



Free Being Me



Middle Activity Pack (11-14 years-old)

An educational programme that promotes a world free from appearance-related anxiety.





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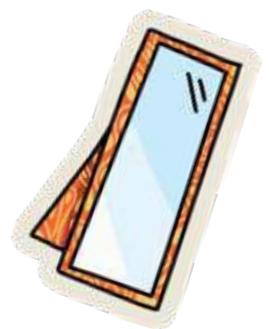
Welcome



Free Being Me (FBM) is an educational programme that promotes a world free from appearance-related anxiety. FBM first began in 2013, developed in partnership with the World Association of Girl Guides and Girl Scouts (WAGGGS), the Dove Self-Esteem Project (DSEP) and the Centre of Appearance Research (CAR). Since then, an incredible six million Girl Guides and Girl Scouts in 80 countries have improved their body confidence and helped other people do the same.

This updated, more representative and interactive version of Free Being Me will support four million other Guides and Scouts to lead a movement towards a world free from body insecurities.

We can't wait to see what your group will do!





Izabel, a Girl Guide from Brazil, describes her Free Being Me experience:

“I had really bad self-esteem issues when I was a teenager, and when the Free Being Me programme came out in Brazil I was at our Girl Guide National Assembly. During the introduction video, I could see that I wasn’t alone in my body confidence issues and all the women and girls I admired were crying by my side. But why? Why couldn’t they see themselves beyond their appearance? Why couldn’t I see myself beyond my appearance? The Free Being Me programme helped improve this. I was really excited because I know with my heart how it feels to stop doing things because you have self-esteem issues, from not feeling confident to swim or even leading to toxic relationships because you don’t know you’re worth better. We need to spread this body positivity around the globe, we need to empower our girls and young women to exist in their bodies. Girls need to be confident to speak out, to be themselves and to support each other.”

Stacie June Shelton, Head of Education and Global Advocacy, The Dove Self-Esteem Project:

The Dove Self-Esteem Project started in 2004 and since then has reached over 79 million young people in 150 countries. We started this journey with Girl Scouts USA and it later blossomed into Guiding as one of our key partners. We are very pleased to have guides and scouts worldwide building up body confidence within our ongoing partnership with WAGGGS. Together, with your guiding and scouting groups, leaders, parents and partners, we can make sure young people have access to important evidence-based tools and body confidence and self-esteem education.

Our tools cover the key topics proven to impact a person’s body confidence. The tools we have include games, stories, cartoons and activities like those in Free Being Me. We know that low body confidence is not only a public health issue, but also a social justice and gender equality issue. We want to help young people feel good about the way they look to reach their full potential. This includes empowering girls across all parts of their life. Building up a girl’s body confidence aids in building leadership skills, improves their academic attainment and physical and mental health, and empowers them to use their voice to stand up to societal pressures around appearance and the appearance-related biases and discrimination people face. We hope you will join us to achieve this by building up body confidence in many more young people around the world.

Heidi Jokinen, Chair of the WAGGGS World Board:

The World Association of Girl Guides and Girl Scouts has been working for more than eight years to bring about a real, positive and lasting change in how all young people see themselves. The Free Being Me curriculum aims to empower girls to reach their full potential in life through activities that strengthen body confidence and self-esteem, so that the way they think they look never holds them back. Young people learn to stand up to social pressures, value their bodies, challenge beauty stereotypes promoted in the media and advocate for a healthy body image to their friends and community.

By improving the body confidence of a generation, WAGGGS can make a meaningful impact in girls’ lives and empower them to always be unstoppable.



How Free Being Me works



This Free Being Me activity pack is suitable for girl-only and co-educational groups of 20-30 young people aged 11-14. It can easily be adapted for different sized groups.

Your group should complete **all five FBM sessions** to earn the FBM badge and improve their body confidence. It's only by completing these five sessions, in the order below, that the impact of the programme is guaranteed.

Each session lasts approximately **one hour** and conveys an important **Key Message** for young people to learn about and challenge society's beauty standards. Session 1 lasts slightly longer as it includes an introduction and optional evaluation.

FBM should take between five and six hours to complete, plus time afterwards for your group to take action in their community.

The session outlines below are for use with in-person delivery. For groups delivering Free Being Me **online**, download adapted session plans and resources here: <https://free-being-me.com/downloads/>

Session	Key Messages	Activities
1	<p>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. They harm:</p> <ul style="list-style-type: none">• My world: hurt our confidence and friendships, affect our school/work life, stop us from doing the things we love and reaching our full potential.• The wider world: make the world less diverse, cost our governments and health services, and damage the environment.• Everyone, especially girls and women.	<ul style="list-style-type: none">• Welcome to FBM• Activity 1: Beauty Race Define (and destroy) the 'ideal look' that society puts pressure on us to achieve.• Activity 2: Chain of Consequences Understand the ways that beauty standards harm people through scenarios.• Reflection Reflect on how to challenge beauty standards as a global citizen. Give each other compliments (not about looks!).• Home Challenge: Media Detectives Find three examples of beauty standards and write down two harmful consequences of each.



You will find facilitator guidance in the session plans reminding you what it's important to do and what to look/listen out for from your group.



Session

Key Messages

Activities

2

We **should challenge and reject** beauty standards in **all forms of advertising and other media** (e.g. TV, film, radio, newspapers, toys, songs and books) that put pressure on us to change how we look.



- **Warm-up**
Share the consequences of beauty standards in different media using the Home Challenge.
- **Activity 1: Media Madness**
Identify the different ways that the media spreads problematic beauty standards.
- **Activity 2: Media Shake-up**
Challenge the media that spreads harmful beauty standards.
- **Reflection**
Draw a body confident advert.

Home Challenge: Dear Friend

Write a note to a younger person explaining why it's not worth trying to achieve beauty standards.

3

Sometimes **family and friends** put pressure on us to change how we look - without even realising. Let's challenge these comments and actions that are spreading beauty standards!



- **Warm-up**
Share how beauty standards harm people using their Home Challenge.
- **Activity 1: Pressure Patrol**
Stand up to beauty standards by practicing challenging family and friends.
- **Activity 2: Mirror Messages**
Write a body confident message.
- **Reflection**
Name parts of your body you like and what they can do.

Home Challenge: My Mirror

Stand in front of a mirror and appreciate their body out loud.

Session

Key Messages

Activities

4

We may make comments comparing people's looks to beauty standards - without even realising. This '**body talk**' actually spreads the impossible 'ideal'. Instead, we should celebrate what makes us all unique and what our bodies can do!



- **Warm-up**
Say what we love about our bodies using the Home Challenge.
- **Activity 1: Body Talk**
Identify body talk and learn ways to respond.
- **Activity 2: Beating Body Talk**
Practise challenging body talk so we feel comfortable doing it in our everyday lives.
- **Reflection**
Write or draw a day of confidence-boosting activities.



Home Challenge - My Challenges:
Make two promises to help build your body confidence.

5

We have the power to build a world where everyone feels free to be themselves!

Every action, no matter how big or small, will improve other people's body confidence and our own.

- **Warm-up**
Share how the Home Challenge promises went.
- **Activity 1: See the Change**
Imagine if every young person they know understood how harmful beauty standards are and felt body confident every day.
- **Activity 2: Plan the Change**
Get inspired by other people's projects, then complete a **Take Action Project Plan** to carry out in their community.

Home Challenge- Take Action: Set a deadline for one or two week's time to gather for a celebration and badge ceremony!

A **FBM Journal** is also provided alongside the session plans. It contains activities, inspiration and reflections that groups will complete during and after sessions - such as when completing their Home Challenges.



Important information

Hello!
Keep an eye out for my body confidence tips in the session plans.

Free Being Me has been written closely with academics who specialise in appearance research. All the activities and resources have been **carefully written based on evidence of how to improve young people's body confidence successfully.**

It's therefore important to trust and follow the session plans to maximise their impact. For more information, see p. 13 of the Facilitator Guide and look for our **Body Confidence Expert** who appears in the session plans with tips and advice.



When delivering Free Being Me:

Facilitators should ...

- Write a **Brave Space Agreement** with the group at the beginning and display it during every session. This will enable young people to share their thoughts and challenge their opinions safely, free from judgement.
- Trust the materials.** Everything in the packs - from the questions and activities, to timings and order - is based on evidence to improve young peoples' body confidence. It's therefore important to deliver them as they are written - don't pick or change activities and do use the prompts provided.
- Keep the group focussed on the session's **Key Message.** Talking about body confidence can provoke strong reactions and deep conversations, but try to refocus the group.
- Allow periods of **silence** during discussions - it can often be vital thinking time. If waiting doesn't prompt a response, try rephrasing the question or dividing into pairs to re-start the conversation.

Make sure young people...

- Start every session by taking the **Free Being Me pledge.** This verbal agreement increases the likelihood of young peoples' participation and motivation.
- Have every opportunity to **challenge and reject society's beauty standards** - verbally, written and by taking action. Research studies suggest that the more we say why beauty standards are harmful, the more we are likely to believe it. It's important to avoid young people talking about beauty standards positively.
- Avoid** looking at, saying or describing examples of beauty standards, even during role plays. To prevent young people being further exposed to, or believing in, harmful beauty standards, only the facilitators should read out these examples.
- Emphasise the importance of applying their learning outside the meeting space by completing every session's **Home Challenge.** By reinforcing what we've learnt in different environments, we're more likely to use the knowledge beyond the Guiding/unit meetings.





