



TAKE *Care*

Curriculum Guide

Included within this resource are projects, resources and organizations to support girls' physical activity and healthy living.



GIRLS ACTION
FOUNDATION

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INTRODUCTION

About Girls Action Foundation

Girls Action Foundation works to improve girls' and young women's access to resources and opportunities. Our initiatives create opportunities for them to discover their power and gain the confidence to take action in their communities. At Girls Action we are committed to building a movement of active, engaged individuals and organizations across Canada. Through this movement, we envision a new generation committed to creating a more just society for all.

Girls Action was founded in 1995 as a grassroots organization that delivered programming to girls and young women in the Ottawa area. As a result of growing needs and frequent requests for more programming, Girls Action's reach has expanded. Local girls' programs continue to be delivered in Montreal, in addition, we have a national young women's leadership program and we convene a national network of more than 300 organizations that offer girls' programs in communities across Canada.

GIRLS ACTION INITIATIVES ARE DESIGNED TO MEET THE FOLLOWING OBJECTIVES:

- Build girls' and young women's self-awareness and self-esteem
- Increase girls' and young women's awareness of and ability address issues of violence
- Foster the development of girls' and young women's critical thinking and communications skills
- Improve girls' and young women's awareness of and ability to access resources and mentorship in their communities
- Increase girls' and young women's experience and skills in community action and leadership

Our unique approach is based on five overarching principles:



1. Popular Education / Critical Education.

Girls Action recognizes people as experts on their own lives, validating diverse experiences. Peer support systems bring people together to talk, listen and share strategies and resources for coping and overcoming barriers in their lives.



2. Integrated Feminist Analysis.

Girls Action takes into account the multiple and intersecting impacts of violence on different groups of people because of their race, class, ability, sexuality, gender identity, religion, culture, refugee or immigrant status, or other status. Learning from others, re-examining our own views and placing value on gendered experiences we can begin to build collaborative relationships of support and mobilize for social change.



3. Gender-Specific Spaces.

In the past, we have found that creating spaces specifically for girls allows them to feel free to talk amongst themselves, to share their experiences, to learn from one another, and to form solid relationships. At the same time, spaces that welcome diverse expressions of gender are an important part of creating a sense of solidarity in order to break the silence and isolation around their life experiences.



4. Critically Asset-Based.

Girls Action considers individuals and groups to be active, not passive, and they are encouraged to develop their own knowledge and experiences. With support and resources, they can develop their self-esteem and empowerment, and become agents of social change. An asset-based approach celebrates the initiatives and successes of people who are engaged in speaking up, speaking out, and taking action on issues.



5. Social Action and Change.

Girls Action supports girls' and young women's initiatives to enact change in their own lives, their schools, their communities, their government, and their worlds. We recognize that people who are socialized as women have different lived realities and experiences, which must be addressed holistically, in its complexity.

WHY WE DO GIRL-SPECIFIC PROGRAMMING

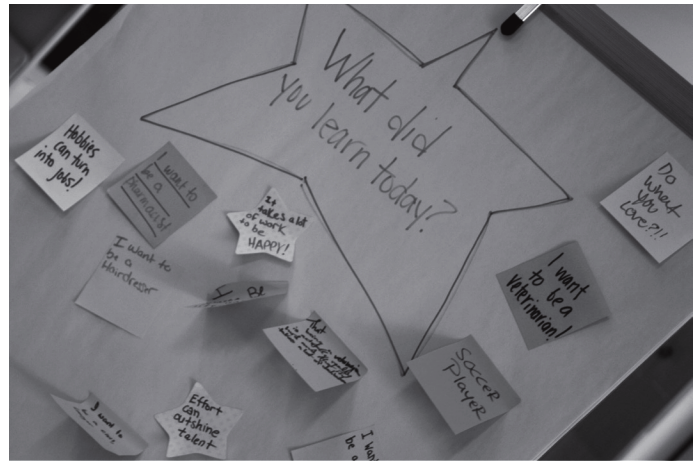
At Girls Action we believe that every girl has a lot to say about making the world a better place. When they're given the tools, space and encouragement, girls can become strong advocates for themselves, their communities and a fundamentally better world. From our 20 years of experience, supported by volumes of research with and for girls, we also know that girls are not on a level playing field with boys. Systems of oppression based on gender affect access to resources and power. Other factors, such as socio-economic status, race, immigrant and refugee status, ability, sexual orientation, gender-identity, and so on, also play a role.

Girls and young women encounter unique social, political and economic issues in their everyday lives, and as a result they live multiple and intersecting experiences. Gender-specific concerns include: physical, emotional, sexual, and mental health concerns that may differ from those of boys and adult women, including unique and disproportionately high levels of violence; self-esteem issues, body image, eating disorders, and low self-esteem; isolation; girl-on-girl violence and bullying; racism; poverty; homophobia; gender identity; and sexism.

Research with and for girls and young women indicates that gendered spaces and programming combat a diverse range of issues that are associated with growing up female. Many studies show that girl-specific spaces and programs are needed to support girls in order to deal with violence, gendered socialization and other challenges. There is a need for services designed specifically for girls and for all-girl spaces where young women can come together to talk about their experiences and develop strategies to improve their circumstances.

We do girls' programming because there is a need to create spaces where young women are empowered. Our intention is to create spaces where young women are able to talk about issues such as identity, bullying, sexuality, and sexual health or violence in an open, supportive and honest way, where they can question stereotypes, speak up, and speak out. Girls Action programming fills a gap in the current services provided. It empowers girls to take action against the injustices in their lives and their communities and encourages them to change the world.





HOW DO GIRLS' PROGRAMS, LIKE GIRL-ONLY GROUPS, ACTIVITIES AND WORKSHOPS PROMOTE HEALTH?

Girls programs:

- Promote self-esteem and positive body image
- Create safer spaces to discuss issues that are often avoided or seen as taboo - things like sex, substance use, suicide and eating disorder
- Provide opportunities to try new recreational activities and learn about resources in the community
- Give girls a chance to learn about how to manage stress and find solutions to life challenges with the support of their peers and group facilitators
- Ensure girls have access to helpful, accurate information about health issues



ABOUT THE GIRLS' HEALTH AND WELLNESS PROJECT

When it comes to health, girls and young women are a particularly vulnerable group. Age, ethnicity, socio-economic status, sexuality, or disability can create barriers, but can also reinforce strengths the girls possess.

The project aims at equipping service providers with evidence and tools for effective health promotion through girls' programs.

The Girls' Health and Wellness Project is designed to address the needs of girls and young women aged 10 to 18 by increasing protective factors against chronic disease, knowledge of healthy living practices and confidence, and by allowing them to make healthy choices.

This project is based on previous research commissioned by Girls Action Foundation and conducted by the BC Centre of Excellence for Women's Health (2012) that showed that girls' groups promote healthy living for the girls who participate. Through a research review conducted for this project, several promising practices were identified in health promotion for girls and young women.

Why this Guide is Important

In collaboration with partners in six communities in Nova Scotia, British Columbia, Ontario, and Quebec, and a national advisory committee of diverse stakeholders and knowledge experts, this guide was created to enable organizations and communities to promote girls' health through girls' empowerment groups.

This guide aims to enable service providers to attain the following outcomes:

- Participants have strengthened protective factors including self-esteem, communications skills, critical thinking, connectedness and social supports
- Participants have increased knowledge about healthy living practices
- Participants have increased confidence and ability to make healthy choices
- Participants are applying new knowledge and skills and making healthier choices in their lives



9 PROMISING PRACTICES

For this purpose, this guide incorporates these **nine evidence-based promising practices**:

1. Building self-esteem.

Girls' self-esteem is at the core of the entire program. Activities and facilitation styles enable girls to be more self-confident and to resist peer pressure.

2. Skill-building.

Build life skills, such as communication, critical thinking, problem-solving and the ability to make decisions.

3. Gender-specific.

Providing a girls only space and having girls drive the discussions and topics. This allows girls to comfortably share and connect with others, while enabling them to develop their voices.

4. Participatory.

Girls drive the activities and are full participants in the objectives, methods, and results of the program.

5. Enhancing social connections.

Girls become more connected with peers or older peers, with the community, with facilitators and with family members or adult mentors.

6. Multifaceted.

Diverse topics, ranging from physical activity and healthy eating to body image, and peer pressure. Activities utilize multiple formats, including discussion sessions, media activities, journaling, peer mentoring, arts and crafts, physical activity and field trips.

7. Culturally appropriate.

Culturally sensitive and relevant, especially when it comes to navigating cultural norms and expectations including ideals of beauty, food cultures, and family pressures.

8. Strengths-based.

Encourage girls to focus on their individual strengths and assets and also on strengths in their communities.

9. Empowerment-oriented.

Honour girls' strengths and centre their voices, valuing their knowledge in determining discussion topics, and providing a safe space for girls to freely discuss the key issues and concerns in their lives.

FOR FACILITATORS: HOW TO USE THIS GUIDE

This guide is intended for popular education workshops with girls and young women.

The activities are presented in **four sections**:

1. Energizers and Introductions
2. Food Matters (Better Nutrition)
3. Moving Together, Thriving Together (Increased Physical Activity)
4. Core Values: Body Image, Critical Thinking and Agency Building (Reduced Tobacco and Alcohol Use)

If you are planning to use this guide for a girls' program, we suggest that you start with an energizer activity, before you begin the thematic activities. If you wish to use activities from this guide as standalone workshops, each activity can be used independently.

Considerations for Facilitators

Using a girls' empowerment model for health promotion

Girls' empowerment groups build on, and extend, effective practices in promoting healthy living while addressing the social and political issues that their participants face. The girls' empowerment model emphasizes skill-building, strengthening of social connections and empowerment, providing girls with opportunities to learn about issues that are relevant to them. In this way, girls can put the tools they acquire into practice with the support of others. This provides a foundation for further exploration of concepts of healthy living. Through this guide's proposed tools, girls' groups can make health promotion more explicit in their girls' programming.

FACILITATOR IDENTITY AND FACILITATING ACROSS DIFFERENCE: WHAT DOES IT MEAN TO FACILITATE ACROSS DIFFERENCE?

To facilitate across difference means to be aware of your identity and where you experience privilege as well as oppression. This understanding can help facilitators (club leaders/educators) raise issues in a way that will create a safer space for all the participants.

CREATING A SAFER ANTI-OPPRESSIVE SPACE MEANS THAT FACILITATORS SHOULD:

- Understand their own identity
- Consider the identities of the girls



SUGGESTIONS FOR PRACTISING ANTI-OPPRESSIVE FACILITATION:

- As the facilitator, encourage all girls to express themselves by using different techniques to collect feedback, i.e. “go-arounds”, non-verbal means of communicating such as body movements, creative expression such as painting, poetry, music etc.
- Be aware of group dynamics. Look at who is taking space verbally or physically. Closely observe who, when, and how the girls engage in activities to ensure that the space is not reproducing any type of oppression.
- Make sure the activities chosen reflect diverse identities or lived realities of the girls’ experiences and backgrounds.
- Be mindful of the language you use when talking about health: Expressions like “right choices”, “healthy foods,” “eating right” do not take into consideration socio-economic factors that affect food accessibility and tends to add layers of guilt and shame.
- Be mindful of cultural expressions around food to avoid creating a dichotomy of good food cultures versus bad food cultures.
- Recognize and validate the girls’ cultural and personal strengths and reframe discussions to raise awareness about predominant assumptions (about one’s ethnicity, race, sexuality, culture, class, ability, language, education, immigration status etc.).
- Naming the moment: If any oppressive comment or behaviour occurs, identify the moment (the comment or behaviour). By focusing on the moment instead of the individual that engaged in an oppressive way, the group takes a collective responsibility to address the issue as a group.

A TRAUMA-INFORMED APPROACH TO FACILITATING GIRL-SPECIFIC HEALTH PROMOTION¹

A trauma is an experience that causes physical and psychological stress reactions. That experience can be an event, a series of events or experiences that were harmful or threatening. Trauma can result from various circumstances and situations. For example, trauma can result from a single event or be complex and repetitive. It can be intergenerational, resulting from living with a trauma survivor, or even historical when collective trauma is caused to populations (such as colonialism, war, slavery, exclusion, poverty, etc.). A trauma-informed approach recognizes that the girls participating in the program have had experiences that influence their participation in the activities. It does not mean that trauma needs to be discussed or revealed by the girls.

Trauma-informed facilitation is **a way of being in a relationship** of collaboration with the girls. It emphasizes the girls' strengths and highlights their assets and will minimize possibilities of traumatization. A trauma-informed facilitation means creating an atmosphere of safety, respect and acceptance. Using a trauma-informed approach in health promotion with girls involves cultural competency and understanding each girl in the context of her life experiences and cultural background. Involving the girls themselves in the program design and evaluation is also part of a trauma-informed approach.

HEALTH: INFLUENCES AND INEQUALITIES²

Social and economic influences on health

Health is influenced by many factors other than individual genetics and lifestyle choices. Our communities, where we are born, live, and work also have an influence on our health.

Social determinants of health are the social and economic factors within the determinants of health. These relate to an individual's location within society (i.e. income, education or employment). Discrimination or historical trauma are important social determinants of health for groups such as Indigenous Peoples, for example.

1. Income and social status
2. Employment and working conditions
3. Education and literacy
4. Childhood experiences
5. Physical environments
6. Social supports and coping skills
7. Healthy behaviours
8. Access to health services
9. Biology and genetic endowment
10. Gender
11. Culture

¹ See *The Trauma-Informed Practice Guide* (2013) developed on behalf of the BC Provincial Mental Health and Substance Use Planning Council in consultation with researchers, practitioners and health system planners across British Columbia. See Denise Elliott et al. (2005) Trauma Informed or Trauma Denied: Principles and Implementation of Trauma-Informed Services for Women. *Journal of Community Psychology*, Vol. 33, No. 4, 461-477.

