



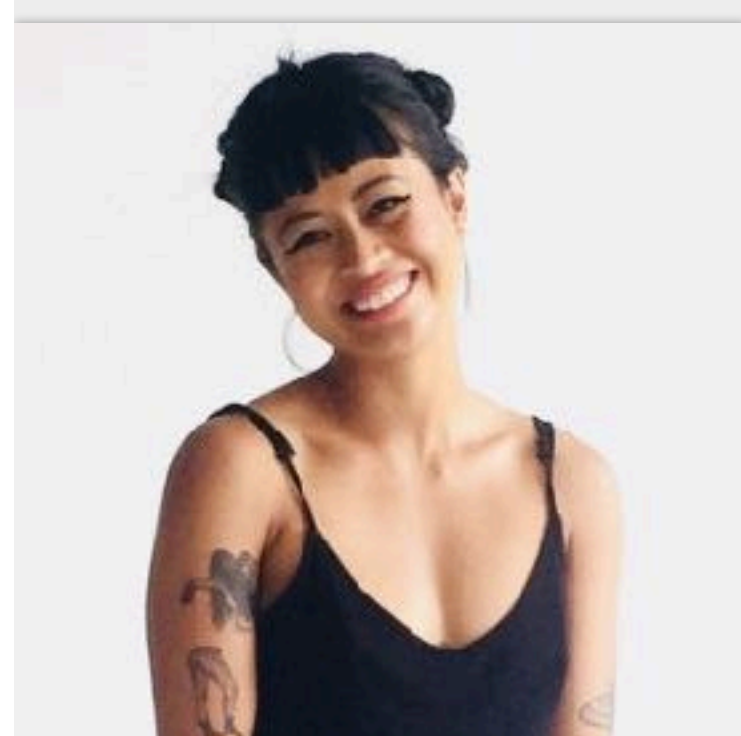
Health Promotion for Girls

Integrating Curriculum on Healthy Eating, Physical Activity, and Substance Use into Girls' Programs



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Webinar Overview

1. The Girls Health and Wellness Project
2. Introducing..... *Take Care Curriculum Guide*

Discussion

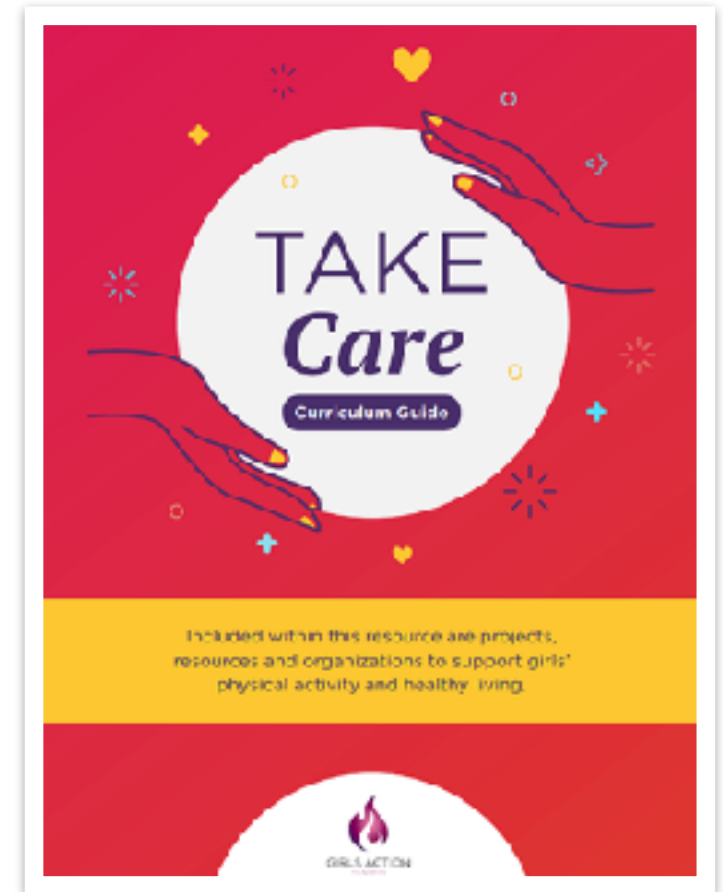
3. Health Promotion and Empowerment: Ideas for Facilitators

Discussion

4. Designing a Health Promotion Program

Discussion

Download the “Take Care” Curriculum Guide
from www.girlsactionfoundation.ca/takecare



About Us

Girls Action Foundation

<http://girlsactionfoundation.ca>

Founded in 1995, Girls Action Foundation is a non-profit organization that believes in the power of girls as agents of social change. GAF provides spaces for girls to speak out, build skills and create action on issues that are important and real to them. It provides training and support to girls' programs across Canada to address topics such as violence prevention, health promotion, media literacy, and leadership.



Centre of Excellence for Women's Health

<http://bccewh.bc.ca>

The Centre of Excellence for Women's Health conducts multidisciplinary and action-oriented research on girls' and women's health, with particular attention to research that will improve the health status of girls and women who face health inequities due to socioeconomic status, race, culture, age, sexual orientation, geography, disability and/or addiction. CEWH is hosted by BC Women's Hospital + Health Centre, an agency of the Provincial Health Services Authority.





1. The Girls Health and Wellness Project

The Girls Health and Wellness Project



Promising Practices in Health Promotion for Girls and Young Women
(Centre of Excellence for Women's Health, 2012)

- In 2015 Girls Action Foundation launched a multi-year Girls' Health and Wellness Project
- Funded by the Public Health Agency of Canada (PHAC).



Public Health
Agency of Canada

Agence de la santé
publique du Canada

- The project aimed to positively affect the health of girls participating in gender-specific programs across Canada by developing, testing and disseminating information and resources informed by gender-based analysis and best practices in youth health promotion and girls' programming.



An Empowerment Model for Health Promotion

- The Girls Health and Wellness Project uses a girls' empowerment model for health promotion
- An empowerment model builds on and extends effective practices in **promoting healthy living while also addressing the social and political issues that their girls face**