Body confidence energisers & songs

Body Confidence Orchestra

Ask the group to say out loud: "My body is an instrument not an ornament". Then, the group moves around the room. When you shout a number and a musical instrument, they form groups of that number and act out the instrument eg guitar, drums, harp, violin, horn.

Body Boogie

Play music and ask everyone to dance. Pause the song and call out a body part, e.g. tummy. Everyone wiggles that body part. Ask some people to name something that this body part does for us eg digests our food. Repeat several times.





Body Confidence Poses

Play tag: three people are 'it' and run to catch the others. When they are caught, they hold a body confident pose until another person frees them!



I love my... because it can...

Standing in a circle, each member of the group completes the phrase,

"I love my... because it can..."

They share a part of their body they love, do an action to show why they love it, and ask everyone else to copy their action, e.g.

"I love my arms because they can hug people"
[they hug themselves].

Songs:

My Way by Ava Max

Girl on Fire by Alicia Keys

Don't Touch My Hair by Solange Knowles

Everyday People by Sly and the Family Stone

Bio by Denise

Confident by Demi Lovato

Who You Are by MNEK and Craig David

Try by Colbie Caillat

Woman by Nao and Lianne La Havas

Video by India Arie

Brown Skin Girl by Beyoncé, Blue Ivy and SAInt JHN



Evaluation Guidance for facilitators



Use the **FBM Badge Survey** (see page 14-15) to better understand the impact of Free Being Me on your group.

By completing the survey **twice** (before and after), you can evaluate your group's change in body confidence and self-esteem.



You can use the results from these surveys in many ways. You may simply wish to understand how effective the FBM activities were and decide to share this with your MO. You might use the results to promote the benefits of body confidence to other groups!



Instructions:



The FBM Badge Survey is entirely **optional**. It's important to ask your group if they consent to taking part. You should:

1. Explain to your group the **purpose** of the survey and **how** you will use or share their results.
2. Make sure every member of your group completes the survey **twice**: once before starting FBM and once after finishing all FBM sessions, eg at the celebration. The Badge Survey is the same both times, with some extra activity feedback questions in the Post-Survey.
3. Choose how to fill out the survey:
 - a) **Online** (if your group has access to smartphones): Scan the relevant **QR code** below with your browser or app and follow the steps. Leaders write down each participant's two total scores, their age and initials, and keep safe.
 - i. Start Survey (before any FBM activities)
 - ii. Finish Survey (after finishing all FBM activities)
 - b) **Paper**: Make copies in advance: one per participant for the start of FBM, and one per participant at the end (see page 14 and 62).



Start Survey



Finish Survey





Analysing the survey:

When your group has completed the survey twice, collate each participant's start and finish surveys by matching their initials and age. To analyse the survey, score the responses of questions 1-6 as follows:

Strongly Disagree=1, Disagree=2, Neither Agree nor Disagree=3, Agree=4, and Strongly Agree=5. *Note that scoring for question 3 is reversed, eg Strongly Disagree=5 and Strongly Agree=1.*

Then, calculate the average of the response items for each of the following groups of questions:

- 1 & 2 (measuring if young people let body confidence hold them back from participating)
- 3 & 4 (measuring how positive young people feel about their own appearance)
- 5 & 6 (measuring young people's ability to take action on beauty standards)



Interpreting the results:

Compare the before and after results per person and/or as a group.

- For questions **1 to 6**, higher post-survey averages indicate that young people:
 - a) 1 & 2: Feel more that body confidence does not hold them back from participating.
 - b) 3 & 4: Feel more positive about their own appearance.
 - c) 5 & 6: Have a higher ability to take action on beauty standards.
- For **question 7**, observe whether the young peoples' actions to improve their body confidence have changed before and after doing FBM, particularly if they have applied the things they learned from the activity pack.
- For **question 8**, higher post-survey ratings indicate improved self-reported body confidence.

Please note that these surveys only capture one day in their life and may therefore not be representative.



FBM Badge Start Survey



Join groups around the world who are sharing their understanding, feelings and actions on the topic of body confidence!

Taking part is **optional**. If you choose to complete the survey, this means you agree for your leader to use and share this information (they won't share your name) and help WAGGS understand if FBM is working.

Complete the FBM Badge Survey on your own and then give it to your leader.

Age:

Initials:

Rate how much you generally agree or disagree with the following statements (please select <u>only one</u> response per statement):	1 Strongly disagree 	2 Disagree 	3 Neither agree nor disagree 	4 Agree 	5 Strongly agree 
1. I often speak up at home, in class and at Guiding without worrying about how I look.					
2. I often try new things and activities without worrying about how I look.					
3. I wish I could change my looks to be like people I see on the TV, in advertising or on social media.					
4. I like what I see when I look in the mirror.					
5. I feel confident standing up to negative comments about people's looks.					
6. I know how to help other people improve their body confidence.					





7. When you don't feel good about your looks, what do you do to help yourself feel better?

.....

.....

.....

.....



8. Draw or colour in this scale to show how much you agree with this statement:

In general, I'm happy about the way I look.



0 10



Not happy at all



Moderately happy



Very happy



Session 1

🕒 Time: 1 hour 15 mins

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. They harm:

- **My world:** hurt our confidence and friendships, affect our school/work life, stop us from doing the things we love and reaching our full potential.
- **The wider world:** make the world less diverse, cost our governments and health services, and damage the environment.
- **Everyone, especially girls and women.**

This session is key to Free Being Me because it sets the scene for all the following sessions. It is very important for the group to see how ridiculous and impossible beauty standards are, and say how they harm us.



Preparation

- Make a copy of the [Journal](#) for every participant.
- *Optional welcome: Prepare to deliver the pre-evaluation activity.*
- **Activity 1:** Make a copy of each [body outline](#) on two separate flipcharts. Display them on one side of the space.
- *Optional: Bring in examples of subtle beauty standards found in your country to help groups understand how pervasive they are.*
- **Activity 2:** Copy and cut out each [Harmful Scenario](#).

Resources provided:

- Journals
- FBM video
- Body outline
- Harmful Scenarios and guidance

Resources needed:

- Flipchart
- Sticky tack
- Two different coloured marker pens
- Sticky note per person
- Timer

Welcome

🕒 25mins

1. Sitting in a circle, welcome everyone to **the first of five sessions of Free Being Me (FBM)** where they'll find out about feeling good in their bodies, and help others too.
2. *Optional: Conduct the pre-evaluation activity.*
3. Ask: **What does body confidence mean?**
Accepting and feeling happy with how I look and what my body can do for me. If possible, show the FBM video.
4. Work together to write a **Brave Space Agreement** on **flipchart**. This is a set of guidelines that will be displayed throughout the FBM to ensure everyone feels safe, confident speaking up and comfortable sharing their ideas.
5. 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 us to protect the Brave Space?



It's important that:

Your group discovers things for themselves during FBM, so avoid adding any more information about body confidence at this stage.

Every person takes the FBM pledge as the start of their journey to helping themselves and others build confidence.



Brave Space example

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



Session 1

1. Beauty Race

🕒 15mins

- 1. Objective:** To define (and destroy) the 'ideal look' that society puts pressure on us to achieve.
- Split into **two teams** in a line opposite the **body outlines**. Give each team a different coloured **pen**.
- Explain the race:
 - Teams compete to fill the **body outlines** with lots of **specific examples** of what society tells us is the 'ideal' look, eg flowing hair, no spots/scars/wrinkles.
 - In a **relay**, one person from each team takes it in turns to run to the **body outlines**, labels a part of the 'ideal' look on either poster, then races back to their team.
 - The winning team will have the **highest number of examples** written in their colour – points will be taken away for repeated examples!
- After **five minutes**, add up each team's points (one per label, minus any repetition).
- Sitting in a circle around the **body outlines**, the facilitator **reads out** all of the standards for boys and then girls.



It's important that:

If you're in a co-ed setting, split into gendered groups for this activity. After, make time for both groups to hear each other's ideas and opinions.

The list is:

- Very long
- Specific – if someone says, "Perfect teeth", ask: What does 'perfect' look like? Eg the gum to teeth ratio?
- Only related to appearance, eg don't accept examples about personality.

You emphasise how **ridiculous** the list is – point out any contradictions, eg *big bum and flat stomach and large breasts; long legs and small feet*.

6. Ask: Is it really possible to look like this?

7. Scribble across both **body outlines** with the words "**Beauty Standards**". Emphasise that these looks are impossible for anyone to achieve in reality.





8. Briefly discuss (for five minutes):

a) **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.

b) **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.

c) **If the girls' list is longer than the boys', ask the group why they think this is.**

Society puts more pressure on girls than boys to achieve impossible beauty standards. Often, girls are mostly valued for how they look.

9. If time remains, use the group's energy to **destroy** all the beauty standards on **flipchart!**



Look for

Surprise at the long list of beauty standards, and that people could be under so much pressure to look like an impossible 'ideal'.



