



# CAMPING WITH CONFIDENCE

A Free Being Me  
Camp and Events Toolkit



# Contents

- Welcome ..... 3
- How to use this pack ..... 4
- Introduction to body confidence ..... 9
- How to be a body confidence role model at any event ..... 11

## Adapted body confidence activities for your camp and event

- Activities that improve body confidence by:
  - Focusing on what our bodies can do (rather than how it looks)..... 22
  - Improving our health and wellbeing ..... 28
  - Standing up to beauty standards and spreading the word about their harmful consequences (especially for gender equality)..... 36
  - Noticing when social media is harmful and helping to create a positive online community ..... 52

## Using Free Being Me or Action on Body Confidence at your camp or event

- Suggested timetables for running Free Being Me and/or Action on Body Confidence at an event..... 60
- FBM taster sessions ..... 65
- ABC taster sessions ..... 75

## Practical tips..... 86

- Notes for running activities with adults ..... 87
- Additional resources ..... 88



# Welcome

Welcome to **Camping with Confidence** - an activity pack developed by the World Association of Girl Guides and Girl Scouts (WAGGGS) and supported by the Dove Self-Esteem Project.

This pack aims to support facilitators at **camp** or **other event settings** to:

- ✓ Improve participants' **body confidence**
- ✓ Engage participants in the **topic** of body confidence through **outdoor, risk-taking, mess-making activities**
- ✓ Inspire participants to continue their **body confidence journey** when they return home from the camp/event

The activities in this pack draw on findings from the Centre for Appearance Research (University of the West of England), notably:

“Research has shown that focusing on what our bodies do for us, rather than how they look, can make us feel better about ourselves”<sup>1</sup>



# How to use this pack



Which WAGGGS body confidence programme should I use?

First, follow the flowchart below, answering the questions to find out which activity pack is most suitable in your context:



I'm a **Guide and/or Scout leader** who has the opportunity to deliver body confidence activities

Can you deliver **five sessions** (in person) with the **same group** of Guides or Scouts over a **few weeks**?

**Yes**

Deliver the five **Free Being Me** sessions: Download the [activity packs](#) on the WAGGGS website.

(Facilitator training is highly recommended - more information on facilitator training activities [here](#)).

The Free Being Me is a partnership with [Dove's Self-esteem project](#) and a flagship WAGGGS programme. The FBM activities are evidence-based and were written in close collaboration with academic researchers from the Centre of Appearance Research.

Once your group has completed FBM, support them to create their own advocacy projects by delivering the four **Action on Body Confidence** sessions.

Download the [activity packs](#) on the WAGGGS website.

**No**

Are you at an **outdoor camp or event** and have **limited time** (anything from 10 minutes up to a few days) to spend on body confidence?

*For example: You have 2 hours to lead body confidence activities at an international camp or national Jamboree*

*You've been given 30 minutes to introduce body confidence activities to young people at a regional event such as Europe's Roverway or The Academy*

*You're planning a 3 day Guide camp with a body confidence theme*

**Yes**

Choose from the **Camping with Confidence** activities in this pack that encourage **adventure, mess-making and risk-taking**.

Go to page 11 to find out how to use this pack

**No**

Deliver the **Free Being Me** and/or **Action on Body Confidence** activities from **this pack** that have been adapted to a camp or event setting.

Go to page 60 of this pack for suggested timetables and adapted activities.

It's important to note that, because of the nature of camps and events (where sessions vary in length and might have participants dropping in and out), the impact on participants' body confidence won't necessarily be as effective as running FBM or ABC in a traditional unit meeting setting. The process of influencing young people's behaviour and thought-patterns through cognitive dissonance requires a period of weeks. **We encourage everyone to use FBM and ABC in their meetings after enjoying body confidence activities at a camp or event.**

As with all WAGGGS programmes, we strongly encourage you to involve your participants in choosing the purpose, activities and theme. For more information, see [Hear Me Now](#).

## Do you have a minimum ratio of 1 facilitator per 15-20 participants?

### Yes

Ideally, prepare enough facilitators to be able to split into small groups.

### No

We wouldn't recommend delivering these activities without enough supporting adults.

## What is the purpose or objective?

What would you like your group to learn about or do during the body confidence activities?

The Camping with Confidence activities are organised into these four categories

Focusing on what your body can do (rather than how it looks)

Improving your health and wellbeing

Standing up to beauty standards and spreading the word about their harmful consequences (and fighting for gender equality)

Noticing when digital spaces are harmful and helping to create a positive online community

## How old are the participants?

Under 10 years old		Over 10 years old		Under 10 years old		Over 10 years old		Under 10 years old		Over 10 years old	
Go to pages 22-23 for a range of activities	Go to page 24 for a range of activities	Go to pages 28-29 for a range of activities	Go to pages 30-33 for a range of activities	Go to pages 36-41 for a range of activities	Go to pages 42-49 for a range of activities	Activities aren't available for this age	Go to page 52-56 for a range of activities				

All the activities are designed for groups with **limited access to resources and materials and/or no internet access**. Depending on which activities you choose, you might find it useful to have some or all of the following:

- Music device and speakers
- Recycled materials (cleaned thoroughly), eg plastic bottles, cardboard boxes etc
- Art materials, eg scissors, coloured pens and glue
- Pebbles or buttons
- Sports equipment, eg balls and mats
- Borrowed clothes and accessories
- (For older participants) Use of their smartphones - and access to their social media
- Printer

Create your own badge or certificate for **Camping with Confidence!** Involve your Guides and Scouts in designing and producing it.

## Guidance on delivering body confidence activities with mixed gender groups

The activities in this pack, as well as FBM and ABC, are designed for groups of any gender. There are many benefits to running body confidence activities with boys and girls, as some of our experienced facilitators explain...





**Evelyn Kinyanjui from Kenya Girl Guides Association:**

*"After participating in the Free Being Me Africa/Asia regional training, I was selected as the only African WAGGGS facilitator. I trained a group of young leaders on Free Being Me who subsequently mapped out 10 schools where we would go on to deliver FBM to thousands of boys and girls."*

*At Mwiki Primary School in Kiambu county, I delivered FBM activities to 2000 boys and girls. I saw with my own eyes how important it is for boys to learn how body confidence affects girls, but also how it affects them too, and ultimately to learn how to support each other. In my experience, boys are rarely involved in these types of learning sessions and they were very interested in discovering the topic.*

*We did find it challenging when some boys were disruptive but we discovered that this was because they didn't understand the aim of the programme. I therefore learned the importance of providing real, authentic examples at the beginning to encourage their*

*engagement and help them understand why these conversations about body confidence are vital.*

*I learned so much myself from these sessions, and would highly recommend delivering body confidence to boys and girls."*



**Anna Bambrick from Girlguiding UK:**

*"In 2018 at Europe Region's 'Roverway' - an event for Rovers and Rangers (young members aged 16-22) from both WAGGGS and the World Organisation of the Scout Movement (WOSM) - I co-facilitated a five-day camp ('path') all about being 'Free to be You'. We planned to use a combination of activities from Free Being Me and Action on Body Confidence alongside wider outdoor and interactive activities."*

*This was my first experience of delivering Free Being Me in a co-educational environment and I loved it, have done it again since, and hope to continue to have opportunities to do so! It was a space for young people to learn from each other what body confidence barriers they face and develop together ways to overcome these. The feeling of empathy and connection between people on the path was something wonderful to be a part of.*

*The most challenging part was, in the beginning, getting people talking. However, after a couple of days of cooking, exploring and learning together the supportive energy was strong. I think the most important takeaway for me is to remember that everyone is on their own learning journey (in life, but more specifically on body confidence in this situation) and a camp/event is a perfect place for people to move at their pace along this journey. For some people it will be the first time they recognise beauty standards, for others these will be something that impact many decisions they make every day. So whether you're the patrol that left the path inspired to roll out Free Being Me in your MO or the male participant telling me two years after the event that you finally get all of this Free Being Me stuff - what I hope to facilitate in a co-educational environment is a brave space where beauty standards are not a barrier to anyone fully participating and where together, we continue on our own body confidence journeys."*



# Introduction to body confidence



The World Association of Girl Guides and Girl Scouts supports children and young people to become leaders and responsible citizens of the world. Young people with self-esteem make powerful leaders - leaders who can express their ideas and speak out. Improving young people's body confidence in all kinds of guiding and scouting environments is therefore critical to supporting young people to achieve their potential: **for us to change the world, we need to feel comfortable in the skin we're in!**

Body confidence is when we feel at home in our body. It's when we **accept** - and maybe (eventually) feel happy with - **how we look**.

All around the world, young people - especially girls and young women - have low self-esteem and **low body confidence**. Girls often lack body confidence because they are constantly told to achieve an impossibly 'perfect' look: society's **beauty standards**. The impact of this pressure seen and heard in all forms of media and the people around us, including family, friends and our communities, has serious consequences on young people's physical and mental health, and **holds them back from achieving their full potential**.

**Up to 60% of teenagers experience appearance-related teasing from family members.** <sup>2</sup>



**Up to 80% of girls avoid important life activities because they feel bad about their looks.** <sup>3</sup>



Find out more about body confidence, gender-based discrimination and the range of impossible beauty standards for people of different genders around the world in the [Free Being Me Facilitator Guide](#) (page 5 onwards).



## How can we improve our body confidence as adults?

### Try doing one of these mini tasks per day!



#### Work on accepting how your body looks. For example:

- List what you like about yourself, including at least three things you like about your appearance.
- Try to think of your looks like an 'envelope', where the most important things are on the inside.
- Practise accepting compliments.
- Reduce the amount of time you spend thinking or talking about your looks, but when you do, try to think and speak positively about your body.
- Avoid comparing yourself to others as it's often a trap - the more we compare what we don't like about ourselves to other people, the worse we feel, and the more we compare...



#### Recognise and appreciate what your body does for you.

"Research has shown that focusing on what our bodies do for us, rather than how they look, can make us feel better about ourselves." 4

#### This is called **body functionality**. For example:

- Make a list of all the things your body does automatically, all the time, without you even having to think about it! Eg digesting food, breathing, healing from an injury.
- Move your body in ways that make you happy, eg dancing, singing, hiking etc. Reflect on how your body helped you do these things.
- Notice your senses and how they react to things around you, eg smelling and tasting food, listening to music, admiring a view or picture, feeling the sun on your skin or grass beneath your feet.

For more information, watch this [video from the Centre for Appearance Research](#).



#### Challenge beauty standards we see and hear around us. For example:

- **Talk** about the small (and big!) ways advertising, books, songs, films, television, radio, can spread harmful beauty standards, eg adverts showing impossible, heavily edited images of women, song lyrics criticising women's looks, books that show only one type of body.
- **Practise** not taking part in '**body talk**' - conversations where people discuss their (or others') appearance and compare them to beauty standards.
- **Ask** family and friends to try to stop commenting on people's looks.
- **Write** about how young people's self-esteem is impacted negatively by believing in beauty standards
- **Create** the diverse, body confident images you wish you saw more often in advertising, books, music videos, films etc.
- **Advocate** for body confidence by asking decision-makers to take action to improve appearance-related problems in your community, country or the world.

## How to be a body confidence role model at any event

(Guidance for facilitators)



As a facilitator in any Guiding or Scouting setting, it's important to create an environment that encourages body confidence and rejects beauty standards. Use the following information alongside the [Free Being Me Facilitator Guide](#) to create a body confident space.

Beauty standards are everywhere and ingrained in society, so it can be difficult to recognise when an environment could be harmful to body confidence. Here are some examples of an environment that could **harm** body confidence:

- ✗ **Photos or images** on walls, in books or documents that spread beauty standards eg, photos in magazines of impossibly slim yet curvy bodies with light skin.
- ✗ **Participants making comments** that spread beauty standards. These might even sound like compliments, eg "You look great! Have you lost weight?" but it's important to recognise what's at the root of this comment. When we ask this question, we're almost saying: "You're more valuable when you're thin".
- ✗ **Facilitators or participants saying body talk**. This is when we compare ourselves or others to beauty standards, eg "I wish my skin was as light as hers".



**DID YOU KNOW?** Women's body confidence lowers after only three to five minutes of body talk. Comments such as, "I feel fat today" are reinforcing beauty standards and fat as inherently negative. Fat is not a feeling - we're often feeling other emotions that we should explore instead.



## Here are some tips for creating a body confident environment at any event:

### Before the event:

- ✓ Include body confidence in any **facilitator training**. Reassure facilitators that they can be body confidence role models without feeling totally body confident themselves (it's an ongoing journey for most of us). Co-create a **Code of conduct** to help support each other to embody body confidence values, eg actively value people's skills and personalities rather than their appearance, celebrate all body shapes, sizes, skin colours and textures and abilities, avoid commenting on people's appearance in general, hold each other to account (gently) if you make mistakes along the way.
- ✓ Designate **Wellbeing Champions** whose role it is to:
  - Be compassionate
  - Get to know the attendees
  - Be a listening ear for people who want to talk (or not)
  - Encourage self-care
  - Monitor how healthy and inclusive activities are, and take action if needed
  - Signpost people in need to support services.Make sure your Wellbeing Champions understand their role and that this is communicated clearly to participants. They could wear coloured armbands to be easily recognised!
- ✓ Create a specific **safe zone** away from the main activities - a quiet and calm place where participants can go at any time if they feel overwhelmed or uncomfortable. Ideally, have a member of staff who's available to speak to in the safe space.
- ✓ Display **positive messages or cartoons** around the space. For example, stick post-its on bathroom mirrors, eg "Comparing ourselves steals our time, energy and money". "All bodies are good bodies." "Your worth is not defined by the numbers on weighing scales."
- ✓ Organise nutritious and **tasty meals, drinks and snacks**. Eating a wide range of healthy foods such as fruits, vegetables, legumes, and whole grains can help with concentration and memory, as well as overall health and wellbeing<sup>5</sup>. Eg replace processed snacks high in sugar, salt or fat (such as chips, cake, cookies) with fruit platters, egg or tuna sandwiches, chicken and mango salad and/or nuts and seeds. For more ideas, check out the WAGGGS programme [Girl Powered Nutrition](#).



### During the event:

- Spend time **building relationships and trust between participants** before starting body confidence activities. Develop a **Brave space agreement** with the group at the beginning (see [FBM activity pack](#) page 17) and keep displayed.
- **Include discussion or activities that encourage gratitude for our bodies:** how they work and what they allow us to do.
- **Monitor discussions carefully** - when talking about beauty standards, try to keep the focus on their harmful consequences, rather than sharing personal experiences. Avoid debating topics as it increases the risk of beauty standards being reinforced to others. Instead, encourage everyone to explicitly challenge beauty standards.
- Listen out for **'body talk'** and challenge it. If you hear someone commenting on their own (or other people's) appearance, for example, "I need to stay out of the sun as my skin is already too dark", explain that these comments spread beauty standards: "I don't like it when you talk like this - it's not fair on you, and it spreads the idea that darker skin is less beautiful - which isn't true." There's lots of guidance in the [Free Being Me Facilitator Guide](#) (page 17).
- **Don't show images of beauty standards, in print or online.** If you notice such images being shared on social media by participants, take the time to explain why these images can harm their body confidence and other people's too. Ideally, ask critical questions, eg Do you think [celebrities] are as happy as they seem? Who says fat is bad or that thin is better - and where did this come from? Does [this certain appearance] make someone a good or bad person?
- Be prepared to **challenge traditional activities or songs** that facilitators or participants suggest. Ask yourself, "Does this risk spreading beauty standards?" Take the time to explain why the song or activity might not be suitable, and model learning from mistakes.
- **At the end**, encourage participants to do some of the **Free Being Me Home Challenges** (using the age-related Journal provided) - these activities in particular are proven to have a positive impact on body confidence.



