



Confident Me | Session 1 of 5

# Appearance Ideals

Workshop  
guide for  
educators

# Getting started

## Program materials

- Workshop presentation
- This workshop guide
- Markers for recording responses
- Worksheets/Handouts (one per student)
  - > Who am I?
  - > Costs of Chasing Appearance Ideals
  - > Changing our Thinking
  - > Going Further
  - > Wellness Supports (handed out at the start of the session)
- Links to the stimulus films: [Dove: Change One Thing](#)

### In-person delivery:

- Flipchart stand and paper (if not available, a whiteboard or chalkboard will work)

### Virtual delivery:

- Digital whiteboard capabilities (Google Annotate, Zoom Whiteboard, etc depending on video conferencing software)

### Optional:

- Each student could have a sheet of paper and writing utensils to take notes
- Test your knowledge [Kahoot](#)
- Mentimeter version of the [presentation](#)

## Learning outcomes

### In this workshop students will:

- Understand the concept of appearance ideals and where the pressure to achieve them comes from.
- Recognize the pressures caused by trying to match appearance ideals, and the impact this has on their everyday lives.
- Develop strategies to challenge appearance ideals, resist appearance pressures, and build body confidence.

# Preparing to lead the workshop

## In-person delivery preparation:

1. Ensure that you have a device and projector or some other way to display the presentation slides for students to see. This presentation includes a video, so you will also need internet connection to access the videos and speakers for sound.
2. If you are using the optional Kahoot or Mentimeter materials, make sure you are familiar with the platforms and how to use them. You may need to create a free account on the corresponding websites and make a copy of the documents shared above onto your own account.
3. Set up the flipchart stand and paper in a location where all students will have a clear view (or ensure that you have access to a whiteboard or chalkboard and markers/chalk if not using a flipchart).
4. Print enough copies of the worksheets and handouts for each student.
5. As preparation for delivering this program, educators should do research to properly acknowledge the land that they are on. Visit [native-land.ca](https://native-land.ca) (or similar sites) to learn more and write a land acknowledgment for your particular location. For example: **Before we begin our workshop, we would like to acknowledge the land that we are currently on. We want to honour and express gratitude to the First Nations, Inuit and Métis people of Turtle Island who's sacred land we are on right now. This has been the site of human activity for 15,000 years. This is the sacred traditional territory of the [refer to [native-land.ca](https://native-land.ca)] Today, the land that we are standing on is still the home to many of the First Nations Inuit and Métis people from across Turtle Island. It is our responsibility to remember our history, be aware of how it affects people today, and take care of this land we live and meet on.**

## Virtual delivery preparation:

1. Ensure that you are familiar with the video conferencing program you are using, including how to use the digital whiteboard feature (e.g., Google Annotate, Zoom whiteboard) and how to play videos with sound.
2. Email a copy of the worksheets/handouts to students in advance with instructions to print a copy (if they have access to a printer) or to type their responses directly into the PDF. All worksheets are fillable. Alternatively, worksheets can be distributed using a Google Drive link with instructions for students to download the files. If neither is an option for students, invite them to write their responses on a blank sheet of paper.
3. You may wish to print a copy of this Educator's Guide so that you have a hard copy of the curriculum in front of you while you are presenting online. Alternatively, if you have two computer screens, you can present the Student Slides on one screen while simultaneously viewing this guide on the second screen.
4. See land acknowledgment preparation to the left (#5).

# Creating a safe space

1. **Run an icebreaker activity.** It is recommended to start the session with an icebreaker activity, if possible. This will help to set the tone for the session and differentiate the program from a regular classroom lesson. Running an icebreaker is especially important if your group is just getting to know one another, or if you anticipate that one or more participants may feel uncomfortable during the session. (See the Icebreaker Activities list for examples).
2. **Discuss what comments might be appropriate and inappropriate** (e.g., it would be inappropriate to comment on the appearance of other participants, even if that comment is perceived as a compliment). Also, remind participants that it is appropriate to challenge ideas, but it is not appropriate to challenge people.
3. **Incorporate examples and content that will be relevant to your group** (e.g., if your class is really into rap music, are there rap artists you can represent through the ads to demonstrate appearance pressures?)
3. **Have a plan for what to do if one or more youth becomes upset during or after the session.** Communicate this plan to your group at the beginning of the session using the information below.

“During this session, we will be talking about the way we look and feel. These kinds of discussions can sometimes make us feel uncomfortable, and that is okay. These are important discussions to have. We hope that through this workshop you will begin to feel more at ease. If at any point in this session you feel really uncomfortable, please let one of the educators/facilitators know (e.g., through a private message, or by asking to leave the space). One of the facilitators will go with you and can chat with you about whatever is making you feel uncomfortable. We also have resources we can connect you with if you want to talk to someone else. If you are leaving the room for another reason, such as to go to the washroom, please give one of the educators/facilitators a thumbs up or nod to let us know that you are ‘OK’, otherwise someone will come check on you.”