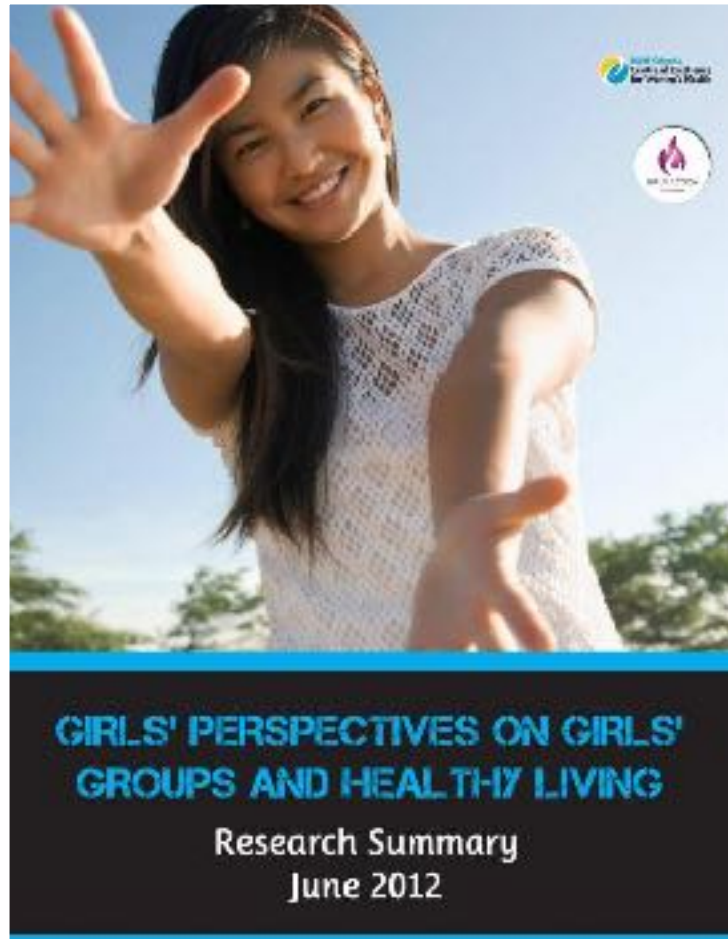


Empowerment and Healthy Living

- A girls' empowerment model emphasizes:
 - Skill-building
 - Strengthening of social connections
 - Providing girls with opportunities to learn about issues that are relevant to them
- In this way, girls can put the tools they acquire into practice with the support of others.
- This recognizes the social determinants of health and the systemic issues that girls may be facing



Girls' Groups as Spaces for Health Promotion



Foundational research by Girls Action Foundation and the Centre of Excellence for Women's Health (2012)

Girls reported that participating in girl-specific programs:

- ✓ Increased their self-respect and self-acceptance, helped them overcome shyness, and gave them the confidence to resist peer-pressure
- ✓ Enabled them to freely share what they were experiencing as girls, create bonds with other girls, and experience a sense of empowerment with being a girl.
- ✓ Provided them with the experience of having a safe and confidential space to share their experiences with other girls
- ✓ Gave them the opportunity to learn new coping and decision-making skills and to learn about tools and resources available to them



HEALTH PROMOTION FOR GIRLS: GENDER TRANSFORMATIVE APPROACHES

webinar



PRESENTED BY
GIRLS ACTION
FOUNDATION

JUNE 18, 2018
MONDAY

10AM PST
1PM EST

JOIN US ONLINE FOR THIS INFORMATIVE 1 HOUR WEBINAR

Webinar #1 – June 2018

Health Promotion for Girls: Gender Transformative & Other Promising Practices for Facilitators of Girls' Groups

- “Why girl-specific health promotion?”
- “How do we do girl-specific health promotion?”
- Principles for practice: harm reduction, cultural safety, trauma-informed, gender-transformative

Webinar slides and audio available at
www.bccewh.bc.ca



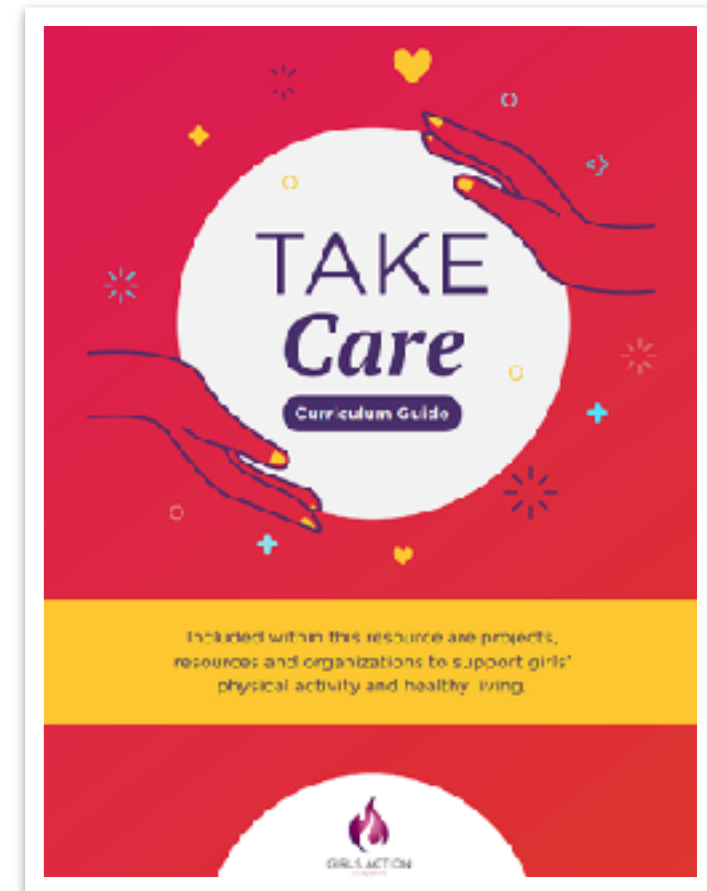


2. Introducing...Take Care Curriculum Guide

Take Care Curriculum Guide

- Developed in collaboration with partners in six communities in Nova Scotia, British Columbia, Ontario, and Quebec, and a national advisory committee of diverse stakeholders and knowledge experts
- Created to enable organizations and communities to promote girls' health through girls' empowerment groups
- The guide was piloted in Learning Labs in six communities across Canada in 2016-2017

A summary of findings from the Learning Labs will be available in late September 2018 on the Girls Action Foundation website



Who is the **Take Care** curriculum guide for?

- Target audience:
girls and young
women ages 10-18
- Curriculum focuses
on three areas of
healthy living:
 1. Healthy eating
 2. Physical activity
 3. Substance use



How to Use the Guide

- ✓ Standalone girls' program
- ✓ Independent workshops
- ✓ Incorporate into curriculum you are already using

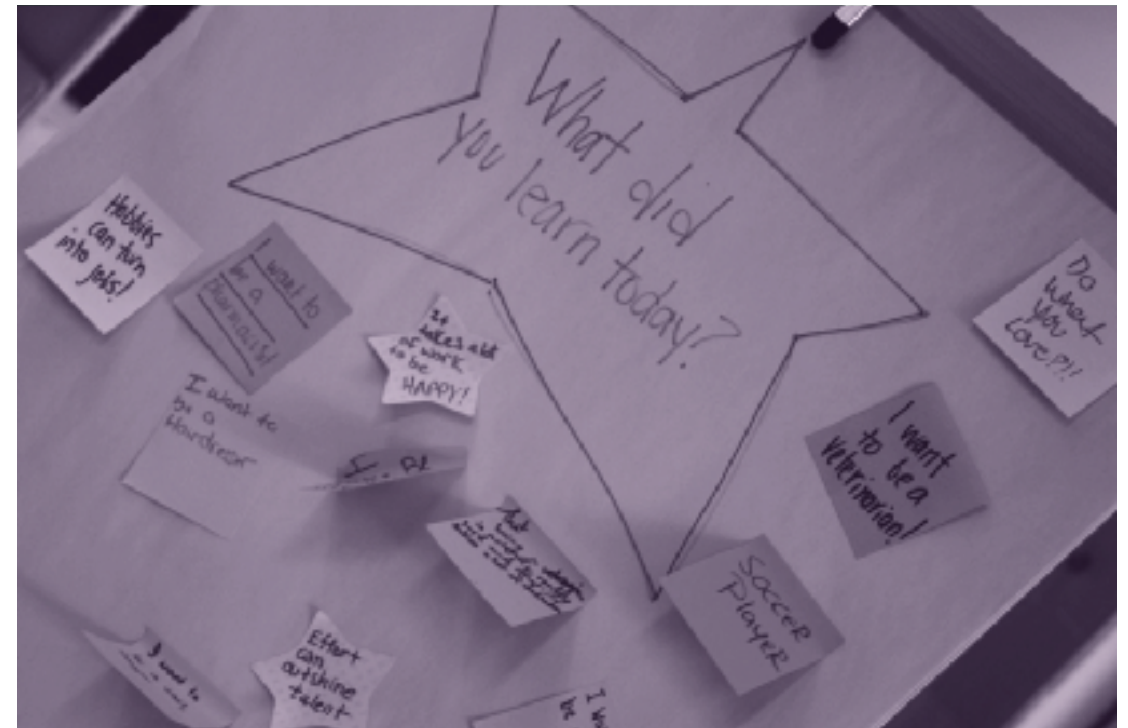
The activities in the **Take Care Guide** can be used as inspirational templates or adapted to the specific needs of your girls' group, the age of your participants, and their current level of knowledge and skills.