## When communicating about the event:

- When sharing photos, **don't edit them** beforehand (avoid any kind of filters) and try to include as wide a range of people as possible - skin colours, body sizes, hairstyles etc.
- Be aware of **how you describe people** - women are often valued more for their appearance so try to focus on all their other attributes
- Talk about people's different experiences at the event and what they learned - this should always be the focus of any communication.
  - If people comment online about a participant's appearance, practice challenging body talk by explaining why this kind of comment isn't helpful and bringing the conversation back to the topic of the photo, eg how much fun the person had or what they saw and heard.

## Further reading:

- [Confidence Kit for parents by the Dove Self-Esteem Project](#)
- [Parenting for a healthy body image by Mind over mirror](#)



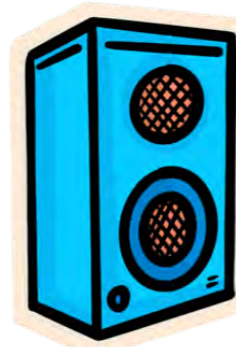
## Body confidence and WAGGGS' leadership mindsets:

WAGGGS defines leadership as **working together to bring positive change to our lives, the lives of others, and our wider society**. When we talk about leadership, we often talk about skills and knowledge (eg communication skills). Instead, WAGGGS focuses on our **daily behaviours, values and attitudes** (eg how we react to things). For example, when young people raise awareness about the harmful impact of beauty standards and the importance of body confidence for our self-esteem, they are making change for themselves and others, and therefore practising leadership.

WAGGGS has created **six mindsets**, or ways of thinking, to help us practise these leadership behaviours every day, until they become habits:



It's important to note that leaders can face the same challenges from beauty standards as anyone else in society, and sometimes can be held to even higher standards if they are in the public eye. It's **vitaly important to focus on working on - and valuing - our behaviours and attitudes (using the mindsets!)** rather than our appearance.






# Activities

The table below summarises the activities available for you to choose from. Use the icons to help you choose which activities most suit your context:


 What do you want children or young people to **explore or learn** about body confidence? What is the **purpose** of your activity?


↓ ↓ ↓ ↓


- Focusing on what our bodies can do (rather than how it looks)
- Improving our health and wellbeing
- Standing up to beauty standards and spreading the word about their harmful consequences (especially for gender equality)
- Noticing when digital spaces are harmful and helping to create a positive online community

 What age is your group?

- Under 10 years old
- Over 10 years old

 How much **time** do you have?

 What **resources or materials** are available to you?

 To ensure the link to body confidence remains the clear focus to participants, **we recommend finishing every activity with a short reflection.** You can find reflection guidance and **question prompts** at the end of each activity section.







## Optional ways to begin your event...




- Refer to the tips for creating a body confident environment on page 12
- Create giant picture frames for the group to decorate with body confident messages during the camp. Encourage participants to take photos inside the frame and share with a caption explaining their learnings from the event.



## Focusing on what our bodies can do (rather than how they look) can help improve our body confidence







Pages 22 - 27




 Activities for under 10s	 Materials needed	 Timing	 Activities for over 10s	 Materials needed	 Timing
<b>Amazing body parade</b> - create giant body shapes or posters to tell others about the amazing things your body can do	Recycled bottles or objects, art materials	1 hour	<b>Inside-out talent show</b> - prepare a show where you focus on your skills and all the things your bodies can do	None	1 hour
<b>Gratitude pebble</b> - find and keep a small pebble to help remind you of why you're grateful to your body	Space to find pebbles/stones outside	10 mins	<b>Push and pull</b> - play a sport of your choice and notice how you use your body	Sports equipment	30 mins
<b>Five senses</b> - move around different stations to solve puzzles using different senses	Instructions written for each station, salt and white sugar; 5x bell sounds; 5x cardboard boxes, 5x fruit/veg items	45 mins	<b>Lead from behind</b> - move forwards in a line while it's led from the back!	None	15 mins
<b>If my body could talk</b> - tell a partner what your body would say	None	20 mins	<b>Mirror me</b> - play a jumping game about how we can make the mirror our friend	None	20 mins

 Activities for all ages	 Materials needed	 Timing
<b>Under my skin</b> - make a moving model of one of your body's amazing systems	Recycled and/or art materials; banana (or other soft fruit), small bowls, funnel, waterproof bag, stockings/tights; blue and red clothing.	1 hour
<b>Confidence campfire</b> - your usual campfire but with a body confidence twist!	None	Unlimited

## Improving our health and wellbeing can help improve our body confidence







Pages 28 - 35



 Activities for under 10s	 Materials needed	 Timing	 Activities for over 10s	 Materials needed	 Timing
<b>Stuck in the mud</b> - play a tagging game to move your body	None	20 mins	<b>Healthy hike</b> - organise a hike where everyone feels welcome	Reusable water bottles; healthy snacks	1 hour +
<b>Seed to a flower</b> - grow your body into a flower while naming things you like about your body	None	15 mins	<b>Beginner's yoga</b> - learn some simple meditation and exercises	Grass or mats	20-40 mins
<b>Stress bowl</b> - play a throwing game using a giant bowl and lots of balls to reflect on how to manage stress	Giant bowl, small balls or pebbles	30 mins	<b>Mindful eating</b> - use a meditation to appreciate your food and how your body works	Speaker, downloaded meditation	20 mins
<b>Food mandala</b> - create a work of art using different foods	Lots of different fruits and vegetables	45 mins	<b>Boodle fight</b> - organise a group meal with a twist!	Nutritious food, banana leaves (or an equivalent way to serve food)	2 hours

 Activities for all ages	 Materials needed	 Timing
<b>Finding flow</b> - choose an activity where you 'lose yourself'	Pencils or pens for drawing, music for dancing, sports equipment	Unlimited

## Standing up to beauty standards and spreading the word about their harmful consequences (especially for gender equality) can help improve our body confidence




Pages 36 - 51

 Activities for under 10s	 Materials needed	 Timing	 Activities for over 10s	 Materials needed	 Timing
<b>Toy shop</b> - create a life-size toy shop of beauty standards	Cardboard boxes; pens; picture of a doll	45 mins	<b>Press send</b> - reply to harmful text messages in a sensitive way	Printed screenshots	30 mins
<b>Inside the envelope</b> - find hidden envelopes and pass around real compliments	Letter envelopes; pens; story eg Sulwe	20 mins	<b>Playing under pressure</b> - play games while being interrupted!	Games you know well	30 mins
<b>Layers of pressure</b> - in a relay, dress your facilitators in beauty standards and then free them!	Two piles of borrowed clothes and accessories	30 mins	<b>Time machine</b> - move forwards and backwards as you hear statements	None	30 mins
<b>Plastic problems</b> - make giant sculptures using recycled materials	Recycled materials	1 hour	<b>Beauty and the beast</b> - find single-use plastics and stick messages on them	Pens and paper	1 hour
<b>Comparison trap</b> - play a running game to practise escaping the trap of comparing your looks to other people's	If possible, show short video or pictures (not required)	30 mins	<b>Talk to me</b> - facilitators act out body talk scenes for groups to respond to	None	40 mins
<b>Secret compliments</b> - give your friend a compliment without them seeing you do it!	Sticky notes	10 mins	<b>Said no-one, ever</b> - compliment your friend on social media	Participants' social media	15 mins

 Activities for over 10s	 Materials needed	 Timing
<b>Corridor of confidence</b> - Make a corridor of loud voices to remind us of what we're really worth!	None	20 mins

## Noticing when social media is harmful, and learning to create a positive online community, can help improve our body confidence

Pages 52 - 57

 Activities for over 10s	 Materials needed	 Timing
<b>Gaming secrets</b> - describe or draw video game characters and investigate gaming's beauty standards	Paper and pens	20 mins +
<b>Scrolling for likes</b> - play a tagging game and reflect on what likes on social media mean to you	None	30 mins
<b>Spot the ad</b> - find the facts from the sales techniques	Printed online advertisements	30 mins
<b>Be a curator</b> - make your social media feed happier and healthier	Participants' social media	30 mins
<b>Social media manager</b> - 'take over' your event's social media!	Smartphones	/

### At the end of your event...



- **Celebrate!** Choose an empowering, upbeat song the participants will know. Encourage them to sing along and dance to celebrate themselves and their amazing bodies.
- **Pledge:** Challenge participants to make a pledge to keep up their good work. For example pledging to avoid body talk and encourage others to complement them in different ways, or challenging themselves each day to notice one great thing their body has done for them that day.
- **Mini Take Action:** If body confidence has been one activity option at a larger event, challenge participants to share what they learned with those who didn't do the body confidence activities. You could run a feedback session at the end of the event where your participants could lead a short activity with their peers, perform a skit or song they create or display a work of art they make. Or, your participants could do secret actions to improve body confidence of participants, like putting up confidence boosting signs in common areas and modelling positive body talk.

# Activity instructions

Focusing on what our bodies can do (rather than how they look) can help improve our body confidence



## Amazing body parade ⌚ 1 hour

1. Make your decorations: create giant body shapes out of **recycled materials**, or create **giant posters** by drawing around each other and labelling body parts.
2. Invent a chant naming some of the amazing things our bodies can do, eg  
*I don't know but I've been told x2*  
*Beauty standards are getting old x2*  
*Move your body to the beat x2*  
*Wave your arms & stamp your feet x2*  
*My body x2, is amazing x2*  
*My body x2, helps me run x2*  
*My body, helps me hug x2 etc.*
3. Start your parade and encourage people to join in (like a conga line!).

## Gratitude pebble ⌚ 10 mins

1. Find a **pebble** outside that you like - maybe it's smooth, or a funny shape.
2. Share with the group why you chose it.
3. Keep the pebble in your hand or pocket. Whenever you feel it or look at it, think of one thing you're grateful to your body for doing that day, eg helping you eat, breathe, move, talk, hug, smile etc.

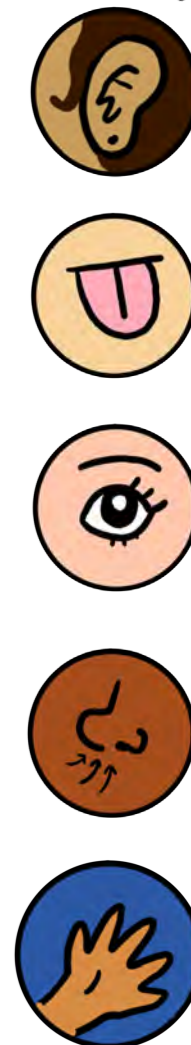


## Five senses ⌚ 45 mins

1. Set up five 'sense stations' around the space with the following materials:
  - **Station 1:** small pot of salt and small pot of white sugar, spoon per person
  - **Station 2:** recordings of at least five different bell sounds, eg mobile phone, doorbell, church bell, alarm clock, school bell, fire alarm
  - **Station 3:** five cardboard boxes with a hole in the lid (big enough to fit a hand through), each with a different **fruit or vegetable** inside.
  - **Station 4:** written instructions (see below)
  - **Station 5:** written instructions (see below)
2. Teams move around each station, using one of their five senses to solve a different puzzle:
  - **1 - Salt or sugar?** Without tasting, observe: what do you see, feel, hear and smell about these two powders? Can you guess which is salt and which is sugar? When you've all guessed, use your spoon to taste!
  - **2 - Ring ring!** Listen to each bell recording. What is making the sound? What does the sound mean to you - does it tell you to do something?
  - **3 - Fruit machine** Guess the fruit or vegetable by touch alone! When everyone has felt a food through the lid (without looking!), reveal and see who was correct. What did you notice?
  - **4 - Smell me** Go and explore together to find five different smells. Can you describe each smell? What does it remind you of? Do you all like or dislike the same smells?
  - **5 - I spy** Play a game of 'I spy' where one person in your group chooses something they can see, and says the first letter of the word. The others guess things they can see beginning with that letter until they're correct!
3. At the end, discuss: How did our bodies help us at each station?

## If my body could talk ⌚ 20 mins

1. Stand in two concentric circles (one small circle inside a bigger one, so everyone is facing a partner).
2. People standing in the bigger circle ask their partner: If your body could talk to you, what would it say today?
3. How is it feeling? Which parts are working well today?
  - What has it done, seen, heard, felt today?
  - What would it tell you that it needs today?
  - What would you like to say back to your body?
  - The smaller circle then moves to the right, so each person has a new partner. The people in the small circle ask their partner the same question(s).





### Inside-out talent show ⌚ 1 hour

1. Prepare to perform an 'inside-out' talent show where you focus on your skills and all the things your bodies can do.
2. Work together to decide:
  - Whether to perform talents individually or in a group.
  - Your favourite dance music!
  - How to introduce the show, eg "Sometimes we don't like parts of our body because of the constant comparisons we see and hear around us. But, our bodies are amazing - and they're the only ones we've got! So we should nourish them, take care of them and appreciate all the things they can do."
3. Each person or group decides on a talent that uses different body parts, eg lip sync to your favourite **song**, dance using your arms, perform a comedy sketch, show a **sport**, do a **card** trick, play an **instrument**.
4. At the end of the show, ask the audience to think about one thing they would like to thank their body for doing that day, eg "Thank you for helping me walk to school or work today", "Thank you for digesting my food and giving me the energy I need" or "Thank you for healing so quickly after I fell over".

### Push and pull ⌚ 30 mins

1. Organise a physical group activity or sport, eg an **obstacle course**, sports game or **tug of war**.
2. At the end, name every part of the body you used!

### Lead from behind ⌚ 15 mins

1. Stand in a line, with your hands on each other's shoulders and your eyes firmly closed.
2. The person at the back of the line is the leader, and must find ways to lead the group around (safely) using all of your four senses, except sight.
3. At the end, discuss: How did you communicate? What worked well / less well? Did you notice some things more without being able to see? How did your bodies help you move?

### Mirror me ⌚ 20 mins

1. Stand in pairs, facing each other.
2. Pairs count to three and jump up in the air. When you land, choose one of four options:
  - Land with feet together
  - Land with feet apart
  - Jump forwards
  - Jump backwards.
3. If both people choose the same option (they mirror each other), they gain one point!
4. Come together at the end. In pairs, you were mirror friends, laughing and having fun together. However, often people see the mirror as their enemy. How can we make the mirror more of a friend than an enemy? Eg by naming parts of your body you like when looking in the mirror (instead of focusing on things you don't).