5. For a list of resources and supports that you can share with your class, see the **Wellness Supports** page at the end of this document.



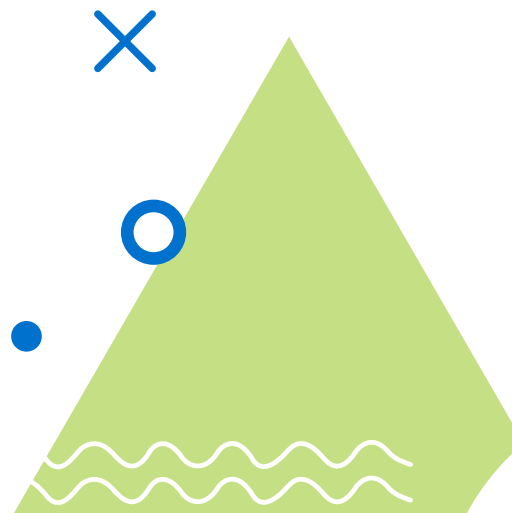


# Fostering an inclusive program environment for diverse youth

To ensure the Confident Me content is relevant to the youth taking part, there are several places within the session where facilitators are invited to add content and examples that are relevant locally. **Adding examples to demonstrate how appearance ideals differ across cultures and for youth from different backgrounds** is especially important to ensure the program is meaningful for diverse youth. It is also suggested that facilitators validate diverse experiences and appearance ideals shared by participants during the program.

\* Note: it is only recommended that facilitators provide examples that they have personally experienced and which they believe will be relevant to the youth taking part. Topics that facilitators have heard about, but have little direct experience with should be avoided.

The box to the right lists some ways that appearance pressures may differ across cultures, or for youth from different backgrounds.

- 
- Many Western appearance ideals today favour people who are muscular, whereas some East Asian cultures portray bodies that are thin and less muscular as more ideal.
  - Among cultural groups where people are fair-skinned, there is often a desire for people to tan to darken their skin, or a perception that having skin that is too light is unhealthy. Meanwhile in most cultures where people have darker skin, “whiteness” is idealized and people go to many lengths to make their skin as light as possible.
  - Whereas many cultures have appearance pressures which focus on thinness, people in many other cultures (e.g., Latin America or Africa) do not prefer skinnier bodies. Instead, they place emphasis on women who have curvier bodies and men who have sturdy and masculine features.

# Suggestions for creating a welcoming and inclusive space:

- To begin, welcome participants into the space and invite them to introduce themselves and their pronouns. You may also play music in the background or open with an icebreaker activity\* to help participants feel comfortable.
- Try to understand the background and perspectives that you bring to the facilitation of this workshop, and be mindful and respectful of the different perspectives that each youth brings.
- Ensure that you use respectful language which does not unintentionally diminish any group or individual's language, culture, beliefs, or way of life.
- Encourage youth to take ownership of their own learning by inviting them to engage with the workshop material as much as possible. This might include asking questions, sharing

thoughts and ideas, or bringing in examples based on their lived experiences.

- For online sessions, find ways to make the workshop interactive and engaging. Consider asking students to join with their video on, asking them to vote by raising their hands, do thumbs up/thumbs down check-ins, and present using the interactive Mentimeter slides.

*\*If you choose to run an icebreaker activity, allow for an additional 10–15 minutes to complete the workshop.*

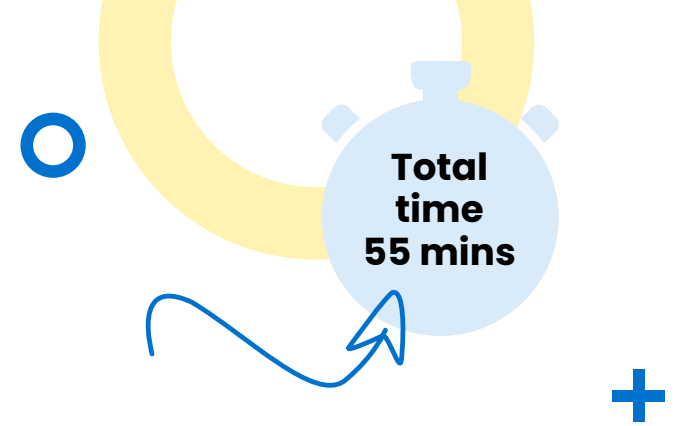
## Final note

Inclusive programming goes beyond offering relevant examples. It is important that facilitators delivering the program to youth from diverse backgrounds seek additional education and resources to ensure their approach is welcoming and inclusive.





# Workshop overview



## 1. ⌚ 10 mins

### Welcome

- Land acknowledgment
- Workshop agreement
- What are we learning today?

