



WORLD ASSOCIATION
OF GIRL GUIDES
AND GIRL SCOUTS



ACTION ON BODY CONFIDENCE

A Free Being Me programme

11-14 and 15+ year olds (Middle and Older ages)



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 **11-14 and 15+** who have **completed Free Being Me** and wish to carry out a body confidence advocacy project. The activities are suitable for both age ranges, but we have added guidelines and optional activities for Older groups. Every time you see a purple box like the one below, this means it's an **option for older ages (15+)**.

For younger groups (aged 7-10), see the separate [Younger ABC pack](#).



+15

Note for older groups

WAGGGS believes that advocacy is about creating systemic change. This means challenging the root causes of society's problems, such as its politics, economics or culture. In the case of **body confidence advocacy**, this means challenging the **underlying causes of society's beauty standards**. For example, challenging **ageism** (discrimination against someone on the basis of their age) and **sexism** (discrimination against girls and women based on their gender) which are at the root of why women's bodies are more observed and criticised than men's. It is for this reason that the **activity adaptations for Older groups focus on creating systemic change**.

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, such as school principals, village leaders, parents, journalists, CEOs of businesses, magazine editors, mayors or politicians.



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!

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 **appearance-related anxieties and/or discrimination** means you're helping to address issues that negatively impact your body confidence.
- 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 and have your voice heard – your voices are left out of these discussions far too often. When girls are able to participate and take the lead, we are taking huge steps to achieving **gender equality**!
- By advocating, you are taking part in something big. You can think of doing advocacy like adding a cup of water to a bucket. People all over the planet are working towards a better world and adding their cup of water to the 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 the objectives we need to achieve to ensure a sustainable future 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 – and this is where you come in!



Who can be a body confidence advocate?

Absolutely anyone! It is highly recommended that you complete the [Free Being Me \(FBM\) programme](#) before you start the **Action on Body Confidence** sessions!

It's important that advocates have a deep understanding of beauty standards, where they come from and their harmful consequences before designing their advocacy project.

Here are some inspiring examples from Girl Guides and Girl Scouts from around the world:



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/>



Girl Guides from Pakistan



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 Thailand



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 30 minutes) to plan a body confidence advocacy project. Use the separate **Advocacy Adventure** booklet during (and between) sessions to help you plan an advocacy project that makes a difference in your world.

During the ABC sessions, you'll collect **essential items below** (binoculars, lantern, etc) 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 booklet!

Start

Session 1: See the change



A change that would improve your chosen problem



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

Session 2: Plan the change



Where you see and hear these beauty standards (their root cause)



A decision-maker that can make this change to help solve the beauty standard problem

Session 3: Lead the change



How you will influence and contact this decision-maker



What you want your decision-maker to do about the problem



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



Evaluate your project to learn from your successes and challenges

Finish

Use the **example Advocacy Adventure** provided for guidance or ideas.



+15 There is a separate example for Older age groups.



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.wagggs-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 lots of people around the world, **especially girls and women**, lack body confidence because of **harmful beauty standards** which tell us we're not good enough. These beauty standards hurt young people in many ways, including stopping us doing the things we love and reaching our full potential.
- Body confidence advocacy** means influencing **decision-makers** to create a more equal world where everyone feels comfortable and happy in their bodies.
- No matter your background**, anyone can be an advocate - you just need passion! Choose a **beauty standard problem** that you really care about.

Activities ⌚ 1 hour 30 min

1. **My value** [20 minutes]
2. **Advocacy puzzle** [20 minutes]
3. **Choose**: [30 minutes]
 - a. Time/energy/money
 - b. Anger + hope = action
4. **Reflection**: Change we want to see [15 minutes]
5. **Home challenge**: Community survey

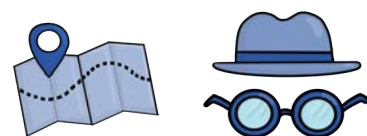
Resources provided

1. **Advocacy Adventure booklet** (one per person)
2. **Advocacy puzzle pieces**
3. **Beauty standard problems**
4. **ABC Community survey**

Resources needed

- Pens; or if completing the activity digitally, devices per person or pair eg smartphones
- Sticky tack
- Tokens (eg buttons, pebbles etc) in three different colours - at least 50 of each colour - and three boxes or pots
- Sticky notes

Session 2: Plan the change



Key messages

- Advocate in simple steps, starting with:
 - Identifying the **root cause** of your chosen beauty standard problem to help make a lasting change.
 - Carefully deciding on your **decision-maker**: someone who has the power to make the change we want to see in the world and solve our chosen problem. Think about who is most likely to be **able to help**, who is **interested** in your problem and who is easiest to **contact**.
- Finding out** about your decision-maker so you can put yourself in their shoes.

Activities ⌚ 1 hour 30 min

1. **News headlines** [15 minutes]
2. **Problem tree** [25 minutes]
3. **Choose**: [30 minutes]
 - a. Decision-maker moves
 - b. Top decision-maker
4. **Reflection**: Appreciating my body [15 minutes]
5. **Home challenge**: Decision-maker profile

Resources provided

1. **Problem tree example**

+15

OLDER AGE ADAPTATIONS:

- Alternative problem tree example
- Decision-maker pyramid

Resources needed

- [Breaking news music](#)
- Very large paper (eg multiple sheets of flipchart) and pens
- Puzzle pieces** from Session 1, sticky tack and pens
- Calming music or nature sounds

+15

Older age: Sticky notes

Session 3: Lead the change



Key messages

- Advocate in simple steps, continuing with:
 - Deciding exactly **what you want your decision-maker to do** to help solve your beauty standard problem.
 - Influencing your decision-maker with a **clear, concise and inspiring message** that persuades them to care about the problem and tells them what they can do to help solve it.
- Some **persuasion tips**:
 - Choose the right **moment** and way of contacting your decision-maker
 - **Know**, and be passionate, about your issue.
- By leading the change, you're also helping to improve **your own body confidence**!

Activities ⌚ 1 hour 30 min

1. **Power of words** [15 minutes]
Optional: Leadership mindsets introduction [20 minutes]
2. **Send a message** [40 minutes]
3. **Choose**: [20 minutes]
 - a. Cheese-flavoured bus
 - b. Pick your moment
4. **Final preparation** [15 minutes]
5. **Home challenge**: Project

Resources provided

1. **Video** (and alternative text)
2. **Moment and Starter cards**

+15

OLDER AGE ADAPTATIONS

Web of tactics example

Resources needed

- Your organisation's **Safeguarding or Child Protection policy**
- One chair per group of five or six
- Optional: two pairs of glasses or sunglasses and flipchart*
- Puzzle pieces** from Session 1
- Flipchart paper, pens, sticky tape and small pieces of scrap/waste paper

+15

Older age: Ball of wool or thread to make a giant web

Session 4: Share the change



Key messages

- You're part of a girl-led movement of Girl Guides and Girl Scouts. Use your network to **inspire other people to get involved and help decision-makers around the world** understand why it's so important to fight for a body-confident world. You can:
 - **Share** your advocacy project story
 - **Evaluate** your project to learn how to improve
 - **Reflect** on how taking the lead has helped build your body confidence.
- Remember that no matter your project's outcome, even the **small changes add up to big changes over time**!

Activities ⌚ 1 hour 25 min

1. **Surprise high five** [5 minutes]
Optional: Leadership mindsets reflection [15 minutes]
2. **Become a storyteller** [30 minutes]
3. **One step at a time** [25 minutes]
4. **Reflection**: My body confidence journey [20 minutes]
5. **Home Challenge**: Share #ABC [5 minutes]

Resources provided

None

Resources needed

- Optional: body confident music (see Free Being Me playlist)*
- Paper and pens
- Rope or tape to draw out a lake, scrap (old) paper or newspaper. *Optional: tense music*





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 - a set of guidelines to ensure everyone feels safe, confident speaking up and comfortable sharing their ideas. For example:



How to support your group during their project:

- If their chosen decision-maker doesn't help or isn't 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 have 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 struggles contacting their decision-maker - it may bring more attention to the problem!
 - Provide resources (such as safe internet access) to help them 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

Body confidence advocacy and WAGGS's leadership mindsets:

WAGGS defines **leadership** as working together to bring positive change to our lives, the lives of others, and our wider society. By taking part in advocacy such as in Action on Body Confidence, you are empowering yourself and others, and therefore practising leadership. When we talk about leadership, we often talk about skills and knowledge (eg communication skills). Instead, WAGGS focuses on our **daily behaviours, values and attitudes** (eg how we react to things) and has created **six mindsets**, or ways of thinking, to help us practise these leadership behaviours every day, until they become habits:



As you move through the ABC sessions, you are practising the six leadership mindsets. We've highlighted where a particular activity will help you apply a certain mindset - keep an eye out for the icons!

Sarah, a Girl Guide, recently finished the Free Being Me programme and was shocked at what she'd learned about how beauty standards harm us in so many ways. She decided to work with a group of equally passionate Girl Guides to run an **ABC advocacy project** to help their community. Here are some examples of how she applied the leadership mindsets during her ABC project:



Reflective: Sarah and her group used the **leadership mindsets** to reflect regularly on their values, strengths, and behaviours during their advocacy work.



Collaborative: Sarah and her group worked together to research the most important body confidence problems they and their community were facing. There were a lot and it wasn't easy to choose one to focus on. Sarah was careful to make sure that each person in the group was listened to and suggested different ways to vote on one issue.



Responsible action: Sarah and her group contacted the CEO of a diet company to highlight the problem with thin beauty standards and propose girl-led solutions, and asked them to show the many shapes and sizes of a healthy body.



Worldly: By carrying out a community survey with her peers and friends, Sarah had time to listen to their views and understand their needs and concerns. She also took the opportunity to encourage them to join in the advocacy project!



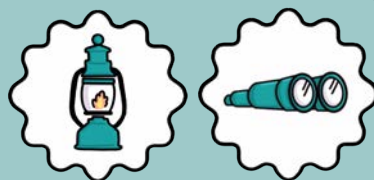
Gender equality: In deciding which beauty standards problem to choose, Sarah used her knowledge from FBM about how beauty standards **such as being thin** impact girls and young women in particular. She suggested to the group that they contact other youth-led organisations in their community to help them write an advocacy message that connects body confidence to girls' rights and gender equality.



Creative & critical thinking: Sarah's group chose to target the CEO of a diet company. To develop a powerful advocacy message for the CEO, they conducted a survey in the community to gather evidence on how pressure to lose weight is negatively affecting girls and women. They also found evidence online using reliable sources, and checked social media to learn more about the CEO, in particular her passions and priorities.

Session 1: See the change

1 hour 30 minutes



Key messages

- We learned in Free Being Me that lots of people around the world, **especially girls and women**, lack body confidence because of **harmful beauty standards** which tell us we're not good enough. These beauty standards hurt young people in many ways, including stopping us doing the things we love and reaching our full potential.
- Body Confidence advocacy** means influencing **decision-makers** to create a more equal world where everyone feels comfortable and happy in their bodies.
- No matter your background**, anyone can be an advocate - you just need **passion!** Choose a beauty standard problem that you really care about.

Resources provided

- Advocacy Adventure booklet.
- Activity 1: Puzzle pieces
- Activity 2A and B: Beauty standard problems
- Home Challenge: ABC community survey

Resources needed

- Welcome:** A photo of each person in the group **without filters or edits** (print or digital - or draw a simple self-portrait). Pens if completing on paper; devices eg smartphones if completing digitally.
- Activity 1:** Sticky tack.
- Activity 2A:** Tokens (eg buttons, pebbles etc) in three different colours - at least 50 of each colour - and three boxes or pots.
- Activity 2B:** Sticky notes and pens.



Preparation



- Copy the [Advocacy Adventure](#) - one per person.
- Recap Free Being Me's **brave space agreement** with the group before starting the session.
- Activity 1:** Copy and cut out enough [Puzzle pieces](#) (sets of three: advocate, decision-maker and root cause) so that you have one advocate OR decision-maker piece per person (eg for a group of 20, cut out 10 sets of puzzle pieces). Mix up the [advocates](#) and [decision-makers](#), and stick the related [root cause pieces](#) around the space.

* Choose A or B for Activity 2:

- To prepare for either activity**, choose six to eight [Beauty standard problems](#) that your group can relate to. Use the blank cards to add your own. Display the [Beauty standard problems](#) around the space.
- Activity 2A** is more suitable if you wish to recap your Free Being Me learning. **To prepare**, put each coloured set of [tokens](#) into the three [boxes](#). Label each box either Time, Energy or Money.
- Activity 2B** is more suitable if you recently completed Free Being Me and you feel confident naming lots of places you see and hear beauty standards, and their negative consequences. **To prepare**, place some [sticky notes](#) next to each displayed [beauty standard problem](#).

- Home Challenge:** Choose to complete either on paper or digitally. If on paper, copy the ABC community survey - at least three per person. If digitally, use a platform such as [Survey Monkey](#) or [Google Forms](#) to create it online. To facilitate safe online research into the problems with beauty standards, set up access to [Kids Search](#) or create a [customised search engine](#) (this will help prevent the group being exposed to harmful content).

* Facilitator note

As with Free Being Me, avoid harming young people's body confidence by tidying away the beauty standards as soon as you're finished.

