



Girl Guides
of Canada
Guides
du Canada

Be You Guides Program





Guides Be You Challenge

The Be You Challenge is designed to help girls become more self-confident while building their self-esteem. Girls will develop a better understanding of body image pressures from media and society while learning skills and strategies that will have a lifelong impact on their wellbeing.

As you and your unit plan your Be You meeting(s), review the activities and decide which ones are suitable and of interest. Then you can mix and match activities to create your unit meeting. Each theme offers a variety of choices. **Girls should complete at least one activity from each theme – three activities in total – to earn the Be You Crest.** Activities have been created specifically for each branch taking into consideration the age, maturity and developmental level of the girls at that age range. However, Guiders should feel free to use/modify/adapt the activities from other branches for activities that may also be suitable for the specific group of girls they are working with.

For this Challenge, starter and closing activities have been included, which you can integrate into your normal opening and closing. Additional reference materials are in the Guider Backgrounder. Some activities might require you to collect additional materials.

Throughout the Challenge, suggested questions and conversation starters are included to prompt further discussion. These conversations will be important indicators to help you assess experiences the girls had with each activity and help to connect the experience to the broader theme. It is important to debrief whenever possible to ensure the girls have an improved understanding and have a chance to reflect on their experiences.



Don't forget to share what you are doing in the Be You Challenge by telling us about your participation in the program and sharing photos with us on social media using **#BeYou** and the following tags:



Girl Guides of Canada



@girlguidesofcan



@girlguidesofcanada



Look for the **OUTDOOR** icon throughout this Challenge. This icon identifies activities that can easily be done outdoors with little or no modifications.



≡ **BEGIN** the Challenge with this Starter Activity ≡

Starter Activity: The Perfect Girl

One of the greatest pressures that girls encounter is the expectation that they should be “perfect” – and they are regularly inundated with this message. In this activity, girls will be identifying some of the expectations placed on them and where those messages are coming from.

Materials

- Statement starters written on paper:
 - Girls have _____
 - Girls can _____
 - Girls act _____
 - Girls are _____
 - Girls look _____
- Sticky notes
- Markers/pens/pencils
- Tape



Hang five signs at the front of the room with the statement starters. After you have opened your meeting, give the girls five sticky notes and have them write one or two words on each that fills in the blank space in the following statements:

- Girls have _____
- Girls can _____
- Girls look _____
- Girls act _____
- Girls are _____

The girls will post their sticky notes under each statement starter. Create five groups of girls and assign them each one statement. As a group, they will organize the notes under each statement. Have them group the comments in a few ways:

- Words that are the same or mean the same thing
- Positive comments
- Negative comments
- Comments about abilities
- Comments about appearance

Once they have organized all the sticky notes, have them present what they noticed to the unit. Once all the statements have been shared, bring the girls together and ask:

- Why did you choose the words that you used?
- Where did these ideas come from?
- Why might girls or women feel they need to be “perfect”?

After you debrief, leave the words posted since girls will be coming back to this at the end.



≡ **CONTINUE** the Challenge by selecting one activity from each of the themes. ≡

Theme 1 – Media, Society and Me: Be You–nique in the face of pressures

Recent research from the University of Ontario Institute for Technology (UOIT) and the University of Washington has found that self-esteem appears to play a critical role in how children form their social identities. This can start as early as the age of five. When girls are constantly bombarded with messages from society and the media about who they *should* be, girls can feel pressure to conform to unrealistic expectations that can lead to an unhealthy sense of self. Societal change is slow moving, though possible. Key to this change will be for girls to confront these pressures so that they embrace that which makes them “you-nique.”

Objective:

- Girls will work to develop an understanding that messages from media and society can set unrealistic expectations for girls and women.

Outcomes:

- Girls will develop an understanding that there is a link between the messages sent through media and pressures from society to conform.
- Girls will develop awareness that there are differences between “real life” and what they see or hear from the media, including stereotypes.
- Girls will build skills in spreading body positive messages, such as “Every Body is a Good Body.”