## 2. ⌚ 15 mins

### Appearance ideals and pressures

- Test your knowledge
- Who are we?
- What are appearance ideals?
- Where do appearance pressures come from?

## 3. ⌚ 20 mins

### Cost of pursuing appearance ideals

- What does it cost to chase appearance ideals?
- How can we resist appearance pressures?

## 4. ⌚ 10 mins

### Be a body confidence champion

- How will you be a body confidence champion?
- What have we learned today?

This workshop is designed to be suitable for all group sizes, however, groups of 5–30 students and 2–3 staff members are recommended for maximum engagement. For online delivery, we recommend working with an even smaller group of students (up to a maximum of 20 students) with at least two staff members.

It may be helpful to assign each staff member a role for the workshop. We recommend:

- **Staff 1:** Lead facilitator
- **Staff 2:** Support facilitator for discussions and group work
- **Staff 3:** Wellness support and technical support (for virtual programming)

*\*Note: If only 2 staff are available, roles 2 & 3 can be combined.*

For online sessions, it is imperative that two staff are present so that there is a back-up facilitator in case there are connection issues. We also recommend having one staff member in each breakout room to ensure safety within discussions.

# How to use this guide

Read and become familiar with the session activities and their accompanying handouts. Look for these symbols to guide the activity and let you know what to do:

Say

Do

Discuss

Tip

Virtual Delivery

Do it differently

Definition

Sample page:



**Suggested Time Allocation:** Reflects the relative importance of each section for achieving learning outcomes and improving students' body confidence. Timing may be adjusted to suit the length of your lesson.

**Visual cues:** Previews of the main slides to help you stay caught up.

**Costs of pursuing appearance ideals** 20 mins

Presentation	Educator prompts	Notes & variations
	<p><b>Do</b></p> <ol style="list-style-type: none"><li>Split the class into <b>small groups</b>*. Provide each group with the Costs of Chasing Appearance Ideals worksheet at the start of this activity.</li><li>Instruct students in their small groups to write down all of the costs or negative things that could happen if they or someone they know chased these ideals. Tell them that they will share as a large group after a few minutes. Tell them their list of costs can include general ideas like lower self-esteem or specific things like not feeling like you can wear the clothes you want. <b>Example responses:</b> losing money, decreased self-worth, physically and mentally exhausting, encourages dieting, eating disorders, not enjoying food, depression or anxiety, being unhappy, avoiding certain activities.</li><li>Make the point that these ideals cost in terms of time, money, and our emotions.</li></ol>	<p><b>Tip</b></p> <p><b>*Making small groups:</b> Split students into groups of around 3-4 people. If you have a large group, you can assign more than one group the same question. Keeping the group size small is important for meaningful engagement.</p> <p><b>Virtual Delivery</b></p> <p>Use breakout rooms for the small group discussion. If breakout rooms are not available or are not feasible (e.g., not enough staff for each room), ask the discussion questions to the large group.</p> <p><b>Tip</b></p> <p>Students may provide examples of people who have had cosmetic surgery (as a way to criticize the industry or to criticize the industry's focus on appearance).</p>

**Educator Prompts:** Regular text contains instructions and suggestions for how the presentation will flow. Feel free to talk about these points in your own words. **Bolded text** highlights important questions or text to read out to students.

**Anticipated Responses:** Blue text lists some suggested responses that students may give. If there are responses that are not mentioned, you can follow-up with them as examples.

**Notes & Variations:** Notes in this section offer additional information or suggestions that may be helpful for some groups.

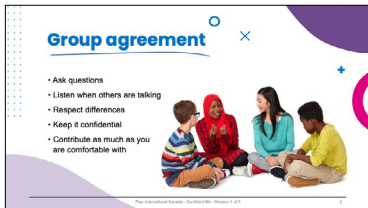


# Welcome

10 mins



## Presentation



## Educator prompts

### Do

1. Welcome students to the workshop. Tell them that the focus of the workshop will be to talk about how we look, feel, and act with respect to our appearance
2. Conduct a land acknowledgment.

### Do

1. Before diving into the content, go through the group agreement to help create a supportive, nonjudgmental environment.
2. Read each agreement and talk about what it means or what it might look like in practice. Ask the group to suggest additional agreements that would create a non-judgemental and supportive environment. If necessary, adjust the guidelines to suit your group.

## Notes & variations

### Tip

See the **Preparing to Lead the Workshop** section for information on how to prepare a land acknowledgment.

### Tip

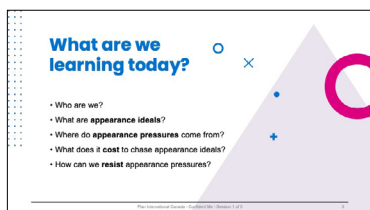
It may be helpful to write out the agreements on a flipchart paper and have each member sign the paper at the end. You can display the guidelines at the start of each session.