All ages

### Under my skin ⌚ 1 hour+

1. What do you know about how your body works? What does your body do without you having to tell it to? Thinking about how amazing our bodies are (rather than how they look), can help us build our confidence.
2. Choose one of the following 'systems' in your body - choose one you know something about and are interested in:
  - **Skeleton:** Can you show and name some of your joints? What different sizes are your bones? Do they all have the same job? Do they all move in the same way?
  - **Digestive system:** Where does this system start, and finish? What happens in between: how does the system take what it needs from the food we eat? What different types of teeth do you have and why? What makes us burp and pass wind?
  - **Blood (circulatory system):** Can you show where your heart is? Where can you feel your pulse? How does our blood move around our body? Why do we need blood?

#### Fun Facts!

- Some of our largest bones are in our legs, and the smallest bones are in our ears.
- Did you know our joints (eg knees and elbows) can only move in one direction? They can pull a bone, but never push it!

#### Fun Facts!

- Did you know if we rolled out our whole digestive system it would measure over 9 metres (30 feet) long!
- Our mouths produce approximately one litre of saliva per day!
- We burp when we have too much air in our stomach. We pass wind when there's gas in our intestines!

#### Fun Facts!

- Did you know we need blood because it carries oxygen to where we need it (and collects carbon dioxide), keeps the body warm, fights infection, seals wounds/cuts, carries nutrients - amazing!
- You can find your pulse on the side of your neck, wrist, behind your knee, or by your ankle!
- The heart pumps blood in a circular motion around the body, collecting oxygen in the lungs and releasing carbon dioxide and then going back again to the heart. On the way it goes to other parts of the body, carrying oxygen and nutrients, and collecting carbon dioxide and waste.



### Under my skin (continuation)

3. Create a moving model - as large or as small as you like! - to show how amazing your chosen system is. For example:
  - **Skeleton:** Represent the skull by making a protective casing using **recycled materials** for something very delicate like an egg (the brain), then drop it - it should stay intact!
  - **Digestive:** Recreate each stage of the process using a **banana** (or other soft fruit) that you mash in a **bowl** to represent the mouth, pass through a **funnel** as the throat, land in a **bag** for the stomach, push through **stockings/tights** as the intestines until... the rest ends up in a **bowl** (the toilet!).
  - **Blood:** Demonstrate the system of blood vessels with your bodies! People move around the space visiting the heart, lungs and other parts of the body. They move to the same rhythm (make a drum beat to represent the heartbeat!) and change **coloured clothing** as they move: when dressed in **blue clothes** they represent veins carrying blood back to heart, and when in **red clothes** they represent the arteries carrying blood full of oxygen.
4. If possible, organise a 'Body show' to present your models. Answer some of the following in your presentations:
  - What does this system help you do? Eg skeleton helps us stand, walk, move, protects brain and other organs.
  - What would happen if we didn't have this? How would you balance without your feet or pelvis?
  - What are some of your favourite things to do that are only possible thanks to this system?
  - What would you like to say to your body?

### Confidence campfire (unlimited)

1. Hold a campfire and sing empowering songs (see pages 88 for suitable song ideas!). In between each song, do one of the following:
  - Strike a confident pose
  - Give the person next to you a compliment (not related to their looks)
  - Punch the air and shout something you like about your body
  - Stamp your feet and shout something you hate about beauty standards
  - Point to a part of your body and say something it does for you, eg my stomach protects lots of important organs
  - On a piece of paper, write down something that you spend time or energy worrying about because of beauty standards. Scrunch it up and throw it into the fire!

### Prompt reflection questions:

- How did your body help you to do this activity? Try and be as specific as possible!
- Did this activity make you think, feel or talk differently about your body? If so, how is this different to what you normally say or feel?
- How can I use this activity to help me talk more kindly about my body every day?
- How can appreciating - and speaking kindly about - our bodies help improve our body confidence?
- How can we help other people appreciate their bodies.



# Improving our health and wellbeing can help improve our body confidence

 Under 10s

## Stuck in the mud ⌚ 20 mins

1. Create a square playing area. Choose one or more “taggers”.
2. Taggers attempt to tag other players. If a player is tagged, they must stand still with their feet apart and arms extended out to the side (as if they are stuck in the mud!). They can only be released when another player crawls under their legs.
3. A player can't be tagged if they are in the process of crawling under someone's legs.
4. At the end, take a moment to think about how you moved your body. What's your favourite way to move your body?

## Seed to a flower ⌚ 15 mins

1. Name some of the things you like about your friends, eg their kindness, humour, generosity, bravery, creativity.
2. Everyone spreads out and crouches down to become a 'seed'.
3. Taking your time to do this very slowly, open yourself up to grow into a flower. As you grow, say something different that's positive about yourself (quietly - no-one else needs to hear), eg
  - As sun is shining on the seed buried tight under the soil: I like making my friends laugh
  - As the rain sprinkles water on the soil, my first shoot appears: I take care of myself by getting enough sleep
  - As your shoot pushes through the top of the soil: I'm a good sister/brother
  - As the shoot gets stronger and grows leaves: I am brave when I try new things
4. Keep thinking or saying positive things about yourself, until you all become open flowers, standing tall.

## Stress bowl ⌚ 30 mins

1. Draw or write two lists: 1) things that make us feel worried or stressed, eg arguments with friends or family, lack of food, staying up late, getting hurt, and 2) things that make us feel calm and comfortable, eg talking to friends, playing games, sleeping.
2. Place a **giant bowl** in the middle, with lots of **balls or pebbles** next to it (alternatively use water, and use a ladle to add or remove it).
3. One person mimes (acts out without speaking) one of the things on the worried list for the group to guess. While they're acting out, the others decide (individually) if it's a worrying scene or a calm scene. As it's worrying, they put balls in the bucket (more balls = more stress).
4. Take turns to act out different scenes. If the scene is something calm, they take some balls out.
5. At the end, discuss how stress isn't a bad feeling - it's helpful because it tells us something isn't right. Everyone has a different sized bowl that gets more or less easily filled up - it's very personal - and there are lots of ways to manage it.
6. Name some ways we can help ourselves feel calm each day and how we can help each other

## Food mandala ⌚ 45 mins

1. Mandala is a Sanskrit word meaning circle. It often symbolises harmony, balance and unity. A mandala can be used to show a sacred space, to help with meditation or as a piece of art - even with food! Mandalas can be found across different religions.
2. Create a mandala (colourful circles in concentric patterns) using colourful foods like fruit and vegetables. Keep surfaces clean, and wash your hands and the food before preparing.
3. Take photos and invite people to taste the foods.
4. Afterwards, prepare the remaining food in a meal or snacks to avoid any waste.
5. If possible, watch the [Mandala video](#). How many food groups do you see? What would you add to this mandala to make a balanced diet?
  - Vegetables
  - Protein foods (meat, fish, tofu, eggs, dairy products like milk, cheese and yoghurt),
  - Whole grains (noodles, pasta, bread, rice, corn)
  - Fruits
  - Fats/oils
6. Discuss the importance of eating a wide range of nutritious foods such as fruits, vegetables, legumes, and whole grains. They can help us concentrate and help with our memory, as well as overall health and wellbeing <sup>6</sup>. When we feel happy and healthy, we feel better about our bodies, so this could help with our body confidence!



## Facilitator note

Food can be an emotive topic. If the group makes comments about certain body sizes being healthier than others, explain that healthy bodies come in different shapes and sizes, and we should reject beauty standards that tell us to do whatever it takes to achieve one specific look. Every person's body deserves respect. See the [Free Being Me Facilitator Guide](#) for further advice - see page 18 in particular.



### Healthy hike (unlimited)

1. Plan and go on a hike together, taking **comfortable shoes, lots of drinking water in reusable bottles and healthy snacks.**
2. To make sure everyone feels welcome to join, included during the hike and comfortable in their skin, take a look at these social media accounts for inspiration: [BirdgirlUK](#), [Flocktogether](#) and [Muslimhikers](#).
3. During the hike, have a competition to name as many plants, animals, insects and/or birds as you can. You could use an **app** to check your answers, such as [PlantNet](#).
4. If appropriate, discuss during the hike what makes you feel comfortable in your body.

### Beginner's yoga (20-40 mins)

1. In a quiet area with enough space for everyone to sit and move around individually, place **mats** or sit on some grass.
2. Introduce yoga as an ancient practice from Northern India that includes four parts: poses using your body, breathing, relaxation and meditation. Basic human values are at the heart of yoga and it can transform your health on many different levels! All bodies are able and welcome to practise yoga - we all move in different ways, and look and feel differently. Try to focus on your own body and space around you and avoid comparing yourself to others: every human body is unique so let's celebrate each thing our own body is able to do for us.
3. Ask yourself: How does your body feel today? Are there any body parts you'd particularly like to focus on today?
4. Start with a breathing exercise (examples provided on the next page), followed by stretching poses such as neck, cat cow and downward dog (illustrations and instructions provided on page 32).



## RESOURCE: Beginner's yoga exercises:

### Breathing exercise:

Start with nadi shodhana: alternate nostril breathing to settle the mind, body, and emotions:

1. Sit comfortably with a tall spine and shoulders rolled back
2. Bring your dominant hand in front of your face and the other resting in your lap.
3. With your dominant hand, rest your pointer finger and middle finger in between your eyebrows (lightly using them as an anchor). Actively use the thumb and ring finger as follows:
  - Close your eyes and take a deep breath in and out through your nose.
  - Close your right nostril with your thumb (if right handed) or ring finger (if left handed). Inhale through the left nostril slowly and steadily.
  - Close the left nostril with your ring finger (if right handed) or thumb (if left handed), so both nostrils are held closed; hold your breath for a brief pause at the end of the inhale.
  - Open your right nostril and release the breath slowly through the right side; pause briefly at the end of the exhale.
  - Inhale through the right side slowly.
  - Hold both nostrils closed (with ring finger and thumb).
  - Open your left nostril and release breath slowly through the left side. Pause briefly at the exhale.
  - Repeat 5-10 cycles, allowing your mind to follow your inhales and exhales.



### Neck exercise:

Rotate the neck slowly to release any tension, being careful not to overstretch towards the back. Repeat in the other direction.





### Cat/cow exercise:

On all fours, being careful to align shoulders with wrists and hips with your knees, do some cat-cows:

- Cow pose: Inhale as you drop your belly towards the mat. Lift your chin and chest, and gaze up toward the ceiling. Broaden across your shoulder blades and draw your shoulders away from your ears.
- Cat pose: As you exhale, draw your belly to your spine and round your back toward the ceiling (look like a cat stretching its back!). Release the crown of your head toward the floor, but don't force your chin to your chest.
- Inhale, coming back into Cow pose, and then exhale as you return to Cat Pose.
- Repeat 5-20 times, and then rest by sitting back on your heels with your torso upright.
- Continue with additional yoga poses such as downward dog.



### Relaxation exercise:

Finish with savasana (corpse pose), gradually relaxing one body part at a time, one muscle at a time, and one thought at a time. If possible, do this with a guided meditation such as in [Action on Body Confidence Session 2 Reflection 'Appreciating my body'](#).



Over 10s

### Mindful eating • 20 mins

1. Before a meal or snack time, sit quietly in a comfortable space (maybe with cushions, candles and low lighting).
2. Play a [mindful meditation recording](#). Alternatively, a facilitator reads a mindful eating meditation script very slowly.
3. After eating, reflect on whether you noticed anything different about the food or your eating experience.

### Boodle fight • 2 hours

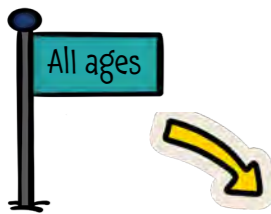
1. Organise a **Boodle Fight** one evening! A Boodle Fight is a fabulous Filipino feast served at a large table, where everything is served on [banana leaves](#) (or an alternative natural cloth) and eaten with your hands.
2. Prepare nutritious [food together](#) from around the world! For example:
  - Barbados: Creole chicken – chicken breast, rice, tomatoes, chilli sauce, green pepper, celery, onion and herbs and spices.
  - Philippines: Tofu with spices, noodles, sweet potato, corn, string beans and horseradish leaves, with mango and papaya.
  - Madagascar: Fruit kebabs (skewers of different fruits)
  - Lebanon: Stuffed zucchini with squash, cabbage, wholewheat rice, egg, small amount of white cheese, dried fruits.
  - Mexico: Pinto beans, kidney beans and black beans, corn, rice, tomatoes, onion and chilli.
  - Tanzania: Plantain cooked with coconut, chicken and spinach
  - Philippines: Fish cooked in a small amount of oil with spices, rice and pinakbet (mix of vegetables like eggplant and okra).
3. During the meal, discuss the importance of eating a wide range of nutritious foods such as fruits, vegetables, legumes, and whole grains. They can help us concentrate and help with our memory, as well as overall health and wellbeing<sup>7</sup>. When we feel happy and healthy, we feel better about our bodies, so this could help with our body confidence!



Boodle Fight

### Facilitator note

\* Take inspiration from WAGGGS' programme [Girl Powered Nutrition \(GPN\)](#), eg the Snack habits activity. Check out pages [26 - 30 of the GPN Fact File](#) for more snack ideas and guidance on handwashing. Also, see the [Free Being Me Facilitator Guide](#) for advice on how to respond to comments from groups that you may find difficult.



### Finding flow (unlimited)

1. "Flow" is when you're completely absorbed by doing something, so you lose track of time and forget about the outside world. It's different for everybody, for example some people could find "flow" when hiking, singing, doing sport, sewing, painting, playing an instrument, video gaming, climbing, dancing or making origami.
2. Close your eyes and think about the last time you ..
  - a. ... really enjoyed doing something
  - b. ... were very focused on a task or activity
  - c. ... found a task challenging but not too hard
  - d. ... felt comfortable, calm and in control
  - e. ... lost track of time, or didn't realise what was going on around you.
3. If possible, each person then tries different activities to see if they can find their "flow", eg drawing or colouring, dancing, doing a sport.
4. During a task where you find "flow", think about how you feel and if you could find more time to do this kind of activity when you're home.
5. If you find your flow in an artistic activity, you could turn your creation into 'craftivism' - a way of taking action. For example, UK campaigners made personalised, hand-embroidered handkerchiefs with messages of hope for each member of the board of a large supermarket brand and presented them as individual gifts at the company's annual meeting - this convinced them to pay employees the living wage!



### Prompt reflection questions:

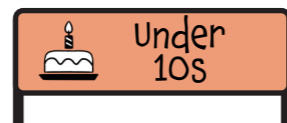
- How might this activity help improve your health and happiness?
- What kind of activities do you do in your life that look after your body and your mind? Is there anything you could improve?
- Do you notice that you feel differently after doing an activity that takes care of your health?
- How might looking after our health and happiness help our body confidence?



**\* Facilitator note**  
For guidance, see the [Girl Powered Nutrition Fact File](#) - Green stage information on page 6 onwards.