* Facilitator note

Check out WAGGS' programme Surf Smart 2.0 for more tips on using search engines safely (page 25): <https://bit.ly/3lOnsjH>



Funny

Sister



Sporty



Loves dancing



Good friend

Likes pineapple



Loud

Hard worker

Girl Guide





Welcome: My value

🕒 20 minutes



1. Welcome to **Action on Body Confidence (ABC)**! Having completed Free Being Me (FBM), you're now ready to take bigger action to create a more equal world where everyone feels comfortable and happy in their bodies.
2. Look at your personal **Advocacy Adventure** booklet. You'll use this in every session, collecting items to help you plan your own body confidence **advocacy project**!
3. **What does advocacy mean?** Asking decision-makers to do something about a problem people care about. Decision-makers are people with control or power over decisions in our lives, like school principals, village leaders, parents, journalists, CEOs of businesses, magazine editors, mayors, or politicians.
4. **Who can be an advocate?** Absolutely anyone! All people, no matter their age or background, have the **right** to be involved in the decisions that affect them. When young people are able to advocate on matters that affect their lives, we are helping create a world where **girls, boys, non-binary and trans people** are all equal! (For guidance on discussing these terms, see pages 7 and 8 of the Free Being Me Facilitator Guide). We believe in **girl-led advocacy** - where girls make the decisions - so **your voice** is very important!
5. **Do this activity** to build your confidence, ready to be an **advocate**!
 - a. Women and girls are often valued more for the way they look rather than what they do, say or who they are. For example, in some places thin people or people with light skin are seen as more valuable or more successful. **We don't accept this - we are worth so much more than our looks!**
 - b. On your own, think about your **value**: 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?** Look at the **example below** to help.
 - c. **Around your photo or self-portrait**, write all the words that describe your value. This activity was inspired by the [#iweigh](#) campaign.

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Older age adaptation:

When planning your advocacy project using the **Advocacy Adventure** booklet, introduce the term **strategy**. A strategy is a plan, method or set of actions to achieve a long-term goal. During the activity, if you have access to smartphones, you could create self-portraits digitally and share them on social media, tagging [#freebeingme](#).



1. Advocacy puzzle

🕒 20 minutes

1. Advocates (people just like you!) begin with a **problem** they really care about. They identify a **root cause** of this problem so that they can make a **lasting change**. Advocates then decide which **decision-maker** has most power over this problem and its cause, and **ask this decision-maker to do something about it**.
 - a. **Problem** = young people don't feel good enough about their body shape or size so they stop doing sports and having fun.
 - b. **Root cause** of this problem = young people see and hear beauty standards everywhere, and don't understand that beauty standards are impossible so they don't need to follow them.
 - c. **Asking School Principal (decision-maker)** to educate girls on harmful beauty standards so they can be [#freebeingme](#).
2. Do this activity to find out how **body confidence advocates** work with **decision-makers** to achieve the change they want in the world:
 - a. Each person takes an **advocate or decision-maker puzzle** piece at random.
 - b. Get into character by **walking around the space** like you imagine your person would.
 - c. **Decision-makers** greet each other in character. **Advocates** read the displayed **root causes**, choose the piece their person would most care about and **match** it to their piece.
 - d. When the facilitator calls, "Match!", **advocates find their matching decision-makers!** Advocates look for the person who has power over their **root cause**. The **decision-makers** are busy trying to achieve their goal so they may be hard to find!
 - e. Once in pairs, match your **three puzzle pieces**: advocate, root cause and decision-maker. Discuss: **What is the advocate asking the decision-maker to do?** eg asking a social media CEO to make rules so that advertisers label photos if they're edited.
3. If you have time, come back together to discuss: **Which advocate did you find the most inspiring and why?** Note that many of the advocates are Girl Guides and Scouts **just like you!**

+15

Older age adaptation:

Add these questions to the discussions between matching **pairs of advocates and decision-makers**:

- **What is the decision-maker's goal?** (The thing that's most important to them or that they most want to achieve, eg a CEO's goal could be to make money selling the most products, a village leader's goal could be to keep the village safe)
- **What is the advocate's goal?** (Use the **root cause card** to help, eg an advocate's goal could be for advertising to show unedited images of people with all skin types and textures.)
- **What is the advocate asking from the decision-maker?** eg asking the CEO of Meta to make rules that force companies to say whether photos are edited.





2A. My time, energy and money

🕒 30 minutes

- In Free Being Me, we learned that beauty standards harm us in many ways. They cause us to spend our precious **time, energy and money** on trying to achieve them, instead of having fun! As an example, choose one displayed **beauty standard problem**: **What are the consequences when a person thinks or hears this? How does it use their...**
 - ...time?** Eg we spend time comparing ourselves, getting ready, analysing our bodies, researching treatments, posing for and editing photos.
 - ...money?** Eg we spend money on products, advice, different techniques.
 - ...energy?** Eg we use up our energy worrying, feeling ashamed and less valuable which affects our wellbeing.
- Do this activity** to recap the negative consequences of beauty standards and choose one problem to advocate for as a group:
 - Look at the **three labelled boxes**. Each set of **tokens** represents either the time, energy or money we have in our lives. Take a few **tokens** from each of the three boxes: this is what you have to 'spend'.
 - Moving around the space, read each **beauty standard problem**. Leave a number of **tokens** at each problem to show how much you think this problem takes from young people in your community, and all around the world (more tokens means more time/energy/money).
 - You have **5-10 minutes** to 'spend' your tokens. Everyone will do this differently - there are no wrong answers!
- Debrief:** How do beauty standards **harm** us? On which problem did we 'spend' the **most time/energy/money**? What **surprised** you during this activity?
- Use this activity to help you decide (as a **group of advocates!**) which **beauty standard problem** you most want to do something about:
 - Which problem has the **most tokens** by it?
 - Which problem do most 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**?
 You could **vote** by standing next to your chosen problem.
- Note that by each of the **beauty standard problems** there's a pair of **binoculars** - an essential item when packing for an adventure! Write your group's chosen problem in the space by the binoculars on your **Advocacy Adventure**. You now have your first adventure item and have identified the problem you'll advocate for!



2B. Anger + hope = action

🕒 30 minutes

- Display the phrase: **Anger + hope = action**. **What does this mean to you?** Anger can be useful because it tells us we feel very strongly about something. We (especially girls) are sometimes made to feel bad about feeling anger, but when combined with hope, it can actually help us to change the world!
 - Do this activity** to choose one problem to advocate for as a group:
 - Walk around at your own pace, reading the **beauty standard problems**.
 - Then, show how **angry** each one makes you feel by writing a number out of 10 onto a **sticky note/paper** and placing it next to the image (1= not angry; 10 = very angry).
 - You have **10 minutes** to number the images. This is a personal decision - there are no wrong answers.
 - Debrief:** If you wrote a **9 or 10**, tell the group **why** this **problem** makes you angry. **How is this problem harming young people?**
 - Use this activity to help you decide (as a **group of advocates!**) which **beauty standard problem** you most want to do something about:
 - Which problem has the **most 9 or 10 ratings**?
 - Which problem do most 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**?
 You could **vote** by standing next to your chosen problem.
 - Note that by each of the **beauty standard problems** there's a pair of **binoculars** - an essential item when packing for an adventure. Write your group's chosen problem in the space on your **Advocacy Adventure**. You now have your first adventure item and have identified the problem you'll advocate for!
- This activity was inspired by the [Youth Activist Toolkit](#).*

+15

Older age adaptation:

Instead of using the provided **beauty standard problem cards**, create your own by:

- Thinking back to Free Being Me activities** such as the Ripple Effect - the different problems faced by the individual, school/work and the wider world as a result of beauty standards.
- Considering:** **What is the biggest beauty standard problem I face? What beauty standard problems do I hear my friends talk about? What is the biggest beauty standard problem facing my community?**
- Using the **beauty standard problem cards** for ideas if needed.

You can choose whether to complete your advocacy projects individually or in small groups. Remember that your unit is a team that can support each other throughout your project journey.

When you have chosen your problem to focus on for your advocacy, collect your binoculars. You'll use this problem to build your advocacy strategy.

Facilitator notes

- Allow the group to suggest additional beauty standard problems themselves. Add any suggestions to the displayed problems so the group can rate these too.
- Write down the most persuasive arguments for the group's chosen problem and keep for the next session (it will be really handy for writing their message to the decision-maker!).
- WAGGGS believes in girl-led advocacy! Allow the group to decide whether they prefer to do individual projects or work together in a group (or small groups).



Reflection: Change we want to see

15 minutes



- Now that you have chosen which beauty standard problem you want to solve, it's important to focus on the **change you want to see** - what the world would be like if the problem didn't exist any more!
- Do this activity** to describe the change you want to see:
 - Imagine it's the year **2030** and everyone feels body confident.
 - Split into small groups and create a '**freeze frame**' (like a 'frozen' role play or sculpture) to show:
 - What do you see** around you as you walk in the street, sit at school or ride the bus?
 - How do people act** now that they don't worry about [your chosen problem]?
 - What do your friends wear** now that they don't worry about [your chosen problem]?
 - What do your brother/sister/parent say** now that they feel body confident?
- Spend **three minutes** organising your freeze frame, answering the questions above as **specifically** as possible.
- In turn, each group quickly shows their idea. The facilitator can '**unfreeze**' your sculpture for a few seconds so you can speak!
- Back together, discuss which **one, specific change** you've seen in the freeze frames that would help solve your chosen **beauty standard problem**, eg *If your chosen problem is that young people don't feel good enough about their body shape/size so they stop themselves doing sports and having fun, your change could be that: **Young people now know that all bodies are good bodies, and all feel included in sports clubs.***
- Use this activity to help keep you **focused on the change** you want to see in the world. If we ever feel frustrated or tired on our **Advocacy Adventure**, focusing on the **change** can give us an important boost. Look for the **lantern** on your Advocacy Adventure - an essential item when packing for an adventure! In the space by the lantern, write down **your group's specific change** to make a body confident world.
- Congratulations! You've now collected the **binoculars** and **lantern** for your advocacy adventure. **What does each item represent for planning your advocacy project?** Binoculars = the problem; lantern = change we want to see. Recap the **Key Messages**.

+15

Older age adaptation:

- As an alternative to creating a 'freeze frame', move around the space in pairs, writing down your ideas to the questions above on four separate **flipcharts** titled, "SEE", "ACT", "WEAR", "SAY".
- When you have decided on the specific change you want to see as a result of your advocacy, collect your lantern. This is the vision for your advocacy strategy.**



Home challenge: Research

5 minutes

- Find out more about your chosen beauty standard problem by doing some **research** in your community. Research helps us to understand how other people think or feel (rather than assuming that we know!), and real examples can make our advocacy more powerful.
- Read the questions in the **ABC community survey** together. Edit the questions to fit your chosen beauty standard problem.
- Who would you like to answer this survey?** Focus on people aged 11-25, and aim to speak to at least three people each. Remember, your safety is the most important thing, so you should only speak to **people you know**, in locations where other adults are present.
- If possible, add to your survey research by using the **internet** or **local library**. Ask a trusted adult to help you find out facts about your beauty standard problem and its harmful impact on young people.

Facilitator note

The internet is an amazing resource, but we need to check whether we can trust the information we read. For example, find the original source of the information, look for other websites where the same information is shared, or ask an expert. To find out more about staying safe online and how to check sources of information, try **Surf Smart 2.0's Real or Fake** activity (page 83): <https://www.waggs.org/en/resources/surf-smart-20/>

+15

Older age adaptation:

Doing **research** is an essential part of developing an **advocacy strategy**. Research helps you to better understand the effects of problems on your community, to explore different perspectives, to build evidence to support your arguments and to use when writing your advocacy message. **Choose which research method(s)** you'll use:

- Survey:** write a list of questions to ask people in your community (or the general public) for their opinions on your chosen beauty standard problem. **Adapt the ABC community survey**, or create your own. Decide how many people to ask (at least five - the more people, the stronger your evidence), the most relevant age, eg 15-30, and where to ask them, eg at college or a Guide meeting.
- Interview:** prepare a structured conversation to ask an expert or relevant person carefully chosen questions on your chosen issue. Choose the best person to interview by thinking about who has the most relevant skills and/or experience, and try to get a range of perspectives and/or backgrounds. When preparing your questions, refer to the **Adapt the ABC community survey** and choose how many to ask depending on the time you/they have available.
- Review existing research:** use a website or a library to read through existing information about your chosen beauty standards problem. Check your sources carefully (the place you find the information) and make sure they are reliable and trustworthy.
- Observation:** gather information by noticing and recording notes, eg *observe how many unrealistic advertisements you see in your community or how many shops stock magazines with articles about women's appearance.*
- Narrative analysis:** increase your understanding of people's different perspectives by asking critical questions, eg *Who is talking about the problem? Who isn't? What words, phrases and images do people use to talk about the problem? Whose stories are missing from the common ones we hear about?* (Taken from the Youth Activist Toolkit, pp. 24-25).

You could then present your research in one of the following ways:

- A written summary** of the most common issues that were raised - list the top five things you found out from your research.
- A graph** showing a visual summary of all the issues raised - by hand or using Microsoft Excel.
- An infographic**, combining words with helpful small images or symbols to go alongside the information you have gathered.

Resources provided: Activity 1 puzzle pieces

Root causes	Decision-makers	Inspiring advocates
Social media: photos are heavily edited and unrealistic	Social media manager Mark Zuckerberg, CEO of Facebook/Instagram/WhatsApp	A group of UK Girl Guides asked social media managers, influencers and advertisers to label photos to show they've been edited https://bbc.in/3ZDCL1L
Radio programmes: focus only on girls' and women's looks and bodies.	Radio producer	Pakistani Girl Guides sent a signed petition to a radio producer to ask them to broadcast programmes about girls' incredible skills rather than always focusing on their looks.
Sports brands: clothing isn't made for different body shapes, abilities and sizes.	Sports brand design manager Nike	Matthew Walzer (16) asked sports brands to create sneakers adapted for people like him with disabilities. Nike worked with Matthew to create a special, hands-free sneaker!
Schools: young people don't understand how low body confidence can be affecting their lives.	Government education ministers in Malaysia	Malaysian Girl Guide Elizabeth launched #WonderfullyMade and asked her Government to teach girls about body confidence in schools.