Theme Activities: Don't Bottle Me Up

At this age, pressure can come in many forms and most girls are already quite aware of the pressures they face every day.

Materials:

- Balloons (one per girl)
- Permanent markers (to write on the balloons)
- Empty plastic water, pop, or sports bottle that are clean and dry (1 per girl)





Bring the girls together as a unit and before the girls start the experiment, ask:

- What types of pressure do you experience in your daily life? (*Possible answers: friends, family; Guiders can probe for context*)
- Think of a time you or a friend has given into peer pressure. What happened? What would you have done differently?

TIP: The Kids Health Organization describes peer pressure in this way:

“Making decisions on your own is hard enough, but when other people get involved and try to pressure you one way or another it can be even harder. People who are your age, like your classmates, are called peers. When they try to influence how you act to get you to do something it’s called **peer pressure**. It’s something everyone has to deal with — even adults.” <http://kidshealth.org/en/kids/peer-pressure.html>

Have the girls draw a face on the deflated balloon, and tell them that this balloon represents them or their friends. Once the ink dries, ask the girl to blow up the balloon, which should be relatively easy. Ensure they do not knot the balloon. Ask them what happened to the face when they blew up the balloon. (They will see that it has stretched out and grew as they added air.)

Next, have them deflate the balloon and put it into a bottle, stretching the opening of the balloon across and over the rim of the bottle. Once the balloon is set up in the bottle, have the girls try blowing it up the balloon. They will find that it is not possible because of pressure inside the bottle is pushing against the balloon.

Discuss how the pressure in the bottle acts like pressure in real life and how when they are feeling “bottled up” they will not be able to grow and show their true faces (like the one on the balloon). Ask them what it means to “bottle up your feelings” (for example, pretending that everything is fine when something is bothering you). You can also ask them to share their strategies for dealing with the pressures in their life such as by talking to a trusted friend or parent, taking a walk, etc.

Media Values

(Modified from *Full of Ourselves* program by Catherin Steiner-Adair & Lisa Sjostrom)

Media and society can send girls conflicting messages about how girls should look, act, or think. These messages can be quite hurtful so it is important to create awareness in the girls that there is more to them than what the media tells them.

Materials:

- Magazines and catalogues with advertisements featuring girls (you will need one per group of girls)
- Ziploc bags or clear containers (these will act as specimen jars)
- Labels for the bags or container
- Markers/pens for labelling



The girls are going to imagine that they are researchers sent from a distant planet that have been tasked to collect data about the habits and values of earth females. You may need to clarify that habits are actions that are done regularly and values are the things we care about. In pairs or small groups, the girls will work as an investigation team collecting specimens to take back to their laboratories for analysis. They should look for both positive and negative messages when they are collecting.

Start with the cover of the magazine. Ask the girls to look for one or two values or habits that are being communicated by the magazine. They can cut out words or images and put them in one of their specimen jars. Once they have all completed their research with the cover, have them lay the pictures they cut out for everyone to observe and have them share a thought about what they have found. Next, have the girls work through the rest of the magazine or catalogue; ask them to try to find examples of some of the following:

1. An advertisement showing a woman/girl doing an activity of any type
2. The title of an article that talks about something a woman/girl should feel or think
3. An image or words that show something that woman/girl shouldn't feel or think
4. Something that says a woman/girl should change something
5. Something that says a woman/girl should stay the same
6. Something that a woman/girl is interested in

Each example should go in the specimen jar with the corresponding number to make it easier to discuss.

After they have collected specimens for each example, put them on display and ask the girls to look at things the other researchers put together. Then bring them together for a discussion about their findings:

- What did your specimens have in common?
- What types of messages are Earth females being sent about appearance?
- What types of messages are Earth females being sent about the activities they should be doing?
- Do any of the specimens reflect your personal values? Which values are being overlooked?
- Describe the females in the images. What do they look like? Is there diversity in the pictures or activities?
- What messages are Earth females being sent about how they should act, think and feel?
- How do you feel about the messages being communicated?
- What is missing from these messages or images?
- If you were in a magazine, how would you show your awesomeness and uniqueness?





