



# ACTION ON BODY CONFIDENCE

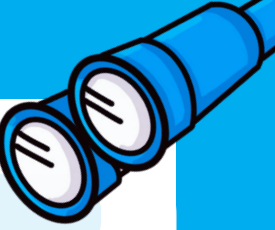
A Free Being Me programme

7-10 year olds (Younger age)





# Welcome to Action on Body Confidence (ABC)

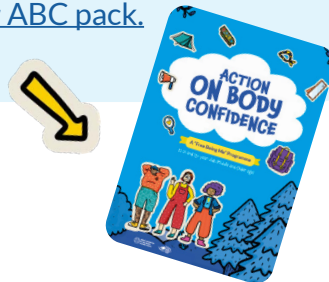


This activity pack, created by the World Association of Girl Guides and Girl Scouts (WAGGGS), will take you on an **advocacy adventure** where you'll help create a more equal world in which everyone feels comfortable and happy in their bodies!

## Who is this pack for?

Facilitators and leaders of Girl Guide and Girl Scout groups aged 7-10 who have completed **Free Being Me** and wish to carry out a body confidence advocacy project.

For middle and older groups (aged 11- 14 and 15+), see the separate [Middle/Older ABC pack](#).








## What is advocacy?

WAGGGS defines advocacy as **influencing people to make decisions that will improve our lives and the lives of others**. In ABC, these people are referred to as **decision-makers**. Decision-makers are people with control or power over decisions in our lives. Because this pack is aimed at a younger age range, the focus is on decision-makers who are in our close circle, for example parents, teachers, school principals, sports coaches or village leaders.



Importantly, WAGGGS believes in **girl-led advocacy**, where girls are the ones choosing the issues they care about, choosing the change they want to see in the world and choosing how to get there!

Some examples of advocacy projects that 7-10 year olds could run are:

-  Writing a letter or email asking the local manager of a toy shop to sell dolls that look like a wide range of local people
-  Organising a meeting with the school principal to ask them to teach students how to focus on their skills and personality rather than their looks
-  Making a video asking parents to accept all skin types and not make negative comments about (or simply not talk about) people's skin texture or colour
-  Sending a message to the village leader asking them to make sure local advertising shows people with different types of hair
-  Attending a library event to ask the librarian to stock books with a wide range of body types.

## Why advocacy? For several reasons...

- **Advocacy means influencing decision-makers to create a more equal world.** It's a powerful way to make a positive difference in your life and the lives of others – within your family, your community, your country or even across the globe! Advocating on **beauty standard problems** means you're helping to improve other people's body confidence (as well as your own!).
- As young people, **you have the right** to be involved in decisions that affect your lives. If you're a **girl**, you especially need to be involved in choosing the problems to advocate on, and deciding how to do this – because unfortunately, your voices are left out of these discussions far too often.
- By doing advocacy, you're taking part in something big! You can think of doing advocacy like adding a cup of water to a bucket. People around the world are also doing advocacy to make the world a better place, and adding their cup of water to the same bucket. Together, you're all contributing to the 17 **Sustainable Development Goals (SDGs)** that 193 nations agreed to achieve between 2015 and 2030. These goals are what we need to do to make sure the future is healthy and happy for the planet and everything on it. In ABC, we focus in particular on Sustainable Development Goals 3, 4 and 5: **Good Health and Wellbeing, Quality Education and Gender Equality**. Achieving these goals is not the job of just one country or one organisation, but the responsibility of every single one of us. Progress has been made, but there's still plenty to do – this is where you come in!





## Who can be a body confidence advocate?

Absolutely anyone - **no one is too young to be an advocate!** No matter your age, everyone has important things to say and helpful ideas about how we can improve the world. It is highly recommended that you complete the [Free Being Me \(FBM\) programme](#), before you start the **Action on Body Confidence** sessions so that you have a deep understanding of beauty standards, where they come from and their harmful consequences.



Riju Manandhar

**Riju Manandhar, a Girl Guide and Advocacy Champion, from Nepal tells her story:**

“During the 2020 global pandemic, I – like many of you – spent a lot of time on social media. It was flooded with toxic before/after images, hashtags like #Fitspirations and #QuarantineGlowUp, trying to pressure us to look a certain way. In response, I started a trend of giving #RealCompliments to a chain of tagged people on social media, to move away from focusing on appearances. This developed into the campaign Perfect Imperfections (@perfect.imperfections100) which aims to stop the culture of appearance-related comments and gender-based body policing in Nepal.

In 2021, I had the opportunity to represent WAGGGS at the United Nations High-Level Political Forum (UNHLPF) to advocate for a body-confident world for all girls and young women. In my speech, I asked members of the United Nations, NGOs, INGOs and dignitaries of different countries for two things: more diverse representation of bodies in the media, and a well-researched self-esteem curriculum for schools. Following the event, my team of advocacy champions and I were invited to write a Youth Delegate Communiqué – a policy recommendation to address body image and self-esteem issues of girls and young women. This was later presented at the UN General Assembly.”

**Girl Guides from Pakistan** sent a signed petition to a radio producer to ask them to broadcast programmes about girls’ incredible skills rather than always focusing on how they look: <https://free-being-me.com/guides-in-pakistan-take-over-the-radio/>



Elizabeth Gerard

**Elizabeth Gerard**, an Action on Body Confidence Advocate from Malaysia, founded ‘Project #WonderfullyMade’. The campaign aims to lobby the Malaysian Government to make body confidence and self-esteem education essential across primary and secondary schools in her country: <https://www.youtube.com/watch?v=01FPbELdRGk> @thecounselloradvocate

**Girl Guides from Thailand** worked with the beauty brand Dove to ask for an end to forced haircuts for girls and more flexible rules on school uniform [#LetHerGrow](#).



Girl Guides from UK

A panel of **Girl Guide advocates from the UK** asked government ministers to make laws that require social media companies to label photos to show they’ve been edited: <https://www.bbc.com/news/technology-54003536>



**Girl Guides in Zimbabwe** asked the School Principal to speak to pupils about the negative consequences of focusing on how girls look. At an assembly, the Guides and Principal spoke about the dangers of body talk.





## How does ABC work?

Complete the **four Action on Body Confidence sessions** (each lasts approximately 1 hour). Create a shared **Advocacy Adventure on flipchart** (example provided) during the sessions to help you plan a body confidence advocacy project that makes a difference in your world. To prepare the map, display one flipchart per session, keeping each one safe and displaying previous ones as you move through the sessions.

During the ABC sessions, you'll collect **essential items** for your adventure to put in your backpack. Each item represents a key element of planning an effective advocacy project - look out for the items in the session plans and in the Advocacy Adventure example!

Start

### Session 1: See the change

The world you imagine where people feel happy in their bodies

### Session 2: Plan the change

The beauty standard problem you (and your community) most care about

A decision-maker that can help solve your beauty standard problem

What you want your decision-maker to do about the problem to make a body confident world

### Session 3: Lead the change

How you will contact this decision-maker and get their attention

Your message to your decision-maker

**Deliver your advocacy project in your own time**

### Session 4: Share the change

Tell the story of your advocacy project to inspire others

Finish

When you have finished all four sessions and completed your project, you have earned your **Action on Body Confidence badge**.

To order your badge, contact:

- Your local unit
- FBM/ABC global team: <https://free-being-me.com/contact/>
- WAGGGS' online shop: <https://www.waggs-shop.org/en/products/badges/action-on-body-confidence-pack-of-10>

## Session 1: See the change



### Key messages

- We learned in Free Being Me that some people feel bad about how they look because of the unfair beauty standards around them. We can help to stop or reduce this problem by doing **advocacy**.
- As **Body Confidence Advocates** we're asking for things to change so that everyone can do the things they love, speak up and enjoy time with family and friends without worrying about how they look.
- Anyone can be a **Body Confidence Advocate** – no matter our age, who we are or where we are from!

### Activities ⌚ 1 hour

1. **Welcome** [15 minutes]
2. **Activity 1: If only ...** [25 minutes]
3. **Activity 2: World we want to see** [10 minutes]
4. **Reflection: Celebrating us!** [10 minutes]

### Resources provided

- **Advocacy Adventure** example
- **Rafa's story**

### Resources needed

- Pens and sticky notes
- Flipchart paper
- A photo of the group without filters or edits (print or digital). Alternatively, draw a simple group self-portrait.

## Session 2: Plan the change



### Key messages

- As **Body Confidence Advocates**, we choose a beauty standards **problem** we really care about and ask **decision-makers** (people who have the power to make decisions that affect others) to do something about it.

### Activities ⌚ 1 hour

1. **Warm-up: Dancing buddies** [10 minutes]
2. **Activity 1: Three steps to change the world** [20 minutes]
3. **Activity 2: Our advocacy choices** [20 minutes]
4. **Reflection: Appreciate my body** [10 minutes]

### Resources provided

- **Game mat template and answers**

### Resources needed

- Dance music (that the group knows well) and speakers
- Flipchart and pens.

## Session 3: Lead the change



### Key messages

- Catch your decision-maker's attention by giving them a clear and simple **message** telling them exactly **what you want them to do** about the beauty standards problem.
- Work as a **team** and with **other people** to ask your decision-maker to take action.
- By doing advocacy, you're also helping to improve your **own body confidence!**

### Activities ⌚ 1 hour 15 minutes

- **Warm-up: The power of words** [15 minutes]
- **Activity 1: Speak out TV** [30 minutes]
- **Activity 2: More voices** [10 minutes]
- **Reflection: Ready to go** [20 minutes]

### Resources provided

- **"You're beautiful" video** (and alternative text)
- **Spinner template**

### Resources needed

- One chair per group of three or four
- Props to use as microphones – one per small group, *eg bottle, hairbrush, pen etc.*
- Props to represent people – one per small group, *eg teddies, coats, footballs balanced on boxes to make a body!*
- Flipchart, pens, large piece of thick paper and pencils.

