

girls worldwide say 
100 YEARS
of changing lives
Girl Guides Australia



Go Girl

Activity Pack



GIRL GUIDES
AUSTRALIA

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AUSTRALIA

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Global Action Theme (GAT)



“together we can change our world”

The World Association of Girl Guides and Girl Scouts (WAGGGS) has a strong and proud tradition of speaking out to bring about change, not just for themselves but also for others. In 1909 a group of girls and young women arrived at a Scouting Rally at Crystal Palace, London, and demanded a place for themselves in the Scouting family. One hundred years on, advocacy continues to play a crucial role in achieving the WAGGGS’ Mission and Vision.

Action can happen at many levels. The GAT—girls worldwide say “together we can change our world”—encourages girls and young women to make a personal commitment to change the world around them. ‘Our world’ starts at a personal level and expands to include our local community, our country and the international community.

We can **make our voice heard** through advocacy campaigns on GAT-related issues. This is an important part of the GAT educational programme. The WAGGGS definition of advocacy is simply:

‘We influence people to take decisions that will improve our lives and the lives of others.’

For WAGGGS, influencing always includes:

speaking out, doing, educating

This means:

- **speaking out** on issues that affect girls and young women and influencing opinion-formers
- **doing** projects that address root causes of issues affecting girls and young women
- **educating** girls, young women and society at large in areas such as leadership, health, peace and world citizenship.

A more focused use of advocacy will help us to improve the lives of girls and young women. It will help us to grow as a Movement and make sure we are seen and heard as an organisation by speaking out and taking action on the issues affecting young people to bring about positive change.

(Sourced from *WAGGGS Global Action Theme guidelines for Member Organisations*, 2009)

Go Girl focuses on the following Millennium Development Goal (MDG 3) by empowering girls and young women to have positive self-esteem and self-confidence and look after themselves physically and emotionally.



Introduction

The World Health Organisation defines health as being ‘a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity’. The *Go Girl* project is intended to provide activities and resources that will enable participants to focus on health in a positive way and develop affirmative outcomes for our girls and young women.

Being healthy is more than just focusing on what we eat. It is about our lifestyles. If we can give our members a good grounding in understanding the nutritious types of food to eat, the importance of exercise, skills and knowledge to cope with challenging feelings and feeling good about themselves then we are giving them strategies that will serve them well their whole lives.

Fast facts

- In 2008 the number one concern for young people (males and females) aged 20 to 24 years was body image, with it being of major concern for 11 to 19 year olds.¹
- Adolescent girls are consistently more dissatisfied with their bodies than adolescent boys. In a survey of high school students, 70% of adolescent girls wanted to be thinner compared to 34% of boys. Only 7% of girls reported wanting to be larger, in comparison to 35% of the boys surveyed.
- A study involving 869 school girls aged 14-16 found that more than one third (36%) of the girls reported using at least one extreme dieting method in the past month (crash dieting, fasting, slimming tablets, diuretics, laxatives or cigarettes).
- It has been estimated that young women see more images of beautiful women in one day than their mothers saw through their entire adolescence.²
- In a national health survey conducted in 2004-05, 13.1% of 15-17 year olds were overweight or obese. Of the 18-24 year old females surveyed, 9% were underweight, 17.5% were overweight and 7.3% were obese.³
- In 2004-05, 14% of all hospitalisations for mental and behavioural disorders in women aged 12-24 were due to eating disorders.⁴
- Suicide is the leading cause of death of young people aged 15-24 in Australia. Up to 20 young Australians attempt suicide every day.⁵
- Self-harm amongst 12-24 year olds in Australia has risen by 43% in the past 10 years. Self-harm has been attributed to feeling isolated, pressure at school, poor body image and low self-esteem.⁶
- Hospitalisation rates for 13-19 year olds in 2006-07 have increased for intentional self-harm (27%) with a much greater increase for females (33%) than for males (9%) since 1998-99.⁷
- As many as 20% of students in Australian schools have experienced bullying and harassment, with between 1 in 5 and 1 in 7 students being bullied once a week or more.⁸

Go Girl comprises four sections:

- Girls get going—focuses on assisting participants to understand the importance, benefits and recommended amounts of physical activity. They are also encouraged to explore new ways of being active and think about how they can be more physically active on a daily basis.
- Girls get gourmet—focuses on learning about good nutrition through *The Australian guide to healthy eating*.⁹ Participants are encouraged to look at their current diet and see what they can modify to maintain a healthier diet.
- Girls get relaxed and rested—focuses on helping participants recognise and express their feelings, in particular stress, as well as giving them strategies to help cope with these feelings. These skills should reduce stress and assist them to ‘switch off’ when needed and sleep more peacefully.
- Girls get real—focuses on exploring body image and how to feel positive about our bodies.

All activities in this pack stand alone. The information needed for the activities is included in the pack. Additional information can be sourced and participants are encouraged to investigate any topics of interest further. Activities can be done individually or grouped together to fill one or more meetings. It is strongly recommended that activities from each section are used.

Activities for each developmental stage of the Australian Guide Program and for the Olive Program have been developed. If working with a Unit spanning more than one developmental stage, then Leaders are encouraged to consider the needs of all Unit members. Appropriate developmental stage / age ranges are indicated for each activity but these can be modified depending on the participants’ knowledge and interest. The times listed are suggestions only and may vary according to the participants’ knowledge and interest.

This pack contains activities focusing on some personal issues that girls face as they grow toward adulthood. While running these activities, you might find that girls open up about personal experiences and not all of these will be positive. Discussing these issues will require compassion, understanding and acceptance of individuals. You need to be prepared to respond appropriately and recognise the rights of the individual.

However you are not expected to be an expert. Almost all Leaders will come across situations that fall outside of their training. A good Leader will not be afraid to seek advice either from within her Guiding network or from other organisations set up to advise about specific social issues.

1 *National survey of young Australians 2008*, Mission Australia 2008

2 Student fact sheets—body image 2007, Women’s Health Queensland Wide (www.womheath.org.au)

3 Australian Bureau of Statistics 2006, *National health survey: summary of results*, cat. no. 4364.0, ABS, Canberra

4 Student fact sheets—eating disorders 2007, Women’s Health Queensland Wide (www.womheath.org.au)

5 Fact sheet—mental health, The Source (www.thesource.gov.au)

6 Australian Institute of Health and Welfare

7 *Making progress: the health, development and well being of Australia’s children and young people*, Australian Institute of Health and Welfare 2008

8 Fact sheet—what is bullying and harassment? 2008, *Bullying. No way!* (www.bullyingnoway.com.au). Created by Australian educational communities

9 Australian Government Department of Health and Ageing 1998, prepared by the Children’s Health Development Foundation, South Australia, and Deakin University, Victoria. [http://www.health.gov.au/internet/main/publishing.nsf/Content/E384CFA588B74377CA256F190004059B/\\$File/fd-cons.pdf](http://www.health.gov.au/internet/main/publishing.nsf/Content/E384CFA588B74377CA256F190004059B/$File/fd-cons.pdf)

Suggested activities

Information on how to use these activities can be found in the introduction.

1. Girls get going

Age	Activity	Suggested time	Age	Activity	Suggested time
5-7	1.1 What do I do?	10 min	12-14	1.1 What do I do?	10 min
	1.2 Variety is the key	Varies		1.2 Variety is the key	Varies
	1.4 Racing stripes	10 min		1.4 Racing stripes	10 min
	1.5 Chunnel	15 min		1.7 Tag	15 min
	1.6 Bean bag and hoop	10 min		1.8 Traffic jam	15 min
	1.7 Tag	15 min		1.9 Bean bag melee	15 min
	1.8 Traffic jam	15 min			
	1.9 Bean bag melee	15 min			
7-9	1.1 What do I do?	10 min	14-17	1.1 What do I do?	10 min
	1.2 Variety is the key	Varies		1.2 Variety is the key	Varies
	1.4 Racing stripes	10 min		1.3 Fitting it all in	15 min
	1.5 Chunnel	15 min		1.4 Racing stripes	10 min
	1.6 Bean bag and hoop	10 min		1.8 Traffic jam	15 min
	1.7 Tag	15 min		1.9 Bean bag melee	15 min
	1.8 Traffic jam	15 min			
	1.9 Bean bag melee	15 min			
9-12	1.1 What do I do?	10 min	Olave Program	1.1 What do I do?	10 min
	1.2 Variety is the key	Varies		1.2 Variety is the key	Varies
	1.4 Racing stripes	10 min		1.3 Fitting it all in	15 min
	1.7 Tag	15 min		1.4 Racing stripes	10 min
	1.8 Traffic jam	15 min		1.9 Bean bag melee	15 min
	1.9 Bean bag melee	15 min			

2. Girls get gourmet

Age	Activity	Suggested time	Age	Activity	Suggested time
5-7	2.1 Draw your own pie	20 min	9-12	2.1 Draw your own pie	20 min
	2.2 Better snacks	15 min		2.2 Better snacks	15 min
	2.6 Something new	20 min		2.3 What's a serve?	25 min
	2.7 Plant, grow, eat	20 min		2.6 Something new	20 min
	2.9 Cook this!	Home+15min		2.7 Plant, grow, eat	20 min
	2.10 Celebration!	Home+20min		2.9 Cook this!	Home+15min
	2.12 Create your own guide	30 min		2.10 Celebration!	Home+20min
	2.13 To market, to market	2 hr		2.12 Create your own guide	30 min
				2.13 To market, to market	2 hr
7-9	2.1 Draw your own pie	20 min	12-14	2.1 Draw your own pie	20 min
	2.2 Better snacks	15 min		2.2 Better snacks	15 min
	2.6 Something new	20 min		2.3 What's a serve?	25 min
	2.7 Plant, grow, eat	20 min		2.4 Reward yourselves!	15 min
	2.9 Cook this!	Home+15min		2.6 Something new	20 min
	2.10 Celebration!	Home+20min		2.7 Plant, grow, eat	20 min
	2.12 Create your own guide	30 min		2.8 Food miles	Home+20min
	2.13 To market, to market	2 hr		2.9 Cook this!	Home+15min
				2.10 Celebration!	Home+20min
				2.11 Camp menu	25 min
				2.12 Create your own guide	30 min
				2.13 To market, to market	2 hr

Age	Activity	Suggested time
14-17	2.1 Draw your own pie	20 min
	2.2 Better snacks	15 min
	2.3 What's a serve?	25 min
	2.4 Reward yourselves!	15 min
	2.5 Elimination diet	Home+20min
	2.6 Something new	20 min
	2.7 Plant, grow, eat	20 min
	2.8 Food miles	Home+20min
	2.9 Cook this!	Home+15min
	2.10 Celebration!	Home+20min
	2.11 Camp menu	25 min
	2.12 Create your own guide	30 min
	2.13 To market, to market	2 hr

Age	Activity	Suggested time
Olave Program	2.1 Draw your own pie	20 min
	2.2 Better snacks	15 min
	2.3 What's a serve?	25 min
	2.4 Reward yourselves!	15 min
	2.5 Elimination diet	Home+20min
	2.6 Something new	20 min
	2.8 Food miles	Home+20min
	2.9 Cook this!	Home+15min
	2.10 Celebration!	Home+20min
	2.11 Camp menu	25 min
	2.13 To market, to market	2 hr