Organization of the Guide

Four Sections:

- A. Energizers and Introductions**
- B. Food Matters (Better Nutrition)**
- C. Moving Together, Thriving Together (Increased Physical Activity)**
- D. Core Values: Body Image, Critical Thinking and Agency Building (Reduced Tobacco and Alcohol Use)**



Part A



Energizers and Introductory Suggestions

ACTIVITIES

Group Agreement: Participants to collectively develop group guidelines.

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

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

Sharing Quotations: Participants share inspirational quotations with the group.

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



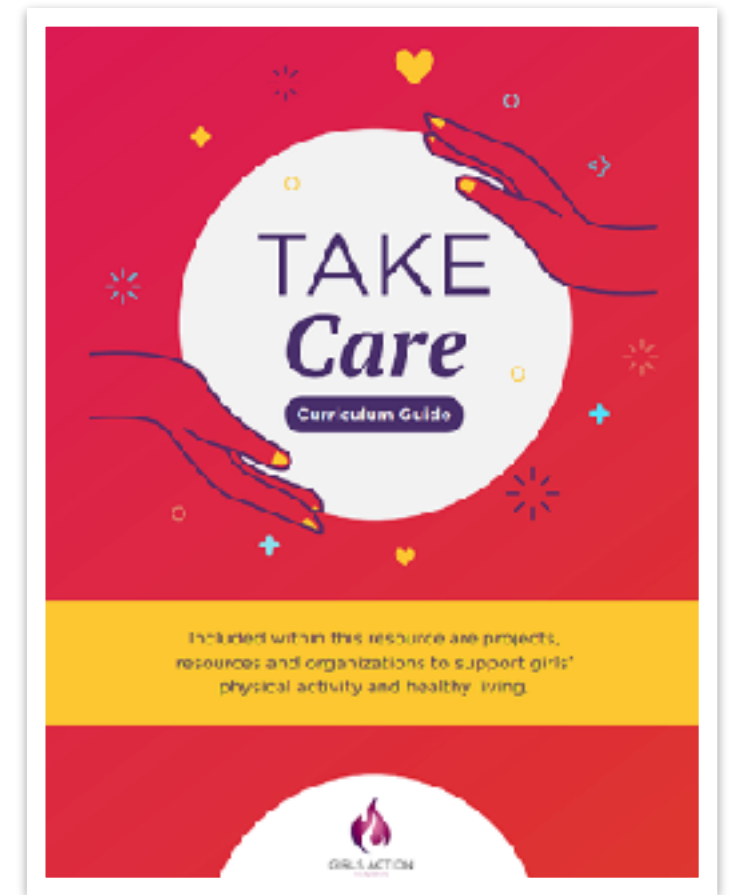
Example Activity: Body Scan

A breathing, mindfulness, and centering exercise

In Practice

- Can use as a way of starting or ending a session as it can help girls focus on the upcoming session or prepare for the rest of their day
- As mindfulness is a skill that requires practice, you can repeat this activity multiple times over the course of the program if girls find it helpful
- Can put on some relaxing instrumental music
- Can be done while sitting on a chair

Body Scan, p. 31-33



Example Activity: Body Scan

In Practice

- Protect the space by preventing interruptions (walk-ins) and observers
- Be aware of possible trauma triggers such as asking girls to close their eyes or turning off the lights – provide girls with options (e.g., “If you like, you can close your eyes....”) and tell girls what you’re doing before you do it (“As we begin this exercise, I’m going to walk to the end of the room and turn off the lights for this exercise”).
- Debrief:
 - Ask the participants how they felt before, during and after the body scan.
 - Ask participants what they thought of the activity.
 - Ask the participants if they can integrate an activity like this one into their lives.

Body Scan Script⁴

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

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

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

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

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

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

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



Part B



Food Matters:
Better Nutrition

ACTIVITIES

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

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

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

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

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



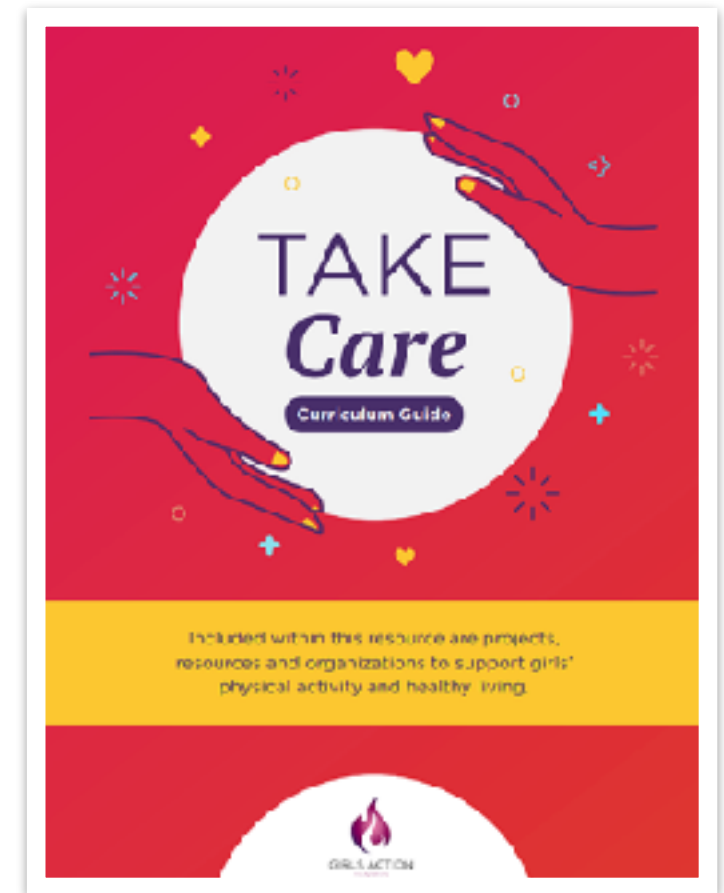
Example Activity: The Stories Our Food Tells Us

A collage of images or drawings of foodstuff that girls associate with their town/family/culture/history.

