

# Grow Strong Teen

*A Healthy Living Program Kit*



Grow Strong was made possible by a generous grant from CareFirst BlueCross BlueShield.



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# Table of Contents

<b>Overview of Program</b>	<b>p. 2</b>
<b>General Information</b>	<b>p. 3</b>
<b>Outline of Themes</b>	<b>p. 4</b>
<b>Kit Contents</b>	<b>p. 4</b>
• <b>Nutrition 101</b>	<b>p. 5</b>
• <b>Stress Less</b>	<b>p. 7</b>
• <b>Healthy Habits</b>	<b>p. 9</b>
• <b>Bone Savvy</b>	<b>p. 11</b>
• <b>Advertisement Attack</b>	<b>p. 13</b>
<b>Holistic Health - Reflection</b>	<b>p. 15</b>
<b>Facilitator Evaluation</b>	<b>p. 16</b>

# Overview of Program

In a culture where girls mature in a sedentary environment of fast food restaurants and 24/7 television - a culture where eating disorders, low self-esteem and poor nutrition choices are all too common - how do we encourage girls to “grow strong?”

The Grow Strong program provides resources and activities that instill in girls the habits that will influence their emotional and physical health for the rest of their lives. Grow Strong was made possible by a generous grant from CareFirst BlueCross BlueShield. Kits are available for all volunteers to borrow for troop meetings or events.

## **JUST FOR TEENS!**

This program kit and activity guide was adapted from the original Grow Strong guide for Girl Scout Brownies and Juniors. Although the five health topics covered are the same, activities and specific issues have been tailored to meet the needs and interests of adolescent girls.

Grow Strong Teen provides the resources to help teen girls **Discover, Connect and Take Action** to improve their own health and make their world a healthier place.

- Teen girls will *discover* the elements of a healthy lifestyle and develop critical thinking skills to make healthy life choices.
- They will develop healthy relationships as they *connect* with their peers and caring adult leaders through engaging and interactive activities.
- Girls will *take action* with their new health knowledge as they develop resources that educate and inspire others to act.

Thank you for helping girls Grow Strong!

Complete a kit request form at [www.gscnc.org/kits.html](http://www.gscnc.org/kits.html). For more information, email [programkits@gscnc.org](mailto:programkits@gscnc.org) or call (202) 237-1670 or (800) 523-7898, ext. 310.

# General Information

## **Program Level**

The activities in this guide are most appropriate for Girl Scout Cadettes, Seniors and Ambassadors. A few of the activities are divided into age-appropriate activities - Cadettes vs. Seniors/Ambassadors - and are clearly labeled as such.

## **Program Kit**

There is only one kit for the Teen Grow Strong program (the Brownie and Junior Grow Strong program has three kit options). Most materials necessary to complete these activities are found in this kit. Some additional exploration can be completed by the girls. This kit can be used at troop meetings or by individuals, and can also be adapted into stations for larger events.

## **Patches**

Girls who complete the activities in all five themes will earn a Grow Strong participation patch. If they complete the Holistic Health Reflection/Take Action portion, they will also earn the Advocate for Health patch, which can be purchased in the Council shop.

## **Evaluations**

In the back of this book you will find evaluations for girls and facilitators. Please photocopy these pages and take the time to have girls and/or adults complete them. This feedback is helpful as we work to improve the program and report the program's impact to funders. Completed evaluations may be mailed to:

**Program Department, Girl Scout Council of the Nation's Capital, 4301 Connecticut Avenue NW, Washington DC 20008.**

You can also complete the online version of the evaluation at [www.gscnc.org/growstrong.html](http://www.gscnc.org/growstrong.html)

## **Booklet Details**

All of the handouts and worksheets referenced in the booklet can be found in the kit. Please make photocopies of the worksheets before completing. Some activities also offer Extension activities, which may be done (but are not required) to help girls extend their learning beyond the activity. The following symbol signifies Extension activities:



### **Materials Needed**

The bullets located beside the materials represent the following:

- ☐ Item can be found in kit
- Item must be provided by leader

# Outline of Themes

*\*Most of the activities in each theme can be done in a 45 min - one hour period. Some have Take Action and/or field trip elements that may take a little longer.*

## **Theme One – Nutrition 101**

*Fact-Checking Your Nutrition; Nutri-Action*

## **Theme Two – Stress Less**

*Don't Mess With Stress; Stress Busters; Juggling Schedules*

## **Theme Three – Healthy Habits**

*Ready, Set, ACTION; The REAL DEAL Diet*

## **Theme Four – Bone Savvy**

*Calcium Crunch; Rich Recipes; Bear Your Weight*

## **Theme Five – Advertisement Attack**

*Magazine Literacy; Beauty My Way*

# Kit Contents

*\*Some kit items have C or S/A by them – this indicates that the item is for a Cadettes (C) only activity or a Seniors and Ambassadors (S/A) only activity.*