3. Girls get relaxed and rested

Age	Activity	Suggested time
5-7	3.1 Happy and sad faces	15 min
	3.3 Face masks	20 min
	3.5 Happy kitty, sad kitty	15 min
	3.6 Picture the clues	20 min
	3.8 Sleeping lions	10 min
	3.9 Giggle wave	10 min
	3.16 Sleepy heads	20 min
	3.17 Lullabies	1-2 hr
	3.18 Improving sleep	15 min
7-9	3.1 Happy and sad faces	15 min
	3.3 Face masks	20 min
	3.5 Happy kitty, sad kitty	15 min
	3.6 Picture the clues	20 min
	3.8 Sleeping lions	10 min
	3.9 Giggle wave	10 min
	3.16 Sleepy heads	20 min
	3.17 Lullabies	1-2 hr
3.18 Improving sleep	15 min	
9-12	3.2 Act it out	20 min
	3.3 Face masks	20 min
	3.6 Picture the clues	20 min
	3.8 Sleeping lions	10 min
	3.9 Giggle wave	10 min
	3.14 Stress signs	15 min
	3.16 Sleepy heads	20 min
	3.17 Lullabies	1-2 hr
	3.18 Improving sleep	15 min

Age	Activity	Suggested time
12-14	3.2 Act it out	20 min
	3.4 Uncovering the mask	25 min
	3.6 Picture the clues	20 min
	3.7 Keep calm	15 min
	3.10 Positive distractions	15 min
	3.11 Mind games	20 min
	3.12 Relax your body	15 min
	3.13 Pamper zone	1 hr
	3.14 Stress signs	15 min
	3.15 Be prepared to manage	10 min
	3.16 Sleepy heads	20 min
14-17	3.17 Lullabies	1-2 hr
	3.18 Improving sleep	15 min
	3.4 Uncovering the mask	25 min
	3.6 Picture the clues	20 min
	3.7 Keep calm	15 min
	3.10 Positive distractions	15 min
	3.11 Mind games	20 min
	3.12 Relax your body	15 min
3.13 Pamper zone	1 hr	
Olave Program	3.14 Stress signs	15 min
	3.15 Be prepared to manage	10 min
	3.16 Sleepy heads	20 min
	3.17 Lullabies	1-2 hr
	3.18 Improving sleep	15 min
	3.4 Uncovering the mask	25 min
	3.7 Keep calm	15 min
	3.10 Positive distractions	15 min
	3.11 Mind games	20 min
	3.12 Relax your body	15 min
	3.13 Pamper zone	1 hr
3.14 Stress signs	15 min	
3.15 Be Prepared to manage	10 min	
3.16 Sleepy heads	20 min	
3.17 Lullabies	1-2 hr	
3.18 Improving sleep	15 min	

4. Girls get real

Age	Activity	Suggested time	Age	Activity	Suggested time
5-7	4.1 Mirror mirror	10 min	12-14	4.1 Mirror mirror	10 min
	4.2 Wanted poster	20 min		4.2 Wanted poster	20 min
	4.4 Me bag	20-30 min		4.3 'Me' scrapbook	1.5 hr +
	4.6 Ten things	15 min		4.4 Me bag	20-30 min
	4.7 Sharing the good stuff	30 min		4.5 Patrol banners	15 min
	4.9 Receiving compliments	10 min		4.6 Ten things	15 min
7-9	4.1 Mirror mirror	10 min		4.7 Sharing the good stuff	30 min
	4.2 Wanted poster	20 min		4.8 Fan mail	5-10 min
	4.4 Me bag	20-30 min		4.9 Receiving compliments	10 min
	4.6 Ten things	15 min		4.10 Every cloud has a silver lining	15 min
	4.7 Sharing the good stuff	30 min		4.11 Bursting negative thoughts	20 min
	4.9 Receiving compliments	10 min		4.12 Happy endings	30 min
	4.10 Every cloud has a silver lining	15 min		4.13 Advertise for a friend	20-30 min
	4.12 Happy endings	30 min		4.14 Bully blues	30-60 min
	4.13 Advertise for a friend	20-30 min	4.15 You're gorgeous	20 min	
	4.20 One size does not fit all	20 min	4.17 Alien perspectives	25 min	
9-12	4.1 Mirror mirror	10 min	4.18 Beauty myths	20 min	
	4.2 Wanted poster	20 min	4.19 What is real sized?	30-50 min	
	4.3 'Me' scrapbook	1.5 hr +	4.20 One size does not fit all	20 min	
	4.4 Me bag	20-30 min	4.22 Visit from support organisation	1 hr	
	4.5 Patrol banners	15 min	4.23 Dove BodyThink workshop	3 hr	
	4.6 Ten things	15 min	14-17	4.1 Mirror mirror	10 min
	4.7 Sharing the good stuff	30 min		4.2 Wanted poster	20 min
	4.8 Fan mail	5-10 min		4.3 'Me' scrapbook	1.5 hr +
	4.9 Receiving compliments	10 min		4.4 Me bag	20-30 min
	4.10 Every cloud has a silver lining	15 min		4.5 Patrol banners	15 min
	4.11 Bursting negative thoughts	20 min		4.6 Ten things	15 min
	4.12 Happy endings	30 min		4.7 Sharing the good stuff	30 min
	4.13 Advertise for a friend	20-30 min		4.8 Fan mail	5-10 min
	4.17 Alien perspectives	25 min		4.9 Receiving compliments	10 min
	4.18 Beauty myths	20 min		4.10 Every cloud has a silver lining	15 min
	4.20 One size does not fit all	20 min		4.11 Bursting negative thoughts	20 min
	4.22 Visit from support organisation	1 hr		4.12 Happy endings	30 min
	4.23 Dove BodyThink workshop	3 hr		4.13 Advertise for a friend	20-30 min
			4.14 Bully blues	30-60 min	
			4.15 You're gorgeous	20 min	
			4.16 Fancy that	Home+15min	
			4.18 Beauty myths	20 min	
			4.19 What is real sized?	30-50 min	
		4.20 One size does not fit all	20 min		
		4.21 Sizing up the opposition	Varies		
		4.22 Visit from support organisation	1 hr		

Age	Activity	Suggested time
Olave Program	4.2 Wanted poster	20 min
	4.3 'Me' scrapbook	1.5 hr +
	4.4 Me bag	20-30 min
	4.6 Ten things	15 min
	4.7 Sharing the good stuff	30 min
	4.9 Receiving compliments	10 min
	4.10 Every cloud has a silver lining	15 min
	4.11 Bursting negative thoughts	20 min
	4.15 You're gorgeous	20 min
	4.19 What is real sized?	30-50 min
	4.21 Sizing up the opposition	Varies
	4.22 Visit from support organisation	1 hr

1. Girls get going!

Introduction

This section of the *Go Girl* activity pack focuses on assisting participants to understand the importance, benefits and recommended amounts of physical activity. They are also encouraged to explore new ways of being active and think about how they can be more physically active on a daily basis.

The importance and benefits of regular physical activity are widely recognised.¹⁰ Suitable regular exercise can provide a wide range of physical, social and mental health benefits including:

- prevention of chronic diseases, such as heart disease, stroke and Type II diabetes
- promotion of growth and development
- building and maintenance of strong bones, muscles and joints
- improved balance and flexibility
- improved cardiovascular fitness
- helping to achieve and maintain healthy weight
- development of physical and social skills
- provision of social opportunities to have fun with friends and make new friends
- improved self esteem and confidence
- relaxation and reduced stress levels.

According to the Australian physical activity recommendations,¹¹ children (5-12 years old) and adolescents (12-18 years old) should participate in at least sixty minutes of accumulated moderate to vigorous physical activity every day. Sixty minutes a day is the recommended minimum, so it is all right to do more. It is recommended that adults complete at least thirty minutes of moderate to vigorous physical activity on most, but preferably, all days. Moderate physical activities include brisk walking, bike riding and dancing. Vigorous physical activities include swimming laps, running, soccer and netball.

Fast facts

- In 2007–2008, 72% of Australians aged 15 years and over were classified as sedentary or having low exercise levels.¹²
- In 2007, approximately 39% of boys and girls aged 9–16 years accumulated at least 60 minutes of moderate to vigorous physical activity on most days surveyed.
- Girls aged 9–16 years report almost 30 minutes less moderate to vigorous physical activity per day than boys.

¹⁰ 2007 Australian national children's nutrition and physical activity survey, Commonwealth of Australia 2008

¹¹ Department of Health and Aging 2009, Department of Health and Aging, Canberra, viewed 19 March 2010, <<http://www.healthyaactive.gov.au>>

¹² Australian Bureau of Statistics 2009, *National health survey: summary of results*, cat. no. 4364.0, ABS, Canberra

- The average time spent doing moderate to vigorous physical activity decreased with age. Only 26% of 14–16 year old boys and girls meet recommendations. This drop-off was particularly marked in girls aged 14–16 years.¹³
- At least 60% of the world's population fails to complete the recommended amount of physical activity.
- Young people and women are two of the high risk populations for low levels of physical activity.¹⁴

Activity 1.1 What do I do?

Aim: To work out how much physical activity we do each day and to see if we meet the Australian physical activity recommendations.

Age: 5-7, 7-9, 9-12, 12-14, 14-17 and 18-30

Materials: Pen
Paper

Time: 10 min

Directions:

1. On a piece of paper, copy out a table as follows:

Physical activity	Time
For example, walking to school	15 min

2. List all the types of moderate to vigorous physical activity you would do on a typical day. Feel free to draw pictures.
3. Calculate the total amount of physical activity you complete per day. Do you meet the Australian physical activity recommendations (see introduction)?
4. Do a quick survey in your Unit/group and find out what percentage of people meet these recommendations.

Take action!

Identify how you could increase your physical activity so that you do meet the Australian physical activity recommendations.

Activity 1.2 Variety is the key

Aim: To try some new, fun and challenging forms of physical activity.

Age: 5-7, 7-9, 9-12, 12-14, 14-17 and 18-30

Materials, time and set up varies

Directions:

1. As a Unit, Patrol, individuals or with a group of friends, try some new types of physical activity. They could be used for part of a badge or as a programmed activity for your meeting.
 - Surfing
 - Martial arts
 - Badminton
 - Frisbee
 - Skateboarding
 - Rollerblading
 - Ice skating
 - Water/land aerobics
 - Fun runs
 - Yoga
 - Circus skills
 - Skipping
 - Skiing
 - Bush walking
 - Rock climbing
 - Caving
 - Canoeing/kayaking
 - Rowing
 - Ice blocking
 - Orienteering
 - Dancing
 - Lawn bowls
 - Tennis
 - Hockey
 - Cricket
 - Pilates
 - Golf

¹³ 2007 Australian national children's nutrition and physical activity survey, Commonwealth of Australia 2008

¹⁴ WHO, *Physical inactivity: a global health problem*, viewed 19 March 2010, <http://www.who.int/dietphysicalactivity/factsheet_inactivity/en/index.html>

Activity 1.3 Fitting it all in

Aim: To make a plan to increase or maintain the level of physical activity.

Age: 14-17 and 18-30

Materials: Pen
Paper

Time: 15 min

Set up:

Completed table of physical activity from activity 1.1 What do I do.

Directions:

1. We all understand that with our demanding lives it can be difficult to fit physical activity into our days. However, it is important for us to make it a priority.
Using the table of physical activity you made in activity 1.1 What do I do?, think about how you could modify your lifestyle and schedules to fit in more physical activity so that you can meet the Australian physical activity recommendations. Write down your thoughts.
2. If you already meet the recommendations, what strategies can you think of to ensure you keep on track (e.g. exercising with friends)?
3. Share your thoughts with your Unit/group.
4. You may wish to set some challenges for each other for a couple of weeks and re-evaluate your levels of physical activity at the end. Don't forget to reward yourselves for your great work.

