



Girl Guides
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Be You

Pathfinders Program



nedic

National Eating Disorder Information Centre

GGC gratefully acknowledges the National Eating Disorder Information Centre (NEDIC) in the development of Be You and its predecessor, the Love Yourself Challenge.



Pathfinders 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 ≡

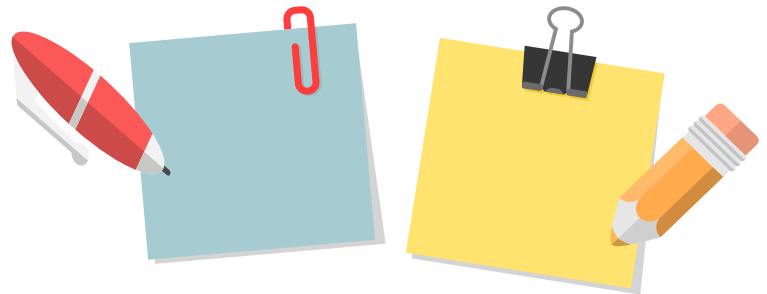
Starter Activity: Imagine a Woman – Pathfinders

(Modified from the “Full of Ourselves” program by Catherine Steiner-Adair and Lisa Sjoström)

Snap judgements occur in an instant and can often happen just by looking at someone. This activity is designed to help girls bring attention to their own personal biases, assumptions, and judgements. Throughout the course of this Challenge girls will be facing some of their own biases and taking the time to identify some of the sources. Starting by building awareness can help the girls to adapt their thinking and to think critically about this topic.

Materials:

- Blank wall or chart paper
- Sticky notes
- Markers/pens/pencils
- Imagine a Woman Descriptions (page 19)



As the girls come in give them three to four sticky notes to start and invite them to read the descriptions of two women posted on a wall (see below). As they are reading they can write their immediate thoughts about Woman 1 and Woman 2 on the sticky notes. Stress to the girls that this should be the first thought that snaps into their mind. They can record as many thoughts as they want, keeping each thought on separate pages and put a number on the top so they remember whether they are for Woman 1 or Woman 2. Girls do not have to identify themselves on their sticky notes. Encourage them to be open in their thoughts while stressing the importance of being honest; these are not real women so their feelings won't be hurt. If you have a larger unit, you can have multiple descriptions hung around the room.

- Description of Woman 1: Imagine that you see a woman walking down the street who is attractive by society's standards. She shows confidence and is stylishly dressed – whatever that looks like to you. Just by looking at her what would you assume her life is like?
- Description of Woman 2: Imagine that you see a woman who looks like the opposite of Woman 1. Just by looking at her what would you assume her life is like?

Once all the girls have had a chance to read the descriptions and start recording their thoughts, have them post their sticky notes under a central description of each woman.

Before reading their thoughts, remind the girls that this meeting is a safe space for them to share their thoughts and feelings. This can be a difficult topic for some girls and it is important in this activity to be honest. Read each description and ask the girls to classify it as a positive or a negative thought. Stick the positive thoughts on the right side of the description and the negative thoughts on the left side of the description.



TIP: This is also a great time to talk about meanness and assure them this is just about snap judgements because everyone makes snap judgements sometimes. It doesn't make them a mean person and it serves to remind the girls that it is important to think about the snap judgements they are making.

Ask them to share what they notice about the types of comments that were made about each woman. They can also count and compare the number of positive and negative comments being made, as well. After they have shared and discussed their snap judgements, ask the girls:

- Where might these ideas and judgements come from? (*media should be brought up here*)
- What is a stereotype? What types of stereotypes are you seeing here?
- What assumptions (either positive or negative) did you find surprising?
- Did anything make you uncomfortable? If so what?
- Think of a time when a snap judgement prevented you from doing something, such as talking to someone new or trying something different. What did you do when you realized you were being held back? How did it make you feel if your judgement was proved wrong later? (*For instance, they may have judged someone as being cold or aloof when they were really just shy or an introvert.*)
- If girls are comfortable doing so they can share either a time when they made a snap judgement or feel that one was made about them.

