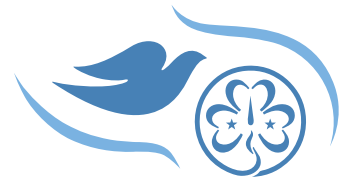


Created by the World
Association of Girl Guides
and Girl Scouts and the
Dove Self-Esteem Project



Dove & the World Association
of Girl Guides and Girl Scouts

ACTION ON BODY CONFIDENCE

★ A 'FREE BEING ME'
PROGRAMME ★



Activities for
children aged 7-10



7-10s Action on Body Confidence

A 'Free Being Me' programme, created by the World Association of Girl Guides and Girl Scouts and the Dove Self-Esteem Project

Welcome

This programme will take you and your group on an exciting four-Challenge journey, supporting you to plan and run your own project to make a positive difference to the lives of children and young people.

Recent global Dove Self-Esteem Project research has shown that when girls don't feel good about the way they look, 8 in 10 opt out of important life activities such as engaging with friends or loved ones, and 7 in 10 have not been assertive in their opinion or stuck to a decision. When girls don't have confidence in their appearance, they are being held back from reaching their full potential.

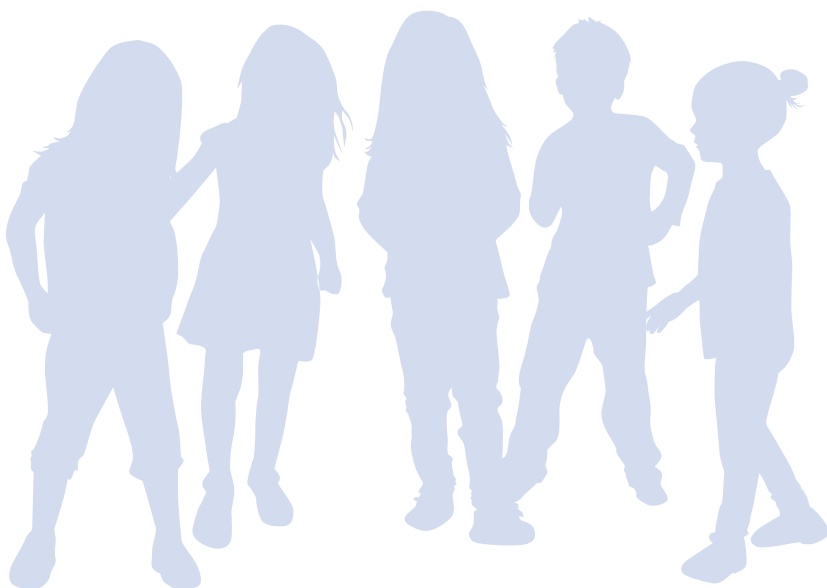
WAGGGS and the Dove Self Esteem Project have been in global partnership since 2013, bringing the Free Being Me body confidence activities to over 3.5 million girls and boys by the end of 2016. There is much more to do! We have created Action on Body Confidence

in response to your feedback, asking for support to take action that doesn't only raise awareness, but also asks for change from decision-makers - this is advocacy.

Through games, discussions and creative activities, your group will uncover the reasons why some people don't feel beautiful and unique and the problems this can cause, and plan an Action Project to make change happen.

After you've taken Action, you will share what you did online with Girl Guides and Girl Scouts worldwide, to inspire others and become part of the global body confidence movement.

Your group will earn the Action on Body Confidence badge, available from the WAGGGS online shop www.wagggs-shop.org or from your national association.



Action on
Body Confidence
badge

ACTION ON BODY CONFIDENCE

★ A 'FREE BEING ME'
PROGRAMME ★

Four Challenges

You should complete each challenge to gain your Action on Body Confidence badge. As a guide, we have suggested the number of sessions you will need per challenge, however you are encouraged to do the programme at your own pace.



Challenge 1 SEE THE CHANGE

- Understand the issue
- Develop a vision of a body confident world



Challenge 2 PLAN THE CHANGE

(over two sessions)

- Agree a goal for your action and the barrier to your goal you want to help take away
- Agree 'power people' you want to ask for change
- Make an action plan



Challenge 3 MAKE THE CHANGE

- Put your plan into Action!
- Build your team
- Use tips and ideas for successful Action Projects



Challenge 4 SHARE THE CHANGE

- Celebrate your achievements
- Share your actions online
- Plan what's next



Before You Begin ...



Age group


This activity programme is designed for ages 7-10. There is also a version for older children and young people available. Some groups may wish to mix activities from this curriculum and the older curriculum.

How to use

You will need one meeting of around 1.5-2 hours for challenge 1, two meetings for challenge 2, and at least part of a meeting for challenge 4. Challenge 3 will depend on the Action Project you decide upon.

The programme is flexible. You can do all the activities over a few meetings, or spread over a term or longer. Or you could plan your Action Project during a camp or holiday!

Please ensure you follow the activities in order.

Where it may be helpful, we have provided some  *text in italics* for leaders to read during some activities to ensure the correct point is made. Feel free to adapt this, as long as the key points are said.

Support



For training materials, ideas and inspiration visit www.free-being-me.com/about/action-on-body-confidence

Free Being Me

Action on Body Confidence is a companion to the current Free Being Me programme, which was produced by WAGGGS and the Dove Self Esteem Project in 2013. You do not need to have done Free Being Me to enjoy Action on Body Confidence.

Free Being Me has reached millions of girls and boys and their communities worldwide already. Action on Body Confidence has been created to support more girls and boys in Girl Guiding and Girl Scouting to plan and run Action Projects that reach more people, in a meaningful way, as well as provide the opportunity to share your ideas and experiences with other members across the world.

Skill development

Participants will develop skills in teamwork, planning, research, event management and decision making, as well as campaigning, community action advocacy.

Community

Need support? Keen to share ideas? Join [our Facebook group](#), and follow #FreeBeingMe or #LibreDeSerYo on twitter.

Using social media and online engagement

Some of the action ideas in this pack link to using social media. We suggest that children under 13 are supervised by an adult if using social media. Please ensure that if sharing photos or video, you have parent/carer permission. The Surf



Smart programme has lots more guidance for online safety. <https://www.waggs.org/en/what-we-do/surf-smart/>

Safety in the group

Body confidence may be an issue that affects members of your group. Create a safe learning space, by setting group guidelines of respect, listening and not sharing outside the group. Create a safe space for girls/boys to retreat to if they are feeling worried or need a break. If you feel your members need support on body confidence themselves before they plan to Take Action, use the Free Being Me activities then come back to Action on Body Confidence.

Do you need more guidance on discussing body confidence with your group?

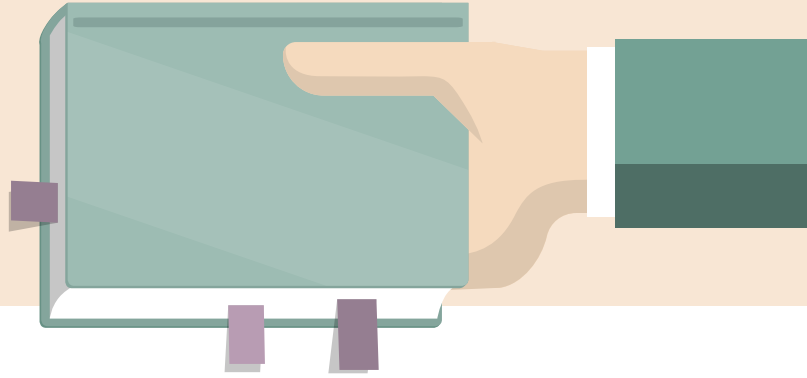
Read the Free Being Me Leader Guide downloadable from free-being-me.com or use the online GLOW Free Being Me courses.



<http://glow.waggs.org/>



Terms and Definitions



There are a few terms used within this programme and the 11-25s version that WAGGGS has clear definitions for, which will help you understand the language used throughout.

Body Confidence

Body confidence is how a person feels about the way they look. When we have body confidence we accept, and are happy with, how we look and what our bodies can do.

Self-esteem

A feeling of self-respect. Someone with high self-esteem believes in themselves, and in their worth as a person.

Action Project

This programme aims to guide and give your group the skills and ideas you need to plan and deliver activities to make a difference to the problem of low body confidence. Your Action Project activity can be advocacy, community action, campaigning or a mixture! To achieve the badge, your Action Project must reach at least 3 other people per participant, in a meaningful way – this is explained in more detail in the programme.

Image Myth

This is the ‘ideal look’ that is defined by the society we live in. The Image Myth itself can vary around the world – for instance the ideal in some societies for girls is thin, tanned and busty, whereas in others it is petite with fair skin. Globally girls, women, boys and men feel strong pressure from media, friends, family and others to achieve their society’s version of this look. We call it the Image Myth because it is actually impossible to achieve every aspect of the look – and in reality there are lots of ways to be beautiful or handsome.

- For 7-10s: we don’t introduce this concept in the activities, but we do encourage the understanding that there is not one ‘perfect’ way to look, through the princesses and princes activity, and that the messages we see or hear that say this are wrong.

Action terms

These aren’t all introduced in these terms to 7-10s, but it is helpful for you as the leader to understand what’s behind the Action ideas.