In Practice

- Be mindful of the language you use when talking about healthy eating. Expressions like “right choices” and “eating right” do not take into consideration socio-economic factors that affect food accessibility (e.g., poverty) and can create feelings of guilt and shame for some girls
- Some facilitators find it helpful to explain the difference between “everyday” foods and “sometimes” foods. Role-model eating “sometimes” foods in moderation, without talking about being bad or feeling guilty. Also avoid labels such as “good/bad,” “toxic/clean,” and “junk/healthy food”

The Stories Our Food Tells Us,
p. 43-44



Example Activity: The Stories Our Food Tells Us

In Practice

- Younger girls may find it easier to discuss food in the context of their family, e.g., foods associated with birthdays and celebrations or food from their cultural background
- With older girls, you can explore foods that make them feel strong or nourished or loved
- Remember that everyone has culture (i.e., do not only ask girls from Indigenous/racialized backgrounds about their relationship with culture and food).
- Images of “healthy food” are often foods from European traditions (e.g., salads, wraps, smoothies). Discuss healthy foods in a range of cultural traditions.
- This activity could also evolve into a larger cookbook project that includes family or community recipes, health information, art work, or quotes to inspire body positivity



Part C



Moving Together, Thriving Together:
Increased Physical Activity

ACTIVITIES

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

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

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

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



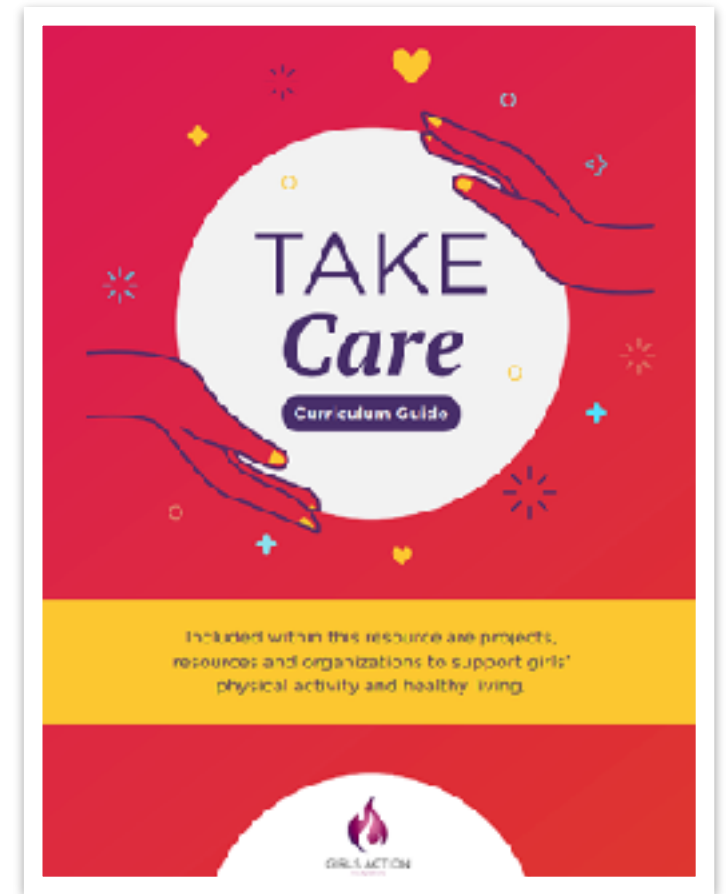
Example Activity: Let's Get Real With It

Scrapbooking activity using images of women in sports in the media. This can be done using the internet or traditional media like magazines and newspapers.

In Practice

- Can use examples from social media (depending on the age group)
- Can include images from advertising, major sporting events like the Olympics, local news coverage, TV shows, YA fiction, etc.
- Ensure you have images from a wide range of sports such as field hockey (a female dominated sport), soccer (popular for girls and boys), and boxing or skateboarding (non-traditional sports for girls)
- Debrief:
 - What similarities do you notice? Differences?
 - Are men represented in the same way? Why or why not?
 - Would you make any changes? Why do you think women are represented this way?

Let's Get Real With It,
p. 61-62



Example Activity: Let's Get Real With It

In Practice

- This activity can be used to discuss how gender intersects with class, race, heterosexism, and other forms of oppression
- Topics of discussion can be expanded to include:
 - How advertising often co-opts messages of empowerment and liberation
 - How health and wellness is associated with middle class lifestyles
 - How Indigenous/racialized women and poor women are rarely represented as engaging in healthy living
- Barriers to participation in sport can also be explored through a discussion of access to resources, knowledge, and power



Part D



Core Values:

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

ACTIVITIES

Tobacco Advertising: Participants create a response to Tobacco advertising

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

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

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

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

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



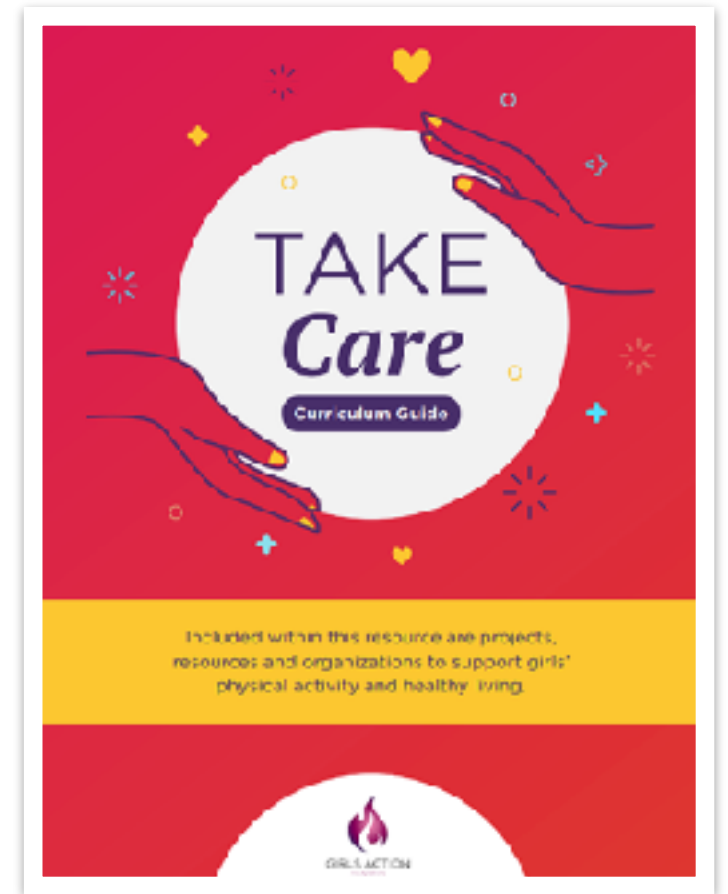
Example Activity: It's My Life Journal

An individual journaling activity followed by a small and large group discussion about alcohol and relationships

In Practice

- Can use a video or online resource to stimulate reflection or an event that has affected the community
- In group discussions, be careful not to incite self-disclosure and encourage participants to speak in general terms rather than personal stories (unless they volunteer)
- Debrief in large group:
 - Would anyone like to share examples of conflicts that can happen in a relationship (with a friend, partner, parent, etc.) when you drink too much?
 - Would anyone like to share an example of a time they chose not to drink and why?
 - Would anyone like to share how they relate to friends about drinking?

