



Body  
confidence  
workshop  
for children  
4–6 yrs

# LOVING ME

Workshop guide for teachers

  
Self-esteem project



MOONBUG  
  
Blippi  
BOE



# Join the Dove Self-Esteem Project in its mission to build body confidence

The **Dove Self-Esteem Project** is on a mission to help more than 250 Million young people by 2030 to reach their full potential with body confidence education.

Body image concerns start to manifest as early as **4 years old**, and it worsens growing up. That's why the Dove Self-Esteem Project has developed its first body image intervention for kids as young as **4 years old**.

Throughout the lesson, you will find fun educational videos that have been developed by the **Dove Self-Esteem Project** and **Blippi**, together with body image experts at the **Centre for Appearance Research** to build self-esteem and body confidence in the next generation of young people.

This teacher guide has been developed to help you guide body confidence educational activities in classes of children aged 4-6.



# Lesson Overview

## What is the purpose of this lesson?

The goal of this workshop is to help children appreciate the unique abilities of their bodies and build body confidence to help them feel good about themselves, stay included, and be kind to others.

## What is the content of this workshop about?

This workshop guide includes activities designed to promote body confidence in children aged 4–6.

The activities' pack is made up of a core 35 minutes workshop plan together with additional activities that can be carried-out as a follow-up to the main session.

## Who should deliver this workshop?

Expertise in body confidence is not a pre-requisite for delivering this workshop that can be delivered in class by teachers or facilitators.

## How should this workshop be delivered?

Teachers should deliver the activities in the order they are provided and follow the teacher's prompts as a guide to what to say in class.

Some activities are appropriate for all children aged 4–6 years, while others are adapted to be age appropriate for younger (4–5yrs) or older (5–6yrs) children, teachers can use the most appropriate depending on the children age. Video clips and songs can be played several times to reinforce learning.

## When delivering this lesson, keep in mind that...

Children will have varying abilities, and their bodies will do things differently, encourage them to appreciate the diverse range of things their body can do (see next page). Emphasise that everybody is unique and no body or ability is better than another.



# Focusing on what bodies can do!

Before you deliver the workshop activities, please familiarise yourself with the content on this page.

Focusing on what your body can do rather than just how it looks is a way to help children build up a healthy body image (i.e., body confidence).

It encourages gratitude and recognition for the amazing ways your body helps you live and experience the world, regardless of size, shape, or appearance.



You can think about what the body can do across **7 different categories:**

**1**

## **Self-Care & Daily Routine**

E.g., cooking, eating, getting dressed, showering, sleeping, washing face.

**2**

## **Cognitive Processes**

E.g., learning, making decisions, reading, thinking, writing.

**3**

## **Internal Processes**

E.g., breathing, digesting, getting bigger, heart beating.

**4**

## **Communication & Relationships with Others**

E.g., crying, holding hands, hugging, laughing, sharing, talking.

**5**

## **Senses & Sensations**

E.g., feeling, hearing, seeing, smelling, tasting, touching.

**6**

## **Creative Endeavours**

E.g., acting, building, doing arts and crafts, playing imaginatively, singing.

**7**

## **Physical Movement**

E.g., dancing, doing sport or exercise, going places, practicing gymnastics.

*Craddock, N., Smith, H. G., Garbett, K. M., Alleva, J. M. (2024). Functionality appreciation in young children.*

*These categories help kids learn that their bodies are amazing because of what they can do. They also build confidence and body awareness from an early age.*



# Warm-up activity:

## My Body Is Amazing



10 Mins

### Required resources and preparation

- Screen with sound to play the music video “My Body Is Amazing.”
- Space for children to dance/move/do motions along with the song.
- (Optional) Print-out of the song lyrics to hang up in the classroom or write the lyrics on the class’s board, so children can sing along.



### Activity

- 1 **Play the “My Body is Amazing” music video [4 minutes]** and encourage children to get up, move/dance and sing along. If you wish, you can play the video twice.
- 2 **Have a class discussion [5–6 minutes]** using the teacher prompts (right).

### Teacher prompts

After watching the video, you can ask children the following:

- “What do you think this video was about?”
- “How did this video make you feel?”
- “Did anyone else feel like that?”
- “Did anyone else feel differently to that?”
- “What do you notice about your body after dancing to this song?”
- “What body parts did they talk about in the video?”
- “Can you think of something amazing your eyes/lungs/hands/legs/heart/etc. can do?”