### Virtual Delivery

Consider using an online whiteboard to create the group agreement. Some video conferencing programs have built-in whiteboards (e.g. Google Meet Whiteboard, Zoom Annotate)

It may also be helpful to establish an agreement about how students can signal if they have a question or want to share a thought. For example, you can get them to use the 'raise hand' or chat features on their video conferencing program.

## Presentation



## Educator prompts

### Do

1. Briefly share with students that these are the main topics that you will be covering today.

## Notes & variations

### Tip

Certain content may be sensitive to some students. Remind students that if they feel uncomfortable at any point, they are free to take a step back (or turn their video off) and return when they are ready. Remind students that someone will follow up with them if they are upset.

You may also consider asking students how to leave the room for other reasons (bathroom break, etc) to signal to you or other facilitators that they are 'OK' with a nod or thumbs up, otherwise someone will come to check on them. See the **Preparing to Lead the Workshop** content and the Wellness Support handout for more information and resources.

# Appearance ideals & pressures



## Presentation



## Educator prompts

### Do

1. Tell students that the session will begin with a few questions to test what they already know. Read out the question, followed by each answer and get students to raise their hand to vote for the correct answer.

### Say

**Correct Answer: D. Feeling comfortable with your appearance and accepting your body for how it looks and what it can do.**

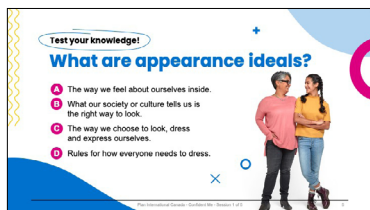
**Optional:** Ask students about why it is important to have body confidence and whether they know how to improve it.

## Notes & variations

### Virtual Delivery

Depending on your resources and technological capabilities, you can also use the Kahoot version of these quiz questions, which can be found here:

[tinyurl.com/dah4brf2](https://tinyurl.com/dah4brf2)



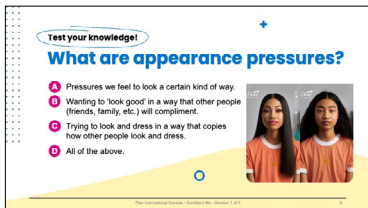
### Say

**Correct Answer: B. What our society or culture tells us is the ideal way to look.**

Talk briefly about how appearance ideals differ from culture to culture as well as over time. For example, the ideal way to look and dress in Korean culture is different from Filipino culture. Similarly, appearance ideals in Canada in the 1970s were very different from what they are in Canada today.

You can draw from other examples that you know about or ask students to suggest contrasting appearance ideals to demonstrate the point.

## Presentation



## Educator prompts

### Say

**Correct Answer: D. All of the above.**

Mention that today's workshop will look at how appearance pressures are created and why they may be detrimental for maintaining body confidence.

### Do

1. Provide students with the Who Am I? Worksheet at the start of this activity.

### Say

**Body confidence affects everyone, no matter your gender, age, race, or background. We all have a unique body, and each of us will have different feelings towards our bodies. Some of the feelings we have towards our bodies, or parts of our bodies, may be positive, some may be negative, and some may be neutral (meaning we don't feel positive or negative). The way that we each feel about our own bodies is impacted by the society we live in, and by the different roles, identities, and experiences that we each have.**

Mention to students that some of their identities, and experiences will be similar to other students in the room, and others will be different.

**To help us start thinking about how body confidence is affected by the society we live in, let's begin by thinking about who we are.**

### Do

1. Instruct students to fill out each section of the pie chart with all of the different ways they would describe themselves (e.g., the different roles or identities that they have). ►

## Notes & variations

### Tip

It can be helpful to provide an example of this to help students get started. On a piece of flipchart paper or whiteboard, draw a pie chart and fill in one or two of the sections with your roles (e.g., teacher).

### Virtual Delivery

Students can use choose to use the worksheet if they were able to print it off. Otherwise, ask students to draw a circle on a blank sheet of paper to create a pie chart.

## Presentation

(Slide 7 continued)



## Educator prompts

Examples include student, child, step-brother, Chinese, girl, babysitter, soccer player, church/mosque/synagogue member, volunteer. Tell students that they won't be asked to share their pie charts with anyone. Give students a few minutes to complete their piecharts.

2. Make the point that the roles they have listed are just some of the ways to describe themselves and that they may change over time.

### Say

Each of our pie charts looks different because we are all different people with different identities, interests, hobbies, roles, responsibilities, and values. In our society, people are often treated differently based on their skin colour, the size and shape of their body, their gender, who they are attracted to, and if they have a disability, among other things. That means that each of us has different experiences based on who we are and how the world sees us. [Provide an example of what this can look like that will resonate with the students in the room]. Even though our society as a whole may treat people differently based on who they are and how they look, we can start to change this by being compassionate and kind to everyone, whether they are similar or different from us. Another way that we can start to change this is to think critically about how our body confidence is shaped by the society we live in, and how our body confidence may be affected by the unfair way that our society treats people. As we start to think more about appearance ideals and pressures, please remember that your experiences may be different from the person sitting beside you, and let's start to think critically about what this means for our own body confidence.