#LikeAGirl: Breaking Down Stereotypes

(Modified from the Always Social Media #LikeAGirl campaign)

When girls are told that they cannot do something *because they are a girl*, they feel boxed-in. These feelings can lead girls to question themselves and by the time they hit puberty they may no longer want to try new things or take risks. In this activity, girls will identify some stereotypes about being a girl.

Materials:

- Chart paper
- Boxes (two per girl)— box template (page 22)
- Markers/crayons/pencil crayons
- Tape or glue
- Scissors

As a unit, have a discussion about the things they have heard about being a “girl.” As they share their thoughts, make notes on the chart paper so they can return to the list. You can also refer to the words that they shared in the Starter Activity. To prompt this discussion you can ask:



- What have you been told you should and shouldn't do because you are a girl?
- What are some activities or subjects that girls *should* or *shouldn't* like?
- What are some activities or subjects that boys *should* or *shouldn't* like?
- How are girls treated in your classroom or neighbourhood? Are they treated differently than boys?
- How do you feel when someone tells you that you cannot do something because you are a girl?

TIP : Don't be surprised if some of the thoughts that the girls write include:

- Girls have to be smart and pretty
- Girls aren't the heroes
- Girls are “good” or well-behaved
- Girls have to wear makeup to be beautiful

Give each girl a box template and in one of the squares have them pick something from the list that makes them feel unhappy or angry. Have them write the words or draw a picture of this/these things on the outside of the template. Once they have drawn their images or written the words, have them construct their boxes. They do not have to be perfect because the girls will be destroying them. To construct the boxes, have the girls fold along each of the lines to create the walls of the cube with the words on the outside. When all the walls are folded up, the girls can use the tabs on the side to hold it together with tape or glue.



After folding their boxes, have the girls hold them on the palm of their hand, and have a few of them share what they put on their boxes. Ask them:

- How do you feel when you hear all those things?
- What would you like to do to that box?

Once they have shared their thoughts and feelings, give them the opportunity to crush that box! Tell them that by crushing that box they are crushing all those bad feelings and thoughts and saying “I am strong and I can do anything.” You can have them say it or shout it while they are crushing their boxes. They can either keep their boxes to remind them that they are strong or throw it in the recycling to get rid of the negativity.

TIP: If you have a large group or you would like to simplify the activity, you can bring in small boxes and the girls can write or draw on them instead. They will crush them under their foot instead of with their hands.

Next, have the girls create a new box. Ask them:

- What CAN girls do? (*Anything!*)
- Can girls do the same things that boys can do? Can boys do the same things that girls can do?
- What is something that makes you feel strong?

Add the positives the girls suggest to the list. Have the girls write good things on their new box. As a unit, use boxes to build a wall of all their strengths so they can see how they are strong, supportive, and have the support of the others in their unit.

My Mantra Message

A mantra is a short positive message that is easy to repeat and remember. Whenever the girls are feeling down or unsure, they can repeat a personal mantra to help give them strength.

Materials:

- Paper or poster board
- Markers/pencil crayons
- Optional: Recording devices such as cameras or smartphones



Introduce the girls to the concept of a mantra and practice saying a couple of mantras such as “Today I am happy” or “You are the sky, everything else is just weather” or “Today I am fearless” or “I can handle anything.” As a unit, brainstorm a few other mantras that they feel would encourage them to feel strong and comfortable in their skin. There are many examples that can be found online on sites such as Pinterest.

Working in small groups, have girls choose a mantra that resonates the strongest with their group. Invite them to create something to accompany the mantra that they will share with the unit. This can include:

- Slam, dub, or spoken word poetry
- A Musical.ly video
- A digital photo or photo collage
- A poster
- A skit or sketch
- A rap or song





THEME 2 – Accepting Myself: Be You–rself: Accepting yourself and your choices

In order to build self-esteem, girls must first develop self-acceptance by embracing everything that makes them who they are, including their differences and perceived flaws. One way that girls can develop self-acceptance is by owning the wonderful things that make them special and celebrating their abilities. Making decisions and choices in aspects of their lives can help girls to feel empowered, building their self-esteem and acceptance. With the necessary tools, they can feel empowered by this independence.

