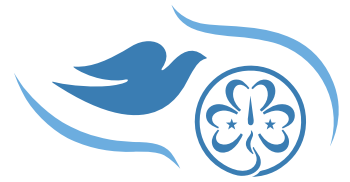


Created by the World
Association of Girl Guides
and Girl Scouts and the
Dove Self-Esteem Project



Dove & the World Association
of Girl Guides and Girl Scouts

ACTION ON BODY CONFIDENCE

★ A 'FREE BEING ME'
PROGRAMME ★



Activities for
children and
young people
aged 11-25



Action on Body Confidence

A 'Free Being Me' activity pack, 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 and empowering 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 of out of important life activities such as engaging with friends or loved ones, and 7 in 10 have not been assertive in their option 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 - advocacy.

Through surveys, discussions and creative activities, you will uncover the problems that low body confidence causes children and young people in your society, and you'll plan your own 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

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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 (over two sessions)

- Understand the Image Myth, and how it contributes to low body confidence
- Identify the body confidence issues that affect young people in your community
- Understand where the Image Myth comes from and who has the power to make a difference
- Uncover the roots of a problem caused by the Image Myth and low body confidence



Challenge 2 PLAN THE CHANGE

- Learn about advocacy and practice your skills
- Set a goal for the change you want to make with your Action Project
- Decide which individual(s) or institutions with the decision making power you will ask for change
- Create an action plan to achieve your goal, to influence your chosen decision maker and involve your community
- Agree how you will tell other people about your Action Project



Challenge 3 MAKE THE CHANGE

- Get your team together and build your teamwork skills
- Build the skills needed to speak out with confidence and persuade decision makers
- Put your plan into action!



Challenge 4 SHARE THE CHANGE

- Sign up to U-report and share your individual experiences directly with WAGGGS
- Share your actions on the Free Being Me website, and on social media
- Celebrate and evaluate your achievements
- Plan what's next



Before You Begin ...

Age group


This activity programme is designed for ages 11-25. There is also a version for 7-10s available. Groups with participants aged 11-14 may wish to mix activities from this curriculum and the younger curriculum.

How to use

You will need at least two full meetings of around 1.5 -2 hours for challenge 1, one meeting for Challenge 2, and 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 few months or longer. Or you could plan your Action Project during a camp or holiday!

Please ensure you follow the activities in order and as described.

We have provided some  *text in italics* for leaders to read to the group 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 <http://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 and advocacy.

Community

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

Safety online

some of the action ideas in this pack link to using social media. It is WAGGGS' recommendation 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.wagggs.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.

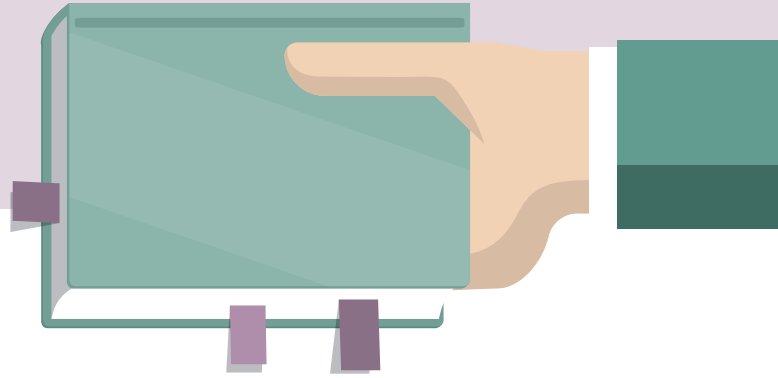
Do you need more guidance on discussing body confidence with your group?

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



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

Terms and Definitions



There are a few terms used within this programme 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 understanding, skills and ideas you need to plan and deliver advocacy activities to make a difference to the problem of low body confidence. To achieve the badge, your Action Project must do two things:

- Identify and reach out to a decision maker to ask for change
- Involve members of your community - reaching at least 3 people each. There are ideas of how to do this in the programme. The aim is to raise awareness of the issue within your community, and to encourage more people to Take Action.

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 curvy, 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 impossible to achieve every aspect of the look – and in reality there are lots of ways to be beautiful or handsome.


It is important to be clear with your group that if someone does meet some of the ideals in the image myth, they are not made to feel bad in any way. They are equally part of the diversity of beauty in your society! We want to make sure that no-one should feel pressured to look a certain way. It is not to say that people who do look more like the Image Myth are in any way wrong.

Advocacy

the WAGGGS definition of advocacy 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

See  [printout 6](#) for more information.

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.

Programme Summary

Challenge 1 SEE THE CHANGE - Session 1

Time	Activity	Description	Steps towards Action: How this activity leads towards your Project
In own time before you begin	Take it Home Challenge: Survey	Take home a body confidence survey	Build understanding of the biggest issues in your community and the need for change.
15 mins	Build Me Up	A game to celebrate your unique selves and your team	Begin to think about why body confidence is important for children and young people
15 mins	Discovering The Image Myth	Introduce/re-introduce the Image Myth and explore its impact	Growing understanding of the issue of low body confidence and where it comes from
25 mins	Survey results	Look at surveys to discover what you found about body confidence in your community and add to WAGGGS' global study	Build understanding of the need for action and of the biggest body confidence issues for your community
25 mins	Where does the Image Myth come from?	Work in small groups to discuss where we experience the Image Myth and who has influence/power over it	Build a picture of where the Image Myth is found and who has power to make or influence decisions that could help stop the Image Myth
10 mins	The World We Want To See	Explore a world free of the Image Myth.	Building up your vision of a world with less appearance pressure

Challenge 1 SEE THE CHANGE - Session 2

Time	Activity	Description	Steps towards Action: How this activity leads towards your Project
20 mins	The Root of the Problem	Make a Problem Tree, to look deeply into the roots of one problem caused by low body confidence.	Look deeply into one problem caused by low body confidence. Understanding more about where the problem comes from will help you decide the changes you think are needed, to help stop the problem
20 mins	Who and what can help solve the problem?	Quick moving discussions and passing on ideas for changes needed, and decision makers and influencers who can help make the change happen. Vote on one change you want to see!	Identify the changes that could make a difference to the problem you have chosen, the decision makers who could bring the change about, and those who can influence the decision makers.
45 mins	Image Myth Talk Show	Put on your own talk show to interview the decision maker or influencer you've chosen to help you understand more about them, and help you practice persuading them to make a change	Understand more about decision makers/ influencers and how they might be influenced

Programme Summary

(continued)

Challenge 2 PLAN THE CHANGE - Session 3

Time	Activity	Description	Steps towards Action: How this activity leads towards your Project
5 mins	Stand Strong	A quick fun activity to practice ways to stand which give us confidence and energy.	Growing in confidence and influencing skills
15 mins	3-2-1 Advocate!	Learning about advocacy, and practicing with a quick-moving persuasion activity in pairs	Practicing advocacy skills needed for the Action Project
60 mins	Plan your Project	Decide your group's action plan, setting a goal, agreeing decision makers/influencer to reach, objectives, and activities.	Participants create a clear plan for their Action Project.

Challenge 3 MAKE THE CHANGE - Session 4

Time	Activity	Description	Steps towards Action: How this activity leads towards your Project
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
45 mins-one meeting	Share with the world	Share your group's story on the Free Being Me website, and feed back your experience via the U-report platform
	Evaluate!	Ideas for how to evaluate your Action Project's successes
	What's next?	Discuss ideas of ways you can keep your Action Project going, and continue making a difference
	Celebrate!	Celebrate your achievements and get your badge



Take It Home Challenge



In own time



At a glance

Survey friends and family about self-esteem and body confidence

You will need

Copies of the survey for each participant - Printout 1

A step towards action

Build understanding of the body confidence issues in your community and the need for change.



What to do

Ask participants a week or two before you begin the Action on Body Confidence programme to take this survey home, to ask friends and family aged between 10-25 their views and experiences.

Each participant should try to ask at least three people to participate in the survey.

To introduce this, explain that:

We are about to begin our Action on Body Confidence activities. It's a fact that many people in societies around the world don't feel confident in the way they look, and this is holding them back from being the people they have the potential to be and doing things they have potential to do. The world is missing out because of this huge problem of low body confidence.

During the next few sessions, we'll find out more about body confidence, the reasons why people feel this way, and plan ways that we can ask decision makers who have the power, to Take Action and make a difference!

The first thing we're going to do is a survey, to ask people we know aged 10-25 about pressure they feel to look a certain way, where those pressures come from and if the pressure to look 'perfect' has had an impact on their lives.

Safety



Ask your group to approach only people they know to participate in the survey, and to ensure that the surveys are filled in at safe locations where there are adults present, such as at school. You may wish to tell parents about the survey.



Session 1 ★ Activity 1

Build Me Up

15
mins



Learning

To talk about and respect themselves and others as a 'whole' – including personality, talents, abilities and interests as well as appearance. A great team is made up of unique individuals.

Step towards action

Begin to think about why body confidence is important for children and young people.

What to do

- 1) All participants take three pieces of paper or sticky notes
- 2) Write on the sticky notes - one on each - the following



Eyes: something you are proud of or value about the way any part of your body looks (you don't need to say why!)