## Session 4: Share the change



### Key messages

- **Share your story** as a Body Confidence Advocate to inspire more people to be advocates and more decision-makers to help make a change.
- It's important to **learn from our advocacy achievements**, and think about how we could make it even better next time.
- Remember that no matter your project's outcome, even the **small changes add up to big changes over time!**

### Activities ⌚ 1 hour

- **Warm-up: Surprise high-five!** [5 minutes]
- **Activity 1: Reliving the adventure** [25 minutes]
- **Activity 2: Sharing is caring** [25 minutes]
- **Reflection: Celebrate good times** [5 minutes]

### Resources provided

- **Adventure items**
- **Story template and example** (in session plan)

### Resources needed

- Pens and small bags (enough for one per group of six)
- Flipchart paper
- Music and speakers.







## Facilitation tips



✔ Follow the expert advice in [Free Being Me](#) and tidy away any visual examples of beauty standards as soon as you've finished using them. Research studies have shown that women's body confidence is negatively impacted by exposure to idealised images of models, celebrities and people on TV, social media or in magazines.

✔ The World Association of Girl Guides and Girl Scouts believes in **girl-led advocacy** – where girls make the decisions. Ensure that you provide a **brave space** for your group to choose what they want to do and how they want to do it, and let them take the lead. You can display and use the same **brave space agreement** created with the group during Free Being Me, and see the guidance in ABC Session 1's preparation.

### ✔ How to support your group during their project:

- At this age, we expect the **decision-maker(s) chosen by your group to be in their close circle of contacts**, eg parents, teachers, school principals, sports coaches or village leaders. At Middle/Older age, we have broadened this to include a wider range of people, eg journalists, CEOs of businesses, media editors, mayors, politicians or international leaders. The aim is for your group to choose a decision-maker who they will realistically be able to contact and who can make the change they want to see in the world.
- **If their chosen decision-maker doesn't help or doesn't seem interested ...**
  - Reassure them that **changes take time**. Not everyone is open to or ready for change, but their efforts are part of a bigger picture, and they shouldn't give up!
  - Encourage them to **appreciate** what they've already achieved, eg they started important conversations around this problem!
  - Suggest they try a **different approach** – how else could they contact their decision-maker? Who can help them influence this person? If they're still struggling, go back to **Session 2, Activity 2** to select a different decision-maker.
  - Help them to **make more noise** – how can they get more people involved and increase the number of messages the decision-maker receives?
  - Suggest they **tell people** about their difficulties contacting the decision-maker – it may bring more attention to the problem!
  - Provide resources (such as safe internet access) to help groups research and find out information they could use to improve their message.
- **If the group has problems with teamwork ...**
  - Facilitate an open and calm **group conversation**, where everyone's voice is heard, and people start sentences with, "I ..." to keep the focus on personal feelings or experience rather than blaming others.
  - Deliver your favourite teamwork games to build the group's relationships

### ✔ How to help keep the group safe:

- It's illegal for children under 13 years old to have an account on most social media platforms. WAGGGS recommends that children are always supervised by an adult when using social media. Ideally, use group or leader email and/or social media accounts (rather than personal ones). Also, see WAGGGS' global programme **SurfSmart** (<https://www.waggs.org/en/what-we-do/surf-smart-20/>) to learn more about internet safety.
- If sharing **photos or videos** of young people, ensure that you have their parent/carer's permission.
- While doing advocacy in the community or elsewhere, we recommend using your organisation's **Safeguarding or Child Protection policy** to develop a short and practical **safety briefing** for the group at the end of Session 3, before they deliver their advocacy projects in their own time.

✔ More advice and guidance on creating advocacy projects can be found in WAGGGS' **Speak Out for Her World toolkit** (<https://www.waggs.org/en/resources/advocacy-toolkit-speak-out-her-world/>).

✔ For guidance on how to share your group's work on FBM and ABC, refer to the **FBM communications toolkit**: <https://free-being-me.com/downloads/>



### Brave Space example

We take part and speak up  
 We're curious and ask questions  
 We include everyone  
 We listen to each other  
 We don't laugh at others  
 We encourage each other  
 We tell an adult if we're uncomfortable or worried





# Session 1: See the change

🕒 1 hour



## Key messages

- We learned in Free Being Me that some people feel bad about how they look because of the unfair beauty standards around them. We can help to stop or reduce this problem by doing **advocacy**.
- As **Body Confidence Advocates** we're asking for things to change so that everyone can do the things they love, speak up and enjoy time with family and friends without worrying about how they look.
- Anyone can be a **Body Confidence Advocate** – no matter our age, who we are or where we are from!

## Preparation

- Draw and display the beginning of your **Advocacy Adventure map** that you'll add to in each session. Start with a **flipchart** showing the beginning of a road or path (see **Advocacy Adventure example**), displayed at a height the group can easily access.
- **Activity 1:** Copy and cut out the five parts of **Rafa's story**. Keep a copy of all five parts for you to read easily.
- **Reflection:** Display the prepared **photo** (or drawing) of the group in the centre of a piece of **flipchart paper**.
- Recap Free Being Me's **brave space agreement** with the group before starting the session. This should be a set of guidelines written by the group to ensure everyone feels safe, confident speaking up and comfortable sharing their ideas. For example:

## Resources provided

- **Advocacy Adventure** example.
- **Activity 1: Rafa's story**

## Resources needed

- **Activity 2 and Reflection:** Pens, sticky notes, flipchart paper.
- **Reflection:** A photo of the group without filters or edits (print or digital). Alternatively, draw a simple group self-portrait.

### Brave Space example

We take part and speak up  
We're curious and ask questions  
We include everyone  
We listen to each other  
We don't laugh at others  
We encourage each other  
We tell an adult if we're uncomfortable or worried

## Welcome

🕒 15 minutes

1. Welcome to **Action on Body Confidence**! In **Free Being Me (FBM)** we learned that some people feel bad about how they look because of the unfair beauty standards around them. This is a **problem**.
  - a. **What did we do as Body Confidence Buddies to improve this problem?** *Helped our friends, family and community feel more body confident by talking about all of the amazing things our bodies do for us and how we are more than just our looks. We also challenged the media's tricks, celebrated all bodies, stood up for anyone being teased for their looks and completed our Take Action Projects to help build a Free Being Me world.*
  - b. Now we are going to become **Body Confidence Advocates** to try to **stop** the problem of unfair beauty standards before they start to spread in the first place!
2. **Answer these questions** to understand the role of an advocate:
  - a. **Can you think of an unfair problem that you would like to change?** *Eg littering in the park, someone being bullied, your sister having to do more chores than your brother in the home, people in the community not having enough food to eat.*
  - b. **Who could help you to stop each of these problems?** *Eg littering = village leader/ mayor or park ranger; bullying = school teacher; chores = parent; not enough food in community = village leader. We call these people who could help 'decision-makers': someone who has the power to make a decision that could help stop the problem.*
  - c. **What would you ask them to do to stop or reduce the problem, and make the situation better?** *Eg littering = ask park ranger for more signs explaining why littering is bad for the environment; bullying = ask teacher to run classes on why bullying is hurtful; chores = ask parent to make chores more equal; not enough food = ask village leader to help grow more food to eat.*
  - d. **Do you know (or have you heard) of any advocates: people who ask a decision-maker to help stop or reduce a problem?** Absolutely anyone can be an advocate – **including you!** All people, no matter their age or where they are from, have the **right** to try to stop problems that affect them and their community. We believe that **girls especially** should be able to do things to improve their world because they're often left out.
3. We're going to be advocates too – **Body Confidence Advocates!** Look at the beginning of the path on the displayed **Advocacy Adventure**. We're at the beginning of our journey where, using our knowledge from **Free Being Me**, we are going to speak to decision-makers to ask them to help us create a world where everyone feels happy and comfortable in their bodies. Every session we will **collect items on our Advocacy Adventure** to help plan how to stop a chosen beauty standards problem.



## 1. If only ...

🕒 25 minutes

1. In **Free Being Me**, we met Hana. She saw advertisements on TV that made her feel bad about her birthmark, then saw a girl on the bus editing photos of herself and a man in a video game with lots of muscles that made her brother want to look like him. Hana learned about unfair beauty standards and the comparison trap that makes us compare ourselves to other people. **How did Hana's story make you feel?** *Sad, angry, confused.* As **Body Confidence Advocates**, we need to talk about these problems to understand them and then imagine the world we want to see instead.
2. **Do this activity** to learn about a day in the life of **Rafa**, Hana's friend, then think about how you wish her story was different:
  - a. The facilitator reads **Rafa's story**, pausing after each section to give everyone the chance to react. Move around the space while you listen to the story.
  - b. When you hear an **example of unfair beauty standards**, **stop and react** to show how you feel, *eg growl and stomp the ground if you're angry, or sigh and look at the floor if you're sad.*
  - c. Come together in a circle and briefly discuss:
    - i. **What did Rafa see, hear and read that made her feel bad about herself?** *TV presenter talking about the president's hair; advertisement showing only smooth hair; no characters that look like her in books at school; classmate telling her not to wear shorts; sister Sofie editing her photo and wishing she looked like that in real life.*
    - ii. **What did Rafa stop herself from doing?** *Wearing her hair down, answering questions in class, playing sports with her friends.*
    - iii. **How do you wish Rafa felt?** *Happy, confident to answer in class, excited to take part in sports, comfortable with herself.*
  - d. Now, retell **Rafa's story** to help us **imagine the world we want to see** as Body Confidence Advocates:
    - i. Split into **five groups**, each with **one part** of **Rafa's story**.
    - ii. Reread your part of Rafa's story. Use your ideas from the discussion to **change** this part of the story, showing what it would be like if **the world celebrated how Rafa looks and who she is** (instead of making her feel bad). Think about how Rafa would **feel, see, act** and what she might **say or wear**.
    - iii. Spend **five minutes** creating a **30-second** role play to show this new world.
    - iv. Each group shows their play, **in order** of Rafa's story.
3. This activity helps us to use our anger, sadness, frustration at beauty standards to create **hope!** This is an important skill of any **Body Confidence Advocate** and helps us to focus on taking action.