Advocacy

The WAGGGS definition is -
We influence people to take decisions that will improve our lives and the lives of others.

This means:

- we influence (persuade) people - by speaking, doing and educating
- to take decisions - for example on policies/rules, actions, attitudes, funding, support etc.
- that will improve our life and the lives of others – aiming towards the result we are trying to achieve

Campaign

This is a planned series of actions that aim towards a set of clear objectives, and aimed at a specific target audience.

Community

This can mean a group of people living in the same area, or a group of people that have something in common, like a common cause or interest. Community Action is any activity that is run by a community or aims to make changes within a community.

Influencer

This is a person or group of people who have influence on the decisions other people or groups of people make. For example, a group of pupils could have an influence over the decisions a school principal makes. Or a blogger could have influence on the behaviour of the people who follow her blog.

Decision-maker

This is a person or group of people who has the power to make decisions that affect other people. This could be someone with national or global power like a President or Prime Minister, all the way to someone with power in a local community like the editor of a local newspaper, or even a parent in a family setting.

- For 7-10s: we have simplified these terms for this age group by calling decision-makers ‘Power People’ – ie people who have decision-making power over something and have the power to make change happen.

Programme Summary

Challenge 1 SEE THE CHANGE - Session 1

Time	Activity	Description	Steps towards Action
15 mins	I am Unique!	A game to celebrate each person's unique qualities and abilities	Learn to celebrate themselves as they are, and recognise the importance of people's differences – on the outside and the inside.
15 mins	The Princess List	Draw a princess (or prince/action hero) character and identify the common features to help recognise the narrow view of beauty that is often promoted in society.	Participants understand that there is a narrow definition of beauty presented in their society.
20 mins	A Day in the Life	Take part in a fun interactive story	Learn about where appearance pressures come from and how often they are experienced. Start to question the messages we hear that tell us to change the way we look.
30 mins	A Different Story!	Create your own mini-plays to think about alternative ways Emi's story could have gone	Think about small changes that could happen which mean people do not worry about the way they look, and the difference this could make.
5 mins	A Free Being Me World	A quick circle game to think about what difference it would make to the world if people felt confident in the way they looked.	Think about the end goals you could help to achieve and feel inspired to take action to bring about this change.

Challenge 2 PLAN THE CHANGE - Session 2

Time	Activity	Description	Steps towards Action
30 mins	What's the Problem?	Practice and perform small plays about problems low body confidence can cause, and vote for your Action Project's Goal	Understand why low body confidence is a problem and agree one problem you will help to solve with your Action Project.
30 mins	Barriers in the way!	A running and discussion game, and vote for the issue you want to focus on	Understand the barriers that stop people reaching your goal, and choose one to focus on in your Action Project.
10 mins	Who has the Power?	An active guessing game	Understand what a power person is and why it's important to ask them for change
20 mins	Our Power People	Circle discussion	Agree the power people you will focus on in your Action Project

Programme Summary

(continued)

Challenge 2 PLAN THE CHANGE - Session 3

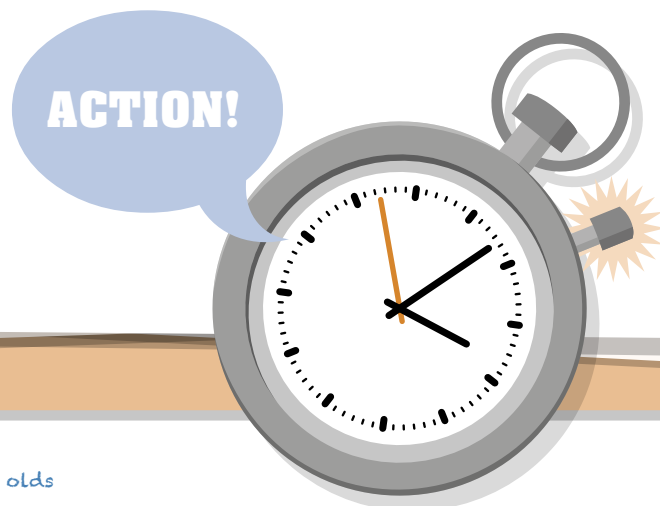
Time	Activity	Description	Steps towards Action
45 mins- 1 hour	Our Plan of Action	Hold group discussions to plan the action you will take	Create your Action Plan

Challenge 3 MAKE THE CHANGE - Session 4

Time	Activity	Description	Steps towards Action
Flexible time - depends on Action chosen	Run your project	Follow your plan and work together to take your Action towards the Change you want to see. Use the tips and ideas, including: <ul style="list-style-type: none"> • Monitoring your project • How to influence people • Building your team 	Making the action happen, and optional skills-building ideas

Challenge 4 SHARE THE CHANGE - Session 5

Time	Activity	Description
40 mins - 1 meeting	Share with the world	Share your group's story on the Free Being Me website
	Evaluate!	Ideas for how to evaluate your Action Project's successes





Session 1 ★ Activity 1

I am unique!



15 mins



At a glance

A game to celebrate each person's unique qualities and abilities

You will need

1 sheet of paper and a pen per person

A step towards action

Participants learn to celebrate themselves as they are, and recognise the importance of people's differences – on the outside and the inside

What to do

Explain that *over the next few sessions, we are going to do some very special activities. As Girl Guides/ Girl Scouts, we promise to make a difference to the world we live in. The activities we'll do will make a difference by helping people in our community feel more confident and happy.*

Something that stops lots of people feeling confident in themselves is that they worry about the way they look – this can mean that they don't feel as able to do lots of things, like going to visit friends and putting their hand up in class. Just imagine the difference to the world if everyone felt free to be themselves without these worries!

So, we're going to learn more about why this problem happens and why it makes people's lives difficult, then think about what changes need to happen in our community to make a difference. We'll think about who could help change happen, and then plan an Action Project, to make our own change and spread the word about what our society needs to do to help people to be more confident and happy.

This session, we'll start by thinking about ourselves and why we are each special and unique just as we are!

- 1) Ask everyone to draw rough lines on their paper to divide it into 6 parts.
- 2) Ask everyone to do their best to write or draw one answer for each sentence you read out, each in a different part of their page. Make sure the numbers are written down next to each answer.

Explain that they will be sharing this with others in the group.

- 1 What am I good at?
(eg. Drawing)
- 2 What do I like to eat?
(eg. Bananas)
- 3 What do I enjoy doing outdoors?
(eg. Running)
- 4 What do I look like?
(eg. Long brown curly hair and green eyes)
- 5 Who do I like to play with?
(eg Tessa)
- 6 What is my favourite game?
(eg tag)

- 3) Cut or rip up the papers to separate out the 6 facts.
- 4) Get into small groups of around 6. Ask groups to lay out their papers and have a look at each other's so they remember what their group has.



SEE THE CHANGE
★ CHALLENGE 1 ★

(continued)

I am unique!

15 mins

5) One group begins the game. Starting with sentence 1), they call out one person's response from their group. Eg: What are we good at? Drawing!

The challenge is for the other small groups to look at all their answers for 1), find something different from the first group's, and run to be the first to hand it to the leader who should stand at a distance away. The first group that reaches the leader wins a point!

Tip

You could add a challenge by including an obstacle course or other physical activities along the way.



7) Once the game is over, congratulate the team with the most points. Ask everyone to put out all their papers onto the floor and spread them out to look at them all.

Discuss:

- Did anyone have the same answer as someone else?
- Were there lots of differences between everyone?
- Do you think it's good to have differences? For instance people all look different from each other, and have different skills and things they are interested in.
- What do you think the world would be like if everyone was exactly the same? (Boring? Not as many new ideas?)

6) Do the same for all the sentences. If you have time, you could run the game twice over!

You are all unique and special! Let's all shout it out together





SEE THE CHANGE

★ CHALLENGE 1 ★

Session 1 ★ Activity 2

The Princess List

15 mins



At a glance

In small groups, participants draw a popular princess (or prince/action hero) character and identify the common features to help them recognise the narrow view of beauty that is often promoted in their society.

You will need

Drawing materials, one large sheet of paper for each small group plus one extra, printout 1.

Co-educational tip

If you also work with boys, follow the activity instructions but create a separate additional list about the 'perfect-looking' prince, or action hero.

Step towards action


Participants understand that there is a narrow definition of beauty presented in their society.

What to do

Important note:

- This activity is taken from the Free Being Me activity pack. It is designed to help participants identify the limited, narrow definition of beauty promoted in their society. If your girls have done Free Being Me, you may wish to skip this, but it is recommended that you discuss the questions at the end of the activity to remind everyone about the issue.
- In this activity, the image of a fairy tale princess is used to help participants identify the limited, narrow definition of beauty promoted in their society. Because younger participants may have experienced less media exposure, the activity focuses generally on the idea that girls are told they need to look a certain way to be beautiful, and that this idea isn't true. It intentionally doesn't explore the concept in depth or spend too long breaking down the features of the 'perfect-looking' girl.

- 1) Organize participants into small groups of mixed ages. Give each group a large piece of paper and drawing materials.
- 2) Ask each group to choose a popular fairy-tale princess character they all know, and spend five minutes drawing a picture to show what their character looks like. Encourage group members to discuss the character's specific appearance features (e.g. long hair, blue eyes) as they draw. Focus on what the character looks like, rather than what she is wearing.
- 3) Bring the groups into one circle and put all the drawings in the middle.
- 4) On another sheet of paper, write at the top the 'perfect-looking' princess?