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Health Inequality

Not all people are equally healthy or have the same opportunities to lead a healthy life.

Health inequalities are differences in the health status of individuals and groups. These differences can be a result of genetics and choices. For example, choosing to exercise or drink alcohol. The social determinants of health can also influence health inequality. For example, people with higher incomes are often healthier than those with lower incomes.

Health inequity refers to inequalities that are unfair or unjust. For example, those who live in remote locations do not have the same access to nutritious foods.

PREPARATORY REFLECTION FOR FACILITATORS: MY HEALTH, MY LIFE

Objective: Facilitators will be able to reflect on meanings attached to health and their own relationship to health messages in order to prepare for the workshop series.

Summary: This activity allows facilitators and the staff team to reflect on health and meanings around health, in order to avoid potentially harming, or stigmatizing, and to be mindful of connotations words carry to them, as they facilitate.

Format & Technique: large group or individual activity, reflection, information sharing or group discussion

Materials: My Health, My Life Framework handout for each participant; internet access, laptop or tablet, LCD projector and screen (optional)

Activity Breakdown:

PART 1: Reflection: Reflect on the determinants of health and what they mean: how do these factors overlap and intersect to create a unique situation for each girl

PART 2: The handouts: Hand out My Health, My Life Framework sheet to each participant or display in room on a projector.

Facilitators and staff members draw an "x" or an arrow in any area they think may be affecting their own health and well-being. *Continued...*

PART 3: Discussion:

- Which area of health do you think affects girls and young women the most?
 - What health issues affect girls' and young women?
 - Which area of support do you think girls and young women need the most?
 - How are mental, spiritual, emotional, and physical health connected?
 - Is there an area on this sheet or not on this sheet affecting your health and how are you coping with this?
-

BACKGROUNDERS

Produced in collaboration with the BC Centre of Excellence for Women's Health

These backgrounders were created in order to give facilitators the necessary background knowledge to effectively deliver the toolkit's included activities. These are just a brief overview of each topic, more research and learning can always be done! The four backgrounders include:

- 1. Girls, Alcohol and Depression**
- 2. Girls, Physical Activity and Culture**
- 3. Girls, Smoking and Stress**
- 4. Body Image, Nutrition and Physical Activity**

1. Girls, Alcohol and Depression

<http://bccewh.bc.ca/wp-content/uploads/2014/06/Girls-Alcohol-and-Depression-web.pdf>

Girls and Alcohol

- Over 85% of Canadian girls aged 15-24 drink in excess of Canadian low risk guidelines.
- Girls who start drinking before the age of 15 are more than twice as likely to become alcohol dependent at some time in their lives.
- Girls are using alcohol at an earlier age and in greater numbers, and in some jurisdictions adolescent girls and young women are just as likely as boys and young men to engage in “binge” drinking (drinking more than 3-4 drinks per sitting).
- There is an upward trend in excessive alcohol consumption among young lesbian and bisexual women. Bisexual females are twice as likely to report “binge” drinking as heterosexual youth of the same age.
- Binge drinking and smoking, both of which are associated with a variety of health risks, are strongly correlated for subgroups of adolescent girls, especially among young Aboriginal women.

Girls and Depression

- Higher rates of depression are consistently documented among adolescent girls and women than their male counterparts. The female-to-male incidence of depression averages 2 to 1.
- Canadian young women aged 15 to 24 are 1.5 times more likely than young men to report fair to poor mental health.
- Mental health worsens as young people move through Grades 6 to 10, especially for girls.
- Girls and women are twice as likely to be prescribed mood altering medications such as benzodiazepines as boys and men.
- In the “Living as a Chameleon” study, 12 identified anger as a neglected and misrepresented component of girls’ depression. Denied anger prevents girls from both protecting and knowing self – two key components of mental health and quality of life.
- Girls in the Validity Project noted the importance of being heard and affirmed, over being labelled and medicated.

2. Girls, Physical Activity and Culture

<http://bccewh.bc.ca/wp-content/uploads/2014/06/Girls-Physical-Activity-and-Culture-web.pdf>

Patterns and Trends in Girls' and Young Women's Physical Activity

- In the 2007 to 2009 Canadian Health Measures Survey, only 4% of girls (compared to 9% of boys) achieved the recommended levels of daily physical activity.
- Only 70% of girls participated regularly in sport during the previous 12 months, compared to 81% of boys.
- Girls become less active as they transition from childhood to adolescence. Between ages 5-12, 56% of girls are not active enough. In the teen years, it's 70%.
- Beginning at the age of 12, girls' involvement in physical activity declines steadily until only 11% are still active by age 16-17.
- Only 10% of female students in BC enroll in physical education when it becomes elective.
- Girls and young women who are physically active or involved in sports are less likely to use tobacco.
- Girls and women from ethnic communities are the most underrepresented in the Canadian sport and recreation system.
- The odds of weekly sports participation are almost 80% higher for Aboriginal boys than girls.
- Aboriginal children who take part in extracurricular activities, such as cultural activities are more likely to take part in sports. Four in ten Aboriginal children participate in cultural activities.
- Neighbourhood safety impacts girls and women's physical activity and there is a need for strategies that ensure that neighbourhoods are safe for walking, cycling, and other forms of physical activity.

Inactivity and Sedentary Behaviour

- Sedentary behaviour plays a larger role than physical activity in predicting overweight among girls.
- It has been estimated that 58% of girls (grades 5 to 8) spend more than 2 hours per day talking on the phone, texting, or instant messaging.

Continued on next page

2. Girls, Physical Activity and Culture (continued)

Inactivity and Sedentary Behaviour (continued)

- Girls ages 10-11 from low-income neighbourhoods are two to four times more likely than their counterparts from more affluent neighbourhoods to be overweight or obese.
- Low self-esteem and weight concerns are strong predictors of smoking initiation in young women, factors which are also associated with inactivity.
- Children's television time has been linked to mothers' perceptions of neighbourhood safety where children in the least safe neighbourhoods tend to spend more time watching TV.

3. Girls, Smoking and Stress

<http://bccewh.bc.ca/wp-content/uploads/2014/06/Girls-Smoking-and-Stress-web.pdf>

Patterns and Trends in Girls' and Young Women's Tobacco Use

- In 2010, 13% of Canadian women (12 years and older) reported being daily smokers.
- Historically, men's smoking rates have been higher; however now a higher proportion of young women aged 18-19 smoke compared to young men (24.4% versus 22.2%, respectively).
- In Canada, girls are starting to smoke at a younger age compared to boys. Tobacco use rates for the Aboriginal population over 20 years of age are more than double the Canadian average. Smoking among Aboriginal girls in BC is higher than Aboriginal boys and the age of smoking initiation is youngest for Aboriginal girls (age 10).

Smoking Initiation

- Adolescent girls often report that they started smoking because of curiosity or to deal with stress. Girls may be more influenced by the tobacco use of their friends and family compared to boys, likely due to the nature of close adolescent female friendships.

Continued on next page

3. Girls, Smoking and Stress (continued)

Smoking Initiation (continued)

- The age of smoking initiation varies for males and females. Boys between the ages of 5 and 11 are nearly twice as likely to have initiated smoking as girls, however by the 12-14 age range the gender difference nearly disappears. By ages 15 and older, more girls are likely to initiate smoking than boys.
- Some of the reasons that girls start to smoke include influences from family and friends' smoking behaviour, media messaging and to deal with stress. Young women appear to be more influenced by the tobacco use of family and friends than are boys.

Physical Inactivity and Tobacco Connection

- There is a significant association between inactivity and smoking initiation for young women. Girls and young women who are physically active or involved in sports are less likely to use tobacco.
- Low self-esteem and weight concerns are strong predictors of smoking initiation in young women, factors which are also associated with inactivity. Studies demonstrate that self-esteem impacts specific factors such as confidence, perceived control, and anxiety, which in turn influence participation in physical activity and smoking initiation.

4. Body Image, Nutrition and Physical Activity

Patterns and Trends in Girls' and Young Women: Healthy Eating, Healthy Weights and Mental Health

- 53% or fewer girls and boys across all ages in Canada eat fruits or vegetables at least once a day.
- Girls who eat fruits and vegetables more frequently report better mental health scores.

Continued on next page

4. Body Image, Nutrition and Physical Activity (continued)

Patterns and Trends in Girls' and Young Women: Healthy Eating, Healthy Weights and Mental Health (continued)

- More girls than boys think their bodies are too fat. Between grade 6 and grade 10, the number of girls who think they are too fat increases from 26% to 39%, while the rates stay stable for boys.
- Overweight girls are more likely to have mental health problems than girls with a healthy weight.
- Only 63% of girls with a healthy weight feel their body is about the right size.
- About 1 in 5 girls are doing something to try and lose weight.

Source: *The health of Canada's young people: a mental health focus*, Public Health Agency of Canada, 2011

Physical Activity and Nutrition

While there are many factors that influence girls' participation in sports, dance, exercise and other physical activities such as cycling and walking as a means of transportation, body image and related issues such as fear of judgment and lack of confidence greatly affect if, when and how girls participate in physical activity.

Body image is connected to physical activity in a number of ways:

- How girls feel about their bodies can influence whether they engage in physical activity—girls who feel better about their bodies are more likely to engage in physical activity than those who have a negative body image.
- Body image can affect the type of physical activities that girls feel comfortable participating in and how much they enjoy these activities.
- Girls who are self-conscious and anxious about their appearance tend to prefer to exercise alone and enjoy their workouts less.

Nutrition and Poverty

About 9% or 1.1 million Canadian households experience food insecurity where they are not able to have an adequate diet due to lack of money.

BRINGING IN CULTURE

Principles for Programming for Aboriginal Youth

How do we make programming relevant for Aboriginal youth? Here are four guiding principles that have been identified for successfully working with Aboriginal youth:

1. Understanding and integrating cultural identity: cultural identity can be a powerful protective factor. It is important youth have the skills to be successful in their traditional community as well as in the dominant culture.
2. Increasing engagement: It means providing a range of roles for youth to be involved and providing them with opportunities to become leaders in addition to participants.
3. Fostering youth empowerment: There are two types of empowerment that are important for youth, particularly those who belong to a culture or gender that has been marginalized: 1) personal empowerment and 2) social empowerment which requires opportunities and support for youth to become agents of social change themselves.
4. Establishing and maintaining effective partnerships: Partnerships are important because of the emphasis on extended family and social networks among traditional cultures. Partnerships are the source of cultural teachings and priorities, particularly when program leaders and participants are not from the same communities. Partnerships increase buy-in from youth and communities.

Adapted from: Crooks, et.al (2009) *Engaging and Empowering Aboriginal Youth: A toolkit for service providers*.

Making Links for Aboriginal Girls

As girls group facilitators we need to think about gender specific programming for girls that takes culture into account. Here are some examples:

- **Métis Women's Jigging Circle (Toronto) | <http://www.nwrct.ca>**
Métis culturally inspired physical activity program run by Native Women's Resource Centre of Toronto's Paamsiiaadaa Fitness Group. Métis and other Aboriginal and non-Aboriginal women of all ages participate in a free weekly drop-in traditional Metis jigging circle open to all levels of jiggers including beginners.
- **Promoting Healthy Living Among Aboriginal Girls and Young Women (National Aboriginal Diabetes Association) | <http://www.nada.ca/wp-content/uploads/1030.pdf>**
This report provides a summary of the findings based on a review of 10 community-based initiatives that focus on healthy living for Aboriginal girls and young women.

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- **Aboriginal on the Move Digital Storytelling Videos | <http://www.caaws.ca> (click on 'programs')**

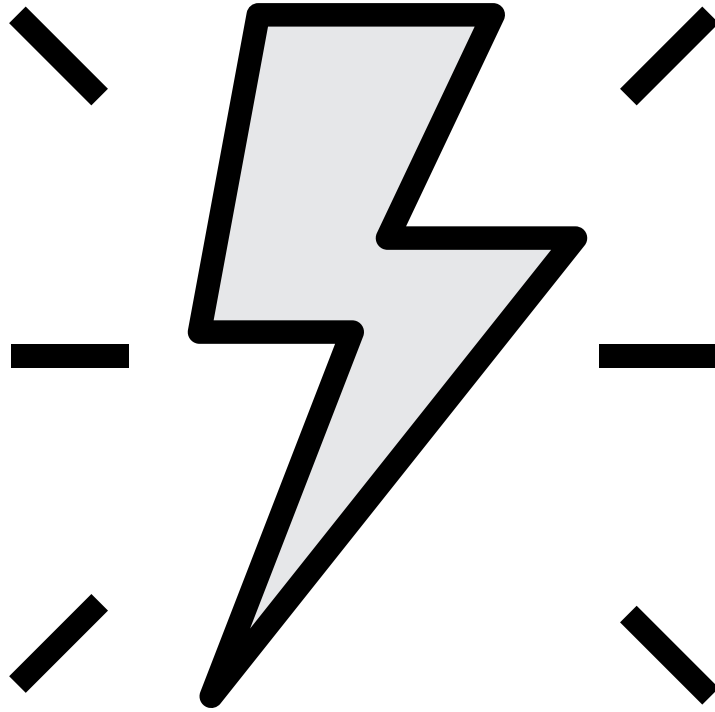
CAAWS Aboriginal Girls on the Move collection of stories speaks to the power of sport and physical activity in how we define ourselves and create our community.

- **Active Circle, Gen7 initiatives via Motivate Canada <http://www.motivatecanada.ca/en/gen7>**

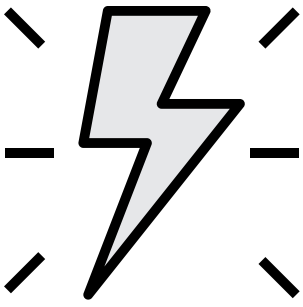
GEN7 encourages young Aboriginal Canadians to live, and to encourage others to live, an active and healthy lifestyle, part of which is achievable through increased participation in sport and physical activity.

