



Be the Change

Lesson Summary

In this lesson, students will explore the concept of appearance ideals and where pressure to achieve them comes from. Students will make a commitment to act as a body-confidence champion and to champion change for themselves. They will celebrate their new role as body-confidence champions and develop a plan to champion body confidence in their community.

Teacher Message

This fourth lesson will encourage students to be active participants in their own communities and to be agents of change for their own and others' development of body-image and self-esteem. Although under more pressure than ever to meet appearance ideals, students will feel empowered to create a new social norm. By developing self-esteem and recognizing a set of values through which people are not reduced to the value of their looks, youth, or weight, students are free to become the best version of themselves, able to be appreciated for who they are regardless of their appearance, and empowered to respect and celebrate the diversity they see around them.

Materials

Projector
Whiteboard
Pens or other writing implements
Flip chart and markers

Dove® *Confident Me*: School Workshops for Body Confidence

Session 5: "Be the Change" (available at <https://beyondimagesca.files.wordpress.com/2022/06/confident-me-05-be-the-change-1.zip>)

- Workshop guide for teachers
- Workshop interactive
- Student activity sheets

Learning Organizers

Learning Organizer 4-1 What Makes Us Unique?
Learning Organizer 4-2 Be a Body Confidence Champion
Learning Organizer 4-3 How Can We Change Our World?
Learning Organizer 4-4 Take Action Together

Assessment Tool

Assessment Tool Lesson 4-1 Reflecting on Learning
Assessment Tool Lesson 4-2 Self- and Peer-Assessment

Supporting Curriculum Outcomes

[Alberta](#)

[Atlantic Provinces](#)

[British Columbia](#)

[Manitoba](#)

[Ontario](#)

[Prince Edward Island](#)

[Québec](#)

[Saskatchewan](#)

Lesson Outline

Inspiration: How will I engage the students?

1. **Engage the students in a brief whole-class discussion about some of the key learnings from the previous three lessons.** Guide students to share the big ideas and supporting details that they have learned thus far. Students might piggyback on each other's ideas in order to fully summarize some of the learnings. Ensure students identify the following key ideas in the discussion:
 - *the definition of body-image, how it develops, and what influences it*
 - *the definition of self-esteem, how it develops, and what influences it*
 - *the 3 Rs of Responsible Media*
 - *the definition of Digital Citizenship and how we interact online*
 - *overt and implied messages in media*
2. **Explain that one of the key ideas in the previous lessons has been learning to value qualities and interests other than appearance.** Tell students that they are going to put this into practice now by celebrating the individuality of another member of the class.
3. **Distribute Learning Organizer 4-1 What Makes Us Unique?** to each student. Ask students to work with a classmate. Read the instructions on the Learning Organizer to the students and reinforce that each student should complete the page individually and in silence, thinking about their partner. It is important for you to ensure that this activity is carried out sensitively, and does not become an opportunity for teasing or bullying.
4. **Ask students to share their completed learning organizer with their partner, then invite the students to join in a whole-class debrief.** Ask students to share their thoughts and feelings with questions such as:

What did it feel like to complete the sentences for your partner?

How did it make you feel to see what your partner wrote about you?

Did anything surprise you about this activity?

Explain to the students that how we communicate to other people can have an effect on their self-esteem, and that one of the goals of this activity is to help everyone adopt a positive frame of mind as they think about how they can champion body confidence and have an impact on the world around them.

Facilitation: How will students learn the concepts?

5. **Ask: *What do you think it means to be a body confidence champion?*** Show slide 5, "Who Is a Body Confidence Champion?" from the Dove Confident Me "Be the Change" workshop. Ask for student volunteers to read each of the six characteristics out loud, one at a time. Allow time after each statement is read for students to consider the statement and its meaning.
6. **As a whole class, ask students to share which statements resonate with them and why.** *How do the statements link to some of the key learnings student have identified in previous lessons or to the activity they have just completed?*
7. **Make the point that it's important for students to continue to be a Body Confidence Champion** into the future and to encourage others to do the same.
8. **Ask students to raise their hand if they feel inspired to take action as a Body Confidence Champion** to work together and create a culture that promotes a positive body-image. Remind students of the norms of the classroom climate and school values that would support this pledge.

