

BodyKind Leadership Workshop

Educator/Facilitator Guide

The BodyKind Leadership Workshop has been developed by Butterfly Foundation as part of BodyKind Schools.

The aim of this Educator/Facilitator guide is to support a positive delivery and engagement with the workshop and connect you to the other free BodyKind Schools activities.

Workshop - Overview

The BodyKind Leadership Workshop is a digital workshop about body image and its various influences. It encourages students to be bodyKind; to their own body and to others as well as pay the messages forward being a BodyKind Leader.

This workshop can be used as stand-alone activity, or as we recommend, alongside other BodyKind activities available within the BodyKind Schools resource portal to help extend learning.

Activities may be led by staff or students, or a combination of both!

About BodyKind Schools

BodyKind Schools runs every September in conjunction with Body Image and Eating Disorder Awareness Week (BIEDAW). BodyKind Schools main call to action is body kindness; encouraging young people to be kind to their own body and to others. Online, face to face, everywhere!

About Butterfly Foundation

Butterfly is Australia's leading not-for-profit supporting those affected by eating disorders and body image concerns. Butterfly does this through Recovery Support Services, National Helpline, Prevention Services, Advocacy and Awareness work and fundraising.

If you have questions about the BodyKind Leadership Workshop or Butterfly's Education Services, please contact:

E: education@butterfly.org.au
www.butterfly.org.au



AUDIENCE

Year 5 – Year 9 (11-15yo)

Learning goals

The workshop aims to help young people to:

- Understand the concept of body image and BodyKind
- Identify key influences on body image and positive strategies to manage these
- Understand the role of a BodyKind leader
- Plan BodyKind awareness activities for their school community
- Know where to find support for body image concerns

Materials needed:

- Device to play the Body Kind Schools Leadership digital program
- This Educator/Facilitator guide
- Any activities/worksheets required from other BodyKind activities being used.

How to implement:

The workshop has been designed for flexible use, with students of all genders. You can choose to:

- Run the workshop in its' entirety as a stand-alone activity.
- Pause the program and allow for longer group discussions around the questions presented.
- Screen the digital video over a double period or multiple lessons, pausing at relevant points to incorporate other BodyKind Schools activities to explore the topics in more depth.

To prepare:

- I. Access and watch the BodyKind Leadership Workshop video - <https://www.youtube.com/watch?v=GUNQgK1nfBQ>. Also available via safeshare.tv if youtube is blocked by your school <https://safeshare.tv/x/GUNQgK1nfBQ> u can access at
- II. Plan your delivery; familiarise yourself with the discussion questions and decide how you'll implement (e.g. multi- lesson)
- III. Decide on which additional BodyKind Schools activities to implement and print any worksheets required (optional)
- IV. Captioning can be enabled/disabled.

To ensure a positive 'do no harm' experience:



- I. Establish a classroom agreement with respectful participation
- II. Avoid forcing the discussion questions or singling young people to answer questions. This topic is sensitive and personal. Silence does not always mean disengagement/disinterest.
- III. Use the desired responses within the guide to share responses and ideas if the group is quiet. These are also included within the digital workshop by the presenter.
- IV. Discourage sharing details about case studies, problematic behaviours, numbers or anything that may be used to compare or compete or may be 'triggering' for young people.
- V. Avoid over-sharing your own personal body image experiences.

Educator/Facilitator Guide

WORKSHOP	KEY MESSAGE FROM BUTTERFLY	EDUCATOR ACTIONS	ADDITIONAL TIPS AND ACTIVITIES
		<p>Remind students of your classroom agreement.</p> <p>Begin the BodyKind Leadership Workshop.</p> <p>You can include further information on why your school/organisation is involved in BodyKind Schools and why this is an important topic.</p>	<p>Hands-up exercise asking students how much they already know about body image and being BodyKind.</p> <p>The higher they hold their hand the more they know.</p>
<p>Workshop Introduction (00.00 – 02.44)</p>  <p>Students are introduced to the workshop themes.</p>	<p>BodyKind is an initiative of Butterfly Foundation which encourages everyone to be kind to their own body and to others.</p> <p>Being a BodyKind leader through role modelling is not only good for our own body image but the people around us too.</p>		
<p>Understanding Body Image (02.45 – 05.00)</p>  <p>Students take part in a true or false quiz.</p>	<p>Body image is how we think and feel about how we look.</p> <p>There is no 'perfect' body and there is no 'perfect' way to have a positive body image.</p> <p>Setting impossibly high standards or striving for perfection (in anything but especially in how we look) can leave us feeling inadequate and not good enough.</p> <p>The good news is there are things we can do to be more BodyKind.</p>	<p>You can pause the video here and ask additional questions:</p> <p>Additional question: "Do you think people can feel good and positive about their body all the time?"</p> <p>Desired responses:</p> <ul style="list-style-type: none"> • The idea of feeling positive all the time sets us up to fail. • As humans its normal to feel different things at different times. • Ideas about feeling good all the time might lead to quick fixes and unhelpful behaviours, leaving you feeling worse. 	<p>If students are reluctant to take part in the quiz invite them to close their eyes and place their hands on their head for true, and across their body for false.</p> <p>Remind young people that despite the many messages we see around us, all bodies are good bodies and there is no right or wrong when it comes to how we look.</p>