Did you know ... ?

Pinterest banned all advertisements containing weight loss language and images from its website after pressure from the public. The result was a 20% reduction in people searching the words "weight loss"! <https://bit.ly/3COYr1i>



Beauty brands: girls and women can't find make-up that matches their skin colour.	Beauty product manager MAC Cosmetics	Nyma Tan , a Sudanese-American young woman, influenced MAC Cosmetics to create her own lipstick that matches people with darker skin.
Fashion: models at fashion shows appear to have impossibly smooth skin (with no spots, marks or scars)	Fashion marketing managers	Sylvia Mac asked fashion companies to show people with skin conditions, burns, or scars.
Schools: pupils aren't able to be themselves, choose how to wear their hair or feel comfortable in school uniform.	Minister of education in Thailand	Thai Girl Guides worked with Dove to ask for an end to 'forced haircuts' for school girls that lowers their self-esteem. The Guides also asked schools to have more flexible rules on school uniform #LetHerGrow .
Weight-loss and diet companies: 'before and after' images that aren't real or have been edited.	Diet company manager	If you see dishonest advertising on social media platforms or websites, you can report it, for example to an advertising standards committee.













Resources provided: Activity 1 puzzle pieces

Root causes	Decision-makers	Inspiring advocates
Clothes companies: clothing isn't available in a wide range to suit all body sizes, so people feel unwelcome.	Clothing company manager	In 2020, lots of people posted on social media that the clothing brand 'Lucy and Yak' doesn't sell clothing for all body sizes. The company now makes a much larger range of sizes.
Advertising: girls feeling bad about themselves because they don't see images that look like them.	Local mayor	You could ask the mayor to stop many companies advertising beauty or diet products aimed at women in the community.
Comments from family members that emphasise beauty standards	Village leader	You could ask the Village leader to speak at a community meeting about the negative consequences of commenting on children's looks.
Toys: children's toys, games and books shops spread beauty standards and the idea that girls and boys should only do certain jobs.	Toy shop marketing manager	A group of UK parents created Let Toys Be Toys , asking toy shops to stop labelling toys as 'for boys' or 'for girls'.

Root causes	Decision-makers	Inspiring advocates
Films/TV: fat people are shown negatively in films as lazy or mean etc.	TV producer	Guides and Scouts could ask film companies to stop showing fat characters as lazy or mean, and making jokes about them.
Magazines: the content and images of women in magazines are focused on how they look rather than what they can do.	Magazine editors	Katherine Young , a young person from the US, asked Editors to improve the content and images used on girls' and boys' magazines, so that they're treated more equally.
Students: girls told they should wear makeup and do their nails to look 'smart'	School Principal	A group of 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 spoke about the dangers of body talk.



Activity 2: Beauty standard problems

		
		
Young people think their skin is too light so they pay for sunbed treatments and products to darken their skin	Young people worry about their body hair a lot, spend time shaving and spend money on products to remove it	Young people spend hours posing for, then editing photos, checking every little detail of their skin, hair and size before posting on social media
		
Young people compare their lips to models and follow social media accounts showing the benefits of lip surgery	Young people think their skin is too dark so take medication and use products to try and make it lighter	Young people compare their muscles to others, do lots of exercise every day and buy expensive supplements
		
Young people think spots, marks, wrinkles and scars are ugly so they hide themselves under lots of makeup	Young people wish their eyes were larger and rounder, and talk about it with their friends	Young people don't feel good enough about their body shape/size so they stop themselves doing sports and having fun

Home Challenge: ABC community survey

Complete either on paper or create a digital version. Adapt the survey to your chosen beauty standard problem by inserting it wherever you see a dotted line.

As part of a Girl Guide/Scout project called **Action on Body Confidence**, I'm asking people (aged 11-25) in my community about **beauty standard problems** that they, and others, face. Your answers will help me to influence decision-makers to a more body confident world by trying to solve this problem:

Anything you tell me will be used anonymously (without your name or personal details).
Thank you in advance!

1. How much do you think people your age **worry about** _____?

Not worried 1 2 3 4 5 6 7 8 9 10 Very worried

2. In the last month, has _____ **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					
Hanging out with friends or going to a party					
Going shopping for clothes					
Doing a physical activity/sport					
Giving my opinion or standing up for myself					
Going to see a doctor or nurse					
Going to school, college or work					
Applying or having a certain job					
Spending time with family					
Any other? Please write here ...					

3. **Where** do you see and hear this problem? Choose the **top three** reasons the problem exists:

- ☐ Advertisements in the street or on transport
- ☐ Friends doing or saying things
- ☐ Online videos or games
- ☐ Magazines
- ☐ People at school/college
- ☐ Influencers
- ☐ Television/films
- ☐ Family comments
- ☐ Fashion designs
- ☐ Radio
- ☐ Social media posts
- ☐ Shops/online shops

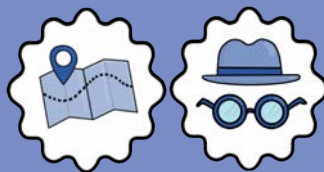
4. What do you think we can **do** about _____?

5. Imagine you're standing in front of the people responsible for making you worry about your body. What would you like to **say** to them? What would you like them to **do** about the problem?

 Thank you so much for taking the time to help my advocacy project.

Session 2: Plan the change

🕒 1 hour 30 minutes



Key messages

- Advocate in simple steps, starting with:
 - Identifying the **root cause** of your chosen beauty standard problem to help make a lasting change.
 - Carefully deciding on your **decision-maker**: someone who has the power to make the change we want to see in the world and solve our chosen problem. Think about who is most likely to be **able to help**, who is **interested in** your problem and who is easiest to **contact**.
 - Finding out about** your decision-maker so you can put yourself in their shoes.

Resources provided

- Problem tree example
- Session 1's Puzzle pieces
- +15 Older age adaptations:**
 - Alternative problem tree example
 - Decision-maker pyramid

Resources needed

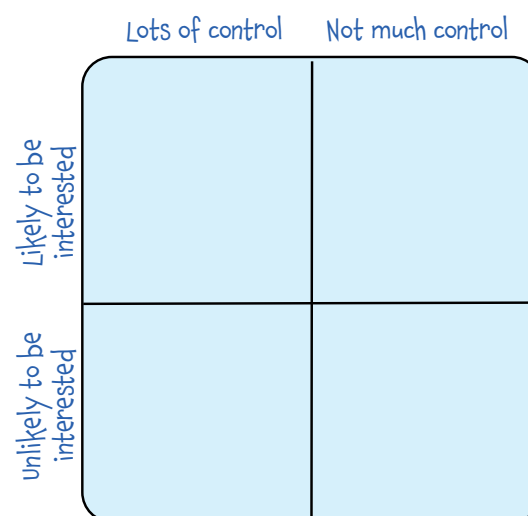
- Warm-up: [Breaking news music](#)
- Activity 1:** Very large paper (eg multiple sheets of flipchart) and pens.
- Activity 2A or B:** [Puzzle pieces](#) from Session 1, sticky tack and pens.
- +15 (Older age) Activity 2C:** [Sticky notes](#)
- Reflection:** Calming music or nature sounds



Preparation

- Remind everyone to bring their [Advocacy Adventure](#), and their **community survey results** (from the Home Challenge). If you didn't complete the Home Challenge, recap the learning from Session 1 (you chose one specific problem that you want to solve to improve people's body confidence and described the change you want to see).
- Recap Free Being Me's **brave space agreement** with the group before starting the session.
- Warm-up:** Set up [breaking news music](#) to play during the activity.
- Choose A or B for Activity 2: (or between A, B or C for Older age groups)**
 - For either activity, collect Session 1's [Puzzle pieces](#) and separate the **decision-maker cards**.
 - Activity 2A is more suitable for a slightly younger group** who can use a quadrant with two criteria to make decisions. **To prepare**, divide the room into four squares (or quadrants). Label the sides of the space as shown in the **diagram**:

Front of the room



- Activity 2B is more suitable for slightly older groups** with a good understanding of different decision-makers in their world. **To prepare**, draw a large playing card [template](#) (as shown) and display.

+15

Activity 2C (for older age): Make a copy of the **decision-maker pyramid** and display. Hide the examples for the beginning of the activity.

- Reflection:** Create a relaxed atmosphere by lowering the lights and playing some calming music or nature sounds.

Playing card

(Name / type of decision maker)

- Power (out of 5) ☐
- Contact (out of 5) ☐
- Help (out of 5) ☐
- Interested (out of 5) ☐

TOTAL:

☐

Warm-up: ABC news headlines

🕒 15 minutes

- Recap Session 1 using your [Advocacy Adventure](#). What's your chosen **beauty standard problem**? What **specific change** do you want to see in the world?
- Do this activity:** (ideally using your survey results from Session 1's **Home Challenge**)
 - Standing in small groups, in small circles, create a **Breaking News TV show**!
 - You have **two minutes** to create a **one-sentence headline** to describe the most surprising or interesting thing that you found out about your beauty standard problem. If you didn't complete the Home Challenge, share why you **care so much** about the chosen problem, eg *young people, and especially girls, report worrying a lot about their body shape and size. It stops them from joining in sports because they see so many images on social media that they compare themselves to.*
 - The facilitator starts the show by playing the prepared news [music](#) whilst announcing: **"Welcome to Breaking News. Today's Action on Body Confidence headlines are..."** Take it in turns to share your headline in small groups.
- Recap the definitions of **advocacy** and **decision-makers** from Session 1, ready to start planning your advocacy project!





1. Our problem tree

25 minutes



- As we saw in the Puzzle activity from Session 1, advocates identify a specific **cause or reason** that the problem they care about exists in the first place. This helps advocates to make a real difference, and to be clear on what lasting change they want to see in the world.
- Do this activity as a group or individually to explore your chosen beauty standard problem in more depth:
 - Draw a **large tree outline** on **flipchart** paper, with branches, trunk and roots (it needs to be big!) Follow the three steps below to create a **problem tree** (see example provided on page 33):
 - On the trunk**, write your chosen **beauty standard problem** (see [Advocacy Adventure](#)). This is the **problem** you will try to solve through advocacy.
 - On the branches**, write your answers to these questions: **what are the negative consequences of this problem**: how does it affect people, their family, friends, community, society? How does it use up people's time, energy and money?
 - On the roots**, write your answers to these questions: **where do we see and hear this problem around us** (what did you learn in Free Being Me)? **What causes this beauty standard problem, or keeps it spreading?**
- Use this activity to help you focus on **one main cause** of or reason for your chosen problem. **Which of the roots do you feel is the main reason your problem exists?**
- Note that on the tree by the roots there's a **map** – an essential item when packing for an adventure! Write the **main cause or reason** your problem exists in the space by the **map** on your [Advocacy Adventure](#).

* Facilitator note

WAGGGS believes in girl-led advocacy! Adapt this activity depending on whether the group decided to do individual projects or work together in a group (or small groups!)



Older age adaptation

Do the problem tree activity individually or in small groups. Explore the root causes of your problem in more detail to better understand the wider, systemic changes needed to help solve it. Create your tree as follows:

- On the trunk**, write your chosen **beauty standard problem**. This is the **problem** you will try to challenge through your advocacy strategy (see [older age Advocacy Adventure example](#)).
- On the branches**, write your answers to these questions:
 - What are the negative consequences of this problem**: how does it affect people, their family, friends, community, society?
 - How does it use up people's time, energy and money?**
- On the roots**, write your answers to these questions:
 - Where do we see and hear this problem around us** (what did you learn in Free Being Me)?
 - What causes this beauty standard problem, or keeps it spreading?**
 - Which organisations, policies or practices keep your problem in place or spread it?** Eg adverts showing impossibly smooth, youthful skin; organisations selling cosmetic procedures; comments from people that compliment smooth skin and mock blemishes.
 - Where do these practices come from, historically, socially and economically?** What are the **beliefs** behind these practices? Eg,
 - Sexism** (the belief that one sex is superior to or more valuable than another) or gender inequality is reinforced when women are valued more for their appearance
 - Racism** (the belief that one race is superior to another) is reinforced when Eurocentric/Western beauty ideals like large, round eyes are valued more highly
 - Colourism** (discrimination which disadvantages people with darker skin) is reinforced when lighter skin is considered more 'beautiful' than other skin shades
 - Classism** (treating people differently based on social class or perceived social class) is reinforced when beauty is linked to being richer or more liked in higher social classes
 - Homophobia** (negative attitudes and feelings toward homosexuality or people who are identified or perceived as being lesbian, gay or bisexual) is reinforced when people who don't fit into either 'feminine' or 'masculine' gender roles and/or don't follow 'feminine' or 'masculine' beauty standards, are treated as less valuable.
 - Ableism** (discrimination of and social prejudice against people with disabilities) is reinforced when clothing is made only for people with 'typical' abilities
 - Ageism** (discrimination against an individual on the basis of their age) is reinforced when young women are valued more than older women, and visible signs of ageing are used to discriminate against people.

See the [alternative example tree](#) for ideas. Inspired by the Root Causes activity in the [Youth Activist Toolkit](#).

If you have time, draw some **leaves** on your tree. On each leaf, write a way of **challenging or solving** some of the root causes you identified. **What needs to be done to stop or reduce this cause?** Eg advertising companies need to stop editing people's natural skin in their adverts.

When you have decided on the main cause or reason your problem exists, collect your map. This will help you decide the action you want to take to challenge your problem.



