



Girl Guides  
of Canada  
Guides  
du Canada

# Be You

## Rangers 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.*



## Rangers 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 ≡

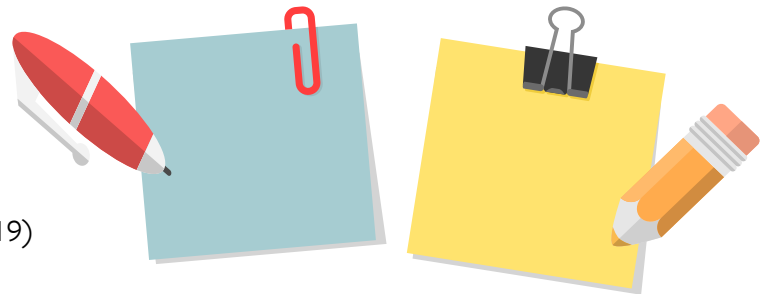
## Starter Activity – Imagine a Woman – Rangers

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

Snap judgments 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 judgments. 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 adapt their thinking and 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 and 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 judgments because everyone makes snap judgments 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 judgments 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 judgments, ask the girls:

- Where might these ideas and judgments 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 judgment 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 have 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: History and Fashion

Beauty is often defined by a number of factors such as culture, pop culture, what is deemed “socially acceptable,” or by the fashion expectations of a given time period. These factors and expectations can change dramatically in a very short period of time. In addition, these changing expectations can make it difficult for girls and women to make healthy decisions and can be a major source of pressure for teens. In this activity, girls will create a “Fashion Trends” timeline, looking at how fashion and beauty has changed through history – or not!





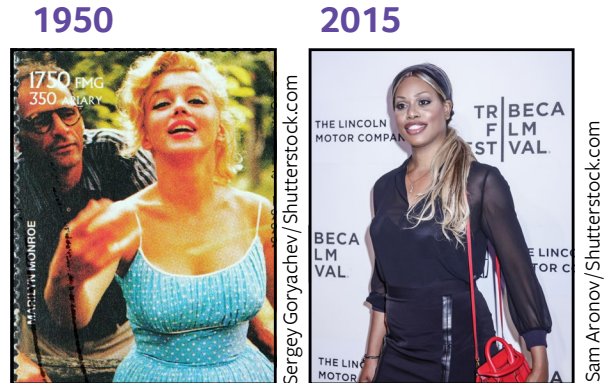
## Materials:

- History and Fashion (page 20)
- History and Fashion Solutions (page 24)
- Painter's tape with dates (see below)
- Scissors

Before the activity, create a line of painter's tape on the floor with the following dates spread at least 10 centimetres apart: 1500s, 1800s, 1900s, 1920s, 1940s, 1950s, 1970s, 1980s, 2000 – 2005, 2005 – 2010, 2010 – 2015. Cut out the pictures and shuffle them before the girls start the activity. If you have a larger unit, you can create two groups and have them compare their timelines.

Give the girls the images and ask them to order them from earliest (Mona Lisa) to most recent (Shailene Woodley/Taylor Swift). Once the girls have ordered the images, have them take a couple of steps back from the timeline and look at how fashion has changed. Ask the girls:

- What do you observe about the women in these images?
- What similarities do you see between all the pictures or between specific dates?
- What do the changes tell us about beauty as it relates to girls and women in the various time periods?



After they make their observations have them take a moment to think critically about the various definitions of beauty (not just over time, but between people, cultures, etc.) and determine their own healthy definition of beauty. Have the girls share some words or phrases that embody this beauty. As a unit, come up with strategies to help them remember their own definition of beauty when they feel the pressure to be something else. Once the girls have had the time to think, ask them to share their advice. You can also ask, "What messages do you think the women from different eras received about how they should look?"

## #LikeAGirl: Emoji Creator – Rangers

(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 girls to describe their texting behaviours. They can be asked about:

- 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**.

## The Comments Section

The online comment sections of various social media platforms and news sources can be used by some as a place to engage in mean, rude and disrespectful behaviours such as body-shaming. When the comments are anonymous, this is especially evident. Regardless of whether the comments are about appearance or an opinion, negative comments can have a lasting effect on the person they are directed at. In this activity, the girls will be asked to share their experiences with negative comments and shift their focus to the power of the positive.