## Notes & variations



## Presentation



## Educator prompts

### Say

We are going to define and describe some of the appearance ideals promoted in our society. Our society tends to send us very specific messages about what the “ideal” appearance looks like – just think about celebrities or other people highlighted in the media such as magazines, TV and movies, and social media.

### Discuss

Ask students to call out ideas for how to describe the “perfect woman” according to our society. Mention that they don’t have to agree but to think about the images that come to mind when they think about what the “perfect woman” looks like. Encourage students to be as detailed as possible. As participants call out features, write them down under “The Ideal Woman” heading. This list will show how detailed and limiting the appearance ideal can be. Encourage the group to come up with as many physical features as possible. Prompt the group to make each feature very specific – this emphasizes how narrow the ideal is. **Example responses:** thin, fit/toned, large breasts, flat stomach, tall, no body hair, clear skin, straight teeth, young age, tanned (but their race is white).

### Say

**Society tells us that the perfect-looking woman has... (read through responses, highlight inconsistencies, e.g. thin but also large breasts). We call this the “feminine ideal.”**

Emphasize the overall importance placed on thinness within the feminine ideal.

### Do

1. Repeat this brainstorming exercise for characteristics that describe the “perfect man.” **Example responses:** muscular/toned, broader shoulders, v-shaped body, tall, strong jaw, full head ▶

## Notes & variations

### Tip

Ensure you have read the Preparing to Deliver the Workshop section and have written “The Ideal Woman” and “The Ideal Man” on flipchart paper in advance or have a whiteboard or chalkboard available to record student responses.

### Virtual Delivery

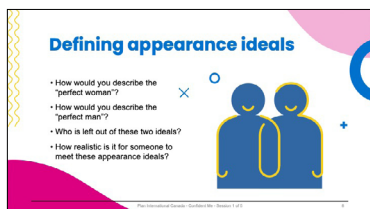
Use Google Whiteboard or Zoom Annotate to capture student suggestions in real-time. If you are using Mentimeter slides, students can type in and send their responses to be added to the wall on the screen.





## Presentation

(Slide 8 continued)



## Educator prompts

of hair, body hair (but only in some places), younger, clear skin, straight teeth, tanned (but their race is white).

### Say

**Society tells us that the perfect-looking man has... (read through responses, highlight inconsistencies, e.g. thin but also muscular). We call this the “masculine ideal”.**

Emphasize the overall importance placed on muscularity within the masculine ideal.

### Discuss

Talk about how these ideals reference body parts of **cisgender** men and women and promote thinking about gender as a **binary**, masculine vs. feminine, boys vs. girls. It sends the (false) message that the only attractive way to present yourself to the world is either very feminine or very masculine.

### Say

**Who (else) is left out of these binary ideals?** People of different gender, races, ethnicities, sexual identities, body sizes, abilities, ages.

If students focus on gender only, use the following question to prompt students to think about the many ways that appearance ideals exclude certain groups of people (e.g., a white skin ideal excludes racialized people):

- **Look at the list we created for the Ideal Woman and Ideal Man. Who is represented in these ideals and who is missing?**
- **How realistic is it for us to try to meet these ideals?** Not very realistic.

Reinforce the message that these appearance ideals are always changing (over time and place), are very specific and narrow, and often contain contradictions.

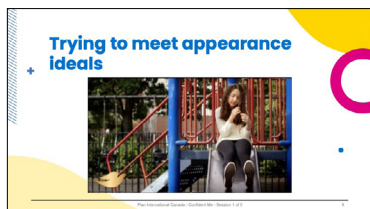
## Notes & variations

### Definition

**Cisgender:** A person whose gender identity aligns with their sex assigned at birth.

**Binary:** A binary is something that is made up of two parts. In the gender binary, you're supposed to be only masculine or only feminine but some people identify with both and other people identify with neither.

## Presentation



## Educator prompts

### Do

1. Tell students that now that they know what appearance ideals are, they are going to watch a short video clip to get them to start thinking about how appearance ideals impact them.

### 2. Play the video “Change One Thing”

### Discuss

After viewing the video, ask for volunteers to describe in their own words:

- **What is happening in the video?** Each young person is naming a physical characteristic they wish they had. They are trying to meet appearance ideals.
- **Why do you think they want the physical characteristic that they listed?** Because they think it makes them look better. They feel pressured to look a certain way.

Make the point the video illustrates how young people from different backgrounds experience appearance pressures. Mention that all of the young people in the video wanted a physical characteristic that they thought would make them look more ideal.