Activity 1.4 Racing stripes

Aim: To have fun and be active with different racing games.

Age: 5-7, 7-9, 9-12, 12-14, 14-17 and 18-30

Materials: Eggs (can be boiled) / dessert spoons
Ropes/stockings
Sacks (potato bags, hessian bags or spare Clean Up Australia bags)
Markers

Time: 10 min

Set up:

Place markers a set distance from each team's starting point

Directions:

1. Try an egg and spoon race, three legged race and sack race—remember to agree on the rules!

Activity 1.5 Chunnel

Aim: A fun, active game to play.

Age: 5-7 and 7-9

Time: 15 min

Directions:

1. Split the Unit into two teams.
2. Each team stands in single file facing forward with each person's hands on the shoulders of the person in front.
3. A Leader stands some distance in front of the two teams with her arms outstretched.
4. All team members must stand with their legs astride, to allow enough room for someone to crawl through.

- When the Leader calls 'go', the person at the back of each line must crawl through the 'Chunnel' of legs to the front of the team and stand so that the person behind them can put their hands on her shoulders.
- The next person at the back then goes through the Chunnel.
- This continues until the person at the front of their team can touch the outstretched arms of the Leader.

Activity 1.6 Bean bag and hoop

Aim: A fun, active game to play.

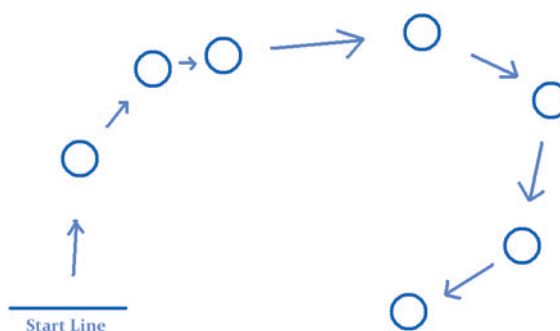
Age: 5-7 and 7-9

Materials: Hula hoops
Bean bags
Marker

Time: 10 min

Set up:

Mark the start line and spread the hula hoops varying distances apart one after the other (as shown).



Directions:

- Have all Guides line up behind the start line.
- The first girl tries to throw a bean bag into the first hoop. If she gets it in the hoop, she moves to stand in the hoop, picks up her bean bag and aims for the next hoop.
- If she misses the hoop, she retrieves her bean bag and joins the back of the queue at the start line.
- Multiple girls can progress through the path of hoops at once, just allowing enough room for the person in front.
- To make this more challenging, spread the hoops further apart.
- Alternatively, when a girl has her next turn she can start from where she left off rather than from the beginning.

Activity 1.7 Tag

Aim: A fun, active game to play.

Age: 5-7, 7-9, 9-12 and 12-14

Time: 15 min

Directions:

- This is a simple game where one person or several people are 'it'. They must chase after the other participants until they tag them.
- Once someone is tagged, they become 'it' and the original tagger is free.
- A boundary can be defined to increase the difficulty of the game.
- Variation—Freeze tag—once tagged, you freeze in the position in which you were tagged. The winner is the last person who is left unfrozen. They then become the tagger.
- Variation—Name it—once tagged, you must name something in a pre-chosen category (e.g. movie, animals). If the person tagged says something from the category that hasn't already been said, they are free to continue running around. If the person tagged cannot think of anything or says something that has already been said, they become the tagger.

Activity 1.8 Traffic jam

Aim: A fun, active game to play.

Age: 5-7, 7-9, 9-12, 12-14 and 14-17

Time: 15 min

Directions:

1. The Unit is divided into four teams and each team stands in a corner.
2. The aim of the game is to get your team into the opposite (diagonal) corner as fast as possible using the method that the Leader calls out.
3. Be careful of the traffic jam that forms in the middle.
4. Possible ways to move include:
 - hopping
 - walking backwards
 - running
 - wheelbarrow
 - skipping
 - jumping
 - crawling
 - side stepping
 - crab walking (on all fours, tummy up, walking sideways).

Activity 1.9 Bean bag melee

Aim: A fun, active game to play.

Age: 5-7, 7-9, 9-12, 12-14, 14-17 and 18-30

Materials: 3 chairs or boxes
Lots of bean bags or corks

Time: 15 min

Set up:

Chairs or boxes spread out in a big triangle and bean bags or corks in a pile in the middle of the room.

Directions:

1. The Unit/group is divided into three teams and each team stands next to a chair or box.
2. When the Leader calls 'go', one member of each team runs into the middle and takes an item back to their chair or box. The next person from the team does the same and so on.
3. Once all the items are removed from the middle, the runner can steal one item from another team.
4. After a few minutes of stealing, the game is stopped and each team counts how many items they have. The winner is the team with the most number of items.
5. Some important rules.
 - Items cannot be thrown.
 - Only one item at a time can be moved.
 - Team members cannot defend their chair/box.
 - Team members cannot hang on to or stop runners.

2. Girls get gourmet!

Introduction

This section of Go Girl focuses on learning about good nutrition through *The Australian guide to healthy eating*.¹⁵ Participants are encouraged to look at their current diet and see what they can modify to maintain a healthier diet.

The guide aims to encourage the consumption of a variety of foods from each of the five food groups every day in proportions that are consistent with the dietary guidelines for Australians. Food is not only a good source of nutrients, it is also important for our social and emotional health as well as our physical health. Food and eating are part of the way we live our lives. *The Australian guide to healthy eating* focuses on physical health.

Foods are grouped together according to their nutritional similarity. Each food group also provides significant contributions towards other dietary components. The five food groups are:

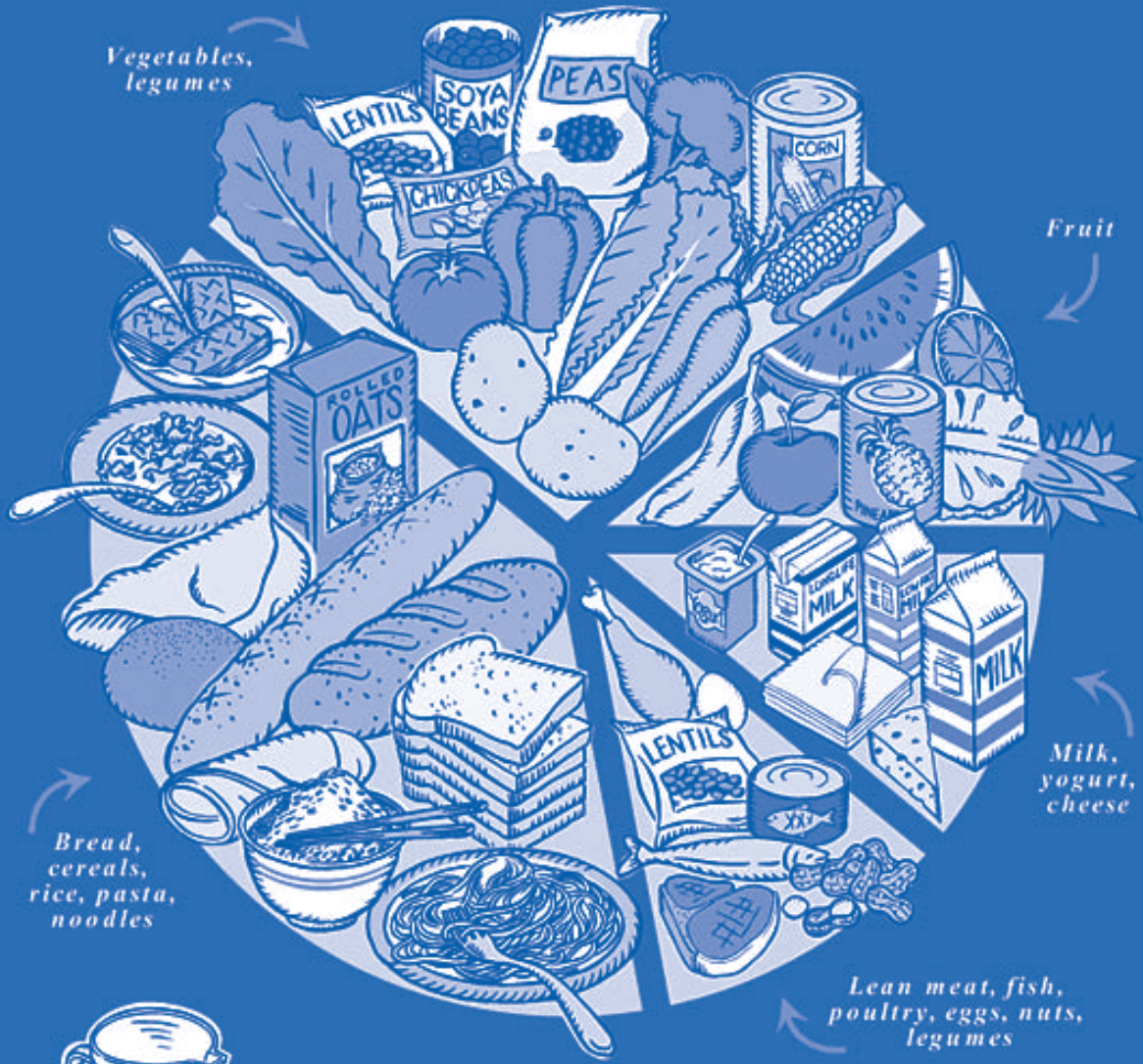
- breads, cereals, rice, pasta, noodles
- vegetables, legumes
- fruit
- milk, yoghurt, cheese
- meat, fish, poultry, eggs, nuts, legumes.

A picture of the guide can be seen on the following page. The visual and textual messages on the guide summarise what is involved in a good diet.

- ‘Enjoy a variety of foods every day’. Eating a variety of foods has a very positive effect on health. It is important to get a variety of foods from each group everyday to ensure your diet contains all the nutrients you need. Also, within each of the five food groups, different foods provide more of some nutrients than others. If you eat a variety of foods from within each group, it is likely that you will get all the nutrients you need. For example, within the vegetable group, carrots and pumpkin have more Vitamin A than potatoes do.
- Proportion of food groups in the diet. The foods that form the basis of a healthy diet are portrayed as a pie diagram where the size of each segment of the circle is a visual representation of the recommended proportion of the diet from each group.
- Water. Eight glasses of water a day are needed by adults for good health. More water is needed when physically active and in hot weather. All fluids, other than alcohol, contribute to this fluid requirement, although water is the best drink to quench thirst.
- ‘Sometimes or in small amounts’. These are extra foods and do not fit into the five main groups in the circle. These foods contribute to the overall enjoyment of eating. Their inclusion in the guide allows them to be considered in the context of a healthy eating pattern.