2A. Decision-maker moves

🕒 30 minutes



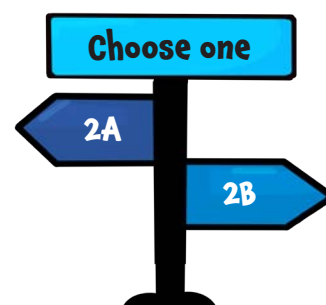
- Now that we have chosen the problem we want to solve and identified a root cause of this problem, we need to decide **who has the power** to make the change we want to see in the world. This person will be our target **decision-maker**.
- Use your [Advocacy Adventure](#) to recap your group's chosen beauty standard problem, root cause and change you want to see. **Discuss** briefly: **who do you think has the power to make the change we want to see (and solve our chosen problem)?**
- Do this activity** to choose the best **decision-maker** for your project:
 - Each person takes one [decision-maker puzzle piece](#). With your group's **problem** in mind, reflect on these questions:
 - How much control** does this person have over our chosen problem?
 - How interested** is this person likely to be?
 - Look at the [labels](#) around the space. **Stand in the part of the room** to show your answers to the two questions based on your own [puzzle piece](#):
 - Stand to the **left** if your decision-maker has lots of control over the problem, or ...
 - ... stand to the **right** if they don't have much control.
 - Then, keeping your left/right position, move **forward** if the decision-maker is likely to be interested, or...
 - ... move **backwards** if they're unlikely to be interested.

*For example, if your **problem** is that young people don't feel good enough about their body shape/size so they stop doing sports and having fun. and your **decision-maker** is a School Principal:*

1: The Principal has **some control** over the problem (because they can help educate girls) – so stand near the left of the room. Note that the Education Minister has even more control because they could improve the curriculum across all schools!

2: The Principal is **likely to be interested** in helping you (because their goal is to educate young people) – move towards the **front** of the room, keeping left.

- Use this activity to help you decide (as a **group of advocates**) which **decision-maker** you will target with your project:
 - Which decision-makers are at the front of the room, near the left?** These are the people with the most power over your problem and are most likely to help.
 - Who is easiest to contact?**
 - Who is most likely to help you?**
- Once decided, find the **hat and glasses** in your [Advocacy Adventure](#) – essential items when packing for an adventure! Write your group's chosen **decision-maker** in the space by the hat and glasses.
- Congratulations! You've now collected your **binoculars, lantern, map** and **hat/glasses** for your advocacy adventure. **What does each item represent for planning your advocacy project?** Binoculars = the problem; lantern = change we want to see; map = main reason your problem exists (or where you see and hear it); hat/glasses = decision-maker. Recap the **Key Messages**.



2B. Top decision-maker

🕒 30 minutes



- Now that we have chosen the problem we want to solve and identified a root cause of this problem, we need to decide **who has the power** to make the change we want to see in the world. This person will be our target **decision-maker**.
- Use your [Advocacy Adventure](#) to recap your group's chosen beauty standard problem, root cause and change you want to see. **Discuss** briefly: **who do you think has the power to make the change we want to see (and solve our chosen problem)?**
- Do this activity** to choose the best **decision-maker** for your project:
 - Take a [decision-maker puzzle piece](#) each. Split into small groups.
 - Turn your puzzle piece into a **playing card**, following the displayed [template](#) (you'll need to write small!).
 - With your **beauty standard problem** in mind, work together to give each decision-maker a **rating out of five** by each of the four categories on the card (0 = not much/not very; 5 = lots or very). To do this, take each category in turn and answer the question below, writing down the number:
 - Power:** **how much control** does this person have over our chosen problem?
 - Contact:** **how easy** is it to contact your decision-maker?
 - Help:** **how likely** is it that this person will **agree to help** you?
 - Interested:** **how interested** might this person be in your problem? Think about their **goal or objective** in their work/life.
 - When you have all completed your playing card, add up the four numbers to find the **total**. Write this total on the card.
 - Come together to **compare** cards. **Whose decision-maker has the highest number? What does this mean?** The people with the highest numbers might be the best decision-makers for your advocacy project.
- Use this activity to help you decide (as a **group of advocates**) which **decision-maker** you will target with your project. If you are left with several cards with high scores, discuss which of the four categories are the most important to you and choose the decision-maker with the highest score in that area.
- Once decided, find the **hat and glasses** in your [Advocacy Adventure](#) – essential items when packing for an adventure! Write your group's chosen **decision-maker** in the space by the hat and glasses.
- Congratulations! You've now collected your **binoculars, lantern, map** and **hat/glasses** for your advocacy adventure. **What does each item represent for planning your advocacy project?** Binoculars = the problem; lantern = change we want to see; map = main reason your problem exists (or where you see and hear it); hat/glasses = decision-maker. Recap the **Key Messages**.



+15

Older adaptation for Activity 2A or 2B

Instead of using the **decision-maker puzzle** pieces provided, create your own cards (for example on **sticky notes**) by:

- **Looking at** your **Advocacy Adventure** notes by the binoculars, lantern and map. What is your chosen beauty standards problem, the change you want to see to improve the problem, and the root cause or reason the problem exists?
- **Considering: who** has the power to make the change you want to see, and solve this problem?
- **Using** the **decision-maker puzzle** pieces for ideas if needed.

Think about decision-makers who have influence at a **local level** all the way up to a **national or international level**! Eg if a problem is marketing of dangerous cosmetics, your decision-maker could be the manager of your local drug store, a large beauty company's marketing executive, a local health officer or the government minister for health.



+15

Older adaptation - Alternative Activity 2C: Decision-maker pyramid

⌚ 30 minutes

- Now that we have chosen the problem we want to solve and identified a root cause of this problem, we need to decide **who has the power** to make the change we want to see in the world. This person will be our target **decision-maker for our advocacy project**. Discuss:
 - What does the term 'decision-maker' make you think of or feel? Maybe a boss, someone scary or distant, someone with power.
 - Who makes decisions? Everyone! We decide what we wear in the morning, our parents often decide what we eat, our teachers/the government decides what we learn etc.
- Stand around the decision-maker pyramid. Everyone can make decisions, but the **impact or consequences** of our decisions are different depending on our role and who we are making the decision for. Read the **three pyramid levels**:
 - Practical** decisions – simple, straightforward decisions that are taken on a day-to-day basis, eg deciding how to get to school/work or what products to display in a shop.
 - Planned** decisions – thought-out, carefully considered decisions in order to achieve something, eg deciding how to implement a policy or run a marketing campaign.
 - Strategic** decisions – complicated, necessary decisions that aim for long-term impact and influence, eg deciding laws for a country or how to increase profits for a company.
- What **examples** of decision-makers can you think of for each of the levels?
Eg practical – parents, teachers, Guide leaders, sales assistants; Planned – school department leads, district commissioners, store managers, company marketing team; Strategic – government ministers, company CEOs, headteachers, national commissioners.
- What **differences** do you notice between each of the levels? The higher up the pyramid, the more influence the decision-makers have: they impact more people and can influence the activities and way a school/company/country is run.
- Recap your chosen **beauty standard problem**, **specific change** and **main cause** in your **Advocacy Adventure**. Choose **three different decision-makers** who could help you to solve your problem and address the root cause.
- In pairs with your three decision-makers each, **discuss**:
 - Who has the most **control** over your chosen problem? Place your decision-makers on the pyramid according to their influence.
 - Who is the most **accessible**? Think about how easy they would be to contact, how interested this person might be in your problem, and how likely they would be to agree to help.
 - Who would you feel most **comfortable** approaching? It can feel intimidating to speak to people who seem powerful but these people are really like us! Discuss any worries or doubts with your peers and leader to try to find solutions. Remember, however, that it's good to push ourselves outside of our comfort zone, but only when it feels right (remember our brave space agreement!).
 - Which decision-maker would you like to work with on your problem?

Choose a decision-maker per problem or project – depending on whether you're working individually or in small groups. Write your decision-maker by the hat and glasses in your **Advocacy Adventure**. This person has power over your chosen problem and is key to your advocacy strategy.



Reflection: Appreciating my body

🕒 15 minutes

1. 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**.
2. **Do this activity** to build body confidence through a guided meditation:

* Facilitator note

Remember to adapt this activity according to your group's abilities.

Lie down in a comfortable place. **Close your eyes** and **listen** as the facilitator reads out the following text very slowly, pausing between each paragraph to allow time for reflection:

- a. Starting with your **lower body** (your feet, toes, legs, calves, thighs, hips), think about all the places you've been with your body. Choose a **favourite place** – an exciting holiday, a Guiding trip, out with your friends or at home. Think about **how your body has helped you get to and enjoy** this place, eg your legs helped you walk around on holiday; your toes touched the sand, your arms hugged your friends.



- b. Moving up towards your **torso** (your stomach, chest – the middle of your body), we're focusing on the **amazing systems** in our bodies that work to keep us alive; every part has an important role to play. Think about your **digestive system** that processes your food to give you energy. Think about your **immune system** that works to protect you from illness. 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 palm 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 moving to your **upper body** (your head, neck and shoulders), take a deep breath in through your nose for 1 ... 2 ... 3 ... 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, then finally bring your head back to the **centre** as we breathe out.



- d. Let's consider all the different **senses** your body has: your eyes allow you to **see**, your ears allow you to **hear**, the mouth allows you to **taste**, your nose helps you to **smell** and your skin helps you to feel. Think about your **favourite things** to do with each of your senses. For example, watching sunsets or listening to birds first thing in the morning, or the taste of apples and the smell of freshly baked bread or touching the fabric on your clothes! Our senses allow us to do so many things.



- e. Last, let's take a moment to recognise that **all bodies are different!** We all have different **abilities** – some people can run very far, some people can paddle in the sea. Some people can't see as well as others but may have more sensitive 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 allowed to feel happy, comfortable and confident with our bodies, **and** move around the world feeling safe, no matter what we look like!

- f. 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.

... continuation

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



Body confidence!

Home challenge: Decision-makers profile

🕒 25 minutes

1. **Research your decision-maker**, ready to plan your advocacy project! By finding out who our decision-makers are, you'll be better able to target them and understand what and who might persuade them to say "yes"!
2. **How can you find out information about your decision-maker?**
* Ask a trusted adult to help you use the **internet, local library or interview** local people in your community.
3. Create a **profile** to summarise your decision-maker research:
 - Full name
 - Nationality, where they live and languages spoken
 - Organisation they work for and job role
 - Goal or objective in their role
 - Major achievements in their role
 - Anything they have already done/shown interest in about your chosen problem
 - Best way to contact them: **by email, social media, phone or in person?**
 - People or organisations who support them
 - Personal interests or hobbies, or groups they belong to
 - Things you have in common with them!

* Facilitator note

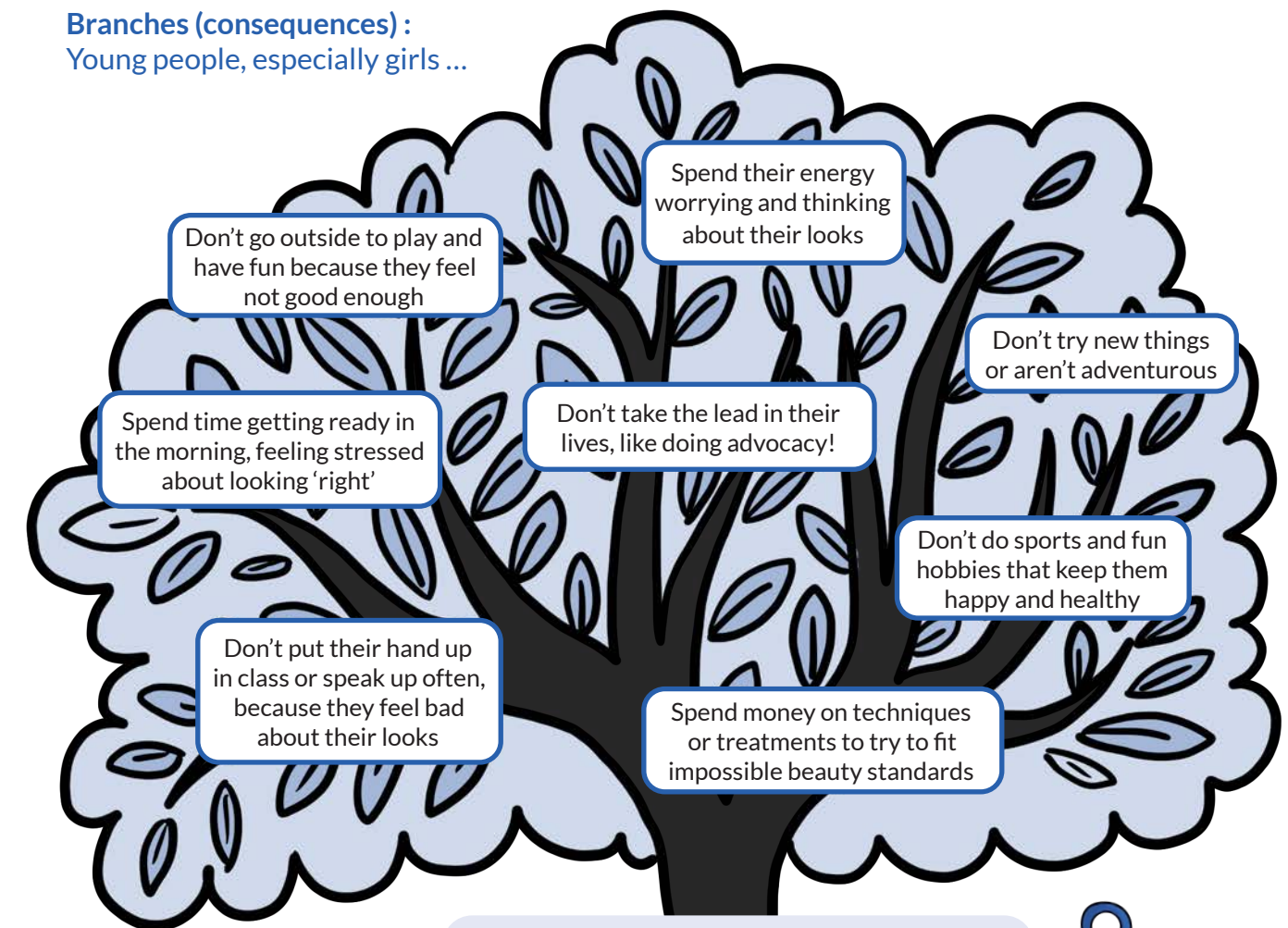
Remember that the internet is an amazing resource, but we need to check whether we can trust the information we read. Some ways to check information is to find the original source, look for other websites where the same information is shared, or ask an expert.