### 🌸 Facilitator note

Groups should have at least **three people**. If not possible, reduce the total number of groups and select the equivalent number of parts of **Rafa's story**.



## 2. The world we want to see

🕒 10 minutes



1. As **Body Confidence Advocates**, we **wish** that everyone can do the things they love, speak up and enjoy time with family and friends without worrying about how they look. Remembering our **wish** can also help keep us focused when doing advocacy – even when we feel frustrated or tired.
2. **Do this activity** to show your wish for a body confident world:
  - a. A volunteer draws a **lantern** (or light) in the middle of the **Advocacy Adventure** flipchart.
  - b. Around this, create a **group collage** of the world you want to see. Draw or write your ideas around the lantern (or on **sticky notes**), thinking about:
    - i. The world you imagined for **Rafa** where she feels happy and safe.
    - ii. How you would like your **friends and family** to feel, see, act, wear or say without worrying how they look.
    - iii. What being in a body confident world would mean for **you**.
3. Congratulations! You have now collected your first item on your **Advocacy Adventure** – the **lantern** which represents your wish for the world we want to see. Keep this **displayed**, and in mind, for all your future ABC sessions!

## Reflection: Celebrating us!

🕒 10 minutes

1. Often people focus more on the way we look rather than what we do, say or who we are. For example, in some places thin people or people with light skin are seen as better people. **We don't accept this – we are so much more than our looks!**
2. **Do this activity** to build your own confidence, and celebrate each other as **Body Confidence Advocates!**
  - a. **Display** the prepared **group photo or self-portrait**.
  - b. On your own, think about all the things that make you special and who you are. **What are you good at? What are your hobbies? What are you most proud of? How would your best friend describe you?** On **sticky notes** write down **three different things**.
  - c. Place your sticky notes around the **group photo or self-portrait**.
  - d. Step back and as a group **admire** all the different things you bring to the unit – what an amazing team of **Body Confidence Advocates!** Finish the session by having a group hug or a group high five.

This activity was inspired by the [#iweigh](#) campaign.



## Resources provided: Rafa's story

Rafa lives with her mum, dad and two older sisters in the same village as Hana (from Free Being Me!). In the morning, Rafa's family always watches the **news on television**. This morning, the presenter is discussing the **president's untidy hair** during a speech she made yesterday. After hearing this, Rafa goes upstairs to nervously brush her hair again before leaving for school – she doesn't want to be teased for not having 'perfectly' smooth hair.

On her way to school, Rafa walks past an **advertisement for hair cream**. The picture shows a woman with **long, flowing, smooth hair – not one hair out of place**. Just at that moment, the wind blows – Rafa quickly covers her hair from the wind, stressed that it now looks untidy like the president's (and nothing like this woman in the advertisement). She ties it up so no one can see it.

In class at school, Rafa looks through the books in the corner. Once again, there aren't any **characters that look like her** – there never are, and it makes her feel like she doesn't fit in. She often doesn't feel welcome and included at school, so she doesn't answer the teacher's questions and prefers people not to look at her.



After school, Rafa's friends stay late to play sports together. Rafa goes home instead of staying – she doesn't like playing sports since a **classmate told her she was "too fat to wear shorts"**. She now feels too embarrassed to take part.

At home, Rafa loves spending time with her older sisters. Rafa's oldest sister Sofie shows her a new **app** she's really excited about. She shows Rafa how to use it to edit photos, removing marks on her skin. After spending ages making tiny changes, Sofie says, "**I wish I looked more like this photo in real life.**" Rafa starts thinking about all the photos of her that she now wants to edit like her sister.



# Session 2: Plan the change

1 hour



## Key message

As Body Confidence Advocates, we choose a beauty standards **problem** we really care about and ask **decision-makers** (people who have the power to make decisions that affect others) to do something about it.



## Resources provided

- Advocacy Adventure example.
- **Activity 1:** Game mat example and answers.



## Resources needed

- **Warm-up:** Dance music (that the group knows well) and speakers.
- **Activity 1:** Lots of flipchart, sticky tape and pens.



## Preparation

- Display Session 1's *Advocacy Adventure* and add a blank *flipchart* for today's activities.
- **Warm-up:** Set up the music.
- **Activity 1:** Make a *giant game mat* of **18 large circles**, in rows, organised into three groups of six. It ideally needs to be big enough for a person to stand in each circle. Use the example illustration provided to write a **problem, decision-maker or action** in each circle. If needed, adapt the problems (and associated decision-makers and actions) to your context.
- Recap Free Being Me's **brave space agreement** with the group before starting the session (see Session 1 guidance).



## Key

**Problem** - people feel bad about their bodies because ...

**Decision makers** - could be ...

Decision makers can take action by ...



Books only show people with one size body	Street advertisements only show people with smooth hair	Parents	Film or television producers	Families accept all skin types	Shops sell dolls with different looks
Families make comments about skin not being smooth enough	Films only show light skinned characters	Librarian	Village or community leader	Teach students to focus on people's skills not their looks	Street advertisements show people with all hair types
School students tease people's looks	Toy shops only sell dolls that look like beauty standards	School teacher or principal	Shop managers	Have books with all body sizes	Films have people with all skin colours



## Warm-up: Dancing buddies


🕒 10 minutes

1. Do this activity to use your body and feel good:
  - a. Stand in **two concentric circles**: one group stands in a circle facing inwards, and the other group stands inside, facing the outer one. Everyone should be facing a **partner** – if you have an odd number, the facilitator can join in too.
  - b. Play the **music**. The people on the **inside** dance using **just their hands**, and their partners on the **outside** copy them exactly.
  - c. After 20 seconds or so, the movement changes: now the partners on the **outside** dance using **just their feet**, and their partners **inside** copy them.
  - d. **Repeat**, swapping leading partners and dancing with: your feet, your eyes, your hips, your fingers, your knees and your head.
2. Remember that we should always feel free to **use our bodies** and to move any way we like – with no judgment!



## 1. Three steps to change the world

🕒 20 minutes

1. Look at the picture of **Marley Dias**. How old do you think she is? At 11 years old, she became an inspiring **advocate**. She saw a big problem – that all her school books had leading characters with white skin, and she never saw anyone who looked like her. So she decided to collect 1,000 books where Black girls were the main characters, and she asked schools and libraries to offer more of them. To date, she's collected and donated over 11,000 books, writes a blog for a famous magazine and speaks regularly at events and on television – she's even met Michelle Obama! [#1000BlackGirlBooks](#)
2. Anyone can be an **advocate** like Marley. You can follow **three simple steps** to help change the world:
  - a. See the **problem**: **What problem does Marley see?** *Book characters all look the same and don't have her skin colour.*
  - b. Choose **someone** who can help fix it (a '**decision-maker**'): **Who does Marley choose to help fix it (the decision-makers)?** *School librarians.*
  - c. Ask the decision-maker **to do something about it**: **What does Marley ask the decision-maker to do?** *Offer a wider range of books that include Black characters.*
3. **Play a chain game** to discover how to be an inspiring body confidence advocate:
  - a. Stand at the 'problem' end of the prepared **game mat**. On the mat are **six advocacy examples**, broken down into the **three steps** (problem, decision-maker, action) – but they're mixed up! Your task is to **match** the three steps of each advocacy example by creating **human chains** that touch the three matching circles – at the same time.
  - b. One person starts by choosing a **problem**, eg *books that only show one size body*, and **standing** on this circle.
  - c. Another player chooses the matching **decision-maker** who could help them fix this, eg *librarian*. This player stands on the decision-maker circle and creates a chain by holding on to the first player. Create the chain using **any body part** you are comfortable using.
  - d. A third player finds the matching **action** that they could ask the decision-maker to stop or reduce the problem. They step on this circle, **adding to the chain** by holding on to the matching decision-maker.
  - e. **Repeat** for the remaining advocacy examples, until all circles are covered and everyone's bending around each other on the mat! See the **game mat answers**  illustration.



Marley Dias

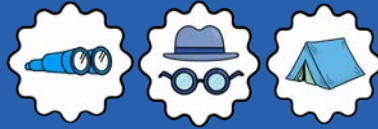
### Facilitator note

As an alternative to using their bodies, players could throw coloured balls or buttons on to the circles, eg one group has three green balls to throw on to their matching examples. If you have more than 18 people, encourage the 'extras' to help players find the matching circles. If you have fewer than 18, challenge players on the mat to use other body parts to cover the remaining circles!