It's My Life Journal,
p. 79-81



Example Activity: It's My Life Journal

In Practice

- Be prepared to share resources with girls who might be interested in support, e.g., counselling, social worker, online information
- For girls who are already drinking themselves (the average age for girls to have their first drink is 13 years old), help them think about their relationship with alcohol
 - What are the pros and cons of alcohol and other substance use?
 - Are they interested in changing their alcohol use, e.g., drinking less or only drinking in certain circumstances?
 - How does alcohol relate to other issues in their life, e.g., mental wellness, relationships with friends, staying safe?

SECTION 9 CORE VALUES: BODY IMAGE, CREATIVITY, THINKING, AND AGENCY BUILDING (REDUCED TOBACCO AND ALCOHOL USE)

It's My Life Journal Page on Alcohol

Title: Alcohol

When I think about someone I know abusing alcohol, it makes me feel _____

Because _____

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


Because _____

If someone offered me an alcoholic drink, I would say _____ Because _____

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

Because _____

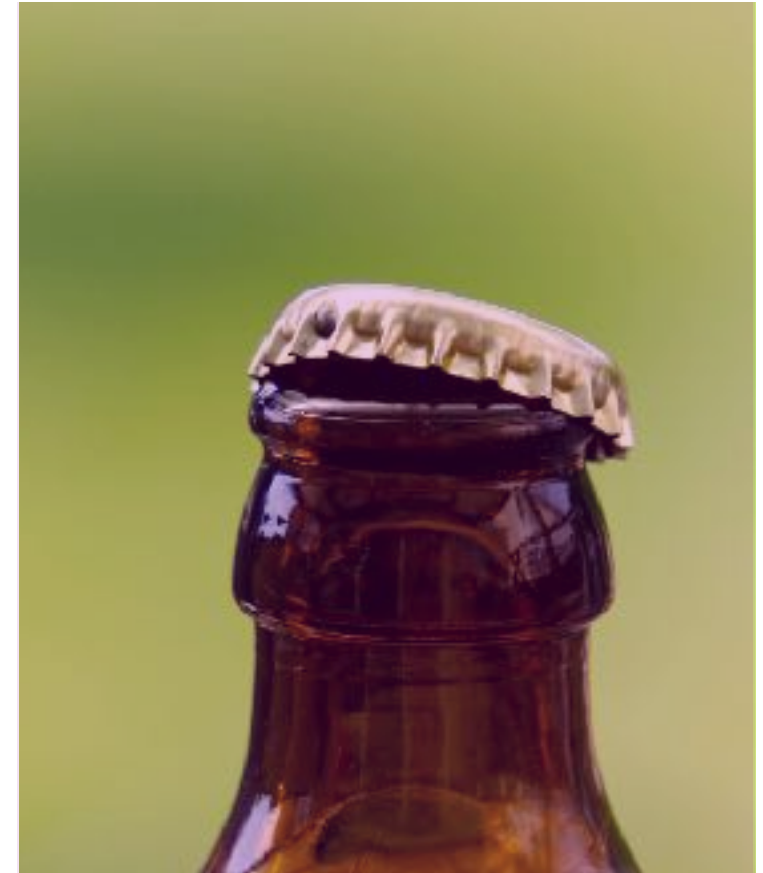
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Example Activity: It's My Life Journal

In Practice

- Help girls develop knowledge and skills relevant to their lives, e.g.,
 - How to manage stress (alternatives to substance use)
 - What the short- and long-term health effects of alcohol and other substance use are (e.g., link between breast cancer and alcohol)
 - Skills for talking to parents about substance use
 - Recognizing warning signs of alcohol poisoning and how to get help
 - Moderate or safer practices (e.g., not drinking on an empty stomach)



Discussion



3. Health Promotion and Empowerment: Ideas for Facilitators

Ideas for Facilitating Discussion



- To facilitate a good discussion, you need to have a hot topic, ask good questions, and give participants lots of time to think – especially if it's a complex or personal topic.
- Sometimes it helps participants (particularly the quiet ones) to have time to reflect or time to share with another person before asking them to share in a group.
- Try to use a combination of techniques. When you do, you may find that more people may participate actively in discussions more often.

For more facilitation ideas, download the **Amplify manual** from www.girlsactionfoundation.ca



Different Approaches to Facilitating Discussion

1. **Individual** – Journaling with reflection questions or art activities (e.g., poem, drawing pictures)
2. **Partner Sharing** – Ask participants to discuss a question in groups of two and report back what they are comfortable to share with the group afterwards.
3. **Group** - Include “go-arounds.” These are a great way to give everyone the opportunity to contribute to the discussion. Make sure to remind everyone that they can “pass” if they choose to. A few ways to facilitate a “go around” include:
 - Each person shares one descriptive word or sentence about the activity or experience.
 - One person begins to retell what happened during the activity or experience and anyone can interrupt if they think of something to add to the sequence of how the activity or experience unfolded.
 - Each person in the group completes a sentence, such as, “It makes me happy when...” or “My favourite part of tonight was...”



Asking Questions to Promote Critical Thinking

- Using questions to intercept or interrupt informal conversation is a simple way to make the most of any moment and to promote critical thinking.
- Everyone makes all kinds of assumptions in order to arrive at opinions of how things are, what is important, and how things “should be.” Key questions to encourage critical thinking could include:
 - **Why?**
 - **Where did you learn that?**
 - **When did you first think that?**
- Reframe discussions to raise awareness about predominant assumptions. For example, asking: “How does alcohol and other substance use affect our mood?” could be helpful to reframe discussions about substance use to consider mental wellness as well as acknowledge that substance use can be enjoyable (and isn’t always ‘bad’)



Healthy Living Conversation Starters

Healthy Eating is a Girls' Issue!

Empowering approaches to health promotion challenge gender stereotypes, encourage critical thinking, teach new skills, and provide girls with the knowledge and resources they need to make healthy changes in their lives. Facilitators of girls' programs can create safe spaces to discuss how healthy eating is connected to family, culture, body image, media pressures, and more! Start a conversation:

| | | |
|---|---|---|
| SOCIAL MEDIA Do you think social media affects how we view nutrition? What kind of messages do we get and how do they affect our relationship with food (good and bad)? | ENVIRONMENT What are the effects of the environment? Vegans, vegetarians and omnivores: what are the pros and cons? How does the environment affect food production and climate change and healthy eating? | LISTEN TO YOUR BODY What does healthy eating look like to you? What foods energize you? What time of day should you eat a big meal? What does it feel like when you're full? What foods are comforting and why? |
| WHO COOKS? Who's responsible for grocery shopping and cooking at your home? Does gender affect what and how we learn to cook? Who is already more male/sexy/celebrity chefs? What needs to change? |  | CULTURE How does culture affect our views about "healthy food"? How does our cultural tradition or identity affect our food choices? What are the connections between food and family and community? |
| COST OF FOOD Does healthy food cost more? Where do we get our food and how does it affect what we eat? How can we advocate for more affordable food sources for everyone? Where is food available in our community? | Facilitator's Tip: Language Matters Be mindful of the language you use when talking about healthy eating. Expressions like "right choices" and "eating right" do not take into consideration socioeconomic factors that affect food accessibility (e.g., poverty) and can create feelings of guilt and shame for some girls. Some foodstuffs that are hard to find in certain cultures are sometimes labeled "exotic" foods and "sometimes" foods. Role-model eating "sometimes" foods in moderation without talking about being bad or feeling guilty. Also avoid labels such as "good/bad," "toxic/clean," and "junk/healthy food." | |

Physical Activity is a Girls' Issue!