To find out more about staying safe online and how to check sources of information, try Surf Smart 2.0's Real or Fake activity (page 83): <https://www.waggs.org/en/resources/surf-smart-20/>



Resources provided: Problem-tree example

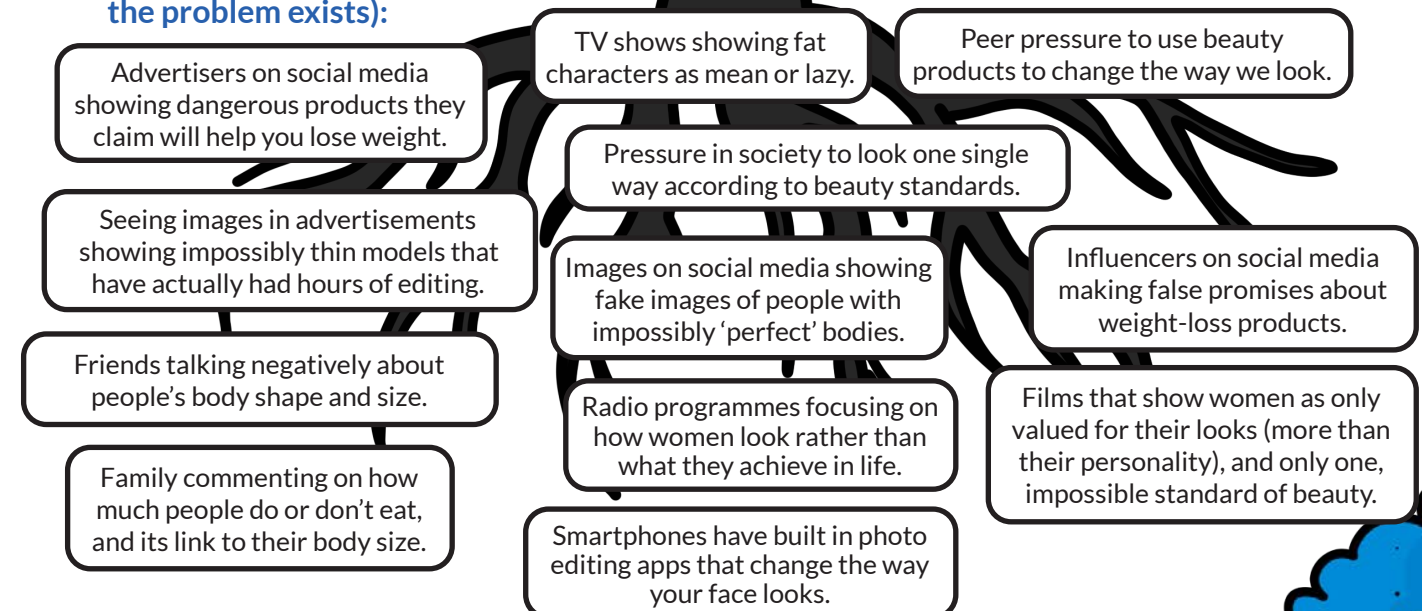
Branches (consequences):
Young people, especially girls ...



Trunk (beauty standard problem):
Young people don't feel good enough about their body shape or size so they stop themselves doing sports and having fun.



Roots (causes and reasons the problem exists):



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Older adaptation: Problem tree example



Branches (consequences):
young people, especially girls ...

Leaves (possible solutions):

- Spend money on products to try to alter their skin.
- Waste time while watching tutorials on how to hide blemishes.
- Waste energy staring in the mirror or at photos feeling bad about their skin.
- Damage their skin when using harmful products or techniques.
- Miss out on their favourite activities, such as spending time with friends.
- Don't feel confident enough to put themselves forward for opportunities.

- Companies stop editing the look of people's skin in advertisements.
- Cosmetic companies and/or surgery is presented as a choice (rather than a necessity or a way to make us included or happier).
- People challenge comments about smoother skin being superior to any other type of skin.
- Production companies stop mocking people who have blemishes in their TV shows/films.
- Beauty brands celebrate diverse skin types and focus on the benefits of their products (rather than how consumers should 'improve').
- Young people are educated about puberty and the normal changes happening to their body (rather than feeling 'different' or 'weird').

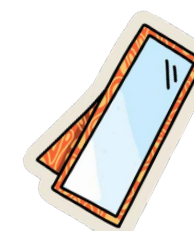
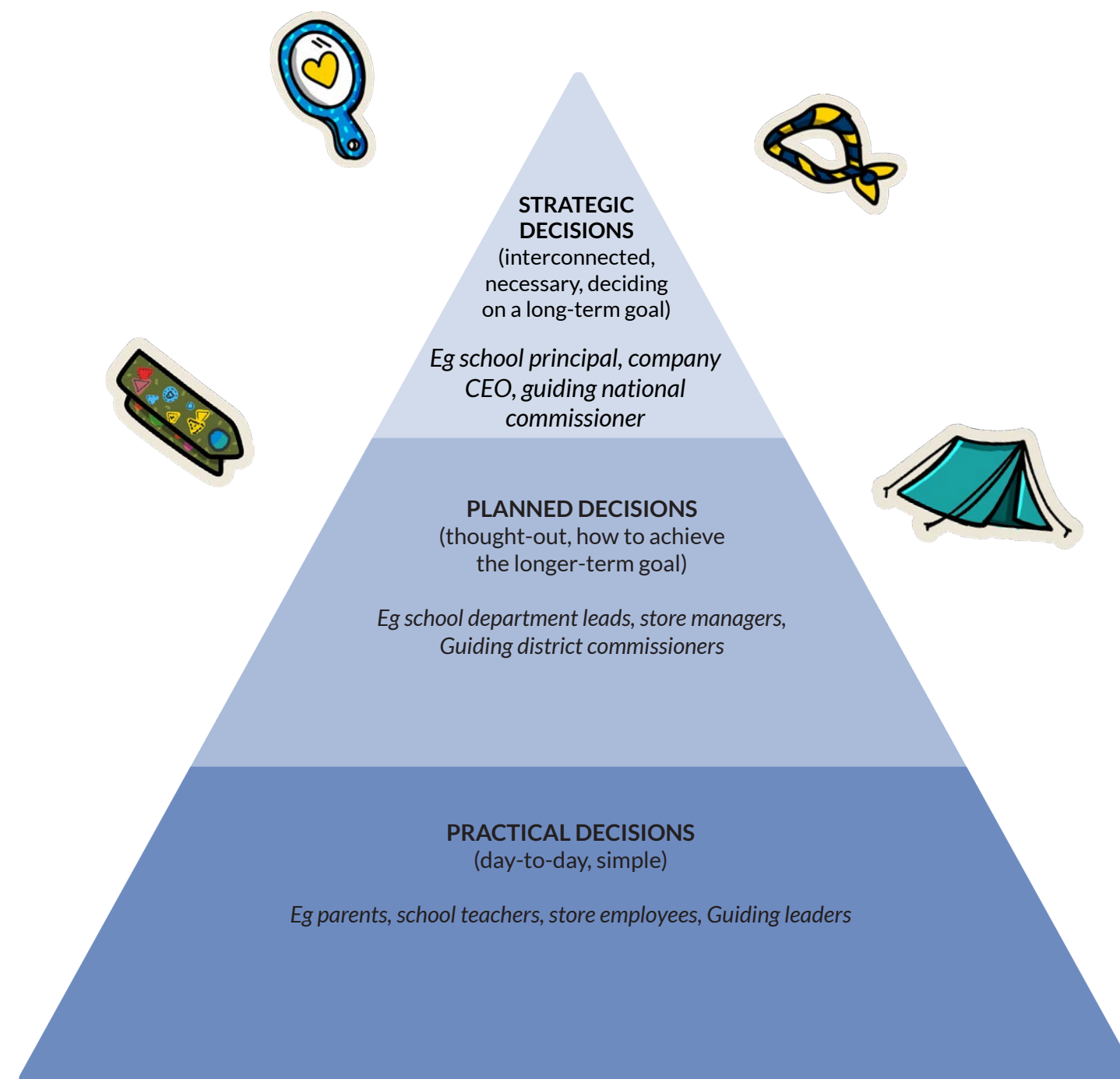
Trunk (beauty standard problem):
Young people don't feel comfortable in their own skin if they have blemishes or imperfections so try to change it using harmful products.

Roots (causes and reasons the problem exists):

- All advertisements showing people with impossibly smooth, youthful skin.
- Organisations selling cosmetic procedures and/or surgery, suggesting that we need to change our natural skin.
- Comments from people that compliment smooth, clear skin.
- TV shows and films that mock people who have blemishes.
- Beauty companies selling facial wash, moisturisers, makeup products that tell us to hide any "imperfections".
- When girls are young and going through puberty, they are encouraged to look older than they really are. As women, they are expected to look younger and valued more if they show no signs of ageing. *Eg beauty companies sell anti-wrinkle cream and procedures on social media - even to young people without any wrinkles!*

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Older adaptation: Decision-maker pyramid



Session 3: Lead the change

🕒 1 hour 30 minutes



Key messages

- Advocate in simple steps, continuing with:
 - ❑ Deciding exactly **what you want your decision-maker to do** to help solve your beauty standard problem.
 - ❑ Influencing your decision-maker with a **clear, concise and inspiring message** that persuades them to care about the problem and tells them what they can do to help solve it.
- Some top **persuasion tips** are:
 - ❑ Choose the right moment and way of contacting your decision-maker.
 - ❑ Know, and be passionate, about your issue.
- By leading the change, you are also helping to **improve your own body confidence!**

Resources provided

- [You're beautiful video](#) (and alternative)
- [Moment and Starter cards](#)
- Session 1's [Puzzle pieces](#)

+15 OLDER AGE ADAPTATIONS

- [Web of tactics example](#)

Resources needed

- Your organisation's [Safeguarding or Child Protection policy](#).
- **Warm-up:** one chair per group of five or six.
- **Optional Leadership Mindsets:** two pairs of glasses or sunglasses and flipchart.
- **Activity 1:** Flipchart paper, pens, sticky tape and small pieces of scrap/waste paper.

+15 OLDER AGE ADAPTATIONS

- [Ball of wool or thread](#) to make a giant web



Preparation

- After this session, your group will carry out their advocacy project in their own time. It is vital that the group is made aware of **how to stay safe (physically and emotionally) while doing advocacy**. Read your organisation's [Safeguarding or Child Protection policy](#) and **prepare a short safety briefing** for the end of the session.
- Remind everyone to bring their [Advocacy Adventure](#), and their [decision-maker profile](#) (from the Home Challenge). If you didn't complete the Home Challenge, recap the learning from Session 1 (you chose one specific problem that you want to solve to improve people's body confidence and described the change you want to see).
- Recap Free Being Me's **brave space agreement** with the group before starting the session.
- **Warm-up:** set up the "[You're beautiful](#)" video: 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.
- **Optional leadership mindsets activity:** display WAGGGS' definition of [Good Leadership](#) on [flipchart](#): *someone who improves themselves and learns throughout their life to understand and connect with different people, learn from different sources of knowledge and uses that learning to help others. Display the Collaborative and Responsible Action questions from step 3 of the activity.*
- **Activity 1:**
 - ❑ Collect Session 1's [Puzzle pieces](#) and separate the **Inspiring advocates cards**.
 - ❑ Write up the **SMART criteria** (see session plan below) and display.
 - ❑ Gather your **notes from Session 1 Activity 2A or B**, when the group discussed why they voted for their chosen beauty standard problem. These arguments will be really helpful for writing their message to a decision-maker!

- Choose either A or B for Activity 2: (or between A, B or C for Older age groups)
 - ❑ **Activity A** is more suited to groups who need to work more on their persuasion skills.
 - ❑ **Activity B** is more suited to groups who need to better understand the decision-maker/advocate roles. **To prepare**, copy and cut out enough [Moment and Starter cards](#) for one set per small group of three or four.

+15 **Activity C:** Create **four posters** for each of the four types of advocacy tactics: lobbying, mobilising, networking, digital campaigning. Include **examples** on each poster (see web example).

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? Which person's reaction stayed with you? Do you think everyone's 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 is 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.