Heart: something about your personality you like, or a strength you have for example being funny or caring



Feet: write something you can do with your body that you're proud of or enjoy – anything, like walking to school, playing a football match, cooking and so on.

- 3) Use your large sheet of paper to draw a giant outline of a person - you could even draw around someone in the group! Stick up your person outline on a wall.
- 4) Play the 'Build Me Up' game. This is designed as a fun, active game to warm everyone up and make connections.



At a glance

A game to celebrate your unique selves and your team



You will need

1 piece of paper and pen per participant, three small pieces of paper or sticky notes each, 1 large piece of paper (like old wallpaper or flipchart paper)

- Get into small, equal-sized groups. (If you have an odd number, ask a leader to join in!)
- The groups should pile up their Eyes, Hearts and Feet in small piles in front of them, and stand at the other side of the meeting room from the person outline.
- The Leader asks everyone to close their eyes and put their hands on their eyes, heart or feet. Once everyone has chosen their position, the leader (who has her eyes closed too!) should call out 'Eyes' 'Hearts' or 'Feet'.
- Everyone opens their eyes. All who were in the position the leader called out must pick up one piece of paper from their team's pile showing the body part called out, and run to stick it on the person outline.
- Repeat the game, until one group has finished all their pieces of paper -they are the winners! Keep it quick and active - you could give a time-limit on the run, or add an obstacle course.
- Congratulate the winning team, and ask everyone to come up and stick on the rest of the notes, then bring everyone together and read them out to the group.



SEE THE CHANGE

★ CHALLENGE 1 ★

(continued)

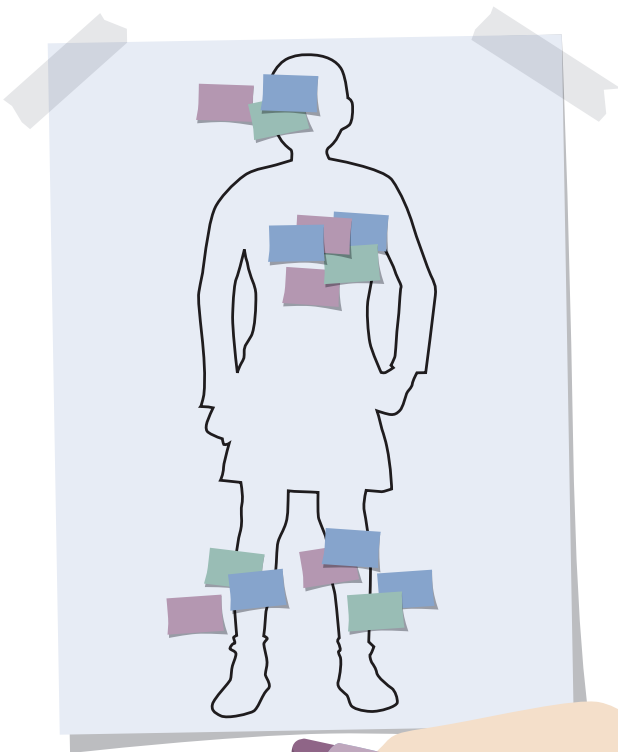
Build Me Up

15
mins



Try it another way

If your group prefers, you could play a quieter version. Everyone sits in a circle and all the eyes, hearts and feet are placed in a pile in the centre. Choose someone to start. They go into the centre and choose one of the pieces of paper. They read it out and must guess whose piece of paper it is! If they're right they get another guess. If they are wrong, the person whose paper it is reveals themselves and the turn passes to the person on the left of the first person. Each time, stick the paper onto the person outline. If you have a large group, you may wish to do this in small groups to save time. The winner is the person who has the most correct guesses.



5) Discuss afterwards

Gather everyone around your person outline with all the notes attached. Explain that *this person represents us as a whole group. We are each unique and special people, with different appearances, likes and skills. As we start working on our plans to help other people feel confident about themselves, it's important we recognise that each of us is equally important and, as we can see from all the notes, contributes something different to our group.*

Discuss

- Is it important to speak about the things we like about ourselves? Why?
- Is it important to talk about more than just the way people look? Why?
- Do you think that people's worries about the way they look sometimes stop them from appreciating themselves and feeling confident?

Explain *We are doing the Action on Body Confidence programme to help people feel confident in the way they look, so they can appreciate their whole selves, and not be held back from following their dreams.*





SEE THE CHANGE

★ CHALLENGE 1 ★

Session 1 ★ Activity 2

Discovering the Image Myth

15
mins



At a glance

Group discussion activity to define the 'Image Myth', which is the long list of appearance features that many of us feel pressure to achieve.

You will need

Large sheet of paper, thick pen

What features would someone need to have to be considered 'perfect-looking' in our society? Think about every part of the body, from hair and face, to body type and shape, legs, feet, hands, skin...

Encourage everyone to call something out to add to the list. Write everything down that is suggested. Try and get as much detail as possible – for example if someone says 'tall', ask 'how tall?' If someone says 'perfect teeth', ask what perfect teeth look like (e.g. white, straight, etc) You will be left with a long list!

Learning

Participants understand the concept of the Image Myth, understanding that it is a myth (ie. a false, made up concept) because it is impossible to achieve and there is not only one way to look beautiful.

Step towards action

Grow understanding of the issue of low body confidence and where it comes from.

Note: If the group has done Free Being Me recently, you can skip this activity, but make sure everyone remembers what the Image Myth is. You could discuss whether the Image Myth has changed – has any new fad or fashion been added?

What to do

Note: If you have a mixed group, it can help to do this activity with girls and boys separately as the image myth is different for girls and boys – or you work together on two separate lists. (If you have time, you might like to have a discussion about the links between the Image Myth and gender in your society).

This activity is designed to be quick and simple – don't spend too long putting together your list.

1) Create your list: Write at the top of the paper 'a perfect-looking girl' or 'a perfect-looking boy'

Tip



It is important to be clear with your group that if someone does meet some of the ideals in the image myth, they are not made to feel bad in any way. They are equally part of the diversity of beauty in your society! We want to make sure that no-one should feel pressured to look a certain way. It is not to say that people who do look more like the Image Myth are in any way wrong.

Example





SEE THE CHANGE

★ CHALLENGE 1 ★


(continued)

Discovering the Image Myth

15
mins



2) Read the list aloud to the group – be dramatic, it’s a long list! Point out where there are inconsistencies, for example in some societies the ‘perfect-looking girl’ is expected to be skinny but also curvy or to be tall but also have small feet. It must always be the leader reading out the list and not participants.

3) Explain  that the ‘perfect-looking girl’ or ‘perfect-looking boy’ is actually a myth! It’s impossible to achieve, it’s not real and it is very damaging. It’s called the Image Myth.

! Important: Cross out the title and write ‘Image Myth’ instead.

4) Discuss (it is important you ask all these questions and encourage participants to discuss)

- Is it possible to achieve everything on this list at once?

No! Even if we think someone has all the features on the list, for example a model or a celebrity, their faces and bodies are often airbrushed (their image is altered using a computer) in advertisements and films to change the way they look.

- Do you think this list has always been the same throughout the history of our society?

No! The list of features that go in the ‘perfect-looking’ list changes through time

- Do you think the list would be the same if we asked girls or boys of your age from another country?

The Image Myth list is often different in other cultures, though some features cross cultures, especially through big Hollywood or Bollywood films.

- Do you/your friends feel pressure to achieve this list? What are the down-sides or problems the Image Myth causes? (You have already discussed some of these problems as part of the Survey activity)

for example: makes you sometimes feel worried and unhappy, feel you aren’t good enough, compare yourself to others, low self-esteem

- Are there any other reasons why trying to look like the Image Myth is a problem for individuals and society? Write down the answers to this next to your Image Myth list:

For example: monetary cost, damage to physical and mental health, low self-esteem, time spent on image is time that could be better spent on positive things, less likely to want to do sport or other join in activities, less time focused on education. Society misses out on the difference these people could make, and their potential skills and talents. More likely to opt out of activities that could be fun or important, and less likely to give an opinion be assertive. Creates gender stereotypes and expectations.

- Do you think it’s a good idea to try and achieve the Image Myth?

Encourage everyone to shout ‘NO!’

Tip



Leave out your Image Myth list and list of problems the Image Myth causes during the rest of your time on Action on Body Confidence to remind you what you are challenging.

Take it further

You could ask participants to come prepared with some research into the appearance girls and women or boys and men were expected to have in a different era or in another culture different from your own, and put together an Image Myth list to compare with your modern list. Can you see the differences between the two?



SEE THE CHANGE
★ CHALLENGE 1 ★

Session 1 ★ Activity 3

Survey Results

25 mins

Learning

To think about the meaning of survey findings.

Step towards action

Build understanding of the need for action and of what the biggest body confidence issues are for your community.

What to do

Now you understand what the Image Myth is in your community, use your survey results to find out about how it affects people you know.

At a glance
Work as a group to put together the results of everyone's surveys

You will need
Surveys participants had filled in as their 'take home challenge', printed tables from printout 2 (or use these as templates to draw your own version), pens.

5) What do you think are the most common body confidence worries or concerns for people your age where you live?