## Materials:

- Prior to the meeting: Have the girls review the comments section from news posts, social media, etc, and have them bring these comments to the meeting. These do not have to be from their social media feeds or be about themselves.
- Optional: In a prior meeting, ask the girls to bring an image of themselves (it can include friends/family/pets, etc.)
- Instagram comment box template
- List of the names of all the girls in your unit
- Chart paper
- Cameras or drawing materials

Create a table on chart paper with one side labelled “Positives” and the other labelled “Negatives.” As a unit, have the girls share some of the positive comments they have seen posted online. Once they have created a list, have the girls share some of the negative comments that they have seen. Have them compare the lists and ask:

- How does it make you feel when you receive or read the positive comments?
- How do you feel when you read some of the negative comments from the list?
- How does it make you feel when someone takes the time to write something positive about your picture or post?

A quick way to improve your mood is to hear something positive that is specific about you. Break your unit into two or three groups and give each group a list of members in the unit. Give the girls a chance to brainstorm positive traits or comments that they could give to each girl. This could include:

- Rachael – Rachael is so thoughtful! When new girls come into the unit, she always makes sure to welcome them and ensure they feel comfortable.
- Patti – Patti is so organized! If we were to go on an international trip I would want her with me because she knows how to anticipate and plan for the unexpected.

Bring the girls back together and have them share some of their comments until every girl in the unit has received at least one piece of positive commentary. As the girls are sharing, write down the commentary on sticky notes or compile a list on chart paper with all the girls’ names.

After they receive their feedback, give them each an Instagram Comment Box template. Have the girls stick the picture in the template or draw an image to represent them. In their same groups, have girls write positive comments on each girl’s Instagram template. To make it more difficult you can suggest a character limit so that girls can work on being positive and specific in short messages.







## 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 deserve respect regarding their lifestyle and appearance choices.

### Theme Activities:

## Make Friends with the Mirror

Girls can be hard on themselves when they look in the mirror. They may focus on their so-called flaws; however, this can also be the starting point for self-acceptance. In this activity, the girls will be taking control of the mirror.

### Materials:

- A mirror for each girl
- Permanent markers – black or coloured
- Pens/pencils
- Sticky notes – the super sticky post-its work the best

Give every girl a stack of sticky notes and a pen. To start the activity, the girls are going to cover each other with kindness. Each girl will write something positive about the other girls in their unit and stick it on their backs. It can be short and sweet or long and specific. Once the girls have had a chance to stick a note on everyone else, bring them back together as a unit. Have each girl lay out all the sticky note





comments they received in front of them and give them a few minutes to read what the other girls said about them. Watch their faces and share these observations with the girls to prompt discussion, such as asking which comments made them smile or blush and the reasons behind it. Ask if there were any comments that were unexpected or something that they would never say about themselves.

**Tip:** Because the sticky notes may not stay on, have the girls write the name of the person with the comment. This way if it falls off, it can be given to the right person!

Give each girl a mirror and a permanent marker. They are going to write the comments from the sticky notes onto their mirrors. They can choose how many comments and how they would like to display them. It is important for them to see the comments written in their own penmanship because it will help them to believe it. Encourage the girls to use their mirrors every morning, so they will feel good all day. Talk about the benefits of thinking positively and how it releases endorphins that literally make you feel good.

**Tip:** If your girls have been discussing support strategies in the meeting, they can instead have the other girls write on their mirrors. Each girl chooses the comments that are most meaningful and in their small groups have them pass around their mirrors and each girl will transcribe one of the messages from the sticky notes onto the glass.

## Pick and Choose

*(Modified from the game "Pick and Choose" from Playmeo.com)*

Girls may be overwhelmed with the number of choices that they have to make (or will have to make) in their day-to-day lives, especially for those trying to decide how to approach their post-secondary lives. This activity gives girls the opportunity to see that their little decisions can have a big impact and that it is important to find support during decision making.

### Materials:

- three buckets or bins per team
- six tossables per team, such as koosh balls, bean bags, rolled up socks, large pompoms, toilet paper tubes, small soft toys, bouncy balls, etc.