Empowering approaches to health promotion challenge gender stereotypes, encourage critical thinking, teach new skills, and provide girls with the knowledge and resources they need to make healthy changes in their lives. Facilitators of girls' programs can create safe spaces to discuss how physical activity is connected to play, community, culture, body image, media pressures, and more! Start a conversation:

| | | |
|--|--|---|
| AWESOME WOMEN Which women athletes inspire you? Why do you think they're successful? What challenges have they overcome? | STRESS Does going to a new dance class help you deal with stress? How about spending time outdoors? How do the learners feel about physical activity and mental wellness? | GETTING MESST Does worrying about getting sweaty or messing up your hair or make-up prevent you from being more physically active? In what other ways do concerns about our body prevent us from doing the things we love? |
| JOYFUL MOVEMENT What physical activities are fun? Dancing? Swimming? Hula hooping? How can we find more joyful ways of moving our bodies and worry less about competition and what we look like? | MOTIVATION Why is it important to be physically active? Sometimes we can get focused on meeting health guidelines or being weight or being more attractive. What other reasons are there? Fun? Spending time with friends? Learning a new skill? Getting outside? | GIRLS CAN What are the messages we hear from family, friends, teachers, media about girls and physical activity? Why are some sports for girls and others for boys? Why are girls less active than boys? What can we do to change things? |
| DISCRIMINATION Have you ever experienced racism, sexism, homophobia or other forms of discrimination while playing sports? Did this stop you from participating in sports afterwards? | Facilitator's Tip: Work to Overcome Barriers Lack of skill, lack of access to community facilities, and transportation challenges are just a few of the barriers to girls participating in sports and other physical activity. There are also some barriers that disproportionately affect girls such as neighborhood safety. Help girls to find ways to overcome these barriers and advocate to reduce these barriers in the community (e.g., more street lighting without safety for walking and cycling). | |

Substance Use is a Girls' Issue!

Empowering approaches to health promotion challenge gender stereotypes, encourage critical thinking, teach new skills, and provide girls with the knowledge and resources they need to make healthy changes in their lives. Facilitators of girls' programs can create safe spaces to discuss how substance use is connected to family, culture, mental wellness, healthy relationships, and more! Start a conversation:

| | | |
|--|--|--|
| MENTAL WELLNESS How does alcohol and/or other substance use affect our mood? What are some other ways we can learn to cope with stress and difficult things in our life? | PERSONAL VALUES Help girls reflect: What do I use alcohol and other substances? When I'm stressed? Tired? Sad? How do I know my limit? Do I feel comfortable telling friends that I might not feel like drinking or using? | WEIGHT CONCERNS Have you ever exercised all day or not eaten before going out drinking because you were worried about calories? Do you want to quit smoking but are worried about gaining weight? How can we learn more about these concerns? |
| SEXUAL ASSAULT How can we keep ourselves and our friends safer when drinking? Drinking heavily in some situations can make some girls more vulnerable to having an unwanted sexual encounter. This is NEVER your fault. | HEALTH KNOWLEDGE What do you already know about the health effects of drinking and other substance use? How does drinking affect women differently (e.g., higher risk of breast cancer, alcohol use in pregnancy)? How can we balance what we know with what we do? | HELPING FRIENDS Before going out, can we help each other figure out our limits and what to do if we're in trouble? Have you ever been in a situation where a friend passed out or was in trouble? What can we do to help in these circumstances? |
| IN THE MEDIA How is substance use portrayed in the media? Are there unrealistic expectations for women compared to men? How are girls who drink shown versus girls who don't drink? Which drugs are acceptable and which aren't? | Facilitator's Tip: Prevention vs. Harm Reduction It's important to consider the age, cultural background, and the realities or girls' experiences when talking about substance use. For girls who are not using alcohol or other substances, activities might focus on exploring personal values about substance use and practicing refusal skills. For girls who are already using substances, a harm reduction approach may help keep girls engaged in programming and make positive steps towards change (e.g., cutting back or quitting substance use, staying safe while drinking). | |

Download the Healthy Living Conversation Starters from www.bccewh.bc.ca





The Spiral Model

The spiral model provides guiding principles for facilitation (there is no need to follow the exact order, rather consider each principle during programming)



Identifying Patterns: Connecting to the Social Determinants of Health

Social determinants of health are the social and economic factors within the determinants of health. For example:

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

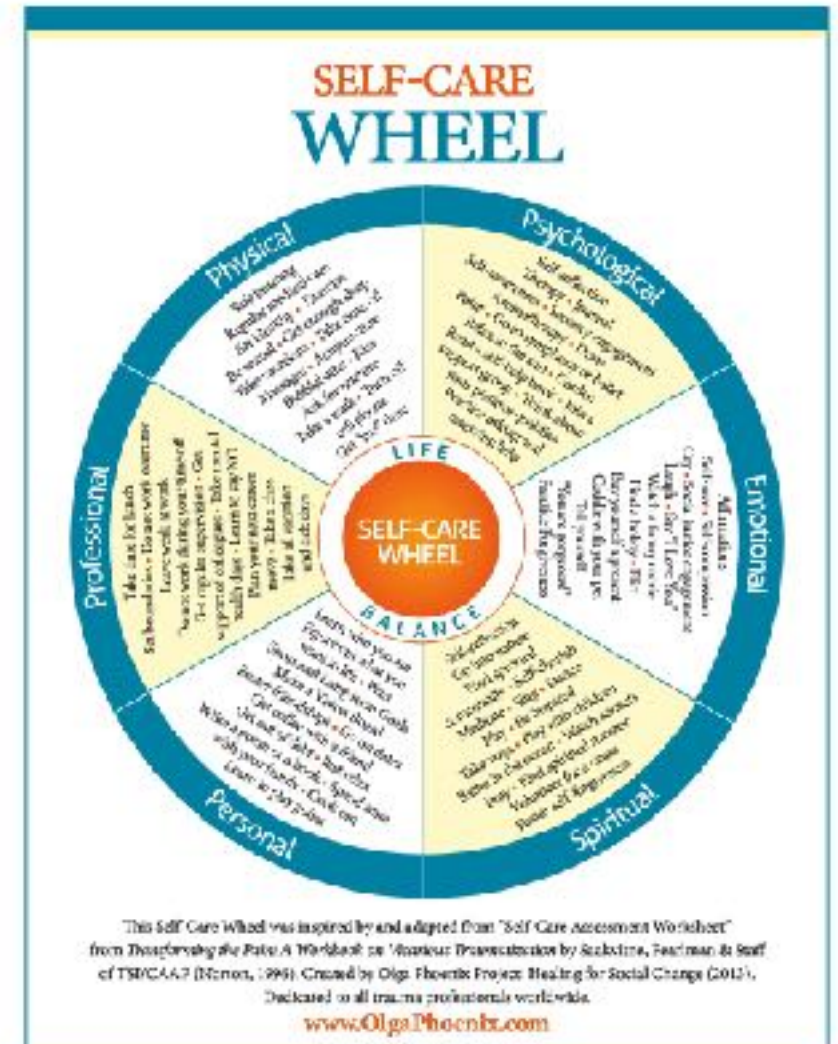
(For more on social determinants of health, see the Take Care manual, p. 14)

Discussing the social determinants of health can help girls understand how their health is shaped by social, cultural, and economic factors.