OPTIONAL: Introducing Leadership Mindsets

⌚ 20 minutes



1. Read the displayed definition of Good Leadership. Circle or underline the most important word(s).
2. When talking about leadership, we often talk about skills and knowledge (eg communication skills), but instead, WAGGGS focuses on our **daily behaviours, values and attitudes** (eg how we react to things). WAGGGS created **six mindsets** (or ways of thinking) to help us practise these leadership behaviours every day, until they become habits. Think of the mindsets like six pairs of glasses that you can put on to see the world in different ways:
Reflective, Worldly, Collaborative, Creative and Critical Thinking, Gender Equality, Responsible Action.
3. For our advocacy project, we'll focus on **two** of these six ways of thinking. Read the **displayed questions** for each and reflect for a few minutes on how you'd answer them:
 - a. **Collaborative** – reflecting on our relationships with other people. Ask yourself: *how can you be a better team player? How can you make sure no one feels left out? How can you help others build their confidence? How can you keep sharing knowledge and ideas with others?*
 - b. **Responsible action** – reflecting on how we can make positive change. Ask yourself: *what issues in your community do you care about? How can you make a positive difference in your community? How can you be a role model to others? What acts of kindness can you do?*
4. **Do this activity** to understand how to practise these two mindsets:
 - a. Split into **two teams: Collaborative and Responsible action**, each team holding **one pair of glasses**. Both teams stand (separately) on one side of the space.
 - b. Play a **relay race**! When the facilitator says, "Go!", one player from each team puts on the **glasses**, runs to the other side of the space and shouts one thing they can do to practise their mindset. The player runs back to their team and hands the **glasses** to someone else, who will run to the other side and shout something different they can do. For example:
 - i. **Collaborative** team players could shout: "Make sure everyone has a chance to speak"; "Work with people with different opinions"; "Make sure the group feels safe"; "Solve problems together".
 - ii. **Responsible action** team could shout: "Speak to the community to find out about any problems"; "Be a role model by treating others with respect"; "Help people in the street if they need it".
 - c. It's a **race** – the first team where all players have worn the glasses wins!
5. Back together, discuss: *how can we use these ways of thinking while planning and delivering our body confidence advocacy project?* In Session 4, we'll reflect on how you used these mindsets and how to practise them everyday.

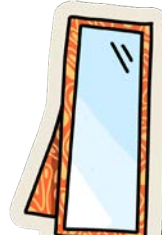


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Older age adaptation:

Widen the Leadership Mindset options by choosing which of these four to concentrate on:

- **Gender Equality** – reflecting on girls' rights and how girls are treated compared to boys, ask yourself: *how can you show support for other girls in your life, and around the world? How can you make sure girls and boys have equal opportunities? What can you do to understand the barriers that face girls and women in your community?*
- **Worldly** – reflecting on how your context shapes your experiences, ask yourself: *what do you do to understand the needs and feelings of others more? What would you work on to listen to others better? What would you do to connect with people who are different from you?*
- **Reflective** – reflecting on how your past experiences affect you and how your words and actions impact others, ask yourself: *what are the things you believe are most important in life? What would you do to care more for your health and wellbeing? Who would you ask for feedback to help you reflect, learn and grow?*
- **Creative and critical thinking** – reflecting on your decision-making and approach to solving problems, ask yourself: *what can you do to consider the information you receive without being influenced by your own personal feelings? What kind of questions do you need to ask to understand situations better? How can you keep a curious mind, and continue to explore and discover?*





1. Send a message

⌚ 40 minutes



- Briefly recap Sessions 1 and 2 using your **Advocacy Adventure**:
 - Which **beauty standard problem** did you choose to advocate for?
 - What **specific change** do you want to see in the world to help solve this problem?
 - What is this problem's **root cause**?
 - Which **decision-maker** can help you solve this problem?
- Do this activity (part 1 – 20 minutes) to decide what you want this decision-maker to do for your **advocacy project**:
 - Sitting in a circle, spread out the **inspiring advocates puzzle pieces** (from Session 1). Recap some of the things these advocates have asked for. **What do they all have in common?** Asking a decision-maker to do something **specific** to help improve body confidence.
 - Use these inspiring examples to brainstorm ideas on **flipchart**: **what do you want to ask your chosen decision-maker to do to solve your beauty standard problem and make the change you imagined in Session 1?** Eg if your change is that you want young people to know that all bodies are good bodies, and feel included in sports clubs, you could ask your School Principal to educate girls on harmful beauty standards so they can be #freebeingme. You could also think about how people answered Question 4 in the **Community Survey** (if completed).
 - Use the **displayed SMART criteria** to evaluate how **SMART** your idea is:
 - Specific** – are you telling the decision-maker practically what they can do, for example, tomorrow?
 - Measurable** – how will we know if the decision-maker has **done** what we've asked?
 - Achievable** – how **easy** will it be for the decision-maker to do what we want?
 - Relevant** – is the decision-maker in the **right job** or position to do this?
 - Time-bound** – how **long** might it take them to do this?
 - Hold a '**secret vote**' to decide on one idea for your advocacy project. **Number** each of the ideas, eg 1 to 10. Each person writes down on a **small piece of paper** the number of the idea that they think best fits the SMART criteria. The facilitator collects the votes, counts and announces the result!
 - Now you know what you're asking your decision-maker to do, **how will you contact them?** Eg think about whether they would respond best by email, hand-written letter, social media, letter to a magazine or newspaper editor, telephone or in-person visit (to their office or an event they're attending). They might receive hundreds of emails a day but a letter, or a tweet, might be something different that grabs their attention.
 - Find the **tent** and the **compass** in your **Advocacy Adventure** – two essential items when packing for an adventure! Next to the **tent**, write what your group wants the **decision-maker to do**, and next to the **compass** write how you will **contact** them.



- Do this activity (part 2 – 20 minutes) to write a message to your decision-maker that fits the way you will **contact** them:
 - Split into **four groups** with your **Advocacy Adventure** and some **flipchart**. Briefly discuss: **why did you choose to advocate for this beauty standard problem in the first place? Why does it make you angry? Why should the decision-maker care about this problem?** (Ideally, use your **decision-maker profile** from Session 2's **Home Challenge** to help you).
 - Each group writes a part of the **message to your decision-maker** (see example provided), writing only a **sentence or two** for each and fitting it to the way you will **contact** them, eg a *social media post will be shorter than an email*:
 - Group 1**: tell a **personal story** about your chosen beauty standard problem and its harmful consequences (this could be general, or about someone you know but don't include people's names).
 - Group 2**: explain how **big** or **common** the problem is (ideally quoting your **Home Challenge** research from Session 1).
 - Group 3**: tell the decision-maker **how they can help** and what they can do to **solve the problem** (see your **tent** and **Home Challenge profile** from Session 2).
 - Group 4**: finish with an **inspiring summary** of what you want, and include a **hashtag or slogan**.
 - Come together with your **flipcharts**. Piece them together in order (see above) with **sticky tape**. Make any edits to make sure the message flows well.
 - Find the **postcard** in your **Advocacy Adventure** – an essential item when packing for an adventure! By the **postcard**, write your **message** to your decision-maker.

* Facilitator note

Any notes you gathered from Session 1 Activity 2A or B (when the group discussed why they voted for their chosen beauty standards problem) will be helpful here!



EXAMPLE MESSAGE:

Every day, on my way to school, I see images of impossibly thin women. I compare myself to them and it makes me feel terrible.

In fact, lack of body confidence is a national problem that is affecting __% girls in our country. It is stopping them from doing sports which keep them happy and healthy. It is stopping them from being themselves.

You have the power to help!
We are asking you to include lessons on body confidence in our school curriculum so girls can learn that they already are good enough. Please make this change now, before it's too late for our generation.

#bodyconfidencematters #actiononbodyconfidence

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Older age adaptation: (for Send a message activity)

Write a message to your decision-maker individually or in small groups, depending on how you're developing your advocacy project. When writing your message, focus on **putting yourself in the position** of the decision-maker and seeing things from their **perspective**. Imagine you're speaking to your decision-maker ...

1. **How do you want the decision-maker to feel when listening to your message?** *Empowered that they could help create **positive change** in young peoples' lives, eg they feel motivated to think about changing their marketing strategy so people feel confident about their skin.*
2. **What do you want them to think about on their way home?** *How they **care about the problem** because they now understand its consequences and causes based on the **evidence and research** you clearly presented, eg they hadn't realised that some people stop spending time with friends because they're embarrassed by their blemishes.*
3. **What do you want them to do the next day?** *This is your **ultimate goal**: what you want the decision-maker to do, eg plan a meeting with their marketing team to discuss how they could make their advertising more inclusive of all skin textures.*

If you have time, **practise delivering your message** in pairs. Imagine you're in an elevator with your decision-maker and heading to the top floor. One person plays the **decision-maker** and the other the **advocate**. The advocate delivers their message passionately and with confidence, and the decision-maker uses **body language** and **facial expressions** to show how persuaded they are by it (but not words!).

Choose one

2A

2B



2A. Cheese-flavoured bus

20 minutes

1. Together, create two lists of words on **flipchart**: **objects** eg soap, pen, bus, phone, and **food flavour**, eg chocolate, chilli, cheese, jackfruit. Aim for at least 10 words in each list.
2. **Do this activity** to practise persuasion:
 - a. Split into pairs. One of you is a **salesperson**, the other a **customer**.
 - b. The salesperson chooses an object and a food flavour **at random**, eg chilli-flavoured soap, chocolate-flavoured car, cheese-flavoured bus – the sillier the better! The salesperson's role is to **persuade** the customer to buy this item. *How can you show your **passion** for this object? What are the **benefits** of this item? How could this item improve the customer's everyday life?*
 - c. Once the salesperson has tried all their techniques to persuade the customer, **swap roles** and choose two new words at random.
3. **Debrief together:** *How did the customers react at different times? What worked well? How can this activity help you when persuading your decision-maker?*
4. Use this activity to practise delivering your chosen message: Stand in a circle with the facilitator in the middle, acting as the **decision-maker**. The decision-maker **can't speak** but can use **body language** and **facial expressions**.
5. The group delivers their message (see **Activity 1 flipchart**), one sentence at a time, to the decision-maker, as **passionately** as possible. The decision-maker shows how persuaded they are by using their **face and body**, even moving towards the person speaking if they like!



2B. Pick your moment

20 minutes

1. **Do this activity** to practise choosing the right moment and how to begin conversations with your decision-maker:
 - a. Split into small groups of three or four, each with a set of **Moment and Starter cards**. One person plays **themselves**, the others play the role of their chosen **decision-maker**.
 - b. The decision-makers turn over a **Moment card**, and the person playing themselves takes a **Starter card**.
 - c. Spend a minute thinking about how you're going to play your role. If you're a **decision-maker**, *how are you going to respond in this 'moment'? How **open** do you feel to changing your mind? If you're playing **yourself**, how difficult do you think the decision-maker is going to be? What excuses might they make?*
 - d. The person playing themselves **begins a conversation** using what's on their Starter card, and the decision-makers react according to the situation shown on the **Moment card**. When the conversation ends, turn over **two new cards**.
 - e. If you have time, **swap roles** and play again.
 2. **Debrief together:** *Which conversation starters worked well? When was a good time to start a conversation? How can putting yourself in the shoes of your decision-maker help you in your advocacy project?*
 3. Use this activity to practise delivering your chosen message: stand in a circle with the facilitator in the middle, acting as the **decision-maker**. The decision-maker **can't speak** but can use **body language** and **facial expressions**.
 4. The group delivers their message (see **Activity 1 flipchart**), one sentence at a time, to the decision-maker, as **passionately** as possible. The decision-maker shows how persuaded they are by using their **face and body**, even moving towards the person speaking if they like!
- This activity was inspired by Girl-Led Action on Climate Change's **Family Chat** activity.*



Older age adaptation- Alternative Activity 2C: Web of tactics

🕒 20 minutes

- Now that you have a clear and powerful message for your decision-maker, and you have decided how you will contact them, it's important to consider your wider advocacy tactics. **Tactics** are the ways you will work with other people to influence your decision-maker. Advocacy can take time so it's important to try multiple and different methods.
- Split into four groups. Each one has a **prepared tactic poster**: **lobbying, mobilising, networking, digital campaigning**. Clarify the definitions:
 - Lobbying** – influencing decision-makers directly, eg through phone calls or letters.
 - Mobilising** – putting pressure on the decision-maker with the support of the general public, eg *organising community events with a simple action anyone can do to join in*.
 - Networking** – building partnerships with similar (or different!) organisations who are concerned about the same issues, eg *sharing event space or materials or joining in another organisation's event to speak to a new audience*.
 - Digital campaigning** – using websites and/or social media to engage large audiences, eg *organising a live chat*.
- Each group reads their poster and spends a few minutes adding any more **examples** they can think of, eg **for mobilising**: *debates or public meetings, rallies or marches, concerts, film festivals or theatre productions, petitions, or mass letter writing*. See the [web of tactics example](#).
- Your group task is now to **create a giant web of tactics** by naming ways you could build awareness about your problem and put pressure on your decision-maker:
 - Nominate a **leader** for each group. These four leaders **stand in the middle** with their posters, and everyone else stands in a **circle around the outside** (mixed up – no longer in groups).
 - Remind yourselves of your chosen **method** of contacting your decision-maker in your [Advocacy Adventure](#).
 - One person standing around the outside begins by holding the **ball of wool** and **naming a specific tactic** they could use to build awareness or put pressure on their chosen decision-maker, eg *creating and sharing videos online about all skin types being valuable*.
 - They then **hold the end of the thread** and throw the **wool** to the leader holding the **poster** that this relates to, eg *digital campaigning*.
 - The leader holds on to the thread (pulling it tight) and throws the **wool** to a person in the **outside circle** at random. This new person holding the **wool** names a different **specific tactic** they could use to **influence** their decision-maker, eg *organising mass letter writing*, holds the thread and throws the **wool** to the relevant **leader** in the middle, eg *mobilising*.
 - Repeat** until everyone is holding a thread and you have created a giant web of tactics! Try to name as many different types of tactics as possible.
- Now decide which specific tactics would work best for your advocacy strategy, and write these around the compass in your [Advocacy Adventure](#). Support each other to do this – share ideas in pairs if you're working individually on your advocacy project, or form your advocacy project groups if you're working in teams. Consider how many tactics you will use – less is often more!