### Say

Invite students to think about the ways that diversity is portrayed in the video. **You could say:**

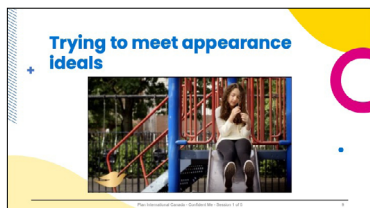
The video showed young people from different backgrounds each naming a physical characteristic they wish they had. The young people in the video upheld different appearance ideals, for example, someone wanted curly hair while someone else wanted straight hair. However, the video does not fully describe that young people are often pressured to all look the same, that is, to look like the Ideal Woman and Ideal Man we discussed earlier. ►

## Notes & variations



## Presentation

(Slide 9 continued)



## Educator prompts

A lot of youth feel pressure to have hair that is a silky texture, to be thin (especially girls), or muscular (especially boys), have white or have lighter skin, be able-bodied, and identify with the gender they were assigned at birth. It is important to recognize that some of these ideals are harder for some people to achieve than others--but this does not make the pressure to try to achieve them any less real. All appearance ideals are narrow and encourage us to work towards an unrealistic goal.

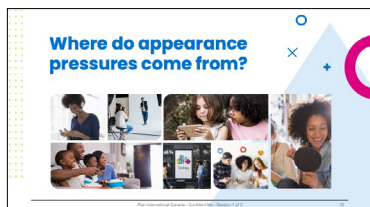
**Ask: Have you ever heard someone say something similar to the young people in the video?** Yes.

Make the point that, as illustrated in the video, it is a common experience to have something about our appearance that we want to change. Tell students that now you're going to think about why this experience is so common.

## Notes & variations

### Tip

To increase engagement, you may choose to ask students to raise their hand or nod their head in response to this question.



### Discuss

Ask students to call out ideas for where they think appearance pressures come from. Have students give examples, if appropriate. **Example responses:** society, advertisements, social media, family, friends, influencers, beauty companies, clothing brands.

Make the point that given all of the different places that they just listed for where appearance pressures come from, it is easy to see why the desire to change our appearance is so common.

**Ask: What do you think people feel they will achieve by meeting appearance ideals?** They'll be happy, liked by others, will fit in, etc.

Explain to students that trying to look like the appearance ideal has major negative impacts on people and society as a whole. Tell them that in the next activity, they are going to explore these negative impacts in more detail.

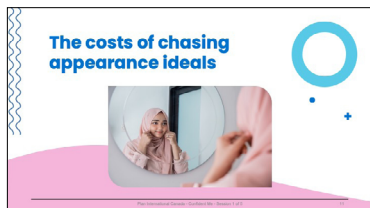


# Costs of pursuing appearance Ideals

 20 mins

## Notes & variations

## Presentation



## Educator prompts

### Do

1. Split the class into **small groups\***. Provide each group with the Costs of Chasing Appearance Ideals worksheet at the start of this activity.
2. Instruct students in their small groups to write down all of the costs or negative things that could happen if they or someone they know chased these ideals. Tell them that they will share as a large group after a few minutes. Tell them their list of costs can include general ideas like lower self-esteem or specific things like not feeling like you can wear the clothes you want. **Example responses:** losing money, decreased self-worth, physically and mentally exhausting, encourages dieting, eating disorders, not enjoying food, depression or anxiety, being unhappy, avoiding certain activities.
3. Make the point that these ideals cost in terms of time, money, and our emotions and feelings.

### Discuss

Ask the following discussion questions of the large group:

- **How do these ideals affect your health?** **Example responses:** They can make you physical or mentally unwell (e.g., through dieting or putting chemicals on your skin) ►

### Tip

**\*Making small groups:** Split students into groups of around 3–4 people. If you have a large group, you can assign more than one group the same question. Keeping the group size small is important for meaningful engagement.

### Virtual Delivery

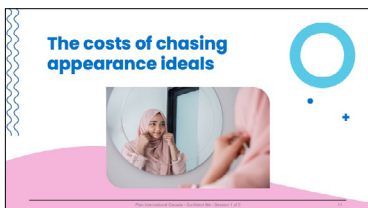
Use breakout rooms for the small group discussion. If breakout rooms are not available or are not feasible (e.g., not enough staff for each room), ask the discussion questions to the large group

### Tip

Students may provide examples of people who have had cosmetic surgery (as a financial cost). Take care not to criticize anyone the students might personally know, but help students see that surgery is a serious step, and can't guarantee that a person will always feel confident with their looks. Similarly, students may mention the time and cost of using ►

## Presentation

(Slide 11 continued)



## Educator prompts

- **What does chasing the appearance ideals do to your time?** It takes up a lot of time that you could spend doing something more enjoyable.
- **How would trying to change your appearance to fit the ideals make you feel about yourself?** Example responses: That you're not good enough, alone or excluded.
- **Given this long list of costs, who benefits from the ideals? Who makes money when people try to pursue them?** Example responses: the media, the fashion industry, diet/weight loss/exercise industries, beauty industry.
- **Are we part of the group that benefits?** No, because we don't profit off of people trying to meet these ideals
- **So, given all of the costs we've identified, is chasing appearance ideals worth it?** No.