 *Look at all these great drawings! Do you think the princesses share similar features in the way they look? Let's see how many ways they look alike that we can spot.*

If the group gets stuck, help them with questions eg: "are they tall or short?" "What does her body look like?"

When the group has finished creating the list, read the features back to them.



SEE THE CHANGE

★ CHALLENGE 1 ★

(continued)

The Princess List

15 mins



So the 'perfect-looking' princess has...
(Read out all the features on the list).

Talk through the following questions, encouraging participants to shout out their answers:

5) Ask afterwards

- Isn't it strange how similar all these princesses look? (Yes!)
- Can you think of other places we see this princess look? (Media, TV, toys, celebrities etc)
- In real life, do lots of girls have all these features?" (No)

Sometimes it feels like the world around us is telling us there's only one way to look beautiful, and we should all try to match that look. The way princesses are shown to us in films and on the television is one way we get sent the message that girls and women should look a certain way.

- So do you think there's really only one way to be beautiful? (No)

You're right. Actually, we often get told the story that there's only one way to be beautiful. The list you wrote describes the look that's shown a lot in our society. But it's not true - there are lots of ways to be beautiful. There's no such thing as a perfect look!

Cross out the words 'the perfect-looking princess' that you wrote at the top of your list.

We know there can't be just one way to look beautiful, because even in this group we all look different and that's even truer if you travel around the world.

At the end of this activity, take the princess pictures away. They represent the unrealistic look expected by society so should not be displayed out of the context of this activity.



Tip



- If your groups are struggling with their drawings, share out the pictures on **printout 1** to help them.
- While groups are creating their drawings, help them with questions, so they come up with the features they want to show in their drawing e.g., "How tall is she?" or "How big are her eyes?" "What shape is her body?" Encourage them to label these features if they want to.
- When creating the shared list, encourage the group to focus on physical features and use questions to help them be specific about what they are spotting e.g., "Their eyes look similar"... "In what way? Are their eyes big or small?"



SEE THE CHANGE

★ CHALLENGE 1 ★

Session 1 ★ Activity 3

A Day in the Life

20 mins



At a glance

Take part in a fun interactive story



You will need

The story printout 2

Encourage them to think about where the idea might have come from, eg their friends, TV, magazines, online and so on.

- 2) Now take part in a fun story, a day in the life of Emi the Owl!

This story will show the group that these negative appearance messages are around us all the time, and help them to understand and feel that this is not how things should be.

Step towards action

Learn about where appearance pressures come from and how often they are experienced. Start to question the messages we hear that tell us to change the way we look.

What to do

- 1) Explain that:

We have just talked about how pictures and stories we see and hear might make us feel like there is only one way to look to be beautiful. But we know that's not true!! We all know how important it is to feel proud of who we are and to accept other people, too, and that each one of us is beautiful in our own way. Has anyone ever heard someone say they wish they looked different to how they naturally look?

(Probably lots of children will put their hands up here. Acknowledge that this is a lot, but don't start a conversation about what they wanted to change – keep the activity moving)

We've talked about princesses/princes/action heroes which often look very similar to each other. We talked about how this could make us think that there is only one way to be beautiful. What else do you think people see and hear as they go through their day that might make people think they should change the way they look to be beautiful?



Tip



Any other animal can be used in this story if you prefer – perhaps you could use a national animal of your country. You'll just need to slightly adapt the story and use a different animal noise.

Take part in the story

Any time Emi hears or sees any messages suggesting owls should change the way they look, you should stand up, wave your wings and hoot like an angry owl. Practice your hoots before you start!



SEE THE CHANGE
★ CHALLENGE 1 ★

(continued)

A Day in the Life

20 mins



Tip

If you'd like to add more drama and movement to this story, you could make puppets, or even act out different parts of the story in groups.



2) Discuss:

(it is very important that you discuss these questions after the story)

? How many times did you hoot?

Answer:
4 times

? Emi heard all these things just in one day. Lots of us hear and see messages like this every day. How do you think this might make some people feel?

Answer:
worried, sad, want to change the way they look, less confident, not realise they are fantastic just as they are, not want to go out and have fun

? During her day, where did Emi hear or see those messages about appearance and beauty?

Answer:
from radio, from unreal pictures, advertising slogans, friends, social media

? Can you think about where else Emi could have heard these messages?

Ideas:
TV, films, family, magazines, in fashion shops, on social media/online

? Do you agree with Emi, that the world would be better if everyone felt free to be themselves, without worrying about how they look?

Encourage all to say

YES!





SEE THE CHANGE

★ CHALLENGE 1 ★

Session 1 ★ Activity 4

A different story!

30 mins



At a glance

Using creative and acting skills, show things that could have happened differently in Emi's story, and think about the difference that would make to the people in the story.

You will need

No materials necessary, though you may decide to dress up and create props for your mini-plays.




Ask each group to perform their mini play to the rest of the group, and briefly explain what's different about what they acted out and what Emi saw or heard.

Step towards action

Consider a world where people do not worry about the way they look, and the difference that could make.

What to do

 During the *Day in the Life* story, you made your animal noises four times – there were four different things that Emi saw or heard during her day that could have made her think that looking a certain way is the only way to be beautiful.

- 1) Divide the group into at least four small groups, and give each a group one of the situations Emi experienced. If you have a big group, you can have more than one group looking at the same situation.
- 2) Challenge the group to think about a different way each situation could have been, then make up a mini-play to act out the new situation. There are some ideas below to help! You will need an adult or older girl with each group to help with the ideas, but encourage the groups as much as possible to think of them for themselves.



Radio presenters commenting on the way the president looked.

This is a problem because: the president is only being judged for what she looks like not for the decisions she makes about how to run the country.

How could this situation be different?

Idea for the mini-play:

- The radio show could have a phone-in, and have someone call up to tell the presenters that they were wrong to discuss only the way the president looked – they could have a debate on the radio!



(continued)

A different story!

30 mins



The advertisement sign

This is a problem because it makes people feel more worried about how they look when they're on holiday rather than how much fun they have with friends and family.

How could this situation be different?

Idea for the mini-play:

- The advertisement could be for a product that makes your holiday more fun, that's really positive for example an advertisement for a camera where everyone looks real and like they are enjoying themselves in the pictures, or an advertisement for a swimming costume brand, which shows people swimming and using it on holiday, not just posing!



Suddenly everyone thinks Oli is cool and want to be friends with him because of the new way he looks.

This is a problem because in reality, it's much more important to be friends with people for who they are not what they look like – people should never be left out because they look different.

How could this situation be different?

Idea for the mini-play:

- Oli's school friends could treat him kindly and respectfully all the time, so he doesn't feel like he needs to change his look to fit in. The play could show a quick 'day in the life' of Oli, including things like: he is complimented for something great he's done, is asked to join in games and join a lunch-table.



The party picture on the phones

This is a problem because the two friends are thinking more about how they looked rather than having fun with their friends. They might worry more about going to a party next time and feel the pressure to look different.

How could this situation be different?

Idea for the mini-play:

- Show the two friends having fun taking the pictures at the party, then the next day at school showing them to their friends, pointing out the amazing time they had, what they danced to, what they ate, who was there as so on.
- You could also have one friend who is worried about the picture of themselves, and the other friend reminding her how happy she looks, and the amazing fun they had, and how beautiful she looked.



3) Quick discussion afterwards

- Do you think that the people in these situations feel more confident about themselves?
- How do you think that makes the people feel? (happier, want to do activities like holidays and parties and be a leader, worry less, be a better friend to other people..)
- Is it true that we need to look like our princesses/ action heroes/princes to be beautiful? (NO!)
- Do you think enough people in the world know that it's not true? (NO!) Do you think we should tell them? (YES!)



SEE THE CHANGE

★ CHALLENGE 1 ★

Session 1 ★ Activity 5

A Free Being Me World

05 mins



At a glance

Play this game to imagine a world where everyone feels free to be themselves

You will need

copies of printout 3 cut out – enough for 1 statement per person


Play the game often known as 'fruit salad'. Ask a participant to start by reading out her statement. If anyone else has the same one, they should run around the circle and try not to be the last person to reach their place! Then the next person reads her statement, and so on.


If the leader wants everyone to run at once, she calls out 'In my world everyone will feel Free Being Me!' and everyone calls out "Free Being Me!" and runs around the circle and back to their place.

Step towards action

Participants think about the end goals they want the world to achieve and feel inspired to take action to bring about this change.

What to do

 *Do you want to do something to make a difference, and help people feel free to be themselves and not worry about the way they look?* Answer: YES!!

Print or write copies of  **printout 3**, and cut them out – you should have enough statements for one per person in the group. Make sure more than one participant has the same statement. Use fewer statements if you have a smaller group.


Stand in a circle. Mix up the statements and give them out.

Co-educational tip



In the statements, please change 'girls' to 'boys', 'children' or just 'people' if preferred.

To end the session, you can say:

 *Next session, we will plan our own Action Project, to help make a Free Being Me world, where people don't worry about the way they look and feel more confident and free to be themselves.*





Session 2 ★ Activity 1

What's the problem?