¹⁵ Australian Government Department of Health and Ageing 1998, prepared by the Children’s Health Development Foundation, South Australia, and Deakin University, Victoria. [http://www.health.gov.au/internet/main/publishing.nsf/Content/E384CFA588B74377CA256F190004059B/\\$File/fd-cons.pdf](http://www.health.gov.au/internet/main/publishing.nsf/Content/E384CFA588B74377CA256F190004059B/$File/fd-cons.pdf)

Enjoy a variety of foods every day



*Vegetables,
legumes*

Fruit

*Milk,
yogurt,
cheese*

*Bread,
cereals,
rice, pasta,
noodles*

*Lean meat, fish,
poultry, eggs, nuts,
legumes*



Drink plenty of water

Choose these sometimes or in small amounts



ILLUSTRATION BY: JENNIFER HARRIS FOR DEPARTMENT OF HEALTH AND COMMUNITY SERVICES, AUSTRALIA. THE AUSTRALIAN GUIDE TO HEALTHY EATING. PHOTOGRAPH BY: JEFFREY M. HARRIS FOR DEPARTMENT OF HEALTH AND COMMUNITY SERVICES, AUSTRALIA. PHOTOGRAPH BY: JEFFREY M. HARRIS FOR DEPARTMENT OF HEALTH AND COMMUNITY SERVICES, AUSTRALIA.

Bread, cereal, rice, pasta, noodles

Foods in this group come from grains such as wheat, oats, rice, barley, millet and corn. The grains can be eaten whole, ground into flour to make a variety of cereal foods like bread, pasta and noodles, or made into ready-to-eat breakfast cereals.

The nutrients provided by this group include carbohydrates, proteins, fibre and a wide range of vitamins and minerals. Wholemeal or wholegrain varieties provide more nutrients. Some foods in this group have fibre, vitamins and minerals added during processing.

A sample serve of bread, cereal, rice, pasta or noodles is:

- 2 slices of bread
- 1 medium bread roll
- 1 cup cooked rice/pasta/noodles
- 1 cup porridge, 1 1/3 cup breakfast cereal flakes or 1/2 cup muesli.

Refer to Table 1 for number of daily sample serves recommended for a healthy diet.

Table 1: Number of daily sample serves needed to achieve a healthy diet for children, adolescents and adults.

	Energy need (kJ)	Bread, cereal, rice, pasta, noodles	Vegetables, legumes	Fruit	Milk, yoghurt, cheese	Meat, fish, poultry, eggs, nuts, legumes	Extra foods
Children 4-7 yrs	6400-8300	5-7	2	1	2	0.5	1-2
		3-4	4	2	3	0.5-1	1-2
Children 8-11 yrs	7700-9800	6-9	3	1	2	1	1-2
		4-6	4-5	1-2	3	1-1.5	1-2
Adolescents 12-18 yrs	8100-13500	5-11	4	3	3	1	1-3
		4-7	5-9	3-4	3-5	1-2	1-3
Women 19-60 yrs	7200-11300	4-9	5	2	2	1	0-2.5
		4-6	4-7	2-3	2-3	1-1.5	0-2.5
Women 60+	6500-9300	4-7	5	2	2	1	0-2
		3-5	4-6	2-3	2-3	1-1.5	0-2

The dark blue rows (upper line) indicate a diet based on eating a lot of bread, cereal, rice, pasta and noodles while light blue rows (lower line) include more from all of the groups.

Note: the sample sizes provided are suggested as a general guide only. People with special dietary needs (e.g. allergies, health conditions, pregnant or breastfeeding) should discuss their dietary needs with a doctor or dietician.

Vegetables, legumes

Vegetables come from many different parts of plants, including the leaves, roots, tubers, flowers, stems, seeds and shoots. Some vegetables such as tomatoes and pumpkins are the fruit of the plant but are included in this group because they are used as vegetables. Legumes are the seeds of plants from the *Leguminosae* family. These vegetables are eaten in the immature form as green peas and beans, and the mature form as dried peas, beans, lentils and chick peas.

Vegetables and legumes are good sources of vitamins, minerals, dietary fibre and carbohydrate. Legumes are also included in the meat group as they are an excellent source of protein and iron.

A sample serve of vegetables or legumes is:

- 75 g or 1/2 cup cooked vegetables
- 75 g or 1/2 cup cooked dried beans, peas or lentils
- 1 cup salad vegetables
- 1 potato

Refer to Table 1 for number of daily sample serves recommended for a healthy diet.

Fruit

A wide variety of fruit is available in Australia today. Fruit forms from the flower and contains the seeds of the plant. Fruit is sweet because of the sugar it contains.

Fruit is a good source of vitamins, including Vitamin C and folate. It also provides carbohydrates, especially in edible skins. Juices belong to this same group but they have much lower fibre content than fresh fruit. Dried fruits also belong in this group however they contain concentrated forms of sugar.

A sample serve of fruit is:

- 1 medium piece, e.g. apple, banana, orange, pear
- 2 small pieces, e.g. apricots, kiwi fruits, plums
- 1 cup diced pieces or canned fruit
- 1/2 cup of juice
- dried fruit, e.g. 4 dried apricot halves, 1 1/2 tablespoons sultanas.

Refer to Table 1 for number of daily sample serves recommended for a healthy diet.

Milk, yoghurt, cheese

Choice of these foods should be made on the basis of fat content, type of sweetener and flavourings used. Milk can be fresh, dried, evaporated or long life.

The foods in this group are excellent sources of calcium; very few other foods in the Australian diet are such good sources of this important nutrient. These foods are also good sources of protein, riboflavin and vitamin B12.

For most people five years old and over, the best choices are low fat milk, yoghurt and cheese. For children under five years old, full cream varieties are recommended.

A sample serve of milk, yoghurt or cheese is:

- 250 ml (1 cup) fresh, long life or reconstituted dried milk
- 1/2 cup evaporated milk
- 40 g (2 slices) cheese
- 200 g (1 small carton) yoghurt
- 250 ml (1 cup) custard

Note: ice cream does contribute calcium to the diet but not enough to be included as a sample serve. Refer to Table 1 for number of daily sample serves recommended for a healthy diet.

Meat, fish, poultry, eggs, nuts, legumes

The wide variety of foods in this group is a good source of protein, iron, niacin and vitamin B12. The iron in animal foods is more easily absorbed by the body than the iron in vegetable foods. Vitamin C, found in fruit and vegetables, will assist the body to absorb iron from plant food if eaten at the same time.

A sample serve of meat, fish, poultry, eggs, nuts or legumes is:

- 65–100 g cooked meat/chicken (e.g. 1/2 cup lean mince)
- 2 slices roast meat
- 1/2 cup cooked dried beans, lentils, chick peas, split peas or canned beans
- 80–120 g cooked fish fillet
- 2 small eggs
- 1/3 cup peanuts or almonds
- 1/4 cup sunflower seeds or sesame seeds.

Refer to Table 1 for number of daily sample serves recommended for a healthy diet.

Extra foods

These are the ‘choose sometimes or in small amounts’ foods. Examples of these foods include biscuits, cakes, desserts, soft drinks, pies, lollies, take away foods, chocolate and alcohol.

They are not essential to provide the nutrients the body needs but they are available for people to buy. Often they contain excessive amounts of fat, sugar and salt and contribute large amounts of energy.

A sample serve of extra foods is:

- 1 (40 g) donut
- 4 (35 g) plain sweet biscuits
- 1 slice (40 g) plain cake
- 1/2 small bar (25 g) chocolate
- 2 tablespoons (40 g) cream, mayonnaise
- 1 tablespoon (20 g) butter, margarine, oil
- 200 ml wine
- 400 ml regular beer
- 1 can (375ml) soft drink
- 1/3 (60 g) meat pie or pastie
- 12 (60 g) hot chips
- 1 1/2 scoops (50 g scoop) ice cream

Refer to Table 1 for number of daily sample serves recommended for a healthy diet.

The total amount of food needed for energy requirements varies with age, sex, pregnancy and breastfeeding, body size and physical activity level. An individual’s need for food energy is difficult to predict and is best determined by hunger. If in doubt, ask your doctor or a dietician.

Activity 2.1 Draw your own pie

Aim: To gain an understanding of the proportions of the five food groups in our own diets and compare our diet to the guidelines.

Age: 5-7, 7-9, 9-12, 12-14, 14-17 and 18-30

Materials: Pens
Paper
Copies of *The Australian guide to healthy eating*

Time: 20 min

Directions:

1. On a piece of paper, draw a pie which represents the proportion of the five food groups you would consume on a typical day. Include extra foods to the side and draw on how many glasses of water you would drink.
2. Compare your diagram to *The Australian guide to healthy eating*. What are some of the changes you could make? Write them down.

Take action!

Try to implement at least one positive change for the next two weeks to a month. Report back to your Patrol or Unit/group on how you go.

Activity 2.2 Better snacks

Aim: To brainstorm some healthy alternatives to extra foods as snacks.

Age: 5-7, 7-9, 9-12, 12-14, 14-17 and 18-30

Materials: Pens
Poster paper

Time: 15 min

Directions:

1. In Patrols or as a Unit/group, get a piece of poster paper and divide it into two. Write the headings 'Healthy snacks' and 'Unhealthy snacks'.
2. Brainstorm some of the snacks you normally consume. Write or draw them under the corresponding heading. Does one heading have more listed under it than the other? Why?
3. Now try to brainstorm healthier snacks. Add these to your poster. There is a list below to help you if you are stuck.
4. Share your posters with the Unit/group and put them up in your meeting place as a reminder.

Take action!

The next time you bring food to share with your Unit/group, try to focus on bringing items from the healthy snacks heading.

List of healthy snacks:

- fruit milkshake
- sultanas, apples, mandarins, bananas
- fruit bread or toast
- scones, crumpets, pikelets, rice cakes
- carrot or celery sticks.

Activity 2.3 What's a serve?

Aim: To demonstrate what is a sample serve.

Age: 9-12, 12-14, 14-17 and 18-30

Materials: Range of foods—preferably in sample size portions
Measuring cups and spoons—one set per group

Time: 25 min

Set up:

A table per group with a set of measuring cups and spoons. A table for the Leader with the correct serve sizes for each food—covered so they cannot be seen.

Directions:

1. Each Patrol/group stands/sits around a table with materials.
2. Have a brief discussion about what the term 'sample serve' means.
3. The Leader selects a food and asks the groups to demonstrate what they think the sample serve of the chosen food is.
4. Once all groups have selected their measure(s), uncover the sample size for the food item.
5. Repeat for all other foods.
6. Have a short discussion as a Unit/group on what they learnt from this activity? What was different to their expectations?

Activity 2.4 Reward you!

Aim: To form a personal list of rewards other than extra foods.

Age: 12-14, 14-17 and 18-30

Materials: Pen
Paper

Time: 15 min

Directions:

1. We often reward ourselves for something we have done well or achieved with foods we like. Often the foods we choose are extra foods and are not the best for us.
2. On your piece of paper, write or draw a list of other things you could do or healthy foods you could eat to reward yourself.
3. Share your ideas with your Patrol or Unit/group and add more to your list if you like.
4. Take your list home and put it in an obvious place to remind you of more healthy ways to reward yourself.

Activity 2.5 Elimination diet

Aim: To experience what it is like to have a diet with food restrictions.

Age: 14-17 and 18-30

Time: Over a week then 20 min of meeting time

Directions:

1. Trial an elimination diet for one week. Eliminate wheat, eggs, peanuts or dairy from your diet for the week.
2. Make sure you check food from eateries/restaurants and that you read food labels.
3. Reflect on the challenge with your friends at your next meeting. You can still have a balanced diet with restrictions but what was difficult about your new diet?

Note: girls should check with their parents/carers before starting the activity to ensure that omitting the chosen food is acceptable.

Activity 2.6 Something new

Aim: To learn about, and eat, a new fruit or vegetable.

Age: 5-7, 7-9, 9-12, 12-14, 14-17 and 18-30

Time: 20 min

Directions:

1. Find a fruit or vegetable that you haven't tried before.
2. Use it in a recipe and share with a friend.
3. Each Guide could bring their new food to a Unit/group meeting and share their new foods.