Objective:

- Girls will develop self-acceptance and become more confident in the choices they make in their lives.

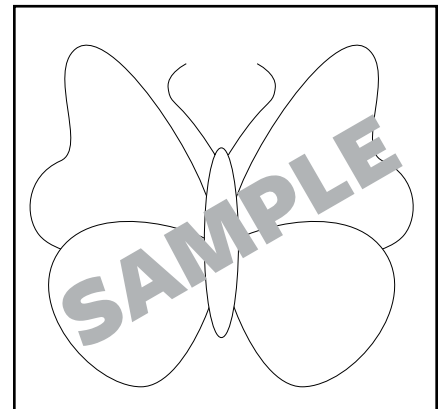
Outcomes:

- Girls will build self-acceptance.
- Girls will acknowledge that they have different types of choices in their lives and that even making small decisions for themselves can have a positive impact on their sense of self.
- Girls will accept the idea that everyone is unique and deserves respect regarding their lifestyle and appearance choices.

Theme Activities: Feeling Positive

Materials:

- Template from the appendix (page 23)
- Magazine or catalogues
- Glue
- Crayons/markers/pencil crayons



As a group talk about things that make them feel positive in their lives. They can include things like:

- Activities or sports that they enjoy
- How people treat them and how they treat others
- Things they have done that they are proud of
- Something nice that their friends say about them
- A kind thing they did for someone or that someone did for them
- Something they like about their body and its abilities

The girls will be creating a collage that illustrates the things that are positive in their lives. They can either draw it out or create a multi-media collage using images or different textures of craft supplies.



After they have created their collage, have a Feeling Positive Exhibition. Have the girls hang their pieces around the room. Invite the girls to wander around the exhibition and discuss informally what they see and what it makes them think about. Afterwards, bring the girls together and ask them how they felt when they were creating their collage and then some of the things that came to mind after seeing the other collages. If time permits, they can add an extra detail or two based on any inspiration from the exhibition.

The collages can be left up until the end of the meeting so that girls can share them with their parents. They can share their thoughts and experiences and point out other collages that they connected with as well.

Giants, Wizards, Elves – Guides



This active game based on rock-paper-scissors and gives the girls the opportunity to work as a team to make decisions.

Materials:

- None

“grr”

“zap”

“eee”

Each character in the game has different action and sound effect:

- Giants stand on their tiptoes with their hands over their head and say “grr”
- Wizards bend their knees slightly, point their finger and say “zap”
- Elves crouch down low with their hands curled and say “eee”

Like rock-paper-scissors, these characters have different strengths and weaknesses:

- Giants squash wizards
- Wizards cast a spell on the elves
- Elves scare giants

Break the group into two teams, and as a team have them decide if they are going to be a giant, a wizard, or an elf. Each group creates a line and the two teams face each other standing about a metre apart. The Guider counts to three and the entire side complete the action for the character they chose. The winning side chases the other group to the end of the space while trying to tag someone from the losing team. Those tagged join the other team. The game continues until time permits or until there is no one left on one side.

After the girls have completed the game, bring them together to debrief. You can ask:

- How did your team decide which character you were going to play? Was your voice heard in the decision making?
- What strategies can be used to reach agreement in a group and ensure everyone’s voice is heard?
- If you were playing this game without a team, how would your choices have been different?
- In your life, what types of choices do you get to make that just affect you? (*Have the girls think about choices of all sizes*)
- What strategies do you use when you have a hard time making a choice?



Be You-nique: You're One of a Kind Cards

This activity gives girls the chance to spread positivity and encourage self-acceptance.

Materials

- Strips of paper
- Pencil crayons/markers

Start the activity with a conversation about how nice it feels when people tell you kind and positive things about yourself.

For this activity have the girls take a strip of paper and fold it into quarters; then fold over the outermost corners so it looks like there are French doors on the front that open outward. The girls can write “Be” on one door and “You-nique” on the other door.

