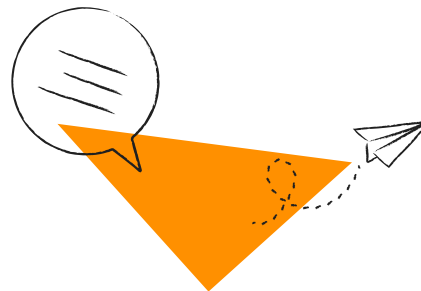




# confident me

School Workshops  
for Body Confidence



★ WORKSHOP 5

## Be the Change

Workshop Guide for Teachers



FIVE SESSION



# Learning Outcomes

## In this workshop students will:

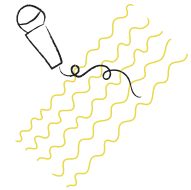
- **Engage** in an activity to review concepts learned in the program
- **Advocate** for body confidence

## National Health Education Standards alignment:

- Students will **comprehend** concepts related to health promotion and disease prevention
- Students will **demonstrate** the ability to use goal-setting skills to enhance health

## End-of-workshop assessment

- Students will **participate** in an activity that gauges their knowledge gain and assesses their performance advocating for body confidence



# Resources

## WORKSHOP MATERIALS

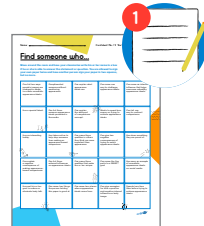
### Workshop Guide



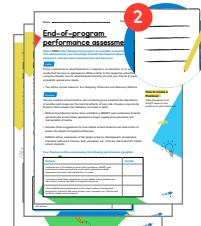
### Workshop Presentation



### 2 Worksheets (one set per student)



#### Worksheet 1 Find someone who



#### Worksheet 2 End-of-workshop performance assessment *Note: There are three pages.*

### Extension Activity: 3 Videos



#### “Dove: Being the Change”

These short videos showcase the stories of Body Confidence Champions – young people from around the world who have taken action to improve the self-esteem of others. By exploring the different motivations and campaigns of these champions, students may be inspired to use their skills and qualities to share what they learned from these workshops with others and advocate for body confidence in their own communities.

## FROM YOUR SCHOOL

Projector and whiteboard  
Students will each need a pen  
Flip chart and markers  
Spare paper

### Navigation Icons

These icons are used throughout the lesson to help signal when to introduce planned activities.



Worksheet



Video



Group  
Discussion

# Overview of Workshop Modules



Total Time: 45 Minutes

Page  
06

## Revisiting Body Confidence

10 Minutes

Goal-setting reflection opportunity

What are we learning today?

Review concepts learned from previous  
workshops in the five-session series

Page  
10

## Body Confidence Champions

25 Minutes

Advocate for change in our world

How can we change our world?

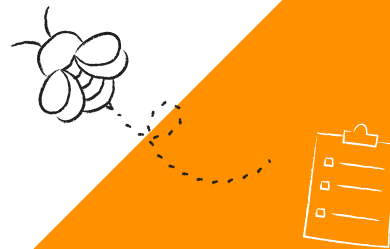
Page  
12

## Closure and Assessment

10 Minutes

Share your project or assessment

Congratulations!





# How to Use This Guide

Confident Me / 1 • Appearance Ideals / Teachers' Guide

## Introducing Appearance Ideals

By the end of this section, students will understand the concept of appearance ideals and where the pressure to achieve them comes from.



20 Minutes

### 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.

### Presentation

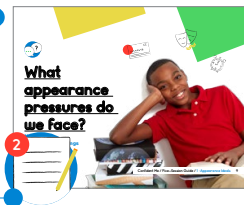
These are visual cues and learning objectives to help you steer the workshop and deliver it effectively.

### Navigation Icons

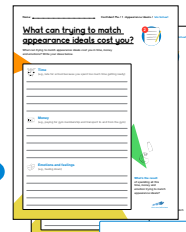
These icons indicate planned activities for the classroom, such as playing a video or completing a worksheet.

### Worksheets

#### Presentation



#### Worksheet 2



#### Teacher Actions Desired Responses

Explain that students are going to explore in more detail the pressures that trying to match appearance ideals can cause. Divide the class into three groups and assign one group to time, one group to money and one to emotions.

#### • What can trying to match appearance ideals cost you?

Examples of negative consequences include:

- Time** – on hair, makeup, or skin care, extreme exercise, dieting, checking or comparing your appearance with others, dwelling on negative emotions.
- Money** – spent on hair products or treatments, skin care, makeup, clothes, magazines, beauty treatments, gym membership, dieting products or surgery.
- Emotions and feelings** – frustration, anger, sadness, jealousy, anxiety, shame, embarrassment, dread, dissatisfaction, unhappiness.

Invite all three groups to share their ideas for time, money, and emotions and feelings in turn. Which group generated the most ideas?

#### • Make a list of students' ideas. (Worksheet 2)

Giving students a fixed, short amount of time for this activity can also help increase focus.

#### Notes

### Teacher Actions

Bullet points highlight important questions to ask students to ensure key concepts are addressed with optimum impact on body confidence.

Text in italics 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

Blue 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.

## Revisiting Body Confidence

By the end of this section, students will have recalled the key learnings from the Confident Me five-session program in their own words.

## Presentation



Teacher will welcome students to the final workshop of the Confident Me program.

### Teacher Actions

## Desired Responses

*Welcome students to the final workshop of the full five-session program.*

*Explain that this will act as both a review of what they have covered so far and a starting point for planning future actions.*

## Notes

## Presentation



Students will use what they have learned in previous workshops to set a personal goal, thereby committing to an action to eliminate body talk.