## 2. Our advocacy choices

🕒 20 minutes



- Looking at the displayed **Advocacy Adventure**, which **item** did you collect last session? **Lantern** that helps us see the body confident world we wish for.
- Three volunteers prepare the next part of the adventure map: draw the next **three essential items** for the adventure on the blank **flipchart**, spread out across the middle: **binoculars, hat/glasses and a tent** (see the Advocacy Adventure example). Each one represents a step we need to take as **Body Confidence Advocates**:
  - Binoculars**: decide on a beauty standards **problem** we really care about.
  - Hat**: choose a **decision-maker** who can help us.
  - Tent**: decide on what the decision-maker can **do** to help improve our community.
- Do this activity** to start planning your advocacy project:
  - Standing around the prepared **game mat**, read out the six **problems**. Have a short discussion:
    - Which beauty standard problem do people your age **talk or worry about** the most?
    - Which problem do you most wish **was solved**?
    - Which problem could you try to **solve together**?
  - Vote** on which **problem** you care about most. Number each of the problems, then choose which number you want to vote for (try to do this on your own). When ready, close your eyes and hold up a number of fingers to show which problem you're voting for. The facilitator counts which number has the **most votes**. Write this problem by the **binoculars** on the displayed **Advocacy Adventure**.
  - Decide **who** can help you fix this problem: **Which decision-maker matches this problem on the mat? Is this person someone you know or could contact quite easily?** Write this person by the **hat/glasses** on the displayed **Advocacy Adventure**.
  - Choose what you will ask the decision-maker to **do** to help solve the problem: **What action matches this problem on the mat? Is this something you could do, or ask your chosen decision-maker to do, quite easily?** Write this action by the **tent** on the displayed **Advocacy Adventure**.
- Congratulations! As **Body Confidence Advocates**, you have explored the beauty standard problems, decided which decision-maker to ask and what you want them to do to help create a body confident world.

### Facilitator note

If someone suggests a new (relevant) problem or decision-maker, add the idea(s) as extra circle(s)/piece(s) of paper to the mat so that they can be included in the vote.

### Facilitator note

If there's a tie/deadlock, consider running two smaller group projects – provided you have the resources as leaders. Alternatively, take a second vote between the two tied options.

## Reflection: Appreciating my body

🕒 15 minutes

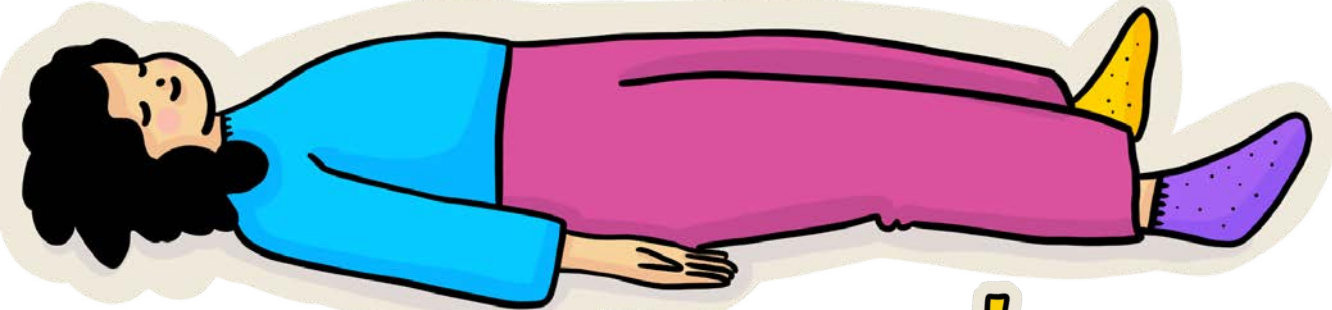
- It's important to take care of ourselves when we're trying to change the world! This includes **taking care of our own body confidence**. Beauty standards pressure us to focus on what we *don't like* about our bodies, so instead, let's focus on appreciating **what our bodies do**.
- Do this activity** to build body confidence through a guided meditation: \*

### Facilitator note

Consider playing some calming music. If your group struggles to stay still, ask them to sit and wiggle each body part you mention instead

Lie down in a comfortable place (or sit down if it's more accessible). Close your eyes and listen as the facilitator reads out the following text very slowly, pausing between each paragraph to allow time for thinking.

- Think about your feet and toes. Think about all the places they have taken you today, this week, this month, this year – your whole life. Think about how your legs and hips have moved and carried you. Choose a favourite place your feet have taken you – a Guiding trip, a holiday, day out with friends or time spent at home. Think about how your body has helped you get to and enjoy this place, eg your toes touched the ground, your arms hugged your friends



- Now scan your body, moving upwards. At your stomach and chest think about all the amazing work this part of your body does to keep us alive; every part of your stomach and chest has an important role. Think about how your body digests the food you eat, and turns this into energy. Think about how your body works to protect you from sickness. Place your left hand on your stomach. Feel it rise and fall as you breathe. Think about the skin on your stomach. What does it do? It protects some of your most important organs. Think about your breathing. Your lungs help you breathe, and near your lungs is your heart which pumps blood around your body. Place your right hand in the middle of your chest, then move it slightly to the left – here you should be able to feel your heart beating. Think about all the different things your body does to keep you alive. Your body is incredible!



c. Now scan upwards to your head, neck and shoulders. Take a deep breath in through your nose for 1 ... 2 ... 3 ... and then out through your mouth for 3 ... 2 ... 1 ... Repeat this while rolling your shoulders back as you breathe in, then rolling them forwards as you breathe out. We're going to do it twice more – as you breathe in, turn your head to the left, and as you breathe out turn it back to the centre. Now turn your head to the right as you breathe in and last bring your head back to the centre as we breathe out.



d. Finally, let's take a moment to remember that all bodies are different. We all have different abilities – some people can run very far, some people can swim in the sea. Some people can't see as well as others but may have great hearing. We all look different – some people have lighter skin, some people have darker skin; some people have brown eyes, some people have blue; some people have curly hair, some people have straight. But the one thing we all have in common is that we all deserve to be respected for how we look. We should be able to feel happy, comfortable and confident with our bodies, and move around the world feeling safe, no matter what we look like!



e. Slowly wiggle your fingers and toes, blink open your eyes, roll over to the right and gradually sit (or stand) up. Take a moment to smile at each other.

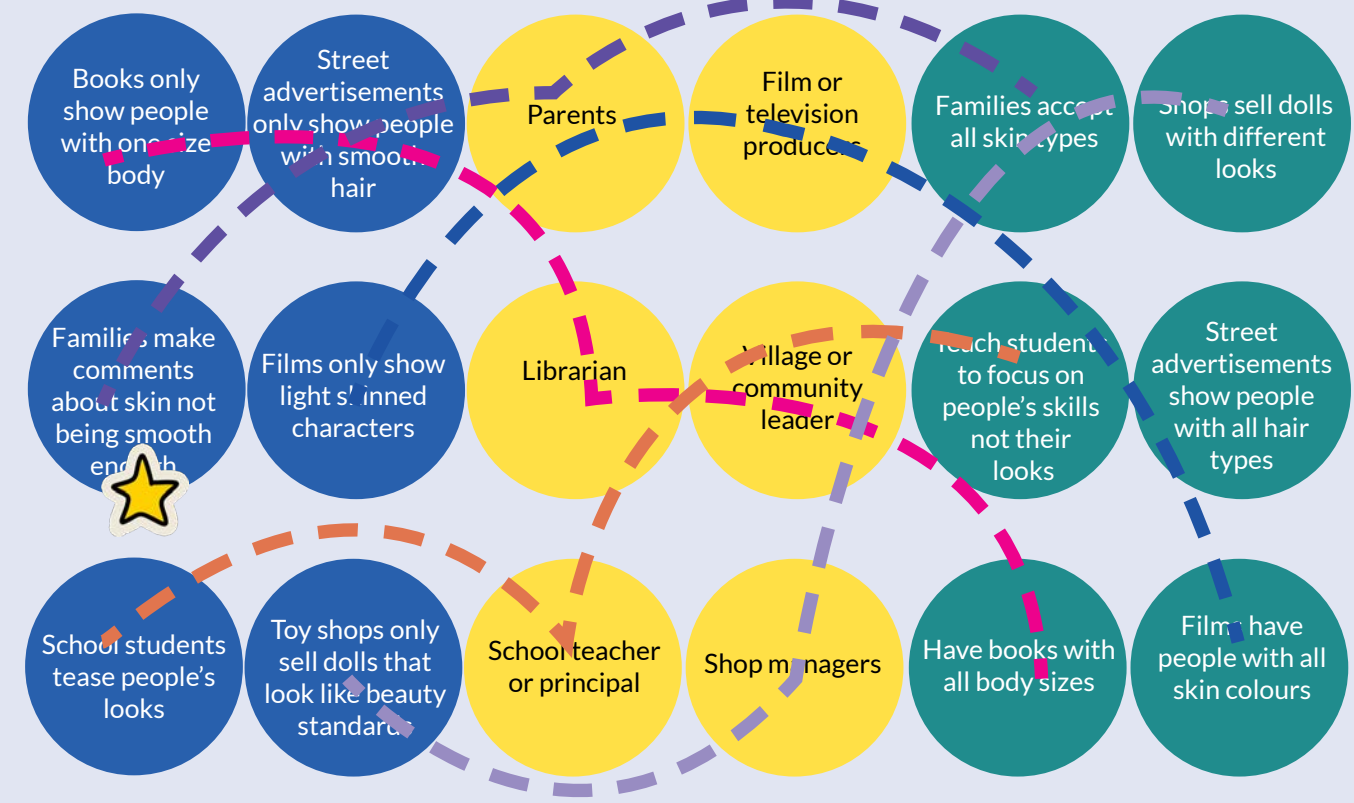


Body confidence!

**... continuation**

3. Standing in a circle, put one hand towards the middle and whisper something amazing that your body does for you. Now push your hands down and raise them together calling out, "body confidence" – like a sports team before a big game!

## Game mat answers



### Key

- Problem** - people feel bad about their bodies because ...
- Decision makers** - could be ...
- Decision makers can take action** by ...