It's important that:

You challenge anyone who says...

"[Celebrities, influencers, models] do look 'perfect' though!"

- By asking: Does anyone really have all of the things on the list?
- Then explaining: All the pictures we see have been heavily edited, therefore we're comparing ourselves to images that **aren't real**.



Session 1

2. Chain of Consequences

 25mins

1. Objective: To understand the ways that beauty standards harm people.
2. Split into **five teams**. Each team sits in a circle with a different **Harmful Scenario**.
3. Explain the game:
 - a) The aim is to create a **verbal chain** of consequences showing how different characters are harmed by the pressure from beauty standards.
 - b) Teams read their scenario and choose their first player. Set the timer for **two minutes**
 - c) The first player says one **harmful consequence** their character could experience, eg “Duma spends time worrying about her looks rather than having fun.”
 - d) The player to their left then adds a consequence by saying, **“Also...”** Players take it in turns to list as many as possible in the time remaining.
 - e) After two minutes, teams swap scenarios.
4. Repeat the steps until each team has discussed three **different scenarios**.



5. Come together.

Ask: **Given all the harmful, negative consequences, does it make sense to try to look like beauty standards?** No!

6. Invite the group to imagine they're standing in front of the CEO of the company selling the skin-lightening cream Duma uses.

Ask: **What would you say to stop them spreading beauty standards?**



Listen for

“Your advertising makes people feel excluded and not good enough. Stop encouraging people to compare themselves to an impossible ‘ideal’!”

It's important that:



The group tries this activity on their own – even if they struggle. If necessary, prompt by asking:

- What might people miss out on?
- How might people feel?
- What relationships might be affected and how?
- What are the different consequences for the character personally, their family and friends, community and the country – and world – they live in?



Reflection

🕒 15mins



1. Sitting together in a circle, introduce the FBM *Journals* as a place to write or draw their thoughts and feelings at the **end of every session and at home.**
2. In their *Journals*, everyone draws or writes:
 - a) **How did the session make you feel?**
 - b) We've seen how beauty standards especially stop girls and young women from reaching their full potential. **As a global citizen, what could you do to challenge beauty standards?**
3. To finish, everyone walks around the room with a *sticky note* on their back. The group writes compliments **not related to their looks** on each other's notes.
4. At the end, everyone looks at their sticky note and sticks it in their *Journal*.



It's important that:

- You walk around to make sure **everyone** has something written on their sticky note during the activity.
- You emphasise that beauty standards are **unacceptable** and that Free Being Me is about working together to do something about it!



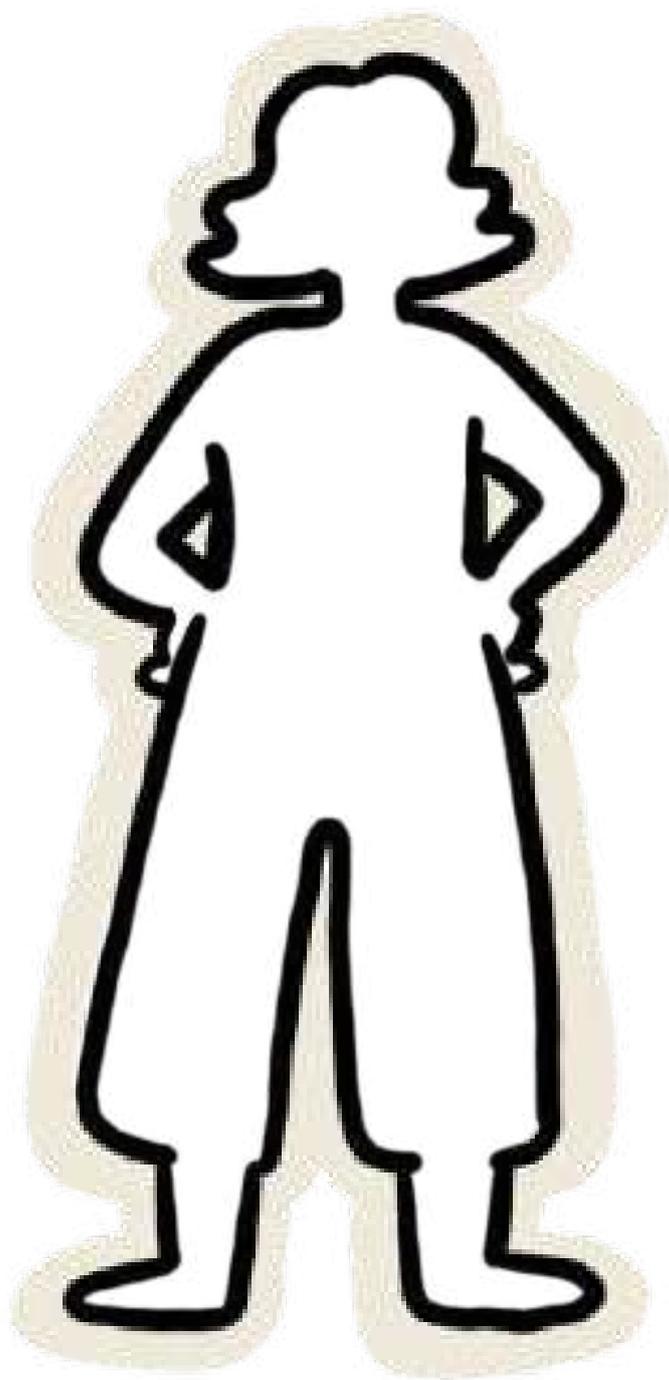
Home Challenge: Media Detectives

1. Find **three examples** of beauty standards in **different forms of media**, eg TV, roadside advertising, transport, online videos, social media, film.
2. For each beauty standard, write down **two harmful consequences** it could have on people.



Resources

Body Outline



Harmful Scenarios

Jessie is a non-binary person from the United States. Before they post photos on social media, they spend hours editing the pictures to make sure every detail looks 'perfect'.

What are the harmful consequences for Jessie? For example their health, time etc.

Salma is a girl from Egypt. She wishes she weighed less and looked like her favourite singer. She's often late for school after spending hours trying on different clothes to make her look smaller.

What are the harmful consequences for Salma? For example her school life, personal life etc.

A group of friends from Portugal compare every single detail of their bodies. After one of their mothers made a comment about them looking 'hairy', the group is now trying out all the different hair removal.

What are the harmful consequences for the group? For example their friendship, spending money etc.

Duma is a girl from Zimbabwe. She dreams of being the president one day, but believes she won't be successful because of her dark skin. She uses dangerous creams to try and make her skin look lighter.

What are the harmful consequences for Duma? For example her personal life, her country's future etc.

Amir is a boy from Nepal. He spends hours doing sports after school because his brother teases him for looking so 'weak'.

What are the harmful consequences for Amir? For example his health, family etc.

Scenario guidance



Only to be used if groups are really struggling.

Some examples of harmful consequences for the people themselves (individuals), their school or work life and the wider world:

Individual

- Worried, anxious, ashamed, unhappy
- Low confidence
- Unable to reach full potential
- Feels less valued and respected by the world around them
- Feels under pressure to change appearance
- Uncomfortable around other people
- Avoids some activities and misses out on fun because of worrying
- Spends money regularly on products or techniques
- Spends time comparing themselves, monitoring body, researching procedures and/or posing for/editing photos rather than enjoying life
- Damages health (eg skin or nutrition) by using products or techniques that can cause infections, or over-exercising

School/work life

- Distracted and becomes distant from friends and family
- Family and friends worry about them
- Struggles to build new relationships (friends, colleagues, partners)
- Influences others (peers or family) to follow and therefore spread beauty standards
- Difficulty concentrating in school/work could lead to lower performance
- Compares themselves to each other causing unhappiness, jealousy and arguments





Wider world

- Spreads the idea that women should change their appearance to please men, and men should be visibly “strong”
- If they need medical care, it costs the health service
- Environmental impact, eg oil in drains and waterways or products’ plastic packaging
- Further spreads prejudices, eg racism (that ‘Western’ style hair or light skin is superior), fatphobia (that thin is superior) and ageism (that being young is superior)
- Society misses out on their skills (if they don’t succeed at school or work)
- Lack of diverse leaders that don’t represent people
- Loss of diversity in society if everyone looks the same
- Women less involved in decision making



Session 2

 Time: 1 hour



Key Message

We should **challenge** and **reject** beauty standards in all forms of advertising and other media (eg TV, film, radio, newspapers, toys, songs and books) that put pressure on us to change how we look.

You can help young people's body confidence journey by tidying away any visual examples of beauty standards, eg Media Madness cards as soon as you've finished using them. Research studies have shown that women's body confidence is negatively impacted by exposure to idealised images of models, celebrities and people on TV, social media or in magazines.

Preparation

- Remind everyone to bring in their **Journal** with their completed **Home Challenge**.
- **Warm-up:** Prepare a short description of a walk through your community, naming at least **five places** your group is most likely to see or hear beauty standards.