Final preparation

🕒 15 minutes

- Congratulations!** You've now collected all your essential items, ready for your adventure! Check you have your **binoculars, lantern, map, hat/glasses, tent, compass** and **postcard**. **What does each item represent?** *Binoculars = the problem; lantern = change we want to see; map = main reason your problem exists (or where you see and hear it); hat/glasses = decision-maker; tent = what you want the decision-maker to do, compass = how you will contact them; postcard = your message to the decision-maker*. Recap the **Key Messages**.
- Use this time to get ready to **deliver your message** to your decision-maker after this session, in your own time:
 - Who will do which tasks in your group?** Use people's different skills and interests to divide up the tasks.
 - Who or what could help you influence your decision-maker?** How can you encourage others to **follow your lead** and make lots of noise to get your decision-maker's attention? Eg *your friends, family, students, community, other Guides and Scouts around the world*.
 - When will you realistically be able to do your advocacy project?** Set a deadline (and a reminder!)
 - What happens if your decision-maker doesn't respond?** No matter what happens during your project, remember that **small changes add up to big changes!** Think of your project as a cup of water that, when added to a bucket full of all the other projects from around the world, will create an incredible impact! See the **facilitator tips on page 8** for more guidance.
- Plan a date (after your agreed deadline) when you'll come back together to **celebrate** your achievements and **complete Session 4!** ✨



✨ Facilitator note

Decision-makers are more likely to listen to many voices speaking about the same problem. It shows that lots of people care about it so they should make it more of a priority. Check the facilitator tips on page 10 at the beginning of the pack for more guidance on how to handle a non-responsive decision-maker.



Home challenge: Carry out your advocacy project

It's the moment to carry out your advocacy project together, in your own time. Good luck! Remember:

- **Ask your parents'/carers' permission** beforehand, and work with a trusted adult.
- **Speak regularly** with your group members, and work together to solve any problems you encounter – advocacy can be a slow process but support each other to keep motivated. Ask for help if you need it.
- **Take photos** along the way (this can help remind you of all the little achievements and fun moments – and you can use them when sharing your story in Session 4). If you do take photos, ask people's permission and tell them how you'll use their images.
- **Don't give up!** In fact, you can't lose in the world of advocacy. Even when you have problems, you haven't lost anything and just need to work together to try another method!
- By leading the change, you're also helping to **improve your own body confidence!**



Break to deliver
projects



Resources provided: Moment and starter cards

Moment

You're in an elevator with the decision-maker.

Starter

Why don't you care about beauty standards and the harm they're doing?

Moment

You bump into the decision-maker at a busy event where lots of people want to talk to them.

Starter

I'd really like to talk to you about beauty standards, and their impact on me and my friends. Do you have time to speak?

Moment

You are on the phone with the decision-maker, and you hear them receiving lots of email notifications.

Starter

I know so many people who feel terrible about themselves because of your products. What are you going to do about it?

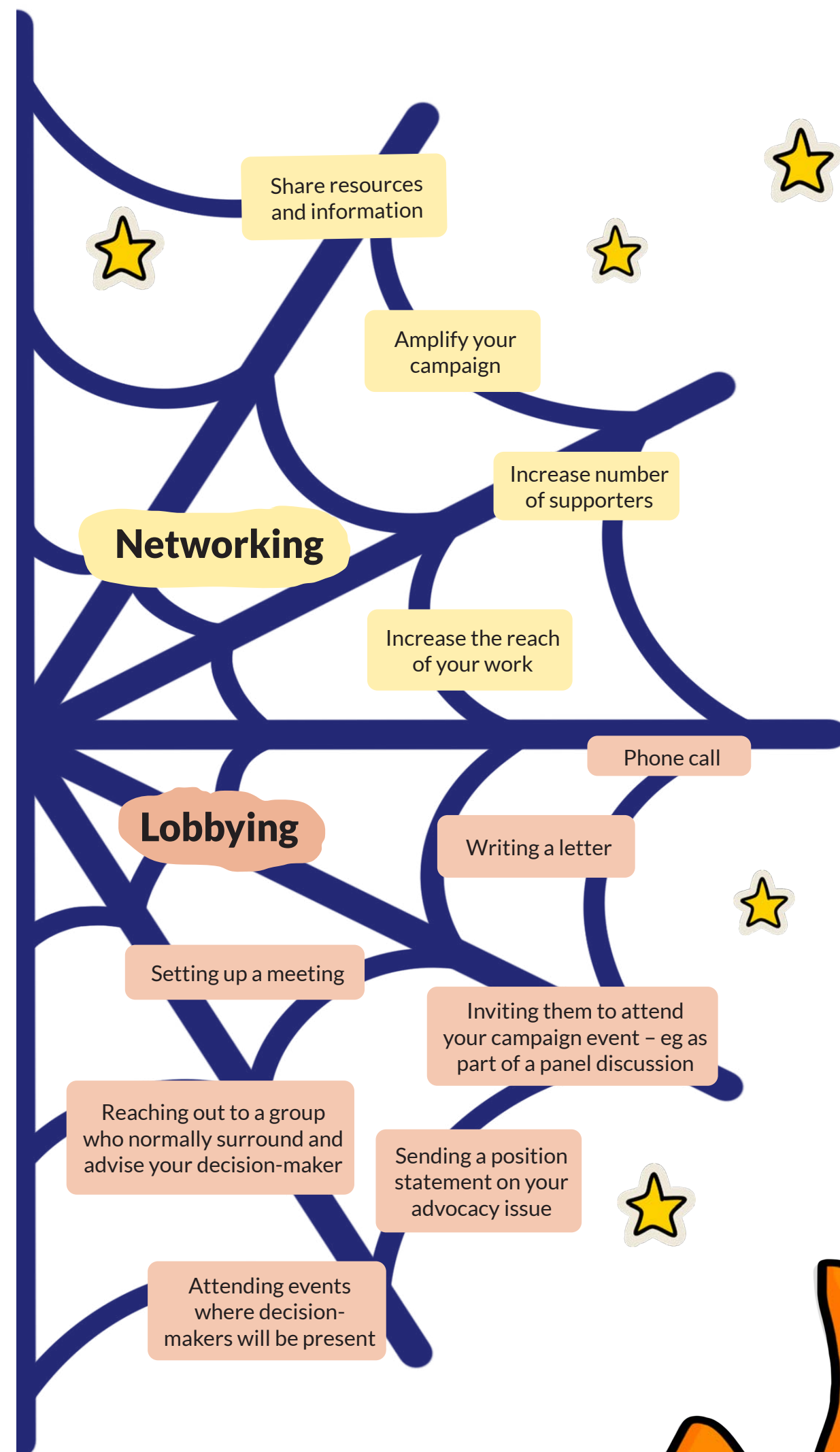
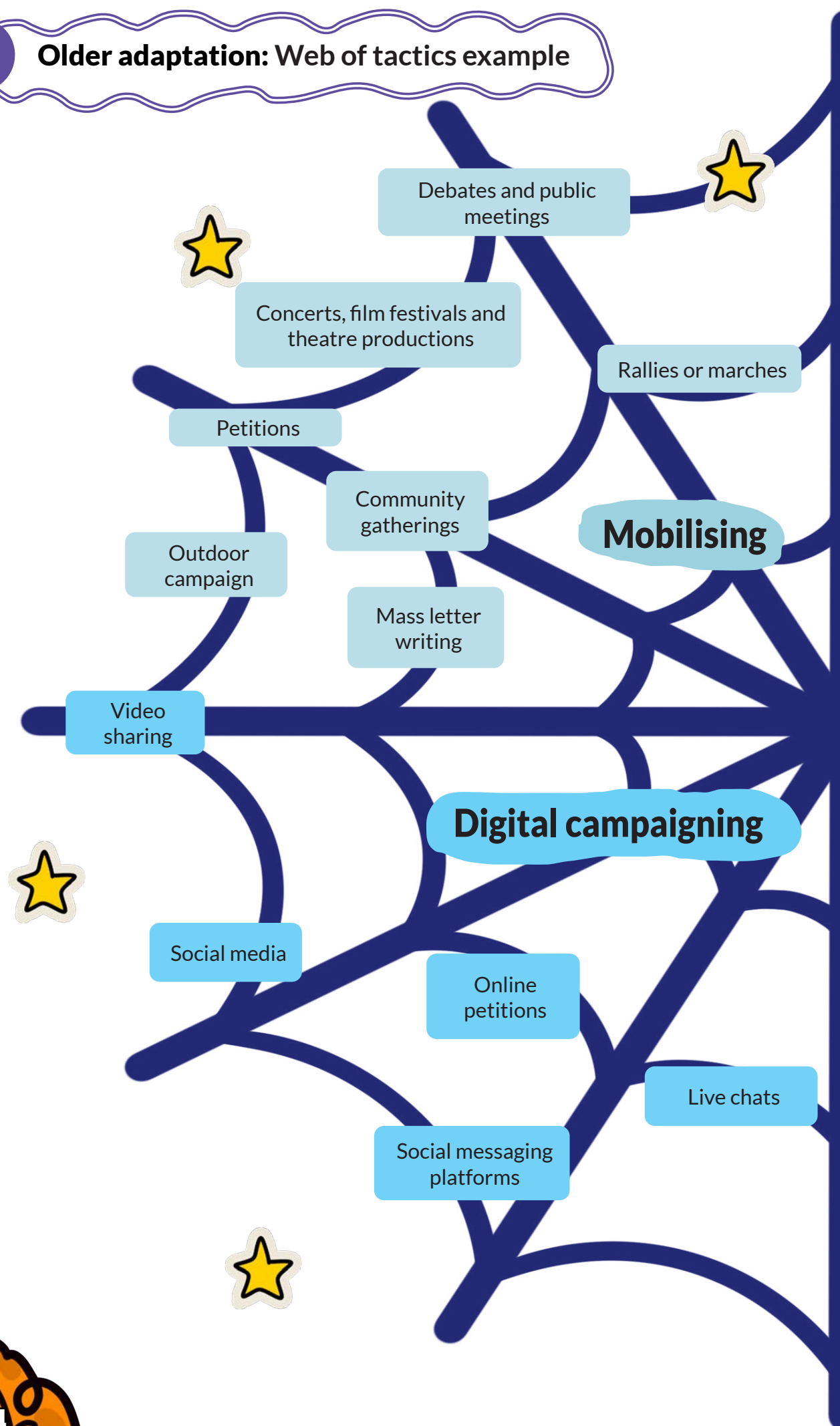
Moment

In the park, you see the decision-maker out with their family.

Starter

What do you think we should do about beauty standards?





Session 4: Share the change

🕒 1 hour 25 minutes



Key messages

- You're part of a girl-led movement of Girl Guides and Girl Scouts. Use your network to **inspire other people to get involved** and help **decision-makers around the world** understand why it's so important to fight for a body-confident world. You can:
 - Share** your advocacy project story.
 - Evaluate** your project to learn how to improve.
 - Reflect** on how taking the lead has helped build your body confidence.
- Remember that no matter your project's outcome, even the **small changes add up to big changes over time!**

Resources provided

- None

Resources needed

- Optional Leadership mindsets:** body confident music (see *Free Being Me* playlist).
- Activity 1:** Paper and pens. Materials or resources to support the group to tell their story using their chosen method, eg art materials, recording devices.
- Activity 2:** Rope or tape to draw out a lake, scrap (old) paper or newspaper, and pens. Optional: tense music.



Preparation

- Remind everyone to bring their **Advocacy Adventure**, and any photos or examples from delivering their **advocacy project**.
- Recap *Free Being Me*'s **brave space agreement** with the group before starting the session.
- Optional Leadership mindsets:** Set up **music** to play.
- Activity 1:** Write up the reflection questions on to **flipchart** and **display**, then repeat for the visual and verbal storytelling options.
- Activity 2:** Use the **rope or tape** to mark out the shape of a large 'icy lake', and prepare some 'snowballs' by scrunching up paper into balls. If possible, play tense music during the activity.



Warm-up: Surprise high-five

🕒 5 minutes

- 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!
- Do this activity** to celebrate your achievements:
 - Stand in a circle with your **arms around** your neighbours' shoulders. **Bow your heads**, so you're all looking down.
 - When the facilitator counts to three, each player **looks at** one other player.
 - If **two people** look each other in the eyes, they run into the middle to **high five or hug** – to congratulate themselves!
 - Repeat as many times as you like!

OPTIONAL: Leadership mindsets

🕒 15 minutes

- We're all part of the **World Association of Girl Guides and Girls Scouts (WAGGGS)** where many other young people like you are completing advocacy projects to improve body confidence. Together, we will create the world we all want to see!
- As we saw in **Session 3**, we can use the WAGGGS' **Leadership Mindsets** (ways of thinking) like **glasses**: we can put them on to help us think about and develop our leadership behaviours.
- Do this activity** to reflect on how you and others showed **leadership** during your advocacy project:
 - Choose **one member of your group** who you felt was a **great leader** (a role model) during your advocacy project. *For example:*
 - Someone who helped people get on well in a team (eg when people disagreed with each other)
 - Someone who helped solve problems, eg helped contact the decision-maker
 - Someone who made sure girls'/women's voices were heard
 - Someone who helped to make the world more body confident
 - Reflect individually on how your chosen role model showed the two mindsets: **Collaborative** and **Responsible Action**. Prepare a few sentences explaining: **What makes this person a great leader? What specific examples can you think of when they acted as a role model?**
 - Collaborative:** How do they work with others? How do they show positive energy? How do they learn from others? What do they do for the community? How do they involve everyone so no one is left out?
 - Responsible action:** How have they made a positive difference in their community? How have they been a role model to others? How have they shown kindness? Which body confidence issues do they really care about?
 - Move around the room to the **music**. When the music pauses, **find your role model and tell them** what makes them a great leader. Give them specific examples! If you have to wait to speak to your role model, think about how you have been a great leader.
- Back together, discuss: **Did you hear anything that surprised you about yourself? How can using these mindsets help us to be even better leaders in the future?**

+15

Older age adaptation

Adapt the optional leadership mindsets activity to explore the same Leadership mindsets chosen in Session 3. When exploring what makes their chosen role model a great leader, select the relevant prompt questions from below:

- **Gender Equality:** How do they support and inspire girls/women? How do they make sure girls and boys have the same rights? What do they do to understand the problems that girls/women face in your community?
- **Worldly:** What do they do to understand the needs and feelings of others more? How do they work on listening to others better? How do they connect with people who are different from them?
- **Reflective:** How do they show what things they believe are most important in life? How have they cared for their health and wellbeing? How have they used feedback to help them reflect, learn and grow?
- **Creative and critical thinking:** How have they considered information without being influenced by personal feelings? What kinds of questions do they ask to understand situations better? How have they kept a curious mind, and continued to explore and discover?