2.7 Plant, grow, eat

Aim: To grow your own vegetable and use it in cooking.

Age: 5-7, 7-9, 9-12, 12-14 and 14-17

Materials: Pot
Soil
Garden tools
Plants or seeds

Time: 20 min

Directions:

1. Plant a vegetable, such as lettuce or potato at a Unit meeting.
2. Take your plant home and care for it.
3. Once ready to eat, prepare a meal using your vegetable. This can be done at home (take a photo of your meal and show it to your Unit) or with your Patrol at a Unit meeting.

Activity 2.8 Food miles

Aim: To investigate how far food travels to the consumer and to think about the effect this has on our environment.

Age: 12-14, 14-17 and 18-30

Time: At home then 20 min of meeting time

Directions:

1. At home, choose one meal and investigate how far the ingredients for that meal have had to travel to your plate. Write down your findings and bring them to the next meeting to share with your friends.
2. Did the selected meals come from within a 10, 100 or 1000 km radius of home? What does this mean for our environment?
3. How could we reduce the impact our food has on the environment?

Activity 2.9 Cook this!

Aim: To learn about cooking methods and explore some new options.

Age: 5-7, 7-9, 9-12, 12-14, 14-17 and 18-30

Time: At home then 15 min of meeting time

Directions:

1. Think about some of the methods for cooking food. Don't forget about when we go camping!
2. Try one that you haven't tried before (at home, in your Patrol or with your Unit/group) and report back to your Patrol or Unit/group about your new experience and how the food tasted.

Activity 2.10 Celebration!

Aim: To explore how food is used as part of a cultural celebration.

Age: 5-7, 7-9, 9-12, 12-14, 14-17 and 18-30

Time: At home then 20 min of Unit meeting time

Directions:

1. Food is used as part of a celebration in many cultures. Investigate a ceremony or celebration and what foods are eaten as part of this and why.
2. If possible, bring some of the food along with your findings and share them with your Patrol or Unit/group.

Activity 2.11 Camp menu

Aim: To plan a camp menu according to *The Australian guide to healthy eating* guidelines.

Age: 12-14, 14-17 and 18-30

Materials: Pen
Paper
Copies of *The Australian guide to healthy eating*

Time: 25 min

Directions:

1. As a Patrol or Unit/group, plan a menu for a Guide camp to meet *The Australian guide to healthy eating* guidelines.
2. Think about what budget you have and/or need.
3. Share your menu with the other Patrols in your Unit and your Leaders or with your peers. Did you come up with many different options?

Take action!

The next time your Unit/group goes on camp or has a sleepover, use the menu you designed.

Activity 2.12 Create your own guide

Aim: To create your own nutrition resource to teach others about good nutrition.

Age: 5-7, 7-9, 9-12, 12-14 and 14-17

Materials: Pen
Paper
Creative items
Copies of *The Australian guide to healthy eating*

Time: 30 min

Directions:

1. As individuals or Patrols/groups, create a resource that would teach someone about good nutrition. Use *The Australian guide to healthy eating* as a guide.
2. Think about whom your target audience is and what are the most important pieces of information for them to know?
3. Display your resource at your Guide meeting place.

Activity 2.13 To market, to market

Aim: To explore a market and determine the produce available.

Age: 5-7, 7-9, 9-12, 12-14, 14-17 and 18-30

Time: 2 hr

Directions:

1. As individuals (with your parents for younger girls) or as a Unit/group, visit a local market and look at the produce available, especially the seasonal products.
2. Could you buy all you needed to eat from a market? If not, what couldn't you find and why?
3. What new foods did you come across? How could you use these foods?
4. Share you findings with your Unit/group.

3. Girls get relaxed and rested!

Introduction

This section of *Go Girl* focuses on helping participants recognise and express their feelings, in particular stress, whilst also teaching them some strategies to help cope with challenging feelings in general. These skills should help them stress less, 'switch off' when desired and sleep more peacefully.

Feelings

The English language has over 100 names for different feelings. However, many people, including adults, find it hard to talk about how they feel. Children frequently have difficulty identifying their feelings and young children may have only two or three words to describe feelings—happy or sad—which they label as good or bad feelings.

Children often learn that being good is linked to being happy, quiet and compliant, while uncomfortable feelings such as anger, fear or jealousy are deemed bad feelings to be avoided or held back. Research has shown that locking up feelings causes stress and stress is one of the main risk factors for diseases, such as cancer and mental illness, and can interrupt sleep.

It is not realistic for everyone to be happy all the time. It is important to encourage participants to express different feelings, assist them in developing skills to do so and help them explore strategies for dealing with uncomfortable feelings. We can assist in these processes by helping our members recognise and talk about a range of feelings. As they practise reflecting on their own feelings, they begin identifying the signs which indicate how others may be feeling.

Our feelings are our body's clues that indicate what is going on inside us. Uncomfortable feelings signal to us that we are in an unhappy, troubled or dangerous situation or mood. Participants should be encouraged to work out what their body is trying to tell them so they can prepare appropriate responses.

Whilst responses to uncomfortable situations vary between people, there are some common body clues (see below). These are caused by adrenaline being released in our bodies as part of the 'fight or flight' reaction.

Body clues:

- dry mouth
- breathlessness
- aching jaw
- poor memory
- need to toilet
- heart pounding
- lump in throat
- tears
- change in appetite
- face goes red or blushes
- butterflies in stomach
- trouble sleeping
- grinding teeth
- voice shakes
- poor concentration
- stiff neck
- tense muscles
- confusion
- sweaty palms
- knees trembling
- goose bumps
- headache
- shaking or shivering
- hair standing on end

It is important to appreciate that these body clues are not always negative. Once this is understood, individuals can use body clues to assist them in unknown, new or challenging situations. For example, athletes harness their 'competition nerves' to improve their performance—this is positive stress. When girls learn to recognise these feelings / body responses, it can help them prepare to do well in challenging situations or prepare for action in dangerous situations.

Refer to activities 3.1 to 3.6, which relate to feelings and expressing feelings.

Stress

Stress is a common feeling we all experience in different ways. It is 'experienced when there is an imbalance between the demands being made on us and our resources to cope with those demands'. Stress isn't always a bad thing but when used in a clinical sense, it refers to a person being in discomfort or distress. It can be brought on by various environments such as home life, work or school, our lifestyle, illness, emotional and personal issues and even positive events.

(Better Health Channel website, State Government of Victoria, *Stress in everyday life*)

How we think about a problem, our life experiences, self-esteem and available support all influence how we respond to stress. It is important that we know ways to reduce stress levels and our reactions to stress so we can maintain good health. Signs of stress can be grouped together into four categories.

Stress signs

Physical signs:

- muscle tension and aches
- headaches and migraines
- nausea or butterflies in the stomach
- racing heart
- shortness of breath

Cognitive (thinking) signs:

- increased anxiety or worry
- inability to concentrate
- negative thinking
- difficulty thinking clearly
- increased feelings of fear

Emotional signs:

- feeling flat or 'blue'
- being easily angered or irritable
- feeling unhappy or numb
- experiencing distress or sadness
- sense of loneliness

Behavioural signs:

- changes in eating habits
- changes in sleeping habits
- avoiding people, places or attributes
- overreacting to unexpected issues
- procrastination

There are many ways we can reduce our stress levels.

- Sleep—maintaining a good sleep routine
- Balanced diet—a nutritious and varied diet will nourish your body and brain
- Water—keep your body hydrated by drinking before you feel thirsty
- Regular exercise—a fit and healthy body is much more resilient to stress
- Relaxation—take time for yourself to relax each day and do things you enjoy
- Time with friends—they can be people to talk to about stressful situations and laugh with
- Don't worry—try not to worry about things you cannot fix or change
- Laughter—smile, giggle and laugh even if you don't feel like it
- Relinquish control—there are things that you can't control so don't try
- Goals—set achievable goals and break down the bigger ones into smaller steps
- Have things to look forward to—regular (i.e. weekly) and less regular (i.e. three monthly) things to keep your focus off the little stresses of day to day life
- Fun—take time out to play and enjoy life

When we are stressed or worried about certain things, we can have difficulty switching off and relaxing. It is good to put aside anything that is causing you worry or stress and quieten your mind. One way of doing this is through a distraction; that is something that you enjoy doing and which keeps your mind from thinking about what was causing you stress or worry.

Sometimes it is not possible to undertake such distractions, for example, going for a walk in the middle of the night. When this happens there are thinking games you can play to keep your mind occupied in a nicer place and away from any concerns. There are also strategies you can use to relax your body.

(Mind Life Clinic)

Refer to activities 3.7 to 3.15 and 3.17, which relate to stress and relaxation.

Sleep

Sleep is a period of rest and regeneration for the body. It is the ultimate form of relaxation for our mind and body. Brain chemicals that regulate stress, mood and hunger amongst other things are replaced over night as we sleep. When we sleep, our breathing and heart rate slows and our temperature drops. We all have a biological clock called a circadian rhythm that regulates activity, body temperature and renewal of body tissues. This is approximately a 24 hour cycle in adults. Teenagers on the other hand sleep longer than adults because their circadian rhythm is longer than 24 hours and the hormone that makes us feel sleepy—melatonin—is produced later in the day for teens compared to adults.

(Mind Life Clinic)

However, people vary in the amount of sleep they need—age, lifestyle, diet and environment influence this.

(Better Health Channel website, State Government of Victoria, *Sleep common disorders*)

There are natural fluctuations in how well we sleep. This can be affected by how busy we are, how much mental and physical activity we do, our health and how stressed we are. Characteristics of a good sleep are when you take less than 15 to 20 minutes to fall asleep, do not wake more than a few times throughout the night, wake naturally, feel reasonably rested on waking and don't feel too tired during the day. It is recommended that primary school children get 10-11 hours of sleep, teenagers 8-9 hours and adults 7-8 hours.

If sleep is not going well, there are many things we can do to help get it back on track. When starting to implement any of these sleep strategies, it's important to try them over at least three to four nights before deciding whether they help or not.

(Mind Life Clinic)

Tips to help improve sleep

- Keep your room dark at night, and in the morning expose your eyes to lots of light to wake up your brain and maintain a desired circadian rhythm (Better Health Channel website, State Government of Victoria, *Teenagers and sleep*)
- Exercise 4-6 hours before bed time (after school and before dinner)—increases core temperature which starts to drop around bed time making you feel tired
- Warm your body surface 20 minutes before going to sleep, e.g. warm bath, hot water bottle, wheat pack, to ensure a drop in temperature around bed time
- Wind down 1-2 hours before going to sleep
- Relax your mind and body prior to bed time—relaxation techniques (e.g. controlled breathing, progressive muscle relaxation), soft slow calming music, natural products (chamomile tea, lavender oil)

- Distract your mind—use thinking games if your mind is too busy
 - alphabet game
 - imagine walking down a very long continuous staircase
 - visualise neatly and elegantly writing a short sentence (e.g. relax now, go to sleep) repeatedly on a blackboard
 - visualise yourself in a relaxing scene and list in your mind what you would sense with each of your senses in turn
 - Declutter your bedroom—keep it for sleeping as much as possible

If you are not sleeping, try to convince yourself of two things. Firstly, that resting is the next best thing to sleeping. Secondly, that you can function tomorrow even if you are tired.