TIP: If your girls are struggling with stereotypes, you can prompt them with a basic definition of a stereotype: A **stereotype** is an idea or belief many people have about a thing or group that is based upon how they look on the outside, which may be untrue or only partly true.

According to Kids Help Phone, some common stereotypes can create prejudice around:

- physical features (e.g. gender, size, skin colour, body shape)
- moral or spiritual beliefs
- cultural background
- intellectual strengths and weaknesses (e.g. being better at languages or math)
- social skills and preferences (e.g. being shy instead of outgoing)
- tastes, interests and hobbies (e.g. liking sports or music)
- sexual and/or gender orientation or preferences

One of the most common stereotypes around body image is “weightism” which is a bias or discrimination against people who are overweight. This can also include a positive bias towards people who are thin and attributing positive traits to a person because of their thinness.



≡ **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: Step In, Step Right



(Modified from the Game Step In, Step Right from Playmeo.com)

This active game has girls deal with a variety of ridiculous and confusing messages. Although this game leads to giggles, it frames the difficulty that tweens and teens face when they are trying to figure out what they “should” or “should not do” based on the messages from parents, teachers, friends, the media, and other element in their lives.

Materials

- None

The girls stand in a circle with an arms-width distance between them. The Guider/girl leader calls out a direction – step in, step out, step left, or step right. This game is played in three or four rounds with the instructions changing each time:



- Round 1: Say what I say and do what I say
- Round 2: Say what I say and do the opposite
- Round 3: Say the opposite of what I say, and do what I say
- Round 4: Say the opposite of what I say, and do the opposite of what I say

Designate one girl to be the leader. She stands outside the circle and gives the directions for each round – they can use right, left, in, and out in any order. The leader can be changed every round to give multiple girls a turn. For the first round, (Say what I say...), the leader calls out an action such as “Step Left,” and everyone in the circle repeats “Step Left” while they are stepping left, the leader would continue up to four times for each round. For the second round (...Do the opposite), if they call out “Step Left,” and everyone in the circle says “Step Left” while they are stepping right. Have the leader continue with this round until the group has found a little success with following the instructions. Keeping going through rounds three and four, following the instructions above. Continue with each round until the group achieves a little success. Play for as long as time permits, or until the girls are laughing too hard to keep playing.

TIP: The entire group does not have to achieve complete success at any round to move along. However, if the girls are becoming frustrated instead of laughing, slow the instructions down and have them keep working through that round. You can stop the game at any point and briefly discuss why they are experiencing frustration and/or use this as a lead for your debrief.

Also, you can adapt this activity to best suit your unit. For instance, instead of “Stepping” the girls can sit or stand in the circle and:

- Look in the direction, “Look Left”
- Wave in the direction, “Wave In”
- Lean in the direction, “Lean Out”
- Jump in the direction, “Jump Right”

For debrief, ask the girls:

- What round was the most challenging to complete? Why do you think that was?
- What types of conflicting messages are you receiving in your life? Where are these messages coming from?
- How do you deal with messages that oppose your personal beliefs or values?
- What strategies can you use to take time to refocus on your own voice and thoughts from time to time?



#LikeAGirl: Emoji Creator – Pathfinders

(Modified from the Always Social Media **#LikeAGirl** campaign)

Emojis – small digital pictures – are often used to express emotional reactions in text-based conversations. The emojis that are available do not always reflect girls’ realities, including their appearance and interests. This activity gives them the chance to show how they would like to be represented in the digital world.

Materials:

- Markers/pencil crayons
- Blank paper
- Optional: smartphones

Ask the girl to describe their texting behaviours. They can be asked:

- What do you think of emojis? Do you find them helpful or annoying?
- What is the point of using emojis?
- Do emojis elicit any particular feelings?
- Which emojis do you use most frequently? Why do you choose to use those ones?