- **Active After School Programs for Girls and Young Women - Success Stories from Five Friendship Centres | <http://www.caaws.ca> (click on 'programs')**

Provides an overview with key learnings from each centre to support the creation of similar programs at Friendship Centres and other active after school program provides across Canada.



Energizers
and Introductory Suggestions



Energizers and Introductory Suggestions

These activities are recommended to “break the ice” or “warm up” the room. They are designed to prepare participants to engage with each other. This section provides a choice of activities for facilitators to use at the beginning of sessions or at the beginning of thematic sections.

ACTIVITIES

Group Agreement: Participants to collectively develop group guidelines.

Tree of Affirmation: Participants learn to focus on qualities unrelated to physical appearance.

Body Scan: Participants do breathing, mindfulness and centering exercises.

Sharing Quotations: Participants share inspirational quotations with the group.

Planting Vegetables Together: Participants plant seeds together and grow plants throughout the program.

EXPECTED OUTCOMES

- Participants have an increased feeling of connectedness with their peers and with the facilitators.
- Participants have an increased feeling of commitment to their girls' group.
- Participants are satisfied with the programs delivered and find them relevant to their lives.
- Participants have strengthened protective factors including self-esteem, communication skills, critical thinking, connectedness and social supports.

Group Agreement

Summary: The group agreement should be created during the first workshop in order to lay a foundation for following activities and group dynamics. This activity allows for participants to collectively develop group guidelines, to express to each other what they want to experience from the workshop or program and what they can contribute to the workshop.

Format & Technique: group, arts-based, discussion

Materials: flipchart, markers

Activity Breakdown:

1. Ask the group to form a circle, with a flip chart in the middle.
2. Write down key agreements as the discussion unfolds.
3. Ask the group:
 - A. “What are some guidelines we can come up with as a group that would make this space a more comfortable or safer place to share our thoughts and feelings?”
 - B. “What do we bring to the group?”
 - C. “What do we want to get out of the group?”
 - D. “What do we need to participate?”
 - E. “What do we each need to feel respected within the group?”
 - F. “How do we make this space safe for everyone?”
4. Emphasize that we can revisit and add to the agreement. Facilitators might include:
 - A. Confidentiality: respect each other’s need for privacy. Ensure that the group knows that the space is a safer space that is free of judgement.
 - B. Put-ups, not put-downs: We are here to support each other. Don’t attack or make fun of other participants in the group. If you disagree, constructively criticize the idea, not the person.
 - C. There are no stupid questions: If there is anything you’re not sure of (i.e. a word, phrase or an idea), just ask.
 - D. Right to pass: You don’t have to say anything if you don’t want to.
 - E. Respect/listening: Try to have one person at a time.
 - F. Express yourself: Showing emotion (sadness, anger, happiness, etc.) is a valid and constructive form of self-expression. *Continued...*

G. Relax and have fun! We are here to learn and share together.

5. Once everyone has contributed, ask them to sign the group agreement.

Facilitation Tips:

- If there are more than 15 participants, it is more efficient to designate “scribes” or participants in the group who will write down key ideas that come from the group.
 - The group agreement is co-created to allow the participants to bring ideas to the table to keep from creating a set of “rules”.
-

Adaptability:

- Provide the option to write or express contributions in other languages to encourage girls who speak other languages at home to use their first language
-

Debrief:

- Ask the group what their impressions were from the activity
 - Ask the group what they learned from the workshop
-

Success Indicators & Expected Outcomes:

- Participants are talking and contributing to the discussion; they are engaged and contribute meaningfully.
- Participants have an increased feeling of connectedness with their peers and with the facilitators.
- Participants have an increased feeling of commitment to their girls’ group.

Tree of Affirmation³

Summary: In this activity, participants each write something they love about themselves (not related to appearances) on leaves of a tree. This activity is intended to redirect participants' value away from physical appearance and allow them to think of themselves holistically, inviting them to consider health as being more than just physical.

Format & Technique: individual reflection, group, arts

Materials: construction paper, markers, Bristol board or brown craft paper, tape/glue, scissors

Activity Breakdown:

1. Ask the group cut out different colours and shapes of leaves. Meanwhile, cut a large tree with many branches out of Bristol board or brown craft paper.
 2. Invite the participants to write one thing they love about themselves on their leaf.
 3. Ask participants to think about qualities that have nothing to do with physical appearances.
 4. You can ask them to present their choice, while sticking it to a branch on the tree.
-

Facilitation Tips:

- If participants have trouble thinking of qualities, invite them to think about their loved ones, family, friends and role models. Ask them to think about what they love about these people without considering their appearances.
-

Adaptability:

- If time is an issue, facilitators can come with leaves pre-cut and ready to be coloured or filled-in.
-

Debrief:

- When the tree is completed, ask the participants what they observe when looking at the tree.
 - Ask the group how they felt about participating in the activity. *Continued...*
-

³ Source: National Eating Disorder Information Centre.

Success Indicators & Expected Outcomes:

- Participants are contributing a variety of qualities to the collaborative project
- Participants are able to name qualities they love about themselves that are unrelated to appearances
- Participants have an increased feeling of connectedness with their peers and with the facilitators.
- Participants have strengthened protective factors including self-esteem, communication skills, critical thinking, connectedness and social supports.

Body Scan

Summary: Mindfulness can improve well-being, physical and mental health. It can help educate the participants on how to reduce stress and anxiety. This activity is a breathing, mindfulness, and centering exercise for youth. The aim of the exercise is to bring awareness to the physical sensations in different parts of your body and how all your body parts are all connected.

Format & Technique: mindfulness meditation, relaxation exercise

Materials: a large enough space for participants to comfortably be able to lie down, a printout of the Body Scan document from the Anxiety BC Youth resource (on next page).

Activity Breakdown:

1. Ask the participants to lay down comfortably.
 2. Read from the Body Scan document.
-

Facilitation Tips:

- Put on some relaxing instrumental music.
 - Protect the space by preventing interruptions (walk-ins) and observers.
 - This activity can be used as a calming exercise.
-

Adaptability:

- This exercise can be done by sitting on a chair.
-

Debrief:

- Ask the participants how they felt before, during and after the body scan.
- Ask participants what they thought of the activity.
- Ask the participants if they can integrate an activity like this one into their lives. *Continued...*

Success Indicators & Expected Outcomes:

- Participants are engaged in the activity.
 - Participants are satisfied with the programs delivered and find them relevant to their lives.
 - Participants have strengthened protective factors including self-esteem, communication skills, critical thinking, connectedness and social supports.
-

Body Scan Script⁴

Lie down in a comfortable place like a carpeted floor, couch or bed. Although you may feel sleepy or your mind may drift while doing this exercise, the goal is to try and remain alert and aware of the present moment.

Gently close your eyes. Let your shoulders drop down and away from your ears. Bring your attention to your breathing. Breathe in...and out... and just allow yourself to continue to breathe naturally.

The aim of this exercise is to bring awareness to the physical sensations in different parts of your body. Your mind is probably used to labeling these sensations as good or pleasurable; or bad, uncomfortable or even painful. For this exercise, see if you are able to just notice what you feel without judgement. For example, do you notice tingling, warmth, pulsating, tightness or other sensations? Again, it's not about whether these sensations are good or bad, it's just about noticing them.

Continue to breathe at your own pace, allowing each breath to come as it may, without any conscious effort to change your breathing. Notice your lungs slowly filling with air when you breathe in and deflating as you breathe out.

Now, bring awareness to where your body makes contact with the floor, couch or bed. On each outbreath, allow yourself to let go, to sink a little deeper into the surface below you.

Scan your left foot for any sensations. Simply become aware of the. Scan your left calf. Notice and allow any sensations that may be present. Scan slowly, up through your thigh now. Allow yourself to feel any and all sensations. If you don't feel anything at the moment, that's okay. Just allow yourself to "not" feel anything.

If you do become aware of tension, or other intense sensations in a particular part of your body, see if you can breathe into it. Use the in-breath to bring a gentle awareness to the sensations present in your body, without trying to change them.

⁴ Anxiety BC Youth, Body Scan: http://youth.anxietybc.com/sites/default/files/Body_Scan.pdf (consulted July 22, 2018)

Now, scan for any sensation in your right foot, calf, and thigh. Simply notice all the sensations and feel what is happening. Continue to bring awareness and a gentle curiosity to all the sensations in your right leg.

The mind will inevitably wander away from the breath and the body from time to time. This is normal. When you notice your mind has wandered, gently acknowledge it, and then return your attention to the part of the body you intended to focus on.

Now focus on your stomach. Feel it rising as you breathe in. Sinking as you exhale. Nice and slow. Breathe in...and out...notice any sensations in your stomach area.

Now scan for any sensations in your left hand and arm. Simply become aware of the different sensations and feel what is happening. Continue to bring awareness and a gentle curiosity. Again, if you do not feel anything at the moment, that's okay.

Scan for any sensations in your right hand in arm. Continue to bring awareness and a gentle curiosity to the sensations.

Bring your awareness to your chest. Now, continue scanning up along your neck and to your face. Feel the sensations in your jaw and your throat. Notice how the back of your head rests against the surface under you. Bring awareness to the top of your head.

Now, take a moment to notice how all of your body parts are connected. Let any sensations come to you. Just notice what kind of sensations they are. Tingling, warmth, coolness, heaviness or even floating. Accept whatever sensation there is as just that - a sensation that will arise slowly and gradually change. It is just another part of you.

Continue to focus on your breathing for as long as you like. When you are ready, slowly open your eyes and bring your attention back to your surroundings.

Sharing Quotes

Summary: In this activity, participants share inspirational quotations on commitment to team and individual goals, and write quotes on the walls from people they know, from songs, from themselves, or from women in history, society or their community. These quotes can relate to health and healthy living but the activity's main focus is on community building. The quotes will allow the girls to feel a sense of ownership over the space and feel inspired to contribute to the group.

Format & Technique: discussion, writing

Materials: flipchart, colourful pens, decorative stickers and internet access (optional)

Activity Breakdown:

1. Ask the participants to each share a quotation on the topic of commitment to the group and to individual goals.
 2. Invite each participant to come and write their quotation on the flipchart.
 3. The sheet with all the quotations can be displayed in the room where the workshop series will be held.
-

Facilitation Tips:

- If the participants do not have access to the internet in the workshop space, assign the gathering of quotes as “homework” so they have adequate time to prepare for the activity.
-

Adaptability:

- Invite participants from all backgrounds to share quotes or sayings in their native language and ask them to provide a translation for the larger group. This can help with welcoming participants who speak more than one language.
-

Debrief:

- Ask participants for reactions to the collaborative quote document.

Success Indicators & Expected Outcomes:

- Participants are participating by contributing at least one quote
- Participants have an increased feeling of connectedness with their peers and with the facilitators.
- Participants have an increased feeling of commitment to their girls' group.
- Participants are satisfied with the programs delivered and find them relevant to their lives.

Planting Vegetables Together

Summary: In this introductory activity, participants start the program by planting seeds together that they will water and take care of for the whole duration of the program. It is ideal for this activity to take place in the first or second week of the program, in order to see visible results. At the end of the workshop series, they will be able to each take their plant home.

Format & Technique: group, experiential, nature

Materials: a very large bin with fertilized soil or individual Styrofoam cups, a variety of vegetable seeds (quick growing varieties like beans, radishes, lettuce etc.), paper flags to stick into the soil

Activity Breakdown:

1. Explain to the participants that they will be planting seeds, and that the plants will be watched after and taken care of for the duration of the program, and that they will get to take them home with them at the end.
 2. Each participant can choose a few seeds. Ask each participant to write their name on a flag to identify their lot or to write their name on the cup.
 3. At each workshop meeting, have the participants water their plant.
-

Facilitation Tips:

- This activity is ideal for groups that meet regularly for at least four weeks. This is in order to ensure that their plants are adequately cared for and that the participants are able to see growth by the end of the program.
-

Adaptability:

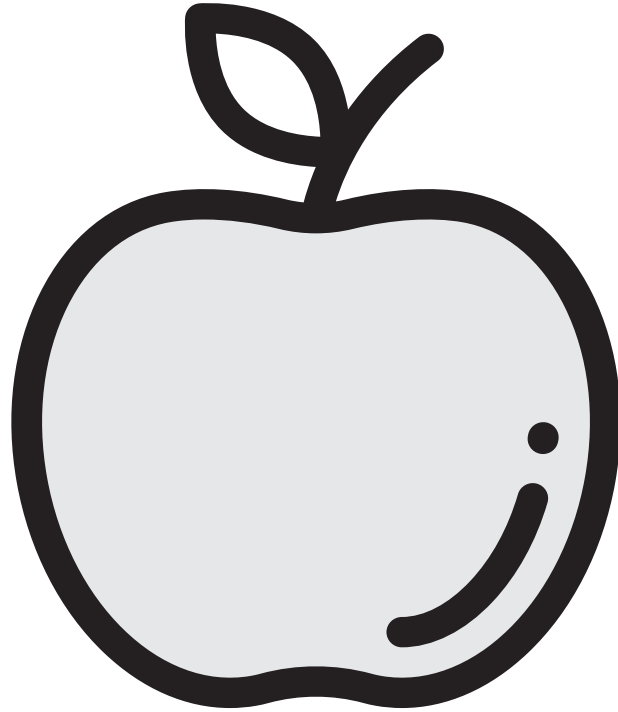
- Groups with low budgets can use recycled yogurt containers, Styrofoam egg cartons and other reusable materials in place of a large container or individual cups.
-

Debrief:

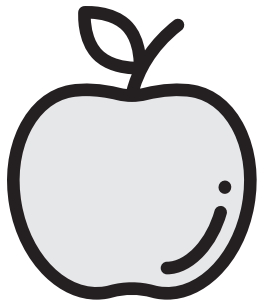
- Ask the participants what the plants might symbolize.
- At the end of the program, ask the participants how they felt about watching the plants grow.