9. **Explain that as a Body Confidence Champion it is important to make an ongoing personal commitment to championing body confidence.** Facilitate a short class discussion that considers the following questions:

- *What will you do to challenge and change your habits?*
- *How do you think and feel about appearance today?*
- *How do you think you will feel about appearance tomorrow, next week, and beyond?*

Encourage students to share their ideas briefly, and ensure that all answers are received positively and validated during the discussion. Remember that students' responses are personal to them and equally valid, even if different from others.

10. **Ask students to consider individually someone who might be able to help them keep their pledges.**

11. **Distribute Learning Organizer 4-2 Be a Body Confidence Champion.** Ask students to complete this organizer independently. Allow time for students to reflect and consider their answers fully before writing them down.

Application: How will students demonstrate their learning?

12. **Distribute the sheets that introduce the Body Confidence Champions featured on slides 6 through 9 (Marcel, Amara, Haru, Michael, Carleigh, Daniel, etc.)** With the showing of each of these slides, ask for a student volunteer to read aloud from the sheets the profile of the young person or people on the screen.

- *What actions did you see young people taking to champion body confidence?*
- *Who were the young people hoping to inspire with their actions?*
- *In what ways have these stories inspired you?*

Point out that any action, big or small, can have a lasting impact. You may also want to share other local or relevant examples of young people taking action to champion body confidence with the class.

13. **Display the slide "How can we change our world?" and ask the students to consider what they might do to bring about change in their world.**

14. **Divide the class into groups of four or five students.** These groups will be the students' "home groups." Ask students to work in their home groups to create a plan to champion body confidence in their community. Encourage groups to use the first page of **Learning Organizer 4-3 How Can We Change Our World?** to structure their ideas. **Provide a copy of the Learning Organizer 4-4 Take Action Together** (three pages total) for each group for inspiration. Groups may wish to read the list of ideas prior to developing and recording their own. Alternatively, you could enlarge these three pages and post them in the classroom or display them on an LCD projector.

15. **Invite students to participate in a jigsaw activity,** in which they will move to a new group (the "expert group") and share the ideas that their home group has generated. Encourage students to identify and celebrate similar ideas, and to jot down new and different ideas that they may hear in their expert groups.

16. **Ask students to return to their home groups** and share any new or exciting ideas they gathered from meeting in their expert groups.

17. **Ask students to decide with the members of their home groups which ONE idea they would like to develop in order to act as a Body Confidence Champion in their world.** Instruct students to discuss this idea and write out their plan using the second page of **Learning Organizer 4-3**. Provide time for students to complete the plan with as much detail as possible.

18. Ask each group to share their idea with the class in a creative and memorable way in 30 to 45 seconds.

Encourage the groups to be as creative as possible in how they present their ideas. You may want to suggest that the students pitch their idea to the class, and consider how they can make their plan stand out. Remind students of the 3 Rs of Responsible Media that they discussed in Lesson 2 to ensure that the message being presented is reliable, respectful, and representative.

Reflection: How will students reflect on their learning?

19. Invite students to comment on the different ideas and plans the groups have created. Ask students to consider framing their feedback with both strengths and next steps. (You could encourage students to structure their comments using strategies such as Two Stars and a Wish or Two to Glow, One to Grow). Ask: *What do you like about this idea? What can you suggest to make it even better?*

20. 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 have the biggest possible impact on their community.

Assessment

As an assessment, you may wish to use an exit slip such as the one provided in **Assessment Tool 4-1 Reflecting on Learning**. It guides students to reflect on and share their learning from the individual activities and the group activities in this lesson.

To gather further information about group work and participation, you may also wish to use **Assessment Tool 4-2 Self- and Peer-Assessment**. Students will be familiar with this tool as it is similar to the one used in Lesson 1.

Related Resources to Extend the Learning

Best Bets for Teachers

Mototsune, K. *Image: deal with it from the inside out*. 2007. Lorimer.