	Number of times ranked in top three	
body size		
body shape		
hair texture		
skin colour		
skin (for example, acne)		
face appearance		
Other		
Other		

6) In the last month, have your appearance stopped you from:

	Number of times ranked in top three		Stopped me the time	Doesn't apply to me
	Hasn't stopped me at all	Stopped me a little bit		
Going to the beach or swimming pool				
Going to a party or club				
Going shopping for clothes				
Doing a social event, party or sport				
Giving an opinion or standing up for myself				
Going to the gym or being active				
Going to school, college or work				
Spending time with friends				
Spending time with family				

Action on Body Confidence | Activities for 11-25 year olds

- Put together the results of everyone's surveys. If your group is large, you could do this in small groups. Put each of the tables from **printout 2** up on a different wall or surface. Ask each participant to record the responses to the surveys they did as tally marks or ticks.
- Create a summary of results of the survey – fill out the below questions. If you have time, you could split into small groups and ask participants to take one question each to summarise. Or, leaders or older girls could do this while the group is doing another activity.



SEE THE CHANGE
★ CHALLENGE 1 ★

(continued)

Survey Results

25
mins 

? **From Question 3** – how many people feel pressure to do things (eg diet, wear makeup) to make themselves look different from their natural appearance?

- Yes a lot of pressure
- Yes some pressure
- No not much pressure
- No pressure at all

? **From Question 4** – Which are the top three places people feel appearance pressure comes from?

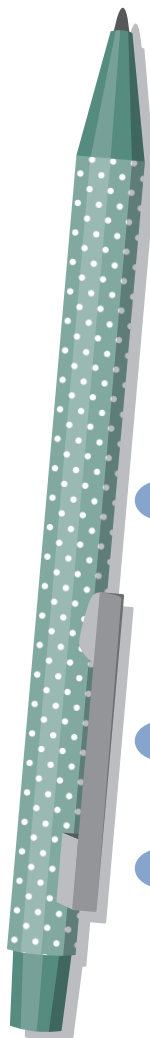
- 1)
- 2)
- 3)

? **From Question 5** - What were the 3 most commonly listed body confidence issues?

- 1)
- 2)
- 3)

? **From Question 6** - Which 3 activities were people most likely to stop doing because of worries about their appearance?

- 1)
- 2)
- 3)



? **From Question 6** - Which column has the most tally marks overall – ‘Didn’t stop me at all’, ‘stopped me a bit’, ‘stopped me quite a lot’, or ‘stopped me all the time’?

3) Bring participants back together to share the results. You can simply read out the results, or if you have time, share the results in an active way like this:

? **Question 3** – draw an imaginary line along the length of your meeting space. At one end is ‘a lot of pressure to change appearance’. At the other end is ‘no pressure at all’.

Ask participants to stand along your imaginary line to represent the amount of pressure they think people feel.

Ask some participants why they chosen to stand where they are.

Now read out the result.

Are any participants surprised, or did they expect that result? Why?

? **Question 4** – read out the list of places and ask participants to raise their hand to say which they think is number one. Now, read out the top three results. Were they right? Are they surprised or was this expected? Why?

? **Question 5** – for the 3 most common body confidence issues, use the voting as for question 4.

? **Question 6** – for the 3 activities, use the voting as for question 4 and for the most tally marks, use standing on an imaginary line as for question 3.



SEE THE CHANGE

★ CHALLENGE 1 ★

(continued)

Survey Results

25 mins



4) Discuss

- What have we learned from the surveys?
- How are people we know being held back by worries about the way they look?
- What kinds of problems could low body confidence lead to? You've already discussed this during the Image Myth activity, but the survey might bring out some more ideas. Here are some examples of problems:
 - Young people trying to alter their bodies to fit the image myth through actions like dieting, excessive exercise, skin lightening, etc.
 - Young people spending a lot of time and money on changing their appearance
 - Young people missing out on certain activities
 - Not speaking their opinion or being assertive or defending themselves
 - Discrimination and bullying against people who look different from what society expects (in school, in the media, etc.)
- Is this a situation that needs to change? Why?

Your surveys might find that the community you're in has high body confidence – if so, that's great! Girls might be interested to hear more about global statistics on body confidence which you can find here



<http://www.dove.com/us/en/stories/about-dove/our-research.html>

This shows appearance worries have a big impact on girls worldwide.



Tip

Keep a list of the problems shared because the group will use it later for action planning.





Session 1 ★ Activity 4

SEE THE CHANGE

★ CHALLENGE 1 ★

Where Does the Image Myth Come From?

25 mins



Learning

To look deeply into where the Image Myth comes from, and learning difference between decision makers and influencers.

A step towards action

To build a picture of where the Image Myth is found and who has power to make or influence decisions that could help stop the Image Myth.

What to do

1) Where do we see/hear the Image Myth?

Get into small groups. Groups should discuss:

What are the sources of the Image Myth - where do we see it, hear it and experience it?

Group should think of at least five sources each (ideas below!). Write each idea on a separate sticky note or small piece of paper, and lay them out on a wall or on the floor. Leaders group together ideas that are the same or similar. Use the ideas below to help.

Ideas

Sources - places where we see, hear and experience the Image Myth

- Social media (twitter, facebook, Instagram, snapchat, whatsapp...)
- Advertisements
- Diet/health industry
- Films and television
- Companies selling products
- Fashion industry
- Magazine and printed media
- Celebrity stories or comments
- Peer pressure from friends - particularly at school

At a glance

generate ideas in small groups

You will need

pens, sticky notes/small pieces of paper in two colours

2) Who has influence/power over the Image Myth?

Who has power over these sources of the Image Myth?

Important: first explain the difference between two types of people:

Influencers - these people have the power to affect or change the decision another person makes. When an influencer says or does something it has an impact on how others view that issue. Influencers are very important as they can be helpful in convincing people to make a positive change.

For example: a parent and teacher group influences a school Principal to make a change to the school's policy on bullying

Decision-makers - these people have the power to make a decision that can make a change.

A decision maker is someone that is in a position of power, they are able to make decisions that directly impact the way that we live our lives.

For example: a school Principal decides to change their school's policy on bullying.



SEE THE CHANGE
★ CHALLENGE 1 ★

(continued)

Where Does the Image Myth Come From?

25 mins

Group should think of at least 5 decision-makers/ influencers. Make sure you consider both. They should write them on another colour of sticky notes. (Ideas below!)

Place these sticky notes next to the sources of the Image Myth that they would have power or influence over. Be clear on your notes whether the people are influencers or decision makers.

Remember most sources have lots of different influencers and decision makers – for example companies selling products are influenced by their customers, other companies, media etc

Use the ideas below to on the right.

Ideas

Decision-Makers - People with the power to make decisions that can help stop the Image Myth

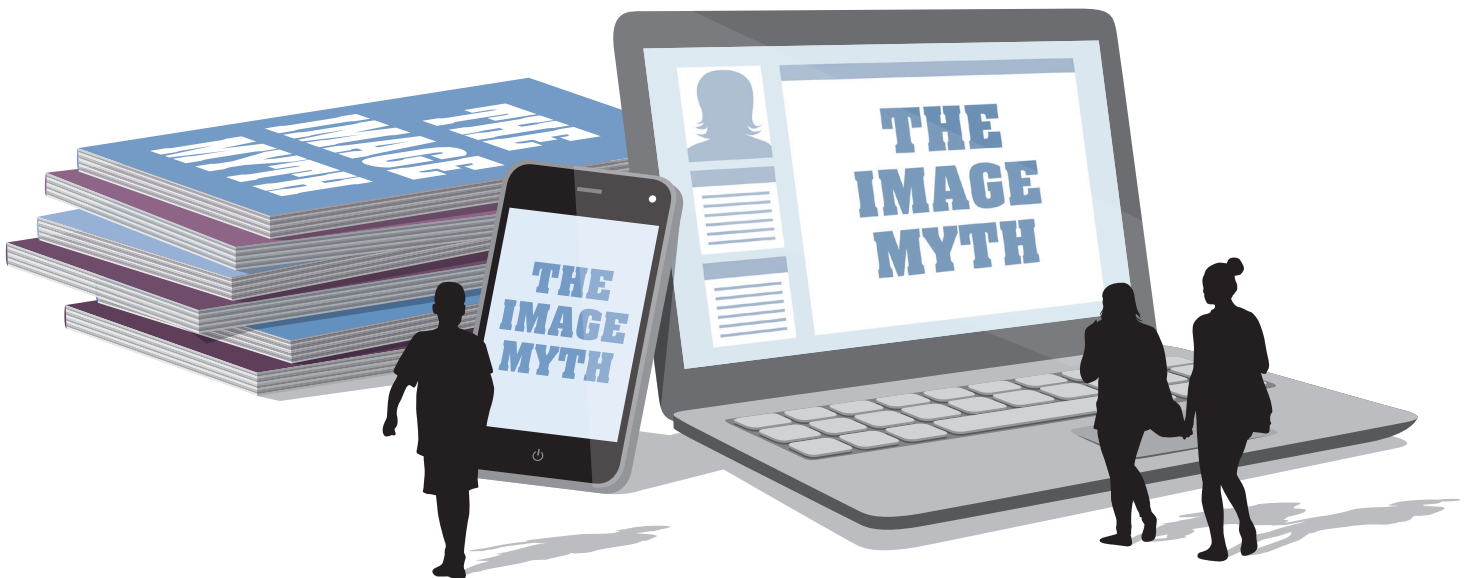
- CEOs of social media providers such as Facebook, Twitter or Instagram
- Large companies that make diet, health or beauty products
- Magazine editors
- Shop owners
- Teachers/ principals
- Government health and education ministers
- Advertising executives
- Film or TV producers
- Fashion designers..