### Say

It is important that we recognize that speaking out against appearance ideals isn't about criticizing anyone's natural body or features, or the choices people make about their appearance. It's about challenging the idea in society that there's one perfect way to look, and the pressure this idea puts on people. Also, be mindful that it's impossible to naturally achieve the ideal; even models and celebrities need surgery and Photoshop to match it. Chasing the ideal, and what this does to you, is the problem.

## Notes & variations

make up or styling hair. Take care not to suggest that doing these things is wrong or that young people only do them to meet appearance ideals (e.g., doing makeup or hair can be an artistic activity and allow for self-expression). Students might use this task to argue that some people can match appearance ideals with little time, money or emotional energy. Remind students that these people might still not feel satisfied with their appearance, and will not always feel that they look their best – and just because people might easily meet appearance ideals, it doesn't guarantee that their lifestyle is any more ideal.

When asking the next few questions, tailor them to the answers that students gave above. For example, if someone mentions eating disorders, connect that idea by talking about mental health and health in general.

To keep students engaged, move through this list of questions as quickly and lively as possible while ensuring that all of the content is covered.



## Presentation



## Educator prompts

### Do

1. Provide students with the Addressing Appearance Ideals for Ourselves and Others worksheet.
2. Explain that now students have recognized that trying to attain appearance ideals can cause lots of problems and be harmful to our body confidence and self-esteem, they are going to consider ways they can feel better about themselves.
3. Remind students that you have talked about how our body confidence is affected by the society we live in and that we receive powerful messages about the ideal appearance from the media and other places. Explain that because of this, it can take some time and effort to start to change how we think and feel about our bodies so that we aren't focused on appearance.

### Say

One way that you can think differently about your body is to think about how your unique body looks when you do things to support your physical health, mental health, and overall quality of life, such as eating different food to fuel your body, exercising, and engaging in school, social activities.

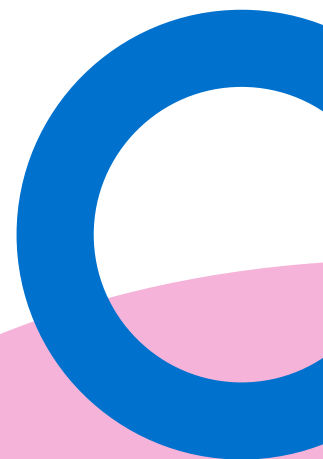
We can also think about bodies as neither entirely negative nor entirely positive. This way of thinking can be helpful because it means that you don't have to love every part of your body all of the time. For example, there might be things you don't love about your body, but that shouldn't stop you from loving other parts of your body.

Instruct students to fill out the worksheet independently with things they can do for themselves and others related to resisting appearance ideals.

## Notes & variations

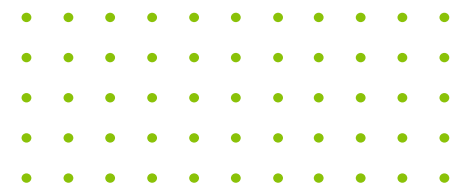
### Tip

Although some students may feel body positive about themselves (which is great!), it is important to remember that not everyone will feel positive about themselves or their bodies. If students bring up the idea of body positivity, make the point above and take care not to encourage students to be 'body positive' in a way that promotes having positive feelings at all times, which can actually be harmful because it is not take into account all of the various factors that influence our body confidence, such as the way that our society promotes certain appearance ideals.

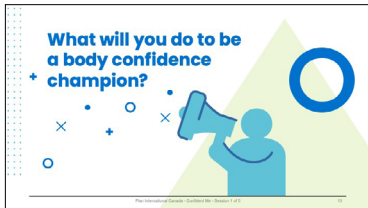




# Be a body confidence champion



## Presentation



## Educator prompts

### Say

**How are you going to take action to challenge appearance ideals?** Example responses: Being more aware of appearance pressures that they face in their everyday lives, sharing what they learned today with others, etc.

Encourage students to make their pledge a small, specific action, making it easier for them to keep their commitment.

If time permits, invite a few students to share their ideas with the class.

## Notes & variations

### Tip

It may be helpful to have participants take out a paper and pencil to write down their response to this discussion. You can also have them write in their agendas/day planners.

### Do it differently

**Optional extension:** Challenge students to share one non-appearance thing that they love about themselves to the person sitting beside them.