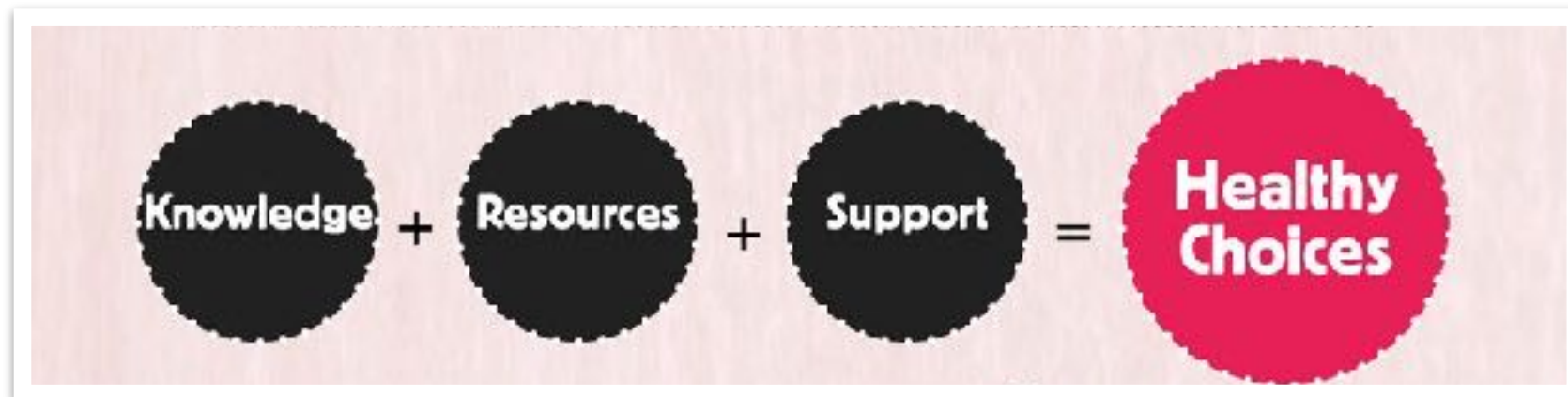
Adding New Information: Knowledge Building

- “Adding New Information” is the portion of the spiral where you seek out new information as a group and start to answer the questions that have arisen during programming
- **The key is that this need for information originates from the girls.** Whatever knowledge building you do together will therefore relate to where the girls are at and not from your desire to “teach” them something.
- Knowledge can come in the form of handouts, online information, other girls’ experiences, and invited guests



Taking Action: Empowering Girls to Make Change

- You can help girls to apply what they've learned in the real world
- Action can take many forms. It can be personal, community-based or structural (government laws or organizational policies).
 - Actions can be taken within girls' groups to build girls' capacity and raise awareness
 - Actions can be taken outside the group to build community
 - Girls and young women can self-organize as action
 - Girls and young women can take action to influence structural change

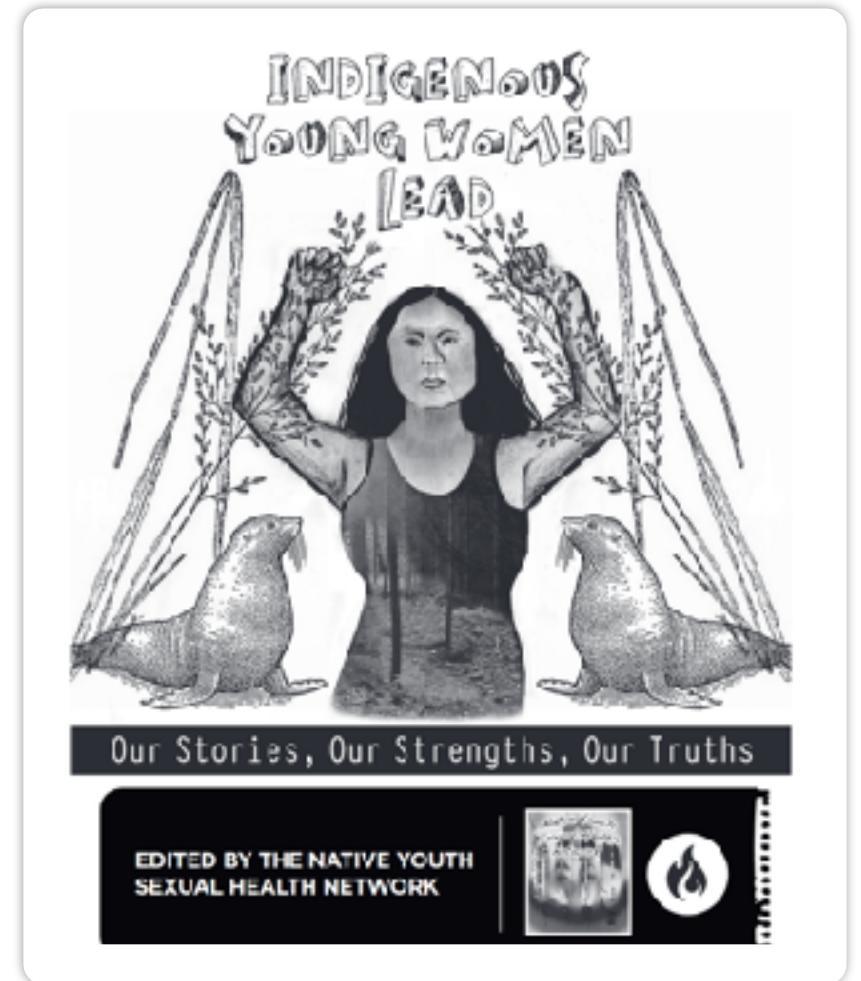


Ideas for Taking Action

Here are a few examples of how you can take action with your girls group:

- Encourage writing by making 'zines with the girls' stories and poetry; create pamphlets, websites or blogs about health issues that are important to girls
- Help girls learn how to do research about health issues. They might be interested in sharing what they learn with others or to inform policy changes in their community
- Organize a workshop on a topic that girls choose

Download this 'zine from
www.girlsactionfoundation.ca



Ideas for Taking Action



- Organize a “day of action”, e.g., International No Diet Day (May 6), International No Tobacco Day (May 31)
- Arrange for an inspiring person to speak at your girls group and invite people to join
- Internet Activism – use social media and other online platforms to spread awareness and promote advocacy to bring about social change
- Do a community visit to an organization that is working to improve health, e.g., a food bank, a health collective, a community centre open house



Discussion



4. Designing a Health Promotion Program

Involve girls in program planning and delivery

- Research has shown that programs that are “girl-driven” or that provide opportunities for girls to participate in developing or implementing activities are more successful.
- You can ask girls’ about their interests and priorities through a formal brainstorming activity or informally at the end of a session.
- Ask them for ideas about topics, skills they would like to learn, and guests they would like to invite to a session.
- Involving girls in this way helps to make program more relevant and increases feelings of safety and mutual respect.