Influencers - People who can influence people who make decisions

- Social media users - including bloggers and vloggers
- Health 'experts' who write blogs or articles
- Friends
- Journalists
- Family members
- Celebrities...

Tip

At this stage, just have the decision-makers and influencers as general groups of people, you don't need to name any individuals.





SEE THE CHANGE

★ CHALLENGE 1 ★

Session 1 ★ Activity 5

The World We Want To See

10
mins



At a glance

An inspirational activity to be done as a whole group

You will need

Printout 3 and a ball

Learning



To build participants' confidence that they can make a difference.

Step towards action


Building up your vision of a world with less appearance pressure.

What to do

Finish this session's activities with an activity to visualise the changed world you want to help bring about through your Action Project.

- 1) Ask everyone individually to think of one change they want to see – something that would be better in a world where children and young people feel confident in the way they look, and are not held back by the Image Myth. You could give out the statements from  **printout 3** as inspiration.
- 2) Ask everyone to stand in a large circle. Explain  *it takes small steps to change the world, but if we all work together we can make a huge difference. Where you're standing now represents the world now. The middle of our circle represents the world we want to see. We can get there together!*
- 3) The first person should take the ball, then take a jump forward and call out the change they want to see, as loudly as they can. They then turn around and throw the ball to someone else in the circle. The rest of the group call out 'we can

change the world!' and jump forward too. The person who received the ball jumps forward again and calls out their statement, and so on as before. Once everyone has given their statement, you should all be bunched together in the centre.

 *We can do it if we work together and believe we can get there. There are 10 million Girl Guides and Girl Scouts globally working together for a better world.*

Give each other a high five, or a big cheer!

Tip



You could do this activity in another way – ask the group to use creative methods to display the world they want. For example they might write their statements on placards, or use art or acting to show what their world would look like. You might want to use these as part of your Action Project.





SEE THE CHANGE

★ CHALLENGE 1 ★


Session 2 ★ Activity 1

The Root Of The Problem

20 mins



 **At a glance**
An interactive group activity

 **You will need**
Sticky notes or small pieces of paper and sticky tape, a ball or wool or string, large piece of paper and pens

It's important to think about the root causes of an issue before we plan our action. When we know more, we can target the right people, and make more of a difference.

You're going to make a Problem Tree, using yourselves!

- 1)** First, draw out a tree on a large piece of paper. It needs a trunk, roots, branches and leaves. You'll be adding lots of words to the tree as you go along, so leave enough space around the tree. Make the tree colourful and creative!

See page 21 for an example of a Problem Tree.


Learning

To take a problem and uncover the causes behind it.

Step towards action

Look deeply into one problem caused by low body confidence. Understanding more about where the problem comes from will help you decide the changes you think are needed, to help stop the problem.

What to do

Explain  *last session we talked about the Image Myth – where it comes from and who can make decisions or influence decision makers to stop the spread of the Image Myth to help people feel more body confident.*

We're working towards running our own Action Project to make a difference. This session is all about deciding on what we want our Action Project to be about! To help us, we're going to explore some of the body confidence issues we talked about and found out about through our surveys. We'll think about the root causes of the issues – what's really causing the problem.



Part 1: Trunk of the tree - the problem

1. Take a moment to remind participants of the problems that the Image Myth can cause for young people - remember the survey and the list you made during discussions in the Image Myth activity.

As a group, choose one of the problems which you think is one of the biggest in your community. Write this on to the trunk of the tree you have drawn.

2. Now, ask for one volunteer 'Volunteer 1', who stands in the centre of the meeting space. Write the problem you have chosen on a sticky note and stick it to the volunteer's forehead! Give volunteer 1 a ball of string or wool.



SEE THE CHANGE

★ CHALLENGE 1 ★

(continued)

The Root Of The Problem

20 mins



Part 2:

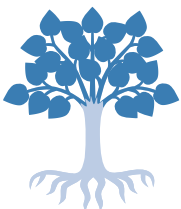
Roots of the tree - causes of the problem

1. Explain that we will explore the 'roots' of this problem. We want to think more deeply about what causes this problem for young people.

Imagine that volunteer 1 in the middle of the room is the trunk of a tree. Explain that every tree has roots under the soil that hold it up, and keep it alive and strong. In the same way, we want to know what it is that keeps this problem going. What are its roots?

2. Ask the rest of the group 'what causes this problem?' Anyone who has an idea calls it out and comes forward, writes their idea on a sticky note, then sticks it to their own forehead. They then stand a small distance away from volunteer 1, who holds one end of the string and throws the ball to the new volunteer so the string joins them together. Keep going, and see how many roots you can find.

You'll find you have a number of roots coming from the original volunteer – each time, cut a new length of string to link each idea together. When you have got as far as you can, read through your root network as a whole group.



Part 3:

Branches and leaves - the consequences of the problem

1. Explain that the roots of problems, much like the roots of a tree, are often hidden. But we can usually tell there is a problem because we see the consequences.

2. With the participants representing your roots still standing, ask the remaining group members to call out consequences that result from the problem that Volunteer 1 is holding. Each person who calls out a consequence writes it on a sticky note and stands on the other side of the trunk, representing a branch.
3. Continue until all participants are standing or until the group cannot think of more ideas.

Afterwards

Ask each person to place their sticky note on the corresponding part of the tree picture on the wall (trunk, root or branch). Ask everyone to look at the tree and ask any questions they have. Explain that you will use this tree to help you plan your Action Project!

Tip



- If the group find it hard to get started, suggest some of your own ideas to help them understand what you're looking for.
- This activity is quite a big challenge, and eventually you will reach a point where you can't think of any new ideas – but the process of thinking more deeply about the issue is hugely important.
- If you prefer, you could do this activity with pens and paper in small groups, drawing the roots of the tree



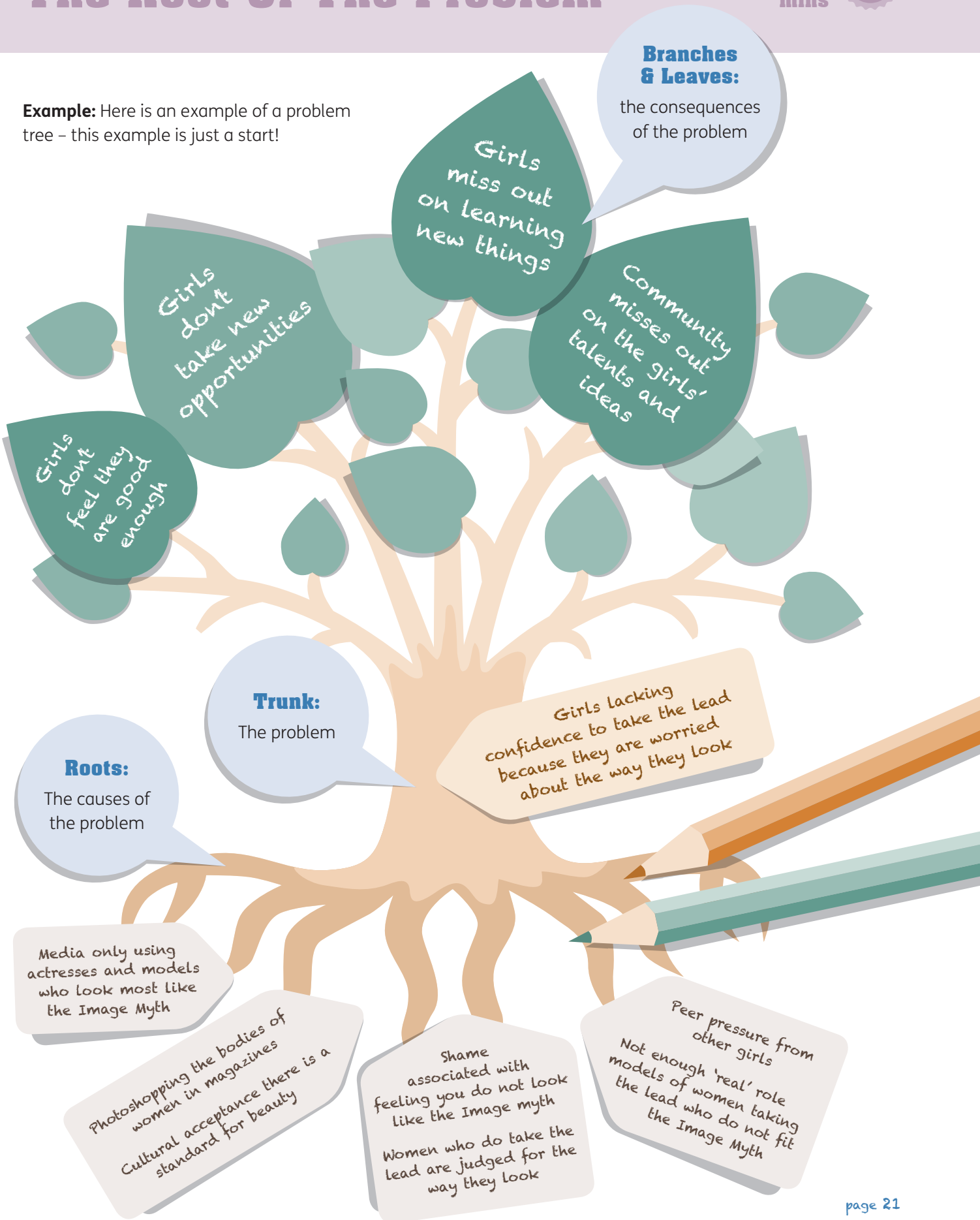
SEE THE CHANGE
★ CHALLENGE 1 ★

(continued)

The Root Of The Problem

20
mins

Example: Here is an example of a problem tree – this example is just a start!