Try to avoid:

- napping during the day, unless necessary and for 30 minutes only
- stimulating activities, such as homework, chores, solving problems, exercise, arguing, 1 to 2 hours before bed time
- drinking or eating things with caffeine after 4 pm, including coffee, tea, cola and chocolate
- watching the clock during the night; put the clock just out of sight
- worrying about not sleeping
- lying in bed for hours not sleeping; get up and do something and when tired, try again.

Don't tolerate poor sleep for long periods of time. Seek assistance from your doctor.

(Mind Life Clinic)

Disclaimer: this is general information only and should not be used in place of individual advice from a health professional.

Activity 3.1 Happy and sad faces

Aim: To acknowledge feelings and the situations that contribute to them.

Age: 5-7 and 7-9

Materials: Pen/pencils/textas
Paper
List of situations

Time: 15 min

Directions:

1. Girls draw a face which is happy one way up but sad the other way.
2. Girls can share their drawings to show their happy/sad face and the similarities and differences.
3. In Patrols or as a Unit, girls discuss how different scenarios such as going to the doctor, patting a dog, getting an injection, eating a banana, playing on the computer, seeing a spider, smelling a flower and going on a plane make them feel.
4. Alternatively, a Leader could read these scenarios out and have the girls show either their happy or sad face, depending on their anticipated feeling.

(Sourced from *Skills for life*, p. 9)

Activity 3.2 Act it out

Aim: To challenge participants to express and recognise a range of feelings.

Age: 9-12 and 12-14

Materials: Set of faces below

Time: 20 min

Directions:

1. Have each Patrol select a face without looking.
2. Each Patrol then has 5 to 10 minutes to come up with a short skit or play to demonstrate what face they selected.
3. Patrols take it in turns to perform their feeling while the other Patrols try to guess what it is.



HOPEFUL



DISGUSTED



ECSTATIC



CONFIDENT

Activity 3.3 Face masks

Aim: To explore true and masked feelings.

Age: 5-7, 7-9 and 9-12

Materials: Paper plate
Textas
Butchers paper

Time: 20 min

Directions:

1. Girls draw a happy face on a paper plate to make a mask.
2. In Patrols or as a Unit, explain that sometimes we can pretend to be happy when we are really sad inside. Discuss how sometimes we cover up or mask how we feel. For example, when we have to be in a performance and have to act happy while feeling scared or nervous.
3. Brainstorm situations where you might feel like you need to put on a happy face. What would you really be feeling at the time? Write them down or make a poster.
4. Have a discussion about why it is important to share your true feelings and why we mask our feelings?

(Sourced from *Skills for life*, p. 9)

Activity 3.4 Uncovering the mask

Aim: To explore the differences between true and masked feelings and how to be more open.

Age: 12-14, 14-17 and 18-30

Materials: Copy of mind map
Textas
Paper

Time: 25 min

Directions:

1. Using the mind map provided below as a template, complete and expand the mind map about masking feelings.
2. Afterwards, focus on coming up with some ways to challenge yourselves to be more open and honest with your feelings.



Activity 3.5 Happy kitty, sad kitty

Aim: To play a fun game that encourages participants to express their feelings and acknowledge others.

Age: 5-7 and 7-9

Time: 15 min

Directions:

1. All girls sit in a circle with one girl chosen to be the cat.
2. The cat stands in the middle of the circle and crawls to anyone in the circle.
3. The person chosen by the cat then pats the cat.
4. The cat either responds in a happy or sad way.
5. If the cat is happy, the cat moves on to another girl.
6. If sad, the girl and cat must stand up and run around the circle. If the cat catches the girl, the girl becomes the cat. If the girl returns safely to her spot, the cat tries again.

Activity 3.6 Picture the clues

Aim: To identify body clues that can be present in uncomfortable situations.

Age: 5-7, 7-9, 9-12, 12-14 and 14-17

Materials: Butchers paper
Textas
Copies of *Body clues* table—refer feelings subsection

Time: 20 min

Directions:

1. Trace the outline of a girl or adult onto a large sheet of butchers paper—join them together if you need to enlarge the paper.
2. As a Patrol or Unit, draw pictures and use colours to represent what the person would be feeling if they were in an uncomfortable situation such as meeting a monster or having to perform in front of peers. The list of body clues will help. As more of a challenge, see what the girls can come up with before giving them the list.

(Sourced from *Skills for life*, p. 12)

Activity 3.7 Keep calm

Aim: To identify and practice activities to relax.

Age: 12-14, 14-17 and 18-30

Materials: Paper
Pen

Time: 15 min

Directions:

1. In Patrols/groups, discuss and list things you do to relax.
2. Brainstorm other ways of keeping calm.
3. Practice some of these together.

(Sourced from *Skills for life*, p. 12)

Activity 3.8 Sleeping lions

Aim: To provide an opportunity to relax.

Age: 5-7, 7-9 and 9-12

Time: 10 min

Directions:

1. Girls lie on the floor and become totally still and relaxed.
2. If they move the Leader quietly taps them on the shoulder.
3. The last girl to be tapped is the Queen of the Jungle.

(Sourced from *Skills for life*, p. 12)

Activity 3.9 Giggle wave

Aim: To play a game that encourages participants to laugh and relax.

Age: 5-7, 7-9 and 9-12

Time: 10 min

Directions:

1. Girls lie in a chain around the room with their head on another's stomach.
2. One girl starts the giggle at one end of the chain, passing the giggle to the next person in the chain as soon as each head begins to move. This soon becomes contagious and everyone will be laughing.
3. Ask the girls how they feel after the giggle wave and if they feel more relaxed after a good laugh.

(Sourced from *Skills for life*, p. 12)

Activity 3.10 Positive distractions

Aim: To provide participants with a personal list of enjoyable activities to distract them from any concerns.

Age: 12-14, 14-17 and 18-30

Materials: Paper
Pen

Time: 15 min

Directions:

1. Working as individuals, list activities that you can do that you know help to distract your mind and keep it busy. For example, going for a walk or watching a movie.
2. You may wish to share your list with others and add any additional activities that you would like to try.

(Sourced from Mind Life Clinic)

Activity 3.11 Mind games

Aim: To provide participants with thinking games to distract them from stress or help them fall asleep.

Age: 12-14, 14-17 and 18-30

Materials: Paper
Pen

Time: 20 min

Directions:

1. Whilst these activities are normally done as individuals, when practising them at Guides, it is more fun playing them in Patrols/groups. But when doing them by yourself, they are best done in your head.

Distraction 1: Favourites list

Take it in turns to list off all your favourites from a category, e.g. favourite movies, songs, foods, TV shows, bands. If anyone gets stuck, then either pass or change the category.

Distraction 2: Counting game

Take it in turns with a counting game. Count up by 3's or 4's or 5's or 6's or 7's etc. and see how far you can go. You could hold an inter-Patrol/inter-group competition to see which Patrol/group can get the farthest.

Distraction 3: Alphabet game

Take it in turns with an alphabet game. Think of a category such as animals, foods, countries, things to do with the ocean and come up with an example from that category for each letter of the alphabet. For example, foods: 'a' apple, 'b' banana, 'c' cherry, etc. If an individual cannot think of one, say 'pass' and throw it open to the group to see if anyone else can think of a food that starts with that letter. If not, continue on with the next person and the next letter.

Note: when doing this by yourself to help switch off, don't get stuck on any letter or item for too long, just move on.

(Sourced from Mind Life Clinic)

Activity 3.12 Relax your body

Aim: To provide participants with relaxation techniques they can use to relax their body.

Age: 12-14, 14-17 and 18-30

Time: 15 min

Directions:

1. Whilst these activities are normally done as individuals, when practising them at Guides, it is more fun playing them in Patrols/groups.

Distraction 1: Controlled breathing

Slow your breathing to 3 seconds in, and 3 seconds out. Place one hand on your upper tummy

and your other hand on your chest. You need to feel both hands move when you breathe in and out. Try not to breathe too hard. There is no need to fill up your lungs completely. It is more important just to slow your breathing down and get it a little deeper.

Note: this technique can take some time to get used to so whilst practicing, you might get a volunteer to count out loud while watching a clock/watch with a second hand. 'In, 2, 3; out, 2, 3; in, 2, 3; out, 2, 3; etc. Or you might need to start with breathing for two seconds in and two seconds out, before progressing to three seconds in, three seconds out.

Distraction 2: Progressive muscle relaxation

Find a relaxing position lying down. Then starting at the feet, concentrate on relaxing each muscle group in turn. When each part is relaxed, move onto the next muscle group, working your way through your entire body e.g. feet, lower legs, upper legs, bottom, stomach, chest, shoulders, upper arms, lower arms, neck, jaw, face, eyes).

Distraction 3: Monkey grip

Place hands into a monkey grip—hook your fingers, interlocking them in opposing directions so that your elbows are up and your hands are out in front. Pull reasonably hard for about 20-30 seconds. Then very gradually release your grip over the next 20-30 seconds. Your arms should feel heavy and floppy and your shoulders and neck nice and relaxed after this exercise.

It is important to remember that if you suddenly find yourself worrying when doing any of these techniques, stop and try to distract your mind again with either a 'quietening your mind' or 'relaxing the body' activity.

(Sourced from Mind Life Clinic)

Activity 3.13 Pamper zone

Aim: To provide an opportunity to relax.

Age: 12-14, 14-17 and 18-30

Materials: Moisturiser
Natural face pack ingredients
Hand towel
Basin
Relaxing music
Aromatherapy burner and oil

Time: 1 hr

Background:

Taking some time out to take care of yourself can leave you feeling great. And you can achieve this with some basic ingredients found in your fridge and pantry.

Directions:

1. Hit the kitchen for ingredients to make your own beauty products. Try rinsing blonde hair in lemon juice, soothing tired eyes by putting slices of cucumber or used tea bags on them, using whipped egg white as a basic face pack.
2. Relax with your face masks and listen to soothing music, maybe burn relaxing essential oils in a burner. Create the right mood and feel the tension fall away.
3. After rinsing off your mask, massage in some moisturiser and feel how soft your skin feels!

(Sourced from *Girls get real*, p. 16)

Activity 3.14 Stress signs

Aim: To help identify signs of stress.

Age: 9-12, 12-14, 14-17 and 18-30

Materials: Pens
Pencils
Copies of *Stress signs* table—refer stress subsection

Time: 15 min

Directions:

1. As individuals identify from the *Stress signs* table what signs you have when you are stressed.
2. Add to the table any other signs you have noticed.
3. If comfortable, share your thoughts with others. We all have different stress signs but what similarities and differences can you notice?

(Sourced from Mind Life Clinic)

Activity 3.15 Be prepared to manage

Aim: To help identify suitable stress management strategies.

Age: 12-14, 14-17 and 18-30

Materials: Paper
Pen
Copies of the *Stress management* table—refer stress subsection

Time: 10 min

Directions:

1. As individuals, identify current stress management strategies. These can be activities you find enjoyable and relaxing. How often do you use them? Regularly? Rarely? Which ones could you use more often?
2. Brainstorm some other techniques you currently do not use but might like to in the future. The stress management table could help you.
3. Share your list with your peers if you wish. They might be able to help you think of other strategies.

(Sourced from Mind Life Clinic)

Activity 3.16 Sleepy heads

Aim: To think about how well we sleep and what we can do to improve our sleep.

Age: 5-7, 7-9, 9-12, 12-14, 14-17 and 18-30

Materials: Pen
Copy of the *Sleepy heads* worksheet—refer end of pack

Time: 20 min

Directions:

1. Fill in the worksheet by writing or drawing pictures. When identifying things that stop you from sleeping, think about times of year, school pressures, holidays, etc.).
2. Share your thoughts with your Patrol or Unit/group—you may find more things to add to your worksheet.