Best Bets for Students

Covey, S. *The 7 Habits of Highly Effective Teens*. 1998. Fireside.

Covey, S. *The 6 Most Important Decisions You'll Ever Make: A Guide for Teens*. 2006. Touchstone.

What Makes Us Unique?*

Name: _____ Date: _____

- Find a partner for this activity. Give them your activity sheet to write on and make sure you have theirs.
- Complete the exercise below, writing on your partner's activity sheet. You could write about what they do, what they like, how they act around people, what you really notice about them. Whatever you write, remember to keep it positive and respectful.
- When your teacher tells you, return the sheet to your partner and read what they have written about you. Look your partner in the eye and thank them.

The person I am writing about is ...

One thing I like about _____ is ...

A really unique thing about _____ is ...

One thing that _____ and I share is ...

Feeling stuck?

You could write about what your partner does, what they like, how they act around people, what you really notice about them. Whatever you write, remember to keep it positive and respectful.

Be a Body Confidence Champion*

To be a great Body Confidence Champion, I commit to ...

- Challenge appearance ideals by changing how I:

- Be aware of the appearance ideal messages that photos in the media send by:

- Be responsible for what I create and share through social media by:

- Avoid comparing people's looks by:

- Banish body talk by:

The person who could help me keep my pledge is:

Signed: _____ Dated: _____

Celebrate your individuality and the diversity of the people you know. Aim to be the best you can be — you are one of a kind!

How Can We Change Our World?*

Name: _____ Date: _____

How will you take action to champion body confidence in your world? Use this planning sheet to help you structure your idea.

Our idea:

Now, break your idea down into the different actions you will need to complete:

Action	What are we doing?	By when?	What resources do we need? (e.g., things, help from others)	Notes
1				
2				
3				
4				
5				

* From Dove Confident Me Session 5: "Be the Change." Used with permission.

How Can We Change Our World*

Name: _____ Date: _____

By working together as Body Confidence Champions, we can make an even bigger impact on the world around us. What action are you taking to challenge appearance ideals and share your world?

How can you share your idea with others in a creative and memorable way?

Our idea:

Take Action Together*

Name: _____ Date: _____

Use these ideas for inspiration to decide what you will do to work together to challenge appearance ideals and change your world.

- **Create posters:**

What posters could spread the word about challenging appearance ideals?

You could include information about decoding media messages, avoiding comparisons or stopping body talk. Where will you place your posters to get the most attention?

- **Write a school policy:**

Your school has lots of documents that guide how the school is managed and how people should act. Work with a teacher or trustee to draft a policy to help the school promote body confidence.

- **Create a presentation to give to a trustee and senior leaders:**

Teachers and trustees can play a big role in helping challenge appearance ideals in your school, but they might not know what this means! Plan a presentation to help explain to them how we can challenge appearance appeals and improve body confidence throughout the school.

- **Write a leaflet or web page for parents and caregivers:**

Parents and caregivers are important role models in our lives. They can help build body confidence, but only if they knew why – and how! Plan a leaflet or web page to help explain to them how we can challenge appearance appeals and improve body confidence.

- **Script a video or play:**

A video or play could help spread the word, especially to other students. Think of how you could do this using a story or documentary. Write your script, find your cast and production team, and get filming!

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Reflecting on Learning

Name: _____ Date: _____

Before you leave today, please complete the following questions and hand in as you exit the classroom.

1. What is a key idea that resonated with you today? What was your "a-ha" moment?

2. What could you have done today to help yourself learn better?

3. What do you still have questions about after this lesson?

Self- and Peer-Assessment

Name: _____ Date: _____

PART A: PEER ASSESSMENT

Write the name of each member of your group at the top of one column. Assess how well you worked together. Respond to each question on the left for each group member by circling E (Excellent), G (Good), S (Satisfactory), or N (Needs Improvement).