Session 2 ★ Activity 2

SEE THE CHANGE

★ CHALLENGE 1 ★

Who And What Can Help Solve The Problem?

20 mins



Learning

To link changes to the people who can make those changes happen, and discussion skills.

Step towards action

Identify the changes that could make a difference to the problem you have chosen, the decision makers who could bring the change about, and those who can influence the decision makers.

What to do

Using the ideas you've put into your problem tree, our next step during this activity will be to think about two things:

- A change that is needed to make a positive difference to the problem you have explored
- For each change, the decision makers and influencers who can help us make it happen.

For example:

<p>Problem</p> <p>Girls lacking confidence to take the lead because they are worried about the way they look</p>	<p>Change</p> <p>Magazines to feature people of all shapes and sizes – so girls feel they don't need to fit into one definition of beauty.</p>
<p>Decision maker</p> <p>Magazine editor</p> 	<p>Influencer</p> <p>Magazine readers</p> 



At a glance

A quick-moving discussion activity



You will need

1 piece of paper and pen per small group

1) Get into small groups.

- Give every small group 3 minutes to think of **one change** that would make a difference to the problem, and write down the change on a piece of paper.
- Each group then passes their paper to another group. This time, the groups have three minutes to look at the change and think of one or more **decision makers** who could make this change happen
- Pass on the papers once more to a new group, and give three more minutes to think of any **influencers** – people who could influence the decision maker's decision.

This is a great way to share and generate new ideas!

- 2) Ask each group in turn to share all the ideas on the sheet they hold.
- 3) Vote on one positive change that you will work towards through your Action Project. This is an important vote as this will decide the focus of your Action Project!

If you have time, this is a good opportunity for the group to practice their skills of persuasion. Give each small group 2 minutes to convince the others that their change is the most important one, and the one the whole group should work towards achieving.



SEE THE CHANGE

★ CHALLENGE 1 ★

Session 2 ★ Activity 3

Image Myth Talk Show

45 mins



Learning

Develop skills to question people and persuade them to take a particular action or change their actions.

Step towards action

Understand more about decision makers/influencers and how they might be influenced.

What to do

This activity is to help your group understand more about the decisions people take, how they might be influenced, think about different people's perspectives and priorities when speaking to decision makers and influencers and practice your persuasion skills. You'll be acting out your own pretend radio or TV Talk Show interviews!

1) Biographies and questions.

- Take the sheet you agreed on from the last activity, which has the list of decision makers and influencers who could make a difference to the problem you have chosen.
- Explain that your group will act out a Talk Show (i.e. a television or radio show where people are interviewed to find out about their lives and opinions). Each small group will interview the influencer or decision maker they have chosen. Adult leaders or helpers will play the influencers/ decision makers.
- Ask each group to choose one of the decision makers or influencers each. If you don't have enough for one each, that's ok, more than one group can have the same.

To prepare, each group will need:

- a) **A biography** of their selected influencer or decision maker. Use the suggested biographies of selected key influencers and decision makers

At a glance

A group discussion and acting out a TV or radio talk show

You will need

Sticky notes or small pieces of paper in two different colours, copies of printout 4 and printout 5 one per small group, pens and paper

from printout 4 or create your own using the suggestions as templates.

The adult playing the influencer or decision maker should use the biography to prepare their character.

- b) **Questions to ask their influencer** or decision maker during the talk show. There are some ideas in printout 5. The questions should aim to:

1. Understand if the influencer or decision maker is aware of the problem which they can do something about
2. Learn about the influencer or decision maker and explore the power that they hold, who they reach, the decisions they make which have a negative impact and the type of decisions they could make which would have a positive impact on the issue
3. Find out what might change an influencer's mind and get them to think and act differently
4. Persuade the influencer or decision maker to make a change. You could offer tips and practical solutions to help the influencer or decision maker think about the step that they could take that would improve the situation.



SEE THE
CHANGE

★ CHALLENGE 1 ★

(continued)

Image Myth Talk Show

45
mins



2) Run the Talk Show!

You need

- A Talk Show host (why not a young leader or older participant?)
- Adult leaders or helpers to play the influencers or decision makers. (You could use props or outfits to get into character!)
- A studio scene – set out chairs as a stage, enough for one group and the leader playing the influencer/decision maker. Participants should sit down in front to form the audience.

What happens

- The Talk Show host introduces the character, using the biography information.
- Each group should then question their character in turn. Ensure that every participant asks at least one question. Take questions from the audience too!

! Note: participants should never play the influencer or decision maker characters themselves, as this can reinforce the Image Myth. When leaders are acting the characters, ensure the character is open to other perspectives and willing to answer the questions. It is recommended that the adults playing the characters do a little preparation beforehand to try and make this as realistic as you can.

Alternatives: if leaders do not feel comfortable to act out these roles, consider asking parents or other adults to help. Or if you cannot do the Talk Show format, participants could create the list of questions they would ask, and discuss between them ways they think they might be able to influence that person to think or act differently, and then feed back to the wider group.

3) Discuss afterwards

- Did the Talk Show help you to see the world from the influencer or decision maker's point of view? What did you learn from this?
- Has this exercise helped you to begin thinking of ways influencers and decision-makers can be persuaded to do something or change something that will make a difference?
- Do you feel more confident about your ability to persuade an influencer or decision maker to take the action that you want?





Session 3 ★ Activity 1

Stand Strong!



05
mins



Ask participants to walk around the room and greet each other again, with this new pose.

Ask afterwards *how do these poses make you feel? How does it make you feel to have someone greet you when they stand in this way?*

Remind participants that they are all important and have a right to be heard, stand up tall and take up space – these poses should help them feel powerful. Encourage participants to try these confident poses whenever they are feeling a little nervous or unsure, to help boost their confidence and self-assurance. Sometimes during the Action Project, you might try something new like speaking in front of new people. These poses will help!

Learning

Learning that the way you stand makes you feel more powerful, and confident, ready to Take Action!

Step towards action

Growing in confidence and influencing skills.

What to do

Explain that: *Some research suggests that our posture and the way we hold our bodies can affect how confident we feel. Standing strong and looking powerful – even when we don't feel like it on the inside – shows the world you're feeling open and self-assured – perfect for when we're doing our Action Project!*

1) Spread yourselves around the room. Ask participants to demonstrate a pose of someone with less confidence. They might fold their arms, look down at the floor and round their shoulders.

Ask participants to walk around the room and greet each other, keeping in these poses

Ask afterwards *how do these poses make you feel? How does it make you feel to have someone greet you when they stand in this way?*

2) Now ask everyone to try a confident pose. They might look up, have their shoulders back, perhaps arms out or hands on hips and stand tall.





PLAN THE CHANGE

★ CHALLENGE 2 ★

Session 3 ★ Activity 2

3,2,1 Advocate!

15
mins



At a glance

A quick-moving persuasion activity in pairs

You will need

Printed poster from printout 6 (or write out the words on a large sheet of paper), music (or a song), 1 piece of paper and a pen each

Learning

The meaning of advocacy and practice persuasion/ influencing skills.


Step towards action

Practicing skills needed for the Action Project.

What to do

1) Explain that in order to do our Action Project we will need to talk to decision-makers and/or influencers. We will need to use our skills to persuade those

people to take decisions that will improve our lives and the lives of others. This is called 'advocacy'!

Read through the poster from  **printout 6** together and leave the poster on a wall to remind everyone what advocacy is. Now, practice your own advocacy skills!

2) Ask each participant to choose a topic they are personally passionate about. It could be anything at all, from the need for better food at school to the importance of animal welfare, to why more girls should play soccer.

Give participants 2-3 minutes to write down

- Why is your issue important?
- when you became passionate about the issue
- the difference this issue has had on your life
- why other people should be passionate about the issue too.

3) Now it's time to share your passion with someone else in the group!

Reminder: decision maker and influencer - what's the difference?



Influencer

These people have the power to affect or change the decision another person makes. When an influencer says or does something it has an impact on how others view that issue. Influencers are very important as they can be helpful in convincing people to make a positive change.

For example: a parent and teacher group influences a school Principal to make a change to the school's policy on bullying.

Decision-makers

These people have the power to make a decision that can make a change.

A decision maker is someone that is in a position of power, they are able to make decisions that directly impact the way that we live our lives.

For example: a school Principal decides to change their school's policy on bullying.



(continued)

3,2,1 Advocate!