3. As a group, share strategies that individuals have found helpful for improving sleep, e.g. does having a warm cup of milk help some people?
4. As a group, share strategies (if any) that individuals have found don't improve sleep.

(Sourced from Mind Life Clinic)

Activity 3.17 Lullabies

Aim: To identify calming and relaxing music.

Age: 5-7, 7-9, 9-12, 12-14, 14-17 and 18-30

Materials: CD/tape player and/or MP3 player
Relaxing music supplied by participants

Time: 1-2 hr

Directions:

1. Throughout the meeting, play the music participants have brought in.
2. Each person might like to briefly explain why she finds her choice of music calming/relaxing.
3. You could compile a list of the music chosen for everyone to take a copy home.

(Sourced from Mind Life Clinic)

Activity 3.18 Improving sleep

Aim: To identify additional strategies to improve sleep.

Age: 5-7, 7-9, 9-12, 12-14, 14-17 and 18-30

Materials: Copies of the *Tips to help improve sleep* list—refer sleep subsection

Time: 15 min

Directions:

1. Working as individuals select three strategies from the list that you will try during the next week.
2. Share your progress with your Patrol or Unit/group at your next meeting.

(Sourced from Mind Life Clinic)

Russell, F & Townsend, J 2005, *Skills for life*, Guides Australia Inc.

Better Health Channel website, State Government of Victoria, viewed 19 March 2010, <http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Stress_in_everyday_life?open>

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Better Health Channel website, State Government of Victoria, viewed 19 March 2010, <http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Sleep_common_disorders?open>

Better Health Channel website, State Government of Victoria, viewed 19 March 2010, <http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Teenagers_and_sleep?open>

Girls *get real* 1999, Guides Australia and The Body Shop.

4. Girls get real!

Introduction

This section of *Go Girl* focuses on exploring what self image is and how to feel positive about our bodies and ourselves.

Self image is how and what we feel about ourselves as individuals—what we think we look like, how we act, who we are. The way an individual perceives themselves isn't necessarily how others perceive them. Everyone deserves to feel happy and positive about themselves. It has been reported that a young woman's body image is the single largest influence on her self-esteem. Negative self and body image is something a lot of people struggle with. It has been reported that only one in five women are satisfied with their body weight.

(Better Health Channel website, State Government of Victoria)

Individuals who feel good about themselves also feel confident, capable, able to stick up for themselves and ready to cope with life's challenges. People with strong coping skills tend to be those who are aware of their strengths and are able to identify positive elements in even the most challenging experiences. However, it can sometimes be difficult for girls to acknowledge their individual strengths, let alone feel good about them. Our role in acknowledging the individual and helping girls to recognise strengths in others is one way to encourage girls to feel good about themselves.

Encouraging girls to talk positively about themselves can sometimes be difficult. You may find that younger Guides are more open about their abilities and personal strengths than older girls. This may be related to stages of development in older girls or because they have developed feelings of self-consciousness.

Girls may have found that talking about themselves is regarded by others as bragging or boasting. We can encourage girls to understand the difference between self-centred behaviour and self awareness in appreciating personal strengths and valuing the abilities of others. Leaders can support girls in this process by giving praise and encouragement and developing a climate of positive attitudes in the Unit. This can be achieved by modelling appropriate behaviour and reinforcing positive actions. Work with the girls to develop Unit guidelines for a cooperative and safe meeting place, ensuring that as many 'don't' phrases as possible are restated in positive terms.

The way we talk to ourselves influences the way we feel about ourselves and will play a role in determining the quality of our relationships, experiences and emotions. Positive self-talk recognises that there are always opportunities to try again and to improve. Some examples of positive self-talk are:

- I can do my best
- I can learn from my mistakes
- I can do it if I practise
- New things are often hard at first

Positive self-talk is very important. All of us have an 'inner critic'—the little voice inside that sometimes sends us faulty, unhelpful or untrue messages. 'You're hopeless at this!' is an example of how our inner critic can hold us back and keep us from taking healthy risks. Paying attention to our inner critic is the first step in challenging it. Then it's up to each of us to turn unhelpful thoughts and messages around, to make them positive, helpful and friendly!

The media, fashion and beauty industries bombard girls with unobtainable, idealised versions of how they should look (thin, feminine, etc.) rather than encouraging them to develop their

personality and talents. These messages often contribute to confusion about body image—what is normal, what is desirable.

Characteristics of positive body image*:

- positive self esteem
- positive self confidence
- good connection to school, work and community
- involvement in sport, team and community activities
- positive relationships with family, peers, friends
- healthy attitude and relationship with food

Characteristics of negative body image*:

- low self esteem
- low self confidence
- limited connection to school, work and community
- limited involvement in sport, team and community activities
- relationship difficulties
- disordered eating
- mental health concerns e.g. depression, anxiety

*From the Dove BodyThink Training by The Butterfly Foundation—www.thebutterflyfoundation.org.au

Poor body image can lead to self-destructive behaviour and promote unhealthy lifestyles, like dieting or binge eating. Factors that can contribute to negative body image:

- Being teased about your appearance as a child
- Example of parents—dieting, unhappy with body shape, negative comments about appearance, obsessing about weight or appearance
- Cultural tendency to judge people by their appearance
- Peer pressure—be slim, diet, comparing with others, physical appearance
- Images portrayed by the media and fashion and advertising industry promoting thinness and beauty
- Promotion of fad diets and weight loss programs, particularly in women's media
- Public health campaigns urging people to lose weight.

(Better Health Channel website, State Government of Victoria)

Body image boosters for girls:

- If you work on being a beautiful person on the inside, you will be beautiful on the outside.
- You will feel more positive about yourself and your body if you treat it well by exercising appropriately and eating nutritious foods.
- Focus on part of your appearance you like.
- Support your friends and other young people by never bullying them or putting anyone down.
- Take the time to compliment people—it makes them feel great and you too!
- Don't let the way you look rule your life—put energy into living and doing fun things.
- Try your best not to compare yourself with others. You are being unfair to yourself particularly if your comparisons are with glossy, digitally enhanced and airbrushed images of models and celebrities
- Don't feel you have to change for anyone, especially to fit in.
- If you feel down or worried about your appearance, please ask for help from a trusted adult.

(from The Butterfly Foundation, viewed 19 March 2010, <http://thebutterflyfoundation.org.au/CMSPageDetails.aspx?CMS_Page_Id=26&Parent_CMS_Page_Id=4>; a full page body image booster handout is available at this address)

Sex is also an especially high-pressure area for girls as there are so many risks in end results (i.e. pregnancy, ease of catching diseases—refer GGA position statements *Talking about sex* and *Adolescent pregnancy* on the Girl Guides Australia website). Young girls sometimes struggle to find a language for refusal, especially at a time when peer and marketing pressure is pushing them towards sexual awareness and activity—whether they are ready for the experience or not. For more information go to *The Line* at www.theline.gov.au. *The Line* is about defining what is and isn't acceptable in relationships. It is about engaging young Australians in a dialogue about the meaning of respect.

Activity 4.1 Mirror mirror

Aim: To identify personal strengths.

Age: 5-7, 7-9, 9-12, 12-14 and 14-17

Materials: *Mirror-star* template (see end of pack)
Pens/pencils/textas

Time: 10 min

Directions:

1. Draw a picture of yourself in the mirror.
2. Say these words: 'Mirror, mirror on the wall, who is great amongst us all? I am because I'm great at and and I am '
3. Write or draw the things you are good at among the stars.

(Sourced from *Skills for life*, p. 28)

Activity 4.2 Wanted poster

Aim: To identify what makes us special.

Age: 5-7, 7-9, 9-12, 12-14, 14-17 and 18-30

Materials: Blank wanted posters
Pens/pencils/textas

Time: 20 min

Directions:

1. Draw a picture of yourself on the wanted poster.
2. List your details—height, build, hair colour, other physical characteristics, what you like to do, where you like to go, your favourite food, your talents, anything else special about you.
3. Make a Unit display of Great Girl Guides Wanted.
4. Can you work out who each of the wanted characters are?
5. Once everyone has had a go, add your first name to your poster.

(Sourced from *Skills for life*, p. 29)

Activity 4.3 ‘Me’ scrapbook

Aim: To create a scrapbook celebrating all the positive things about ourselves.

Age: 9-12, 12-14, 14-17 and 18-30

Materials: Pens
Paper
Photos
Scrap book pages or poster pages
Glue
Craft items

Time: 1.5 hr +

Directions:

1. At a Unit/group meeting, start to create a scrap book or poster that demonstrates all the wonderful things about you. These can be things you have achieved, friends, moments you have enjoyed, photos you like of yourself, etc.
2. Continue your scrap book at home and bring it in to share with your friends when you are finished.

4.4 Me bag

Aim: To identify what’s on the inside as opposed to what we show the world.

Age: 5-7, 7-9, 9-12, 12-14, 14-17 and 18-30

Materials: Paper bags
Women’s magazines
Scissors
Glue

Time: 20-30 min

Directions:

1. Cut out pictures from the magazines that show you as the person everyone sees.
2. Glue these on the outside of a paper bag.
3. Cut out pictures representing the person within—showing feelings, ambitions or hopes.
4. Place these pictures inside the paper bag.
5. In pairs or threes, tell each other about your bags; you might also like to share what’s inside your bags. Why did you choose those pictures? Are the pictures inside similar to those on the outside? Why or why not? Are many of our true feelings and hopes kept inside? Do we show a different picture of ourselves to others?

(Sourced from *Skills for life*, p. 6)

Activity 4.5 Patrol banners

Aim: To express who we are.

Age: 9-12, 12-14 and 14-17

Materials: Pieces of material
Fabric paints
Craft items
Glue

Time: 15 min

Directions:

1. Create an image of yourself on a piece of fabric.
2. Working as a Patrol, join the pieces of material together to form a Patrol banner. Hang in your Patrol corner or combine to create a symbol of Unit identity.

(Sourced from *Skills for life*, p. 6)

Activity 4.6 Ten things

Aim: To create a list of things participants can do to feel better about themselves.

Age: 5-7, 7-9, 9-12, 12-14, 14-17 and 18-30

Materials: Pen
Paper

Time: 15 min

Directions:

1. Come up with a list of ten things you could do to make you feel better about yourself (e.g. accept compliments graciously).
2. If comfortable, share your lists with your friends. Feel free to add to your list.
3. At home, challenge yourself to do everything on your list for at least one week and report back to your Unit/group on how your activities made you feel.

Activity 4.7 Sharing the good stuff

Aim: To encourage participants to talk positively about themselves.

Age: 5-7, 7-9, 9-12, 12-14, 14-17 and 18-30

Materials: Butchers paper
Pens/pencils/textas

Time: 30 min

Directions:

1. In Patrols/groups, take it in turn to share three things you have done well in the past week, no matter how small they may seem.
2. On a big sheet of paper, write or draw all the things the Patrol/group has done well and share these experiences with other Patrols/groups.

(Sourced from *Skills for life*, p. 7)

Activity 4.8 Fan mail

Aim: To help participants feel good about themselves.

Age: 9-12, 12-14 and 14-17

Materials: One envelope per person
Paper
Pens

Time: 5-10 min

Set up:

Assign everyone an envelope with their name on it.