1. Become a storyteller

🕒 30 minutes



- As advocates, it's important to **share** your advocacy story and successes with others! By sharing, you can:
 - Inspire** other people, especially Guides and Scouts across the world.
 - Help **decision-makers around the world listen** and understand why it's so important to fight for a body-confident world.
- In **pairs**, reflect on the **change you imagined** (your lantern), and the **message** to your decision-maker (the postcard) – see [flipchart](#):
 - How did your decision-maker respond?** Did they take any **steps** towards doing what you asked them to do?
 - What were your successes?** Eg planned a project; worked as a team; contacted a decision-maker; encouraged others to add their voices; talked to friends and family about the problem.
 - What is your biggest learning?** Refer to the **Key Messages**, eg anyone can do advocacy and be a leader of change; advocacy takes time and patience; we can address the root causes of beauty standards (not just their consequences).
 - If you told your Advocacy Adventure as a story**, what are the highlights or key parts? Remember that we're all building towards a goal and we might not achieve it straight away!
- Do this activity** to tell the story of your project and achievements:
 - Together**, complete the three boxes by the **camera** in your **Advocacy Adventure**:
What is your story's...?
 - Goal** eg do you want people to know what you did or to inspire them to lead change like you?
 - Audience** eg do you want to tell your friends and family, your school friends or your wider community?
 - Memorable moment** eg a powerful event, catchy phrase (hashtag!) or image.
 - In the **fourth box** decide how you would like to tell your story (see [flipchart](#)):
verbally (by speaking) or **visually** (with images):
 - Create an artwork** – draw or paint the body-confident world you want to see; use a tool such as Canva to create posters; embroider a key message from your project ("all bodies are good bodies!"); knit dolls with different skin colours.
 - Draw a cartoon** – break down your advocacy adventure steps in a short cartoon strip!
 - Choreograph a dance** – take your audience on your advocacy adventure!
 - Record a TV news show or voice note** – tell people about your advocacy adventure in a short, engaging message,
 - Speak at an event** – deliver a presentation to your community with visual aids such as photographs.
 - Write an article** – make sure you end with a key message for readers to take away.

- Split into groups** according to the storytelling method you chose, eg everyone who chose to record a voice note sits together etc. Work together to tell your story!
- WAGGGS would love to hear your story too!**
Visit <http://free-being-me.com/your-stories/>, complete the questions and share your photos and videos. Ask your facilitator to share it far and wide using **#ActionOnBodyConfidence**, **#FreeBeingMe**, **#GirlsSpeakOut**.



2. One step at time

🕒 25 minutes

- Finally, it's important to **evaluate** your advocacy project so that you can learn and improve. This means thinking about what went well, what didn't go so well and what you would do differently next time. Remember: no matter your project's outcome, even the **small changes add up to big changes over time!**
- Spend a few minutes reflecting in pairs or small groups:
 - What were things like before you started your advocacy project** (for you, people you know, your community or online)? (Think back to your Community Survey results.)
 - What were things like after completing your advocacy project** (for you, your group, your decision-maker, your community, online)?
- Do this activity** to learn from your advocacy project experience:
 - Imagine you're on an **adventure** out in the wild. You've discovered a **lake covered in ice** (frozen water)!
 - Split into **teams of four**, standing on one side of the lake. Your aim is to **cross the icy lake safely** by placing pieces of paper (stepping stones) to walk on.
 - However, there are some **obstacles**:
 - Every time you step on to a **stepping stone** (piece of paper), say **what went well** during your advocacy project, eg if you feel more confident now, learned new skills or worked well as a team.
 - Without warning, a **snow storm** might hit (your facilitator will throw scrunched up paper balls across your path!) If you get hit by a snowball, shout out any **challenges** or what didn't go so well during your advocacy project.
 - If any team member **falls off a stepping stone**, go back to the start and shout together what you'd do **differently** next time.
 - The winning team is the one that manages to cross the icy lake **first**.
- Come together at the end. Close your eyes and mime pouring a cup of water into a bucket. Repeat this movement and open your eyes, watching everyone else. Imagine all the Girl Guides and Girl Scouts around the world pouring their cups into this same bucket. **This is just like your advocacy project(s)** that, when added together with all the other projects around the world, makes a big change!
- Next to the **first aid kit** in your **Advocacy Adventure**, write your advocacy successes and learnings for the future.

This activity was inspired by [Youth Advocates' Toolkit](#) activities Principle of Progress and Winning (page 56).

Reflection: My body confidence journey



🕒 20 minutes

1. It's important to take time to reflect individually and take care of ourselves, especially when doing advocacy on topics we care about.
2. **Do this activity** to help care for your own body confidence:
 - a. Find the **river** in your [Advocacy Adventure](#). Write or draw by each of the following:
 - i. At the **top of the river**: the reason you care about body confidence. Read this if you ever feel overwhelmed.
 - ii. On **every bend in the river**: something you can do to help you appreciate and care for your body, eg the **My mirror activity** from FBM or a hobby such as dancing or reading a book.
 - iii. **The plants by the side**: one of your body-confidence achievements, eg you wore an item of clothing that you wouldn't normally wear, you told someone about body talk, or planned a body confidence advocacy project.
 - iv. **Birds flying above**: an advocacy skill or achievement you have brought to the project, eg great persuasion skills!
 - v. When **the river reaches the sea**: the people you have helped, eg family but also fellow Girl Guides and Girl Scouts from around the world!
3. Keep your [Advocacy Adventure](#) safe, and add to it whenever you like. Our body confidence journeys are very **personal**, so there's no need to share this activity with others unless you wish to.



Home challenge: Share #ActionOnBodyConfidence

🕒 5 minutes

Share your advocacy successes further! You could inspire others by ...

- Sending your story as an article to local or national media. You may refer to the FBM communications toolkit (<https://drive.google.com/drive/folders/1rftA546R8ftlf4to6MvcdyGWegNgLoRn?usp=sharing>) for guidance.
- Posting your story on social media.
- Visiting another local Guide or Scout group to tell them your story.
- Sharing 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.



MIDDLE (11-14) EXAMPLE



"Use this booklet to plan your advocacy project, collecting essential adventure items as you move through the sessions."



ACTION ON BODY CONFIDENCE

Advocacy Adventure

MIDDLE (11-14) EXAMPLE



"No voice is too small to make a difference and no action is too small to transform our community." - Vanessa Nakate

Session 1: See the change



IMAGINE a change that would improve your chosen problem.

Young people know that all bodies are good bodies, and feel included in sports clubs.



WHICH beauty standards problem do you (and your community) most care about?

Young people don't feel good enough about their body shape/size so they stop joining in sports and having fun.

"When the world is silent, even one voice becomes powerful." – Malala Yousafzai

Session 2: Plan the change



WHERE do you see and hear these beauty standards? The root cause:

Young people see and hear beauty standards everywhere, and don't understand that beauty standards are impossible so they don't need to believe them!



WHO is the decision-maker that can make this change?

School Principal or Education Minister.

"I learned a long time ago the wisest thing I can do is be on my own side, be an advocate for myself and others like me."
- Maya Angelou.

Session 3: Lead the change



WHAT do you want your decision-maker to do about the problem?

Educate girls on harmful beauty standards so they can be #freebeingme.



HOW will you influence the decision-maker?

One person sends an email to the minister asking for a meeting to discuss the problem. They attach a letter – signed by lots of people in the community – asking for better body confident education.



What is your **MESSAGE** to your decision-maker?

Every day, on my way to school, I see images of impossibly thin women. I compare myself to them and it makes me feel terrible.

In fact, lack of body confidence is a national problem that is affecting ___% girls in our country. It's stopping them from doing sports which keep them happy and healthy. It's stopping them from being themselves.

You have the power to help!

We're asking you to include lessons on body confidence in our school curriculum so girls can learn that they already are good enough.

"No voice is too soft when that voice speaks for others." – Janna Cachola

Session 4: Share the change



Congratulations on completing your advocacy project!

Now use these spaces to share your story, evaluate your project and reflect on your learning:



How will you tell the **STORY** of your advocacy project?

GOAL of your story:

I want to inspire people to do body confidence advocacy.

AUDIENCE of your story:

My community – school pupils, teachers, Guide and village leaders, local business owners.

MEMORABLE MOMENT from your project:

After months of chasing, we finally got an invitation to meet the minister and saw the look on the minister's face when we showed the letter signed by our community!
#advocacyworks

HOW you will tell your story:

Work with a local artist to draw a cartoon showing our simple advocacy steps and what we achieved. Then send it to as many people in the community as possible.



Now **EVALUATE** your project ...

- What were things like before you started your advocacy project (for you, people you know, your community or online)?

Before the project, I sometimes compared myself to impossibly thin images, and people in my class talked about diets all the time.

- What were things like after you completed your advocacy project (for you, your group, your decision-maker, your community and online)?

After the project, our group felt listened to by the minister. We hope they keep their promise to organise a visit from body-confidence experts into schools to advise teachers on how to improve students' self-esteem. We will need to keep reminding the minister of their promise!

"Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience and the passion to reach for the stars to change the world." - Harriet Tubman

OLDER (15+) EXAMPLE



"Use this booklet to plan your advocacy project, collecting essential adventure items as you move through the sessions."



ACTION ON BODY CONFIDENCE

Advocacy Adventure

OLDER (15+) EXAMPLE



"No voice is too small to make a difference and no action is too small to transform our community." - Vanessa Nakate

Session 1: See the change



IMAGINE a change that would improve your chosen problem.

Young people feel included in the world no matter what their skin looks like. No one feels pressure to change their appearance just to be accepted by others.



WHICH beauty standards problem do you (and your community) most care about?

Young people don't feel comfortable in their own skin if they have blemishes or imperfections.

"When the world is silent, even one voice becomes powerful." – Malala Yousafzai

Session 2: Plan the change



WHERE do you see and hear these beauty standards? The root cause:

Advertisements showing edited images of impossibly smooth skin that tell us we should use their product to reach our full potential.



WHO is the decision-maker that can make this change?

Marketing department of a beauty company.

"I learned a long time ago the wisest thing I can do is be on my own side, be an advocate for myself and others like me."
- Maya Angelou.

Session 3: Lead the change



WHAT do you want your decision-maker to do about the problem?

We want advertisements to celebrate all types of skin: blemished, dimpled, scarred ... not just one unrealistic “ideal”.



HOW will you influence the decision-maker?

Create a series of targeted social media posts asking the marketing manager to improve, using quotes from supporters.



What is your MESSAGE to your decision-maker?

Girls as young as eight in my community tell me, “When I see these images of impossibly flawless skin, I immediately touch my face, my arms, my stomach with worry ... these images tell me that I’m not accepted as I am. I can’t change my scarred skin.”

This feeling of low self-esteem is a national problem that is affecting ___% girls and young women in our country.

But you have the power to do something about this and help improve these girls’ body confidence! Our team of young women would like to work with you to create advertisements that celebrate all types of skin – be it blemished, dimpled, scarred – so that young people feel happy and included in the world no matter what their skin looks like.

“No voice is too soft when that voice speaks for others.” – Janna Cachola

Session 4: Share the change



Congratulations on completing your advocacy project!

Now use these spaces to share your story, evaluate your project and reflect on your learning:



How will you tell the **STORY** of your advocacy project?

GOAL of your story:

I want to inspire young people to do body confidence advocacy.

AUDIENCE of your story:

Young people in my community, my country and all over the world – friends, school pupils, Girl Guides and Scouts.

MEMORABLE MOMENT from your project:

When we finally got a social media comment from the beauty company saying they were impressed with our project and offering a video call.

HOW you will tell your story:

Create one-minute videos explaining how simple advocacy can be, and how to do it. Share them on social media with the hashtag #anyonecandoadvocacy.



Now **EVALUATE** your project ...

- What were things like before you started your advocacy project (for you, people you know, your community or online)?

Before the project, I saw lots of social media posts about skin imperfections from people I know and young people around the world.

- What were things like after you completed your advocacy project (for you, your group, your decision-maker, your community and online)?

After the project, our group felt full of hope from the video call with the beauty company – they asked us to work with them on showing a wider range of skin types. We will need to keep reminding them of their promise!

“Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience and the passion to reach for the stars to change the world.” – Harriet Tubman

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



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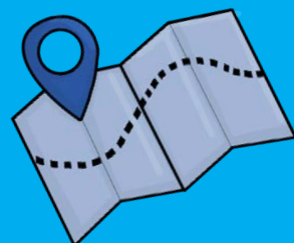
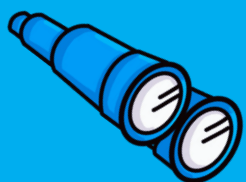


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The **Action on Body Confidence** is the advocacy component of the **Free Being Me Programme**.

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:

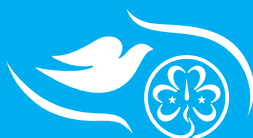
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Dove & the World Association
of Girl Guides and Girl Scouts