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<p>Influences on Body Image (05.01 – 07.00)</p>  <p>Students participate in a paired discussion on body image influences.</p>	<p>There are many things that influence the way we feel about our body. Some are individual/internal, others are environmental / external.</p>	<p>You can pause the video here for a longer discussion.</p> <p>Question on screen: “What are some external things that you think can impact young people’s body image”. (These can be positive or negative).</p> <p>Desired responses:</p> <ul style="list-style-type: none"> • Media and social media, advertising • Our friends and other teenagers • Celebrities, influencers • Sports coaches, teammates, sports stars (or Dance etc.) • Parents, families and siblings 	<p>Help young people to become more aware of the things (out of their control) that have the power to influence the way they feel about their body.</p> <p>What might be a positive influence on one person, may have a negative impact on someone else.</p> <p>We can be influenced in similar and different ways.</p>
<p>Appearance and Body Ideals (07.01 – 12.30)</p>  <p>Students participate in a group discussion around appearance ideals.</p>	<p>Appearance and body ideals are rules, standards or stereotypes telling us how we need to look and be. They are everywhere and exist for everyone, of all genders and identities.</p> <p>We can be BodyKind by challenging ideals, comparing our bodies less and accepting our body for what it is.</p>	<p>You can pause the video to allow for discussion.</p> <p>Question on screen: “Why is it a problem that the body and appearance ideals presented in advertising, media and social media don’t represent how people look in real life?”</p> <p>Desired responses:</p> <ul style="list-style-type: none"> • For most people the ideals are not realistic. • They don’t show the differences in people that exist in the world. • To achieve some body ideals people might have to do dangerous and unhealthy things – diet, cosmetic procedures, over exercise/train. • When people don’t measure up or look a certain way it can make them feel really unhappy. • It impacts people’s physical and mental health. • It can lead to discrimination and exclusion of people who don’t fit these “standards”. 	<p>RECOMMENDED BodyKind Schools ACTIVITY:</p> <p>Dove Confident Me Workshop (single lesson) – Dove Self Esteem Project.</p> <p>Students (11- 14 years) can explore appearance ideals, appearance pressures and develop media and social media literacy skills.</p> <p>Access HERE.</p>

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<p>Being BodyKind Online (12.31 – 14.30)</p>  <p>Students view a Butterfly BodyKind Online campaign video.</p>	<p>Butterfly's BodyKind Online digital campaign in partnership with Instagram asked influencers to share their tips to support a positive body image while online.</p> <p>We encourage everyone to post, comment, create content that helps everyone to be BodyKind when online.</p>	<p>You can pause the video here for a longer discussion.</p> <p>Additional questions: "In the clip, Matt mentioned unfollowing or muting people who don't make him feel good" I. How easy or challenging is this to do? II. What other strategies can you use to help you have a more BodyKind experience online?</p> <p>Desired responses (II):</p> <ul style="list-style-type: none"> • Use filters and editing tools less. • Turn off likes, comments or use comment filters on key words. • Don't comment on how people look. • Follow people who do great things in and for the world. <p>Question: "People often comment on how people look online, most of the time it's positive. Why do you think even positive comments about how people look can impact body image negatively?"</p> <p>Desired responses:</p> <ul style="list-style-type: none"> • Comments about looks make looks important. • We could be celebrating things that are unhealthy. • People might rely on external feedback (comments and likes) about their appearance and not see their own worth. 	<p>RECOMMENDED BodyKind Schools ACTIVITY:</p> <p>'BodyKind Online'.</p> <p>Students explore the role of social media and positive ways to support body image online. The extension activity invites students to become a BodyKind Content Creator.</p> <p>Access activity HERE, and supporting digital clip HERE.</p>
<p>The Role of Self and Body Talk (14.31 – 18.11)</p>  <p>Students take part in a group discussion on shutting down the inner bully.</p>	<p>The way we talk to ourselves and our bodies can be positive (inner mate), negative (inner critic/bully) or a bit of both. The words, tone and language we use, matters.</p> <p>Find ways to be BodyKind by turning the inner mate up.</p>	<p>You can pause the video to allow for discussion.</p> <p>Question on screen: I. What are some things you can do to shut down/quieten your inner bully?</p> <p>Desired responses:</p> <ul style="list-style-type: none"> • Be aware of what sets off the critic. • Tell it to stop. • Distract yourself. • Use positive affirmations. 	<p>RECOMMENDED BodyKind Schools ACTIVITY:</p> <p>'Challenging Appearance Based Talk.'</p> <p>Students explore the role language and dialogue have on our own body and others.</p> <p>Access activity HERE, and supporting digital clip HERE.</p>