15 mins



- Divide the group into two equal groups. Ask the first group to stand in a circle facing outwards, then the second group to stand in a circle around the first group, facing inwards. Each person should have 1 person facing them. (Threes are ok if you have an odd number, but make sure everyone has a chance to speak)
- Ask all those in the outer circle to speak first. They have 30 seconds to tell their partner about what they are passionate about. This is sometimes called an ‘elevator speech’ because you have only a short time to speak and put your point across.

Think about: What are the most important points that you want to share? What will make your partner interested and excited about the topic you are sharing?

- After the 30 seconds, the listening partner should give feedback - what did they learn about? What did they like about the speech? What didn't they like?
- Play the music and everyone moves (or jumps, or dances) in their circle – inner circle moves in the opposite direction to the outside. When you stop the music, it's the inner circle's turn to share their story with their new partner.

Explain: each time you give your pitch try to remember the feedback you received from the previous person and improve.

Tip



For speaking out and advocating

- Try to speak slowly and clearly - when you rush people don't hear all the important points you are making
- Make eye contact
- Use the ‘stand strong’ poses you've learned to help make you feel more confident
- Don't try and say *everything* - keep to the key points you want to make
- Remember to talk about the personal difference this issue has made to you





PLAN THE CHANGE

★ CHALLENGE 2 ★

Session 3 ★ Activity 3

Plan your project!

60
mins




At a glance

Bring all ideas together to plan your Action Project

You will need

Printout 7, Printout 8 – 1 large one, or spread copies around small groups

! **You should now know:** The problem you want to solve, the change you'd like to see and people who can either influence or make decisions to make a difference.

Now, using  printout 8, fill out your action plan as a group, using the below guidance to help.

1) What is our goal?

A goal is a 'big picture' aim that you want to work towards. It helps direct us and inspire us!

For example, if your problem was "girls lacking confidence to take the lead because they are worried about the way they look" – then your goal could be "girls in our community will have more 'real' role models to aspire to because of who they are and what they do - not what they look like"

2) What are our objectives?

Your objectives are more specific things you want to achieve, that will help work towards your goal. Use all the ideas and discussions you have had to agree 1-3 short sentences that show what you want to achieve. Try your best to make your objectives 'SMART', which means:

- Simple
- Measureable
- Achievable
- Realistic
- Time-bound

For example, an objective might be: "We will convince at least 1 national girls' magazine to run a story focusing on the achievements and special skills of women and girls in our country by the end of the year. The selected women and girls will represent many different body types and physical appearances."

Learning

Goal and objective setting, teamwork, and creating clear, realistic plans.

Step towards action

Participants create a clear plan for their Action Project.

What to do

This is the activity that brings everything you've done so far together, and you can make your plan of action – you'll decide what you will do that will help solve the problem you identified, and help bring about the change you want to see.

Get together all the things you've worked on and created so far. You'll need:

- The Image Myth list
- Survey results
- World We Want to See statements
- Problem Tree
- Change/decision maker/influencer sheet (from 'What and who can solve the Problem?')

You'll realise that as you've gone along, you have made decisions that bring you closer to the action you want to take for your Action Project.



PLAN THE CHANGE

★ CHALLENGE 2 ★

(continued)

Plan your project!

60 mins



You should have at least one objective, but feel free to come up with more if the group feels up to it! Just remember that the aim is to achieve all of the objectives set.

3) Who are the decision makers we want to target?

Looking back at your lists of decision makers and the Talk Show interviews, which decision makers are the most able to help you meet your objective(s)? Be specific – choose only one or two to focus on.

For example: for the objective above, your decision makers could be the editors of the top three girls' magazines in your country.

4) Who are the influencers we want to target?

Look back at your lists of influencers – who can influence your chosen decision makers? Again be specific, and think about people you will have access to and can work with.

For example, for editors of the top three girls' magazines, a key group of influencers are the girls who read the magazines.

5) What are your activities?

Your activities are the actual steps you will take to achieve your objective(s).

When planning your activities, remember your action must do two things to gain your Action on Body Confidence badge:

Our goal: the 'big picture' aim that your Action Project will help work towards

Girls in our community will have more 'real' role models to aspire to because of who they are and what they do - not what they look like

Our objectives: the specific achievements that will help work towards your goals. (1-3 short sentences). Make your objectives SMART!

We will convince at least 1 national girls' magazine to run a story focusing on the achievements and special skills of women and girls in our country by the end of the year. The selected women and girls will represent many different body types and physical appearances.

Decision makers we will target

Editors of the top three girls' magazines in our country

Influencers we will target

Girls who read the magazines





(continued)

Plan your project!

60 mins 

1. Reach out to a decision maker or influencer and ask them for change – this is advocacy!
2. Engage people in your community to raise awareness of the issue and actively involve them in your project. As a group, you should reach at least 3x the number of people in your group. (eg a group of 12 should reach at least 36 members of the community)

For example, your activities could be:

1. Write letters to the editors of three of the top girls' magazines to ask them to feature women and girl role models because of their achievements and skills rather than the way they look. We will also invite them to our upcoming event.
2. Plan and run a community 'talk show' event for at least 50 girls from XX School and their parents, featuring inspiring women and girls from our community.
3. Create a short video about the event and share it on social media, tagging the three girls' magazines. The video will be shared at least 20 times and liked at least 150 times.

Remember this isn't a list of details, or who's doing what – it's the key actions you aim to do to work towards the goal.

6) What is our plan of action?

Now you can get into the detail. You might find it easier to divide into groups, responsible for different parts of your plan. For each part, you'll need to think about the different things you'll need to do to make it happen.

You'll need to think about:

- What is the activity?
- How does it help reach the objective?

- When do we need to do it? Set deadlines.
- Who is responsible?
- What do we need? (Think about money, items, time, space, people...)
- Who do we need to work with?

For example:

- Writing group: to write the letters
- Video group: to film and put together the video of the event
- Event planning group: to plan the event for the community - including involving local media and other decision makers within the community.
- Communications group: inviting members of the community to the event and telling local media about your project and goal

! Important: ask small groups to report back to the whole group, to ensure all the plans fit together. Take a moment to look at the whole plan and check that it is realistic! Don't be afraid to make changes or think again. It's important to get your plan right before you start.

Be Safe!



Make sure that any plans are agreed with an adult. If there are to be any activities away from the meeting place, ensure you have parents' permission.

It is good to challenge yourselves, but don't give yourselves too much to do, and don't agree to do anything that someone is not comfortable with.



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 and ideas to help you get the best from your project and your wonderful team.

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!



Beforehand

- Agree between you exactly what you want the decision maker to do. Are you sure that it is something that is in their power to do?
- Find out how best to contact your decision maker in a way that will make a difference. For example, they might receive hundreds of emails a day but a letter, or a tweet, might be something different that grabs their attention. Try to meet them in person if possible.
- Go over what you learned from the Talk Show – think of different things the decision maker might say, to make sure you have prepared your replies.



Call, write to, or meet with the decision maker

- Explain clearly what you want and why it is important that this happens. What will the impact be if action is taken?
- Show your understanding of the issue of body confidence and why the Image Myth is a bad idea – remember, you are an expert in girls' /boys'/young people's experiences
- Praise good work the person has done already and show interest in the person and what they do
- Show respect for the person's point of view and opinions
- Be polite, yet firm
- Decide on "next steps" before you end the conversation
- Be friendly – ask questions, smile, make the person feel wanted and included



(continued)

Run your project!

Flexible time



Follow up

- Thank your decision maker
- Report back to everyone you have engaged in your Action Project
- Follow up with the decision maker to see whether they have done what they agreed to do.
- Can you use success with one decision maker to persuade another to do the same?



Try this activity - Think, Feel, Do

If you want to influence someone's actions, it's helpful to be very clear about what you want them to Think, Feel and Do after hearing from or listening to you.

Take some time to brainstorm this. You should have your influencer or decision maker in mind or anyone else you are targeting with your actions.

Example: Editor of girls' magazine



What do you want them to **think** about your project/event/campaign?

- Girls are interested in reading about more than just people who look close to the Image Myth
- Many girls have low confidence in themselves because they have no role models to look up to who they can identify with



What do you want them to **feel** about your project/event/campaign?

- That girls are missing out an opportunity to be inspired by other girls and women to try new things and reach their potential. We want this to make them feel sad and want to make a change



What do you want them to **do** about your project/event/campaign?

- To ask for articles which feature a variety of women and girls who are inspiring because of their achievements and skills rather than the way they look.

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 activities and challenges, it's good to bring the everyone 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

WAGGS 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!

1) 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) U-Report - for participants

An important part of the body confidence advocacy journey is to understand the impact that your action has had on you and those you have reached.

We would like you to use the digital platform U-report to tell us about your experiences doing Action on Body Confidence and share what you have learnt.

Steps:

- Step 1: Each individual register as a U-Reporter (follow @UReportGlobal or send an instant message with the word 'JOIN' on Facebook: www.messenger.com/t/ureportglobaland)
- Step 2: Send the letters 'FBM' to U-Report to activate the poll
- Step 3: Wait for the poll to be sent to you, and fill it out!

This information goes to WAGGGS – we can find out more about your experience, learning about your successes and what you enjoyed, as well as challenge and ways we could help support you in the future.

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" "running our social media campaign".