## **Theme One – Nutrition 101**

- Food Pyramid Poster
- Food Pyramid Worksheet
- Nutrition Facts Labels
- Recipe Books
- Menu Planner Worksheet
- Cafeteria Checklist
- Scavenger Health Hunt Worksheet

## **Theme Two – Stress Less**

- Don't Mess With Stress Quiz
- Stress Less Tip Sheet
- Journal List o' Questions Sheet
- Music Therapy CDs
- Play Therapy Props
- Balance Scale (C)
- Colored Weights (C)
- Schedule Map Sheet (S/A)
- Schedule Color Code Sheet (S/A)

## **Theme Three – Healthy Habits**

- Activity Cards and Answer Sheet
- 10 Minute Work Out Plans
- Work Out Plan Worksheet
- Portion Bingo Pieces (C)
- Measuring Cups (S/A)
- Portion Distortion Tablet
- Eating Disorder Symptom Cards

## **Theme Four – Bone Savvy**

- Calcium Chart
- Calcium Collector Game (C)
- Calcium Nutrition Fact Labels (S/A)
- Calcium Daily Guide Worksheet
- Calcium Recipes Folder
- Weight Bearing Activities List

## **Theme Five – Advertisement Attack**

- Beauty Magazines
- Image Folder
- Celebrity Folder
- Body Activism Role Play Examples
- Sample Poems

# Nutrition 101

*Girls ages 14-18 eat low amounts of fruits and vegetables and more than two-thirds of females in this age group exceed the daily intake amounts of fat and saturated fats.*  
(U.S. Department of Agriculture)

## Materials Needed

- Food Pyramid Poster
- Food Pyramid Worksheet
- Nutrition Facts Labels
- Recipe Books
- Menu Planner Worksheet
- Cafeteria Checklist
- Scavenger Health Hunt Worksheet

## Fact-Checking Your Nutrition (25-30 minutes)

The best way to make sure you are being healthy is to watch what you eat and make sure you are getting a balanced diet.

- Test yourself! Fill out the food pyramid worksheet with the appropriate colors and food names without looking at the poster. Compare your picture to the food pyramid included in the kit. Make sure you review what each section means and how much you should consume.

*\*Important things to note: There are five primary food groups: Grains (orange), Vegetables (green), Fruits (red), Milk/Dairy (blue) and Meat & Beans (purple). The sixth section is Oils (yellow) and is not really a food group - your body only needs a little of this to stay healthy. Try to eat every color food group every day! The different sizes remind you to choose more foods from the food groups with the widest stripes.*

- Now think about if you have ever read or know how to read Nutrition Facts labels. Either in small groups or alone, draw a sample nutrition facts label without seeing the examples. Compare your drawing to the actual label in the kits. Make sure you know what each section/vitamin means. Identify the most important things to focus on when reading a nutrition label. Brainstorm ways to use Nutrition Facts labels when making food choices.
- Using the recipe books in the kit, create (on your own or with other girls) a week's menu (breakfast, lunch, snack, dinner) that help you achieve a fully balanced diet. This means you will create seven different menus. Copy down this menu on the Menu Planner Worksheet in the booklet. Take this home to share with your family and reference during the next week.

(If you do not find enough recipes you like from the recipe books in the kit, look around your house. It is likely you will find some more recipe books with even more recipes!)

*\*\*A good pre-activity would be to keep a food diary for the week before you do this activity. You can then compare what you ate that week to both the food pyramid and your menu planner schedule to determine where you need work and where you are already succeeding.\*\**

## EXTENSION



Go to [www.mypyramidtracker.gov/planner](http://www.mypyramidtracker.gov/planner) and put in your personal information. The website will calculate your specific MyPyramid goals. You can then make a menu for yourself online.

### **Nutri-Action (time depends on the activity you choose)**

*(complete **one** of the three activity options below)*

#### A. Cafeteria Upgrade

- You get graded every day at school, now it is YOUR turn to grade your school on nutritional value! First, explore the topic of school lunches and healthy improvements.
- **Take Action:** Using the Cafeteria Checklist included in your workbook, determine the health level of your cafeteria food. If the rating is low, identify the person who is in charge of the cafeteria at your school (and/or your principal and school board) and advocate for healthier food options. Remember to share the information you gathered and to offer options and places that provide healthy cafeteria food. If you are unable to speak to someone in person, write a letter including the same information. *(Look at the “Your Voice, Your World” Ambassador Journey book for more tips on advocacy)*

#### B. Grocery Store Scavenger Health Hunt *(Do this activity if you do not have a cafeteria)*

- Go to the grocery store and look at Nutrition Facts labels on items to decide which foods are healthy and which are unhealthy, using the Scavenger Health Hunt Worksheet. Compare the prices of unhealthy food with healthy alternatives.
- Brainstorm ways to incorporate healthy foods into your diet, and how to get good tasting inexpensive meals/snacks. Make a list of healthy snacks/recipes that are affordable.
- **Take Action:** Share this list with another troop, a group of friends and/or family members. Consider asking your school administration for permission to distribute the list during your school’s lunch period.