Before the girls start this activity, set up the three bins so they are 3 metres (worth 10 points), 5 metres (worth 15 points), and 7 metres (worth 20 points) away from where the girls will be standing. You may want to use a piece of tape to mark the line where the girls will be throwing from.

Divide the girls into groups of three or four and give each group six soft tossable items to choose from. Have the group choose four items from the six, which they will use in the game. Girls will play three rounds, taking turns throwing each of the four items in each round and attempting to score as many points as possible. Every girl should have at least one turn. At the end of each round, have the groups add their points together. After the third round see which round they scored the most points.

**Tip:** The girls can change their items if they prefer after each round to experiment with the different weights and throwing abilities of the girls.

After they make their three attempts, bring them together as a unit and ask about their decision-making processes and experiences:

- How did you decide which items you were going to toss and the distances you were going to aim for?
- Ask them how they may have felt if they were solely responsible for the choices and tosses in this game.
- What was your highest score? How did your team reach this score?
- What was your lowest score? What did your team have to adapt in order to improve?
- What strategies worked best for your team?



After the girls have shared their thoughts, advice, and experiences, you can give them another attempt as a team to use what they have learned to improve their score. Did listening to other groups; approaches give them ideas to try a new approach? Did they see any improvement? After this attempt ask them if they saw improvement after listening to the discussion.

**Tip:** The expression “option paralysis” refers to the experience of having so many choices that you feel as if you cannot make any. It is often experienced when all options carry some form of weight in the future and can be seen as indecisiveness. Explain that sometimes they may experience option paralysis when they are responsible for making decisions that can have a larger impact in their lives. Have girls share some of the people they can turn to help them break down big decisions into smaller parts to make them easier to tackle.



## Operation Beautiful

The organization Operation Beautiful (<http://www.operationbeautiful.com/>) challenges girls/women to help each other feel good by ambushing each other with kindness. Messages written on sticky notes are left in the corner of bathroom mirrors, on locker doors or inside the book they may have borrowed from a friend, with positive, inspirational comments such as, “Be a unicorn in a field of horses.” This activity will help your unit spread a little positivity.

### Materials:

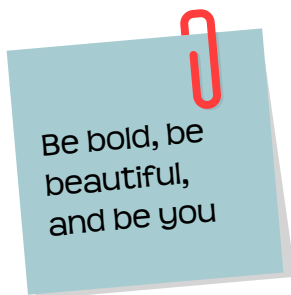
- Sticky notes or cardstock in various colours and shapes
- Markers/pens/coloured pencils

Bring the girls together and brainstorm some of the kind or positive things people have said to them that’s boosted their spirits or made them feel good about themselves. The girls can also share some of the times that they could have used a boost and what they wish they had heard in that moment.

Brainstorm possible positive things that they could say to someone that would bring up their spirits and help them feel good. These could include:

- Beautiful thoughts for a beautiful person
- Labels are for jars not people
- You need to fix nothing!
- Be bold, be beautiful, and be you
- Love yourself as much as you love dogs
- When you smile, you light up the room
- The next time you think of beautiful things, include yourself in that list
- A scale only tells you the numerical value of your gravitational pull in the earth, it does not tell you how amazing you are

The only limit is the size of the sticky note. The girls can write anything they want. Have them create three sticky notes, one for a friend, one for a stranger, and one for themselves. They can share where they are going to post their sticky notes and if they add the Operation Beautiful hashtag or social media handle, they can track their positive effects. Girls can also share using **#BeYou**.





## 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 – Rangers

Using the premise of frozen tag, the girls will see how rigorous activity can help them de-stress. Depending on the size of the unit, choose 1 to 3 girls to be “it.” The girls play a vigorous game of frozen tag for 2 minutes. At the 2 minute mark, the person who is “it” leads the group in a deep breathing exercise. First take 7 deep breaths, inhaling in 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 2 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 8 seconds.
- Repeat three times.



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

- What is the benefit to 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? What is the benefit of taking a deep breath before pushing on?
- Rest is 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?
- What are some little ways you can be active? Is there a big way you can be more active that would not make you feel more stressed?