Ask them to list some of things they notice about available emojis, especially the girls and women currently featured in the emojis. Take a quick poll of the girls:

- How many use the girl/women emojis? If you are not using those emojis, why not?
- Do you see yourself in the emoji options that are available on your phone or device? If not, what’s missing? (May include appearance, interests, facial expressions, gender, activity etc.)
- What do you notice about the different options between the male emojis and the female emojis?
- How do you feel when you take a more in-depth look at the emojis available?

TIP: If you are using a smartphone, you can hold down on some of the people emoji images and more diverse images will appear with different skin tones and hair colours as well. If you are in a Wi-Fi enabled space, you can have the girls conduct a quick search for emoji keyboards to see the full picture of what is available.

Girls can work independently or in small groups to brainstorm types of emojis or create emojis they would like to see added that better reflect their values, personality, and appearance. Girls are then asked to each design a new emoji that better reflects girls in general or them personally. After each girl designs her emoji, have them share their images or ideas and their rationale for creating their emoji. They can take pictures of their emoji and share their thoughts on social media using **#BeYou**.



Kindness Rocks



This activity was inspired by The Kindness Rocks Project, **#TheKindnessRocksProject*

The Kindness Rocks Project was started in Cape Cod in the United States as a way to surprise people with random acts of kindness. This activity gives girls an opportunity to inspire and share positive messages, including body positive messages, with others.

Materials:

- Large stones, ideally with a flat face
- Permanent markers, multiple colours if possible
- Optional: Shellac or clear sealant
- Optional: Paint

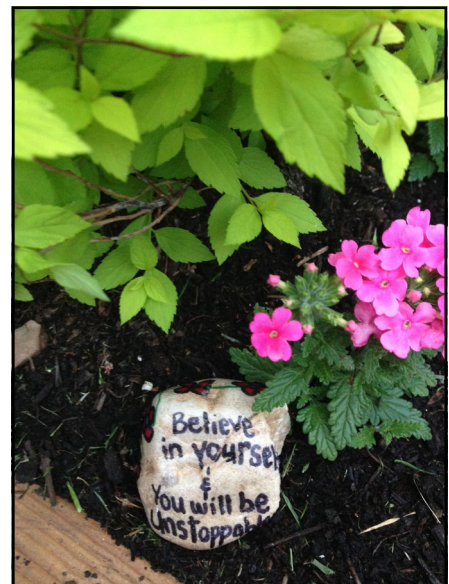
Bring the girls together and brainstorm some of the kind or positive things people have said to them that have boosted their spirits or made them feel good about themselves. Girls will then create their own kindness rocks, which they can either use to create a rock garden in a public space or leave around for people to find. They can also exchange rocks with each other or give them to someone they care about.



Each girl will decorate their own rock with a positive message and any additional decoration they feel fits their message. If the girls need some inspiration, here are some examples that have been used on other rocks:

- You matter
- Positive thinking leads to positive outcomes
- Be nice to yourself
- Spread kindness
- Find the beauty in every day
- You're a kind soul, keep it up!
- Your legacy is every life you touch
- Beautiful thoughts for a beautiful day
- Be forever who you are
- Labels are for jars not people

When they have finished decorating their rocks, invite a few girls to share their messages with each other. They can also post their images to Facebook or Instagram or Twitter using **#TheKindnessRocksProject** and **#BeYou**.



**For more information/inspiration you can check out the Kindness Rocks Project on Facebook and Instagram.*



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:

Personal Strength Poster

In this activity, girls will harness the power of positive thinking through shared commentary.

Materials:

- Optional: The girls can be asked in a prior meeting to bring a hard copy of one of their favourite photos of themselves (either solo or with family/friends/pets)
- Frame template in the appendix (page 20)
- Coloured pencils/pens/markers
- Tape or glue (for those who brought photos)

Before starting the activity, talk about what positive feedback is and how it feels to receive it. As an example, try giving your girls a little positive feedback or have them sit in small groups and practice giving each other compliments. Examples of specific feedback could include:

- Alison is so careful and thoughtful; she makes the best s'mores because she takes her time.



