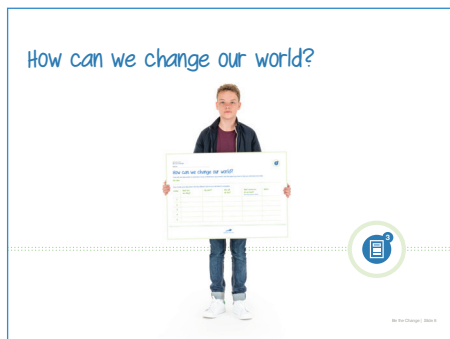
DESIRED RESPONSES



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.

PRESENTATION



Students work together to generate ways they can act as Body Confidence Champions and create change in their world.

TEACHER ACTIONS



- 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. The **Take action sheets** can be used for inspiration if appropriate.*

DESIRED RESPONSES



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 whole-school programme.



Students briefly summarise their ideas for championing body confidence in a creative and memorable way.

- > *Explain to students that we are now briefly going to share their ideas with the class.*
- What plan have you created to act as a Body Confidence Champion in your world?
- > *Explain to students that we want to give others an idea of the great plans they have created.*
- > *Instruct students to complete **Activity sheet 4**.*
- How could you share your idea with the class in a creative and memorable way in 30 seconds?



Students briefly share their different plans for championing body confidence in those around them.

Encourage your class to be as creative as possible in how they present their idea. However, it is also beneficial to have something down on paper so you can share their ideas with others beyond the workshop.

You may want to suggest that your students pitch their idea to the class. How can they make their plan stand out?

PRESENTATION



TEACHER ACTIONS



DESIRED RESPONSES



You may want to appoint team leaders or a leadership team to help or ensure all plans are implemented.

- > Ask other students to comment on the different ideas and plans groups have created.
- What do you like about their idea?
- What can you suggest to make it even better?
- > 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.



Students will celebrate their learning across the five-session programme, and their new role as Body Confidence Champions.

- > Congratulate students on the commitment they have demonstrated through their plans, and across the workshops.
- > Explain that, as the five-session programme is drawing to a close, it is important to celebrate their learning and achievements.

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.

You may want to share certificates with your students.

Invite students to the front one by one, leading the applause for every student.

PRESENTATION



Congratulations!

You've now completed **Confident Me: School Workshops for Body Confidence.**

Remember to practise being a Body Confidence Champion every day, and strive to be the best version of yourself.



TEACHER ACTIONS



- > *Thank students for their participation in today's workshop, and draw the five-session programme to a close.*
- > *Encourage students to think about and apply their knowledge and understanding, and to champion body confidence in themselves and others from now on.*

DESIRED RESPONSES



If possible, offer to stay behind or speak to students at another time about anything you have covered in the five-session programme.

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 **selfesteem.dove.com**