PLAN THE CHANGE

★ CHALLENGE 2 ★

30 mins



At a glance

Practice and perform small plays about problems low body confidence can cause, and vote for your goal.

You will need

Printout 4 and 5 – one copy

and respected for who they are, and more likely to feel confident and ready to join in and try new things.

- A Free Being Me world: we thought big! What the world would be like if people didn't worry about the way they look?

Steps towards action


Understand why low body confidence is a problem and agree one problem you will help to solve with your Action Project.

What to do

Before you start, ask everyone to remind you what you did during the last session, and what you learned. Here is a reminder to help you:

- I am Unique: we played a game to celebrate each other's unique characteristics, inside and outside
- The Princess/Prince/Action Hero list: we drew princesses/princes or action heroes and realised they all had really similar features. But we learned that there isn't just one way to be beautiful!
- Day in the Life: we took part in the story of Emi the Owl, and saw how often in her day she would come upon messages from friends, family, media, advertisements and so on that say we should look a certain way to be beautiful and able to join in. We discussed that these messages are making people worried and less confident – and that they are not true!
- A different story: we acted out different versions of the Emi story, where instead of being made to worry about the way they looked, people felt supported



Explain that:  *during the next two Plan the Change sessions, our activities will help us understand a bit more about why it's a problem for people to feel they have to look like the princesses or princes we drew to be beautiful. We'll start to think about our Action Project, and what problem we want to help solve. And, we'll think about who can help us!*

Play this guessing game:

- 1) Get into 7 small groups or pairs. (If you don't have enough people, you can choose which problems to act out)



PLAN THE CHANGE

★ CHALLENGE 2 ★

(continued)

What's the problem?

30 mins



- 2) Give each group a different problem from the list in printout 4. Don't let other groups see the problem you have. Give the groups a few minutes practice acting out the problem, or if they prefer, they could draw it or mime it.

Tip



Leaders should support each group's planning before they show their act or drawing. If you prefer, the leaders could act out each one and the participants can all guess. Make sure none of the acts are about any real people. If some participants would prefer not to act, that's ok - they can be given the job of director!

- 3) Come back together as a group. Ask the small groups to perform one at a time with the rest of the participants as the audience. The audience has to guess what the problem is that the group is acting out. Keep the acts only 1-2 minutes each.

After all the problems are guessed, ask:

- Why do you think that hearing lots of messages about the way people look, like in Emi's story, from places like advertisements, friends, family, TV and online could make people feel and do these things?



Ideas



- Because these messages keep telling people that they should look like princesses and princes or models or TV stars
- They make them think they aren't beautiful just as they are
- They might even make them think that other people might not like them as much if they don't look like the princesses and princes
- It stops people knowing that everyone is unique and beautiful. People don't realise you don't need to change anything in how you naturally look.

- 4) **Important** - Explain: *It's very important we understand that there are lots of reasons why people might feel or act like the people in our plays. We all feel shy or worried sometimes. If any of you feel unhappy or worried, for any reason, or are worried about someone else, don't keep it to yourself - make sure you talk to someone about it whom you trust, like a parent, teacher or one of us leaders.*

We did this activity to help us see that for some people, if they worry about the way they look, and don't know that they are unique and beautiful just as they are, this can cause them problems and they miss out on fun and exciting things.

So, if we can help stop those messages like those Emi heard, we can help more people to feel confident to do new things and feel happier - and if we can do this, the world will be a more fun, exciting and creative place!



PLAN THE CHANGE

★ CHALLENGE 2 ★

(continued)

What's the problem?

30 mins



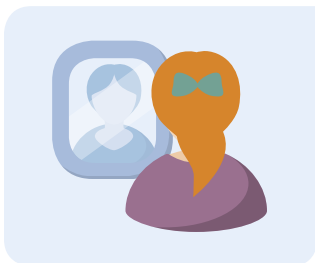
5) Choose your problem:

- You've heard about and talked about seven different problems that can be caused by messages that make people feel they should look more like the princesses and princes you drew, that comes from TV, magazines, friends, family, online, films and lots more.

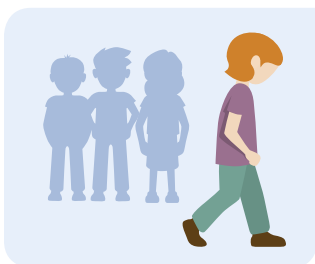
Some people...



... are worried about standing up and speaking in front of other people



... feel that others are more interested in the way they look than in their talents and skills



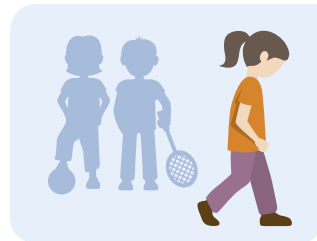
... do not want to spend time with her friends



... are teased and bullied about the way they look



... compare themselves to other people



... are not confident to take part in sports and games



... usually compliment their friends on what they look like, rather than who they are

- Now it's time to decide which problem you want to make a difference to with your Action Project. You can use the ones from this activity, or another one your group has come up with.

- Hold a vote! You might want to encourage participants to speak up for the one they are most interested in before the vote happens, or narrow down the choices first.

- Now you can see this as the goal of your Action project! Write it out on **printout 5** so everyone can see it – like this:

"Our goal is... to help girls to feel confident to take part in sports and games."

"Our goal is... to help stop girls being teased or bullied for the way they look"

- Remember:** a goal is a vision, which inspires you. You won't be able to achieve the whole goal, but your action will help move us towards it!



PLAN THE CHANGE

★ CHALLENGE 2 ★

Session 2 ★ Activity 2

Barriers in the way!



30 mins



Steps towards action

Understand the barriers that stop people reaching your goal, and choose one to focus on in your Action Project.

What to do

We want more people to understand that they are beautiful and unique just as they are. We want to help make our goal happen!

Remember Emi's story? We heard about lots of messages that she saw and heard that can make people feel worried about the way they look.

Now we will play a game to help us see why these messages stop people from reaching our goal – and bring us one step further towards our Action Project!

1) Ask everyone to stand at one end of your meeting space. Place the sign you made for the goal you have just agreed at the other end of the meeting space – for example “Our goal is... for more girls to feel confident to take part in sports and games”

The players of the game are playing ordinary girls/boys. The aim of the game is to get everyone across to the other side of the room.

Ask: *do you think it would be easy to get to our goal right now? YES!* Ask everyone to run to the other side to see. Now bring everyone back.

2) Explain *next time we're going have some barriers (obstacles) to get past!*

Tip

you might want to call barriers 'obstacles' instead. We mean by the word 'barrier' something that stands in the way that makes it harder to move forwards.



At a glance

A running and discussion game, and vote for the issue you want to focus on

You will need

Printout 6 – one copy

- Choose one barrier from the 'barrier list' below, and ask for a volunteer to stand in the middle of the meeting space, as that barrier. You could make a sign for the volunteer to hold to remind everyone which barrier they represent eg “Advertisements”
 - With the volunteer in place, have a brief chat with the group what this barrier is, and why it might stop some girls or boys reaching the goal you've chosen. Think about what this thing does that might make people worry about the way they look (ideas for each are below).
 - Now, ask the rest of the group to run and try to reach the goal at the other side. The 'barrier' volunteer should try and catch people as they go past! The people caught are 'out' and don't run anymore but still take part in the discussions.
- 3)** Ask *was it a little harder to get to the other side this time?*

Keep your first volunteer where they are, then choose a new volunteer. Do the same with them as above with a new barrier from the list and then ask the group to run again. Again, the volunteers playing barriers should try and catch people as they go past and they are out when they are caught.

Keep going, with new barriers, and having a quick discussion about each.

Ask after each run, ask *was it a little harder to get to the other side this time?*



PLAN THE CHANGE
★ CHALLENGE 2 ★

(continued)

Barriers in the way!

30
mins



4) When you've done the game for the last time using all the barriers, look at how many people are still in the game and how many people are out. Ask *did everyone reach the goal? Were people stopped by our barriers? It's just the same in real life! We want to help more people get to the goal.*

Discuss: Why might these barriers stop people getting to our goal?

To help you, here is an example - if your goal is "more girls feel confident to take part in sports and games", the barriers might make girls feel:

- worried about other people looking at them when playing sport
- not as confident and ready to join in
- that their friends won't want to play with them or might not choose them for a team
- sports and games make you sweaty and messy! If girls feel they need to look like princesses all the time, they won't want to play.

5) Choose your barrier:

- It's time to vote again! This time, the group should vote on which barrier they would like to help take away through their Action Project. You could ask participants to speak up for the one they are most interested in, if you have time. Think about

the ones that are the biggest barriers for your goal, and things that you think cause a particular problem in your community.