For example: While walking to Guides, I pass my neighbour playing the radio at top volume. As I turn the corner, I look at my phone. On the main street there's a huge roadside advert. People are waiting at the bus stop, many checking their social media, and someone drives past playing music out their window.
- **Activity 1:** Copy enough **Media Madness cards** for one per pair.
- *Optional: Add further examples of beauty standards from your country's media.*

Resources provided:

- Media Madness cards and guidance

Resources needed:

- Journals
- Pens and paper
- Timer



Warm-up

🕒 10mins

1. Ask the group to take the **FBM pledge**. Explain that by saying this out loud, they are helping themselves and others build their confidence.
Are you ready to take part in FBM, speak up to challenge beauty standards and help us to protect the Brave Space?
2. **Objective:** To recap the different places beauty standards come from and the harm they cause.
3. Stand in a **circle** with their *Journals*, ready to share their **Home Challenge** (consequences of beauty standards found in different media).
4. Explain the game:
 - a) Read the *prepared walk through your community*, **pausing** after each example of a place they could see or hear beauty standards.
 - b) People **jump into the circle** when they hear a place where one of their beauty standards can be found. They then quickly take turns announcing one of the **harmful consequences** they wrote down, and jump back out, Eg [Jumps in at 'I look at my phone'] And shouts, "I see an advert that makes people feel their bodies aren't good enough as they are."
5. At the end, allow anyone who hasn't yet shared to jump in and say one of the **harmful consequences**.



It's important that:

Every person takes the FBM pledge as a commitment to helping themselves and others build confidence.

You keep up the pace – this should be done **quickly** and with lots of energy!

Everyone shares **different** examples of beauty standards and their consequences.



Listen for



A wide range of **places** we see/hear beauty standards.

Different examples of **harm** caused by beauty standards.

Surprise at how many more beauty standards **are aimed at women** compared to men. Recognition that this puts women under more pressure, and further spreads gender inequality.



Session 2

1. Media Madness

🕒 15mins

- 1. Objective:** To identify the different ways that the media spreads problematic beauty standards.
- Split into pairs, each with a **Media Madness card**. Groups spend a few minutes identifying the **problems** with the image(s).
- Explain their task:
 - Pairs create a **30-second pitch** that convinces others why their **Media Madness card** is so problematic.
 - Pairs have **five minutes** to plan a dramatic pitch that they will present to another pair.
 - With the **timer** set, two pairs present to each other for 30 seconds each.
- Come together and ask the group to summarise the problems with beauty standards by showing their **Media Madness card** and finishing the sentence: **“Trying to achieve beauty standards you see in the media is harmful and not worth it because ...”**
 - The images aren't real, they have been heavily edited - which takes hours of work!*
 - Images don't represent most people and lack diversity.*

c) Makes **false promises** (that we can achieve a more successful or happier lifestyle), when they're actually just trying to make money.



It's important that:



Every person has the opportunity to challenge beauty standards in the activity.

You challenge anyone who says...

“But the edited photo looks better.”

- By asking: “Is it realistic for most people to look like this edited image?”
- Then explaining: it's understandable because we're constantly shown images like this, but we need to challenge these harmful and impossible standards!



2. Media Shake-up

 25mins

- 1. Objective:** To challenge the media that spreads harmful beauty standards.
- Split into small groups with pens and paper. Briefly discuss:
How do you feel knowing beauty standards are being spread in so many harmful ways?
- Explain their challenge
 - Groups become activists that interrupt the media!
 - Each group chooses **one beauty standard** spread by the media (from the Home Challenge or character cards), eg *social media advert to straighten afro hair*.
 - Everyone imagines they're with their friends or family when they see their chosen beauty standard. Groups have 15 minutes to **write a short message that educates** them about the tricks the media uses and the harm beauty standards cause.
 - Their messages should speak **directly** to their friends or family, be **50 words max**, and help people to spot beauty standards in future!

- After 15 minutes, stop the groups. Standing in front of each group, you (the facilitator) mime using their chosen media, eg scrolling on phone, watching TV etc. The group responds by interrupting you to **shout their powerful messages!**



It's important that:

You move around the room to support groups and keep conversations on track.



Listen for

“STOP – that picture isn't real! They edit photos to make us feel we need to change the way we look so we waste money on their products. When we see adverts we need to think, “What are they really trying to tell us?” and remember that we ARE good enough!”



Session 2



Reflection

🕒 15mins

1. Sat together with their *Journals*, ask the group to reflect quietly on the most important thing they learned, and write it down.
2. Then, everyone draws a **body confident advert** that includes all shapes and sizes, and includes positive messages.



It's important that:



The group understands that despite how **unacceptable** beauty standards are, they can **stand up to them** by working together!



Home Challenge: Dear Friend

Write or record a note to a **younger person** you know. Explain why it's not worth trying to achieve beauty standards and why it's harmful if they do. Remember to use what you've discussed in the sessions.





Media Madness cards

Before



After





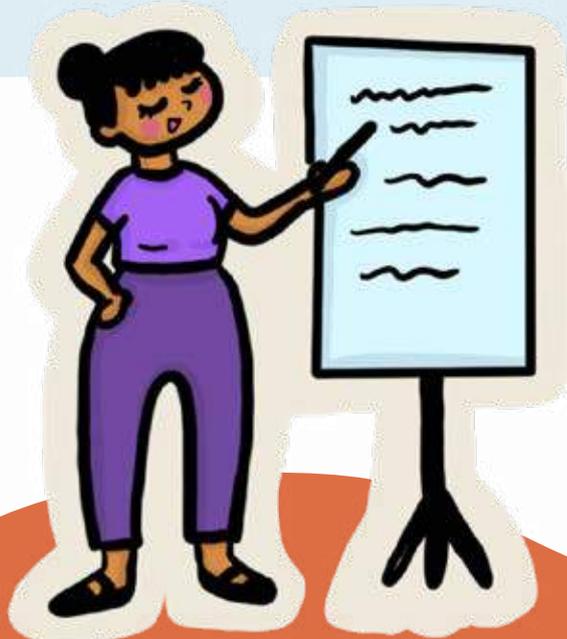




Guidance:



- Selfies use **filters** which change the shape of the face and its features, as well as the colour of the skin
- Photos have had numerous **edits** made, including:
 - a) Symmetrical face** - features edited to make eyes exactly the same size, and mouth and nose exactly symmetrical
 - b) Smoother skin** with no marks, shadows, wrinkles, spots, scars or pores
 - c) White skin is more tanned; darker skin is lighter**
 - d) Women shown with more make-up** - pinker cheeks, redder lips, darker eyeliner
 - e) Eyes made larger** with neater and fuller eyebrows
 - f) Whiter teeth** and fuller lips (often smiling without showing teeth)
 - g) Nose, cheeks and chin** are made narrower, with more pronounced cheekbones
 - h) Hair is smoother**, more flowing and thicker
 - i) Body shape** is very slim and toned without any sign of fat
 - j) Clothes** are smoothed out and change colour
 - k) No body hair** (or very little on men)
- **Celebrities** are used to sell a product - implying that we can achieve this status (be happier or more successful) by buying their product
- Most of the models used are **white**, or very light skinned, with very literal diversity of appearance
- **Persuasive language** is used to make us think we need to change how we look, and that their product is the answer (often without a reliable source of information).



Session 3

 Time: 1 hour

Key Message

Sometimes family and friends put pressure on us to change how we look – without even realising. Let's challenge these comments and actions that are spreading beauty standards!

It's important that the **People Under Pressure** cards are kept face down until the groups begin discussions (then turn them back over before they move), and that people don't read out what's on the cards. This is to reduce the time young people are exposed to these harmful messages.



Preparation

- Remind everyone to bring in their **Journal** with their completed **Home Challenge**.
- **Activity 1:** Organise enough tables and chairs per group of three young people (or use cushions/mats). Then:
 - Label each set of three chairs with the letters P, C and A (see diagram).
 - Copy the **People Under Pressure cards** and place one **face down** in the middle of each set of chairs.

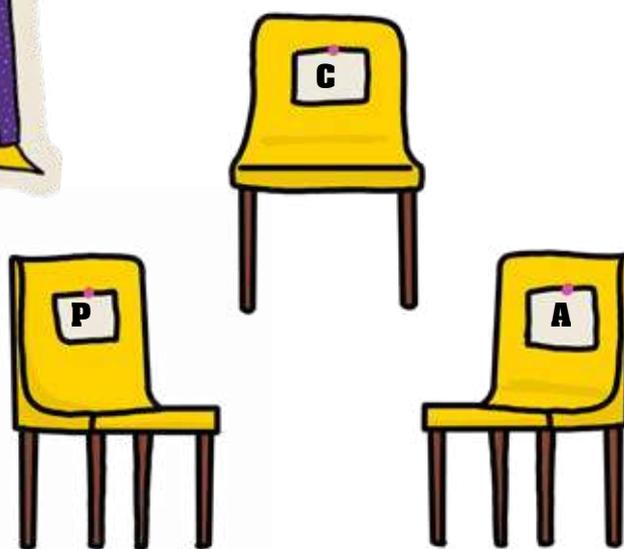


Resources provided:

- People Under Pressure cards and guidance

Resources needed:

- Journals
- Sticky notes and pens



Warm-up

🕒 10mins

1. Ask the group to take the **FBM pledge**. Explain that by saying this out loud, they are helping themselves and others build their confidence.