Background:

How do you feel when someone says you're wearing really great clothes or compliments you in some other way? Everyone needs to be appreciated and praised—it's a major part of self-confidence and friendship. Yet we often forget to pay others compliments and can be uncomfortable accepting them from others.

Directions:

1. Write a compliment for each person and put it in their envelope before the end of the session (remember, 'You're a great listener' means just as much as 'You've got beautiful hair'). Keep them anonymous and make sure no one is missed out.
2. When you go home you will have a stack of great mail to read. Keep the mail and read it when you next feel low.

(Sourced from *Girls get real*, p. 11)

Activity 4.9 Receiving compliments

Aim: To practice giving and receiving compliments.

Age: 5-7, 7-9, 9-12, 12-14, 14-17 and 18-30

Time: 10 min

Directions:

1. In a circle, think a positive thought about the person on your right.
2. When everyone is ready, take it in turns to share the compliments.
3. The receivers acknowledge the compliments with a 'thank you'.
4. Discuss why it is so hard for people in general to receive compliments.

(Sourced from *Skills for life*, p. 6)

Activity 4.10 Every cloud has a silver lining

Aim: To change unhelpful thinking into helpful thinking.

Age: 7-9, 9-12, 12-14, 14-17 and 18-30

Materials: *Silver lining* template (see end of pack)
Pens/pencils

Time: 15 min

Directions:

1. On each dark cloud write an unhelpful thought.
2. Reframe these words as helpful thoughts then write the helpful thoughts on the white clouds.
3. If you are having trouble, swap with someone else and see if you can reframe each other's unhelpful thinking.

(Sourced from *Skills for life*, p. 8 and 30)

Activity 4.11 Bursting negative thoughts

Aim: To focus on positive thinking.

Age: 9-12, 12-14, 14-17 and 18-30

Materials: Balloons
Slips of paper
Textas
String
Scissors

Time: 20 min

Set up:

Write positive self-talk thoughts on slips of paper, place them in balloons and inflate the balloons.

Directions:

1. Write on the outside of the balloons the unhelpful thoughts you sometimes hear.
2. Tie the balloon loosely around your ankle with a 1 m length of string.
3. Have fun getting rid of the negative thinking and revealing the positive thoughts within by bursting other participants' balloons.
4. Share these thoughts with other Guides.

(Sourced from *Skills for life*, p. 8)

Activity 4.12 Happy endings

Aim: To promote helpful thinking.

Age: 7-9, 9-12, 12-14 and 14-17

Materials: Paper
Pens

Time: 30 min

Directions:

In your Patrol, write and perform a play with a negative ending then redo it with a positive ending. Some topics for the plays could include bullying, racism or mental health.

(Sourced from *Skills for life*, p. 8)

Activity 4.13 Advertise for a friend

Aim: To identify what participants look for in a friend.

Age: 7-9, 9-12, 12-14 and 14-17

Materials: Large sheets of paper
Pens

Time: 20-30 min

Directions:

1. Write or design an advert for a friend, saying which qualities are most important to you.
2. Now draw up an ad for yourself, directed at a female friend.
3. Discuss the results with your Patrol.
4. How would your first ad differ if it was directed at a male friend? How much do looks or being street wise rather than personality influence you when it comes to guys?
5. With your Patrol, agree on a charter of the ten most important commandments of friendship.
6. When was the last time you told your friends how much you appreciate them?

(Sourced from *Girls get real*, p. 11)

Activity 4.14 Bully blues

Aim: To explore the nature of bullying and how to overcome it.

Age: 12-14 and 14-17

Materials: Butchers/poster paper
Pens/textas/paints

Time: 30-60 min

Background:

Almost everyone will bully or be bullied at some time in their lives and your teen years can be the worst war zone of all. But just because some mental or physical torture goes on in a playground doesn't make it 'all right'.

Directions:

1. Talk about why and how people get picked on. How does it make you feel?
2. How important is popularity, being different and the power of the group?
3. Is it worse to be verbally or physically bullied? Do girls and boys bully in different ways?
4. Discuss what makes someone a bully. Are they usually strong and popular or a weak, scared person (or both)?
5. How can you stop it or assert yourself? Does telling someone else help?
6. Act out different bullying scenarios, showing ways to solve the problem. How can the group isolate the bully rather than the victim?
7. Design a poster advocating against bullying.

(Sourced from *Girls get real*, p. 14)

4.15 You're gorgeous

Aim: To help participants focus on their good features.

Age: 12-14, 14-17 and 18-30

Materials: Full length mirror
Blindfold

Time: 20 min

Background:

Everyone has something beautiful about them, whether it's shiny hair, great teeth, lovely hands, fantastic posture or a happy face. By enjoying your strongest features, rather than by dwelling on your weakest bits, you'll feel more confident.

Directions:

1. Stand blindfolded in front of a full length mirror. What's the first thing you notice about yourself when you remove the blindfold and why? Is it a good or bad feature?
2. Focus on all the good things you see in your own reflection.
3. Stare into the glass until these are uppermost in your mind.

(Sourced from *Girls get real*, p. 17)

4.16 Fancy that

Aim: To explore what others perceive as attractive.

Age: 14-17

Time: one week for survey (roughly 20 min each), 15 min discussion

Directions:

1. Conduct a survey among your female friends about what they find attractive in girls (e.g. eyes, healthy hair, individual style, being funny or looking thin).
2. Survey a group of males (friends, brothers or your local Scout group).
3. Compare the answers and discuss them with your Patrol. If there is a difference, how can you explain it?

(Sourced from *Girls get real*, p. 16)

4.17 Alien perspectives

Aim: To highlight the differences between how humans are portrayed in magazines compared to real life.

Age: 9-12 and 12-14

Materials: Women's magazines

Glue
Paper
Scissors

Time: 25 min

Directions:

1. Imagine you are an alien and you come across a pile of magazines from earth.
2. Construct what you think a human would look like, based on what you see in the magazines.
3. Is this a true representation of a typical human? Reflect on the differences.
4. Compare your image with those created by other girls in your Unit.

4.18 Beauty myths

Aim: To help participants dispel beauty myths promoted by media and advertising.

Age: 9-12, 12-14 and 14-17

Materials: Magazines and newspapers

Scissors
Glue
Paper
Pens

Time: 20 min

Background:

Do you really believe that ‘Beauty is in the eye of the beholder’? Think about people who you rate as beautiful—what gives them that quality? Have you ever noticed that when people are happy, in love or inspired by what they are doing, they often appear more gorgeous than when they are sad or grumpy?

Directions:

1. Cut out pictures of famous people from magazines and newspapers and decide what their best feature is.
2. Cut out these features and make up your ‘perfect’ woman from parts of different people. What does your end result look like? Is your cut out woman ravishingly beautiful or Frankenstein’s monster?
3. Write opposing columns of what’s positive and what’s not in terms of real beauty (i.e. positive, doing your own thing; not, following the crowd).

(Sourced from *Girls get real*, p. 17)

4.19 What is real sized?

Aim: To challenge media stereotyping of body image.

Age: 12-14, 14-17 and 18-30

Materials: Butchers paper
Women’s magazines
Scissors
Glue

Time: 30-50 min

Background:

We are constantly surrounded by images of female models in the media who are typically tall, thin and ‘conventionally’ beautiful. How can the media avoid this stereotype?

Directions:

1. Draw an outline round one person’s body and fill it with a collage of women from advertisements. What kind of messages do the ads give you? How do they make you feel? Do you conform to their stereotypes and would you like to look like them? Why do you think advertisers use these methods?
2. Pick a TV or magazine ad you know and imagine that you work for the Realistic Advertising Agency. Your job is to remake the ad to give a more positive and realistic message—rather than the perfect, fantasy world most ad agencies favour. Change the product name if necessary and act out your new, ‘improved’ version.

(Sourced from *Girls get real*, p. 18)

4.20 One size does not fit all

Aim: To discuss variation in clothing sizes and how this makes individuals feel.

Age: 7-9, 9-12, 12-14 and 14-17

Materials: Three clothing items (labelled with name) from each participant—preferably the same type of clothing, i.e. all tops, all pants, all skirts

Time: 20 min

Directions:

1. Work together as a Patrol or Unit.
2. Match up items that are supposedly the same size, i.e. all size 10 t-shirts, all size 12 pants. Compare the differences within each size. Are they all exactly the same size or are there variations—do the hems sit higher/lower; are the sleeves the same length; are they tight-fitting or a loose fit?
3. We are one size (generally at any one time) yet our clothes can vary in size—sometimes up to three sizes depending on the cut, style, material, brand, etc. Discuss how this can make us feel and what we can do to focus on the positives of what we wear. For example, a particular clothing brand has smaller sizes than other brands which means I have to buy a larger size than usual but the colour of the shirt is my absolute favourite colour and it makes me feel really happy—so focus on the colour rather than the size.

4.21 Sizing up the opposition

Aim: To advocate for a more realistic range of clothing sizes.

Age: 14-17 and 18-30

Materials: Pens
Paper
Envelopes
Stamps

Time: open ended

Background:

Despite the fact that the average woman is a size 12 and many girls take a size 14 or above, clothes shops regularly stock only tiny sizes. When they do sell bigger clothes there's often a limited selection or they're totally untrendy. Shops also often don't cater for tall or short women. How can you make them get real about our bodies?

Directions:

1. Investigate which shops in your local area stop at size 14. If they stock only a few size 14's and have no larger sizes ask them why.
2. Write to model agencies, fashion designers, teen mags and local shops asking why they promote such a small size range when it doesn't reflect the way girls really are.

(Sourced from *Girls get real*, p. 20)

4.22 Visit from support organisation

Aim: To learn more about the work of organisations working with body image and eating disorders.

Age: 9-12, 12-14, 14-17 and 18-30

Time: 1 hr

Directions:

Invite someone from The Butterfly Foundation or other support organisation to come and speak at your Unit/group meeting about body image.

4.23 Dove BodyThink Workshop

Aim: To provide an informed and balanced viewpoint about body image.

Age: 9-12 and 12-14

Time: 3 hr

Directions:

1. *Dove BodyThink* is a specially created program for young people, 10-15 years, to help them develop an informed, balanced viewpoint. This includes putting the beauty world in perspective, understanding and dealing with feelings about their physical appearance as well as how 'ideal' images of beauty are created.
2. To participate and reserve your place in a Dove BodyThink Educator Training, visit www.thebutterflyfoundation.org.au and follow the prompts to the Dove BodyThink tab to register for your State, upon which you will receive an eflyer and booking form or call (03) 9822 5771 for more information. Booking is essential to confirm a place at each session.

Better Health Channel website, State Government of Victoria, viewed 19 March 2010, <http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Body_image_issues_for_women?open>

Russell, F & Townsend, J 2005, *Skills for life*, Guides Australia Inc.

Girls get real 1999, Guides Australia and The Body Shop.



Things that stop me sleeping:



Things I could try to help me sleep:



Things that help me sleep:





**Draw a picture of yourself
in the mirror and
then say these words:**

*“Mirror, mirror
on the wall,
who is great
amongst us all?”*

*I am because I'm great
at
and
and I am”*

**Then write or draw
the things you are good at
among the stars.**

☼ EVERY CLOUD HAS A
SILVER LINING

I didn't win. I only came
third in the race. I'm

HOPELESS!

I tried my hardest
and came third. But if
I practised running a bit more
maybe I could do better
next time.



On each dark cloud write
an unhelpful thought.
See if you can reframe these
words as helpful thoughts.
Write helpful thoughts
on the white clouds.





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GIRL GUIDES
AUSTRALIA