Tip

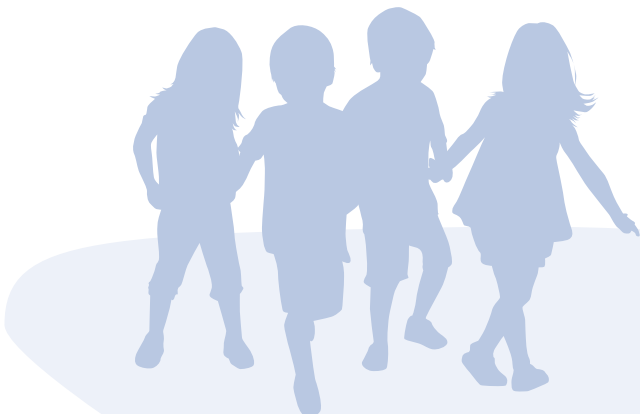


Some barriers might seem more relevant to your goal than others, so the leaders can cut down the choice if that's helpful. You might also want to make it more specific - for example if you're talking about girls' confidence to do sport, you could narrow down 'advertisements' to 'advertisements for sports equipment'.

- Write down your barrier on **printout 6** and display it below the goal.

The barrier we want to take away is
"Advertisements make girls worry about the way they look"

Our goal is *"More girls feel confident to take part in sports and games"*





(continued)

Barriers in the way!

30 mins

Barriers List

The barriers suggested are from the Emi story with other ideas added. They are the sources of messages that cause low body confidence. Please use as many as you like that seem most relevant to your community and the goal you've chosen. Feel free to add your own ideas!

Barriers

What do they do?



Radio or TV shows

Presenters talk about how people look not about what makes them good at their jobs or good people



Advertisements

Sometimes advertise things that say they will make you look more like the princesses/ princes we drew. Or they use only people that look most like the princesses or princes in their advertisements.



Friends at school

They might talk about how people look, or treat people differently if they look different.



Online social media

People might comment on other people's photos, or only put up photos that look as much like the princess/prince pictures, so everyone feels that they should look like this always too.



Girls'/boys' magazines

Show only pictures of people who look most like the princesses/ princes and have tips about how to change the way you look.



Clothes in shops

They can sometimes be made only for people who are a particular size or shape, or for a fashion which not everyone wants to follow



Movies

Have only characters that look like our princesses/princes as the heroes



PLAN THE CHANGE

CHALLENGE 2

Session 2 ★ Activity 3

Who has the power?

10 mins



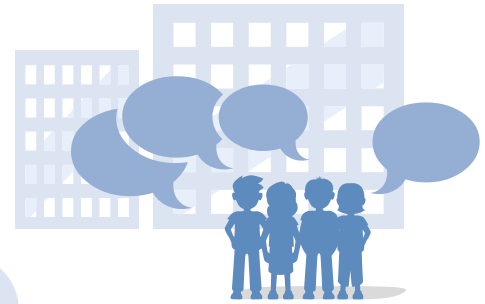
At a glance

An active guessing game



You will need

No equipment needed



Situation 1

There is bullying going on at a school which must be stopped.

Who is the power person?

- The children
- The school principal
- The parents

Answer: the principal is the power person – because they can make a decision to change the way the school deal with bullies. The children and the parents can tell the school principal about the problem and ask for change.

Step towards action

Understand what a power person is and why it's important to ask them for change

What to do

Explain  *Our Action Project will do two things:*

- *We'll ask for the change we want to see*
- *We'll tell other people about the change we want to see and ask them to help us spread the word*

We now know the goal we're working towards and the barrier we want to help to take away. (Point these out from the signs you've made.) Now we need to decide who we can ask to make changes that will help, and what we can ask them to do. We'll call people who make decisions that make change happen 'power people', because they have the power to make difference. This activity will help explore what a power person is.

- 1)** Ask everyone to decide on a powerful pose that is going to mean 'power person' – perhaps stand up tall with hands on your hips!
- 2)** Explain you'll read out different situations and then three different kinds of people. Participants should guess who the 'power person' is (the person who can make a decision that changes the situation) – when they hear them, they should do their pose!



Situation 2

A magazine begins to write fewer stories about how to change the way you look and instead has stories about different kinds of interesting people. Who is the power person who can make this happen?

- The magazine editor
- The readers
- The people who advertise in the magazine

Answer: the magazine editor makes the decisions about what is put into the magazine. The readers and the advertisers can ask for change.



PLAN THE CHANGE

★ CHALLENGE 2 ★

(continued)

Who has the power?

10 mins



Situation 3

An advertising company decides to only advertise things in a way that make people feel good about themselves and the way they look. Who is the power person who can decide this?

- The people who see the advertisements
- The creative people who make the advertisements
- The boss of the advertising company

Answer: the boss! She/he is the one who makes a big decision about how a company works. The people who see the adverts and the creative people can ask for change.



Situation 4

A famous fashion brand decides to make clothes for people of all different body sizes and shapes. Who is the power person who can make this change happen?

- The fashion designer in charge
- The people who make the clothes
- The people who buy the clothes

Answer: the fashion designer – she/he is the one who can make a big decision like this. The people who make the clothes and the people who buy the clothes can ask for change.



Situation 5

A government wants schools to spend more time on sessions for students about feeling confident about yourself and the way you look. Who is the power person that can make that happen?

- The school teachers
- The children in the schools
- The Education Minister/Congress person in the government

Answer: the Education Minister/congress person. They are the people who can say what schools must teach. Teachers and children can tell the government what changes are needed.

You can add different situations that are more relevant to your own community and society.

3) Ask afterwards:

- *Can anyone explain now what a power person is? Someone who is in charge! Someone who can make a decision that can make a change happen.*

Did you notice that there were other people in the situation who can ask for the change? Whoever we are, we can all ask for change. Asking power people for change might be the only thing that convinces them to make the change happen – so we are all really important!



Our Power People

20 mins



At a glance
circle discussion

You will need
Printout 7 – one copy

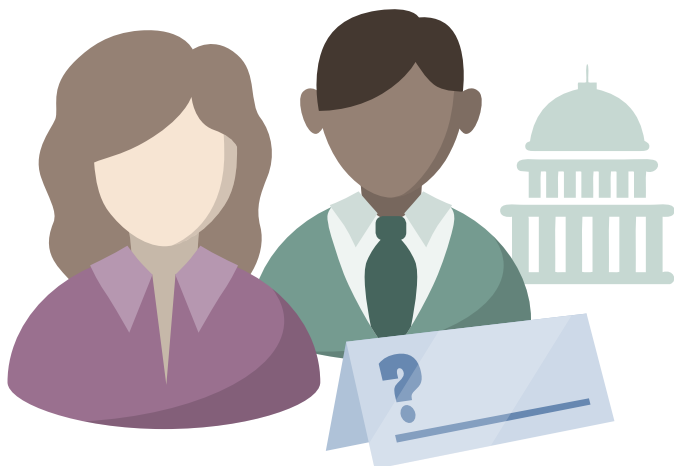
Steps towards action

agree the power people you will focus on in your Action Project

What to do

The last activity of this session is to agree on which power people your group will ask to make a change.

- 1) Sit in a circle, and put the signs you've made so far in the centre so everyone can see them (from printout 5 and 6).
- 2) Ask “Who are the Power People who have power over our barrier?”



For example:

If your **barrier** is “Advertisements make girls worry about the way they look” and your **goal** is “More girls feel confident to take part in sports and games”, Your **Power People** could include:

- The bosses of advertising companies who make the adverts
- The bosses of sports clothes companies who ask for adverts for their products that make people feel they need to look a certain way to do sport
- The government people who are in charge of making sure adverts are allowed to be seen by the public

Or if your **barrier** is “children in schools are teasing and bullying each other about the way they look” Your **Power People** could include:

- The principals of the schools
- People in charge of education in the government

If there is more than one power person who can make a difference to your barrier, choose just one that you want to focus on.



(continued)

Our Power People

20 mins




Tip



This is a challenging activity for younger children, so leaders are encouraged to help with this activity, by making suggestions. The leaders might have different ideas from the participants too, so it's helpful to have both!

If it is helpful, you could write and cut out the ideas of power people below and lay them out, and you could see which match best with your barrier.

- TV producer (decides what TV shows are made)
 - Fashion designer (decides what clothes a big fashion brand makes)
 - Advertising company boss (decides what kind of advertisements the company makes)
 - Someone in the government – local or national (decides laws or how much money the government spends)
 - Boss of a large chain of fashion stores (decides what kind of clothes they sell)
 - Film director (decides who should act in their films)
 - Website or social media boss (decides what kind of things go on the site or how the social media site works)
 - School Principal (decides what happens in their school)
- 3)** Use  [printout 7](#) to write down the power people you've decided on, and display it below the goal and the barrier. Ask volunteers to read them out, from your goal, to the barrier you want to help take away, to the power people you will reach.





PLAN THE CHANGE

★ CHALLENGE 2 ★

Session 3

Our Plan of Action

45 - 1
mins hour



At a glance

Hold group discussions to plan the action you will take

You will need

Printout 8 and 9

A step towards action

Create your action plan

What to do

You're now going to make a plan for your Action Project!

We found out in the Emi the Owl story that people hear messages all the time that the way they look isn't good enough. This is a real problem as it stops people from feeling free to be who they really are, and makes them worried and sad.

We agreed on a goal that we want our Action Project to work towards which is ...

We agreed on one barrier (obstacle) our Action Project will help to take away which is...