## Standing up to beauty standards and spreading the word about their harmful consequences can help improve our body confidence



### Toy shop ⌚ 45 mins

1. The facilitator shows a [picture of a doll](#) that fits your country's beauty standards, eg an advert for a doll with long, flowing hair, light skin with no blemishes, a tiny waist and small features.
2. Quickly, [draw](#) a doll on the front of a [cardboard box](#) that fits your country's beauty standards (don't spend long on this!).
3. On the sides, bottom and back of the box, draw or write how all these beauty standards make people feel, eg sad, angry, like they're not good enough, like they need to change their looks.
4. Create a life-size toy shop by organising the boxes in rows.
5. Walk through the 'toy shop' naming all the harmful things that these beauty standards do to us.
6. Knock down/crush the boxes together, shouting, "No more beauty standards!"
7. Discuss: Do girls and boys experience the same pressure to look like beauty standards? What's similar and what's different? (See page 6 of Free Being Me's Facilitator Guide for additional guidance on the link between beauty standards and gender inequality). Make sure to recycle the boxes afterwards.



### \* Facilitator note

Beforehand, choose a short story about a child not liking the way they look that is relevant to your context and cultural beauty standards. For example, if people in your society are expected to have light skin, you could use the story of [Sulwe](#) by Lupita Nyong'o. Also, hide lots of [letter envelopes](#) around the space - enough for one per person to find.




### Inside the envelope ⌚ 20 mins


1. Together, read or listen to the story of [Sulwe](#):
  - "Sulwe was born the colour of midnight. She looked nothing like her family [...] Hardly anyone at school looked like Sulwe either [...] People gave Sulwe names like "blackie", "darkie" and "night".
  - Sulwe felt hurt every time. So, she hid away while her sister made lots of friends. [...]
  - She asked God for a miracle: "Dear Lord, why do I look like midnight, when my mother looks like dawn? Please make me as fair as the parents I'm from. I want to be beautiful..."
2. We call harmful ideas like this: beauty standards. Beauty standards tell us we should change how we look (lighten or darken our skin, straighten our hair etc), and this is very unfair. Our looks are really just like an 'envelope' - it's what's inside that matters!
3. Move around the space to find an envelope. When you find one, stay where it is. Sulwe's mum says, "You can't rely on what you look like to make you feel beautiful, my sweet. Real beauty comes from your mind and your heart. It begins with how you see yourself."
4. [Write or draw](#) inside the envelope something that makes you beautiful on the inside, eg I'm a good friend, I love singing, I take care of the planet etc.
5. You could also learn and sing the lyrics to [Sulwe's song!](#)





 **Facilitator note**  
 Beforehand, prepare a long, detailed list of beauty standards for both women and men according to your context.



 **Facilitator note**  
 If possible, show this episode of the Cartoon Network [Steven Universe](#) or show a picture of the characters Smoky Quartz and Sardonyx.



### Layers of pressure ⌚ 30 mins

1. Two facilitators stand apart at one end of the space, each with a **pile of clothes and accessories** in front of them (piles should have an equal number of items). The group splits into two lines, each one standing in front of a facilitator.
2. Play a relay game. Teams compete to dress their facilitator the quickest. When you shout, "Start", the first person at the front of each line does the following:
  - c. runs to their facilitator
  - d. describes one detail of the 'perfect-looking person'
  - e. dresses the facilitator in one item
  - f. runs to the back of the line.
3. Only when this person has returned to the back of the line can the next person begin to run.
4. Facilitators use their prepared list to support the teams describing the 'perfect-looking person'. They should also look uncomfortable and overwhelmed as they dress in more and more clothes.
5. At the end, the two facilitators (still wearing all the clothes!) swap teams. Each team stands in a circle with the new facilitator in the middle.
6. Team members take turns to remove one of the items the facilitator is wearing and name one thing they like about the facilitator (not related to their looks!), eg "You take care of us". Facilitators show relief as the clothes are removed.
7. At the end, discuss how the facilitators felt in all the layers of clothes, and what these represent.

### Comparison trap ⌚ 30 mins

1. In episode 2, Smoky is talking about how they and their friend Sardonyx have different bodies: "Sardonyx has three gems, and I've got two. She's got four arms, I've got three. Her body can rotate 360 degrees..." Smoky suddenly stops, looks very sad and walks away. She says to Sardonyx: "Your body is obviously more amazing than mine".
2. How is Smoky feeling and why? Have you ever felt like this?
3. When we compare ourselves to other people, we often focus on things **we don't like** and it makes us feel bad. Often, the person we're comparing ourselves to is actually wishing they looked like someone else – this is called the **comparison trap**.
4. What would you say to Smokey, as their friend? Eg Focus on what your body can do for you (not on how it looks). Remind them why you like them (eg they're funny or kind), and point out that it's really unhelpful to compare ourselves - we should celebrate what makes us unique!
5. Play a game to practise escaping the comparison trap: one person is the trapper, five people are the savers and the rest run around.
6. When the trapper tags someone, the tagged person becomes a statue that's caught in the comparison trap! The only way to escape is by a saver saying something to stop you comparing yourself, eg "Focus on why I'm your friend - you're so generous!". Note: Savers can't be tagged!
7. Repeat the game with different savers, so as many people as possible practise escaping the comparison trap.  
 For more information, check out the [Dove website](#)





### Secret compliments ⌚10 mins

1. Think about one of your close friends. Why do you like them? Did you think of anything to do with their looks? Probably not, because we don't choose our friends based on the way they look!
2. Try to remember that this applies to you too - people aren't friends with you because of your body, your hair, or skin. If you find yourself comparing your looks to someone else's, remember that they're probably comparing themselves to someone else too.
3. Choose someone to give a compliment to - but in secret!
4. Write your compliment on a **sticky note** (not about their looks), eg
  - a. I love how your face lights up when you ...
  - b. Your smile is catching - it makes me smile too
  - c. Thank you for being trustworthy
  - d. I am proud of when you ...
  - e. You help me see things differently, like
  - f. You're so good at ...
7. Find a way to stick it on their back without them noticing! They'll discover it later...



### Plastic problems ⌚1 hour

1. Collect **empty plastic bottles or tubes** that used to contain beauty products, eg *make-up that lightens or darkens the skin, smoothing hair products, hair removal products, creams*. Make sure you ask before taking anything, and check they're completely finished.
2. What happens to these items when we're finished using them? What different ways can we dispose of empty bottles etc? Where do they go next?
3. Use the items to make a model, sculpture or a short play about pollution, eg *create a giant fish full of plastic items, or a play showing the journey of an item from the shop to the sea*.
4. Display or perform your play and invite people to view it, explaining what it means to you.

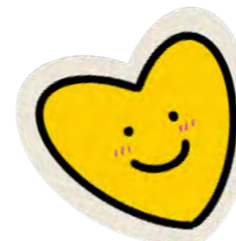
The UN has warned that we risk having more plastic than fish in the oceans by 2050.

Example journey of a plastic product:

- a. Customer buys product in a shop.
- b. Uses product for a few weeks.
- c. Throws product into the general bin.
- d. Bins collected in the street, then either:
  - Taken to landfill (giant holes in the ground where waste is piled up then buried) where waste sits taking up space and giving off harmful gases until it breaks down - takes plastics 100 to 500 years to break down into smaller pieces!
  - Taken to be burned - which gives off harmful fumes and uses lots of energy.
  - Ends up in the sea! Even if you live hundreds of miles away from the sea, the plastic you use can still make its way into the ocean where fish and sea life get tangled inside, or eat it and it makes them sick. It can get blown off landfill or in the streets in the wind then travels by river, it can get flushed down the toilet (like cotton buds) which travels in the sewage system.
5. If recycled in the right bin, it arrives at recycling centre, then:
  - a. People separate all the mixed up plastics, metals, paper etc and remove items that can't be recycled
  - b. Waste is squeezed into giant 'bales' where it's sent to other places to be made into new things.

#### \* Facilitator note

Use the information below to support the group, as well as the UN's Plastic Tide Turners' Challenge badge toolkit.



Press send ⌚ 30 mins

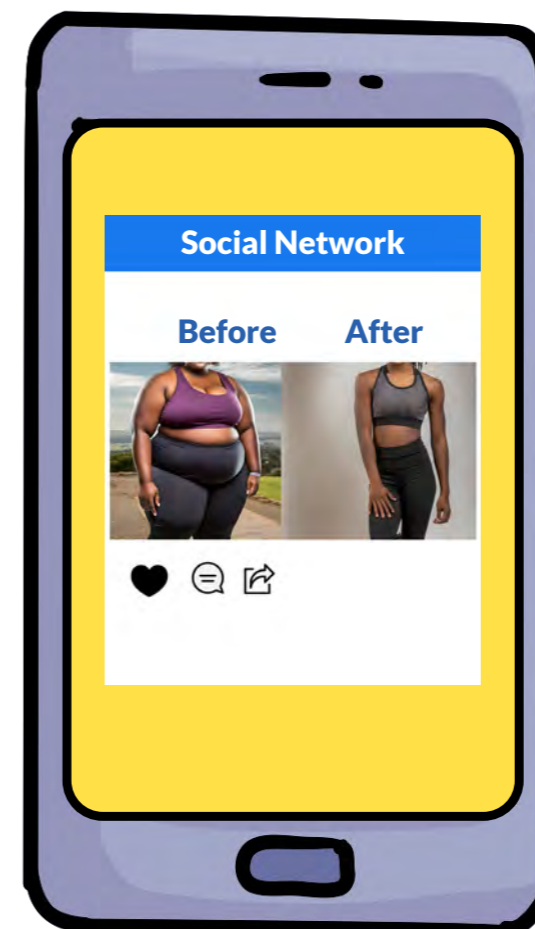
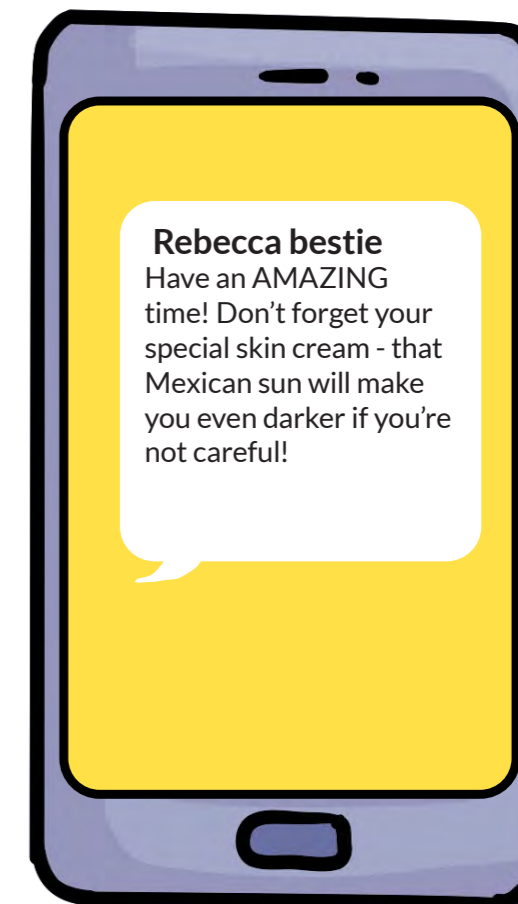
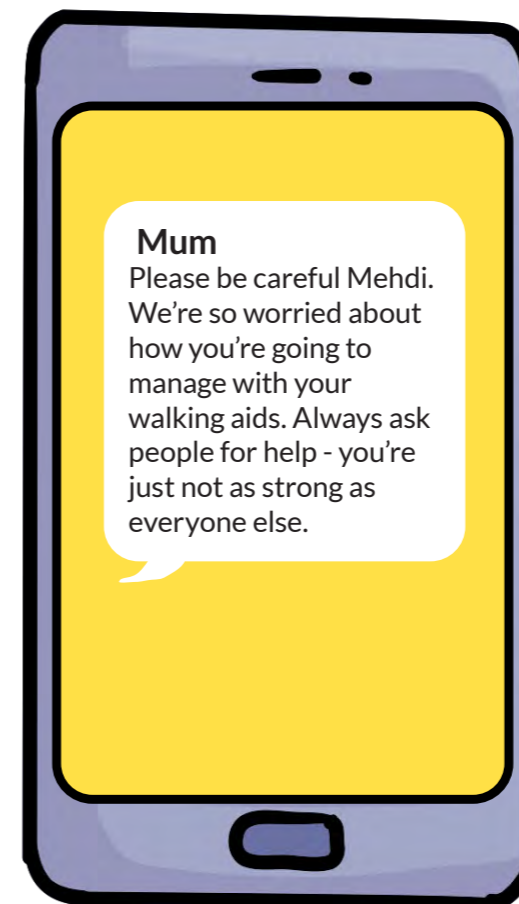
1. Beforehand, make a **label** for each person in the group, saying one of three roles (try to have equal amounts of each role):
  - A family member, eg mother, father, sister, cousin etc
  - A friend, eg best friend, classmate, Guide/Scout etc
  - A job in the media, eg social media influencer, blog editor, film director, TV station manager.
2. Put a label on each person's back - without them seeing the words!
3. The group has one minute to work out what their label says (without asking directly!), then to get into three groups: family, friends, or media.
4. Each group has a **phone screenshot** showing a message from a friend, family member or media organisation. Discuss:
  - What is the harmful beauty standard in this message? Eg that light skin is more beautiful.
  - How would this message make you feel and what are the consequences?
5. Work together to **write, draw** or act out a constructive reply to this message.
6. Discuss all together: Do girls and boys experience the same pressure to look like beauty standards? What similar things do boys and girls experience, and what things do only girls experience more of?
7. The next time you're on social media, make a note (or screenshot) any examples of posts spreading beauty standards, and how many target girls compared to boys.

 **Facilitator note**

See the Free Being Me Facilitator Guide, page 6, for additional guidance on the link between beauty standards and gender inequality.




RESOURCE: Press send





### Playing under pressure ⌚ 30 mins

1. In groups, start playing simple **games** you know well, eg clapping game, cards, Jenga.
2. After a few minutes, the facilitator interrupts and announces that you just received a video from your friend showing how to make your lips fuller or thinner.
3. The video makes you start comparing yourself to the images, so you start to feel bad about yourself and get distracted from the game. You can now only play with one hand.
4. Continue to play for a few minutes. The facilitator interrupts several more times, with different scenarios:
  - You see an advertisement for a cream that lightens your skin. It makes you start comparing your skin and feeling bad. Now, everyone can only use one finger to play.
  - Your parent calls and asks if you can send them a “nice” photo. They remind you to use a filter to hide your spots/blemishes. This makes you feel not good enough and unhappy. Now, everyone closes their eyes to play.
5. At the end, discuss together: Each announcement gave you a new obstacle or more pressure, eg playing with one finger. What did this pressure represent? What are the consequences of comparing ourselves to impossible beauty standards?

 **Facilitator note**  
 Edit this video problem depending on which beauty standard is most common in your context. Don't actually make these videos, just describe them.

 **Facilitator note**  
 Edit these scenarios depending on the most common beauty standard in your context.

### Time machine ⌚ 30 mins

- Everyone stands in a line across the middle of the space. The facilitator reads out a **statement** (see below). Take time to reflect individually. Does it make the person feel free being me or excluded? If they feel free, take one step forward; if they feel excluded, take one step backward.
- Repeat for all the statements, leaving time between each to think individually.
- After all the statements have been read, stay where you are and look around. What do you notice?
- Discuss: How did the activity feel? What did you notice about how beauty standards change over time? Where do you see and hear these ‘modern’ harmful messages around you? What is the impact of all this pressure on people?