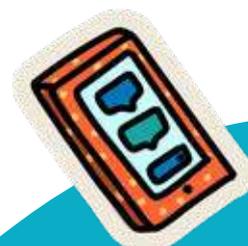
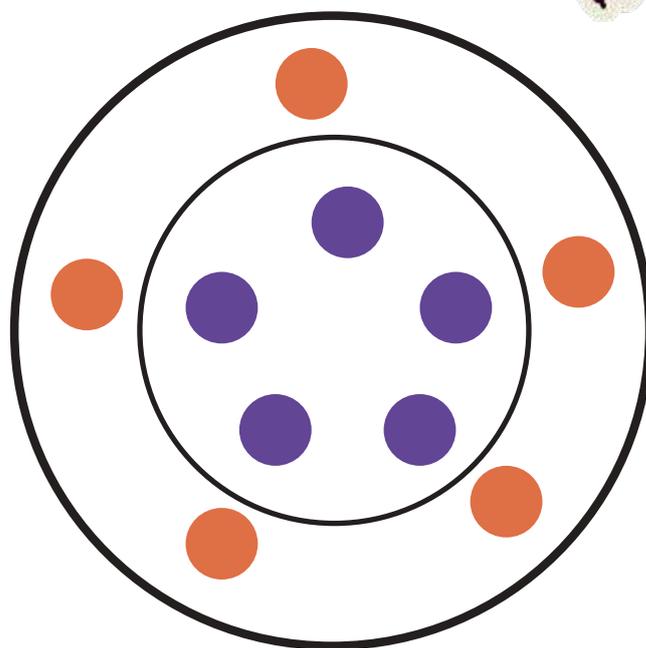
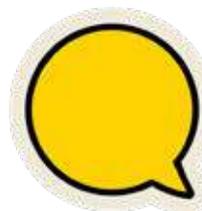
Are you ready to take part in FBM, speak up to challenge beauty standards and help us to protect the Brave Space?

2. **Objective:** To recap how beauty standards harm people by sharing their **Home Challenge**.
3. Split into two equal circles:
As and Bs. Then As stand in a circle inside Bs (to form concentric circles – see [diagram](#)).
4. Ask all of the As to move slowly clockwise and the Bs to move anticlockwise. When you shout stop, each person shares their **note** with the person standing in front of them. Repeat once more.



It's important that:

Every person takes the FBM pledge as a commitment to helping themselves and others build confidence.



Session 3

1. Pressure Patrol

🕒 30mins

1. Quickly ask everyone to recap the different places they saw and heard beauty standards in Session 2, eg television/film, social media, radio, adverts, books and songs. Explain that this session focuses on how to respond to comments and actions from **people we know**.
2. **Objective:** To stand up to beauty standards by practising challenging family and friends.
3. Explain their task:
 - a) Split into patrols of **three**, and sit in the prepared **labelled chairs**.
 - b) Turn over the **People Under Pressure card** and read to themselves.
 - c) Groups have **five minutes** to decide how to help the person, by each answering the question linked to their **chair label**:

P = What's the problem?

C = What are the harmful consequences?

A = [Action] What would you do if you were them?

See *Pressure guidance*.

d) After five minutes, groups move **clockwise** around the room and **swap chair labels** (so they answer a different question).

e) Repeat until groups have discussed at least **four** scenarios.

4. At the end, ask each patrol to join another patrol and form a **Super Squad**. Their new squad shares the best advice they gave to one of the characters.



It's important that:

You move around the room to support groups and keep conversations on track.

Congratulate the group on all the great advice! Encourage them to use these ideas in their real lives.

You challenge anyone who says ...

"But thin does look better than fat - and it's healthier!"

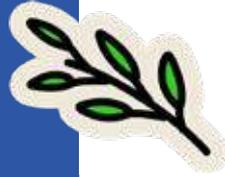
- By asking: What are the consequences of trying to achieve the thin beauty standard?
- Then explaining: our weight does not define our beauty or our importance as a person. The world tells us that putting on weight is negative but in fact, some people are healthy and fat, some people are unhealthy and thin.

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2. Mirror Messages

🕒 10mins



- 1. Objective:** To write a body confident message.
- Sit together, each with a **sticky note** and **pen**. Ask everyone to choose **one of the characters:** Duma, Amir, Salma, Jessie or the friends.
- Ask everyone to write a **meaningful message** to help their character feel more body confident. It needs to be short to fit on a **sticky note** that they'll stick on their mirror, eg:

You're worth so much more than how you look.

Thank your body for helping you get up this morning.

You don't need to change a single thing about you!

- 4.** Stand in a circle, facing **outwards**. On the count of three, everyone turns around, strikes a powerful pose and shouts their meaningful message!

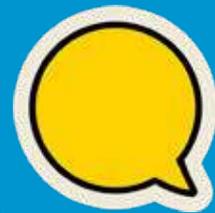


It's important that:

The group avoids 'surface-level' messages, eg everyone's perfect, by thinking more deeply about what could make their character feel differently.



Session 3



Reflection

🕒 10mins

1. Sitting down with their **Journals**, ask everyone to reflect quietly on:
 - a) Three parts of their body they like because of **what they can do**
 - b) Three things they can **say to their body** when they think negatively about how they look.
 - c) Three parts of their body they **like the look of**.



It's important that:

You encourage people to be brave when naming body parts they like. We tend to choose 'safer' body parts (such as eyes or hands) but it's best to try and choose body parts that society makes it difficult for us to love, eg stomach, legs, skin.

You emphasise that because society doesn't encourage us to be positive about our looks, this exercise can really improve our confidence.



It's important that:

You encourage your group to find the time and (quiet) space to do this activity – it's one of **the most impactful ways** to improve body confidence!

Home Challenge: My Mirror

Stand in front of a **full mirror** in a comfortable place. Look at yourself in the mirror and say out loud...

- Three parts of your body you like the look of because of **what they can do**.
- Three parts of your body you **like the look of**.



People Under Pressure cards

Duma and her family are eating together. Her Grandma offers everyone more rice except for Duma saying, "You want to stay thin dear".

Amir's father comes to watch him play cricket. At the end, his father comments on how tall the other players are compared to him.

The group of friends are at a birthday party. Some of their mothers are helping out, and the girls overhear one of the mothers say: "I couldn't possibly let anyone see my leg hair - it's so ugly!"

First thing in the morning, Jessie is scrolling through their five social media apps. Their friends have all shared the same influencer giving tips on how to get whiter teeth.

At school, Salma is having lunch with her friends. One of them isn't eating anything today because she's dieting, the other is talking about how she can't wear shorts or skirts because she hates her legs.



Pressure guidance



Only to be used if groups are really struggling.

Duma

Problem = her Grandma is hinting that she should eat less (and needs to lose weight). This spreads the beauty standard that thin is more beautiful – and that’s not true.

Consequences = she feels bad about herself and that she isn’t good enough as she is – that she should change. It could lead to her having problems with food, when it’s really important to eat enough balanced meals, especially for teenagers who are growing really fast.

If I were her, I would smile at her Grandma and ask someone else to pass her the rice. I would then find a time to explain (in private) that she isn’t worried about her shape – she’s trying to love her body as it is, without changing it. She’s worth so much more than the way she looks!

Amir

Problem = Amir’s father hints that Amir isn’t good enough because he’s shorter than others. This spreads the beauty standard that being tall is more attractive – and that’s not true.

Consequences = Amir spends time worrying about his height and feels bad about himself.

If I were him, I would say, “I’m proud of the fact that I look like my family. How tall I am doesn’t make me a better or worse person. I’m here to play the sport I love! What did you think of how we played today?”

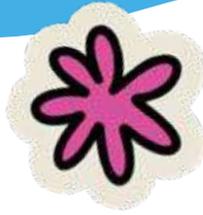
Friends

Problem = their mothers are repeating the beauty standard that women shouldn’t have leg hair.

Consequences = the friends feel under even more pressure to change how they look and that they aren’t beautiful the way they are. They also spend more time and money worrying, researching and paying for regular hair removal!

If I were them, I would say to the other girls who hear too: “Let’s not worry about our looks – it’s so boring and makes us feel so sad. Let’s focus instead on having fun at the party!”





Jessie

Problem = social media Influencers are spreading the beauty standard that teeth have to be straight, white and evenly sized – which isn't realistic for anyone!

Consequences = Jessie spends more time watching videos and reading comments about how to change their teeth, and maybe even spends money on techniques that could be dangerous. Jessie feels their teeth aren't good enough the way they are and they're less likely to smile so they're hidden.

If I were them, I would take a break from social media. I would think carefully about who I follow, how I feel after looking at their posts and then remove some people (and maybe add some more positive ones). I would smile in my next photo to remind myself of the fun I had rather than how I look!

Salma

Problem = Salma's friends are restricting their eating and making negative comments about their bodies.

Consequences = Both friends are spending time and energy worrying rather than enjoying lunch which gives them the nutrition their bodies need, and time with friends. The dieting friend might damage her health and encourage others to follow her. The friend who won't wear shorts is missing out on wearing things she loves.