## Isometric Mirror Stretch



(Modified from the Isometric Stretch Activity from Playmeo.com)

Isometric stretching is a way to increase flexibility and improve circulation. It is different from regular stretching because it is all about staying “static” and using pressure to balance and stretch out the muscles. This activity demonstrates a different way of looking at rest and activity.

### Materials:

- None

Explain to the girls that isometric stretching uses stillness and pressure to stretch the muscles. To demonstrate how isometric stretching works, have the girls line up facing a wall or a solid object and have them place both hands on the wall as if they were to do a push-up. Have them rest their weight on their arms have them push the wall as firmly as they can and hold it for 10 seconds, their arms should be stiff and weight on the palm of their hands. They should feel a warm or stretching sensation in the back of their arms.

Isometric stretching is also a great activity to do with another person. Group the girls into pairs and have them test out an isometric stretch using their feet. Have the girls plant one heel on the ground and point their toes up. To create the stretch, the girls touch the toes on their left foot together and gently press into each other. Have them hold it for 10 seconds so they feel a stretch in the back of their calves. Repeat for 10 seconds on the other side to even out the stretch.

Other body parts they can try include:

- Open palms
- Forearms
- Bottom of feet
- Inside of knee
- Holding hands and pulling away





You can also switch it up by giving them a different base (other than their feet). Encourage them to try to make it as ridiculous as possible and still create a stretch! For instance:

- Sit on the ground and create a stretch for the arms
- Have only one foot planted and stretch your arms or legs

Have the girls share how they are feeling at this point and have them look for ways that they can include a little bit of isometric stretching into their day to help improve their focus and help relieve stress. Some ways include:

- Pushing toes into the floor under their desks while taking notes in class
- Putting their hand on a wall and adding pressure while they are talking to someone

In the activity, it is more fun to use another person to create the positive pressure and create some more interesting ways to balance under pressure. In their everyday lives, ask them to identify some people who offer them positive pressure and help them balance all the things that are going on in their lives.

Stretching can also be used when feeling stressed or anxious. In the debrief girls can talk about what happens when they feel stressed or anxious and how they can use stretches, walking, drinking water or finding a quiet place to think when they are stressed.

## Breathe Deep Hike – Rangers



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.
- Even just 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 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?
- What non-humans are you sharing this space with?
- If you are hiking at dusk, watch the sunset. It is a great soft focus for the brain and restful for the eyes.
- If you are in a grassy space, have the girls take off their shoes, close their eyes and count to 100. Have them focus on the pressure and experience that is taking place under their feet.

**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.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/>

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. Talk about simple ways to connect with nature:

- Open the window first thing in the morning and take a deep breath before getting ready for the day.
- At the end of the day, stand outside and touch a tree. Feel it under your finger tips and look at the leaves or pattern of the branches.
- Tend a little garden daily, the bacteria in the dirt can help reduce anxiety and can lead to increased optimism.
- Eat lunch al fresco: Take your lunch outside and enjoy some sunshine and air in the middle of your day to perk up your afternoon.







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

## Closing Activity: Body Positive Pledges or Positive Affirmations – Rangers

### Materials:

- Pencils/markers/pens
- Optional: Body Positive Pledge Forms in the appendix (page 27)
- 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 reading online or magazines, what stereotypes will you be watching out for? What will you do when you encounter these messages?
- How are filters and airbrushing used to modify the pictures you see in magazines or on social media? How might these changes affect the way women look?
- 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, the Guiders should prepare the Body Positive Pledges from the appendix (page 27). Before they sign the pledge, have the girls read each statement out loud together before signing the document. Have the girls make suggestions about ways they can be more body positive and listen to their bodies moving forward. Also, focus on the “I will try” to acknowledge that they need to be flexible and kind to themselves. The girls can be encouraged to put their pledges somewhere they will see it daily so they can remind themselves of the goals set out in the pledge.