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- Leslie is kind. She offers a helping hand to her friends when they are stuck for ideas.
- Rochelle is hilarious. She always knows how to lighten a situation with a smile.

Once everyone has had a chance to give and receive feedback, bring the girls back together and have the girls describe how they felt when they gave or received the feedback.

Give each girl a frame template and have them either place a photo of themselves in the centre, or create a graphic using their name. Invite the girls to walk around and to write a comment on everyone's frames. The comment should be a positive comment about that girl – such as, *has a great laugh*, or *has a smile that lights up the room*, or *tells great jokes*. If you have a large unit, you can divide the girls into two groups to make this more manageable.

At the end of the activity, they will have a frame filled with positive commentary. Encourage them find a place to hang their frames, so that they will see them every day to start the day with a boost of confidence.

Debrief with the girls by inviting them to share their thoughts on the benefits of receiving positive comments and the messages that they found especially meaningful or kind.

Giants, Wizards, Elves



This active game is 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 a 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 completes 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?
- When you are working with a team sometimes coming to an agreement is a challenge. In this game, what choices needed to be made to help come to an agreement?
- If you were playing this game without a team, how would your choices have been different?

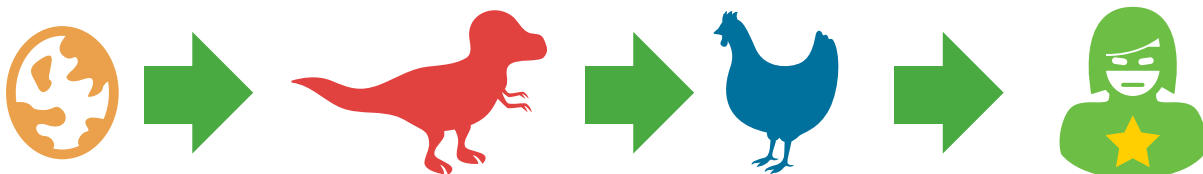
After they have debriefed, girls will follow up this game by playing a similar game called “Superhero” that also is based on rock-paper-scissors, with the girls playing as individuals instead of in groups. All girls start as eggs and wander around the room looking for other eggs to play against. When they meet another egg, they play rock-paper-scissors. The winner levels up (see list of levels below), while the other girl remains an egg. Girls continue to look for other girls at their same level to play against. Girls who win at rock-paper-scissors move up a level, and girls who lose go down a level. (Some girls may even end up as eggs again). Girls can only compete with others who are at their same level, the goal is to become a superhero.

Levels:

- Egg: Girls waddle around with their knees bent, their hands are held over their heads to create an egg shape.
- Dinosaur: Hunched shoulders and bent knees, their hands are curled in front to look like a raptor or t-rex.
- Chicken: The girls straighten their backs, their arms become wings, their knees are still slightly bent.
- Superhero: The girls stand up straight with their shoulders back and walk around with their hands on their hips.

TIP: Before playing Superhero, ensure the girls are all playing the same version of rock-paper-scissors.

The game can end when one girl reaches superhero level. When both the games are done, have the girls compare their experiences focusing on the differences in making choices when they were only accountable to themselves versus when they played the group game.





Be You: You're Awesome Cards

In the selfie era, it is easy to be focused on our outward appearances, how we look, and commenting on how someone else looks. For this activity, girls will create comments that focus on inner beauty and body positive thoughts.

Materials

- Strips of paper
- Pencil crayons/markers

Give the girls a strip of paper and fold it into quarters; 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” on the other door.

On the inside of the card, girls should add a positive message that focuses on inner beauty, self-acceptance and body positivity. Samples could include:

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

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!





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:

Take a Break Tag – Pathfinders



Using the premise of frozen tag, the girls will see how rigorous activity helps them de-stress. Depending on the size of the unit, choose one to three girls to be “it.” The girls play a vigorous game of frozen tag for two minutes. At the two-minute mark, the person who is “it” leads the group in a deep breathing exercise. First take seven deep breaths, inhaling through the nose and exhaling through the mouth to help everyone catch their breath. Have them focus on breathing from their abdomen and keeping their shoulders relaxed. After they have taken the time to breathe deeply, they choose a new person to be “it” and the game is played for another two minutes. Repeat as time permits.