 **Facilitator note**  
 Adapt the beauty standard statements throughout history to your context.



## RESOURCE: TIME MACHINE activity - statements on beauty standards throughout history


- It's 2020. A girl turns on her phone in the morning and checks social media. She see a post from a celebrity who looks 'perfect' and has tagged #fitspiration.
- It's 1920. A baby girl in China is having her feet bandaged to stop them growing because small feet are considered beautiful (the 'ideal size' is 8 cm).
- A person is walking to school. They see an advert by the road saying, "With our shampoo, say goodbye to frizzy hair!"
- At a Guide or Scout meeting, a girl thanks her friend for helping her today.
- It's 2023. A person receives a message from their friend with a new app that can make your face look thinner in photos.
- It's 1994 in the UK. A girl buys a magazine encouraging the 'perfect look': very tall, very thin with bones showing, no breasts or curves and very pale skin.
- It's 2010. A girl in Nigeria is scrolling through Facebook. They see a post from an Influencer saying, "This new skin-lightening cream changed my life!"
- A girl is getting dressed. Their Auntie comes in and tells her not to wear that outfit because it's not good for her shape.
- It's 1950 in the USA. A girl walks past a poster showing a really curvy model with large hips and breasts.
- A child receives a text from their mum that says, "I'm really proud of how you spoke up for yourself today".
- While watching a TV programme, two characters are talking about how smaller and thinner women are more beautiful.





**\* Facilitator note**

Organise for at least four facilitators (ideally more) to join this activity. Facilitators act out one of the body talk scenarios below and they observe the group's response. Adapt the scenarios to your group's age. Listen out for groups **challenging body talk, explaining why it's not helpful, saying that they don't want to take part in it, then changing the focus to celebrating what our bodies can do and who we are:** "we're much more than our looks!".


**Talk to me** ⌚ 40 mins

1. Participants split into pairs or threes. Everyone, including the briefed facilitators walks around the space at random.
2. When a pair meets a facilitator, the facilitator acts out one of the following situations (see resources).
3. Groups respond to the facilitator's comment as if it was their friend saying this. Then, they continue moving around.
4. When groups have met at least two facilitators, come together in a big circle with the facilitators in the middle.
5. Facilitators explain that all the scenarios they acted out are called 'body talk': comments that compare ourselves or others to beauty standards. Body talk is very common, but very harmful because it spreads the idea that people need to 'live up' to these impossible standards.
6. Facilitators share some of the responses that best **challenged** the body talk (following the guidance in the facilitator's note), avoiding criticising what wasn't right and focusing on the best examples, eg
  - "I'm sad that you're worrying about your looks when we should be focused on spending the day laughing and having fun together!"
  - "You look different to other people and that's OK. Comparing yourself is just making you feel bad."
  - "I think it's sad that people feel under pressure to change the way they look because of beauty standards. It's unfair if we comment on other people's bodies."
  - In a healthy relationship, it's important to be respectful of each other's looks, and be aware of when you might be spreading beauty standards - even without realising. Focus on what makes them a great person to be with and why you love them.
7. Restart the game, with everyone moving around the space and responding to the facilitator's comments, giving groups a chance to use what they have learned about how best to respond to body talk.


**RESOURCE: TALK TO ME activity - situations**


- Facilitator looks into the distance, touches the skin on their face and says: "My sister's so beautiful. I wish my skin was as light as hers."
- Facilitator poses uncomfortably as if they're in a shop's changing room, trying on a dress and looking in a mirror and says: "I can't buy this dress, it makes me feel too fat."
- Facilitator acts as a student gossiping at school, whispering: "Did you see that she shaved her arms? They're now spiky - so gross!"
- Facilitator acts as if they're on the phone to their boyfriend, fiddling with their hair and saying: "You looked so broad and muscly in that photo from our trip last week- and it got so many likes!"







### Said no-one, ever ⌚ 15 mins

1. "I love my friend because she's got thin legs" - said no-one ever! Try to remember that this applies to you too - people aren't friends with you because of your body, your hair, or skin. We are worth more than our looks. If you find yourself comparing your looks to someone else's, remember that they're probably comparing themselves to someone else too.
2. Post a compliment to a friend on **social media**, finishing the sentence: "I love you because..."
3. If you want to, share your message with the group.
4. Did you mention their friend's looks in your compliment? It's interesting to think about why we focus so much on our looks ourselves, when other people only value us for what's inside.

#### \* Facilitator note

Make sure to check the compliments posted for any appearance-related messages. It's unlikely to happen but if so, gently speak to the person - individually and not in front of the group - using critical questions to help them learn, eg What else do you value about your friend? Why is it unhelpful to value a friend for their looks?



### Plastic (not so) fantastic ⌚ 1 hour

1. Go on a walk around the space to find any **single-use plastics** that we're sold to live up to beauty standards, eg *make-up that lightens or darkens the skin, smoothing hair products, hair removal products, creams*. Make sure you ask before taking anything.
2. Keep a record of what you find: take **photos**, **draw** or **write** a list.
3. Come back together and discuss:
  - What is the impact on the environment of one (or more) of these products - its ingredients, manufacturing process and/or packaging?
  - Where does the packaging go when we're finished using it?
  - What happens when the products are washed down the drain and into the water system (washing hands, face, hair etc)?
  - How many of these products are aimed at women compared to men?
  - What can people do to reduce or stop the damage to the environment?
4. Work together to create short and punchy slogans that tell people about what you've learned and how they can help, eg "Did you know that this product will take hundreds or thousands of years to rot in landfill? You could try making your own or reducing the amount you use."
5. When you return the products, gently tell people your slogans and about what you've discussed.
  - Plastic is designed to last a long time - years and years - not just a few weeks, or at worst, only once!
  - 70% of the beauty industry's waste is packaging<sup>8</sup>. Most of the packaging goes to landfill (giant piles of rubbish that's burned or buried but takes a long time - sometimes thousands of years - to rot)
  - Oceans are damaged by the coral being bleached by chemicals in products, or fish or other wildlife ingesting microbeads (tiny balls of plastic used as exfoliants in health and beauty products, such as some cleansers and toothpastes).
  - In some countries animals are used to test products before they're sold which can threaten certain species, the facilities have a big environmental impact because of the lighting, space, ventilation, cleaning and disposal of contaminated animals.
  - Many products are made using palm oil which is being grown in areas that cause their rainforests to be destroyed.

#### \* Facilitator note

Use the information below to support the group, as well as the notes on the Plastic problems activity for younger age, and the [UN's Plastic Tide Turners' Challenge badge toolkit](#).



All ages



### Corridor of confidence ⌚ 20 mins

1. We often hear and see things around us telling us to change the way we look. It can feel like we're surrounded by lots of voices making us feel we're not good enough.
2. Make a corridor of loud voices to remind us of what we're really worth! Stand in two lines facing each other.
3. One person walks slowly down the corridor (they can dance or move as much or little as they like!). As they walk, the people in the lines shout one of the following:
  - Something the person walking's body does for them every day
  - Something the person walking is good at
  - Something they like about the person's character
4. When the person gets to the end of the line, they join the corridor and a new person walks. Make sure you leave time for everyone to experience walking down the corridor of confidence!

### Prompt reflection questions:

- How are people (and/or the environment) harmed by beauty standards?
- What can we do to reduce or stop beauty standards harming people (and/or the environment)? How could you use advocacy to ask decision-makers to make wider change on this topic? See [Action on Body Confidence](#) for advocacy guidance.
- How can you help other people understand the impact of beauty standards?
- How might taking action, eg spreading awareness of the harm of beauty standards on people and on the environment - help our own body confidence?



# Noticing when social media is harmful, and learning to create a positive online community, can help improve our body confidence



## Facilitator note

The majority of this section's activities are suitable for older children aged 13+ because under 13s are not permitted to have an account on most social media platforms. The activities all appear as ages 10+, so for children between 10-13, we recommend the activity on gaming, below.

Some facilitators may want to raise awareness of social media with a younger age group, and so WAGGGS recommends that children are always supervised by an adult when using social media, and use a group of leader's social media accounts.

WAGGGS' programme [Surf Smart 2.0](#) has lots of guidance for facilitators, and the Dove Self-Esteem Project has lots of guidance in its [Confidence kit](#) too.

## Gaming secrets 20 mins+

1. Did you know that 40% of the world's population play online games? Do you play online? Which are your favourite games and why?
2. Think of an online game with human characters. What do they look like?
3. Share with the group your descriptions - by **drawing** or describing in detail. What do you notice about the descriptions - are there any common features? How many are men, and how many women?
4. In 2019, only 7% of video game characters were female, and many of them spread beauty standards - the 'perfect' look that's impossible to achieve and changes throughout history and across countries.
5. If possible, create and conduct a survey - **on paper or digitally** - to find out about the link between online games and beauty standards (see example).

This activity is adapted from an activity in WAGGGS' programme [Surf Smart: Cyberbully](#) (p.67).

## RESOURCE: GAMING SECRETS activity - survey

1. How often do you play online games?  
.....
2. How many female characters or avatars do you see compared to men?  
.....
3. What do the women characters tend to look like?  
.....
4. Have you seen unkind comments about the way that characters or avatars look?  
.....
5. Have you received or seen unkind messages or comments about your or other players' looks?  
.....
6. Do you notice a difference between how many girls or women characters receive unkind comments about their looks, compared to boys?  
.....
7. How do (or could) you handle these unkind comments? How and to whom could you ask for help?  
.....
8. Do you notice beauty brands within games? If so, how do they do this and what is their aim?  
.....



### Scrolling for likes ⌚ 30 mins

1. Sit in a circle and play a tagging game: One person (the tagger) starts walking slowly around the outside, tapping people on the head one by one. With each tap, they say: "Scroll", until they choose one person to whom they say: "Like".
2. As soon as the person is 'liked', they jump up and start running after the tagger.
3. The tagger's goal is to run around the circle and steal the seat of the 'liked' person. If they achieve this without being caught, the 'liked' person now becomes the tagger. If the 'liked' person catches the tagger before this, they continue tagging people for another round.
4. After a few rounds, discuss:
  - How did it feel to be 'liked'?
  - On social media, what does a like mean to you? How addictive are likes?
  - Influencers often get money or other benefits from getting lots of likes. What kinds of things do they do to get more likes?
  - What do you know about the filters and editing software that advertisers and influencers use to edit the way they look?
5. It's important to remember that likes on social media can make us - and others - feel good, but they're not a sign of how valuable we really are. We're worth so much more than our looks!

This activity is adapted from an activity in WAGGGS' programme [Surf Smart](#): Spot the ad (page 72).



### Spot the ad ⌚ 30 mins

1. Gather real examples of posts or images that include [advertisements on smartphones](#) (look for #ad or #sponsored). Alternatively, [print the examples](#) on page 73 of [Surf Smart 2.0](#).
2. Work in teams to tick the facts you find, and put stars by the images or language used to try and sell something.
3. Check each other's ticks and stars to see if you agree or spot additional things.
4. At the end, discuss:
  - How did you check the facts?
  - How easy was it to spot the ads?
  - What are some of the ways we're sold the idea of beauty standards through these advertisements? What messages are they giving us about beauty, lifestyle, families, fairness?
  - How are girls and women shown in the advertisements? How might that impact how we look at ourselves?
5. Advertisers are meant to make it clear when they're trying to sell us something, but often they have clever ways of hiding it. Sometimes, advertisements target our worries about ourselves to sell us products. For example, advertisements that show men being aggressive and strong make boys and men feel they aren't good enough and that they should change to be like these images.

### Be a curator ⌚ (unlimited)

1. Open your favourite [social media app](#). Social media has a lot of power for good but can also harm how we feel about ourselves. Follow these steps to help you see content that is inspiring, uplifting, and educational.
2. Stop at each post you see (this might be hard as we automatically scroll so quickly!) and ask yourself:
  - How does this make me feel?
  - What does this make me think about?
3. If the answers are things that make you compare yourself to others or feel like you're not good enough, consider unfollowing the account.
4. Check your settings too. Make sure you unfollow hashtags that promote beauty standards like many diet accounts, and mute words or phrases that could be harmful to your wellbeing.
5. If you see content that is disrespectful or offensive, consider reporting and blocking the accounts.
6. Consider following accounts that promote healthy bodies and positive mindsets. There are some fitness and food accounts that are positive in how they talk about making your body work well!



### Social media manager (unlimited)

1. Become your event's social media manager! Find out if your event or organiser has an online presence and offer to 'take over' the account, with their help.
2. Work together to plan some posts that your audience will be most interested in:
  - How many posts per day?
  - What images, videos or photos do we need, and do we have consent to use them?
  - What message do we want to spread, and what story do we want to tell?
  - What captions do we need to write?
  - What hashtags do we want to use to join relevant conversations?
  - Which partner accounts do we want to promote too?
  - How can we best represent Guiding and Scouting?
  - And finally - how can we use this social media to boost the body confidence of those viewing it?
3. Be aware of where and how you take photos (ensuring you have consent for any person's face you include in a photo), similarly if you do live broadcasts. Be aware of where you stand when taking photos so you don't disturb the event.

Adapted from [Surf Smart 2.0's](#) activity page 98.



### Prompt reflection questions:

- How are beauty standards spread by and on social media?
- How can you help protect yourself from seeing as many beauty standards on social media? *Take a few minutes to filter your feed - what would you like to see more of, and less of? Unfollow accounts (or stop watching videos) that encourage beauty standards.*
- What can we do to reduce or stop beauty standards harming people online? How could you use advocacy to ask decision-makers to make wider change on this topic? See [Action on Body Confidence](#) for advocacy guidance.
- How can you help other people understand the harm of beauty standards online?





# Free Being Me or Action on Body Confidence Programmes at Camp and Event

Ideally, Free Being Me should be run over a period of weeks, with time for learning, digesting and reflecting on the content. However, it is possible to run the programme over a camp or trip away if you have 3-5 days, and follow the suggested timetables below. Experts at the Centre for Appearance Research tell us that by running all the Free Being Me sessions, in order, and including the **Home Challenges**, participants are more likely to improve their body confidence.

In this section you can find ways of delivering the two programmes in a camp/event environment:

Timetable for delivering Free Being Me over four days

Timetable for delivering Action on Body Confidence over three days

Timetable for delivering both programmes over five days

Taster sessions of adapted Free Being Me and Action on Body Confidence activities, for delivering as part of a wider camp or event.

For all activities, we recommend splitting participants into groups of 8-10 people, ideally with one facilitator per group. Remember that the **Home Challenges** are a vital element in improving self-esteem!