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<p>Appearance-based Teasing and Bullying (18.12 – 24.00)</p>  <p>Students view a video of Butterfly Ambassador, Mia Findlay, sharing the impact of her appearance-based teasing experiences as a child and teen.</p>	<p>Negative comments about appearance can have long lasting and harmful impacts on self-esteem and body confidence. Teasing others about their body and how they look is never OK.</p> <p>A person's body is not a joke, nor is it a problem to be fixed. The teasing and bullying is the problem!</p> <p>How you might speak up for your own body (if you feel safe to do so) or someone else's is being BodyKind.</p>	<p>You can pause the video here for a longer discussion.</p> <p>Question on screen: "What could I say to someone if I heard them commenting negatively on another person's appearance (online or in real life)?"</p> <p>Desired responses:</p> <ul style="list-style-type: none"> • Don't laugh or join in. • Call people out, if you feel safe to do so. "That's really not OK." • Ask the person being bullied, 'Are you OK?' • Let them know you're there to talk and include them where you can! <p>If it's about yourself:</p> <ul style="list-style-type: none"> • Thanks for the feedback, I actually really like x, y, z about myself. • 'That's interesting' • My body isn't up for discussion. • I'm out of here. • Silence – offer no reaction. • Share what you've experienced with someone you trust. 	<p>Apply strategies and incorporate tips from anti-bullying programs.</p>
<p>Tips to be BodyKind (24.01 – 25.00)</p>  <p>Being BodyKind is</p> <p>Fueling our bodies, eating regularly throughout the day and enjoying a variety of nutritious, tasty and fun foods</p>	<p>It's not always easy to like, love, accept our body, but we can find ways, every day to be a little bit kinder to our body and appearance.</p> <p>Being BodyKind extends to the way we move, nourish and nurture our bodies. Tuning into what our body needs, speaking to it respectfully and managing our emotions in positive ways is being BodyKind.</p>	<p>Educators are welcome to share something that they do that demonstrates being BodyKind.</p> <p>Positive examples:</p> <ul style="list-style-type: none"> • Participating in movement that is for joy and fun (over activity motivated by aesthetics). • Dancing to favourite tunes. • Mindfulness/meditation. • Journalling. • Having a cup of tea. • Sitting or walking outdoors. <p>Note: Please be mindful that any activity shared is not something that would be endorsed by diet culture (e.g. actions that place value on weight, shape or size rather than health.)</p>	<p>RECOMMENDED BodyKindSchools ACTIVITY:</p> <p>The Butterfly BodyKind Journal is an activity that can be undertaken alongside the video, as a take home activity or a self-reflection activity after the workshop.</p> <p>Access print version HERE. Access online version HERE.</p> <p>The BodyKind Journal was developed in collaboration with award winning author, Jess Sanders.</p>

WORKSHOP	KEY MESSAGE FROM BUTTERFLY	FACILITATOR ACTIONS	ADDITIONAL TIPS
<p>Being a BodyKind Leader (25.01 – 29.10)</p> <p>Students take part in a paired discussion around positive leadership traits.</p>	<p>Being a BodyKind Leader will help your own body image and also others.</p> <p>We can be the change and help others too.</p> <p>There are many ways to be a BodyKind leader – by role modeling, speaking out, taking action and publicly supporting a cause. Small changes can make a big difference. It starts with you.</p>	<p>You can pause the video here for a longer discussion.</p> <p>Question on screen: “Thinking of a specific person who you believe is a great leader, what do they do, how do they behave, what personality traits do they exhibit?”</p> <p>Note: It is helpful if the facilitator also has a person and their traits in mind.</p> <p>Desired responses:</p> <ul style="list-style-type: none"> • Inspire/encourage others. • Passionate. • Collaborate. • Do things differently/challenge the status quo. • Committed/do all they can. • Good communicators and listeners. 	<p>RECOMMENDED BodyKind Schools ACTIVITY:</p> <p>There are a number of activities within the BodyKind Schools resources portal to encourage young people to be a BodyKind Leader. These activities can also be led by students/JSC/SRC.</p> <p>“BodyKind – PSA Health Promotion Message”</p> <p>Access HERE.</p> <p>“Acts of Body Kindness”</p> <p>Access HERE.</p> <p>“BodyKind Fundraiser”</p> <p>Access HERE. See the BodyKind Schools resource portal for supporting collateral.</p>
<p>Supporting Help-Seeking and Workshop Close (29.11 – 30:50)</p>	<p>We know that unfortunately it's not always easy to feel good about yourself and your body and you might be trying really hard to be BodyKind but are struggling.</p> <p>It's ok, you're not alone. Talking helps; talk to a friend, parent, teacher, trusted adult, school counsellor.</p> <p>Butterfly Helpline (www.butterfly.org.au/help line) and Kids Helpline are always ready to listen too.</p> <p>Everyone deserves support and to have a positive body image.</p>	<p>Thank students for their input and contribution!</p> <p>If using the digital workshop to springboard into BodyKind Schools activities, outline next steps to students.</p>	<p>Repeat the hands-up activity from the beginning of the session to see how much young people have learned about body image and being BodyKind.</p> <p>Butterfly have help-seeking bookmarks available to provide to young people.</p> <p>Bookmarks are free. Postage and handling fee applies. Order HERE.</p>

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