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?

Write out or print out your objectives from your Action Plan on a large piece of paper for everyone to see.

Ask everyone to stand up. Go through each objective and for each 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.

3) What's next?

Discuss together how you will continue to challenge the Image Myth even now your project is completed. Here are some ideas:

- Follow up with the influencers/decision makers you targeted to find out whether they are doing what they said they would do
- Run Free Being Me activities with younger girls or support their Action Project
- Agree to do one activity from Free Being Me each term
- Promise to keep up 'body-talk' –free Guide/Scout meetings, so it can always be a safe space for you to come and feel completely 'Free Being Me'. (Find out more about body talk in Free Being Me 11-14s version)



SHARE THE CHANGE
★ CHALLENGE 4 ★

(continued)

Share with the world

40 mins



4) Celebrate!

You have done an amazing thing. Your action has helped make the world a better place for girls 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.

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:

- 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/>

- Find out about the UN Sustainable Development Goals and programmes you can get involved in to help free the world of poverty and injustice



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



Printout 1

Survey

Action on Body Confidence

Hello! Thank you for filling out our survey. We are interested in your views and experiences on appearance and what influences our feelings about the way we look. Your answers will help inform:



.....
unit/group's body confidence Action Project, and The World Association of Girl Guides and Girl Scouts' global research into body confidence

1) How old are you?

- 11-15
- 16-20
- 21-25

2) What is your gender?

- female
- male
- other
- prefer not to say

3) Have you ever felt pressure to alter your physical appearance (eg diet, use certain products, style hair) to look a certain way?

- Yes a lot of pressure
- No not much pressure
- Don't know
- Yes some pressure
- No pressure at all

4) If you have felt any pressure to change the way you look, where do you feel this pressure coming from? Rank these from most pressure (1) to least (8)

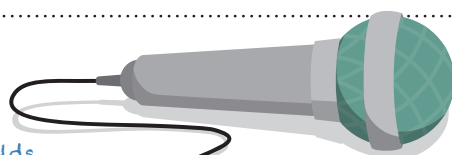
- | | | |
|---|---|---|
| <input type="checkbox"/> Advertisements | <input type="checkbox"/> Friends | <input type="checkbox"/> Social media |
| <input type="checkbox"/> Magazines | <input type="checkbox"/> People at school/college | <input type="checkbox"/> Fashion designs |
| <input type="checkbox"/> Television/films | <input type="checkbox"/> Family | <input type="checkbox"/> Shops/online shops |

Other

Comments (please share any further thoughts or experiences):

.....

.....





Printout 1

Action on Body Confidence



5) What do you think are the most common body confidence worries or concerns for people your age where you live? Please tick/check the top three

body size

hair texture

skin (like acne)

body shape

skin colour

face appearance

Other

6) In the last month, have worries about the way you look stopped you from:

	Hasn't stopped me at all	Stopped me a little bit	Stopped me quite a lot	Stopped me completely	Doesn't apply to me
Going to the beach or swimming pool					
Going to a social event or party or club					
Going shopping for clothes					
Doing a physical activity/sport					
Giving an opinion or standing up for myself					
Going to the doctor or nurse					
Going to school, college or work					
Spending time with friends					
Spending time with family					
Any other? Please write here ...					



Printout 2

Summary Sheets for Survey Results



1) How old are you?

	Number
11-15	
16-20	
21-25	

2) What is your gender?

	Number
Female	
Male	
Other	
Prefer not to say	

3) Have you ever felt pressure to alter your physical appearance (eg diet, use certain products, style hair) to look a certain way?

	Number
Yes a lot of pressure	
Yes some pressure	
No not much pressure	

	Number
No pressure at all	
Don't know	

4) If you have felt any pressure, where do you feel this pressure coming from?

	Number		
	Ranked 1	Ranked 2	Ranked 3
Advertisements			
Magazines			
Television/films			
Friends			
People at school/college			
Family			
Social media			
Fashion designs			
Shops/online shops			
(other)			
(other)			
(other)			



Printout 2

Summary Sheets for Survey Results

5) What do you think are the most common body confidence worries or concerns for people your age where you live?

Number of times ranked in top three	
Body size	
Body shape	
Hair texture	
Skin colour	
Skin (for example, acne)	
Face appearance	
Other	
Other	

6) In the last month, have concerns about your appearance stopped you from:

	Number of times ranked in top three				
	Hasn't stopped me at all	Stopped me a little bit	Stopped me quite a lot	Stopped me all the time	Doesn't apply to me
Going to the beach or swimming pool					
Going to a social event, party or club					
Going shopping for clothes					
Doing a physical activity/sport					
Giving an opinion or stand up for myself					
Going to the doctor or nurse					
Going to school, college or work					
Spending time with friends					
Spending time with family					



Printout 3

The World We Want To See

Statement Ideas:

"Girls/boys/young people will..."

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

... use money for things they need not to change their appearance

... be less likely to compare themselves to others

... be more confident to take part in sport, go swimming, and socialize with friends and others

THE WORLD WE WANT TO SEE!

... have more equal opportunities to participate in life and work



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

... be physically healthier by taking care of their bodies

... feel free to be their true selves

... be valued for their talents and skills not the way they look

... experience less teasing and bullying

... have more time and energy to take care of themselves and contribute to society



SEE THE
CHANGE

★ CHALLENGE 1 ★

**Suggested
Influencers/
Decision
Makers for
Talk Show**

Printout 4

Ideas for Decision Makers

Decision maker:

TV producer



Name: Jessie

Age: 34

Lives: New York, USA

More information: Jessie works for a TV channel. Her job is to decide the kind of programmes that the channel will show, and ask for TV programmes to be made. She often chooses programmes that become very popular. However, many of the programmes she selects encourage girls and women to change the way they look, like dieting and makeover shows. These programmes do not show a range of different body types.

Something to consider in the interview: TV programmes linked to image are more likely to be funded by large advertisers and they attract large numbers of viewers. Jessie wants to make sure she is choosing programmes that are popular with viewers and advertisers.

Decision maker:

Government minister



Name: Julia

Age: 53

Lives: Den Haag, Netherlands

More information: Julia is the Minister of Education. She is responsible for deciding education policy in the Netherlands. She believes strongly that it is very important to give children a good education and prepare them for adult life. She has a budget to provide education on subjects outside of the main curriculum, but she is likely to decide not to use this to support body confidence education, because she does not think it is as important as other subjects/issues.

Something to consider in the interview: Government ministers want to stay in power and be re-elected. This means she must do her best to use her limited budget on projects that are most important to the people. She also needs to keep her position in the government, which means working on policies agreed with other colleagues in government and the prime minister/president.

Decision maker:

Fashion designer



Name: Matheo

Age: 40

Lives: Paris, France

More information: Matheo is a designer for a large fashion house. He creates exciting and ground-breaking clothes that inspire fashion trends across many countries of the world. His designs are shown by catwalk models who are very slim, and are designed only for certain body types. He believes that slim means beautiful, and creates clothes only for that body type.

Something to consider in the interview: The shops and individuals who buy Matheo's clothes and the magazines that advertise and review them expect designs to be for a certain body shape. He would be taking a big risk to do things differently.

Decision maker:

Advertising company CEO



Name: Gabriela

Age: 38

Lives: Rio de Janeiro, Brazil

More information: Gabriela runs an agency that creates advertisements for a variety of products. She and her team are very creative and always want to be at the 'cutting edge'. Her company's advertisements often feature people who are as close to the Image Myth as possible, who are generally wearing a lot of makeup and their images are airbrushed. She thinks that if the person in the advert looks 'perfect', people are more likely to buy the product.

Something to consider in the interview: There are lots of talented advertising agencies and Gabriela's must keep up with the competition to be successful. If a company does not agree with the way her company advertises a product, they will use someone else – so the advert has to be popular with the public and lead to sales.



SEE THE
CHANGE

★ CHALLENGE 1 ★

**Suggested
Influencers/
Decision
Makers for
Talk Show**

Printout 4

Ideas for Decision Makers

Decision maker:

Film director



Name: Kiaan
Age: 43
Lives: Mumbai, India

More information: Kiaan is a popular Bollywood film director. He works on big films that draw in huge audiences. He strongly believes that it is important for Bollywood to show real life situations and to have more women playing lead roles. However, the women and men he chooses to act in his films are still selected for the way they look as well as their acting talent, and there is a very specific set of 'ideal' features they should have to be chosen to act the main roles.

Something to consider in the interview: Film audiences choose what they want to watch, cinemas choose which films they show, and actors decide which films they want to act in. Film directors need big successful films to make money and be seen as the best.

Decision maker:

CEO of a social media provider



Name: Henry
Age: 28
Lives: California, USA

More information: Henry founded his social media site when he was only 17. He loves providing young people with space to make friends and share their lives. Henry's vision is to have a positive sharing space that promotes diversity and creativity. He knows there are problems with bullying and pressure around image, but he is worried about making changes to the site which might put people off using it.

Something to consider in the interview: Henry has made a huge amount of money from his company, but he could lose it all if people started using competing social media sites, and advertisers stopped advertising on his site.