If I were Salma, I'd encourage her friends to eat because their bodies need energy and nutrients to be happy and healthy. I'd also encourage her friend to wear the clothes she's scared of wearing and agree to do it with her – everyone could wear shorts/skirts together in support!



Session 4

 Time: 1 hour

Key Message

We may make comments comparing people's looks to beauty standards – without even realising. This **'body talk'** actually spreads the impossible 'ideal'. Instead, we should celebrate what makes us all unique and what our bodies can do!

It's important that young people don't use body talk themselves, even during an activity or role play. Only the Facilitators should say these types of comments. This is to prevent young people from reinforcing beauty standards further.



Preparation

- Remind everyone to bring in their [Journal](#) with their completed **Home Challenge**.
- **Activity 1:** Practise one of the role plays with another facilitator (it's very important that you do the [role play](#), not the young people). *Alternatively, set up [the girls' body talk video](#) and/or [boys' video](#).*
- **Activity 2:** Copy and cut out the [Body Talk comments](#), and stick them around the meeting place. Ideally, prepare to play some music to inspire body confidence during this activity (see page 10).
- *Optional: prepare to display the [Body Talk definition](#) and [Top Tips](#).*



Resources provided:

- Role plays (alternatively, [girls' body talk](#) and/or [boys' video](#))
- Body Talk comments and guidance.

Resources needed:

- Journals
- Pens
- Timer
- If possible, a device and speakers to show videos and play songs.

Warm-up

🕒 10mins

1. Ask the group to take the **FBM pledge**. Explain that by saying this out loud, they are helping themselves and others build their confidence.
Are you ready to take part in FBM, speak up to challenge beauty standards and help us to protect the Brave Space?
2. **Objective:** To say what we love about our bodies from the **Home Challenge**.
3. Split into pairs facing each other. One person makes **shapes** with their body and their partner copies, as if they're looking into a **mirror**.
4. After a few minutes, ask pairs to share one thing from their **Home Challenge** that they like about their body.
5. Pairs then **swap roles** in the 'mirror' and repeat.
6. Ask: **How did it feel to think positively about your looks?**



It's important that:

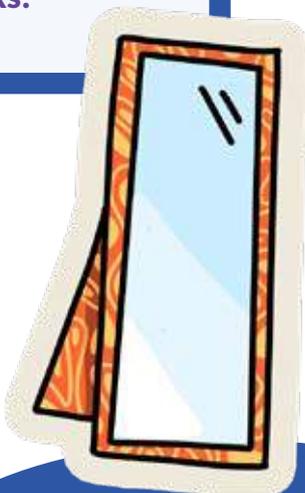
Every person takes the FBM pledge as a commitment to helping themselves and others build confidence.

You point out that we are often made to feel like the mirror is our enemy, but this activity helps them fight this!

If someone found the Home Challenge hard, you could:

- Ask: "Why is it sometimes hard to say good things about how we look?"
- Explain that it's important to practise talking positively about our looks so we fight the message from beauty standards that we're not good enough. It's not arrogant or vain to be body confident!

Everyone has the opportunity to say out loud what they love about their bodies. When we say and think positive things about ourselves, it helps us – and those around us – feel



Session 4

1. Body Talk

🕒 15mins

- 1. Objective:** To identify body talk and learn ways to respond.
- Define **body talk** for the group:
When we make comments that compare ourselves or others to beauty standards, this is called body talk. Each time we use body talk, it gives beauty standards power, and makes people feel they need to 'live up' to these impossible standards. In our everyday conversations, we might think we're complimenting someone, but actually we're comparing them to beauty standards, eg "You look great - have you lost weight?"
- Act out one body talk **role play**, speaking slowly. Ask the group to shout, "Body talk!" each time they hear an example.
- Read out the **Body Talk comments**, one by one. Ask the group **to jump/put up their hand** if they have heard this before.



It's important that:



You emphasise that compliments can make us feel good when they don't mention beauty standards (when they aren't related to appearance).

You challenge anyone who says...

"But it's nice to compliment how people look!"

- By asking: "Is there another meaning behind the compliment?"
- Then explaining: if someone says, "Your hair looks good - it makes your face look thin", the message behind the compliment is that that thin is better.



5. Briefly discuss:

Why is body talk a problem?

How does body talk make people feel?

6. Emphasise that we shouldn't take part in body talk and can challenge it to stop beauty standards spreading. Share these **Top Tips:**

- **Highlight the “body talk” and say that you won't take part in it.**
Eg “What you just said is actually body talk and this kind of conversation spreads unfair beauty standards. It's boring and I'm not getting involved.”
- **Explain why the body talk comment is unhelpful and how it spreads the ‘ideal’ image.**
Eg “Comparing ourselves to beauty standards makes us feel bad.”
- **Change the focus from talking about people's looks to celebrating what their bodies can do and all the things that make them who they are.**
Eg “Remember how much [that body part] helps you every day. You're so much more than how you look – you're funny, kind and that's why we're friends.”



Listen for

“It spreads beauty standards by continuing to talk about how we look and comparing us to an ‘ideal’.

It makes people feel judged, not good enough and need to change how they look.

It makes us think that our looks are the most important thing about us – we're so much more than that!”



Ignoring body talk completely doesn't challenge beauty standards and can make people feel worse.



Session 4



2. Beating Body Talk

🕒 20mins

- 1. Objective:** To practise challenging body talk so we feel comfortable doing it in our everyday lives.
- Point out all the **Body Talk comments** around the space. Split into **small groups**, each standing at a different comment.
- Explain their task:
 - Move clockwise (right) around the space, spending **one minute** at each comment.
 - Decide what you would say to the person to **challenge the body talk** in one or two sentences.
 - Use the **Top Tips** to help you.
 - Optional: play music after each minute so groups know when to move.*
- After 10 minutes, come together. Ask each group to share the last response they decided on. Invite other groups to give feedback on how well they used one or more of the three top tips.
- How would we feel if we stopped using body talk?**



It's important that:



You monitor groups to ensure they are responding using the Top Tips (displayed) and that everyone says something out loud that challenges body talk.

You encourage groups to give positive and constructive feedback, eg complimenting positives before adding any suggestions for improvement.



Listen for

"More confident."

"Less pressure to change how we look."





Reflection

🕒 10mins

1. Gather together with the Journals.
2. Introduce that Salma spends at least 20 minutes per day worrying about her looks – this adds up to **10 days worrying per year!**
3. Their task is to write or draw a **day of confidence-boosting activities** for her to do instead of worrying. *For example, hold a photoshoot with friends posing naturally (with no filters!), wear her favourite clothes, think about kind things her friends have said about her (not about her looks), use her body in a fun way (eg dancing, swimming, making art).*
4. After 10 minutes, anyone who wishes to can share their activity ideas.



It's important that:

You emphasise that a great way to boost body confidence is by trying new things that challenge what we believe.



Home Challenge: My Challenges

Choose **two things** from the **My Challenges** list in your **Journal** that you could do. Make a **promise** to do both in the next week.

Role play options

Setting 1: Girls' beauty standards:

Two girls meet outside school.

One smiles and says: *"Your hair looks good!"*

The other replies, *"No it doesn't, it makes my face look round."* [BODY TALK!]

The first one responds, *"Oh you're not serious? It makes your face look thinner and your cheekbones really stand out."* [BODY TALK!]

Note: The group may think this is a compliment but it actually spreads the beauty standard 'ideal' of a thin person with defined cheekbones.

Setting 1: Boys' beauty standards:

Two boys meet in the sports changing rooms.

One says, *"You're as light as a feather! Be careful out there today – it's windy and you might get blown away."* [BODY TALK!]

The other responds, *"Well, at least I'm not fat."* [BODY TALK!]

The first replies, *"This? This is called a six-pack."* [BODY TALK!]

Note: These are all comparisons to male beauty standards of being tall, broad but toned (not fat), strong and muscly.

Body Talk comments

Duma

"I really don't want my skin to get darker when we're out today, so let's go to the mall instead of going outside."



Message

Duma

"She's so beautiful. I wish my skin was as light as hers."



Friends

"Did you see that she shaved her arms? It's now all short and spiky – so gross!"



Group chat

Friends

"Has she even brushed her hair? It's so messy!"



Jessie

"You have so many spots at the moment! Maybe you should buy some face soap?"



Voice note

To Jessie

"Your skin looked so smooth in that photo from our beach trip last week – and it got so many likes!"



Salma

"I can't buy this dress, it makes me feel too fat."



To Salma

"You look so good – have you lost weight?"



Amir

"I'm so skinny compared to my friends – I bet they're embarrassed to be seen with me."



To Amir

"You'd look even more handsome with a beard!"



Social media

Body Talk Guidance



To Duma's friend:

"I'm sad that you're worrying about your skin when we should be focused on spending the day laughing together!"



To Duma:

"You look different to her and that's OK. Comparing yourself to her is just making you feel bad."



To Amir's friend:

"Hey - this is body talk and we have no right to comment on others' bodies no matter what we're saying."



To Amir:

"You're wasting precious time comparing how you look to other people, instead of just enjoying yourself."



To Jessie's friend:

"Likes don't matter. What does matter is how much fun we had at the beach that day!"



#FREEBEINGME

To Jessie's family:

"Spots are a totally normal part of growing up - drawing attention to them makes people feel like spots aren't okay."