## Suggested timetable for delivering the Free Being Me programme over four days:

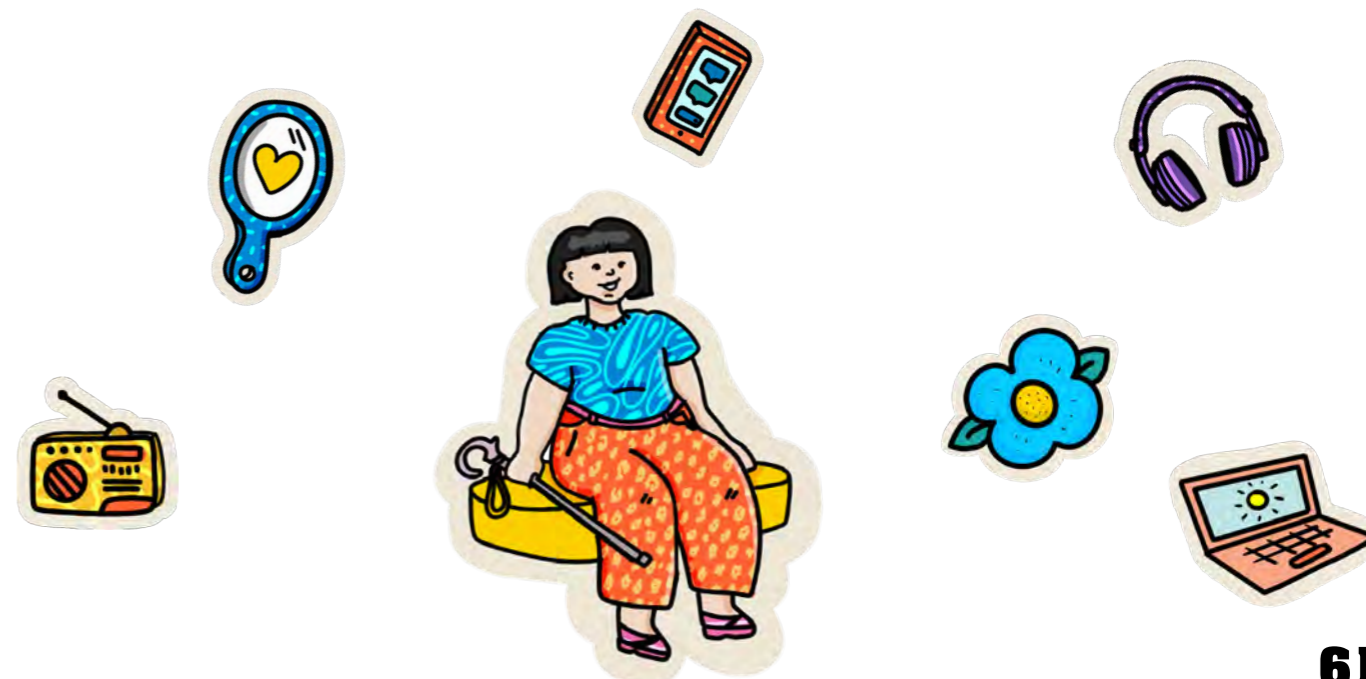
	Day 1	Day 2	Day 3	Day 4
	Food & free time			
Morning	<ul style="list-style-type: none"> <li>Get to know each other</li> <li>FBM Start Survey [30m]</li> <li>Introduction [30m]</li> </ul>	<ul style="list-style-type: none"> <li>FBM Session 2 [1h]</li> <li>FBM Home Challenge 2 [30m]</li> </ul>	<ul style="list-style-type: none"> <li>FBM Session 4 [1h]</li> </ul>	Free time to plan, imagine and/or carry out project
	Food & free time			
Afternoon	<ul style="list-style-type: none"> <li>Build trust</li> <li>FBM Session 1 [1h15]</li> </ul>	<ul style="list-style-type: none"> <li>FBM Session 3 [1h]</li> </ul>	<ul style="list-style-type: none"> <li>FBM Session 5 [1h30]</li> </ul>	<ul style="list-style-type: none"> <li>FBM celebration!</li> <li>FBM Finish Survey [30m]</li> </ul>
	Food & free time			
Evening	FBM Home Challenge 1	FBM Home Challenge 3	FBM Home Challenge 4	Confidence-building activity

## Suggested timetable for delivering the Action on Body Confidence programme over three days:

To prepare:

- Ideally, send the ABC Session 1 Home Challenge **Community survey** to participants in advance, so they arrive with some collected data. If not, there is time built in for them to complete this as a challenge at the end of Day 1.
- Invite inspiring young people from inside or outside the camp to talk about their experiences of advocacy.

	Day 1	Day 2	Day 3
	Food & free time		
Morning	<ul style="list-style-type: none"> <li>Build trust and get to know each other</li> </ul>	<ul style="list-style-type: none"> <li>Collection of survey data</li> <li>ABC Session 2 [1h30]</li> </ul>	<ul style="list-style-type: none"> <li>Time to plan, imagine and/or carry out advocacy project</li> </ul>
	Food & free time		
Afternoon	<ul style="list-style-type: none"> <li>ABC Session 1 [1h30]</li> </ul>	<ul style="list-style-type: none"> <li>ABC Session 3 [1h30]</li> </ul>	<ul style="list-style-type: none"> <li>ABC Session 4 [2h]</li> </ul>
	Food & free time		
Evening	ABC Home Challenge 1	ABC Home Challenge 2 & 3	Celebration!



## Suggested timetable for delivering the Free Being Me and Action on Body Confidence programmes over five days:

To prepare:

- Send the ABC Session 1 Home Challenge **Community survey** to participants in advance, so they arrive with some collected data.
- Invite inspiring young people from inside or outside the camp to talk about their experiences of advocacy.

	Day 1	Day 2	Day 3	Day 4	Day 5
	Food & free time				
Morning	<ul style="list-style-type: none"> <li>• Build trust &amp; get to know each other</li> <li>• FBM Start Survey [30m]</li> <li>• Brief introduction</li> </ul>	<ul style="list-style-type: none"> <li>• FBM Session 3 [1h]</li> <li>• FBM Session 4 [1h]</li> </ul>	<ul style="list-style-type: none"> <li>• FBM celebration!</li> <li>• FBM Finish Survey [30m]</li> </ul>	<ul style="list-style-type: none"> <li>• ABC Session 2 [1h30]</li> <li>• ABC Home Challenge 2</li> </ul>	<ul style="list-style-type: none"> <li>• ABC Session 4 [2h]</li> </ul>
	Food & free time				
Afternoon	<ul style="list-style-type: none"> <li>• FBM Session 1 [1h15]</li> <li>• FBM Session 2 [1h]</li> </ul>	<ul style="list-style-type: none"> <li>• FBM Home Challenge 4</li> <li>• FBM Session 5 [1h]</li> </ul>	<ul style="list-style-type: none"> <li>• ABC Session 1 [1h30]</li> </ul>	<ul style="list-style-type: none"> <li>• ABC Session 3 [1h30]</li> <li>• Time to plan, imagine and/or carry out advocacy project</li> </ul>	<ul style="list-style-type: none"> <li>• Celebration!</li> </ul>
	Food & free time				
Evening	<ul style="list-style-type: none"> <li>• FBM Home Challenge 1 &amp; 2 [30m]</li> </ul>	<ul style="list-style-type: none"> <li>• Time to carry out simple action FBM Home Challenge 3 [30m]</li> </ul>	<ul style="list-style-type: none"> <li>• ABC Home Challenge 1 survey</li> </ul>	<ul style="list-style-type: none"> <li>• Confidence-building activity</li> </ul>	



## Short taster sessions of Free Being Me and/or Action On Body Confidence

If you have just a short amount of time at a camp amongst other activities, take the chance to give them a body confidence boost at your taster activity, and encourage participants and leaders to try the whole programme during their usual meetings when they get home.

Session summaries:

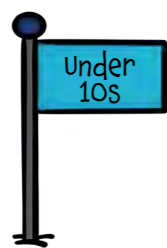
### Free Being Me tasters

Under 10s		Over 10s	
Activity	Activity purpose	Activity	Activity purpose
Body Confidence Boogie	Use and move your body to help you feel good	Body Confidence Orchestra [10 mins]	Build your body confidence
Introduction to Free Being Me [10 mins]	Summarise the programme	Introduction to Free Being Me [10 mins]	Summarise the programme
Beauty race [20 mins]	Define beauty standards and their harmful consequences	Beauty race [20 mins]	Define beauty standards and their harmful consequences
Trapped at the party [20 mins]	Practise escaping the 'comparison trap' by celebrating our differences	Pressure patrol [30 mins]	Define beauty standards and their harmful consequences
My mirror [10 mins]	Build body confidence	Beating Body Talk [30 mins]	Practise challenging body talk
Read Hana's story [20 mins]	Learn about unfair beauty standards, and how to be a Body Confidence Buddy	My mirror [10 mins]	Build your body confidence

#FREEBEINGME



## Action on Body Confidence tasters



Activity	Activity purpose
Dancing buddies [10 minutes]	Use and move your body to help you feel good
Introduction to Action on Body Confidence [10 mins]	Summarise the programme
The world we want to see [15 minutes]	Imagine a body confident world
Three steps to change the world [20 minutes]	Discover the first three steps to becoming an inspiring body confidence advocate
The power of words [15 minutes]	Accepting (and maybe even feeling happy with) your looks

Activity	Activity purpose
My value [15 minutes]	Build your body confidence
Introduction to Action on Body Confidence [10 mins]	Summarise the programme
Advocacy puzzle [20 minutes]	Discover how advocates work with decision-makers
Anger + hope = action [30 minutes]	Choose a body confidence problem to advocate for
Our problem tree [25 minutes]	Explore your beauty standard problem in more depth
The power of words	Accepting (and maybe even feeling happy with) your looks

## Taster session instructions

FREE BEING ME TASTERS - activities from the FBM pack with minor adjustments



⌚ Up to 1 hour 35 minutes, or pick and choose

**Body Confidence Boogie** [10 minutes]  
Use and move your body to help you feel good

**Key message:** Focusing on what your body can do can help improve your body confidence

1. Everyone **dances** to the music, using all the space available.
2. The facilitator pauses the song and **calls out a body part**, e.g. tummy. Everyone **wiggles this body part!**
3. Ask some people wiggling their body part to **say what this body part does** for us, eg digests our food.
4. **Repeat** several times with different body parts.

**Dance music**, ideally from the **body confidence** playlist (see page 11 of any age FBM activity pack)



**Introduction to Free Being Me** [10 minutes]  
Summarise the programme

1. The aim of Free Being Me (FBM) is to help you feel good in your body. When we accept how we look (or even feel happy with it), and when we realise what our bodies can do for us, we can say we have **body confidence**.
2. There are **five Free Being Me sessions** to help improve body confidence that Guides and Scouts are completing all over the world! As well as the five sessions, there's time to complete an action project that helps to improve other people's body confidence too. Today we're just doing a few small activities to give you a taste of FBM, but ask your leader about taking part in the full programme when you're back home with your group! Your leaders can find out more from [www.free-being-me.com](http://www.free-being-me.com) and take a [look at this video](#)
3. The group takes the FBM pledge by saying "Yes!", nodding or waving when you ask: **Are you ready to take part in FBM, speak up and help each other feel safe in this space?**



**Beauty race**  
[20 minutes]  
Define beauty standards and their harmful consequences

**Key message:** Some people feel bad about how they look because of the unfair beauty standards around them. No one should stop doing things they love, not speak up, or miss out on time with family and friends because they're trying to look 'perfect'.

- Two adults stand next to each other, a few metres apart. The group splits into two teams: 'ideal girls' look' and 'ideal boys' look'. Each team stands in a queue in front of their adult. If you're in a co-educational setting, groups could split by gender. Make sure teams come together for the debrief to hear each other's ideas.
- Teams compete to cover their adult with the most post-its showing **specific examples of society's 'ideal' look**, eg for the **girls' look**: long, flowing hair, small waist, big breasts, no spots, scars or wrinkles; for the **boys' look**: big arm muscles, wide shoulders, thick hair on their head, tall height, short nails.
- Play as a relay**: the person at the front of the queue takes a post-it, runs to their adult, tells them one specific example for that look and sticks the post-it to the related body part. They then run to join the back of the queue. Teams have **three minutes** to name as many examples as possible!
  - Make sure the examples are specific and not vague, instead of "perfect teeth", describe exactly what the teeth are expected to look like, eg "completely white, straight teeth with no gaps".
- After three minutes, count the number of post-its. The winning team has the highest number of examples!
- Sit in a circle with the adults in the middle (wearing all the post-its).
  - Ask the adults: **How do you feel wearing all these examples of things your body should look like?**
  - Ask the group: **Is it really possible to look like this?**
  - In another country or 100 years ago, would this 'ideal look' be the same?** Beauty standards are always changing – think about the 'ideal look' at different times in our country's history. Also, beauty standards contradict each other from country to country, eg some people feel pressure to lighten their skin while others try to darken theirs.
  - Where do we see and hear these beauty standards?** On TV, radio, social media, adverts, songs, friends and family, diet industry, fashion world, beauty industry etc.
- We call this look **beauty standards**. No one really looks like this in real life and we shouldn't feel pressure to because there's more than one way to be beautiful! All together, (gently!) remove the post-its, screwing them up while chanting the words, "No more beauty standards".

- Two adults, each wearing a **large label** saying either 'ideal girls' look' or 'ideal boys' look'
- Post-its



**Trapped at the party**  
[25 minutes]  
Practise escaping the 'comparison trap' by celebrating our differences consequences

**Key message:** When people compare themselves to each other, focusing only on the things they don't like about their looks, this makes us feel bad. It's called the comparison trap! Instead, we should celebrate what makes each of us unique!

- You have five minutes to turn this space into a party!** **What do we need?** Make sure we have a big dance floor!
- Hana, a Girl Guide, arrives at the party. She isn't very happy. She's always comparing herself to her friend Rafa. Hana wishes she looked as thin as Rafa, and that her skin was as smooth. At the same time, without Hana knowing, Rafa wishes her hair was as soft and flowing as Hana's. Split into **groups of three** (if there's a pair, one becomes Hana and the other a Body Confidence Buddy):
  - Hana
  - Rafa
  - Body Confidence Buddy (BCB).**
- Thinking about how each person would feel at the party, start **acting as your character**. **BCBs can speak but Hana and Rafa can only mime** (no speaking!). Eg Hana and Rafa feel sad so they're sitting on the edge of the dance floor, looking down, not talking or dancing; BCB is dancing, smiling and having fun.
- Body Confidence Buddies have a task**: help their friends join the dance floor! Each BCB tries to persuade their partners **Hana and Rafa to join the dance floor and enjoy the party** (remember, only BCBs can speak!).
- After a few minutes, come together. **What worked well? Who didn't succeed at persuading their friends - why do you think that is? What did you see other people do that worked well, that you could try?** For example:
  - Remind your friends **why you're friends with them**: "You're so funny and kind - I'm not friends with you because of how you look!"
  - Focus on **what Hana and Rafa's bodies can do** (not on how they look): "Think about how your body has helped you this week - all the things it's done to help you like growing, moving about, digesting your food, breathing, and healing if you got hurt."
  - Focus on what Hana and Rafa might **like about their bodies**: Ask, "What is your favourite part of your body?"
- Everyone takes their starting positions again (Hana and Rafa sit away from the dance floor, BCBs are dancing). BCBs begin persuading Hana and Rafa, but this time their friends are harder to convince! To be successful, BCBs should use at least **three different arguments**.
- After a few minutes, come together. **What worked well this time, and what are our best tips for helping people who feel sad like this?** When people think like Hana and Rafa about their looks, it's called the 'comparison trap': **What do you think this means?** *When we compare things we don't like about our looks to other people, thinking that they look 'better'. Often, people are comparing themselves to us at the same time! It's called a trap because it's an endless cycle where no one wins.*
- Finish with a few minutes of everyone dancing together! Ask groups of three to tell each other: "My body is amazing because ...".