At the end of the game, lead the girls in a deep breathing activity to help them reach a resting state. Have them take seven deep breaths until they have all caught their breath, and then lead them in a deep breathing exercise.

One method of relaxation breathing is to complete a 4-7-8 breathing exercise. This works best if the girls are sitting up straight or lying down:

- Exhale deeply to empty the lungs.
- Inhale deeply through the nose for four seconds.
- Hold the breath for seven seconds.
- Exhale the breath through pursed lips for eight seconds.
- Repeat three times.



After the girls have completed the breathing activity, bring them together and discuss their experience. Possible questions include:

- What is the benefit of stopping after two minutes? How did you feel before and after you took the deep breaths?
- When in your daily life might you need to stop and take a few deep breaths?
- Rest is a key to a functioning body. How do you find time to rest when you are feeling stressed or too busy with activities or school work?
- What are the benefits of daily physical activity? How can you engage in physical activity daily?

Over-Extended



This experiment demonstrates to the girls some of the difficulties that can result from when they have too much going on and feel over-extended. Feeling stressed is often a side effect of girls who are over-extended, because they are trying to balance too many factors and are being pulled in many directions.

Materials:

- Cups
- Water
- Drinking straws (either straight or bendy straws work well) — five to seven per girl

In groups of two to three, have girls work together to create giant straws. Give each girl a glass of water and five to seven straws. Have them start by taking a sip of water with one straw. Ask them how the water flowed and whether they had any difficulty drinking the water. Have them add a second straw on top of the first to create a slightly longer straw and invite them to take another sip. Repeat this process until they can no longer suck water up the straws.



TIP: When the girls are adding straws, it is easiest to pinch the end of the straw to help feed it into the other straw. They shouldn't need to cut the straws or use tape.

When the length of the straw reaches a height in which they can no longer easily hold the cup and the straw, they can help each other hold the cup and/or steady the straw. Teamwork may become more necessary as the straw grows longer.

After they reach a length from which they can no longer drink, have them lay out their straws to look at the length of their straw. Talk about some of the challenges they encountered:



- Why did it become more difficult to drink the water as the straw grew? How is this reflective of what happens in your real life when you are over-extended? (*This can reflect what happens when the girls are over stretched and feeling like they are being pulled in too many directions and trying to meet the expectations they set for themselves or are set for them.*)
- What things slip through the cracks (such as air that slips through the seams in the straws) when you are over-extended?
- How did having a partner make this task easier? How do your family and friends help you when you are feeling over-extended?
- What can you do when you are feeling over-extended?

Breathe Deep Hike – Pathfinders

Take the girls outside for a walk or hike, ideally somewhere that is connected to nature. For the first part of the walk, they walk quietly and just enjoy the experience around them. You can guide them in some deep breathing activities or prompt them to look into the distance or focus on something close at hand. At the halfway point, they sit for five minutes to take a drink and discuss ways that spending time in nature can be beneficial:



- 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 m.
- Green spaces promote relaxation.
- Fresh air can help you feel more alert.
- Students who spend time outside with nature have higher short-term memory.
- Looking at nature during the course of the day can improve concentration.
- Walking outside is an easy way to be more active during the day.
- Looking at the complicated designs in nature — such as a pine cone or the shapes of the waves on the shore — increases the mind's ability to process the world.

For the second part of the walk, the girls can decide if they want to discuss their experiences with another person or if she would like to continue to walk quietly on her own. Give the girls a series of little activities to stretch their minds and promote thought:

- How far can you see into the distance? What do you notice there?
- Take a look at the ground — what is the most complicated thing you see there?
- Listen carefully — do you hear any birds? What direction is their call coming from? Could it be echoing off another surface? (*This can also be done with wind.*)
- If you are hiking at dusk, watch the sunset. It is a great soft focus for the brain and restful for the eyes.