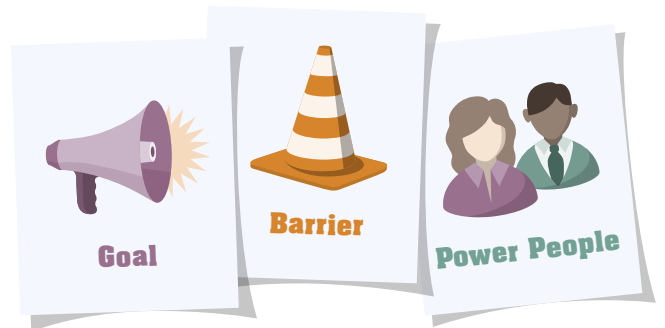
We've found out who has the power to make a difference, and decided on the power person we want to reach out to and ask for change, which is...

Put out printout 5, 6 and 7 that you've written on so everyone can see them.

Tip



- Before this session, it will be helpful to do some research to understand more about the barrier you've chosen and the specific power people your group might want to target.
- This planning section will need a lot of leader guidance, but encourage the participants to speak out and share their ideas at every step.
- There's a lot of sitting and talking in this activity! Why not try one of the team building activities from the next session's activities (page 31) or play your group's favourite active game to get you moving?



2) Create your Action Plan

There are two parts to the Action you're going to plan:

- Reach out to your Power Person and ask them for the change you want to see
- Get other people in your community involved – to get your badge, you should reach at least 3 other people per person in your group (eg for a group of 10, you'd reach at least 30 people)

printout 8 has an action plan template for you, which you can now start to fill out to help decide exactly what you'll do for your Action Project.

1) Chat first about where you've got to so far.

We talked about what makes us unique and why it's important for everyone to be respected for who they are.



PLAN THE CHANGE
★ CHALLENGE 2 ★

(continued)

Our Plan of Action

45 - 1
mins hour



- Get into a circle, and fill out the plan all together by discussing each part as you go along. To help keep the discussion flowing and make sure everyone has a turn to speak, you can use the ‘talking stick’ method. You just need any object (like a stick) which can be passed between participants in the group. If they want to speak, they put their hand up and can only speak when they are holding the object.

The template asks your group to build on the goals, barriers and power people you’ve decided on so far. Here are some ideas to help with each part of your plan:

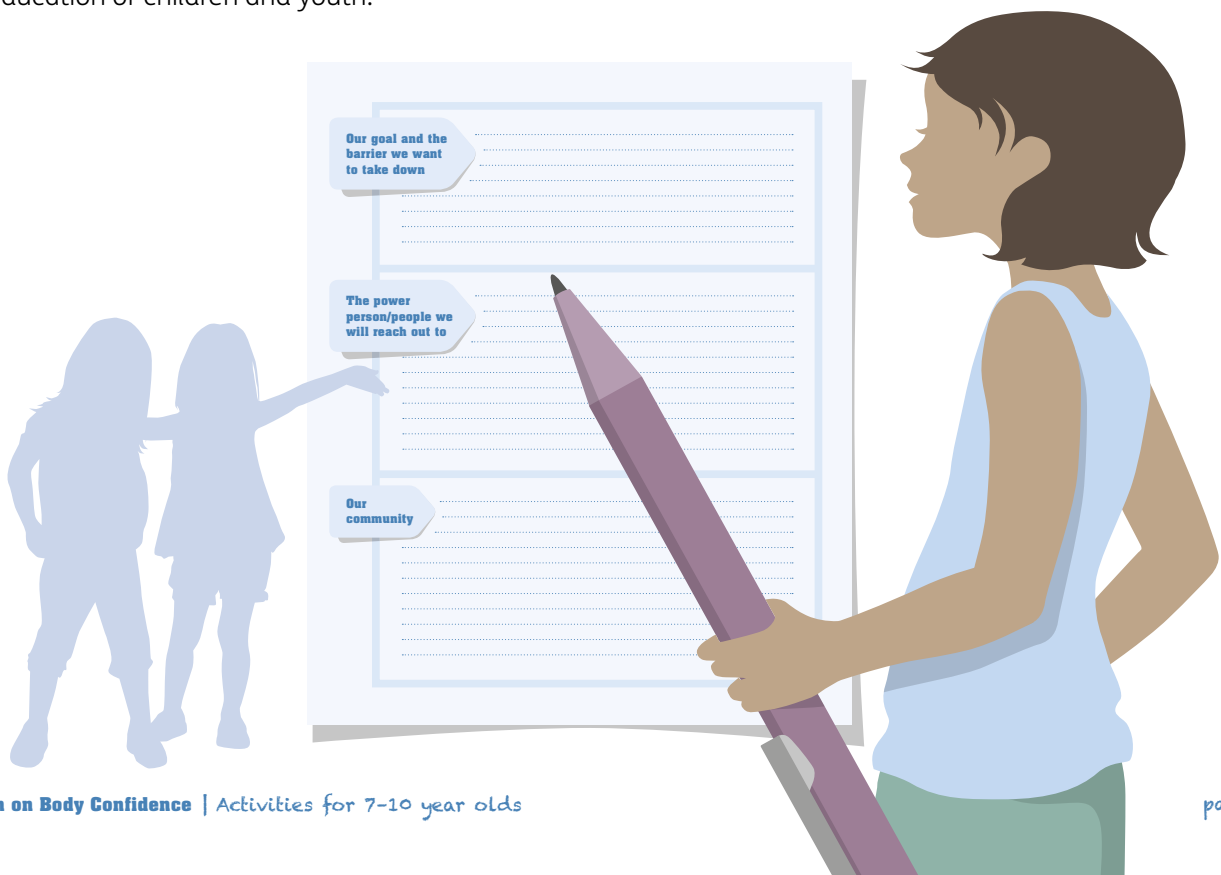
Who we’ll reach

This is to decide which power people you want to reach out to. Leaders could create a shortlist to choose between. For example, find out the names of the CEOs of companies who make adverts that don’t encourage body confidence, or perhaps members of the local or national government who are responsible for education or children and youth.

The change we will ask for

This is where you need to decide exactly what you will ask your power person to do. The research into the power people will help you. Think about:

- What is our power person’s job, and what power do they have/ what decisions can they make?
- Are they interested in helping people improve confidence? Have they done anything like this before?
- Are they likely to make a change? You can still ask for big changes, even if you don’t think it will happen – raising your voices still makes a difference.
- Are they easy to reach (like a local Principal) or harder to reach (like the editor of a famous national magazine)
- Can you find out more about them? Maybe they are on social media or have been interviewed in the local or national press. What are they interested in?





PLAN THE CHANGE
★ CHALLENGE 2 ★

(continued)

Our Plan of Action

45 - 1
mins hour



Be specific!

Try to make the change you're asking for as short and clear as you can, so the power person understands exactly what you want. For example, ask a magazine editor to exchange one regular feature for a story about an inspirational person (you could provide the first feature!), or ask a school principal to make one hour of each month at a school to be a confidence building and anti-bullying session.



Our community

To gain your Action on Body Confidence badge, it's important you **reach at least three other people**

per participant to tell them about the change you want to make and ask them to help you. Involving friends, family and community members will mean your message will be spread much wider and your power person is more likely to listen to what you're asking for. Here are some ideas of how you could reach your community:

How we will contact them and ask for change

Here are some ideas of how you can contact a decision-maker:

- Write a letter (or send the same letter from each member of the group)
- Email them
- Send a tweet (the leaders could do this on the group's behalf)
- Make a video and send via social media
- Ask for a meeting with them/invite them to an event
- Call them
- Make a petition and collect signatures and send to them
- Ask someone to pass your message on – for example a local member of the government to pass on your message to the national government parliament/congress/assembly.

Event: invite friends, family and members of the community. Offer food and drink or entertainment. Share your message or engage them in the change you want to make through speaking, displays, performance and invited speakers. What about a 'real women and girls' fashion show showcasing fashion for people of all ages, body shapes and physical abilities?

Rally/march: choose a place and time to bring people to march or demonstrate publicly to ask for the change you want to see. Try to be somewhere the decision makers will see and hear you.

Letters/contacting decision-makers: are you planning to write to decision makers? You could ask your friends and family to do the same. The more letters the bigger the impact. Or go digital and ask everyone you know to tweet at the decision maker at the same time on the same day – you could make a video of you reading out the letter that everyone could share.

Petitions: ask friends, family and community to sign to show they agree with what you're asking for. Try to present these to the decision maker in person or write letters as above.



PLAN THE CHANGE

★ CHALLENGE 2 ★

(continued)

Our Plan of Action

45 - 1
mins hour



Start a movement: work with others to make your own version of a something that's a barrier like a TV show, magazine or advertisement, which encourages everyone to feel beautiful and unique just as they are. Share it as an online video, magazine or fashion show, or start a movement for 'body talk -free' days in community spaces like school, where no-one uses language that encourages the Image Myth for a whole day.

Boost body confidence: run taster sessions of activities from Action on Body Confidence or Free Being Me

Give a challenge: ask people to pledge to do one thing that makes people feel more confident about themselves and less worried about the way they look, for example giving compliments about who people are not what they look like.

Make a film: this is your chance to share the change you want to make with the world! You could interview people from your community and your group, perform a skit, poem or dance.