# Core activity:

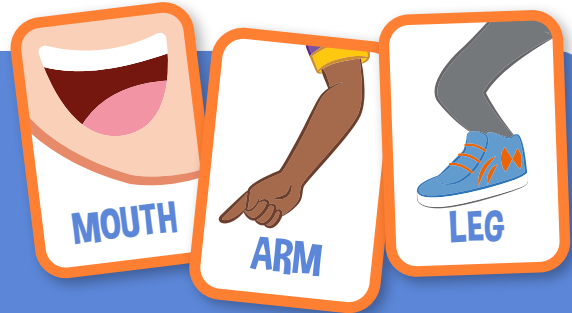
## Scavenger Hunt



15 Mins

### Required resources and preparation

- **Before the activity**, print and cut out visual cards that represent body parts (e.g., a labeled picture of a brain, an illustrated leg, or a drawing of an ear). You can also use small toys or props in place of cards, if available. Body parts should be visual (e.g., pictures), but can also be accompanied by a word to help learning. Hide the body parts around the classroom/playground (or in a sandpit) for children to find.



- **(Optional)** Paper and pens/markers/ crayons, etc. for drawing.
- **(Optional)** Print out a checklist (based on the body parts you have hidden) for children to tick off.

### Activity

- 1 **Split the class** into groups and introduce the lesson [5 minutes].
- 2 Children **go on a scavenger hunt** [10 minutes] to find different body parts hidden around the room.
- 3 When the children find a body part, they say to their group what that body part can do and why they like that body part, they can also do a dance move with the body part they found (e.g., leg – do a leg wiggle).

### Optional – may require more time:

- 1 Ask children to draw a picture of themselves doing something they love with the body part(s) they found. Older children could write on their picture saying how their body helps them do this (e.g., “**My arms help me throw**”, “**My eyes help me read**”).
- 2 Make a display of the pictures with the heading “**MY AMAZING BODY**” where children can see what amazing and clever things our bodies can do!

### Teacher prompts

**Explain the task:** “Today, we’re going to learn about our amazing bodies through a scavenger hunt! Around the room, I’ve hidden some body parts for you to find with your group. Once you find one, you’ll talk to your group about what the body part can do and why you like it. You can also do a little dance move with it if you want!”

**Ask:** “What do you like to do with that part of your body?”

**Show an example:** Hold up a cut-out and model the activity sharing one example (e.g., “Hands can wave, clap, and draw. I like my hands because they help me make cool art.” “Noses can smell. I like my nose because I like smelling flowers”).

# Wrap-Up Activity

## I Love Who I Am



10 Mins

### Required resources and preparation

- Screen with sound to play the music video “I Love Who I Am”.
- Pegs, 3 x cut-out circles, or shapes with the words “YES”, “NO”, and “NOT SURE”. You could make these colour coded to make it easier for younger children to understand, e.g., green = “YES”, orange = “NOT SURE” and red = “NO”
- Clothes-line or string.



### Activity

- 1 **Hang up** a clothes-line or string across the classroom. With pegs, attach on the string the cut-out shapes with: “YES,” “NO,” “NOT SURE.”
- 2 **Explain** that you will read out some statements and you want the children to respond by standing next to “YES,” “NO,” or “NOT SURE” based on how they feel. You can also play this as a “stand up/sit down” or “hands up/hands down” game.
- 3 **Read out** the following statements:
  - “My body is amazing!”
  - “My body can do different things.”
  - “Everyone’s bodies can do different things.”
- 4 **Play the ‘I love who I am’ video [3 minutes]** and have children dance/move/do motions along with the song.
- 5 **Thank** the children for sharing their thoughts and wrap-up the workshop.

### Teacher prompts

**Note**, if a child responds with “NO” or “NOT SURE,” gently ask why and offer support to ensure they feel safe and understood. Check if they understood the statement, read it out again if they are stuck/did not hear. Make sure children know it’s ok if they don’t pick “YES” every time—all feelings are valid.