Inside the card, girls should add in a positive message (or messages) that inspire them. Before they start their card, have them brainstorm some example messages such as:

- Inhale confidence, exhale doubt.
- Listen to your body, even when it whispers.
- Your body is an instrument not an ornament.
- You are one of a kind!
- Whenever you are sad, remember that there are billions of cells in your body and all they care about is you.
- There is only one you!



The girls can decorate the cards and keep them as reminders to themselves or give them to a friend or peer that they think could use a boost!

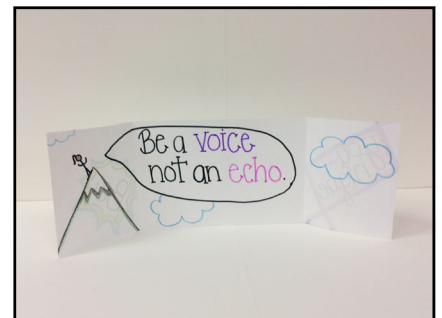
Role Model Bendy Dolls

Wouldn't it be nice to have a little person in your pocket with you at all times, who encourages you, makes you feel happy, and reminds you to be yourself?

In this activity, the girls will be creating a bendy doll to help remind them that they are supported.

Materials:

- Pipe cleaners (two per girl)
- Yarn or embroidery floss in multiple colours
- Small foam balls or wooden beads
- Felt tipped markers (to draw faces)
- Felt in multiple colours
- Scissors





Before you start, have a conversation with the girls about role models in their lives. They may need to be prompted with a discussion about what a role model is and what makes someone a good role model. After they discuss some of the traits of role models, ask them to identify some of the role models in their lives. This can be a parent, or older friend, or a celebrity. Make sure they are identifying someone who makes a meaningful difference in their lives and not just someone who is popular. Ask them how the role model makes them feel strong and empowered.

After the conversation, girls will create a bendy doll version based on a person that inspires them. These dolls can be pinned to a camp hat or kept in a space where the girls can see them daily. Alternatively, if your girls would like to make dolls to donate to a local organization, please check first to ensure they need these comfort items.



TIP: There are many variations for creating these types of dolls depending on the ability of the girls and the resources of the unit. Here are a few links to tutorials:

- <http://theenchantedtree.blogspot.ca/2010/10/new-bendy-dolls-and-tutorial.html>
- <http://www.cutoutandkeep.net/projects/how-to-make-bendy-dolls>
- <https://www.pinterest.com/vintagemayhem/27-tutorials-toothpick-peg-bendy-dolls/>

Since this activity can be quite time consuming, it is recommended that the materials be prepared ahead of time, such as pre-cutting the felt and yarn. One of the benefits of creating bendy dolls is that they can be created in a variety of ways and the girls can create a variety of different styles depending on the size of their dolls.

After the girls have created their dolls invite them to share their creations and reiterate why they chose that role model. You can also point out that no two dolls look the same, just like in real life. If the girls show negativity towards their dolls, remind them of the purpose of their dolls and look for the positive in each of their unique creations, such as:

- Your doll is the perfect size for your camp hat
- Your doll has a kind face
- Your doll shows your creativity
- Your doll is so soft
- Your doll has such funky hair
- Your doll represents someone/something that is meaningful to you



Step-by-Step Instructions:



1. Fold a pipe cleaner in half and feed the pipe cleaner through the hole in the foam ball or bead.



2. Lace the hair (yarn) through the loop and twist on the second pipe cleaner to act as arms. The arms can be cut to change the length, make sure to leave an extra 3cm so you have enough to fold over for a hand.



3. Choose a colour for the doll's shirt. The same colour can be used for her entire body as well. Wrap the yarn around the doll's neck and shoulders to anchor her arms.



4. Wrap the yarn down one arm. It can be wrapped loosely until it reaches the end of the pipe cleaner. Wrap the last 3 cm tightly, folding over the end of to create the hand.



5. Once the hand is folded over, loop the yarn down her arm until the pipe cleaner is completely covered and her arms reach a desired thickness. The thicker the arms the softer they will be.