Online engagement (led by leaders or older girls over 13 years): use social media connections to engage people in your issue. Ask your friends to share your content, create their own content, comment, and participate in the action you are asking them to, or simply use as a way to spread the word about an event or rally you would like them to attend. Create your own hashtag or use #FreeBeingMe to link to our global efforts.





Tip

If you have lots of ideas, you could write them down and vote on them, to make a decision on what to do.

Important: To gain the Action on Body Confidence badge, your group's Action must **reach at least 3 other people per participant.** (eg 30 people reached by a group of 10 participants)

This means these people should **actively** take part in your Action. For example, they sign your petition and **also share** it with their followers with comments explaining why they should sign. Or they attend an event you organize, and **take part** in activities.

3) Agree the jobs you need to do in small groups

- Once you have decided on what you want to do, work out what tasks need to be done to make it happen, and ask for volunteers for each task and make these volunteers into small groups.
- Assign a participant as group leader for each group, as well as an adult or young leader to help them.
- You can use  [printout 9](#) as a template to help each group agree what their tasks will be. There is an example in  [printout 9.1](#) to help you.

Tip

This is a good time to check to make sure you have the time, resources and support to do what you're planning. Don't be afraid to change your plans!



Session 4

Run your project!



Flexible
time



This step is
down to you!

Now you've planned your project,
you can make it happen.

Whatever the size or length of time of the project you're planning, follow these tips to help you get the best from your project and your wonderful team.

- Show interest in the person and what they do
- Ask and explain what you want
- Show your understanding of the issue of body confidence and why it's important for girls/boys to know that they are unique and special just as they are – remember, you are an expert in your own experiences
- Praise good work the person has done already
- Show respect for the person's point of view and opinions
- Be clear what you're asking for

1) How are we doing? Monitor your project

Help keep your Action Project on track. During your time running the project, ask yourselves:

- Are we doing what we said we'd do? (Change your plans if you need to, but make sure you stay focused on what you want to achieve)
- Are we on time?
- Do we have enough help and support to do what we'd planned? (Don't take on too much)
- Are we achieving what we planned to achieve?
- Is the project plan OK? Can it be improved?
- Is our project making the change we planned?

2) How to influence people

Whoever you want to engage in your project, you will need to bring them around to your way of thinking. Use these tips to help!

- Be friendly – ask questions, smile, make the person feel wanted and included

3) How to build your team

Build your team! Especially if you have a more ambitious project that takes time, or you're having a break between your challenges, it's good to bring the team back together and build up your team.

Try these games. These are from
WAGGGS' #TeamGirl activity pack

Crocodile River

You'll work together to: get your team across the river safely!

Tell the group that they have to get across a river full of crocodiles. Put two markers on the floor to represent the two banks of the river. Explain that the only way to get across the river is by stepping on floating logs or stones. Give each group some paper squares that are just big enough for one person to stand on. Give the group 1/3 as many paper squares as there are group members (e.g. for a group of 9 people, give them only 3 paper squares). The squares can be picked up and moved, but only one person can stand on a log at any time. Can the group work together to get everybody from one side of the river to the other?



MAKE THE CHANGE
★ CHALLENGE 3 ★

(continued)

Flexible time



Run your project!

Build it up

You'll work together to: rebuild a pattern or structure

Divide into teams. The teams should create a pattern or a structure for each other – you could draw the pattern on paper, build a structure from blocks or use sticks or pencils laid on the floor in a pattern. (Leaders might need to make sure the patterns aren't too complicated!)

Each team's challenge is to rebuild the pattern or structure they are given. Teams stand at the other side of the meeting space to the pattern, and can send up only one team member at a time to go and look at the pattern and then come back and describe it to the team who builds up the pattern.

Shrinking Island

You'll work together to: keep your whole team on your island as it shrinks!

Divide into teams. Each team should stand on a large piece of paper or stand inside a rope circle on the floor. There should be just enough room for all team members to stand in the space. Leaders should then either rip off a section of the paper or make the rope circle smaller – teams need to come up with creative ideas to keep everyone in the space as it shrinks! The leaders should keep reducing the size of the space until someone falls out of the space.

In Balance

You'll work together to: stay upright in your circle!

Ask everyone to stand in a circle, facing inward and holding hands. Then step backwards until everyone is stretched out but still holding tight to their neighbours' hands. On a count of three, ask the group to keep their feet still but lean back as far as they can, relying on the joined circle to keep their balance. Once everyone is comfortable with this, go round the circle numbering people alternately 1 and 2. Now, ask everyone numbered "1" to lean into the middle and everyone numbered "2" to lean out, then to swap. The circle should stay in balance.

Tallest Tower

You'll work together to: build the tallest tower you can

Either as a whole group or in smaller groups, build the tallest tower you can from a given material. Some suggestions of materials you can use are – paper, card, playing cards, sticks, matchsticks, boxes, recycled bottles. Decide the rules on what you can use to keep your tower together, eg sticky tape or string. You can do this as a quick activity where teams build the tallest tower they can in a given amount of time, or come up with ways you can test the tower's strength.





Session 5

Share with the world



40 mins



At a glance

Group discussion and games to review the Action Project

You will need

paper and pens

Outcome

To celebrate what went well and what could have gone better, to learn for the future and celebrate your achievements.

What to do

Well done!! You've done your project, and hopefully had fun along the way. Whenever you run a project like this, it's important to share what you've done with others, and evaluate it to look at how it went, noticing what went well and what you'd do better next time.

1) Share with the world

WAGGGS and Dove would like everyone doing Action on Body Confidence to share their experiences with us. There are two things we are asking you to do!

Share your group's story

via the Free Being Me website.
This will be published on our website!

There are two reasons:

- You can inspire other members across the world with your action stories and successes
- Bringing your voices and experiences together will help us make global decision makers take notice and understand the need for action towards a more body-confident world

Go to <http://free-being-me.com/your-stories/> to fill out the quick questions and share your photos and videos.

Why not also share your success on social media?
Use the hashtag #FreeBeingMe



(continued)

Share with the world

40 mins



2) Evaluate!

1) Overall

what did participants enjoy and not enjoy about their Action Project? Try these ideas:

Up and down: label one end of the room 'really enjoyed' and the other end of the room 'didn't enjoy at all'. Call out different activities you've done as part of your project, and ask participants to run and stand between either end depending on how they felt about that activity. For example: "writing our letter to the School Principal" "speaking in front of friends and parents" "making our video"

Pose it: give participants one minute to think of a pose to show the activity they most enjoyed, then ask everyone to 'freeze!' – you could go around the room discussing which activity they show and why.

2) What did we achieve?

- Look at the main things you agreed to do in your Action Plan.
- Ask everyone to stand up. For each part of the plan, ask everyone to stretch up high if they think you've achieved it, or stretch hands to the floor if you didn't achieve it at all – or stop somewhere in the middle.
- Ask why/why not, and discuss together what went really well and what could have gone better or be done differently.

Remember, you might not have made the change happen that you wanted – but you might have got people talking, and made the power person more interested in the problem. This is very important and still a success!

3) What's next?

Discuss together how you will continue to encourage people to feel beautiful and unique even now your project is completed. Here are some ideas:

- Follow up with your power people to find out whether they are doing what they said they would do
- Run Free Being Me activities other younger girls or support their Action Project
- Agree to do one activity from Free Being Me each term
- Promise to each tell one other person about your Action Project and the change you wanted to make

4) Celebrate!

You have done an amazing thing. Your action has helped make the world a better place for girls and boys to feel confident, to be themselves and follow their dreams. Why not have a party to celebrate? You could invite anyone who helped support your project.





(continued)

Share with the world

40 mins



Finished?

WELL DONE, you have helped create a world where everyone feels 'Free Being Me'!



Get your fabulous Action on Body Confidence badges – either on the WAGGGS shop or from your national association.
www.waggs-shop.org

Take your advocacy skills further:

- Your work on this project has helped empower girls and women, which is Goal 5 of the UN's Sustainable Development Goals. Find out about the Sustainable Development Goals and more programmes you can get involved in to help free the world of poverty and injustice.



www.waggs.org/en/what-we-do/sustainable-development-goals-and-global-action-theme/

- Explore WAGGGS' Stop the Violence campaign and find out how you can take part



<https://www.waggs.org/en/what-we-do/stop-the-violence/>



Printout 1

The Princess and Superhero list





SEE THE
CHANGE

★ CHALLENGE 1 ★

Printout 2

A Day in the Life

Emi is an Owl.



She lives with her family in a big tree on the edge of a town. She loves to read books, and enjoys exploring the woods with her friends. She has big orange eyes, and spotted brown feathers.

One day, Emi woke up in her nest as usual, and hopped up to get some breakfast. She decided to switch on the radio to listen to the news to find out what was happening in the world. Two presenters were chatting to each other. One was saying "...at the national conference yesterday I thought President Owl's feathers were looking very untidy, she didn't look great at all..." **HOOT!**



Emi didn't hear any more, because her mum had flown in and switched off the radio! "Why does it matter what the President looked like?" Emi's mum grumbled. "Isn't it more important to talk about what people say and do, not what they look like?"

Emi was about to answer, but then she realised didn't have time to talk because she was late for school! She hugged her mum goodbye, grabbed her bag and flew outside.