Adapt existing successful programming

- Health issues intersect with many other issues that girls are facing in their lives, including gender identity, body positivity, self-esteem, mental wellness, and safety in relationships. Connect health to issues that are pressing for girls.
- If you've had success with particular activities in previous programming, adapt them to include a health focus.

E.g.,

- A workshop on the influence of the media could examine the portrayal of women smoking and drinking
- An activity on making healthy food choices could be connected to a community mapping exercise or the influence of living in an urban or rural environment on food availability
- A workshop on physical activity or smoking could explore family influences on girls' ability to make changes to their health and help promote critical thinking about personal responsibility for health

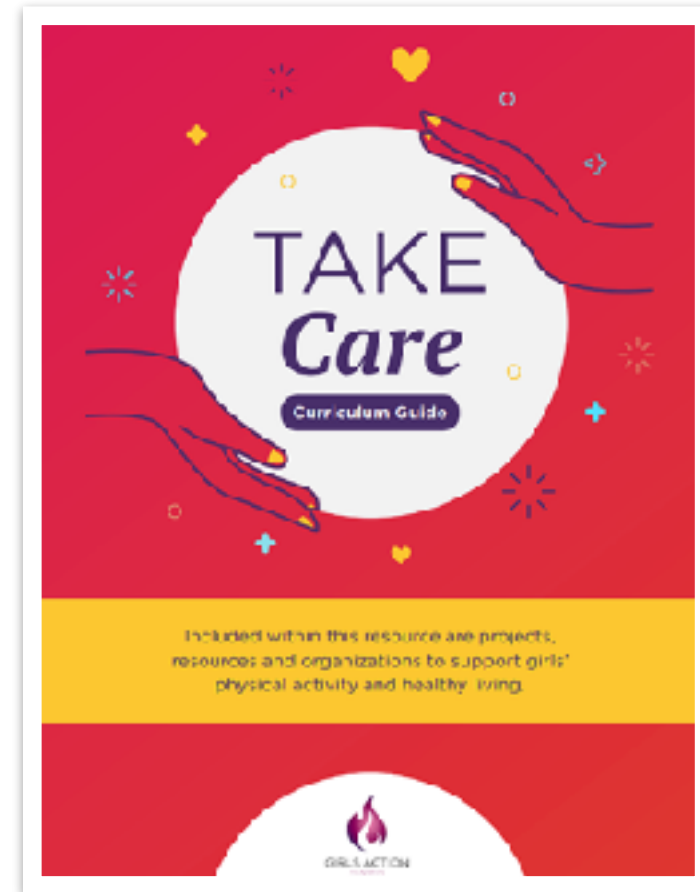


Integrate health across topics and activities

- Health issues can be incorporated into diverse topics and activities.
- Use multiple formats to explore health issues, including discussion sessions, media activities, journaling, peer mentoring, arts and crafts, physical activity and field trips.
- Focus on activities that help girls to build skills or reflect critically on issues in their lives rather than solely focusing on sharing health information.



Build Your Own Program



Amplify Toolkit

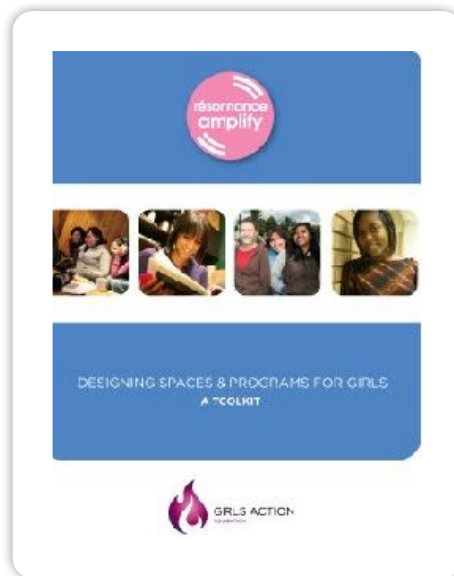
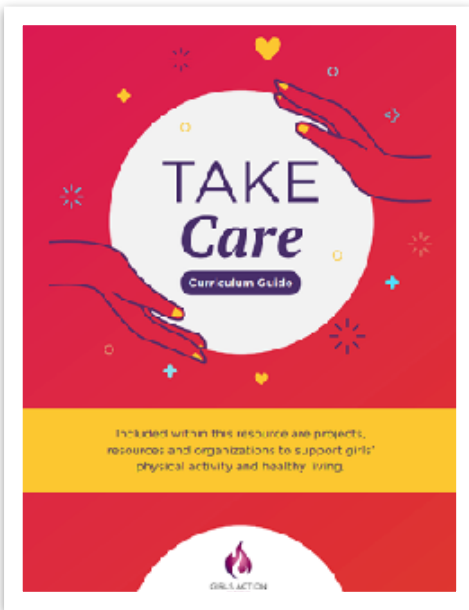


The Toolkit is comprised of a “how-to” Manual and a Workshop Guide.

- The Manual provides a comprehensive look at how to organize and facilitate girls’ programs (including example forms, templates, and information sheets)
- The Workshop Guide is a collection of over 50 activities from girls’ programmers across the country.

Download the Amplify Toolkit: Designing spaces and programs for girls from <http://www.girlsactionfoundation.ca>





List of Workshops from *Take Care*

| Healthy Eating | Physical Activity | Substance Use |
|---|---|---|
| Food Mapping The Stories our Food Tells Us We Label Nutrition Game What's Up with Food? | When the Music Stops Where Are the Cool Spots? My Story With Sports Let's Get Real With It | Tobacco Advertising I Can Overcome Graffiti Wall It's My Life Journal What Media, Why Media? My Body Is Mine and I Will Love It |

List of Health-related Workshops from *Amplify Toolkit*

| Body Image and Self-Esteem | Healthy Relationships | Safer Sex | Sexuality and Gender Identity |
|---|--|--|--|
| Compliment Circle Reflecting Body Image Self-Esteem Supports Creating a "Me" Quilt Girls in Magazines Beauty Masks | My Rights....My Relationship Relating in a Relationship Expression Without Words Healthy vs. Unhealthy Relationships Friendships Interviewing New Moms Naming Conflict | Safer Sex Telephone Game Voice Game a.k.a. "The Yelling Vagina Game" My Body, My Choice Sexy Fill-in-the-Blanks | Exploring the Bermuda Triangle: A Word Game! Gender Stereotyping Questioning Sexuality Transgender, Transexual Issues, and Gender Identity What We Hear, What We Think: Looking at Messages in Pop Music |



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