Success Indicators & Expected Outcomes:

- Participants are able to connect the growing plants to their own journey throughout the program Participants are engaged in the activity of planting the seeds and take responsibility for their plant throughout the course of the program.
- Participants have an increased feeling of connectedness with their peers and with the facilitators.
- Participants have an increased feeling of commitment to their girls' group.
- Participants are satisfied with the programs delivered and find them relevant to their lives.



Food Matters:
Better Nutrition



Food Matters: Better nutrition

These activities engage the participants in understanding the place of food in the community and in their lives and ways in which they can become more empowered in matters of food preparation and in their choices.

ACTIVITIES

Food Mapping: Where is the food in my community?: Participants locate healthy food sources

The Stories Our Food Tells Us: Participants learn to identify their individual relationships with food

We Label!: Participants learn to read food labels and create their own

Nutrition Game: Participants play a board game to learn about nutrition and health

What's Up with Food?: Participants learn about influences on their food and nutrition habits

EXPECTED OUTCOMES

- Participants have increased knowledge of healthy living practices.
- Participants have increased confidence and ability to make healthy choices.
- Participants have strengthened protective factors including self-esteem, communication skills, critical thinking, connectedness and social supports.
- Participants have reduced risk of chronic disease due to better nutrition.

Food Mapping: Where is the food in my community?

Summary: In this activity, participants chart locations of food in their neighbourhood or town.

Format & Technique: group, activity, discussion

Materials: a prepared map of the community, colourful pens, colourful stickers

Activity Breakdown:

1. Research ahead of time the different places in the community where food can be found.
 2. Prepare a map of the community either beforehand or with the group.
 3. Invite participants to circle places where food is available. Next, have them identify what types of food are available in which places.
 4. Facilitate a discussion with the participants by asking the following questions: *What kind of food is available, accessible, why? What can be done about it? Are the same food choices available in other neighbourhoods?*
-

Facilitation Tips:

- If the participants are not aware of assets in their community, point to assets.
 - While facilitating, take into account cost accessibility: Where are the reduced food markets in the neighborhood. Are there food cooperatives, where labor can be exchanged for food? Are there organic food donors in the community?
-

Adaptability:

- This activity can be done using a projection of a map of the neighbourhood.
-

Debrief:

- Ask participants what they notice about food availability in their community.
- Ask participants what they learned during the activity. *Continued...*

Success Indicators & Expected Outcomes:

- Participants are aware of available food sources in their community.
- Participants understand how food availability can impact food choices.
- Participants have increased knowledge about healthy living practices.
- Participants have increased confidence and ability to make healthy choices.
- Participants are applying new knowledge and skills and making healthier choices in their lives.

The Stories Our Food Tells Us

Summary: In this activity, participants reflect and share with others the types of food and dishes that are transmitted in their families and the cultural meaning around eating.

Format & Technique: group, arts, activity, discussion, storytelling

Materials: flipchart paper, colourful pens, scissors, glue, old recipe books, old magazines, stickers of foodstuff, printed images from the internet

Activity Breakdown:

1. Invite the participants to create a collage of images or drawings of foodstuff that they associate with their town/family/history.
 2. Ask the participants to add images of foods that they like.
 3. Ask the participants to add words or stories to describe what their food images mean to them.
 4. Prompt the participants by asking them to think about memories or feelings that come up when they think of certain foods.
 5. Facilitate a show and tell of the collages by asking the participants to present their creations.
 6. Ask the participants to describe why they chose their images and words to the rest of the group.
-

Facilitation Tips:

- Abstain from using the phrases eating “right,” “healthy/unhealthy foods,” as they may be triggering.
 - The facilitator should be ready to inspire the participants to think of colours, sounds, smells, and feelings associated with food.
-

Adaptability:

- This activity can be done with drawings if magazines or images are inaccessible. *Continued...*

Debrief:

- Ask participants what they learned from the activity.
 - Ask participants if they would like to make any changes to their stories and if so, why.
-

Success Indicators & Expected Outcomes:

- Participants are more aware of their relationship to food and able to understand how their families and communities impact their relationship to food.
- Participants have increased knowledge about healthy living practices.
- Participants have increased confidence and ability to make healthy choices.
- Participants are applying new knowledge and skills and making healthier choices in their lives.

We Label!⁵

Summary: In this activity, participants will use their knowledge to create a healthy food nutrition package and label.

Format & Technique: group, arts, collage

Materials: flipchart paper, colourful pens, scissors, glue, markers, examples of a variety food labels (canned foods, sweetened beverages, etc.)

Activity Breakdown:

1. Show the group examples of food labels and ask them to describe to you what they are able to infer about each product
2. Ask them to spot the differences and similarities between labels
3. Provide various art materials to participants and invite them to create their own unique food product
4. Ask participants to include a food label that includes core nutrients: 1) *Calories*; 2) *Serving size*; 3) *Fat*; 4) *Cholesterol*; 5) *Sodium*; 6) *Dietary Fibre*; 7) *Sugars*; 8) *Protein*; 9) *Vitamin A*; 10) *Vitamin C*; 11) *Calcium*; 12) *Iron*

Facilitation Tips:

- As a facilitator stay away from adding judgment to the ingredients or to the label the participants create.
- Pre-made templates of food nutrition labels prepared for participants to fill out can help if workshops are pressed for time.
- Do an example of one with the whole group before they begin working on their own.

Adaptability:

- Have them work in groups to create their food nutrition label.

Debrief:

- Ask participants what they learned from the activity. *Continued...*

⁵ Source: Adapted from YMCA of Greater Toronto, Durham Region.

Success Indicators & Expected Outcomes:

- Participants have increased knowledge about healthy living practices.
- Participants have increased confidence and ability to make healthy choices.
- Participants are applying new knowledge and skills and making healthier choices in their lives.

Nutrition Game⁶

Summary: This activity is a participatory game on diet, health at every size, and body image.

Format & Technique: group, game

Materials: white or black board, laminated category cards

Activity Breakdown:

1. Familiarize yourself with the game content.
2. Create a game board on the white/black board using laminated category cards or by writing the categories on the board. Below each category, put 10, 20 and 30 (the number of points for each question). See the game chart (on next page).
3. Quickly divide the group into two teams. Give each team 30 seconds to pick a team name. Write down a number on a paper between 1 and 10. Have someone from each team pick a number. Whoever is closest goes first.
4. Explain the rules:
 - Teams take turns choosing a category and a point value.
 - You will read the question for that category and point value out loud.
 - Team members can discuss which team member will answer, but only the first answer counts (this will limit yelling out). If they can't answer or answer incorrectly, the other team can steal the points. (If answers are close, give them a chance to add to their answer).
5. Cross off or erase each point value as each question is answered.

Facilitation Tips:

- Keep the game moving fairly quickly. It's important to get through it completely because it's part of the learning for the workshop.
- Use the opportunity to quickly debrief their answers. If they can explain their reasoning behind their answer, it will encourage critical thinking.
- If you must correct an answer, take the opportunity to reinforce workshop messages.

Continued...

⁶ Adapted from *Body Image Workshop Kit for Teachers of 9-13 Year-Old Youth*, Women's Health Clinic, 2011, p. 17.

Adaptability:

- The game can focus on fewer categories if you are short on time(ie: only diets and media)
 - Point values can be adapted, for example give half points if they're partly right, etc.
-

Debrief:

- Ask participants to share the main learnings of the workshop, what they are taking away with them.
-

Success Indicators & Expected Outcomes:

- Participants have increased knowledge about healthy living practices.
 - Participants have increased confidence and ability to make healthy choices.
 - Participants are applying new knowledge and skills and making healthier choices in their lives.
-

Game Board

| MEDIA | DIETS | HEALTH AT EVERY SIZE | BONUS |
|-------|-------|----------------------|-------|
| 10 | 10 | 10 | 10 |
| 20 | 20 | 20 | 20 |
| 30 | 30 | 30 | 30 |

Answer Keys:

| CATEGORY | POINTS | QUESTION | ANSWER |
|-----------------------------|--------|--|---|
| Media | 10 | True or False: beautiful people don't have any problems | False. Anyone can have problems |
| | 20 | Name one brand that uses a positive message to advertise their products. What is the message? | Any answer that fits with the messages of this workshop is ok, if they explain their thinking. |
| | 30 | What is one good way to tell a company that you don't like their ads? | Write a letter, send an email, start a petition, etc. |
| Diets | 10 | Name one reason why diets are not healthy. | Any from the diet cycle section |
| | 20 | Pretend someone you know doesn't feel good about how they look. What can you say to help them feel better? | Answers can vary. Bonus points if they don't focus on a person's looks. |
| | 30 | Name a bad food. | This is a trick question. There are no bad foods, all foods can fit! (although "moldy food" might get a point). |
| Health at every size | 10 | True or False: You can be fat and healthy or thin and unhealthy. | True. |
| | 20 | Name three things that improve your health. | Getting enough sleep, spending time with friends, learning how to deal with stress, being active, eating a variety of foods, etc. |
| | 30 | What are two ways that you know you're healthy? | Should focus on how the person feels, or numbers other than weight (like blood pressure, blood sugars), if they're active, etc. |
| Bonus | 10 | True or False: thin people are always active. | False. |
| | 20 | True or False: your weight should stay the same throughout your life. | False, and not even if you're an adult. Weight changes are normal and happen throughout our lives. |
| | 30 | List three things you like about others that don't include their looks. | Answers will vary. |
| Tie-Breaker | 30 | Name one person you admire who is not a celebrity. What do you admire about them? | Answers will vary and should not focus on appearance. |

What's Up with Food?⁷

Summary: This activity helps participants explore individual, social, and political influences on their food choices and make connections to healthy eating and body image.

Format & Technique: group, discussion

Materials: whiteboard and markers or flipchart paper and pens, cards or post-its

Activity Breakdown:

1. As a large group, brainstorm a list of what the participants think influences what they eat. You can start by asking them: What did you eat yesterday? Why did you choose those foods?
 2. Divide the participants into smaller groups and ask them to debate and decide which top three influences have the biggest impact on their choices. You can ask them to explore whether girls have different influences than boys and make connections to body image, healthy weights, and healthy eating.
 3. Ask participants to reflect on their own eating habits (e.g., do they skip breakfast, count calories, read food labels, cook for themselves).
 4. Come back into a large group and ask participants to present the highlights of their small group discussion. You can ask them whether they see their own eating practices differently now or if there are things they would like to change (either in their own lives or at a bigger social and political level).
 5. Invite participants to reflect on their findings and put their highlights into the column categories that are shown in the example provided with this activity.
-

Facilitation Tips:

- This activity is better suited for older age groups.
 - While discussing perception and change, remind the participants that they are the experts of their own realities.
-

Adaptability:

- For younger participants you can refrain from discussing how politics impact eating practices
-

⁷Source: BC Centre of Excellence for Women's Health, Backgrounder, *Body Image, Physical Activity and Nutrition*.

Debrief:

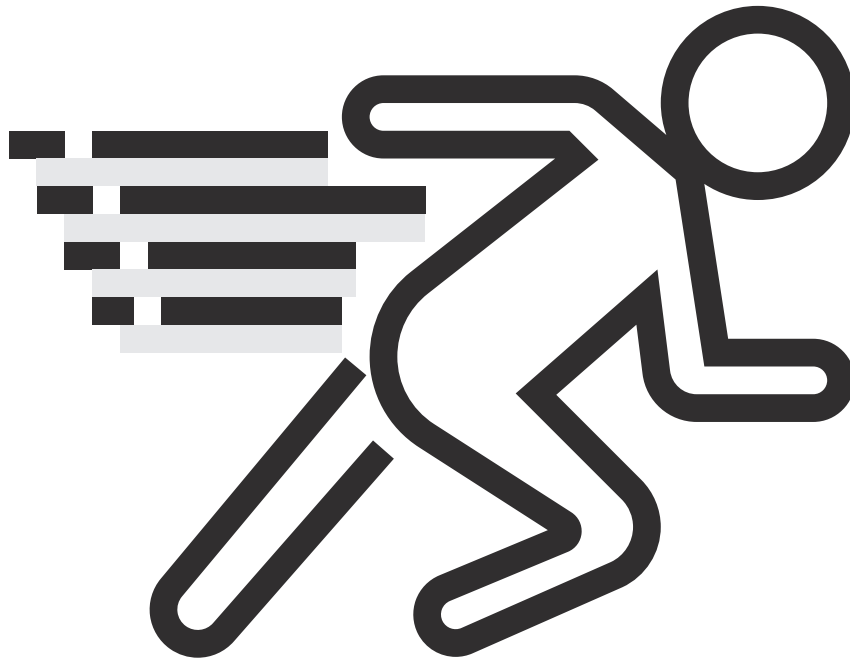
- Ask the participants if they have learned anything new from the discussion.
- Ask participants if the activity will impact their eating habits moving forward.

Success Indicators & Expected Outcomes:

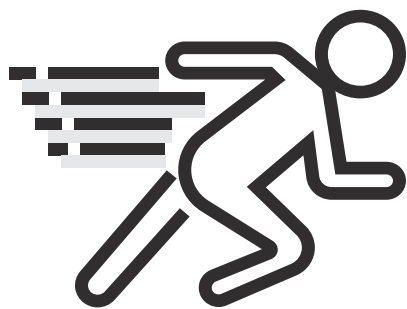
- Participants have increased knowledge about healthy living practices.
- Participants have increased confidence and ability to make healthy choices.
- Participants are applying new knowledge and skills and making healthier choices in their lives.