TIP: For other ways to engage with nature, you can check out the following links for suggestions and resources from the David Suzuki Foundation:

- <http://30x30.davidsuzuki.org/>
- http://www.huffingtonpost.ca/david-suzuki/nature-calms-brain-heals-body_b_9674740.html
- <http://www.davidsuzuki.org/blogs/queen-of-green/2016/04/how-to-get-to-know-nature/>
- <http://www.theglobeandmail.com/life/travel/destinations/forest-bathing-not-just-a-walk-in-the-woods/article571471/>

When you are finished your walk/hike, discuss the importance of having moments alone with your thoughts and having time to talk to friends. Both of these simple actions can help them to reset and relax, you can also have the girls share other activities that they find helpful.





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

Closing Activity – Body Positive Pledges or Positive Affirmations – Pathfinders

Materials:

- Pencils/markers/pens
- Optional: Body Positive Pledge Forms in the appendix (page 21)
- Optional: Coloured paper

To close this meeting, it is important for the girls to take something with them to reinforce the changes in attitudes and ideas they may have experienced. There are two options for closing this meeting (see below).

Start by asking the girls to share what they will be taking away from this meeting. If they need to be prompted, ask:

- What surprised you the most during this meeting?
- What is your biggest take away? How will you support others around you so they can make changes?
- When you are online or reading magazines, what stereotypes or biases will you be watching out for? What will you do when you encounter these messages?
- How will you adjust your day or week to support more activity, balanced eating or rest daily?
- What is your favourite thing about “YOU”?

Option 1:

(Modified from “Body Respect” by Linda Bacon and Lucy Aphramor)

Before the meeting, Guiders should prepare the Body Positive Pledges from the appendix (page 21). Before girls sign the pledge, have them read each statement out loud together. Have the girls talk about ways they can be more body positive and listen to their bodies moving forward. Also, encourage them to focus on “I will try” statements to acknowledge that they need to be flexible and kind to themselves. Encourage girls to put their pledges somewhere they can see them daily so they are reminded of the goals they set for themselves in the pledge.

Option 2:

The girls can write a note to themselves and leave it in a place where they will see it daily. Sticky notes are great for this because they can be moved around. This note can be about a personal strength or a body positive message to help them remember what was said in the meeting. These can also be left with the Guider and hung up weekly in the meeting space to reinforce the positive attitude created.



Appendix

Starter Activity

Imagine a Woman Descriptions	19
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Theme 2 – Accepting Myself

Frame Template.....	20
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Closing Activity

Body Positive Pledge.....	21
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Imagine a Woman Descript

Woman 1

Description of Woman 1:

Imagine that you see a woman walking down the street who is attractive by society's standards. She shows confidence and is stylishly dressed – whatever that looks like to you. Just by looking at her what would you assume her life is like?

Woman 2

Description of Woman 2:

Imagine that you see a woman who looks like the opposite of Woman 1. Just by looking at her what would you assume her life is like?



Frame Template



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Body Positive Pledge

TODAY, **I WILL TRY**
TO LOOK KINDLY AT MY BODY AND TO TREAT IT
WITH LOVE AND RESPECT.

TODAY, **I WILL TRY**
TO CHALLENGE STEREOTYPES AND QUESTION THE
MESSAGES I AM HEARING AROUND ME.

TODAY, **I WILL TRY**
TO RESPECT MY BODY BY BEING ACTIVE, HYDRATING,
FUELING AND RESTING WHEN I NEED TO.

TODAY, **I WILL TRY**
TO HONOUR MY BODY'S SIGNALS BY FEEDING MYSELF
WHEN I AM HUNGRY, RESTING WHEN I AM TIRED,
AND FINDING CALM WHEN I AM WORRIED.

TODAY, **I WILL SHOW**
MORE COMPASSION TOWARDS MYSELF AND OTHERS.

SIGNED: _____ DATE: _____

Background: iStock.com/amiloslava



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