6. Continue to wrap the yarn across her shoulders and down the other arm. Finish wrapping her arms and tie off the end of the yarn.



7. Wrap a piece of felt around the middle of the doll and secure it with a knot. The thicker the wrap the softer the doll will be.



8. Cover the felt with the yarn to finish the torso/shirt of the doll. If a different coloured yarn is being used for her legs, tie off the yarn or continue on to the legs.



9. The legs are wrapped the same way as the arms and when the felt and pipe cleaner are completely covered, tie off the remaining yarn.



10. You can give her a dress or a camp blanket poncho. Make sure to dress her from the feet up because her head may be bigger than her shoulders.



11. You can give her a face, style her hair, and she is ready to go!



THEME 3 - My Balanced Life: BE true to YOU: Taking care of yourself

Balance is key to having a healthy life – a balance between rest and play, between being social and being on your own, in the foods you eat, in the activities you do, etc. But finding balance is often a struggle for girls. Although girls won't always have a say in their overall family decisions and lifestyles, becoming more aware of the importance of achieving balance will benefit them both now and as they grow since they will learn to recognize it as a priority for a healthy lifestyle.

Objective:

- Girls will learn that a healthy lifestyle is about finding a balance between the social, emotional, and physical aspects of their lives.

Outcomes:

- Girls will understand what balance can look like in their life.
- Girls will develop the courage to try new things.
- Girls will develop the knowledge that a time for both rest and activity is necessary and that there can be fun in both.



Theme Activities: Body Cues

In this activity, girls will practice listening to their bodies while they are active.

Materials:

- None

As a unit, explain that sometimes we may think we know everything about ourselves and what our bodies can do. Ask the girls some of the ways their body tells them things. You can ask:

- How does your body tell you it needs something?
- How do you know you have been sitting for too long?
- How do you know when you need to take a break?
- How do you know when your body is stretched?
- How do you know when you haven't had enough sleep?



Now give the girls a chance to test out some of their body cues. As they try the activities suggested below, have them listen to their bodies and choose when to stop pushing their bodies. Possible activities include:

- How high can you reach?
 - How does your body tell you that you have reached as far as possible? (*Their arms may feel a stretch; if they went on tiptoes they may feel it in their calves.*)
- Can you lick your elbow?
 - How does your body tell you that you have reached far enough?
- How long can you jump up and down?
 - How do you know your body needs you to stop and rest?
- How fast can you run from one side of the room to another?
 - How did your body tell you that it could not go any faster?
- Have a staring contest with a partner. Try not to blink; but you can laugh all you want!
 - How did your eyes tell you that they needed you to blink?
- How long can you stand or sit still without moving?
 - How did your body tell you it needed to move?



After the girls have tried some of the activities, they can share some of the things that their bodies can do and have the other girls try them too.

- What did you notice about your body during these activities?
- What types of things do you need to listen for to make sure your body is feeling at its best?
- What happens if you push your body too hard during an activity? What happens if you do not push your body at all?

Balancing Act

(Modified from the activity “Don’t Break the Ice” from [Playmeo.com](https://www.playmeo.com))

Trying to balance all the different aspects of their lives can be a challenge for Guides. At this age, girls want to try to do it all and often benefit from a reminder that balance and time for rest is important.

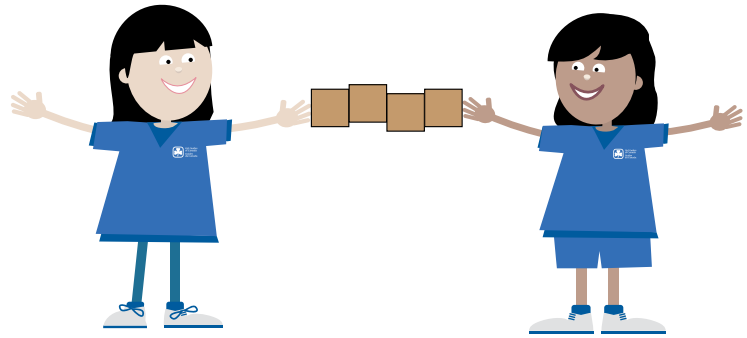
Materials:

- Three to four wooden blocks for every pair of girls. Ensure they are not interlocking blocks and they should be the size of standard alphabet blocks.
 - This can also be done with toilet paper tubes, rolled socks, balloons, tennis balls, or the boxes from the template (page 22)
- Masking tape or painters tape
- Markers



Before the girls start the game, discuss the various activities and/or responsibilities that girls may have to balance in their lives. To prompt discussion you can ask the girls to raise their hand if:

- They play a sport afterschool.
- They participate in afterschool clubs or programs.
- They help around the house.
- They hang out with their friends.
- They spend time with their families.
- They do homework.
- They play an instrument.
- They practice another language.



Remind girls that they will have activities that they *like* to do and activities that they *have* to do. Some girls may have a combination of activities from above that they are trying to balance, especially when they are trying to balance what they *like* to do with the things they *have* to do. Pair up the girls and ask them to pick four things they have in common that they both have to or like to do. If they cannot come up with four things together they can each contribute two ideas. The girls write their activities on the tape and stick each one on a block. The object of the activity is to balance the four blocks by keeping them suspended between the two girls using only their index fingers. The girls then attempt to make it from one side of the room to the other without dropping the blocks. They can suspend their blocks in a variety of ways as long as they are each only using one index finger. You can also encourage them to find alternate ways to arrange the blocks to make it easier or more difficult.

TIP: If girls are finding it difficult to balance and move the blocks on their fingers, they can practice using their palms first to experiment with strategies for moving together and then transition to their fingers. This activity can also be adapted by having the girls sit face-to-face and see how many blocks they can hold suspended between them without moving.

Afterwards, debrief with the girls asking them to share their experiences while trying to balance all the blocks. Ask:

- What did you have to do to be successful in balancing the blocks?
- What challenges did you have in balancing?
- In your everyday life, who can you ask for support and assistance in balancing everything?
- What can you do if you are feeling out of balance or over extended?



Connecting with Nature Hike – Guides



Materials:

- None

Take the girls outside to enjoy the nature in the area. Before the girls start their walk, ask them for ways they can connect with nature every day and why it is important to be outside at least once a day. Some benefits include:

- Long distance focus: Because girls spend much of their days inside a classroom they do not have the chance to stretch their distance vision. It is important that their eyes spend time every day looking into a distance of greater than 20 metres.
- Green spaces promote relaxation.
- Fresh air can help you feel more alert.
- Students who spend time outside with nature have higher short-term memory.
- Even just looking at nature during the course of the day can improve concentration.
- It is an easy way to be more active during the day.

Take a walk through the area and have the girls observe their environment. Every few minutes prompt the girls to focus on one of their senses – sight, smell, sound, touch – and they can share what they have noticed. Halfway through the walk take a break and play an energizing game. As you return, give the girls the chance to talk to each other and enjoy each other’s company.

After they have finished their hike, ask the girls about their experiences:

- What did you notice about the space around you while you were hiking?
- What did you notice about your body while you were hiking?
- How was this activity restful?
- How was this activity energizing?
- How does your body feel after spending some time with nature?
- How can spending time with friends be restful or energizing?
- How can you integrate small amounts of time outdoors several times a day into your days?
- What are outdoor options for all different types of weather (sunny, hot, rainy, cold, snowy)?





≡ **CONCLUDE** the Challenge with the following Closing Activity. ≡

Closing Activity: Being You

At the end of the meeting, have the girls come back to the lists they made in the beginning of the meeting and ask:

- In real life, do girls all look like this? Should they try?
- Is there such thing as a perfect girl?
- What can you do every day to remind yourself and girls that you don't need to try and be "perfect"?
- What is your favourite thing about "YOU"?

Have the girls return to their starter statements and change the message that is there. They can take down notes and they can add new ones. Have them share the changes they made and their reason.