As she glided along, Emi looked down at the town below, the trees and the river in the distance. She was enjoying the view so much, she almost crashed into a huge advertisement sign! "eek!!!" she screeched as she recovered her balance.

"What's this?" she looked up at the new sign. There was a giant picture of an owl posing for a photo on a beach. The owl in the picture looked so slim and bright eyed and smooth feathered, she didn't look real.





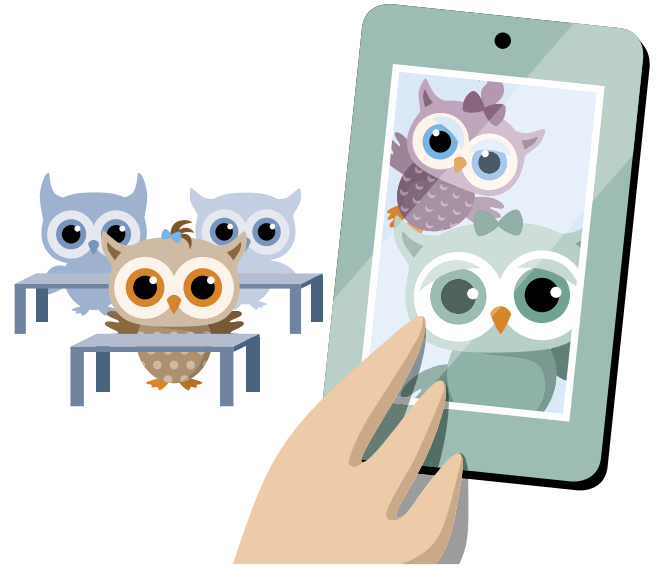
SEE THE CHANGE
★ CHALLENGE 1 ★

(continued)

A Day in the Life

Underneath the picture the sign read “Lose weight to look great in time for your holiday! Try our new diet today!”. **HOOT!** Emi thought about the holidays she’d had, having fun with her family and exploring new places. “Why should anyone have to change the way they look to be able to have fun?” she asked herself.

She was almost at school, and she glided down to the playground to greet her friends. “Hello everyone! What’s happening?” she asked. Everyone was gathered together, whispering. One of Emi’s friends said “Look over there, it’s Oli! We haven’t seen him for a long time, and look at him now! He looks like a model! Who would have thought he could have changed so much - he wasn’t that interesting before, but now he looks really cool...” **HOOT!**



The class was called in to their lessons then, so off they flew to the classroom. Emi heard two older owls chatting as she passed them by. They were both looking at their OwlPhones, looking very worried. “On no!” exclaimed one. “Look at this photo, I can’t believe they’ve posted it online, I look horrible! Look at my wings! Oh dear...” **HOOT!** as Eli glided past, she caught a look at the picture. Everyone in the picture looked like they were all having a great time! She sighed “Why can’t they see that they look happy and beautiful just as they are?”



Emi was confused. Oli was a very nice kind owl that lots of people had ignored before, but now he had changed the way he looked, suddenly everyone wanted to know him. “Why should the way we look change the way our friends treat us?” She asked herself.

Perched in the classroom, Emi imagined a world where every single owl felt confident and happy with the way they looked, and didn’t feel they needed to change for anyone. What a wonderful world that would be...



FREE BEING ME



SEE THE
CHANGE

★ CHALLENGE 1 ★

Printout 3

A Free Being Me World



**IN OUR
WORLD**

...

... girls will
feel confident to
stand up and speak in
front of others



... girls will
be respected for
their talents and
skills not the way
they look

... girls will
spend more time
having fun with
their friends

... girls will
be treated equally
and there will be
no teasing or
bullying

... girls won't
feel they should
compare themselves
to others

... girls will be
more confident to go
out and take part in
sport and games

... girls will
compliment their
friends on who they
are not what they
look like



PLAN THE CHANGE
★ CHALLENGE 2 ★

Printout 4

What's the problem?

This person



is worried about standing up and speaking in front of other people

This person



feels that people are more interested in the way they look than her talents and skills

This person



does not want to spend time with her friends

This person



is teased and bullied about the way she looks

This person



compares herself to other people

This person



is not confident to take part in sports and games

This person



usually compliments her friends on what they look like, rather than who they are





Printout 5

Our Goal

**Our
Goal is:**



.....

.....

.....

.....

.....

.....

.....

.....

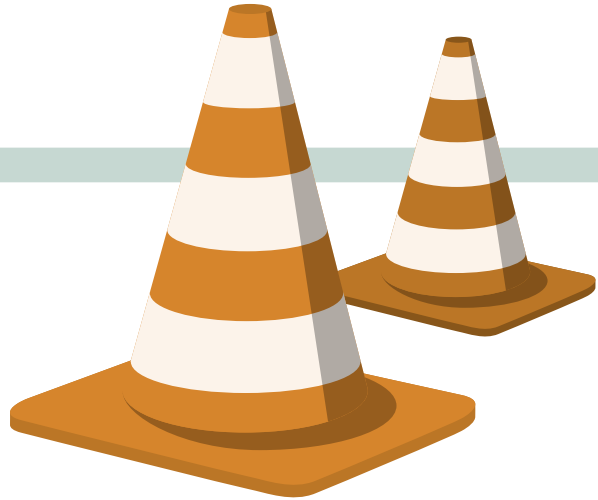
.....



Printout 6

Barriers in the way

The barrier we want to take away is:



.....

.....

.....

.....

.....

.....

.....

.....

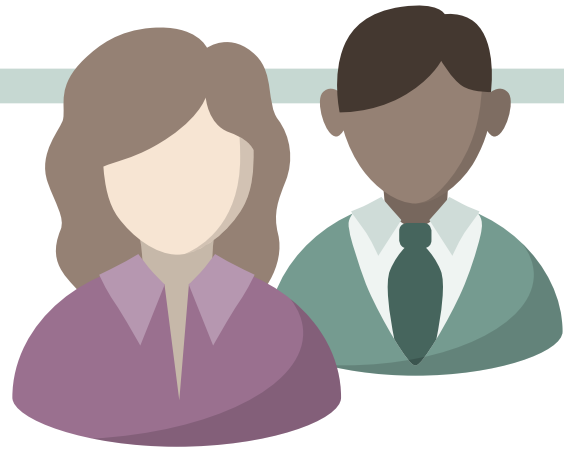
.....



Printout 7

Our Power People

The power people we will ask for change are:



.....

.....

.....

.....

.....

.....

.....

.....

.....



Printout 8

Action plan

Our goal and the barrier we want to take down

.....

.....

.....

.....

.....

.....

.....

.....

The power person/people we will reach out to

.....

.....

.....

.....

.....

.....

.....

.....

Our community

.....

.....

.....

.....

.....

.....

.....

.....



Printout 8.1

Action plan

Print one sheet per small group.
Here is an example:

Our goal and the barrier we want to take down

From printouts 5 and 6

The power person/people we will reach out to

Type of person (from printout 7) (eg magazine editor):

Who we'll reach (eg the Ms. XX, editor of Girlz Magazine):

How we will contact them and ask them for change (eg write a letter from the group - send as an email and in the post, and read out the letter and put up online to share on social media)

The change we will ask for (eg asking the editor of Girlz magazine to replace their regular makeup page with a story about an inspiring girl)

Our community

What we'll do to involve our friends, family and community:

(eg invite them to come to a meeting to learn about the issue and ask them to share your video online, and sign a petition)





Printout 9

Our task



Our group is going to:

.....

What jobs do we need to do?

When do we need to do it?

Who will lead this job?

What do we need?

Who will help us?

What jobs do we need to do?	When do we need to do it?	Who will lead this job?	What do we need?	Who will help us?
.....
.....
.....
.....



PLAN THE CHANGE

★ CHALLENGE 2 ★

Printout 9.1

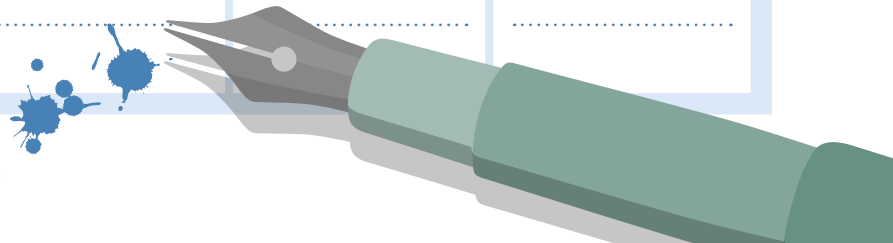
Our task

Print one sheet per small group.
Here is an example:

Our group is going to: write the letter

to send to our power person

What jobs do we need to do?	When do we need to do it?	Who will lead this job?	What do we need?	Who will help us?
Discuss ideas for the letter	During next meeting	Jess	Paper and pens	Pooja (our leader)
Write the letter	During next meeting	Eli	Paper and pens	Pooja (our leader)
Check the letter with the whole group	At the end of next meeting	Hela (to read it out), Jenn (to record ideas from the group)	The letter	Pooja (our leader)
Make changes if needed and type the letter	After next meeting	Pooja (our leader)	A computer and a printer	



ACTION ON BODY CONFIDENCE

★ A 'FREE BEING ME'
PROGRAMME ★



Dove & the World Association
of Girl Guides and Girl Scouts

www.free-being-me.com