Example:

| INDIVIDUAL | VALUES | SOCIAL | ACCESS | ENVIRONMENT | POLITICS |
|---|---|--|--|---|----------------------------------|
| Taste Hunger Income Knowledge Health conditions | Convenience Social justice Animal welfare Organic Local | Family Friends Religious community | Money Public transit Local grocery store options | School Home Restaurants Community centre | Celebrity diets GMO labelling |



Moving Together, Thriving Together:
Increased Physical Activity



Moving Together, Thriving Together: Increased Physical Activity

Several barriers stand in the way of girls who want to participate in physical activity. A socio-ecological model allows us to better understand that obstacles to the participation of girls can be found at many levels: intrapersonal, interpersonal, environmental, and policy.⁸ Aspects that encourage girls in engaging in physical activity are enjoyment, perceived competence, self-efficacy and positive physical self-perceptions.⁹

This section proposes activities where the participants can address the barriers to physical activity, build on their own strengths and assets while developing their confidence, self-esteem, and ability to have increased physical activity in their life.

ACTIVITIES

When the Music Stops: Participants learn new exercises and play a game to music.

Where Are the Cool Spots?: Participants locate spaces for physical activity within their communities.

My Story with Sports: A female-identified guest speaker shares her story with sports and activity .

Let's Get Real with It: Participants use critical media literacy to unpack images of women in sports.

EXPECTED OUTCOMES

- Participants have strengthened protective factors including self-esteem, communication skills, critical thinking, connectedness and social supports.
- Participants have increased confidence and ability to make healthy choices.
- Participants are applying new knowledge and skills and making healthier choices in their lives.
- Participants have increased knowledge about healthy living practices.

⁸ Canadian Sport for Life and Canadian Association for the Advancement of Women and Sports and Physical Activity (2012) *Actively Engaging Women and Girls. Addressing the Psycho-Social Factors. A Supplement to Canadian Sport for Life.* <http://canadiansportforlife.ca/resources/actively-engaging-women-and-girls> (consulted July 22, 2018).

⁹ Canadian Association for the Advancement of Women and Sports and Physical Activity (2012) *Active and Free. Young Women, Physical Activity and Tobacco.* http://www.caaws.ca/e/wp-content/uploads/2013/06/ActiveFreeResource_E.pdf (consulted July 22, 2018).

When the music stops¹⁰

Summary: This activity is a fundamental movement skills development activity where participants will walk, run, jog, skip, hop and crawl around cut-out hearts, and when the music stops, they will select the heart closest to them, and do the exercise on that heart.

Format & Technique: group, fundamental movement skills like hopping, jumping, running, skipping, walking; gymnasium (large indoor space), outdoor, field

Materials: scissors, construction paper, pen/marker, audio equipment

Activity Breakdown:

1. Prepare cut out hearts (or other shapes, depending on the theme, time of year, participants and so on). Have at least one per participant.
2. Write exercises/activities on each heart. Examples of exercises include: *5 jumping jacks, 5 squats, 3 push ups, 10 heel lifts; Do the Macarena dance; Do the YMCA dance; Run and touch a wall; Give 5 people a high five; Do 2 spinning jumps; Do 3 burpees; Do a bear crawl for 5 paces; Run around the circle once.*
3. Set the hearts (or other shapes) up in a big circle (or oval, or heart shape), and place them face down so the exercises are hidden.
4. Ask participants to stand spread out around the heart circle.
5. Have music and audio equipment prepared.
6. Explain to the participants that when the music starts they will have to walk/run/jog/skip/hop/crawl around the circle of hearts.
7. When the music stops, participants have to look at the heart closest to them, and do the set exercise.
8. When all participants have completed, the music will start again, and participants will move how the facilitator says.
9. Continue for a set amount of time. Shuffle the hearts around a couple times, so participants don't know where exercises are located. *Continued...*

¹⁰ Source: Leisure Information Network Source: Developed for the Leisure Information Network. www.lin.ca

Facilitation Tips:

- Remove any safety hazards and obstacles from the activity area.
 - Remind participants to be aware of their surroundings and to keep their head up.
 - Ensure exercises are safe to do in the environment.
 - Demonstrate how to do each exercise for the group before starting so they know how each one works and to minimize the risk for injury.
-

Adaptability:

- Participants with mobility issues can be assigned the role of leader and can determine when the music starts and stops.
 - Adapt for varying levels of physical fitness.
-

Debrief:

- Ask participants if they had a favourite exercise.
 - Ask participants if they learned any new exercises.
 - Ask participants how they felt about the activity.
-

Success Indicators & Expected Outcomes:

- Participants are engaged in active play throughout the workshop.
- Participants have strengthened protective factors including self-esteem, communications skills, critical thinking, connectedness and social supports.
- Participants have increased knowledge about healthy living practices.
- Participants have increased confidence and ability to make healthy choices.
- Participants are applying new knowledge and skills and making healthier choices in their lives.

Where Are the Cool Spots?

Summary: In this activity, participants conduct a mapping of where physical activity takes place in their community. They can also go out for a field visit to a place where they can engage in physical activity.

Format & Technique: group, discussion, field trip

Materials: a prepared map of the community, colourful pens, stickers

Activity breakdown:

1. Using the community map, encourage the participants to place a sticker or to circle with coloured pens places where physical activity can happen in their neighborhood, town, or city.
 2. Ask them to describe the activities that happen in these spaces.
 3. Encourage participants to also identify places where physical activity takes place even when it is less recognizable as such (for example, walking from the grocery store while carrying bags, sidewalks).
 4. Optional: Take the participants on a field trip to a centre or place where physical activity is offered.
-

Facilitation Tips:

- For the field trip, find a place that is interesting for participants even if it is not normally accessible for them. This can be a pool, yoga studio, dance studio, martial arts dojo, climbing gym, cycling clubs, boxing gyms, etc.
 - You can also provide outdoor options like a bike ride, hike, cross-country skiing, etc.
-

Adaptability:

- If a field trip is not possible, arrange for a guest to come and facilitate a physical activity for the group. *Continued...*

Debrief:

- Ask participants if there are new spaces that they are interested in visiting and why they are interested in them.
-

Success Indicators & Expected Outcomes:

- Participants are aware of available spaces for physical activity within their community.
- Participants have increased confidence and ability to make healthy choices.
- Participants are applying new knowledge and skills and making healthier choices in their lives.

My Story with Sports¹¹

Summary: In this activity, a woman who has integrated physical activity in her life, or an athlete who has overcome obstacles to accomplish her journey and be in sports comes to share her journey and story with sports with the participants.

Format & Technique: group, guests, discussion, arts, journaling

Materials: notebooks, paper, pens, art supplies

Activity breakdown:

1. Research local athletes or women within your network who are physically active and have an impelling story to share.
2. Ask the participants to brainstorm appropriate questions for the guest speaker.
3. Invite the speaker to share her story and journey about how she overcame obstacles to become more physically active or to engage in sports.
4. Encourage participants to ask questions to the guest speaker.
5. After the speaker leaves, invite participants to create their own physical activity stories.
6. The participants can journal or use creative arts to create their story with sports and physical activity (slam, poem, drawing, scrapbooking, skit, etc.).

Facilitation Tips:

- The guest speaker should be carefully selected to have an inspirational one.
- Sports can be a triggering area for girls or make them uncomfortable (because of the connection to body-related trauma), so it is useful to keep the discussion external to the girls' personal experiences.

Adaptability:

- If a guest speaker is not available, research well-known female athletes like Clara Hughes, Serena Williams etc. and discuss their experiences with the group. *Continued...*

¹¹ Inspired by "Get Girls Active": Women's Sports Foundation ; "Positive Messaging for Girls and Young Women": Canadian Association for the Advancement of Women and Sport and Physical Activity)

Debrief:

- Invite the participants to share their physical activity stories with the group.
 - Ask the participants what they enjoyed and learned from the activity.
-

Success Indicators & Expected Outcomes:

- Participants have strengthened protective factors including self-esteem, communications skills, critical thinking, connectedness and social supports.

Let's Get Real With It

Summary: In this activity, participants engage with images of women in sports in the media (mainstream and alternative) in a critical way and creatively reflect on girls and physical activity through scrapbooking.

Format & Technique: group, discussion, arts

Materials: old magazines, sports ads, a diversity of images of women (thin, big, tall, little, different ethnicity), posters of athletes and other women (of all sizes) engaged in physical activity, scrapbooking paper, pencils, colourful pens, scissors

Activity breakdown:

1. Prepare for the activity by assembling images of women in sports. This can be done using the internet or using traditional media like magazines and newspapers.
2. Present the images to the group.
3. Ask participants to discuss their observations about how the women athletes are represented. Ask the following questions: What similarities do you notice? Differences? Are men represented in the same way? Why or why not? Would you make any changes? Why do you think women are represented this way?
4. Invite the participants to create their own media representations of girls and women in sports.

Facilitation Tips:

- It is important to include a variety of media representations of women in sports for the participants to be exposed to not only mainstream messages but also to alternative messages.
- You can have images prepared beforehand or include the participants in the image gathering process depending on time constraints.

Adaptability:

- Depending on the age of participants, you can invite the participants to do the activity using examples from social media platforms. *Continued...*

Debrief:

- Ask the participants what they learned from the activity
-

Success Indicators & Expected Outcomes:

- Participants are more critical when viewing images in the media and able to understand how media representation does not have to limit their relationship with physical activity.
- Participants have strengthened protective factors including self-esteem, communications skills, critical thinking, connectedness and social supports.
- Participants have increased knowledge about healthy living practices. Participants have increased confidence and ability to make healthy choices.
- Participants are applying new knowledge and skills and making healthier choices in their lives.

REFERENCES FOR FACILITATORS

21 Easy Ways to get more action into your day

[http://www.goforyourlife.vic.gov.au/hav/admin.nsf/images/21_easy_ways_to_get_more_action_into_your_day.pdf/\\$File/21_easy_ways_to_get_more_action_into_your_day.pdf](http://www.goforyourlife.vic.gov.au/hav/admin.nsf/images/21_easy_ways_to_get_more_action_into_your_day.pdf/$File/21_easy_ways_to_get_more_action_into_your_day.pdf)

A few simple tips for getting more physical activity into your day. These activities can be used as energizers or integrated into the activities within the guide. (Source: Canadian Women's Health Network)

Girls and physical activity: Why we need to support it

Being active for at least 60 minutes daily can help teens (12-17 years):

- Improve their health
- Do better in school
- Improve their fitness
- Grow stronger
- Have fun playing with friends
- Feel happier
- Maintain a healthy body weight
- Improve their self-confidence
- Learn new skills

Source: The Canadian Society for Exercise Physiology (CSEP)

No need to be an athlete

To integrate physical activity into your empowerment programs for girls, you do not need to be an expert, in perfect shape, sporty or an athlete. Increasing physical activity opportunities can be as easy as integrating active games or ice breakers, walking instead of taking transit, or watching an instructional video (e.g. yoga, aerobics, zumba). Being willing to try something new yourself is a great way to show girls you do not need to be a pro, or an athlete or 'super-fit' to have fun and be active!

Included within this resource are projects to know about, resources to try and organizations to get involved with to support girls' physical activity and healthy living.

Canadian Physical Activity Guidelines

According to 2013 Canadian Physical Activity and Sedentary Behaviour Guidelines, girls (5-11 years) and young women (12-17 years) should accumulate at least 60 minutes of moderate-to-vigorous intensity physical activity daily. This should include: vigorous-intensity activities

(which causes sweat and being ‘out of breath’) at least 3 days per week and activities that strengthen muscle and bone at least 3 days per week. More daily physical activity provides greater health benefits¹⁸.

Sedentary behaviour should be minimized, such as prolonged sitting.

Source: The Canadian Society for Exercise Physiology (CSEP) Canadian Physical Activity Guidelines and Canadian Sedentary Behaviour Guidelines (available in French, English Inuktitut and Inuinnaqtun)

CAAWS’ On the Move Top 10 Success Factors

- 1. Emphasize Fun!** – Physical activity should be a fun experience. Create a social environment that emphasizes participation over skill and celebrates personal bests and accomplishments.
- 2. Introduce a Variety of Physical Activities** – Girls and young women are often unaware of the many physical activities available. Integrate traditional and non-traditional activities, and promote opportunities within your community by visiting pools, arenas, courts, climbing gyms and parks.
- 3. Allow Input into Program Design** – Value the interests and ideas of girls and young women. Ask what sports and physical activities they are interested in and create opportunities for them to plan and make decisions.
- 4. Provide Female-Only Opportunities** – Many females feel uncomfortable or are restricted from participating in front of males. Provide girls and young women with opportunities to participate in physical activity in their own way.
- 5. Create a Positive Environment** – Create a safe and inclusive environment. Think about your own and others’ actions and listen to participants’ (and their parents’) concerns and needs. Consider language, visual images, physical environment, policy and practice.
- 6. Teach the Basics** – Investing time in developing girls’ and young women’s physical literacy and fundamental movement skills will help them build a foundation for life-long active living.
- 7. Move More** – The Canadian Physical Activity Guidelines recommend 60 minutes of moderate or vigorous physical activity per day. Ensure girls and young women are actively engaged to contribute to the health outcomes of your program.
- 8. Be a Positive Role Model** – Try new activities, demonstrate healthy, active living, and respect participants’ needs, interests and experiences. Have fun with participants and cheer them on. A connection with the program leader will support girls’ and young women’s regular participation.
- 9. Transportation** – Deliver programs at schools or in target neighbourhoods to increase accessibility. Provide, coordinate or support transportation when necessary (e.g., pick-up participants in your organization’s van, organize a walking school bus, provide bus tickets).

10. Food – A healthy snack will fuel girls’ and young women’s participation and provides an opportunity for tasting experiences or educational sessions supporting healthy eating choices.