### Option 2:

The girls can write a note to themselves to leave in a place they see 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

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## Theme 1 – Media, Society and Me

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## Closing Activity

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## Imagine a Woman Description

### 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?

---

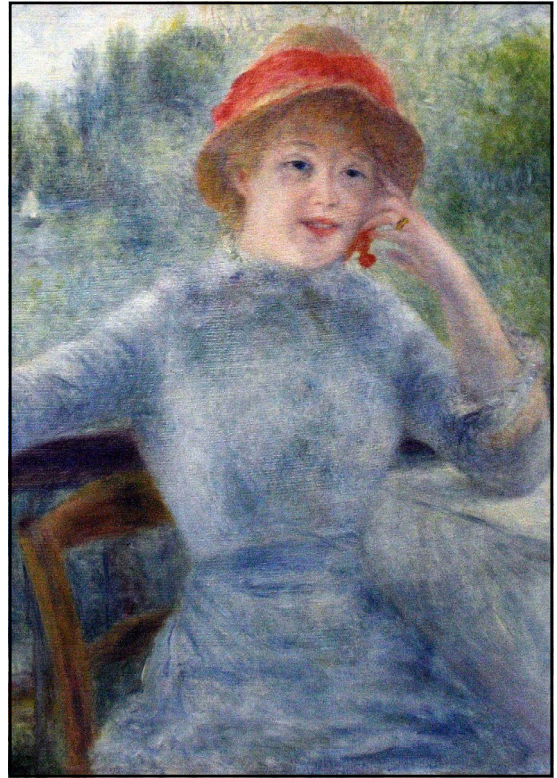
### Woman 2

#### **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?



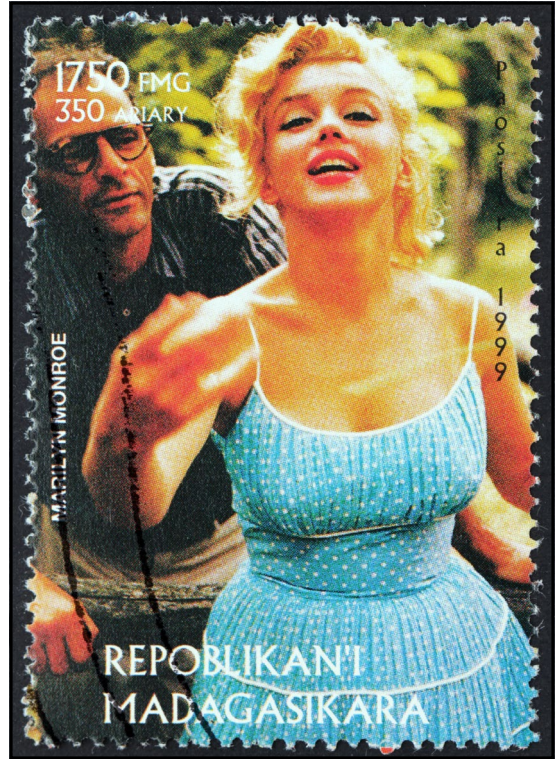
## History and Fashion



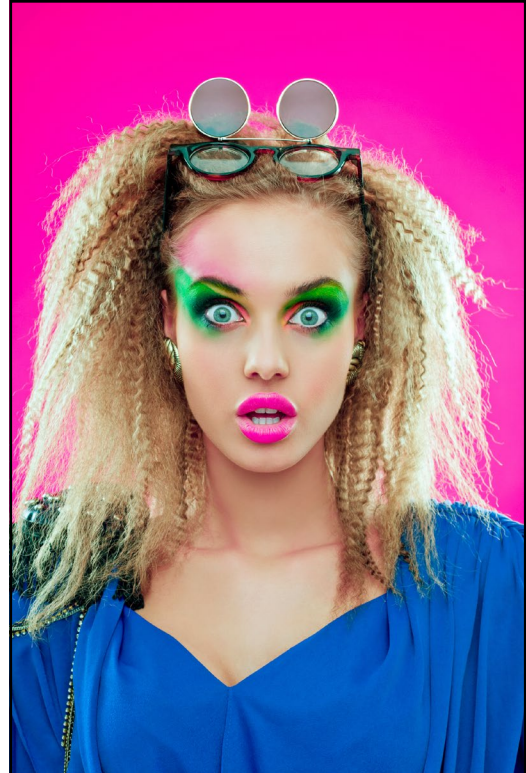
Tamara de Lempicka



Girl Guides  
of Canada  
Guides  
du Canada

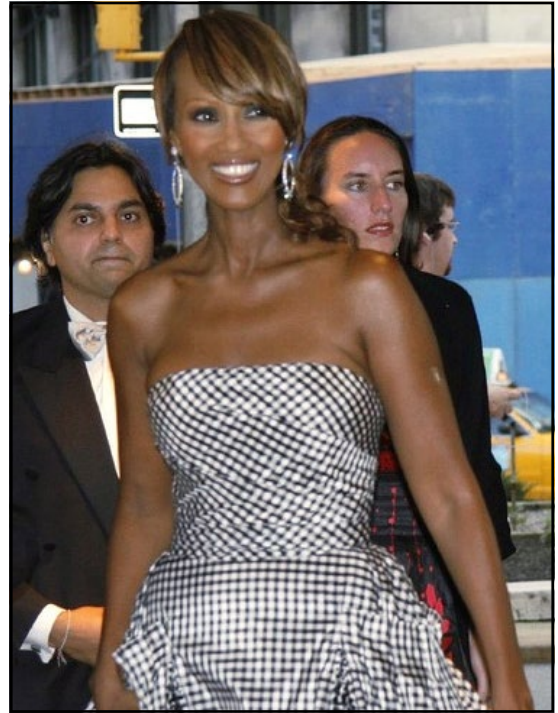