## Worksheet 4

## Teacher Actions Desired Responses

Distribute Worksheet 4 from the Banish Body Talk workshop.

- **Review the criteria for creating a SMART goal. Write the acronym on the board and see if students can name what each letter stands for.**

S – specific  
M – measurable  
A – achievable  
R – realistic  
T – time

*Instruct students to write a one-day SMART goal to reduce or eliminate body talk. For the goal, come up with three action steps they can take that will help them reach their goal.*

*Remind students to be sure that each part of the SMART goal is reflected in the statement they write.*

*Students can use the summaries on Worksheet 4 to help them in this activity.*

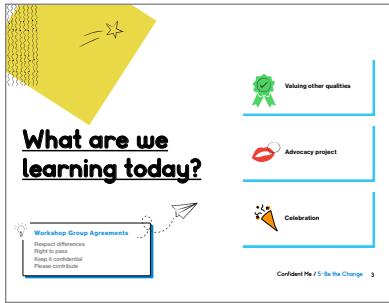
*Help capture students' ideas by repeating or listing them.*

*Students can capture their notes in whatever 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 one another on their recall – applause can help!*

## Notes

## Presentation



Students will understand that today's lesson will focus on creating a plan for sharing what they've learned throughout the Confident Me workshops with their wider community.

Teacher Actions	Desired Responses
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*Briefly explain the areas of focus for today's workshop.*

*Also briefly remind students of the workshop group agreements to help create a supportive, nonjudgmental environment.*

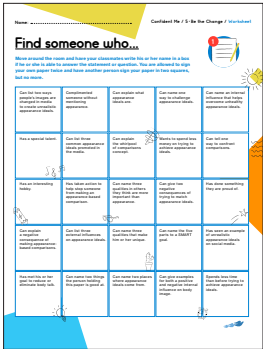
## Notes

Presentation



Students will test their knowledge gained from participating in the Confident Me program.

Worksheet 1



Teacher Actions  
Desired Responses

- Have students stand up and turn to Worksheet 1.
- Explain that this activity allows students to test their knowledge gain on the content within this program.
- They are to stand up, bring a pen or pencil with them, and move around the room to see who can answer the questions or statements in the boxes.
- Students may sign two of their own boxes and another student can sign two of their boxes, but no more. Adapt if you have a smaller class.
- Remind students you will be testing their knowledge afterward with the person who signed that box, so they can't just sign any box unless they truly know the answer.

Notes

# Body Confidence Champions

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



25 Minutes

## Presentation

4 performance-assessment opportunities

1 Letter to advertiser

2 Powtoon presentation

3 Rap, song or poem

2

Confident Me / 5 • Be the Change

Students will choose one final project from the options detailed on Worksheet 2 and work on it during class time.

## Worksheet 2

End-of-program performance assessment

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## Presentation



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

## Teacher Actions Desired Responses

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

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

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

## Notes

# Closure and Assessment



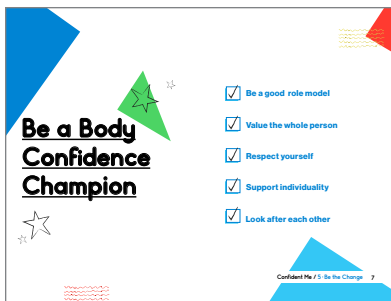
10 Minutes

By the end of this section, students will have an action plan in place to champion body confidence in their world and celebrate their ongoing commitment to act as a Body Confidence Champion.

Across the workshop, students will:

- Recall the key learnings from the full five-session program in their own words
- Begin work on a performance assessment gauging their knowledge and skill gains as a Body Confidence Champion

## Presentation



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

## Teacher Actions

### Desired Responses

*Congratulate students on the commitment they have demonstrated through their plans and across the workshops.*

*As the Confident Me program draws to a close, explain that it is important for the class 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.*

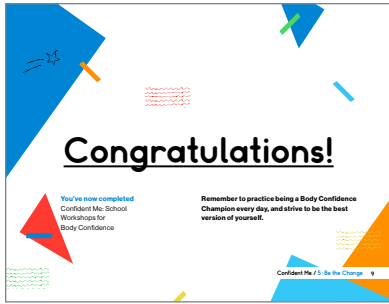
*You may want to share certificates with your students.*

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

## Notes



## Presentation



### Teacher Actions

## Desired Responses

*Thank students for their participation in today's workshop, and draw the five-session program to a close.*

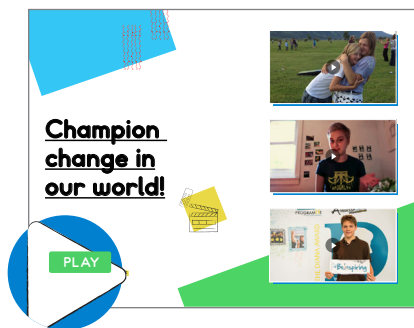
*Encourage students to think about and apply their knowledge and understanding about body confidence, and to champion it in themselves and others from now on.*

*If possible, offer to stay behind or speak to students at another time about anything you have covered throughout the full five-session program.*

## Notes

# Extension Activity

## Presentation



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

## Teacher Actions

### Desired Responses

*Play one or two of the “Dove: Being the Change” videos.*

- **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?**

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

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

## Notes

# 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 of young people is empowered to create a new social norm. By building their self-esteem and recognizing 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, appreciated for who they are regardless of their appearance, and empowered to respect and celebrate the diversity they see around them.

## FOLLOWING UP:

The Confident Me: 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 full five-session program, can be found at [dove.com/selfesteem](https://dove.com/selfesteem).

Adapted from Happy Being Me, with permission and under license from Susan T. Paxton, Sian A. McLean, Shanel M. Few and Sarah J. Durkin, 2013.