- Dance music
- Simple party decorations
- Chalk or rope to represent a dance floor in the middle of the space



**My mirror**  
[10 minutes]  
Build your body confidence

**Key message:** Focusing on what your body can do and the things you like about your looks can help improve your body confidence

- Everyone stands in a space on their own. If possible, play calm music and encourage everyone to do this **quietly and individually**.
- Standing looking at your reflection, say to yourself:
  - Three parts of your body you like **because of what they can do**.
  - Three things they can **say to their body** when they think negatively about how they look.
  - Three parts of their body they **like the look of**.
- Take this activity home as a challenge:** practice saying these things in front of a mirror in their free time. It's one of the most impactful ways to improve body confidence!

- Mirrors or reflective surface** where participants can see themselves (if not, participants can draw a mirror on paper)
- If possible, calm **music** to play



**Read Hana's story**  
[20 minutes]  
Learn about unfair beauty standards, and how to be a Body Confidence Buddy

**Key message:** Some people feel bad about how they look because of the unfair beauty standards around them. Let's become Body Confidence Buddies and tell everyone there isn't just one way to be beautiful!

- Hana is a Girl Guide who lives with her family in a small village. As she's getting ready for school one morning, she sees a makeup advert on TV which stops her in her tracks. She thinks: "That's the most perfect looking woman I've ever seen!" and sighs, touching her birthmark. Her brother, Ahmed, bursts into the room just as a sports advert appears showing a perfect looking man. "I hope I grow up to look like him," Ahmed says, picking up his bag for school. Discuss briefly:
  - What do you imagine the woman in the makeup advert looks like?** List as many things as you can, being as specific as possible.
  - What do you imagine the man Ahmed sees in the sports advert looks like?** List as many things as you can, being as specific as possible.
  - Is it really possible for Hana or her brother (or anyone!) to look like this, when the lists are so long and specific?**
- In the end, Hana is late for school after spending so much time trying to make herself look like the woman in the advert - to live up to beauty standards. That day, Hana is invited to join a new club at school but she's feeling so bad about how she looks that she doesn't join in, and spends lots of time in the bathroom checking her looks so doesn't see her friends at lunchtime. At home, Hana tells her brother (who also has a birthmark) that she doesn't like hers. Discuss briefly:
  - What could happen to Hana's school grades because she's late for school?**
  - What is Hana missing out on because of beauty standards?**
  - What do you wish Hana was thinking about instead of feeling bad about her looks?**

None materials needed



(Continuation...)

- At the end of the school day, Hana's mum met her at the bus stop. Hana noticed a giant advert for a new doll. The doll was really thin, tall and blond - like all the others she'd seen since she was little. Hana thought, "I've never had a doll that looked like me." Hana got on the bus and sat behind a girl who was playing with the camera on her phone. The girl was spending so much time using different filters and tilting the camera in different lights to get the 'perfect' look. She reminded Hana of a famous celebrity. When Hana got home, she collapsed onto the sofa and turned on the TV. An advert for a new video game came on, full of tall men with big muscles who were running around, shouting. She sighed and changed the channel to find her favourite cartoon that always made her laugh. Discuss briefly:
  - Where did Hana see these beauty standards? Where else do we see or hear beauty standards like this?**
  - What kind of editing tricks (making changes to photos) does the media use to spread beauty standards?**
  - What is the media trying to do by editing images like this?** *The media wants us to think that we can look like beauty standards so it can sell us things and make money.*
  - What do you wish Hana knew about all the images she sees in the media? That they're often not real!**
- The next evening, Hana heard the music before she saw the lights - it looked like such a good party! As she walked in, she spotted her friend Rafa. Hana tried to smile at her but could only think about how she wished she was as thin as her, with skin that smooth. She suddenly didn't feel like dancing any more and stood alone in the corner. Another friend, Khalil, caught her eye and came over. They talked about how good the music was, but then Khalil mumbled, "Look how tall and slim that guy is! If anyone takes our photo I'm not standing near him - I'm so short." Rafa joined them and shouted, "Oh Hana your hair looks so good - I wish mine was as long and smooth!" Discuss briefly:
  - How did Hana and her friends compare themselves to other people?**
  - How do these comparisons make Hana and her friends feel?**
  - All Hana's friends compare themselves to each other, and always think someone else looks 'better' than them. What does this tell us about how silly the comparison trap is?**
  - How can Hana and her friends escape the comparison trap?**
- At school, the teacher asks everyone to get into groups for a really fun activity. Hana runs over to join a group who've already got together. She smiles at them but they turn their backs. She hears one of them whisper, "She looks a bit weird - pretend you haven't seen her." Hana stands in the middle of the room, not sure what to do. Suddenly, Rafa starts walking into the middle of the room to join Hana. Rafa turns to the whispering group and says, "I heard what you said and it's mean." Turning to Hana, she says loudly and proudly, "I want to be in your group Hana because you're so good at solving problems and we'll need your skills in this activity!" Hana lifted her head slowly and smiled at Rafa - it felt good. Discuss briefly:
  - How did Hana feel when the group was whispering and why?**
  - What can we do or say if we see people being teased or left out because of how they look?**
  - What makes a great Body Confidence Buddy?**
- In the following weeks, Hana and Rafa made a promise to try and stop comparing themselves to each other - and to people around them. They played outside more, danced more and helped each other to notice when they were talking about people's looks instead of what's really important. Each night, Hana made a list of 'thank yous' in her head - thanking her body for all the things it had done for her that day. She also became a Body Confidence Buddy herself - helping other people see how amazing their bodies are too! Discuss briefly:
  - What would it mean to every young person in the world if they had more body confidence?**
  - What would you say to those young people about beauty standards?**

🕒 Up to 1 hour 50 minutes, or pick and choose



**Body Confidence Orchestra**  
[10 minutes]  
Use and move your body to help you feel good

**Key message:** Focusing on what your body can do can help improve your body confidence

1. To begin, shout together: **“My body is an instrument not an ornament!”**.
2. Move around the room (ideally to a body confident song such as ‘My Way’ by Ava Max).
3. The facilitator shouts two things: a **number** and a **musical instrument**, eg guitar, drums, harp, violin, horn. Participants get into groups of that number, and act out the instrument or make the shape of the instrument using their bodies.
4. After a few turns, the facilitator shouts, **“Orchestra!”** and everyone comes together in a semi-circle to act out playing an instrument of their choice.
5. At the end, **repeat** the phrase: “My body is an instrument not an ornament” and discuss what it means. Emphasise that we can build our body confidence by **focusing on what our body can do** rather than how it looks.

If possible, **songs** from the body confidence playlist (see page 11 of any age FBM activity pack)



**Introduction to Free Being Me**  
[10 minutes]  
Summarise the programme

1. Free Being Me (FBM) is a programme to help improve people’s **body confidence**. This means when you feel good in your body, accept how we look (or even feel happy with it), and realise what our bodies can do for us. Young people (like you) often lack body confidence because they are constantly told to achieve an impossibly ‘perfect’ look: society’s **beauty standards**. They are sent the message every day that if they want to be valued, happy and successful, they need to look a certain way.
2. The full FBM programme is **five sessions** that Guides and Scouts all over the world complete to improve their own body confidence. Before the fifth session, there’s time to complete a small project that helps to improve other people’s body confidence too. We’re just doing a few small activities to give you a taste of FBM, but ask your leader about taking part in the full programme when you’re back home with your group! Your leaders can find out more from WAGGGS [here](#).
3. The group takes the FBM pledge by saying “Yes!”, nodding or waving when you ask: **Are you ready to take part in FBM, speak up and help each other feel safe in this space?**



**Beauty race**  
[20 minutes]  
Define beauty standards and their harmful consequences

**Key message:** Beauty standards are everywhere, telling us we’re not good enough unless we look one specific way. They’re impossible to achieve, exclude people and change constantly throughout history and cultures.



1. Two adults stand next to each other, a few metres apart. The group splits into two teams: ‘ideal girls’ look’ and ‘ideal boys’ look’. **Each team stands in a queue in front of their adult**. If you’re in a co-educational setting, groups could split by gender to make sharing easier, but make sure teams come together for the debrief to hear each other’s ideas.
2. Teams compete to cover their adult with the most post-its showing **specific examples of society’s ‘ideal’ look**, eg for the **girls’ look**: long, flowing hair, small waist, big breasts, no spots, scars or wrinkles; for the **boys’ look**: big arm muscles, wide shoulders, thick hair on their head, tall height, short nails.
3. **Play as a relay**: the person at the front of the queue takes a post-it, runs to their adult, tells them one specific example for that look and sticks the post-it to the related body part. They then run to join the back of the queue. Teams have **three minutes** to name as many examples as possible!
  - Make sure the examples are specific and not vague, instead of “perfect teeth”, describe exactly what the teeth are expected to look like, eg “completely white, straight teeth with no gaps”.
4. After three minutes, count the number of post-its. The winning team has the **highest number of examples!**
5. Sit in a circle with the adults in the middle (wearing all the post-its). Ask the adults: **How do you feel wearing all these examples of things your body should look like?**
6. Ask the group:
  - **Is it really possible to look like this?**
  - **In another country or 100 years ago, would this ‘ideal look’ be the same?** Beauty standards are always changing – think about the ‘ideal look’ at different times in our country’s history. Also, beauty standards contradict each other from country to country, eg some people feel pressure to lighten their skin while others try to darken theirs.
  - **Where do we see and hear these beauty standards?** On TV, radio, social media, adverts, songs, friends and family, diet industry, fashion world, beauty industry etc.
7. We call this look **beauty standards**. No one really looks like this in real life and we shouldn’t feel pressure to because there’s more than one way to be beautiful! All together, (gently!) remove the post-its, screwing them up while chanting the words, **“No more beauty standards”**.



**Pressure patrol**  
[30 minutes]  
Practise standing up to beauty standards

**Key message:** Stand up to beauty standards by practising challenging family and friends

1. Discuss: Where do we see and hear beauty standards around us? Eg television/film, social media, radio, adverts, books and songs. This activity focuses on how to respond to comments and actions from **people we know**.
2. Split into small patrols, sitting far away from the 'washing line'. One person from each patrol runs to **collect a People under pressure card** from the line and runs back to their group.
3. Patrols read the card (in their heads - not out loud) and then decide **how to help the person, by answering:**
  - **What's the problem?**
  - **What are the harmful consequences?**
  - **What would you do if you were them?**
4. When completed, a different person from the patrol runs back to **reattach** the card to the washing line and collect a different one. Discuss how to help the person by answering the questions.
5. **Repeat** until all patrols have completed all of the cards!
6. At the end, each patrol joins another to form a **Super Squad**. In their new squad, share the **best advice** they gave to one of the characters that they could use in real life.
7. *Optional: Everyone writes a piece of advice on a post-it and sticks it somewhere around the site for someone to read and take home.*

- Copies of the 5x People under pressure cards (p. 41), plus the guidance on p.43 in the [Middle/Older age FBM activity pack](#)
- String or wool to hang in a 'washing line'. Attach the People under pressure cards along the string.



**Beating body talk**  
[30 minutes]  
Practise challenging body talk

**Key message:** When we make comments that compare people's bodies to beauty standards this is called 'body talk'. We should avoid spreading the impossible 'ideal' and focus on what our bodies can do instead.

1. **Two adults role play** the following conversation between two girls outside school:
  - [Person 1] smiles and says: "Your hair looks good!"
  - [Person 2] replies: "No it doesn't, it makes my face look round."
  - [Person 1] responds, "Oh you're not serious? It makes your face look thinner and your cheekbones really stand out."
2. In this conversation were two examples of body talk: when we make comments that compare ourselves or others to beauty standards. **What are the two examples?** ("It makes my face look round" and "It makes your face look thinner etc").
3. Each time we use body talk in our everyday life, it **gives beauty standards power**, and makes people feel they need to 'live up' to these impossible standards. Sometimes, comments like this may **sound like compliments**, eg "You look great - have you lost weight?" but they actually spread the beauty standard 'ideals', eg a thin person with defined cheekbones, and focus too much on our appearance.
4. Split into **pairs** and find a **body talk comment** displayed around the space. Imagine you are two friends who hear someone saying this (don't read out the comment because it risks spreading beauty standards). **Act out** what you would say in reply to this friend to challenge the body talk.
5. After every pair has replied to at least one comment, come together. **What did you say to the friend that you think might work in real life with your own friends?**
6. Reveal the prepared 'Tips for beating body talk' poster, and compare your answers. **How could you improve your advice to stop body talk?**
7. Pairs continue to move around the space and act out replies to the other body talk comments, using the advice discussed.
8. At the end, discuss: **how would we feel if we all stopped using body talk?**

- Two adults practise the role play from step 1 (it's really important that young people don't do this as it can negatively impact their body confidence).
- Make **copies** of the **Body talk comments cards** (p51) and display all around the space.
- Prepare a 'Tips for beating body talk' **poster** and hide until later in the activity:
- **Point out** the body talk, explaining why the comment is unhelpful and **how it spreads beauty standards**
- **Change the focus** - celebrate what their bodies can do and all the things that make them who they are rather than talking about people's looks.
- **Don't take part in body talk**, but do challenge it. Ignoring it completely doesn't challenge beauty standards and can make people feel worse.





**My mirror**  
[10 minutes]  
Build your body confidence

**Key message:** Focusing on what your body can do and the things you like about your looks can help improve your body confidence

- Everyone stands in a space on their own. If possible, play calm music and encourage everyone to do this **quietly and individually**.
- Standing looking at your reflection, say to yourself:
  - Three parts of your body you like because of what they can do.
  - Three things they can **say to their body** when they think negatively about how they look.
  - Three parts of their body they **like the look of**.
- Take this activity home as a challenge:** practice saying these things in front of a mirror in their free time. It's one of the most impactful ways to improve body confidence!

- Mirrors or reflective surface where participants can see themselves (if not, participants can draw a mirror on paper)
- If possible, calm music to play



## Introduce Action On Body Confidence - activities from the ABC pack with minor adjustments



🕒 Up to 1 hour 10 minutes, or pick and choose



**Dancing buddies**  
[10 minutes]  
Use and move your body to help you feel good

**Key message:** Moving your body and focusing on having fun can help improve your body confidence

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

**Dance music** (that the group knows well) and speakers.



**Introduction**  
[10 minutes]  
A short summary of the Action on Body Confidence programme

1. **Action on Body Confidence (ABC)** takes you on an adventure where you'll help create a more equal world in which everyone feels comfortable and happy in their bodies! WAGGGS defines advocacy as: **influencing people to make decisions that will improve our lives and the lives of others.**
2. The full ABC programme is four sessions that helps Guides and Scouts all over the world to plan and carry out a **body confidence advocacy project**. It's highly recommended that you complete the Free Being Me (FBM) programme before you start ABC so that you have a deep understanding of beauty standards, where they come from and their harmful consequences.
3. Today we're just doing a few small activities to give you a taste of ABC, but ask your leader about taking part in the full programme when you're back home with your group! Your leaders can find out more from WAGGGS at [www.free-being-me.com](http://www.free-being-me.com).
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! We believe in **girl-led advocacy** - where girls make the decisions - so your voice is very important!*

• None

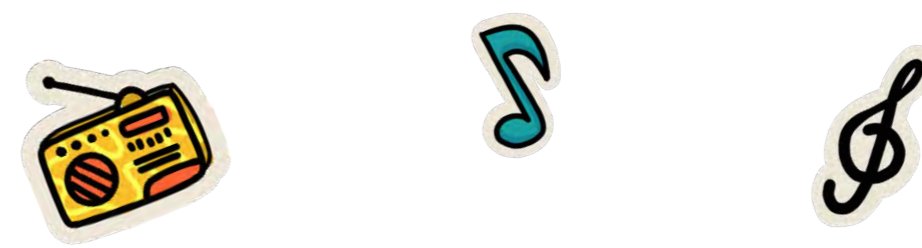


**See the change**  
- **The world we want to see**  
[15 minutes]  
Imagine a body confident world

**Key message:** Be a Body Confidence Advocate by asking for things to change so that everyone can do the things they love, speak up and enjoy time with family and friends without worrying about how they look.