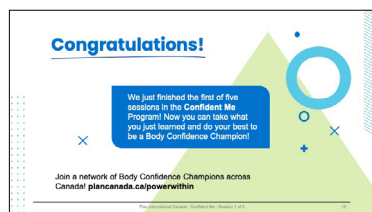
### Discuss

Ask students to summarize what they learned today. There can be a wide range of responses. Below are some examples:

- Pressure to look a certain way comes from the world around us.
- Trying to match appearance ideals has negative consequences for our time, money, and feelings.
- We can shift away from thinking about our bodies in terms of how well they match appearance ideas.
- We can learn to value things about ourselves and other people that isn't about appearance.
- We can resist appearance ideals and appearance pressures for ourselves and others.



## Presentation



## Educator prompts

### Do

1. Thank students for their participation in the session. Remind students of the Wellness Supports (provided at the beginning of the session) if they want to talk to someone about how they are feeling.
2. Provide students with the **Going Further** worksheet. Encourage students to explore the ideas raised in today's session by filling out the worksheet before the next session.

## Notes & variations

# Wellness supports

Sometimes it helps to talk to someone about what you're going through. If you would like to chat with someone, here are a few national support lines you can call toll-free.

## Kids Help Phone

Free, anonymous and confidential counseling and referrals for mental health, addictions and well-being for children and youth between the ages of 5 and 20. Open 24 hours a day, 7 days a week.

Call **1-800-668-6868**

Chat [kidshelpphone.ca/live-chat](https://kidshelpphone.ca/live-chat)

## Good2Talk

Provides professional counselling and information and referrals for mental health, addictions and well-being, ages 17–25. Open 24 hours a day, 7 days a week to youth in Ontario and Nova Scotia.

Call **1-866-925-5454** (Ontario)

**1-833-292-3698** (Nova Scotia)

Text **GOOD2TALKON to 686868** (Ontario)

**GOOD2TALKNS to 686868** (Nova Scotia)

## Caring for Kids New to Canada

The community resource page lists a number of local services and organizations across Canada who can provide support to immigrant and refugee youth.

Website [kidsnewtocanada.ca/health-promotion/youth-resources](https://kidsnewtocanada.ca/health-promotion/youth-resources)

## Chrysalis Network

National counselling crisis line focused on support for sex trade workers and those affected by sexual assault.

Call **1-866-528-7109**

## LGBT Youthline

Confidential and non-judgmental peer support for lesbian, gay, bisexual, transgender, transsexual, two-spirited, queer and questioning people. Contact for support or to access an extensive database of referral resources.

Call **1-800-268-9688**

Text **647-694-4275**

Live Chat [youthline.ca](https://youthline.ca)

## National Eating Disorder Information Centre (NEDIC)

NEDIC focuses on awareness and prevention of eating disorders, food and weight preoccupation, and disordered eating by promoting critical thinking skills and a healthy, balanced lifestyle.

Call **1-866-633-4220**

Live Chat [nedic.ca](https://nedic.ca)

## Women Against Violence Rape Crisis Centre

Free, confidential and immediate emotional support 24 hours a day, 7 days a week, 365 days.

Call **604-255-6344**

Toll free **1-877-392-7583**

## For more resources

**canada.ca** type: "mental health" in the search field  
**thelifelinecanada.ca** (Includes phone, text or chat options across Canada)

## Distress centres

### Alberta

[edmonton.cmha.ca](https://edmonton.cmha.ca)

**1-800-232-7288**

### British Columbia

[crisiscentre.bc.ca](https://crisiscentre.bc.ca)

**1-866-661-3311**

### Manitoba

[gov.mb.ca/health/mh/crisis.html](https://gov.mb.ca/health/mh/crisis.html)

**1-888-322-3019**

### New Brunswick

[chimohelpline.ca](https://chimohelpline.ca)

**1-800-667-5005**

### Newfoundland & Labrador

[cmhanl.ca](https://cmhanl.ca)

**1-888-737-4668**

### Northwest Territories

[hss.gov.nt.ca/en/services/nwt-help-line](https://hss.gov.nt.ca/en/services/nwt-help-line)

**1-800-661-0844**

### Nova Scotia

[mha.nshealth.ca](https://mha.nshealth.ca)

**1-888-429-8167**

### Nunavut

[nunavuthelpline.ca](https://nunavuthelpline.ca)

**1-800-265-3333**

### Ontario

[dcontario.org/locations/](https://dcontario.org/locations/)

**1-866-531-2600**

### Prince Edward Island

[theislandhelpline.com](https://theislandhelpline.com)

**1-800-218-2885**

### Quebec

[suicideprevention.ca/need-help](https://suicideprevention.ca/need-help)

**1-866-277-3553**

### Saskatchewan

[fhhr.ca/MentalHealth.htm](https://fhhr.ca/MentalHealth.htm)

**1-877-564-0543**

### Yukon

[yukon.cmha.ca](https://yukon.cmha.ca)

**1-844-533-3030**