



Women and Gender
Equality Canada

Femmes et Égalité
des genres Canada



Confident Me | Session 5 of 5



Be The Change

**Workshop
guide for
educators**

Getting started

Program materials

- Workshop presentation
- This workshop guide
- Worksheets (emailed to students in advance if virtual delivery)
 - > Be a Body Confidence Champion (one per student)
 - > How we change our world (one per group)
 - > Take action together! (3 handouts, one set per student)
 - > Certificate of Completion (one per student)

Optional materials:

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

Learning outcomes

In this workshop students will:

- Make a commitment to act as a Body Confidence Champion and to champion change for themselves.
- Celebrate their new role as Body Confidence Champions and develop a plan to champion body confidence in their community.

Preparing to lead the workshop

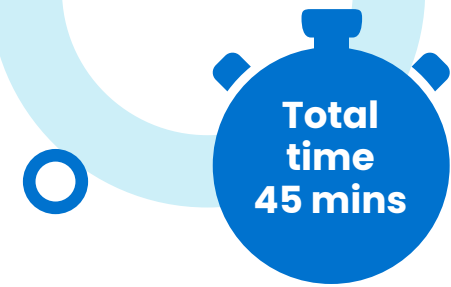
In-person delivery preparation:

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. Go back to the Appearance Ideals Workshop Guide for Educators to review tips for creating a safe space, fostering an inclusive environment for diverse students, suggestions for creating a welcoming and inclusive space, and information about how to use the educator guides.
4. Print enough copies of the worksheets and handouts for each student.
5. You may choose to use a local example of a Body Confidence Champion in your school or community (in addition to or as a replacement for one or more of the profiles provided). If you do not already have a youth in mind to profile, you can search newspaper archives online. Use terms such as teen, high school, body image, body confidence, self-esteem, activist, advocate to search for recent profiles of youth in local newspapers. You may also want to ask your students, colleagues and other people in your network if they know of a youth who has championed change around body confidence in your community. Prepare a brief description (and photograph, if possible) of the youth who has taken action in your community to address self-esteem, body confidence, or related issues. Share this profile with your class during the Champion Change in Our World content.
6. Prepare the Certificates of Completion by filling out student names in advance. Prepare one certificate for each student.

Virtual delivery preparation:

1. Ensure that you are familiar with the video conferencing program you are using, including how to assign students and staff members to breakout rooms (if using this option). See note below about the recommended number of staff members for virtual delivery.
2. See the Mentimeter preparation to the left (#2).
3. See reminder of facilitation tips preparation to the left (#3).
4. Email a copy of the worksheets/handouts, including the Certificate of Completion, 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. If neither is an option for students, invite them to write their responses on a blank sheet of paper.
5. If you are running the “How Can We Celebrate Individuality?” activity as a large group (not using breakout rooms), you will need to create a Google Doc that contains a table with two columns and as many rows as there are students. Column one will list each student’s name in a separate row. Column two will be left blank for students to fill in unique or positive characteristics about each student. You will need to share the link with students at the beginning of the activity.
6. See the “Body Confidence Champion profile” instructions to the left (#5).
7. 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.

Workshop overview



1. 5 mins Introduction

- Review group agreement
- What did we learn in the last session?
- What are we learning today?

2. 35 mins Body confidence champion

- How can we celebrate individuality?
- Be a body confidence champion
- Champion change in our world
- How can we change our world?

3. 5 mins Change your world

- You've got the tools to change your world!
- Congratulations!

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 virtual 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.*

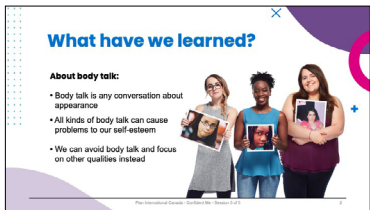
For virtual sessions, it is imperative that two staff are present so there is a back-up facilitator in case there are connection issues. We also recommend having one staff member in each breakout room to ensure safety within discussions.

Introduction

5 mins



Presentation



Educator prompts

Do

1. Welcome students to the 'Be the Change' session.
2. Conduct a land acknowledgment.
3. Remind students that the focus of the workshop series is to help them explore more helpful ways to manage appearance pressures and build body confidence.

Do

1. Invite one or two students to recall what they learned in the previous session.
2. Invite another one or two students to share how they challenged body talk since the last session. Have the class celebrate this action by clapping, cheering, etc.
3. Summarize any key learning outcomes from the previous session students have missed.

Do

1. Briefly share with students that these are the main topics that you will be covering today.
1. Remind students of the group agreement (created in the first session) and ask if they would like to add any additional agreements. Ask students to recommit to it today by raising their hands or nodding their heads.

Notes & variations

Virtual Delivery

It may be helpful to establish ground rules 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' feature on their video conferencing program.

Tip

See the **Preparing to Lead the Workshop** section in Session 1 (Appearance Ideals) for information on how to prepare a land acknowledgment.

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. See the **Preparing to Lead the Workshop** content and the **Wellness Support** page for more information and resources.

Virtual Delivery

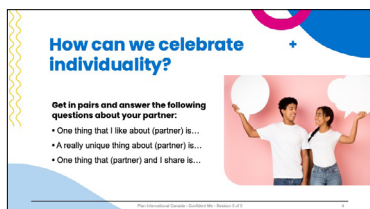
Have students use the "thumbs up" reaction to signal a re-commitment to the space agreement.

Body confidence champions

35 mins



Presentation



Educator prompts

Do

1. Explain that one of the key learnings from the workshop series has been learning to value qualities and interests other than appearance, and that they are going to put this into practice now by celebrating the individuality of another member of the class.
2. Arrange the class into pairs. Instruct students to use the prompts on the slide to have a conversation with their partner.
3. Invite one or two pairs, where comfortable, to share their compliments and what they share with the class.