# Session 3: Lead the change

🕒 1 hour 15 min



## Key messages

- Catch your decision-maker's attention by giving them a clear and simple **message** telling them exactly **what you want them to do** about the beauty standards problem.
- Work as a **team** and with **other people** to ask your decision-maker to take action.
- By doing advocacy, you're also helping to improve your **own body confidence!**



## Resources provided

- [Advocacy Adventure](#) example
- **Warm-up:** "[You're beautiful](#)" [video](#) (and alternative text)
- **Activity 2:** [Spinner template](#)

## Resources needed



- **Welcome:** One chair per group of three or four.
- **Activity 1:**
  - a. Props to use as **microphones** (one per small group), eg *bottle, hairbrush, pen etc*
  - b. Props to represent '**imaginary**' **decision-makers** (one per small group), eg *teddies, coats, footballs balanced on boxes to make a body!*
- **Activity 2:** Flipchart, pens, large piece of thick paper and pencils.



## Preparation

- Display Session 1 and 2's [Advocacy Adventure](#) and add two flipcharts for today's activities. On the first, write the TV show prompts (leaving the second page blank):
  - a. **Host:** *How will you introduce the show? What questions will you ask the advocates to find out about their project? How will you make sure all three guests have a chance to speak?*
  - b. **Advocate 1:** "There's a big **problem** with beauty standards in my community – it's ..."
  - c. **Advocate 2:** "We really **care** about this problem because it's **hurting** us and people like us, for example ..."
  - d. **Advocate 3:** "As a decision-maker, you can help us! We're **asking you to ...**"
- **Warm-up:** Set up the "[You're beautiful](#)" [video](https://www.youtube.com/watch?v=etAUOxS_178): [https://www.youtube.com/watch?v=etAUOxS\\_178](https://www.youtube.com/watch?v=etAUOxS_178). Turn on the auto-generated subtitles if helpful. If showing the video isn't possible, use the alternative script provided below.
- **Activity 2:** Make a large [spinner](#) using the template provided. Cut out a large hexagon on to thick paper and divide into six triangles on both sides. On the **front**, write a contact method in each triangle. On the **back**, write a support method in each triangle. Make a **hole** in the middle and push a [pencil](#) through until the paper sits halfway up the length.
- Recap Free Being Me's [brave space agreement](#) with the group before starting the session (see Session 1 guidance).

## Warm-up: The power of words

🕒 15 minutes

1. If possible, watch the first few minutes of the "[You're beautiful](#)" [video](#). \*
2. *How do you think some people felt? What different reactions do you see? Do you think everyone is **used to** hearing these words?*
3. **Do this activity** to develop body confidence by accepting (and maybe even feeling happy with) your looks:
  - a. Split into groups of five or six, with one [chair](#) in the middle.
  - b. One person sits on the [chair](#). The rest of the group looks at the person in the eyes and tells them: "**You're beautiful**". Let this flow naturally and don't worry if people do or don't speak at the same time – it can create a chorus of body confidence!
  - c. **Take it in turns** to sit on the chair, until everyone has heard these powerful words.
4. Come together. *How did it feel to hear these words? How would the world be **different** if everyone felt beautiful (or accepted how they looked)?* In a world full of beauty standards telling us there's only one way to look beautiful, this activity can help remind us to **say no!**

## \* Facilitator note

If you cannot show the video, describe an 'experiment' to the group with their eyes closed: for a school project, a student walked around school filming people. She told each person she filmed, "**I'm filming things that I find beautiful**". She told this to lots of different students who all look very different (different genders, skin colours and skin tones, with different abilities and all dressed very differently), as well as different adults who work at the school (teachers, librarians, cleaning and cooking staff). Every person reacted differently. What kinds of reactions do you think she saw and heard? Think about the words they said, how they behaved, how their faces changed etc.







## 1. Speak Out TV

🕒 30 minutes



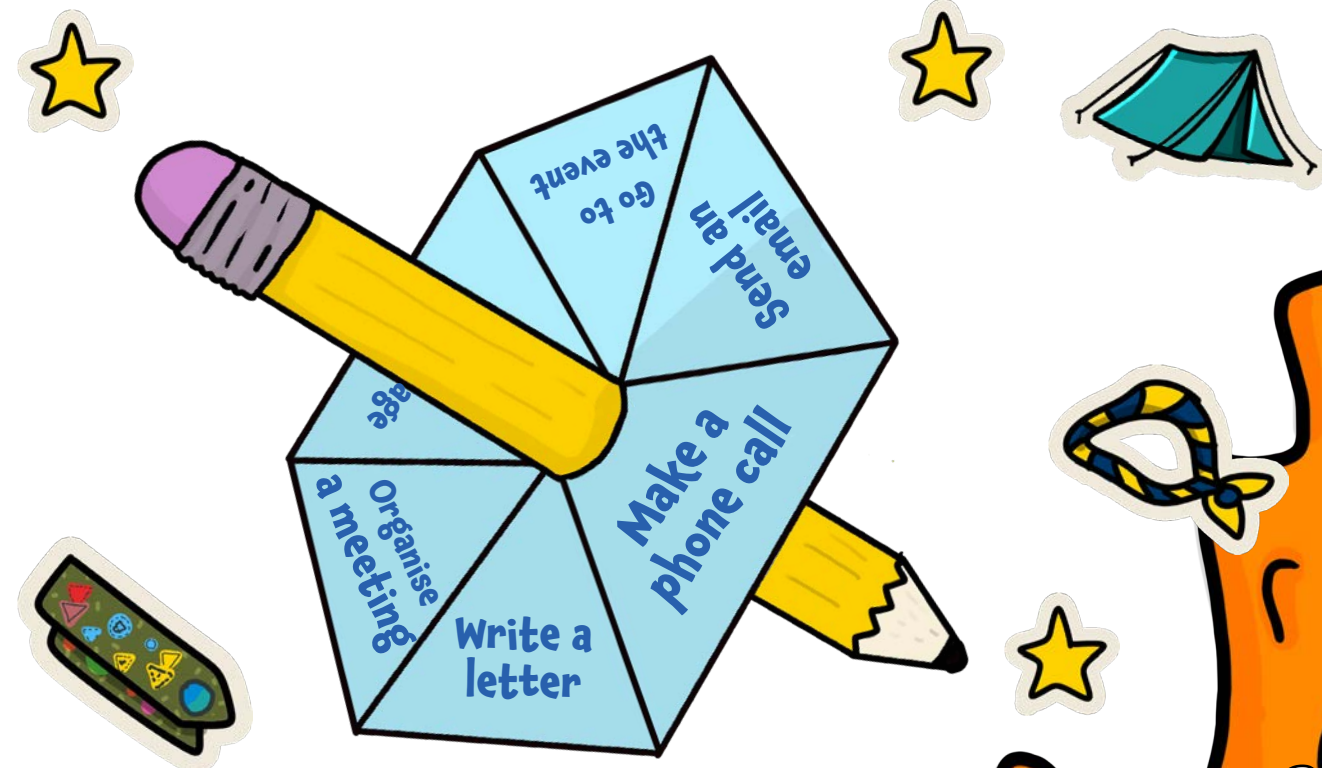
- Briefly **recap** Sessions 1 and 2 using the displayed **Advocacy Adventure**:
  - Find the lantern: **What do you wish the world was like – without any beauty standard problems?**
  - Find the binoculars: **Which beauty standard problem did you choose for your advocacy project?**
  - Find the hat/glasses: **Which decision-maker can help you stop or reduce this problem?**
  - Find the tent: **What will you ask your decision-maker to do to help solve the problem?**
- Decision-makers (teachers, parents, village leaders and sports coaches) are usually very busy people! So it's really important to **get their attention** and explain what we want them to do **clearly and simply**. In advocacy, this is often called your **message**.
- Do this activity** to write a powerful message to your decision-maker:
  - Split into groups of **four** with one **microphone prop** and a **chair**. Collect props to create an 'imaginary decision-maker' to sit on the chair, *eg use a teddy, stuff a coat to make it sit up, balance a football on a box to make a head and body!*
  - You're about to be on **Speak Out TV!** Divide up the roles: **one TV host** and **three advocates**. The host will interview the three advocates to find out about their advocacy project, asking which beauty standards **problem** they're trying to stop, why they **care** about it and what they're **asking their decision-maker to do**.
  - Spend a few minutes **preparing** for the show. The **host** will ask the three **advocates** questions, with the advocates responding to the host and the imaginary decision-maker (on the chair!). Use the sentence starters on the displayed Advocacy Adventure:
    - Host:** **How will you introduce the show? What questions will you ask the advocates to find out about their project? How will you make sure all three guests have a chance to speak?**
    - Advocate 1:** "There's a big **problem** with beauty standards in my community – it's..."
    - Advocate 2:** "We really **care** about this problem because it's **hurting** us and people like us, for example..."
    - Advocate 3:** "As a decision-maker, you can help us! We're **asking you to ...**"
  - When the facilitator announces, "Welcome to Speak Out TV – here are your hosts for tonight's show!", the hosts begin their shows. The **microphone prop** is passed between the host and guests as they speak, making sure everyone has a chance to say something and no one speaks for too long. Shows should last around **five minutes**.
- Come together to collect the next essential item when packing for an adventure! A volunteer draws a **postcard** on the second (blank) page of the displayed **Advocacy Adventure** – leaving space for the next activity. Using all the ideas from your TV shows, work together to create your **official message** to your decision-maker. Use the sentence starters to help you, making sure you say exactly what your decision-maker can **do** to help the problem, and **inspire** them to help you. *See the Advocacy Adventure example* to help you.
- Congratulations! As **Body Confidence Advocates**, you have explored the beauty standard problems, decided which decision-maker to ask and created a message asking them to do something to help create a body confident world.