Adapted from: CAAWS (2012). On the Move Top Ten Success Factors. Available online, see CAAWS website, ‘publications’: <http://www.caaws.ca/>

Make it Easy for Girls to be Active: Give them Skills

To support girls’ participation, provide them with opportunities to build their skills and knowledge. A main concern for participants was feeling unskilled – adolescent girls are hesitant to try a new activity or participate in activities in which they feel unskilled or were afraid of being unsuccessful. They became discouraged if they did not feel successful in an activity or they did not see improvements right away. Many identified not knowing how to play as one of their most frequent barriers to physical activity. They spoke about pressure, competition, fear of being singled out or made fun of, being embarrassed to try, feeling self-conscious, etc. Don’t assume girls know the basic skills of a sport, or the rules of the game.

Source: CAAWS (2009). In Her Voice: An Exploration of Young Women’s Sport and Physical Activity Experiences. Available online on CAAWS website, click on ‘Publications’: <http://www.caaws.ca/>

WEBSITES FOR FACILITATORS

- Girls Action Foundation (www.girlsactionfoundation.ca)
- Canadian Association for the Advancement of Women and Sport and Physical Activity (CAAWS) (<http://www.caaws.ca>)

Provincial organizations increasing opportunities for girls and women to participate:

- Alberta InMotion Network (www.inmotionnetwork.org)
- Égale Action (Quebec) (www.egaleaction.com)
- ProMOTION Plus (BC) (www.promotionplus.org)
- Physical and Health Education Canada (PHE Canada) (<http://www.phecanada.ca/>)
- Ontario Active School Travel (<http://ontarioactiveschooltravel.ca/>)
- Canadian Parks and Recreation Association (<http://www.cpra.ca/>)
- Motivate Canada (<http://www.motivatecanada.ca/en/>)
- Canadian Olympic School Program (<https://olympic.ca/education/>)
- ParticipACTION (<http://www.participaction.com/>)
- Active After School Hub (Canadian Active After School Partnership) (www.activeafterschool.ca)
- Active Healthy Kids Canada (<http://www.activehealthykids.ca/>)
- Active Living Alliance for Canadians with a Disability (<https://ala.ca/>)
- Active for Life Magazine (www.activeforlife.ca)
- Action Schools! BC – Action Pages (www.actionschoolsbc.ca)
- Women’s Sports Foundation (US) (www.womenssportsfoundation.org)

ACTIVITIES TO INSPIRE GIRLS TO GET ACTIVE!

1. Go as a group to try a new activity together – visit a local recreation centre, pool, skating rink, trail or park.
2. Integrate active games or ice breakers or play an instructional video (e.g., yoga, aerobics, zumba).
3. Bring in a female peer role model/guest from the community to actively introduce a new activity and to share stories about being engaged in sports and physical activity, as well as how these activities have supported her happiness and health.
4. Need a conversation starter? **Film and video clips** can serve as a consciousness-raiser and springboard for discussion in girls' empowerment groups, about the importance of physical activity, barriers to participation, self-esteem and body image, the influence of the media, and more! Here are some film/video clip examples:

Women of Winter (YouTube)

Author: Canadian Olympic Team

Description: Canadian Olympic history is rich with powerful women of winter. With Sochi 2014 on the horizon, the Canadian Olympic team shares this compilation video of amazing female athletes who have inspired Canada for generations.

Length: 58 videos of varying length

Afghanistan's Girl Skateboarders (Vimeo)

Author: Skateistan

Description: Skateistan began as a Kabul-based Afghan NGO (Non-Governmental Organization) and is now an International non-profit charity providing skateboarding and educational programming in Afghanistan and Cambodia.

Length: 2:21

Baseball Girls documentary (NFB)

Author: National Film Board

Description: This zany and affectionate documentary uses animation, archival stills, and live-action footage to detail the history of women's participation in the largely male-dominated world of baseball and softball.

Length: 48 min

Go Girl Go! Option: Athlete Campaign Video (YouTube)

Author: Nike Women

Description: Featuring Mia Hamm, Diana Turasi, Gabby Reece, Gretchen Bleiler and other women athletes, this Nike commercial tackles female bias in sport. It may lead to discussion about role models, women athletes in advertising, and ways that women athletes have overcome challenges.

Length: 0:30

Abby Hoffman - Hockey surprise He's a girl (CBC Digital Archives)

Author: from CBC digital archives

Description: Inspirational video about standing up for girls in sport.

Length: 2:05

Why Do You Play? Video (YouTube)

Author: Women's Sports Foundation

Description: Female athletes share why they love playing sports.

Length: 2:08

Girls and Football (YouTube)

Author: Girls and Football

Description: Girls' Empowerment through sport promotional video for South Africa.

Length: 2:18

Dove - Beauty Pressure (YouTube)

Author: Tim Piper

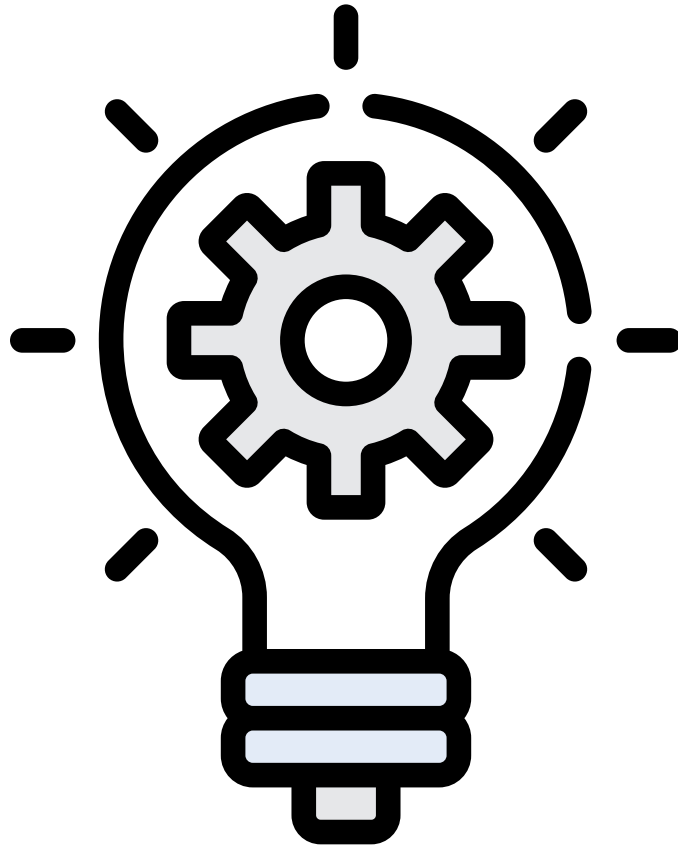
Description: "Talk to your daughter before the beauty industry does".

Length: 1:20

5. Use images from the book **GREAT GIRLS- Profiles of Awesome Canadian Athletes** to prompt a discussion. It has a series of profiles of great Canadian female athletes, from age eleven to age eighty-four. The book focuses on Canadian athletes – from superstars such as Hayley Wickenheiser and Clara Hughes to up-and-coming young athletes such as 11- year-old Sekwan Trottier and her younger sister Takawikin – two of the fastest Nordic skiers (in their age category) in Saskatchewan – to “retired” athlete Nora Young, who still rides a racing bike at age 84!

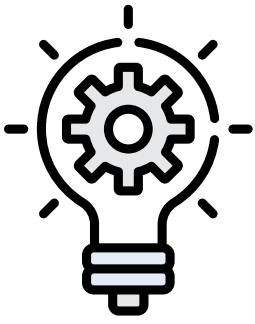
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Core Values:

Body Image, Critical Thinking, and Agency Building (Reduced Tobacco and Alcohol Use)



Core Values:

Body Image, Critical Thinking, and Agency Building (Reduced Tobacco and Alcohol Use)

These activities engage participants in critical thinking around tobacco and alcohol use in the community and in society. Through a variety of activities, participants learn how to apply their own experience and knowledge in action and make thoughtful, empowered choices for themselves. These activities focus on empowerment, positive body image, increased confidence and making healthy choices.

ACTIVITIES

Tobacco Advertising: Participants create a response to Tobacco advertising

Collage: Participants identify external stressors and understand how strength can come from within

Graffiti Wall: Participants create a collaborate art work on issues related to alcohol

It's My Life Journal: Participants interpret messages they have received concerning substance use

What Media, Why Media?: Participants use critical media literacy to understand media messages

My Body is Mine: Participants learn to appreciate their body's for qualities other than appearance

EXPECTED OUTCOMES

- Participants have increased knowledge of healthy living practices.
- Participants have increased confidence and ability to make healthy choices.
- Participants have strengthened protective factors including self-esteem, communication skills, critical thinking, connectedness and social supports

Tobacco Advertising¹²

Summary: This activity consists of a video screening and group discussion to develop awareness of smoking as a global issue and discuss how the industry targets girls and young women, then participants create their own prevention campaign, or counter- advertisement about the tobacco industry.

Format & Technique: group, discussion, video screening

Materials: short clip from the film Deadly Persuasion: The Advertising of Alcohol and Tobacco, cameras or phones with cameras, large sheets of paper, scissors, a printer, colourful pens, glue, old magazines, scrapbooking material

Activity breakdown:

1. Show the selected film or clips to the group.
2. Facilitate a group discussion by asking the following questions: What issues speak to you? If you were making a campaign, how would you do it, and why?
3. Ask the participants to break into small groups to create their own campaign posters, advertisement, skit, or other art to do a counter-advertisement to the tobacco industry.
4. Invite the participants to share their campaigns with each other, discuss and ask questions.
5. Ask the participants what they felt about this activity.

Facilitation Tips:

- Select a short clip from the film Deadly Persuasion instead of showing the entire film.

Adaptability:

- For younger groups the activity can be reduced to just the creative portion, where participants create a counter-advertisement to the tobacco industry. *Continued...*

¹² Source: BC Centre of Excellence for Women's Health, *Girls, Smoking and Stress: A Backgrounder*, p. 7

Debrief:

- Ask participants what they learned from the activity
 - Ask participants if the activity will change their decision making in their everyday lives
-

Success Indicators & Expected Outcomes:

- Participants have strengthened confidence and ability to make healthy choices
- Participants have increased knowledge of healthy living practices.

I Can Overcome¹³

Summary: In this activity, the participants talk about stressors in their lives and about their strengths. Using the creative arts, participants learn how to identify strengths within themselves that help form resilience against outside pressures and stressors

Format & Technique: group, discussion, arts

Materials: large pieces of paper, old magazines, scrapbooking material, colourful pens, scissors, glue, art supplies

Activity breakdown:

1. Have the participants outline their bodies on a big piece of paper.
2. Ask participants to fill the inside of their outline with images of things that they can control (e.g., what makes you happy, makes you feel safe, inspires you, what do you enjoy doing).
3. Ask the participants to surround the outline on the outside with images of factors that are not in their control but may affect them (e.g., where you live, action of family members, friends' actions, media, community, school).
4. Facilitate a discussion with the group and talk to them about stressors and pressures in our lives and how we respond to things that may or may not be in our control.
5. Remind the participants that they can draw strength from things on the inside, no matter what is happening on the outside.

Facilitation Tips:

- If participants struggle with identifying their own strengths or assets, ask the group if they can think of strengths or assets that the participant may possess. Discuss how it is often easier to see and recognize strengths in others than in ourselves.

Adaptability:

- If there are no magazines or images available, participants can use art supplies to create drawings on regular sheets of paper. *Continued...*

¹³ Source: Adapted from The Hornby and Denman Community Health Care Society.

Debrief:

- Ask participants how the activity made them feel.
 - Ask participants if the activity will change how they act from now on. Why or why not?
-

Success Indicators & Expected Outcomes:

- Participants have strengthened protective factors including self-esteem, communication skills, critical thinking, connectedness and social supports
- Participants are able to identify strengths and assets within themselves that can help with their resilience.

Graffiti Wall¹⁴

Summary: In this activity, participants create images, sayings around a topic (drinking or tobacco), have their voices heard in the community, and create community dialogue. Facilitators learn about participant prior knowledge and experience and can adapt future activities appropriately.

Format & Technique: group, discussion, art

Materials: large surface (sheet, canvas, sheets of plywood), painting supplies

Activity breakdown:

1. Facilitate a brainstorming session with the participants. Ask them to share what is said about drinking and/or tobacco in relation to: girls, family, peers, etc.
2. Invite them to create a collaborative art piece on either alcohol and tobacco use awareness or prevention. Clearly explain the difference between the two and allow the participants to choose their preference.
3. Let the participants plan their rough images on paper together before collaboratively painting the images together on the communal surface.
4. Participants can place the graffiti wall they have created in an area in their community where other people can see them.

Facilitation Tips:

- Do not convey judgment on what the participants come up with and decide to create on the graffiti wall.
- Show examples of graffiti and mural work from the internet (e.g., Unceded Voices, Banksy, Mexican muralists like Diego Rivera)
- If possible, take the participants on a field trip to see public mural art in the community or invite a guest artist to help with the workshop.

Adaptability:

- Show examples that are age-appropriate. *Continued...*

¹⁴ Adapted from the Graffiti Wall activity developed by the Hornby and Denman Community Health Care Society.

Debrief:

- Ask participants if they feel the graffiti wall successfully expresses the messages they came up with. Why or why not?
-

Success Indicators & Expected Outcomes:

- Participants have strengthened protective factors including self-esteem, communication skills, critical thinking, connectedness and social supports.
- Participants have increased knowledge of healthy living practices.
- Participants have increased confidence and ability to make healthy choices.

It's My Life Journal¹⁵

Summary: This is an individual journaling activity to reflect on videos shown, followed by a small and large group discussion around drinking and relationships. This activity uses the *It's My Life Journal Page on Alcohol*.