#### C. Home Health Hunt *(Only do this option if you cannot complete the school or grocery store activity)*

- Assess how healthy the food you have at home is. Look at the Nutrition Facts labels on items you have in your pantry/cupboards/refrigerator to decide which foods are healthy and which are unhealthy. Tally how many healthy foods you have versus unhealthy.
- Make a list of healthy snacks and recipes that your parents or guardians can purchase next time they go to the grocery store.
- **Take Action:** Check at least one other family member or friend’s house for healthy/unhealthy foods, and make recommendations on what they should buy.

# Stress Less

**70 percent of teenagers 13-17 say they are stressed out.**  
(2002 Youth Risk Behavior Survey)

## Materials Needed

- Don't Mess With Stress Quiz
- Stress Less Tip Sheet
- Journal List o' Questions Sheet
- Music Therapy CDs
- Play Therapy Props
- Blank notebook/cardstock
- Magazines
- Balance Scale (C)
- Colored Weights (C)
- Schedule Map Worksheet (S/A)
- Schedule Color Code Sheet (S/A)

## Don't Mess With Stress (10 minutes)

Do you feel like you are one of the 70% of teens who say they are stressed out? When people ask you how you are doing, do you often talk about the stress in your life? What are some ways you handle stress? Think about these questions, and then take the "Don't Mess With Stress" Quiz. Once you have your results, look at the laminated sheet in the kit titled "Stress Less Tips". Consider the tips they offer, and then brainstorm some additional ideas that you could use.

## Stress Busters (time depends on which tools you choose to explore)

Since it is unlikely that you will eliminate all stress from your life, it is important to give yourself tools to cope with the stress. Choose **at least two** from the following list to explore.

### A. Create an anti-stress journal

One of the healthiest ways of coping with stress is to express your feelings and emotions out on paper. Journals are a great way to release your thoughts and process through the things that are stressing you out.

- Instructions for making a journal: Either use a blank notebook, or you can make an easy journal with cardstock for the front and back covers, and diary pages (you can design them in Microsoft Word) or just plain notebook paper.
- Think about what things have a calming effect on you- hobbies, friends, family, pets, music, etc. Decorate the cover, using photos/quotes from magazines, pictures of friends, scrapbook paper and other things that represent these things that you have brainstormed.
- Look at the laminated Journal Sheet o' Questions in the kit and choose some questions/activities to start your journal. Write in it whenever you are stressed.

*(List continued on next page)*

*(Stress Busters continued)*

- B. Yoga**
- C. Progressive Muscle Relaxation**
- D. Aromatherapy**
- E. Meditation**
- F. Music therapy\***
- G. Play therapy\***

The older we get, the less time we spend just playing and being silly. Studies show that our stress levels decrease when we allow ourselves time to be creative and to play.

Once you have explored and learned more about at least two of the choices above, using the available items in the kit and your additional investigation, practice the technique on your own, with your troop or a group of friends. Reflect on how you felt before the session and how you felt afterwards. Was it successful in reducing your feelings of stress? If not, research and try out other techniques until you find one that works well for you. Are there other techniques not listed that help you de-stress? Try to make sure you have more than one option for coping with stress.

*\*Both music therapy and play therapy are medical techniques, but they can also be replicated informally to help lessen the average person's stress levels. If you explore music therapy, make yourself a playlist of inspirational and/or soothing songs. Refer to the examples in the kit. Share the CD with a friend or family member. If you explore play therapy, spend time playing with the items included in the kit. Create your own play therapy box from items around your house. Share the technique and your box with at least one other person.*

### **Juggling Schedules (15 minutes)**

When it comes to stressing less, a big piece of the puzzle is learning to manage your time better by organizing and prioritizing your responsibilities and tasks (along with making sure you incorporate a healthy amount of stress busters!). This activity will help you practice managing your schedule.

#### *Stress Scale - Cadettes*

Use the balance scale and different sized weights included in the kit. The weights are color-coded:

- The orange ones are big stresses like school, work, homework, etc.
- The blue and red weights are stress relievers like reading, hanging out with friends, etc.
- The green weights are in between activities like sports, after school commitments, Girl Scout meetings (it is up to you to decide which side they go on).

One side of the balance scale is for stresses, and the other side is for stress relievers.