## 2. More voices

🕒 10 minutes



- Now that you have a powerful message, you need to decide **how to contact** your decision-maker. To get their attention, there is **power in numbers!** The more people who hear about your project, and are inspired by your **wish** for the world, the more your decision-maker is likely to listen.
- Do this activity** to vote on how to contact your decision-maker and get other people involved:
  - Stand in a circle with the prepared **spinner** in the middle. With the front (contact method) facing upwards, **twist** the pencil and watch how the spinner lands, *eg make a phone call*.
  - Thinking about your chosen decision-maker, would this be a good way to contact them?** If you think this would work well, and you'd feel **comfortable** sending your message like this, **move or twist your body** to show you agree – the more you twist, the more you like this idea! Notice how many people **vote** for this idea.
  - Repeat** until you have tested all of the contact methods, turning the spinner and twisting your body if you like this way of contacting your decision-maker. You can vote for **more than one** option. If you land on a method you've already voted for, spin again!
  - Which method did most people vote for?** Use this to decide how you will **contact** your decision-maker.
  - Now, turn the **spinner** over to show the other side. These are different ways of getting more **support** and adding more voices!
  - Repeat the game**, turning the spinner and **voting** for which method you think would work best by twisting your body.
- A volunteer draws a **compass** next to the postcard on the displayed **Advocacy Adventure**. This is your next essential item when packing for an adventure! By the **compass** write your chosen **contact method** and how you will get **more attention** for your project.

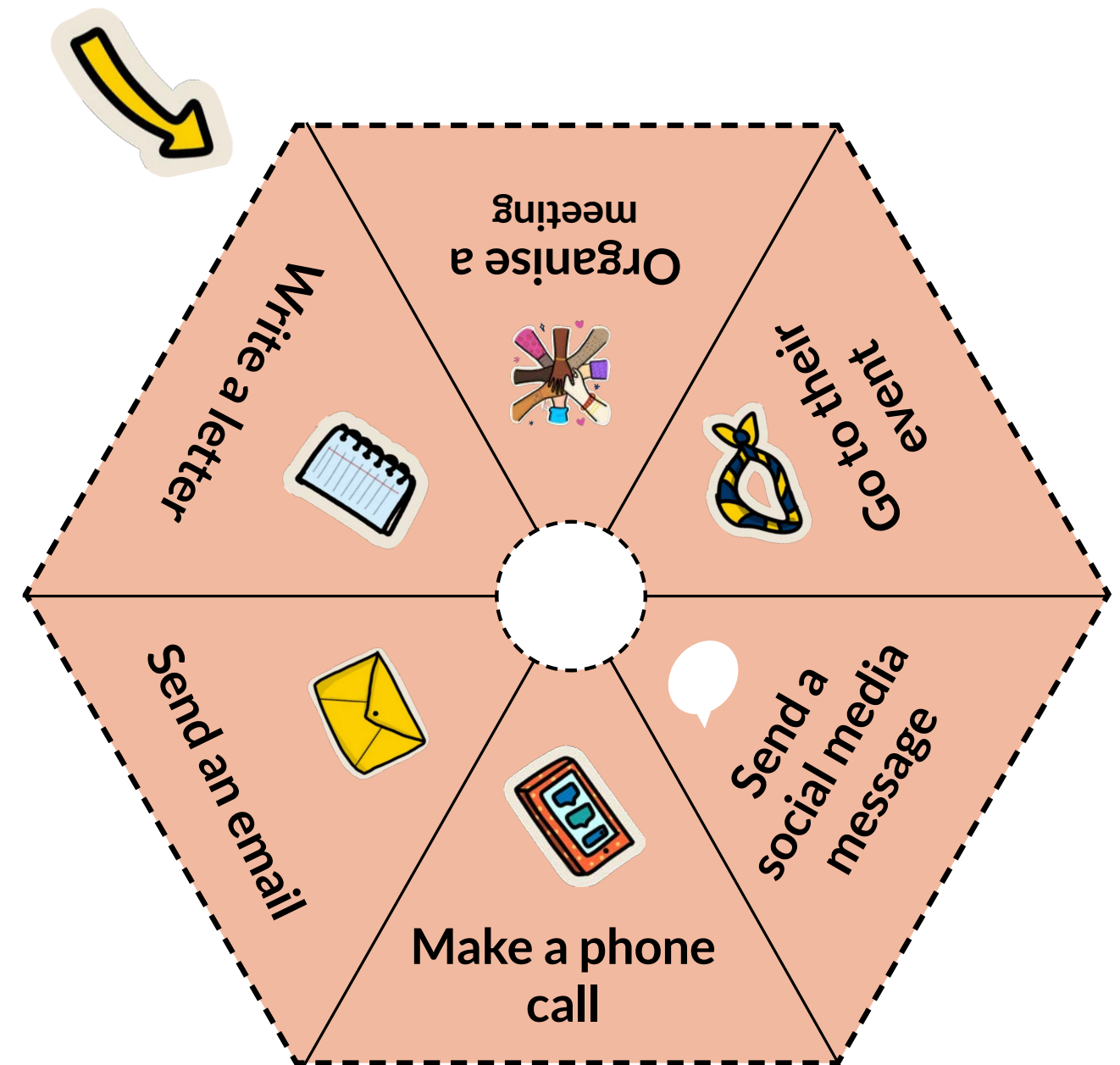


## Reflection: Ready to go

 20 minutes

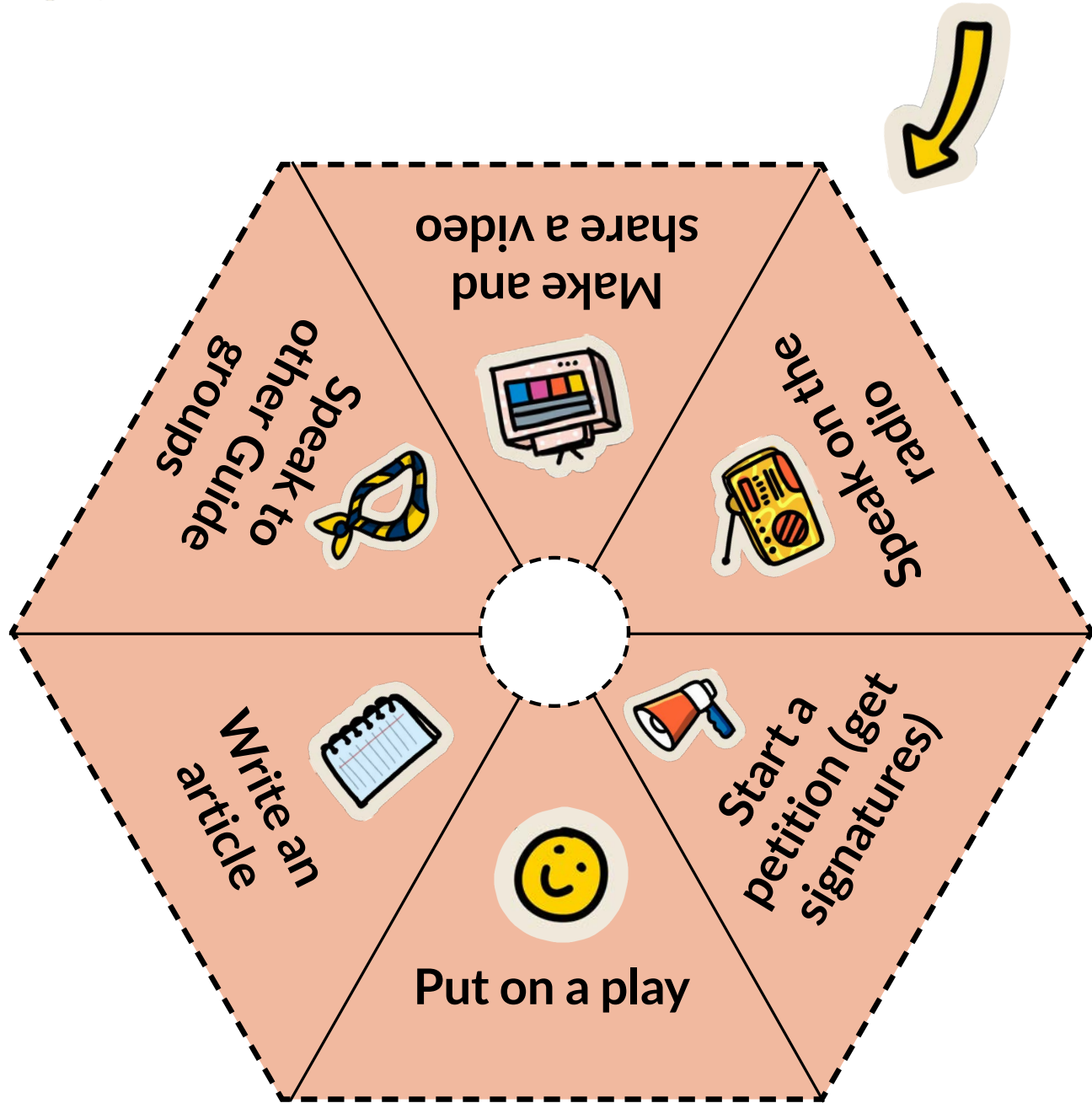
1. **Congratulations!** You've now collected all your essential items, ready for your adventure! On the displayed [Advocacy Adventure](#), check you have your **lantern, binoculars, hat/glasses, tent, postcard and compass**. **What does each item represent?** *Lantern = change we want to see; binoculars = the problem; hat/glasses = decision-maker; tent = what you want the decision-maker to do; postcard = your message to the decision-maker; compass = how to get their attention.* Recap Session 1, 2 and 3's **Key messages**.
2. At the end of this session, in your own time, you'll deliver your advocacy project as a **team**. After giving your message to your decision-maker, you'll then come back together to **celebrate** your achievements and **complete Session 4!**
3. Use the remaining time to get ready by briefly discussing these **questions and scenarios**:
  - a. In your group, **who will do what for your project?** Use your group's different skills and interests to divide up the tasks so that everyone has a part to play.
  - b. **What would you do if ... ?**
    - i. **Someone in the group doesn't have anything to do.** *Hints: Go back to your [Advocacy Adventure](#) and think about the different tasks that need doing. Try matching their skills to a job that needs doing, or working in pairs, or separating jobs so that everyone has a role.*
    - ii. **There's a problem in the team and you're disagreeing.** *Hints: Talking is key! Sit together calmly, with an adult or older leader, and have a conversation to understand what the cause of the problem is. Start sentences with "I" to keep it focused on how people feel, not what they have done. Try some fun team-building activities too!*
    - iii. **A week after giving your message, your decision-maker hasn't replied.** *Hints: Changes take time, and decision-makers are often very busy. Don't give up! No matter what happens during your project, remember that **small changes add up to big changes** (like adding a cup of water to a bucket of all the other advocacy projects around the world). Try a different way of contacting them, a new way of getting more support – or even try contacting a different decision-maker.*
  - c. **When is your deadline for completing your advocacy project?** Set a date (and a reminder!).
4. Organise a **date** (after your agreed deadline) when you'll come back together to complete **Session 4!** Remember:
  - a. Ask your **parents'/carers' permission** beforehand, and work with a trusted adult.
  - b. Take notes and **photos** of your achievements. If you do take photos, ask people's permission and tell them how you'll use their images.
  - c. By leading the change, you're also helping to improve your **own body confidence!**