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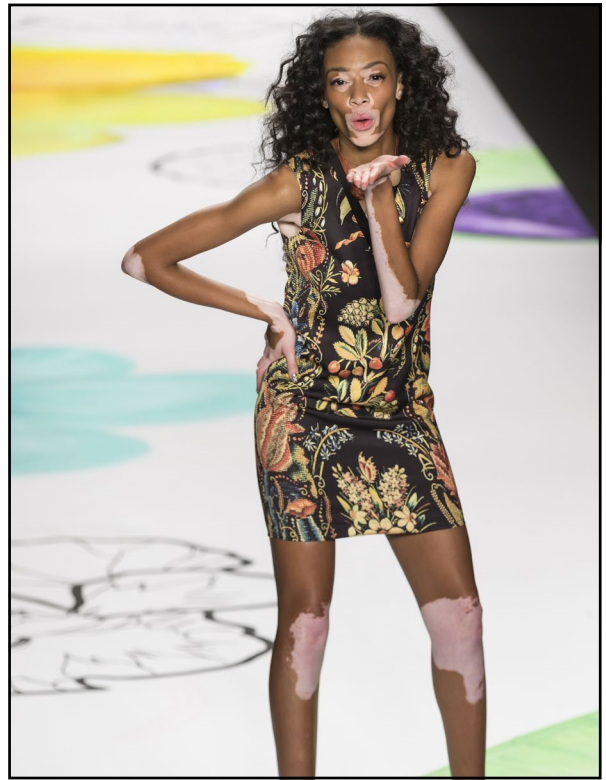


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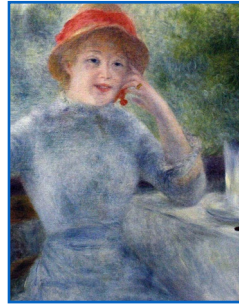


## History and Fashion Solutions

1500s: Mona Lisa by DaVinci



1800s: Alphonsine Fournaise by Renoir



1900s (1899):



1930: Young Lady with Gloves by de Lempicka



Tamara de Lempicka

1940: Ingrid Bergman



1950: Marilyn Monroe



Sergey Goryachev / Shutterstock.com

1970:



1980:





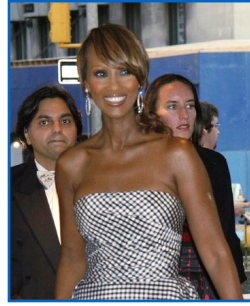


2000: Sarah Jessica Parker



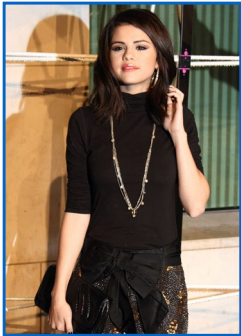
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2006: Iman



By Arthur@NYCArthur.com - Supermodel Iman, CC BY-SA 2.0, [https://commons.wikimedia.org/wiki/File:Iman\\_\(model\).jpg](https://commons.wikimedia.org/wiki/File:Iman_(model).jpg)