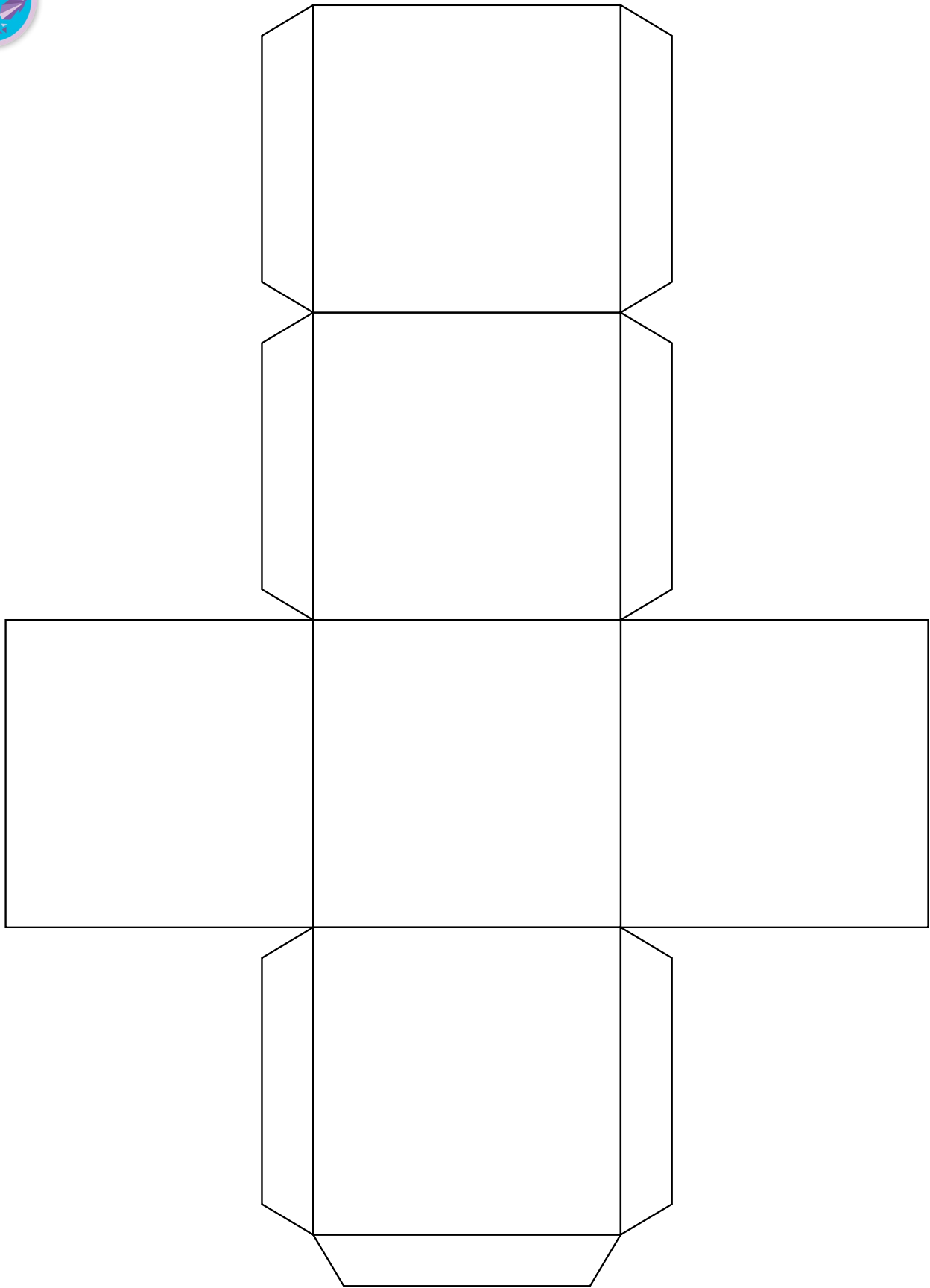
Appendix

Theme 1 – Media, Society and Me

Box Template22

Theme 2 – Accepting Myself

Feeling Positive Template23



Box Template





Feeling Positive Template