## FRONT - contact





**BACK - support**



Break to deliver projects



## Session 4: Share the change

🕒 1 hour



### Key messages

- **Share your story** as a Body Confidence Advocate to inspire more people to be advocates and more decision-makers to help make a change.
- It's important to **learn from our advocacy achievements**, and think about how we could make it even better next time.
- Remember that no matter your project's outcome, even the **small changes add up to big changes over time!**

### Resources provided

- [Advocacy Adventure example](#)
- **Activity 1:** Adventure items
- **Activity 2:** Story template and example

### Resources needed

- **Activity 1:** Pens and small bags (enough for one per group of six)
- **Activity 2:** Pens and flipchart
- **Reflection:** Music and speakers



### Preparation



- Display Session 1, 2 and 3's [Advocacy Adventure](#) and add a [flipchart](#) for today's activities. On the new page, draw a **camera** at the top (the final adventure item!). Below, make a **story template** in three parts:
  - BEGINNING:** We are a group of Body Confidence Advocates – Girl Guides or Scouts who want a world where ...
  - MIDDLE:**
    - The beauty standard problem we really care about is ...
    - This hurts people because ...
    - We decided to do something about it, so we asked our decision-maker \_\_\_\_\_ to ...
  - END:** What happened was ...
- **Activity 1:** Copy and cut out enough sets of [adventure items](#) for one set per group of six, and place each set into a small bag.
- **Activity 2:** Divide a blank [flipchart](#) into four boxes and write "Create", "Act", "Talk", "Write" at the top of each box. Display.
- Recap Free Being Me's **brave space agreement** with the group before starting the session (see Session 1 guidance).



### STORY

**BEGINNING:**

**MIDDLE:**

**END:**



### Warm-up: Surprise high-five

🕒 5 minutes

1. **Congratulations** on carrying out your advocacy projects! No matter your successes or challenges, it's important to celebrate what you've achieved on your adventure.
2. **Do this activity** to celebrate:
  - a. Stand in a circle with your **arms around** your neighbours' shoulders. **Bow your heads**, so you're all looking down.
  - b. When the facilitator counts to three, each player **looks at** one other player.
  - c. If **two people** look each other in the eyes, they run into the middle to **high five or hug** – to congratulate themselves.
  - d. **Repeat** as many times as you like!



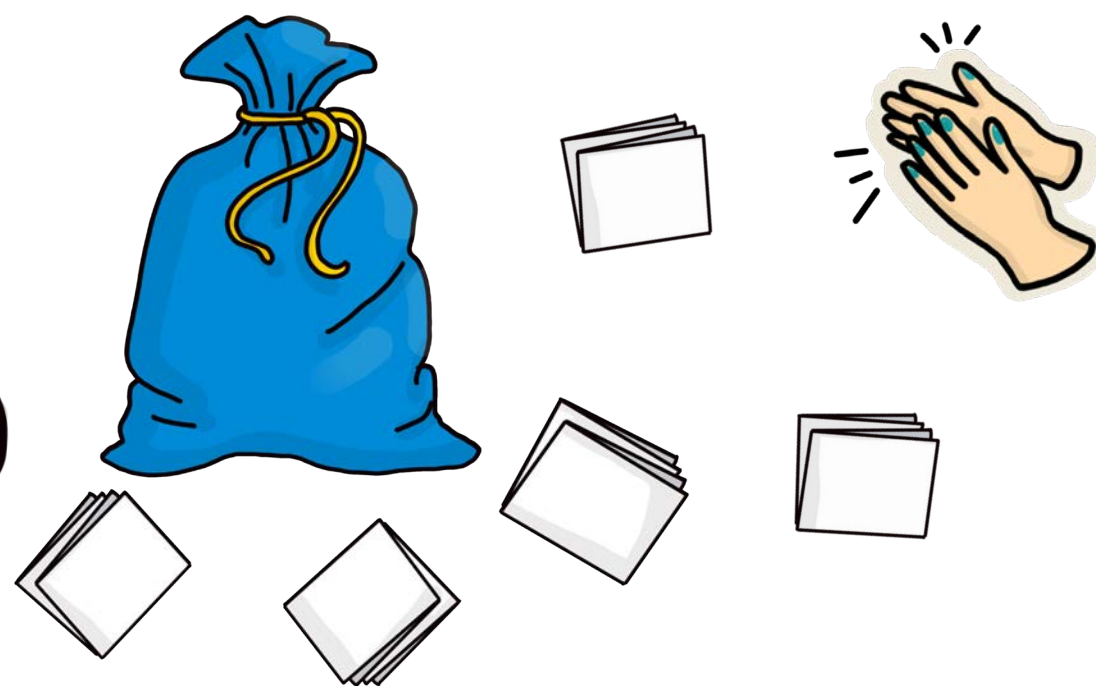
## 1. Reliving the adventure

🕒 25 minutes

### Part 1

🕒 10 minutes

1. Your **Advocacy Adventure** isn't over yet! As **Body Confidence Advocates**, it's important to learn from what went well and not so well, so we can improve next time. To do this, we're going to relive the adventure we've been on **together**.
2. **Part 1 [10 minutes]** – **Do this activity** to relive how you planned your advocacy project:
  - a. Split into **groups of six** and sit in circles, spread out around the space. Each group takes a **bag of items** – inside are all the essential items we have collected during our adventure.
  - b. With the **bag** in the middle of each circle, one person from each group takes an **item** at random from the **bag** without looking. This person has **30 seconds** to explain what they did in the ABC sessions to collect this item, eg *lantern = we made a role play and a collage to show what a body confident world for Rafa (and us) would be like*.
  - c. **Repeat** until everyone has had a turn and/or the **bag** is empty.
  - d. Now work together to put the **items** in the order of how you completed them:
    - i. **Lantern** – in Session 1 we made a role play and a collage to show what a body confident world for Rafa (and us) would look like.
    - ii. **Binoculars** – in Session 2 we played the chain game then voted for the body confidence problem we care about most.
    - iii. **Hat / glasses** – in Session 2 we matched the problems to the decision-makers and decided who would be best to contact.
    - iv. **Tent** – in Session 2 we matched the decision-makers to the actions and agreed on which action our decision-maker should take.
    - v. **Postcard** – in Session 3 we practised talking to our decision-maker on *Speak Out TV* and wrote a powerful message together.
    - vi. **Compass** – in Session 3 we played with the spinner to pick how to contact our decision-maker and get other people involved.



### Part 2

🕒 10 minutes

3. **Part 2 [10 minutes]** – **Do this activity** to relive what you achieved after collecting all of the adventure items and completing your **advocacy project** in your own time:
  - a. Move around the space until your facilitator shouts a **number**, eg *five*. Get into groups of the same number of people, eg *three of three*.
  - b. Work in your group to create a **silent role play** (with no speaking) or a **short dance** to represent one of the following scenarios:
    - i. What happened **before** we started our advocacy project: the unfair world of beauty standards that Rafa lived in.
    - ii. What happened **during** your advocacy project when you gave your message to the decision-maker.
    - iii. What happens **now**, after you have helped to reduce or stop a beauty standard problem that you care about – show how you hope other people feel because of your advocacy project.
4. Come together in a circle to briefly **discuss how you feel** about your Advocacy Adventure:
  - a. **What was the best part** of your Advocacy Adventure?
  - b. **What was the hardest part** of your Advocacy Adventure?
  - c. **If you could change one thing** about your Advocacy Adventure, **what would it be?** Remember that **no matter how your project went, every action – however small – adds up to big changes over time.**





## Part 1

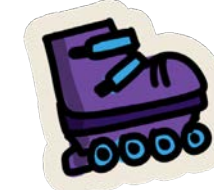
🕒 10 minutes

## 2. Sharing is caring

🕒 25 minutes



- After reliving our advocacy adventure, we can use this to **share our story** with other people. This is a really powerful way to:
  - Inspire other people**, especially Girl Guides and Girl Scouts across the world.
  - Encourage **decision-makers to listen to our voices** and understand why it's so important to improve people's body confidence.
- Part 1 [10 minutes]** – Do this activity to decide how to tell and share your advocacy story with the world:
  - Stand around the **flipchart divided into four boxes**. Each box is one way you can tell your story:
    - Create**, eg paint a body confident world or sculpture; make a body confident poster using a digital tool like Canva; draw a cartoon strip of your advocacy adventure.
    - Act**, eg put on a short play of your advocacy adventure; perform a dance to show important moments in your project.
    - Talk**, eg speak at an event or on a radio or television show; record a short video or voice note to tell people about your advocacy.
    - Write**, eg send a newsletter or article summarising your achievements.
  - Think about how you, personally, would like to tell your story to inspire others, and **write your name** in that box on the **flipchart**.
  - Split into **groups** according to your chosen storytelling method, eg everyone with their name in the 'Talk' box sits together.
  - Decide on your **audience** together: **Who do you want to inspire and where do you want to tell then your story?** Eg tell your friends and family over a meal at home, perform a dance to your classmates or send an article to a local paper? If you can't decide, try **voting** (ask the facilitator for help if needed).