To the friends:

"Don't you think it's sad that she felt the pressure to shave her arms?"



To the boy:

"Why is that any of your business? Everyone's hair is different and that's good because otherwise the world would be boring!"



To Salma:

"Fat isn't a feeling! If we say we feel fat, it is often that we actually feel uncomfortable. Also, there's nothing wrong with being fat, it's more important how you feel in the dress and whether you can dance in it."

To Salma's family:

"Do you realise you're saying that you can only be beautiful if you're thin? All bodies are good bodies - whatever size they are."



Session 5

🕒 Time: 1 hour



Key Message

We have the power to build a world where everyone feels free to be themselves! Every action, no matter how big or small, will improve other people's body confidence and our own.

Preparation

- Remind everyone to bring in their **Journal** with their completed **Home Challenge**.
- **Warm-up:** Select a **body confidence song to play** (see page 10).
- **Activity 1:** Write Session 1, Session 2, Session 3, Session 4 at the top of **four flipcharts**. Stick up around the space.
- **Activity 2:** Copy and cut out the **Inspirational Action cards**, then hide around the space. Ensure everyone has a copy of the **Take Action Project Plan** in their **Journals**.



Resources provided:

- Inspirational Action cards
- Take Action Project Plan example

Resources needed:

- Flipchart and pens
- Sticky tack
- A device and speakers to play music.



Warm-up

🕒 10mins

1. Ask the group to take the FBM pledge. Explain that by saying this out loud, they are helping themselves and others build their confidence.

Are you ready to take part in FBM, speak up to challenge beauty standards and help us to protect the Brave Space?

2. **Objective:** To share how we felt completing the **Home Challenge**.
3. Play your chosen **body confidence song**. Encourage everyone to dance around the room.
4. When you pause the music, everyone finds a partner and shares one thing that they did for their **Home Challenge** and how they felt doing it. Repeat twice.
5. Explain that in this session they will plan a **Take Action Project** that they will then carry out in their community. Their project should:
 - a) Last at least **one hour**.
 - b) Target people their **own age**.
 - c) Promote the **Free Being Me messages**.



It's important that:

Every person takes the FBM pledge as a commitment to helping themselves and others build confidence.

If needed, support the group during the Home Challenge sharing by ...

- Asking: How did it make you think or act differently? How did others react to you completing the challenge?
- Helping anyone who had a difficult experience by emphasising how brave they were for trying and helping them to think of different actions they could do instead, eg leading by example and not talking about peoples' looks.



Session 5



1. See the Change

🕒 15mins

- Objective:** To imagine how different the world would look if we all felt body confident.
- To begin, recap the FBM sessions. Standing by the Session 1 **flipchart**, spend **one minute** writing what they've learned and how they **challenged beauty standards**, before moving to the next **flipchart**.
- Come together in **two concentric circles**. Ask everyone to imagine if every young person they know, or even if the world, understood how impossible beauty standards are to achieve, and **felt body confident** every day! With the partner in front of them, discuss.
 - What would it mean to each person if they had more body confidence?**
 - What would our community look and feel like if everyone had more body confidence?**
See Pressure guidance.



Listen for

“Everyone would have the confidence to reach their full potential. The community would have more diverse leaders.”

“People would spend less time worrying about their looks and more time having fun.”

“The community would be less environmentally harmed by plastic packaging.”



2. Plan the Change

🕒 20mins

- 1. Objective:** To use all their confidence rejecting beauty standards to help other people do the same!
- Split into small groups. Discuss for **three minutes**:
 - a) Which people (my own age) would I most like to help?**
 - b) How are my chosen people most affected by beauty standards?**
 - c) How could you help your chosen people to challenge these problems and stop trying to achieve them?**
- Ask groups to share their challenge ideas. Start an **action list** on flipchart.
- Give everyone **30 seconds** to find all the **Inspirational Action cards** hidden around the space. When they find one, they stick it to the **flipchart action list**. Point out the real examples from **Guides and Scouts** around the world!
- Everyone then completes their **Take Action Project Plan** in their **Journals**, deciding upon:
 - a) One action they will take for themselves,**
eg start wearing certain clothes or doing an activity without worrying about my looks, stop following social media accounts (or watching videos) that encourage beauty standards, practise the Mirror challenge, practise receiving compliments, tell myself "All bodies are good bodies" instead of comparing myself to others.

b) **One action for your chosen people.**

Groups can take action individually or in groups.

- 6.** Encourage them to think carefully about the **FBM** message they want to tell their people. Prompt them to think about the issue they're most affected by.

It's important that:



You challenge anyone who says ...

"The world is so full of beauty standards, we can't possibly make a difference!"

- By asking: What bothers you most about beauty standards?
- Then explaining: what could you do to tell people about them? Remember that every action – no matter how big or small – helps us build a more body confident world! If every Guide and Scout who takes part in Free Being Me does one thing, that adds up to over six million actions!

You use the Inspirational action cards and Key Messages to help prompt ideas if needed.

Listen for



"I want people to know that they deserve to feel free to be themselves!"

"People are harmed when they compare themselves to beauty standards, share edited photos, don't see themselves in adverts or on TV, and/or spend lots of money on cosmetics. I want to make the world a happier place!"

"I want to tell people that beauty standards exist, and share tips for how to challenge them."

Session 5



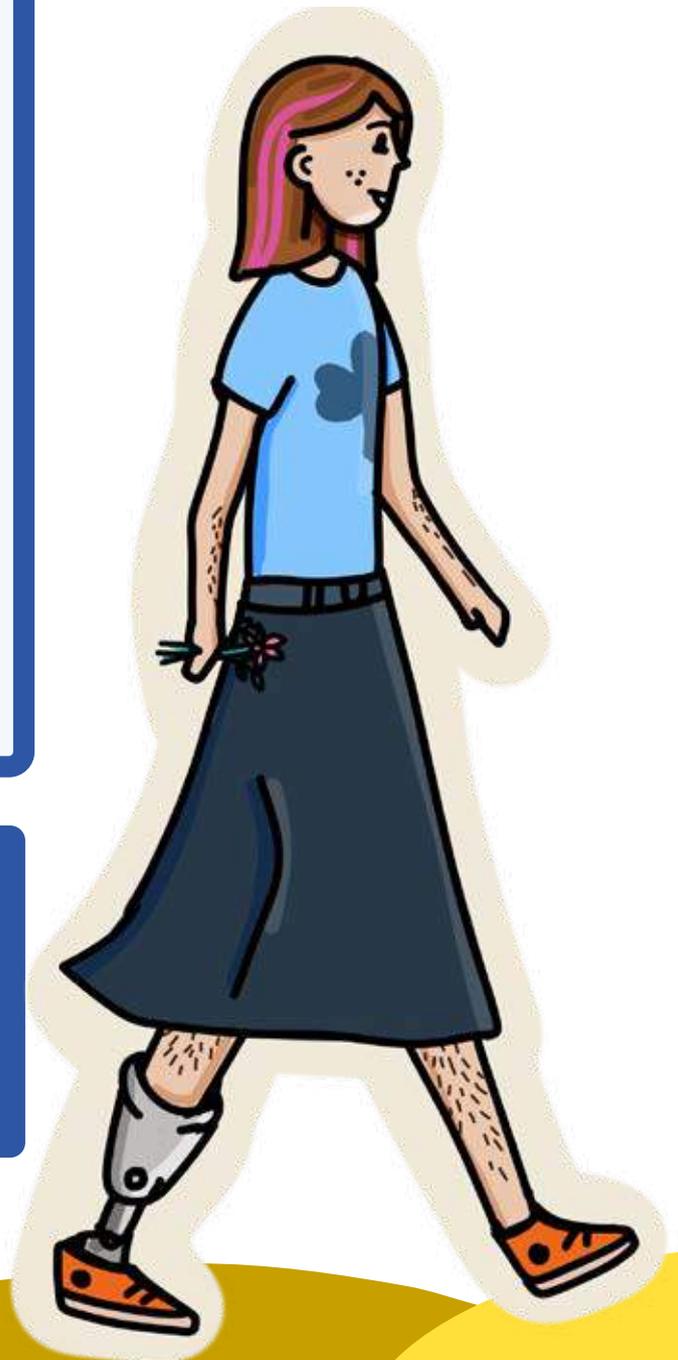
Reflection

🕒 15mins

- 1. Congratulate** everyone on committing to take action and joining the global movement to make the world more body confident!
- 2.** Decide on a **deadline** (one or two weeks) for everyone to complete their action, and write it in their **Journals**. On this date, they will come together to **celebrate** their achievements and share how their projects went. Encourage everyone to tag **#freebeingme** if they post on social media.
- 3.** Introduce the **Action on Body Confidence programme**, for anyone who has completed FBM and wants to take even bigger action to challenge beauty standards in their community or the wider world!

Home Challenge: Take Action

Carry out your Take Action project and get ready to share how it went.



Inspirational Action cards



Organise an inclusive fashion show!