Format & Technique: video, group, journaling

Materials: copies of *It's My Life Journal Page on Alcohol* (attached), internet access, laptop, tablet or smartphone, LCD projector and screen, blank paper, pens, colourful pens, flipchart paper

Activity breakdown:

1. Play a YouTube video on girls and alcohol.
2. Display the *It's My Life Journal Page* on the projector after the video ends.
3. Ask the participants to reflect on the video shown and fill in the blanks on the journal page.
4. Divide participants into small groups of 3.
5. Ask them to read each question and share their responses to on another if they feel comfortable.
6. Ask participants to write out the results of their discussion on a flipchart paper.
7. When they have finished, invite the participants to sit in a circle.
8. Each group reads over the results of their discussion with the large group.
9. Lead a large group discussion using the following questions: *Would any like to share examples of conflicts that can happen in a relationship (with a friend, partner, parent, etc.) when you drink too much? Would anyone like to share an example of a time they chose not to drink and why? Would anyone like to share how they relate to friends about drinking?*

Facilitation Tips:

- Be prepared by having local resources on hand regarding substance use, children of alcoholics, counselling etc. on hand for participants.
- If a projector is unavailable, provide photocopies of the *It's My Life Journal Page*
- Be careful not to incite self-disclosure and encourage participants to speak in general terms rather than personal stories. *Continued...*

¹⁵ Adapted from the Bc Centre of Excellence in Women's Health, *Girls, Alcohol and Depression: A Backgrounder*, p. 11.

Facilitation Tips:

- If participants want to disclose or talk one on one with you, be aware of support that is available within the community that you can provide to the participant (e.g., counselors, social workers).
-

Adaptability:

- For younger participants, replace part 3 by an arts-based activity where the girls can create a poster on alcohol and drinking in small groups based on their flipchart results.
-

Debrief:

- Ask participants how they felt about the activity.
 - Ask participants if the activity will impact the way they talk about alcohol with people in their lives.
-

Success Indicators & Expected Outcomes:

- Participants have increased knowledge of healthy living practices.
- Participants have increased confidence and ability to make healthy choices.
- Participants are engaged and participate in the activity with honesty.

It's My Life Journal Page on Alcohol:

Title: Alcohol

When I think about someone I love abusing alcohol, it makes me feel:

Because _____

Being around people who are drinking too much makes me feel:

Because _____

If someone offered me an alcoholic drink,

I would say _____ Because _____

If I had a friend who was drinking alcohol, I would:

Because _____

What Media, Why Media?¹⁶

Summary: In this activity, participants critically look at media images and discuss their impact on the development of our body image.

Format & Technique: group, discussion

Materials: copy of *Reflecting Body Image: Reference Sheet* (attached), magazine image cut outs, print outs of photos, pre-selected video clips

Activity breakdown:

1. Present magazine image cut outs or video clips to the group.
2. Once participants have seen the materials, lead a group discussion about how the media influences our ideas about body image with the help of the following questions:

Who creates these images?

Why do we think we should look a certain way?

Where does our idea of the 'ideal' body come from?

Who benefits from this idea?

Why is there so much focus in our society on body image?

Can anyone give examples of other cultures' approaches to body image?

How does the "ideal" image of women's bodies differ from culture to culture?

What is beauty?

Who decides what is beautiful?

Why are teenage girls vulnerable to the ideas of the "ideal" body?

How do you think boys feel social pressures about body image?

How does it differ from girls?

How do the perceptions of the "ideal" body impact different gender identities and expressions?

How do images we see in the media affect our daily lives?

What kinds of things are girls doing to ensure they have an "ideal" body?

What can we do to change society's perceptions of the "ideal" body?

What messages do we receive through popular culture regarding body image?

How do these messages influence how we feel?

How do these messages influence how we make decisions about our lives?

3. Hand out a *Reflecting Body Image: Reference Sheet* to each participant.
4. Explain to the participants that they will fill in the *Reflecting Body Image Reference Sheet* individually.

¹⁶ Adapted from the activity *Reflecting Body Image* in the Amplify Manual, Girls Action Foundation.

-
5. Ask each participant to write down the things they like about their physical self and their inner self on the *Reflecting Body Image Reference Sheet*.
 6. Tell them that they will not be sharing this *Reflecting Body Image: Reference Sheet* with the group.
 7. Ask the participants if they have any questions or concerns. Once they begin, go around while they are completing the *Reflecting Body Image: Reference Sheet* to make sure that the participants are comfortable with this exercise.
-

Facilitation tips:

- Avoid using bad media only. Provide images from alternative media, body positive, feminist media.
 - Use examples from social media if the content is relevant for participants.
-

Adaptability:

- Be sure to gather examples that are relevant to the group you are working with. Use age-appropriate examples from diverse backgrounds.
-

Debrief:

- Ask participants how they felt after doing this activity.
 - Ask participants if this activity affected how they think about body image. If so, how?
 - Ask participants if this activity affected how they think about media? If so, how?
-

Success Indicators & Expected Outcomes:

- Participants have strengthened protective factors including self-esteem, communication skills, critical thinking, connectedness and social supports. *Continued...*

Reflecting Body Image: Reference Sheet

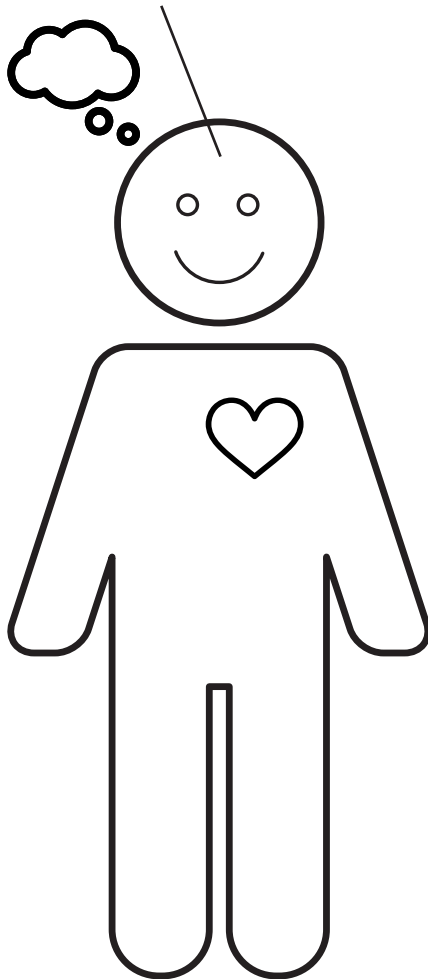
Using the images below, consider the positive ways you think about yourself.

Draw a line from the part of yourself you are thinking about and write down what you like inside and what you like outside.

Write a brief explanation why you feel this way.

Things I like inside

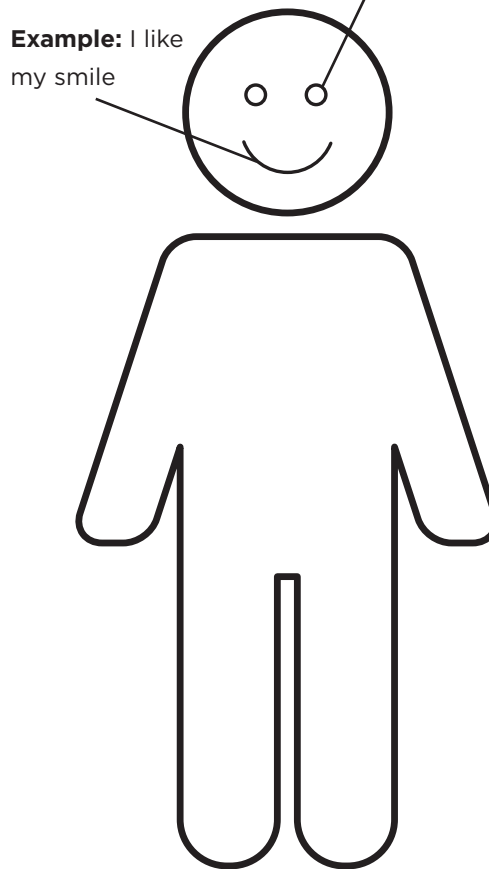
Example: I love the fact that
I do really well in school



Things I like outside

Example: I love my eyes!
They express my curiosity

Example: I like
my smile



My Body is Mine and I Will Love It¹⁷

Summary: In this activity, participants draw pictures of themselves on a piece of paper and make a list of all the things they like/love/appreciate about their body. Participants are encouraged to keep their picture and list, and to remember what the activity felt like.

Format & Technique: group, reflection, arts, journaling

Materials: pens, colourful pencils, markers, and/or crayons, paper

Activity breakdown:

1. Prepare various art materials for the group.
2. Ask participants to draw a full body self-portrait on their sheet of paper.
3. When drawings are completed, ask participants to create a list of all the things they like, love or appreciate about their bodies. The list can be infinitely long but must contain at least 5 items.
4. Facilitate a show and tell with all the participants.
5. Invite participants to show their picture and lists to the larger group.
6. Ask them to explain why they chose each item rather than just reading the list of features (e.g., “I like my eyes because they are the same color as my mom’s eyes...”)
7. Participants are encouraged to keep their picture and list after the activity is over.

Facilitation Tips:

- Put some music on during this activity as silence can be awkward or intimidating for the participants.
- Facilitators can draw along with the participants and share their drawing.
- It doesn’t matter how realistic or artistically appealing the picture is, remind the participants that it is not necessary to be perfectionistic about their drawings.
- Invite participants to think beyond just the physical capabilities of their bodies (e.g., mind’s ability to think, heart’s capacity for love or bravery. *Continued...*)

¹⁷ Source: Best positive body image group activity, <http://www.ayearwithoutmirrors.com/2012/05/best-positive-body-image-group-activity.html#sthash.xEQLUBj9.dpuf>

Adaptability:

- Participants can forego the arts portion of the activity and work with a photograph of themselves in order to create their lists.
-

Debrief:

- Ask participants to reflect on how they felt throughout the activity
 - Ask participants if they learned anything about themselves throughout the activity
-

Success Indicators & Expected Outcomes:

- Participants have increased knowledge of healthy living practices.
- Participants have increased confidence and ability to make healthy choices.
- Participants are engaged and participate in the activity.

REFERENCES FOR FACILITATORS

“Holistic Support Wheel”

The participants consider how each dimension of the holistic wheel (physical, emotional, spiritual, mental) can be supported. They can discuss it among each other and journal about a plan for their own health.

Source : *Best Start Resource Center*

“Alcohol, Drugs, and Anxiety - The Facts”

The costs of and the risks of alcohol and drug use explained in a youth friendly way. Provides facts about drugs and alcohol and healthier coping strategies.

Source: *Anxiety BC Youth* <http://youth.anxietybc.com/alcohol-drugs-and-anxiety>

WEBSITES/RESOURCES FOR FACILITATORS RELATED TO GIRLS, ALCOHOL AND DEPRESSION

- Coalescing on Women’s Substance Use: Linking Research Practice and Policy (<http://www.coalescing-vc.org/>)
- Hear Me, Understand Me, Support Me (http://www.camhx.ca/Publications/Resources_for_Professionals/Validity/Validity_Project_index.html)
- Girls Talk Program: Facilitator’s Manual (http://www.camhx.ca/Publications/Resources_for_Professionals/Validity/4058_GirlsTalk.pdf)
- Living as a Chameleon: A Guide to Understanding Girls’ Anger for Girl-Serving Professionals (http://www.yorku.ca/cvandaal/files/Anger_Research.pdf)
- **Note:** many provincial and territorial substance use agencies have online self-help info on safer drinking BC example is <http://www.carbc.ca/KnowledgetoAction/ToolsResources/AlcoholRealityCheck.aspx>. This includes a specific tool for calculating your risk level based on your drinking in the past week: <http://carbc.ca/AlcoholRealityCheck.aspx>.

Understanding alcohol use

Alcohol acts as a depressant, slowing down the central nervous system and brain functioning. We often think of alcohol as relatively harmless but in fact it is a major contributor to disease, disability, and premature death. For adolescents this translates into increased risk of injuries, suicide, and alcohol poisoning, as well as long term health and social problems.

It can be helpful to think of alcohol (and other psychoactive drug use) as on a continuum. On the one end of the continuum is beneficial use and the other end problematic use. There can be many gradations of problematic use from potentially harmful (such as binge drinking on one occasion) to alcohol dependence or addiction.

- **PROBLEMATIC / HARMFUL / HAZARDOUS DRINKING** - Problematic, harmful, or hazardous use can look like drinking while driving, or drinking that interferes with fulfilling responsibilities at work, school, or home.
- **BINGE DRINKING** - Episodic or binge drinking, refers to the consumption of four or more drinks in one sitting for adult women. In Canada, a standard drink of alcohol (ethyl alcohol or ethanol) contains 13.6 grams or 17 mL of absolute alcohol - the amount contained in a 12-ounce (341 mL) bottle of regular (5%) beer, five ounces (142 mL) of (12%) of table wine or 1.5 ounces (43 mL) of 80-proof liquor.
- **HEAVY DRINKING** - There are many definitions of heavy drinking, it is perhaps more helpful to think of heavy drinking as drinking above low risk drinking guidelines. For women, the guidelines for low risk drinking are: no more than 10 drinks a week, no more than 2 drinks a day most days, no more than 3 drinks on any single occasion. In addition, the tips for safer drinking (on the next page) are recommended.
- **DEPENDENCE** - Also known as alcohol addiction and alcoholism is characterized by: a strong craving for alcohol; continued use despite repeated physical, psychological, or interpersonal problems; inability to limit drinking; physical illness when drinking stops; and the need to drink increasing amounts to feel the effects. There are two aspects to alcohol dependence: physical and psychological dependence.

Tips for Safer Drinking

One of the most important actions a girls' group facilitator can take is to educate about safer drinking. Canada's "low-risk drinking" guidelines for healthy adults suggest spacing drinks an hour apart, drinking no more than two standard drinks per drinking occasion and drinking in safe environments. Women who are pregnant, who have certain medical conditions, or who will be driving a vehicle or operating machinery, should avoid alcohol.