**After the game, ask children to reflect on the lesson:**

- “What was today’s session about?”
- “Tell me one thing you learned today.”
- “Was there anything in today’s activity



# Extra In-Class Activities

Repetition helps children build confidence and understand important messages over time. To support this, we've created some extra activities for you and your class to revisit another time. These activities reinforce the lesson's key ideas while keeping it fun and engaging.

Remember to include the 'My Body is Amazing' warm-up (see page 4) and wrap-up activity (see page 6) each time for consistency and to bring the session full circle.





# Extra In-Class Activities:

## Talent Show



60 Mins

### Required resources and preparation

- Screen and sound to show the video “Blippi’s Wonderful Talent Show.”
- Space for children to put on a talent show.
- **(Optional)** Materials or props for the talent show (e.g., costumes, puppets, papers, pens, arts and crafts, seats, a stage, a curtain, tickets, etc.).



### Activity

- 1 Play the video [25 minutes]. If not enough time, you can play the video from minute 17 and screen the last 10 minutes only.
- 2 Invite the children to put on their own talent show [35 minutes] in groups or as a whole class, either with the children themselves or puppets and teddies.
- 3 In the talent show, encourage the children to discover and share what amazing talents they have and things they can do with their body.

**(Optional—may require more time):**  
You could consider preparing the talent show as an assembly to share with the rest of the school.

### Teacher prompts

**During the activity,** remind children that:

- Not everyone has to do the same thing or in the same way.
- We don’t have to be perfect at something, the important thing is to try.

**After watching the video,** you can ask children the following to help them think about their talents:

- “What are some talents you have?”
- “What part of your body allows you to have that talent?”
- “If you don’t have talents now, what is great is we can always learn new talents throughout our lives!”
- “What talent would you like to learn?”

# Extra In-Class Activities:

## Body Superheroes



25 Mins

### Required resources and preparation

- Screen and sound to show the music video “**My Body Superpower.**”
- Space for children to dance/move/do motions along with the song.
- Pipe cleaners, papers, string, beads, pasta, thread, twigs, grass, colouring pens, or any other materials you can find.
- **(Optional)** Teddy or cuddly toy, or similar item that can be passed around as a talking aid/class “body mascot.”



### Activity

- 1 **Play the ‘My Body Superpower’ music video [3 minutes]** and encourage children to get up, move/dance and sing along. If you wish, you can play the video twice.
- 2 **Have a discussion [5–7 minutes]** giving children the opportunity to think about what their body can do and why it’s amazing. This could be done through circle time or by using talk partners.
- 3 Children **create a body superhero bracelet/badge/medal [15 minutes]** (this can be made with any materials you have; pipe cleaners and beads or pasta, string, etc.).

**(Optional) [15 minutes]** An alternative activity for older children is to ask them to make a teddy or cuddly into a body superhero. This could then be the class mascot. The children can name it, and it can be used as a talking tool for children to go round and take it in turns saying what is amazing about their body.

### Teacher prompts

- During the discussion, you can share some examples from the video (e.g., “ears to hear,” “voice to sing,” “legs to run fast,” “whole body to go down slides,” etc.) to support children in their thinking.
- Encourage the children they can wear the bracelet/badge/medal to remind them that their body is amazing and what it can do.



# Extra Take Home Activities



## Scavenger Hunt

Give children a print of the words “I LOVE ME” for them to colour in at home and ask them to draw things around the words that they like to do.



## Talent Show

Ask children to practice their talent at home with their friends and family members.



## Body Superheroes

Ask children to use the bracelet, badge or medal as a prompt to start discussions at home with families. The use of a stem sentence may be useful:  
*“This bracelet/badge/medal reminds me that my body can...”*



# Standards

This workshop aligns with the following national education standards:

- NHES 4.2.1: Express thoughts, feelings, wants, and needs to support health and well-being.
- NHES 4.2.5: Demonstrate ways to show kindness and compassion.
- CCSS.ELA-LITERACY.SL.K.1 / SL.1.1: Participate in collaborative conversations with peers and adults.
- CCSS.ELA-LITERACY.SL.K.5: Add drawings or visual displays to support verbal ideas.
- CCSS.ELA-LITERACY.SL.K.6: Speak audibly and clearly to express thoughts.







Download more resources from:  
[dove.com/selfesteem](https://dove.com/selfesteem)



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