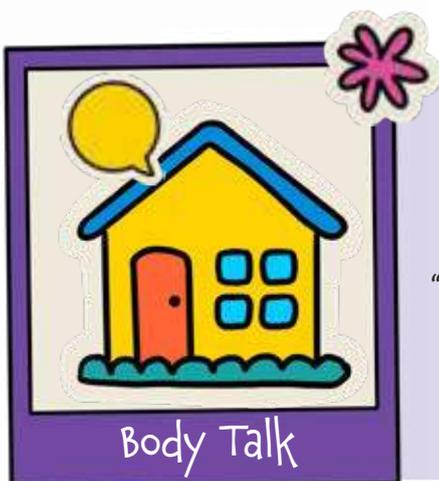
Jessica Shire, a UK Girl Guide, set up a [Positively Me! fashion show](#) where the models, many with visible and invisible differences, all wear something they wouldn't normally feel confident wearing.

Give people compliments (not about their looks)

"I love how your face lights up when you talk about or do ..."

"When you told me about ... it really opened my eyes to other perspectives."

"I'm so proud of how resilient you are."

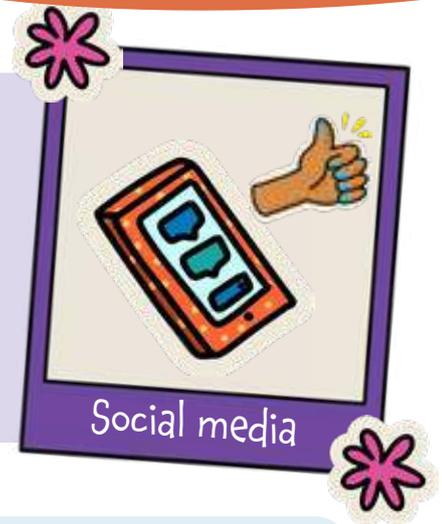


Tell your family about body talk

"Say no to body talk - who says we should all look a certain way?!"

Post on social media

[The Real People Project](#) (UK) was created by Girl Guides Victoria and Sophie to tackle lack of diversity in all forms of media.



Share surveys or host webinars

[Brown & Beautiful](#), created by two Girl Guides: Shauna from Grenada and Lucia from Zimbabwe, aims to tackle skin-bleaching across the globe.

Speak on the radio

In [Pakistan](#), Girl Guides convinced a radio presenter to broadcast their own show encouraging people to focus on their skills and abilities rather than their looks.



Organise a film night or photoshoot

In [South Africa](#), Girl Guides invited the community to a swimsuit photoshoot to celebrate body diversity: “[Don’t] judge people based on their appearance. Everyone is unique and has their own body type.”





Write and share a petition

The government in Norway has amended their Marketing Act so that everyone must now label their photos if they have used filters or other editing software.

Wear T-shirts or put up posters to raise awareness

Newcastle Brownies designed these:



Display body confident messages on mirrors

Message a friend to raise awareness

Send some of your friends a direct message or text about beauty standards:
"Remember, you are worthy and you are loved, no matter how you look. Try not to compare yourself to impossible images you see around you - you deserve to feel free to be you!"

Write and publish poems

My body is on time
She works hard
She shows up even when spiritually I am empty
She is strong
Heart beating, baby pushing strong
Wound her, she heals
Nourish her, she grows
No scar or roll has diminished her beauty
I love and trust her
She has not failed me yet
By Vean Ima

Take Action Project Plan example

I pledge to take action for myself by:

Practising the mirror challenge every day for two weeks.

The people I want to help are:

- 1) Justine
- 2) Nathaniel

My message to them about beauty standards is:

There is no such thing as 'good' or 'bad' bodies – all bodies are good bodies! We need to stop comparing ourselves to impossible standards and embrace that difference is beautiful!

The action I will take is:

Organise a party where everyone wears something they wouldn't usually wear. At the end, everyone writes body confident messages for each other to take home as a surprise.

Date and location of my action:

In one month's time, at the weekend.

Things or people I will need:

- Invites, decorations and music
- Large room or hall (ask parents and my cousin)
- Paper, bags and pens for the messages

[After taking action]

- Three things that went well ...
- Next time I would ...
- I will share my Take Action Project by ...



Celebrate, Evaluate & Share



Celebrate

After everyone has taken action, organise a group celebration and badge ceremony.



To Prepare...

1. Order your FBM badges on the [WAGGGS website](#) (or ask your MO).
2. Invite an audience to join you if possible – family, friends, community members, other Guides and Scouts groups.
3. Ask your group to prepare a celebratory song or dance.
4. Choose a body confidence theme, for example:
 - a) **Fashion Show!** Everyone wears something they wouldn't normally wear because of beauty standards.
 - b) **Gallery!** Ask everyone to write body confident messages and display them over the walls.
 - c) **Music!** Compile a soundtrack together of positive songs that make people feel good and want to dance.
5. Set up the space with chairs for the audience (the rest of the group can be the audience if there aren't family and friends.)



Evaluate

At the **celebration event**, find out how much your group has grown in body confidence now that they have finished Free Being Me.

Each participant should complete the FBM Survey individually, as in Session 1 (see page 64-65).

Your group can either:

1. [If they have a smartphone] Scan the QR code with their browser or app and follow the steps. Leaders write down each participant's two total scores, their age and initials
2. Complete a printed version of the survey by hand. See page 12 to interpret the results. As before, taking part is completely optional.



Finish Survey



Share

Your group is powerful. They should shout loud and proud about what they have achieved:

- Tell WAGGGS (and the world!) how many of your group earned their FBM badge. Visit our interactive map to see your final number of participants: www.waggs.org/en/what-we-do/initiatives-map/
- Support the group to share their actions online using **#freebeingme** and **#waggs**.
- Encourage them to tell friends, family and other Guide and Scout groups about FBM.



FBM Badge Finish Survey

Join groups around the world who are sharing their understanding, feelings and actions on the topic of body confidence!

Complete the FBM Badge Survey on your own and then give it to your leader.

Taking part is **optional**. If you choose to complete the survey, this means you agree for your leader to use and share this information (they won't share your name) and help WAGGS understand if FBM is working.

Age:

Initials:

Rate how much you generally agree or disagree with the following statements (please select <u>only one</u> response per statement):	1 Strongly disagree 	2 Disagree 	3 Neither agree nor disagree 	4 Agree 	5 Strongly agree 
1. I often speak up at home, in class and at Guiding without worrying about how I look.					
2. I often try new things and activities without worrying about how I look.					
3. I wish I could change my looks to be like people I see on the TV, in advertising or on social media.					
4. I like what I see when I look in the mirror.					
5. I feel confident standing up to negative comments about people's looks.					
6. I know how to help other people improve their body confidence.					

7. When you don't feel good about your looks, what do you do to help yourself feel better?

.....

.....

8. Draw or colour in this scale to show how much you agree with this statement:

In general, I'm happy about the way I look.



0 10



Not happy at all



Moderately happy



Very happy

9. What did you enjoy the most in Free Being Me?

.....

10. What did you enjoy the least in Free Being Me?

.....

11. What type of action(s) did you or your group take in Session 5? Select all that apply.

- Displayed posters/made T-shirts
- Talked to a friend or family member
- Spoke or performed at school
- Organised an event in the community
- Created social media campaign (videos etc)
- Wrote and delivered a petition
- Contacted decision-makers (brands, politicians etc)
- Other:

.....

12. Overall, what do you think of Free Being Me? Please circle your answer:



Very bad



Slightly bad



Don't know



Good



Very good

Other WAGGGS programmes

Action on Body Confidence



Action on Body Confidence (ABC) is a separate activity pack that supports young people to plan and run their own advocacy projects to improve people's body confidence. We recommend ABC to groups who have completed Free Being Me and are ready to take action to inspire even more people!

Groups begin by identifying the biggest body confidence issues in their community and then plan a project that demands change from decision makers.

To find out more, visit:
www.waggs.org/en/what-we-do/action-body-confidence

Your group may also wish to take part in other WAGGGS programmes to explore further some of the topics raised in Free Being Me:



Girl Powered Nutrition – Having learned about all the things your body can do, find out about how to keep yourself happy and healthy with good nutrition.

<https://www.waggs.org/en/what-we-do/girl-powered-nutrition/gpn-online-training/>



Surf Smart – If you use technology and the internet, find out more about media literacy and staying safe online.

<https://www.waggs.org/en/what-we-do/surf-smart-20/>



Voices Against Violence – By improving body confidence, we're working towards a more gender-equal world. Learn about how violence also disproportionately harms girls and young women.

<https://www.waggs.org/en/what-we-do/stop-the-violence/get-involved/learn/deliver-voices-against-violence-curriculum/>



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Free Being Me (FBM) is an educational programme that promotes a world free from appearance-related anxiety.

FBM first began in 2013, developed in partnership with the World Association of Girl Guides and Girl Scouts (WAGGGS), the Dove Self-Esteem Project (DSEP) and the Centre of Appearance Research (CAR). Since then, an incredible six million Girl Guides and Girl Scouts in 80 countries have improved their body confidence and helped other people do the same. This updated, more representative and interactive version of Free Being Me will support four million other Guides and Scouts to lead a movement towards a world free from body insecurities. We can't wait to see what your group will do!

www.waggs.org

   @waggsworld

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Dove & the World Association
of Girl Guides and Girl Scouts