2010: Selena Gomez



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2015: Taylor Swift



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2015: Laverne Cox



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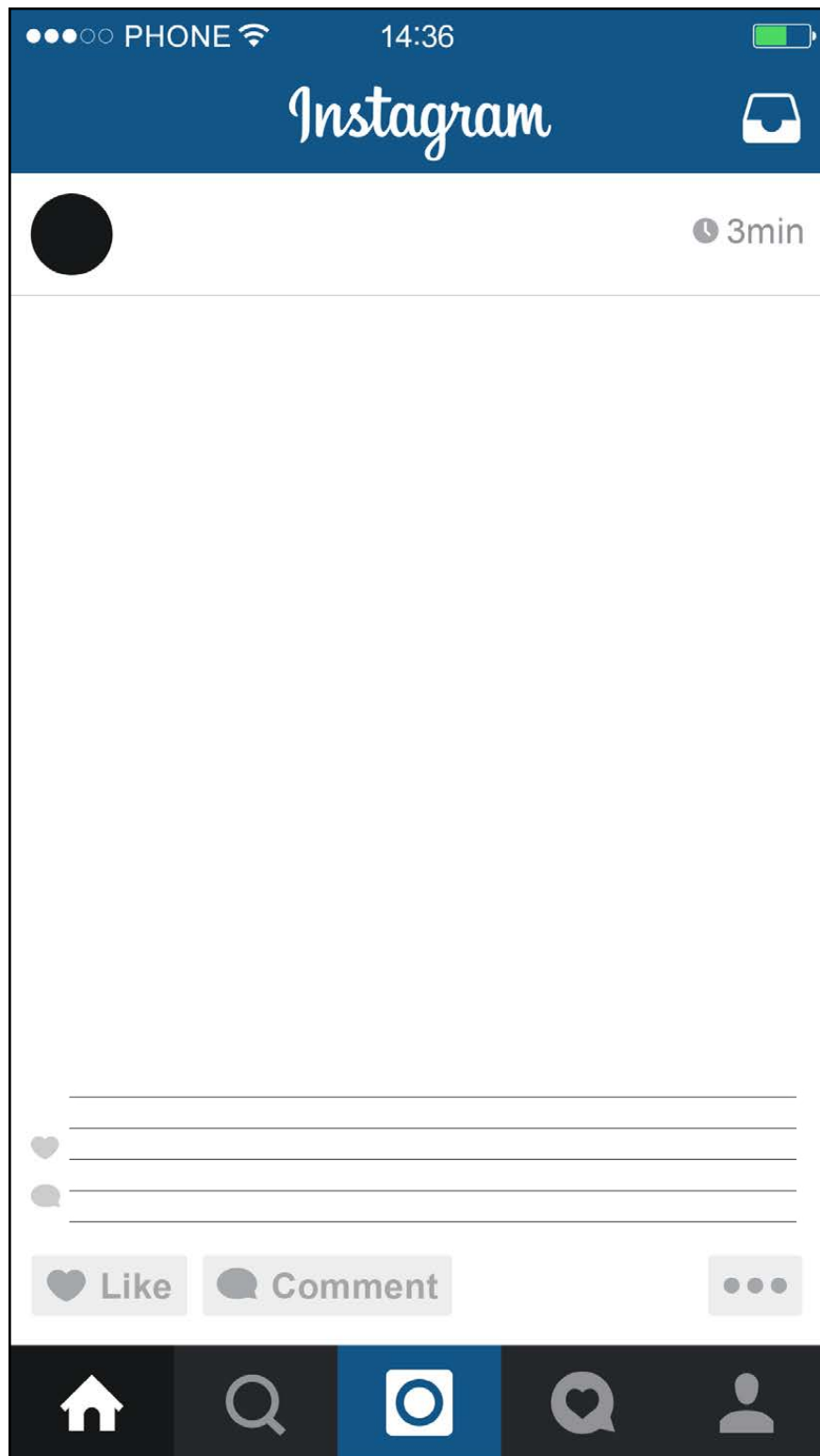
2016: Chantelle Brown-Young aka Winnie Harlow



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## Instagram Template





## 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/amilostava