1. **Listen to Rafa's story:** Rafa lives with her mum, dad and two older sisters in the same village as Hana from Free Being Me. In the morning, Rafa's family always watches the news on television. This morning, the presenter is discussing the president's untidy hair during a speech she made yesterday. After hearing this, Rafa goes upstairs to nervously brush her hair again before leaving the house - she doesn't want to be teased for not having 'perfectly' smooth hair. On her way to school, Rafa walks past an advertisement for hair cream. The picture shows a woman with long, flowing, smooth hair - not one hair out of place. Just at that moment, the wind blows - Rafa quickly covers her hair from the wind, stressed that it now looks untidy like the president's (and nothing like this woman in the advertisement). She ties it up so no one can see it.
2. Show with your **face and body** how you think Rafa feels.
3. As Body Confidence Advocates, our wish is that everyone is able to do the things they love, speak up and enjoy time with family and friends **without worrying** about how they look. **How do you wish Rafa felt instead? What would the world be like if it celebrated how Rafa looks and who she is (instead of making her feel bad)? What would Rafa feel, see, act and what she might say or wear in this new world?**
4. Create a **group picture** of how you wish the world was - the change you want to see. Draw or write your ideas, thinking about:
  - The world you imagined for **Rafa** where she feels happy and safe.
  - How you would like your **friends and family to feel, see, act, wear or say** without worrying how they look.
  - What being in a body confident world would mean for **you**

• **Giant flipchart, coloured pens**



**Plan the change**  
- Three steps to change the world  
[20 minutes]  
Discover the first three steps to becoming an inspiring body confidence advocate

**Key message:** Choose a beauty standards problem you really care about and ask decision-makers to do something about it.

- Stand at the '**problem**' end of the prepared game mat. On the mat are six advocacy examples, broken down into the three steps (problem, decision-maker, action) – but they're mixed up! Your task is to **match** the three steps of each advocacy example by creating **human chains** that touch the three matching circles – at the same time.
- One person starts by choosing a **problem**, eg books that only show one size body, and standing on this circle.
- Another player chooses the **matching decision-maker** who could help them fix this, eg a librarian. This player stands on the decision-maker circle and creates a chain by holding on to the first player. Create the chain using any body part you are comfortable using.
  - As an alternative to using their bodies, players could throw coloured balls or buttons on to the circles, eg one group has three green balls to throw on to their matching examples.
- A third player finds the **matching action** that they could ask the decision-maker to stop or reduce the problem. They step on this circle, adding to the **chain** by holding on to the matching decision-maker.
- Repeat** for the remaining advocacy examples, until all circles are covered and everyone's bending around each other on the mat! See the game mat answers illustration.
- At the end, summarise the first three steps to becoming an advocate:
  - See the **problem**
  - Choose **someone** who can help fix it (a 'decision-maker')
  - Ask the decision-maker to **do something** about it!

- Make a **giant game mat** of 18 large circles, in rows, organised into three groups of six, big enough for a person to stand in each circle. Write a problem, decision-maker or action in each circle using the example provided.



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

**The power of words**  
[15 minutes]  
Accepting (and maybe even feeling happy with) your looks

**Key message:** In a world full of beauty standards telling us there's only one way to look, remember that we're all beautiful!

- If possible, watch the first few minutes of the "[You're beautiful](#)" video together. If you can't watch the video, the facilitator can ask the group to **close their eyes** and describe an 'experiment':
  - For a school project, a student walked around school filming people. She said to 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.**
- What different feelings and reactions did you see? Do you think everyone is used to hearing these words?**
- Split into groups of five or six, with one chair in the middle.
- 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!
- Take it in turns to sit on the chair, until everyone has heard these powerful words.
- Come together. **How did it feel to hear these words? How would the world be different if everyone felt beautiful (or accepted how they looked)?** In a world full of beauty standards telling us there's only one way to look beautiful, this activity can help remind us to say no!

- Chairs** (one per group of five or six)
- If possible, **projector**, wifi and computer to watch short video. If not, use alternative text provided







🕒 Up to 1 hour 55 minutes, or pick and choose

**My value [15 minutes]**  
Build your body confidence

**Key message:** We are worth more than our looks!

1. "In general, women and girls are valued more for the way they look rather than what they do, say or who they are". **Do you agree?**
2. Sadly, this way of thinking is very common all around the world. For example, thin people or people with light skin are seen as more valuable or more successful in some countries. **But we don't accept this - we are worth so much more than our looks!**
3. Sitting quietly 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?**
4. Draw a **self-portrait** in the middle of a piece of paper. Around the outside, write or draw all the things that **describe your value**. Look at the example to help. Display your drawings for everyone to see!

- Paper and pens
- Display an example **self-portrait** surrounded by words and pictures that represent your real value in the world, eg



**Introduction [10 minutes]**  
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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! We believe in **girl-led advocacy** - where girls make the decisions - so your voice is very important!

- None
- 



**See the change - Advocacy puzzle** [20 minutes]  
Discover how advocates work with decision-makers

**Key Message:** Body confidence advocates work with decision-makers to achieve the change they want in the world.

1. **What is an advocate? What do they do? Do you know any?** Advocates are people (just like you!) who ask decision-makers to do something about a problem they and other 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.*
2. Each person takes an **advocate or decision-maker puzzle piece** at random.
3. Get into character by walking around the space like you imagine your person would.
4. **Decision-makers** greet each other in character. Meanwhile, advocates read the displayed root causes, choose the one their character would most care about, and match it to their puzzle piece.
5. When the facilitator calls, "Match!", **advocates and decision-makers match together too!** 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!
6. Once in pairs, match your three puzzle pieces: advocate, root cause and decision-maker. **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.
7. Come back together. There are three puzzle pieces for each example because there are three first steps to starting an advocacy project. **What are the three steps?** Advocates choose a problem they really care about, identify a root cause of this problem so that they can make a lasting change and then decide which decision-maker has most power over this problem and its cause. They then ask this decision-maker to do something about it!
8. **Which advocate did you find the most inspiring and why?** Many of the advocates are Girl Guides and Scouts just like you!

- **Copy** and cut out enough **Puzzle pieces** (sets of three: advocate, decision-maker and root cause) so that you have one advocate or one 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.



**Anger + hope = action** [30 minutes]

Choose one body confidence problem to advocate for as a group

**Key message:** Choose a beauty standard problem you are really passionate about

1. 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 angry, but when combined with hope, it can actually help us to change the world!
2. Walk around at your own pace, **reading** the beauty standard problems.
3. When you've finished reading them, show how you feel about each one by writing a number out of 10 onto a sticky note/paper and placing it next to the image: **1= doesn't make me angry; 10 = makes me very angry.**
4. You have 10 minutes to number the images. This is a personal decision - there are no wrong answers.
5. Come together at the end. If you wrote a 9 or 10, tell the group why this problem makes you angry. **How is this problem harming young people?**
6. 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?**

If you can't decide, try voting by standing next to your chosen problem!

- 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.
- **Sticky notes and pens.**



**Our problem tree [25 minutes]**  
Explore your chosen beauty standard problem in more depth

**Key message:** Identifying the root cause of your chosen beauty standard problem can help make a lasting change.

- Advocates can make a real difference in the world! To help them make a lasting change, they often identify a specific cause or reason that the problem they care about exists in the first place. We can use a **problem tree** to help us do the same!
- 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 from the last activity. 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?**
- At the end: **Which of the roots do you feel is the main reason your problem exists?**

- Very large paper (eg multiple sheets of flipchart) and pens



**The power of words [15 minutes]**  
Accepting (and maybe even feeling happy with) your looks

**Key message:** In a world full of beauty standards telling us there's only one way to look, remember that we're all beautiful!

- If possible, watch the first few minutes of the **"You're beautiful" video** together. If not, the facilitator asks the group to close their eyes and describes an 'experiment':
  - For a school project, a student walked around school filming people. She said to 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.**
- What different feelings and reactions did you see? Do you think everyone is used to hearing these words?**
- Split into groups of five or six, with one chair in the middle.
- 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!
- Take it in turns to sit on the chair, until everyone has heard these powerful words.
- Come together. **How did it feel to hear these words? How would the world be different if everyone felt beautiful (or accepted how they looked)?** In a world full of beauty standards telling us there's only one way to look beautiful, this activity can help remind us to say no!

- Chairs** (one per group of five or six)
- If possible, **projector, wifi and computer** to watch short video. If not, use alternative text provided



# Practical Tips



## Time management

- Wear a watch and check the time regularly! (If possible, avoid using your mobile phone to check the time - you want to model being focused)
- Mark on the session plan what time you should be starting certain steps, so you can monitor if you're ahead, running late or on time
- Nominate one facilitator to keep an eye on the time and sign to you when there's 10 minutes left



## Working with large groups

- Break a large group into smaller ones: four or five participants per group works well
- Train enough facilitators - aim to have a ratio of at least one facilitator per 10-15 participants



## Taking care of yourself (and your facilitation team)

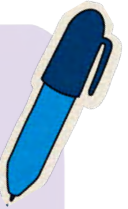
- Share the preparation tasks
- Share the facilitation - divide up the activities so you aren't delivering all day
- When someone else is delivering, take a break
- Support each other by checking that you've all eaten well, drunk enough water and are getting enough sleep



## Planning checklist:

- As a team, summarise why you've chosen body confidence as a theme and use this to stay focused on your aim:
  - Why do your group of young people need to build their body confidence?
  - What challenges are your group of young people facing with their body confidence?
  - Can you link the theme to other aims of your organisation or its other programmes?
- Use the *How to be a Body Confidence role model at any event* section of this pack to prepare the event (page 11):
  - Brief all your facilitators, using specific examples and the *Introduction to Body Confidence* section of this pack (page 9). The aim is for them to try not to talk negatively about their looks, eg by discussing diets or sharing their own personal stories. They should focus on speaking positively about all shapes, sizes and appearances, so that young people have a brave space free from society's pressure.
- Make a plan for sharing what happens at the event with parents and the wider community- online or otherwise.
- Review your safeguarding policy and ensure it is up to date with your national Member Organisation's policy.
- As with any event, conduct a risk assessment - including possible impact of the topic of body confidence and mitigating any risks (the [FBM Facilitator Guide](#) can help with this).

# Notes on working with adults



We encourage adults, especially facilitators of these activities, to take the time to reflect on and discuss their own body confidence journey. Leading Free Being Me often makes a real difference for adults as well as for the children they lead! The aim is for you to feel comfortable and confident delivering these activities, while ensuring a positive impact on young people.

It's important to emphasise that adults should discuss their body confidence challenges with other adults, rather than with children and young people.

You may decide to use some of these activities as part of adult training and events.

Ways you could run activities with adults:

- Deliver a Free Being Me taster session with a group of adults to inspire them to run the whole programme with their groups
- Include a body confidence activity as part of developing leaders' leadership mindsets
- Incorporate a body confidence energiser to break up a wider training day

Most of the activities in this pack can easily be adapted for an adult audience. There is also guidance and practical activities on pages 21 - 24 of the [Free Being Me Facilitator Guide](#).



# Empowering Songs

## Bungalow

Leader says:

Hey [name a camper]!

Camper replies:

Hey what?

Whole group:

Hey [same camper's name]

Camper:

Hey what?

Group (clapping):

Let me see you bungalow. Let me see you bungalow!

Camper:

My arms help me [say what they help you do] (raise arms). My feet help me [say what they help you do] (touch toes). And this is how I bungalow! (does a dance)

Group (copying camper's dance): Bungalow. Bung-Bung-Bung-alow. Bungalow.

Bung-Bung-Bung-alow.

Camper then chooses another person and repeats.



## Can a woman?

(to the tune of "She'll be coming round the mountain")

Words by Iris Hirsch of GS Central Maryland

Can a woman fly an aeroplane? Yes she can, yes she can!

Can a woman build a building? Yes she can, yes she can!

Can a woman fight a fire?

Can a woman change a tire?

Can a woman lead a choir?

Yes she can, yes she can!

Can a woman be a lawyer? Yes she can, yes she can!

Can a woman fix an engine? Yes she can, yes she can!

Can a woman be a drummer?

Can a woman be a plumber?

Can she play ball in the summer?

Yes she can, yes she can!

Can a woman be a doctor? Yes she can, yes she can!

Can a woman drive a tractor? Yes she can, yes she can!

Can a woman lead a nation?

Can she run a TV station?

Can she head a corporation?

Yes she can, yes she can!

Just you wait until we're older, then you'll see

We'll be women in tomorrow's history!

As we grow up through the years

We'll sing out loud and clear

Can we start the process here?

Yes we can, yes we can!!

## Amazing body

(to the tune of "London's Burning"; can be sung as a 4-part round)

I like my body, I like my body

It's amazing, it's amazing

Watch it move now! Watch it move now!

Thank you body, thank you body.

If your body is amazing, clap your hands  
If your body is amazing, clap your hands!  
If your body is amazing, clap your hands!  
If your body is amazing, and you really want to praise it!  
If your body is amazing, clap your hands!

If your body is amazing, stamp your feet!  
If your body is amazing, stamp your feet!  
If your body is amazing, and you really want to praise it!

-----  
If your body is amazing, shout hooray!  
If your body is amazing, shout hooray!  
If your body is amazing, and you really want to praise it!  
If your body is amazing, shout hooray!

If your body is amazing, do all three!  
If your body is amazing, do all three!  
If your body is amazing, and you really want to praise it!  
If your body is amazing, do all three!



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# Notes



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This pack aims to support facilitators at camps or other event settings to:

- Improve participants' body confidence
- Engage participants in the topic of body confidence through fun outdoor, risk-taking, mess-making activities
- Inspire participants to continue their body confidence journey when they return home from the camp/event.

As the process of influencing young people's behaviour and thought patterns through cognitive dissonance requires time, we encourage everyone to use FBM and ABC in their meetings after enjoying body confidence activities at a camp or event. You can download our FBM and ABC resources in the links below.

**FBM website:**

[free-being-me.com](http://free-being-me.com)

and [campfire.waggs.org/freebeingme](http://campfire.waggs.org/freebeingme)

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

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