Names:				
1. How well did group members ask questions to clarify meaning and ensure understanding?	E	E	E	E
	G	G	G	G
	S	S	S	S
	N	N	N	N
2. How willingly did group members work with other group members?	E	E	E	E
	G	G	G	G
	S	S	S	S
	N	N	N	N
3. How well did group members listen, acknowledge, and consider differing opinions?	E	E	E	E
	G	G	G	G
	S	S	S	S
	N	N	N	N
4. How helpful were group members in developing and presenting the final idea to the class?	E	E	E	E
	G	G	G	G
	S	S	S	S
	N	N	N	N

PART B: SELF ASSESSMENT

How did you show that you were on task and engaged in this lesson?

Supporting Curriculum Outcomes

Alberta

Language Arts

Revise understanding and expression of ideas by connecting new and prior knowledge and experiences.

Review, reread, discuss and reflect on oral, print and other media texts to explore, confirm or revise understanding.

Acknowledge the value of the ideas and opinions of others in exploring and extending personal interpretations and perspectives.

Exchange ideas and opinions to clarify understanding and to broaden personal perspectives.

Reconsider and revise initial understandings and responses in light of new ideas, information and feedback from others.

Explain connections between own interpretation and information in texts, and infer how texts will influence others.

Tell, represent or write about experiences similar or related to those in oral, print and other media texts

Create oral, print and other media texts related to issues encountered in texts and in own life.

Health

Develop personal strategies to deal with pressures to have a certain look/lifestyle; e.g., accept individual look.

Describe the characteristics of, and demonstrate skills of, an effective leader and group member.

Atlantic Provinces

Language Arts

Elaborate personal reactions to what is read and viewed by providing some extended explanations, examples, and supporting arguments.

State personal points of view about what is read and viewed and justify views with increasing regularity.

With increasing confidence and flexibility, find evidence in text to support personal claims and viewpoints about issues, themes, and situations.

British Columbia

Language Arts

Interact and collaborate in pairs and groups to support the learning of self and others, explore experiences, ideas, and information, [and] understand the perspectives of others.

Express ideas in a variety of situations and forms.

Select and use a range of strategies to interact and collaborate with others in pairs and groups.

Use listening strategies to understand, recall, and analyse a variety of texts.

Speak and listen to synthesize and extend thinking.

Use metacognitive strategies to reflect on and assess their speaking and listening.

After reading and viewing, select and use a range of strategies to extend and confirm meaning.

Explain and support personal responses to texts.

Write and represent to synthesize and extend thinking.

Manitoba

Language Arts

Explore diverse ideas to develop predictions, opinions, conclusions, and understanding.

Integrate new understanding with previous viewpoints and interpretations.

Articulate, represent, and explain personal viewpoints clearly.

Reconsider initial understanding in light of new information, and ask clarifying questions; listen to diverse opinions and recognize ambiguity.

Express personal reactions to a variety of experiences and texts and compare them with the reactions of others.

Engage in dialogue to understand the feelings and viewpoints of others and contribute to group harmony.

Organize and complete tasks cooperatively and collaboratively; evaluate group productivity and efficiency.

Evaluate the quality of own contributions to group process and set goals and plans for development of personal skills; evaluate group process and plan for growth.

Ontario

Language Arts

Develop ideas about more challenging topics and identify those most appropriate to the purpose.

Demonstrate understanding that different media texts reflect different points of view and that some texts reflect multiple points of view.

Identify an appropriate form to suit the purpose and evidence for a media text they plan to create.

Identify what strategies they find most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers, listeners, producers.

Prince Edward Island

Health

Describe the characteristics of an effective leader and group member.

Québec

Language Arts

Use collaborative talk to construct communal knowledge.

Uses extended critical listening strategies.

Actively participate in negotiating and determining responsibilities in group tasks.

Explore impact of texts on other readers.

Use a range of strategies and techniques for giving and receiving feedback.

Saskatchewan

Language Arts

View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.

Listen critically to understand, gather information, follow directions, form an opinion, and analyze oral presentations for diverse opinions, presenter's point of view, values, and biases, stereotypes, or prejudices.

Use oral language to interact purposefully, confidently, and respectfully in a variety of situations including one-to-one, small group, and large group discussions (expressing feelings and viewpoints and contributing to group harmony).

Use oral language to effectively express information and ideas of complexity in formal and informal situations.