Discuss

Ask the group the following questions:

- **How did it make you feel to respond to the prompts for your partner?**
- **How did it make you feel to hear what your partner wrote about you?**
- **Did anything surprise you about this activity?**

Explain that completing this activity will help everyone be in a positive frame of mind as they think about how they can champion body confidence and have an impact on the world around them.

Notes & variations

Tip

Encourage students to use their notes from the Appearance Ideals session (first workshop), where they considered other qualities and interests they could value instead.

If students are having trouble identifying something they share, prompt them to think about personal characteristics (e.g., creative, hardworking), extracurricular activities and hobbies, or strengths and talents they may share.

Virtual Delivery

Use breakout rooms to split the class into small groups of 3–4 students and have them respond to the prompts. Encourage each group to come up with 1–2 strengths that at least some of the group members share. If breakout rooms are not possible or feasible (e.g., not enough staff for each room), you could run this activity as a large group using Google Docs. Share the Google Doc link with the class, then ask students to locate their name in the table and fill in a unique or positive characteristic about the student listed below them. Remind students at the start of this activity about the Group Agreement and emphasize the purpose of this activity is to make everyone feel good about their unique qualities. See the **Preparing to Lead the Workshop** section above for instructions on how to set up the Google Doc.

Presentation

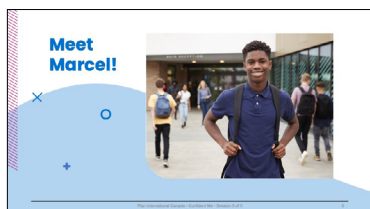
(Slide 5 continued)



Educator prompts

5. Invite students to think about one person in their life who can help them keep their pledges.
6. Explain to students that now that they are Body Confidence Champions, they are going to create an action plan for creating change in their communities. To help them create their plans, they are going to learn about what other youth have done to champion body confidence as inspiration.

Notes & variations



Do

1. Ask for a volunteer to read out loud each of the Body Confidence Champion profiles.
2. Ask the following questions:
 - **What actions did you see young people taking to champion body confidence?**
 - **Who were they hoping to inspire with their actions?**
 - **In what ways have these stories inspired you?**
3. Make the point that any action, big or small, can have a lasting impact.

Tip

You may also want to share other local or relevant examples with your class of young people taking action to champion body confidence. See the **Preparing to Lead the Workshop** section for tips on finding local examples.

How can we change our world? (No slide)

Do

1. Split the class into groups of 3–4 students. Provide each group with the “How can we change our world” worksheet.
2. Explain to students that they are going to create a plan to champion body confidence in their community. Encourage students to be creative but also consider the feasibility of their plan (e.g., to consider how much time, money, and other resources will be required). ▶

Virtual Delivery

Use breakout rooms for small group work. If breakout rooms are not available or are not feasible (e.g., not enough staff members for each room), you can run this activity by working on a single action plan as a large group. Ask students to brainstorm issues they want to address. Have a vote to determine which idea you will pursue. ▶

Presentation

How can we change our world? Continued (No slide)

Educator prompts

- If appropriate, tell students that they are going to put their plans into action [see Facilitator Note].
3. Tell students in advance that they are going to share their action plans with the class. Give students approximately 15 minutes to create their plans.
 4. Invite each group to share their plan with the class in 30 seconds or less. Students may find it helpful to use the worksheet to guide their presentation.
 5. Ask other students to comment on the different ideas and plans groups have created. Use the following prompts:
 - **What do you like about their idea?**
 - **What can you suggest to make it even better?**
 6. Explain to the class that it is important that they work together as one big group to help one another act as Body Confidence Champions and turn their ideas into actions to make sure they can have the biggest impact on their community.



Notes & variations

Alternatively, you can choose an idea from the “Take Action” handouts. Encourage students to create action plans around the remaining issues after the workshop. Lead students through the worksheet to collectively develop an action plan. Share the worksheet on your presentation screen so that students can see you filling in the details in real-time.

Tip

If possible, you are encouraged to follow-up with students after the workshop about their action plans. For example, you could schedule a presentation day in class when students share their group’s progress or the outcomes of their action plan, or you could schedule check-ins with each group to assist them with completing their action plans. Consider having this activity count towards a student project credit or volunteer hours.

If groups are struggling to come up with an idea, the “Take Action” handouts can be used for inspiration. You can also encourage students to think about what body confidence challenges they see in their lives (e.g., constant body talk, use of filters on social media) and have the group choose one of these issues to address.

As students are working on their action plans, it can be helpful to visit each group to hear what they are planning and to provide guidance on their plans. This can be especially helpful in getting students to consider the feasibility of their plans.

Change your world

🕒 5 mins



Presentation



Educator prompts

Do

1. Congratulate students on the commitment they have demonstrated through their plans, and across the workshops series.
2. Explain that as the workshop series is drawing to a close, it is important to celebrate their learning and achievements.
3. Ask students to share something they have learned, or committed to change, as a result of the workshops.
4. Provide each student with a Certificate of Completion. Invite students to the front of the room one by one, leading the applause for every student.

Notes & variations

Tip

See the **Preparing to Lead the Workshop** section for information on how to prepare the certificates.

At the back of their certificates, consider encouraging youth to write down three things that they will do to be a Body Confidence Champion. While optional, having this written component can help reinforce their actions and serve as a reminder whenever youth look back to this achievement.



Do

1. Thank students for their participation in the 5-session workshop series. 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. Invite students to join Plan Canada's virtual self-esteem community and connect with a network of Body Confidence Champions across Canada. Direct students to plancanada.ca/powerwithin