Safer drinking tips include:

- Set limits for yourself and abide by them.
- Drink slowly. Have no more than 2 drinks in any 3 hours.
- For every drink of alcohol, have one non-alcoholic drink.
- Eat before and while you are drinking.
- Always consider your age, body weight and health problems that might suggest lower limits.
- While drinking may provide health benefits for certain groups of people, do not start to drink, or increase your drinking, for health benefits.

Starting a conversation about alcohol and wellness with video clips

Online clips about empowerment and alcohol use:

Young Women and Alcohol- Cell Phone (YouTube)

(http://www.youtube.com/watch?v=hMVhghkv_HE)

Description: This highly awarded Young Women and Alcohol campaign didn't focus on the negatives of drinking.. This clip focuses on empowering girls to make up their own minds about when and how much to drink.

Length: 1:01 min

Author: Queensland Government

Girls Inc. and Communities that Care PSA (YouTube)

Description: Girls Incorporated is a non-profit organization that "inspires all girls to be strong, smart, and bold." PSAs by girls on "I don't drink because..."

Length: 0:50 min

Author: Girls Inc.

"From Stilettos to Moccasins" (YouTube)

Description: Video clip portrays the healing experiences of Aboriginal women, of all ages who have struggled with drug abuse and addiction.

Length: 4:31

Author: Project partnership among University of Saskatchewan, the Canadian Centre on Substance Abuse, and the National Native Addictions Partnership Foundation.

Resources to share with girls

How to Chill.ca (<http://www.howtochill.ca>)

A Girl's Guide to Surviving Stress is an interactive website for teen girls with tips on how to deal with stress. Created by the Child Development Institute who conducted a research project with 50 girls in Toronto to determine what makes them stressed, what does it feel like and what to do to cope with it. Among stress-related issues explored is pressure to try alcohol and drugs and to have sex.

The Signs of Trouble (<http://unwasted.ca/the-signs-of-trouble>)

If you're worried that you or a friend might have a problem with alcohol abuse, check out Unwasted.ca to learn about possible signs of trouble.

Girl Talk (<http://grltlk.wordpress.com>)

An interactive website provides information to girls and their parents on alcohol-related choices for underage drinkers and consequences. The site also includes a visual graphic Virtual Girl illustrating some of the effects of alcohol on the body for girls and young women.

Let's Talk Poster (http://www.camh.net/Publications/Resources_for_Professionals/ARQ2/index.html)

This poster was designed by girls to educate health care providers about depression. Message: "I don't want to be treated, I want to be heard."

A Teen Guide to Parental Separation and Divorce (<http://www.familieschange.ca/teen/index.htm>)

Developed by the British Columbia Ministry of the Attorney General, this website provides information about what separation and divorce mean in Canada, and how they might affect teenagers.

Virtual Party (<http://www.virtual-party.org/en/vpmain5615.html>)

The virtual-party is written by a group of young people. Make some choices and pick up some pointers on how to keep the harm out of your party-style.

Recognizing Depression (https://knowledgex.camh.net/amhspecialists/early_intervention/validity/Pages/recognizing_depression.aspx)

Websites that offer information for young people who are experiencing depression.

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GLOSSARY

Class - or Social Class: Refers to the hierarchical distinctions (or stratification) between individuals or groups in societies or cultures. Usually individuals are grouped into classes based on their economic positions and similar political and economic interests within the stratification system. In societies where class exists, one's class is determined largely by:

- Personal or household per capita income or wealth/net worth, including the ownership of land, property, means of production, etc.
- Occupation
- Education and qualifications
- Family background¹

Colonialism: A process by which a foreign power dominates and exploits an indigenous group or country by appropriating its land, extracting its wealth, and using the group for cheap labour.

Colonialism originally referred to a specific era of European expansion into overseas territories between the 16th and 21st centuries during which European states established settlements in distant territories and achieved economic, military, political, and cultural hegemony in much of Asia, Africa, and the Americas. In Canada we still live with ongoing practices, impacts and repercussions of colonialism.²

Community: A group of people who form relationships over time by interacting regularly around shared experiences that are of interest to all of them.

Community Action: When an individual or group who collectively organizes and works together towards a common goal of positive social change within a community.

Culture: The aspects of individual and group identities that can include language; race; religion; traditions, ethnicity; experience of migration/immigration; social class structure; social norms; behavioural patterns; political affiliations; family influences; attitudes to different age groups; attitudes toward sexual orientation; experience or absence of experience with discrimination; experience of fighting discrimination and other injustices; and the loss of cultural traits. An ethnocultural group is a group whose members share a belief that they have a common heritage, culture, racial background, and/or traditions.³

Discrimination: Unfavourable treatment (and/or denial of equal treatment) - whether intentional or not - of individuals or groups because of their race, gender, religion, ethnicity, disability, socio-economic status, ancestry, place of origin, colour, citizenship, sexual orientation, age, status or marital status. Discrimination may arise as a result of direct differential treatment or it may result from the unequal effect of treating individuals and groups in the same way. Either way, if the effect of the behavior on the individual is to withhold or limit full, equal, and meaningful access to goods, services, facilities, employment, housing, etc., which are available to other members of society, then this is discrimination. Discrimination can

take many forms. For example, “Apartments were no longer vacant or rents were outrageously high, when persons of visible minorities went to inquire about them” and “Job vacancies were suddenly filled or we were fired for very vague reasons.”⁴

Debrief: A debrief is the process of a facilitator asking participants questions after completing an activity or exercise to help reflect on what happened and to deepen the learning that took place as a result. Often, a debrief can take longer than the activity itself and the questions follow the sequencing of “What?” (What happened during the activity or exercise); “So what?” (What does this mean to you, or the group); and “Now what?” (Based on this realization what can the group or individual do next time).

Empowerment: To give someone power or authority, or to help someone discover the power and authority they have in their lives.

Energizer: An activity used to activate or invigorate the group. It is a good idea to use energizers periodically throughout a workshop or program as a break that gives the group new energy.

Facilitation: The coordination of an activity or exercise so that all group members are encouraged to participate and engage in a meaningful way.

Gender: A societal construct referring to roles, characteristics, behaviours, appearances, and identities that develop through cultural interpretations of genetic sex. Gender is also one’s sense of being woman, man, girl, boy, androgynous, or something else entirely, or of being perceived as woman, man, etc.⁵ Gender does not exist as extreme polar opposites, but rather as a continuum.

Identity: What, how, and who one perceives oneself to be, a multi-faceted self-concept that evolves throughout life. Facets of identity can include personal experiences, socio-economic status, gender identity, race, religious affiliation, sexual orientation, cultural practices, and much more.

Interlocking Oppression: A concept describing the way that many kinds of oppression are linked together and inseparable. Systems of oppression come into existence in and through one another; they are not separate and distinct. This means that class exploitation could not be accomplished without gender and racial hierarchies and that imperialism would not be possible without class exploitation, sexism, heterosexism, and so on.⁶

Internalized Oppression: Internalized oppression happens when members of an oppressed group are emotionally, physically, and spiritually discriminated against to the point that they may believe that their oppression is deserved, it is their lot in life, it is natural and right, or that it doesn’t even exist. The oppression begins to feel comfortable.⁷

Oppression: Prolonged cruel, unjust or discriminatory treatment, sometimes unconscious, sometimes covert. A constant state of denying to others fair and equal treatment and fair and equal opportunities.⁸ The constellation of structural economic, political, and psycho-social relations that systematically confine or reduce the life-choices of a social group, often through presenting members of the oppressed social group with a set of “double binds”: that is, choices between equally problematic outcomes.⁹

Power: The definition of power is not widely agreed on! There are different ideas of where power originates, either from within yourself (referring to forcefulness or specific capacity, faculty, or aptitude that makes one able to act effectively)¹⁰ or from outside yourself, what society gives to you. Some theorists also define power as getting someone else to do what you want them to do (power-over) whereas others define it more broadly as the ability or capacity to act (power-to).¹¹ Many definitions of power come from the power-over-perspective. For example, a person, group, or nation having great influence or control over others as a result of having the ability or official capacity to exercise political, social, or economic control or authority.¹²

Privilege: Special rights, advantages, or immunity granted to, or assumed by, certain groups and considered by them as their right. For example in Canada, privilege is often granted to those who are white, to those who are heterosexual, and above all, to those who are white, heterosexual, and male.¹³

Unearned advantages that are conferred systematically to members of a social group, in virtue of their group-membership.¹⁴ Privilege is “an invisible package of unearned assets” that members of privileged groups “can count on cashing in every day,” but about which they “are meant to remain oblivious.”¹⁵

Race: All human beings belong to one species: *Homo sapiens*. The concept of race stems from the idea that the human species can be naturally subdivided into biologically distinct groups. Race has been used to describe people who were classified together on the basis of genetic or physical similarities — such as skin colour, shape of eyes, hair texture — and were also frequently thought to share cultural and social traits. In practice, however, scientists have found it impossible to separate humans into clearly defined races and most scientists today reject the concept of biological race. Nevertheless, race persists as a powerful social, cultural, and historical concept used to categorize people based on perceived differences in physical appearance, and behaviour.

According to the Canadian Race Relations Foundation, “The term is also used to designate social categories into which societies divide people according to such characteristics. Race is often confused with ethnicity. Various types of broad-based groups (for example, racial, ethnic, religious and regional groups) are rarely mutually exclusive, and the degree of discrimination against any one or more varies from place to place, and over time.”¹⁶

Some have felt that it is necessary to put the word in quotations in order to make it clear that these are social distinctions being referred to rather than biological ones, and to distance themselves from the original meaning of the term. Racialization (as defined by the Canadian

Race Relations Foundation) is the process through which groups come to be designated as different, and on that basis subjected to differential and unequal treatment. In the present context, racialized groups include those who may experience differential treatment on the basis of race, ethnicity, language, economics, religion, culture, politics, etc.

For more information, please visit the following websites:

<http://academic.udayton.edu/race/01race/race07.htm> or www.crr.ca/index.php

Racism: Refers to a set of beliefs that assert the superiority of one racial group over another at the individual, as well as institutional, level. Individuals or groups of people exercise power through racism that abuses or disadvantages others on the basis of skin colour and racial or ethnic heritage. It also refers to discriminatory practices that protect and maintain the advantageous position of the dominant group(s).

The term racism is useful as a shorthand way of categorizing the systematic mistreatment experienced by people of colour, but should not mislead us into supposing that human beings belong to biologically different species. Racism not only influences individual attitudes, it plays a key role in shaping state policies and institutional arrangements in the economy, in the political system, and in civil society. From this point of view, racism is about power and the unequal distribution of opportunities and resources. Systemic racism is institutionalized discrimination. For example, hiring and promotion procedures or entrance requirements may have the effect of excluding various racial groups and supporting members of the dominant group.¹⁷

Resources: May refer to a source of supply or support, available funds, materials or ability to meet and handle situations.¹⁸ Examples of resources would include funding, materials, staff, volunteers, and office supplies.

Safer Space: Safety refers to being free from the fear or threat of harm (physical, emotional, or mental) and from danger, risk, or injury. Safe space is a term used to indicate that a workshop or program is a space where participants will feel safe. A safe space is a place where anyone can relax and be fully self-expressed, without fear of being made to feel uncomfortable, unwelcome, or unsafe on account of biological sex, race/ethnicity, sexual orientation, gender identity or expression, cultural background, age, or physical or mental ability; a place where the rules guard each person's self-respect and dignity and strongly encourage everyone to respect others.¹⁹ Based on our experience working with diverse groups we know that sometimes people do not feel safe or comfortable because of differences in experience and how each person experiences privilege and oppression. The term safer space acknowledges that it is not possible that all the participants feel completely safe or comfortable all the time. It also acknowledges that for learning to occur, occasionally constructive criticism and concepts that challenge how participants originally understood an issue are needed. Safer space means acknowledging that 100% safety is not possible at all times. As a facilitator you are not making any false promises, you ensure that active steps are continually taken to ensure that the space is as safe as possible and address issues that make group members feel unsafe, if and when they come up.

Sex: Also assigned sex, born with at birth or biological sex – A classification based on reproductive physiology and identified in four main ways, including: 1) primary sex characteristics (vulva, labia, clitoris, and vagina for females; penis and scrotum for males); 2) genetic sex or chromosomes (XX for females; XY for males); 3) gonads (ovaries for females; testes for males); and 4) secondary sex characteristics, or physical characteristics that are not present at birth and that develop during puberty as a result of hormones released by the gonads and the adrenal gland, including facial and chest hair (males), breasts (females), and pubic hair (everyone). Sex can be seen on a continuum, with most individuals concentrated near the ends.²⁰

Social location: A term that refers to someone’s experiences of power and privilege that takes into account their ability, ethnicity, race, religious affiliations, socio-economic status, sexual orientation, gender identity, and more.

Socio-economic Status: An individual or group position within a hierarchical social structure. Socio-economic status depends on a combination of variables, including occupation, education, income, wealth, and place of residence.²¹ These include the socio-economic status of ones parents, as well as someone as an adult. Socio-economic status is assessed relative to others and is typically broken into three categories, high SES, middle SES, and low SES to describe the three areas a family or an individual may fall into.²²

Social Justice: The concept of social justice is not widely agreed on, but may hold some or all of the following beliefs:

- Historical inequities insofar as they affect current injustices should be corrected until the actual inequities no longer exist or have been perceptively “negated.”
- The redistribution of wealth, power and status for the individual, community, and societal good.
- It is the responsibility of the government (or those who hold significant power) to ensure a basic quality of life for all its citizens.²³

Stereotypes: Generally, stereotyping refers to mental images that organize and simplify the world into categories on the basis of common properties. When used in reference to race, the word stereotyping means forming an instant or fixed understanding of a group of people. For example, “Asians are smart” or “Blacks are good athletes”. While stereotyping is a basic cognitive strategy used to reduce the amount of diversity to manageable proportions and/or to simplify decision making; often, stereotyping gives rise to discrimination and racist behaviour.²⁴

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