## Part 2

🕒 15 minutes

- Part 2 [15 minutes]** – Do this activity to plan your story in the same groups as above:
  - Find the camera on the displayed **Advocacy Adventure**. This is your **final item to collect** – an important one to share all of the memories from your adventure!
  - Use the displayed **story template** to help you **create your story**. You can use **flipchart** to write or draw, but you don't need to write anything if you don't want to. Your story should have a beginning, a middle and an end:
    - BEGINNING: We are a group of Body Confidence Advocates – Girl Guides or Scouts who want a world where ... eg people feel welcome and comfortable in their bodies because they see characters in books that look like them!**
    - MIDDLE:**
      - The beauty standard problem we really care about is ...** Books in our school and Guide unit don't have characters that look like most of the young people in our group.
      - This hurts people because ...** Some of us feel like we don't belong in our school or community, which is sad and unfair.
      - We decided to do something about it, so we asked our school teachers to ...** buy different books that show people with all skin colours and body sizes for us all to read.
    - END: What happened was ...** We got lots of students involved by telling them about our project. Our teachers agreed that we needed better books and they have promised to buy more next term. Before then, we will bring in books from home to read and share with the class. Last week Juliette brought in her favourite book – it was so exciting because all of the characters were different sizes and skin colours. It felt so much more like our real life!
  - Make a **promise** to share your story to your chosen audience after this session.
- Remember that you're part of a **community** of Girl Guides and Girl Scouts from around the world – many of whom are Body Confidence Advocates just like you! Share your advocacy stories even further to inspire them and add more voices! You could:
  - Visit another **Guide or Scout group** to tell them your story.
  - Share your story with **WAGGGS**: visit the Free Being Me website (<http://free-being-me.com/your-stories/>), complete the questions and share your photos and videos.
  - Ask your facilitator to share it on **social media** using **#ActionOnBodyConfidence**, **#FreeBeingMe**, **#GirlsSpeakOut**.

#FREEBEINGME

#ACTION ON BODY  
#CONFIDENCE

#GIRLS  
SPEAK  
OUT





















## Reflection: Celebrate good times

 5 minutes

1. Congratulations on completing **Action on Body Confidence**! It's important to celebrate your achievements. Remember that no matter how your project went, your advocacy project has helped to make people feel more confident – **including you!**
2. **Do this activity** to celebrate completing the programme:
  - a. Play the **music** and **move** around the room – you could dance, run, skip, hop or jump – whatever you prefer!
  - b. When the music is paused, **do a movement** to show how proud you are of yourself and your group, eg *wave your hands up in the sky, clap, do a mini dance move!* **Repeat** a few times.
3. If you have time, **plan a party** where you invite anyone who has been involved in your **advocacy project!** Think about all the people you might have influenced – for example, your decision-maker might have been the school principal, but you also told your families about your project, spoke to the school secretary, told your class teacher, mentioned it to friends on the bus or people might have overheard you talking about it during a sports event!

## Adventure items

 Wish	 Problem
 Decision-maker	 Action
 Message	 Method
 Wish	 Problem
 Decision-maker	 Action
 Message	 Method
 Wish	 Problem
 Decision-maker	 Action
 Message	 Method



# #FREEBEINGME



#GIRLS  
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## ABC Curriculum Advisers

The ABC activity packs were created with valuable contributions from around the world:



- **Bolou-Ere Abigail Ikpeteboa**  
*Nigerian Girl Guides Association*
- **Madhu Shree KS**  
*The Bharat Scouts and Guides*
- **Akeena Rosalie Siladan**  
*Girl Scouts of the Philippines*
- **Huey Yi Lee**  
*Girl Guides Association Malaysia*
- **Blessmore Chikwakwa**  
*Girl Guides Association of Zimbabwe*
- **Riju Manandhar**  
*Nepal Scouts*
- **Miriam Msiska Nyoni**  
*Malawi Girl Guides Association*
- **Tionge Msukwa**  
*Malawi Girl Guides*
- **Mitchell Akinyi Oluoch**  
*Kenya Girl Guides Association*
- **Hayley Wards**  
*GirlGuiding New Zealand*
- **Jessica Shire**  
*GirlGuiding UK*
- **Dr Perema Ramasamy**  
*Girl Guides Singapore*
- **Blessing Osedebamen Igbon**  
*Nigerian Girl Guides Association*
- **Liantsoa Ratsimbazafy**  
*Skotisma Zazavavy Malagasy/  
Mpanazava Eto Madagasikara*
- **Siti Hajjar (Jaja) Abdool Shukor**  
*Girl Guides Association Malaysia*
- **Nonh Maria Audrey Dan**  
*Association des Guides Catholiques  
de Côte d'Ivoire*
- **Rabecca Mumba**  
*Malawi Girl Guides Association*
- **Esther Tolulope Ilesanmi**  
*Nigerian Girl Guide Association*
- **Virginia Miller**  
*Girl Scouts of the USA*

- **Evelyn Njeri Kinyanjui**  
*Kenya Girl Guides Association*
- **Shamsa Kashif**  
*Pakistan Girl Guides Association*
- **Subista Dhwoju**  
*Nepal Scouts*
- **Siti Nurbaya Jumain**  
*Girl Guides Singapore*
- **Narindra Andriamahefalisson**  
*Skotisma Zazavavy Malagasy -  
Mpanazava Eto Madagasikara*
- **Miriam Msiska N Yoni**  
*Malawi Girl Guides Association*

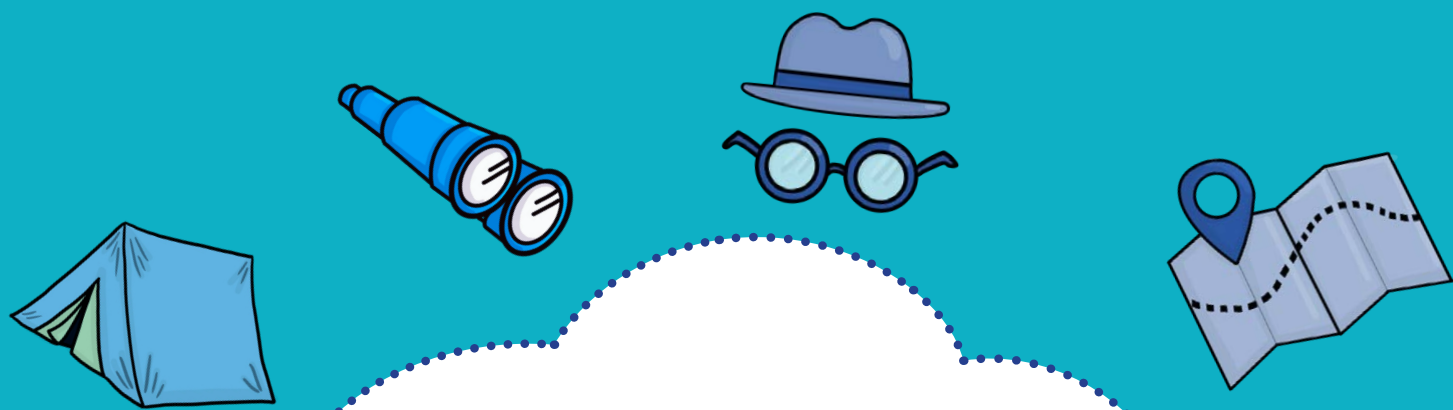


Coordinated and curated by Alice Kestell and Anna Bambrick  
Designed by Irasema Dávila  
Developed through the support of Dove Self-Esteem Project (DSEP)  
Project led by Rio Grace Otara with valuable contributions from Jenny Giangrande,  
Paul Bigmore, Abigail Bobby, and WAGGGS Core Mission team and volunteers.

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Guides and Girl Scouts  
World Bureau, 12c Lyndhurst Road London,  
NW3 5PQ United Kingdom  
Telephone: +44 (0)20 7794 1181  
Email: [waggs@waggs.org](mailto:waggs@waggs.org)  
Website: [www.waggs.org](http://www.waggs.org)







The **Action on Body Confidence** is the advocacy component of the **Free Being Me Programme**. It is a tool for leaders and young people, especially girls to deliver advocacy activities in various levels – local, national and even international.

This activity pack aims to equip young people with knowledge and skills on doing advocacy to help them navigate their advocacy adventure. They will identify the biggest body confidence issues in their community and plan a project that engages and influences decision-makers for change.

**FBM website:**

[free-being-me.com/](http://free-being-me.com/)  
and [campfire.waggs.org/freebeingme](http://campfire.waggs.org/freebeingme)



[www.waggs.org](http://www.waggs.org)

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**World Association of Girl Guides & Girl Scouts,**  
World Bureau, Olave Centre, 12c Lyndhurst Road, London,  
NW3 5PQ, United Kingdom

Registered Charity No. 1159255 (England & Wales)



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