Decision maker:

School Principal/head teacher



Name: Joseph
Age: 57
Lives: Nairobi, Kenya

More information: Joseph leads a large, popular school which has a strong focus on preparing children for their future through good exam results and extra activities such as sport. Joseph is aware that there are students who are affected by the Image Myth in his school but he does not think this is a big problem, compared with other challenges they have in the school, for example bullying.

Something to consider in the interview: Joseph's school must compete with other schools in the area for good exam results and success in sport. Parents and pupils should feel listened to and valued by the school.

Decision maker:

Head buyer of a health foods chain



Name: Amelia
Age: 47
Lives: Melbourne, Australia

More information: Amelia is responsible for making the final decisions on which products the company buys, to be sold in the shops. It is an old, trusted company. Her company sells and advertises many products that claim to help people improve their appearance: for example to lose weight, gain muscle, get rid of wrinkles, and so on. These products make up a big proportion of the sales of the company.

Something to consider in the interview: Amelia's company needs to compete with other similar companies and make money. They are always looking for a new way to set themselves apart from other health/beauty companies.



Printout 4

SEE THE
CHANGE

★ CHALLENGE 1 ★

**Suggested
Influencers/
Decision
Makers for
Talk Show**

Ideas for Decision Makers/Influencers

Decision maker:

Editor of a women's magazine



Name: Alia

Age: 37

Lives: Muscat, Oman

More information: Alia's magazine provides lifestyle stories and beauty tips for women. The magazine is successful and many women appreciate the ideas and advice. The models featured in the magazine represent a very narrow range of body types and many of the stories are about improving your appearance and how this will improve your life.

Something to consider in the interview: Alia's magazine competes with other magazines for sales, and she has to ensure that the contents are of interest to enough women to keep the business going. She is under pressure from advertisers wishing to feature their products in the magazine.

Decision maker:

Owner of a large chain of fashion stores



Name: Sofia

Age: 50

Lives: Madrid, Spain

More information: Sofia's fashion stores have a huge amount of influence on what teenagers in Spain think is 'cool' and fashionable. The stories are fun and bright, playing great music to attract young people to browse. The girls' clothes are modelled only on very slim mannequins and the boys' on muscly-looking mannequins, and are made to fit people with a specific body shape.

Something to consider in the interview: Sofia wants her stores and clothes to feel fun, modern and 'cool', and feels that the way the clothes are designed and shown does this. Her stores compete with lots of other fashion stores, so she wants to stay relevant to the teenage market

Influencer:

Friend



Name: Marlene

Age: 13

Lives: Lagos, Nigeria

More information: Marlene has a great group of friends. They get on really well, and have lots of fun together. Marlene is funny and smart, and her friends trust her opinion. Recently, Marlene has become very interested in appearance – she reads lots of fashion magazines and spends a long time working on her social media pictures to make sure she looks 'perfect' in each one. She gives her friends tips and ideas on how they change how they look. Her friends have begun to feel under pressure to follow her advice.

Something to consider in the interview: Marlene's time reading fashion magazines and on social media makes her feel under pressure to look like the Image Myth. She wants to be seen as the most grown up of her friendship group.



SEE THE
CHANGE

★ CHALLENGE 1 ★

**Suggested
Influencers/
Decision
Makers for
Talk Show**

Printout 4

Ideas for Influencers

Influencer:

Social media video blogger



Name: Kiko

Age: 17

Lives: Osaka, Japan

More information: Kiko is a huge star on YouTube. Her videos are all about life as a teenager, and hundreds of thousands of young people watch to listen to her thoughts about music, fashion and fun things to do. She has a lot of influence. Kiko is very interested in image and lots of her videos are about how to apply makeup or wear the right clothes to improve the way you look.

Something to consider in the interview: There is a lot of choice on social media so Kiko has a lot of competition. This is her job, so she needs to make videos that draw in big audiences and that advertisers will sponsor. Beauty and health product advertisers will pay bloggers that promote them.

Influencer:

Journalist



Name: Carl

Age: 28

Lives: Malmö, Sweden

More information: Carl is a freelance writer for newspapers and magazines. He writes stories about global celebrities, and because he has so many contacts in the celebrity world, he is very successful at finding information about their lives that other journalists can't. The stories are often focused on the celebrities' glamorous looks and lifestyles.

Something to consider in the interview: As a freelance journalist, this means Carl is not guaranteed any work, so he relies on giving publications what they want and what their readers are interested in.

Influencer:

Mother



Name: Mariam

Age: 45

Lives: Tunis, Tunisia

More information: Mariam is the mother of two teenage girls. She loves them very much, but believes it is very important for them to look beautiful. She tries to make sure that her daughters always look perfect, and checks how they look before they leave the house. The girls have grown up believing that they must look beautiful to be successful and happy.

Something to consider in the interview: Mariam was brought up by her own parents to believe that image is very important for girls' success. The wider groups of family and friends around her have similar feelings.

Influencer:

Famous singer



Name: Zehra

Age: 31

Lives: Istanbul, Turkey

More information: Zehra is a very talented singer, admired by millions. She is always in the celebrity news at parties, and works very hard to keep up her profile online. She cares very much about her fans, many of whom are young girls, and would like to be a good role model to them. However, her social media presence and interviews are very much focused on her appearance rather than her talents, interests or hardworking mindset.

Something to consider in the interview: Zehra's fan club online is very large and international, and what she does has a lot of influence on others.

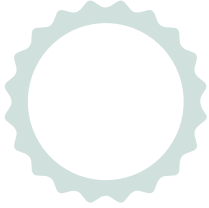


Printout 4

Make Your Own Biographies

**Influencers/
Decision
Makers for
Talk Show**

Decision maker:



Name:

.....

Age:

.....

Lives:

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More information:

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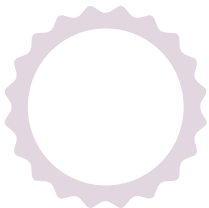
Something to consider in the interview:

.....

.....

.....

Influencer:



Name:

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Age:

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Lives:

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More information:

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Something to consider in the interview:

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SEE THE
CHANGE

★ CHALLENGE 1 ★

Printout 5

Suggested Questions for Talk Show Interviews



1) Understand if the influencer or decision maker is aware of the problem which they can do something about

- ❓ Did you know that low body confidence is holding girls (and boys) back from fulfilling their full potential in life?
- ❓ Do you think that what you do could have any influence on how young people feel about the way they look?

2) Learn about the influencer or decision maker and explore the power that they hold, who they reach, the decisions they make which have a negative impact and the type of decisions they could make which would have a positive impact on the issue

- ❓ Tell me more about what you do
- ❓ How many people read your magazine/buy your food/attend your school etc...
- ❓ How do you make decisions – do you think about the impact this will have on xx?
- ❓ Ask about a certain decision they have made recently that affects young people's body confidence
- ❓ Who listens to you/takes your advice?

3) Find out what might change an influencer's mind and get them to think and act differently

- ❓ Are you concerned about young people's body confidence?
- ❓ Where do you think young people learn to worry about the way they look?
- ❓ Do you think you have any responsibility to help children grow up in a society where there is less pressure to look a certain way?

4) Persuade the influencer or decision maker to make a change. You could offer tips and practical solutions to help the influencer or decision maker think about the step that they could take that would improve the situation.

- ❓ What do you think could change in your world that would make a difference? (you could make suggestions)
- ❓ What could you do to help bring that change about?
- ❓ Are there any barriers or obstacles stopping you from doing this?
- ❓ How would you benefit from promoting body confidence instead of the Image Myth?





Printout 6

What Is Advocacy?



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

Wait! Before you start... you need to know:

The problem you want to help to solve

The information you want to give the person about your issue

The change you want to see and how it will make a difference

The decision maker you want to influence and the decision or difference they can make towards the change

Remember, almost all advocacy initiatives are a small step towards a bigger vision of a better world. You can't do it all, but every action helps towards a change.



PLAN THE CHANGE
★ CHALLENGE 2 ★

Printout 7

Engaging Your Community

It's an important part of your Action Project that you engage your community. To gain your Action on Body Confidence badge, you must:

- reach out to a decision maker or influencer to ask them for change
- reach at least three other people in your community each (eg if your group has 10 people, you should reach 30 people). There are lots of ways you can do this – here are some ideas to get you started!

Online engagement: 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. (Leaders should run social media activity on behalf of girls aged under13)

Event: invite friends, family and members of the community. Offer food and drink or entertainment. Share your message or engage them in your campaign 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 together virtually (ie on twitter) or physically to march or demonstrate publicly to ask for the change you want to see. Ensure you are 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.

Start a movement: work with others to create and share your own 'Image Myth-free' version of a source of the Image Myth like 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 helps lessen the Image Myth pressure on other people, 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! Use findings from your survey, interview people from your community and your group, perform a skit or dance





Printout 8

Our Action Plan



Our goal:

the 'big picture' aim that your Action Project will help work towards

.....
.....
.....
.....

Our objectives:

the specific achievements that will help work towards your goals. (1-3 short sentences). Make your objectives SMART!

.....
.....
.....
.....

Decision makers

we will target

.....
.....
.....

Influencers

we will target

.....
.....
.....

ACTION ON BODY CONFIDENCE

★ **A 'FREE BEING ME'
PROGRAMME** ★



Dove & the World Association
of Girl Guides and Girl Scouts

www.free-being-me.com