- Try to balance your schedule – make sure you get enough stress relievers to counteract the big stresses and make the balance scale even.
- Brainstorm and write down a list of things you can do to maintain a balanced schedule.

#### *Schedule Map – Seniors/Ambassadors*

- First, list your priorities. *What things/activities/people are most important to you?*
- Then, map out where you spend your time. Using the Schedule Map Worksheet and the Schedule Color Code Sheet in the kit, create your schedule map. *What colors are the most prominent? Where do you spend the most time? Were you surprised at this finding? Does your schedule map match your priorities? Where can you incorporate more stress relievers/busters or fun time?*
- Brainstorm ways that you may be able to balance your schedule more.
- **Take Action:** Share your brainstorming ideas with your peers, who may also be dealing with stress and balancing their schedules.

# Healthy Habits

**Nearly half of American youth ages 12 to 21 are not vigorously active on a regular basis. Physical activity declines dramatically during adolescence in general, but adolescent girls are only half as likely as teen boys to be physically active.**

*(Surgeon General's report on physical activity and health, and Tucker Center for Research on Girls and Women in Sport at the University of Minnesota).*

## Materials Needed

- ☐ Activity Cards and Answer Sheet
- ☐ 10 Minute Work Out Plans
- ☐ Work Out Plan Worksheet
- ☐ Portion Bingo Pieces (C)
- ☐ Measuring Cups (S/A)
- Bowls
- ☐ Portion Distortion Tablet
- ☐ Eating Disorder Symptom Cards (*extension*)

## Ready, Set, ACTION (25 minutes)

Health experts say that teenagers need to be physically active every day to be fit and grow strong. Yet, there is more than a 50% chance that you are not living up to that health goal!

- Think about the following questions, and respond verbally (with your troop) or on paper. *How much physical activity do you do in a day? In a week? What do you consider physical activity?* Create a list of things that you consider physical activities.
- Use the activity cards that are in the kit. Pick one without reading it and do the activity that is on the card. Determine which of the actions were physically active and which were not. Look at the answer sheet. *Are you surprised by the answers? Why/why not?*
- Brainstorm ways that you can be physically active beyond just playing organized sports or going to the gym. This is called incidental exercise - exercise we get doing daily activities.

*(If you are a troop leader):* Ask the girls how long they think they should be active each day. Have them stand up if they think 10 minutes (if they stand up, tell them to sit back down and try again). Repeat for every 10 minute increment, until you get to 60 minutes. When you get to 60, let them know this is the right answer. Explain that you can be physically active for 60 minutes at one time, or you can spread the time out doing different activities throughout your day.

- Use the laminated work out plans in the kit to try out a 10 minute activity (there are six different options, so you can complete an entire day's worth of physical exercise).
- **Take Action:** Copy down the work out plan(s) that you like on the Work Out Plan Sheet in the kit. Put your work out plan sheet(s) somewhere prominent in your house (on your door, by your mirror, at your desk, on the fridge, by the TV, etc) so you can remember to do them daily. Share your work out plan with at least one other person.

*It is important to support inclusion for all girls. If you would like more information and ideas about tailoring activities for girls with physical disabilities, you can go to [www.ncpad.org](http://www.ncpad.org). You can also contact GSCNC's Inclusion Specialist by calling 202 237-1670 ext. 251.*

### The REAL DEAL Diet (20-25 minutes)

Our culture is obsessed with the newest and hippest fad diets. From Atkins to the Zone to South Beach, we are bombarded with ways to lose weight fast. Undeniably, this affects you and your peers from a young age. More than half of teenage girls are, or think they should be, on diets. Here's the real deal on diets.

The only diet that works?

**Portion control combined with exercise.**

Using the nutrition facts you learned in the Nutrition 101 section, you are now going to learn how to determine portion control and a balanced diet.

### Spotting a Fad Diet:

- Does this diet say some foods are 100% off-limits?
- Does this diet promise that you will lose an unrealistic amount of weight in a short amount of time?
- Are there any "good" or "bad" foods in this diet?
- Do I have to buy food for this diet at a special store?
- Does this diet tell me that I do not have to exercise?
- Is this plan temporary (compared to can I maintain it for life)?

**If you answered "Yes" to any of these questions, you have probably spotted a Fad Diet!** Although you might think that the diets look easy and successful, the real deal is that these weight loss plans are often a **very** unhealthy and temporary way to lose weight.

*(Checklist and information adapted from the Center for Young Women's Health).*

### Portion Bingo – Cadettes

- Using the bingo cards in the kit, play Portion Bingo.
- The laminated bingo cards depict foods and drinks that fall into six categories: grains, vegetables, fruits, milk, meat and beans, and oils and discretionary calories.
- The troop leader/adult should read a clue card. Girls then guess the item the clue is referring to and cover its picture if it appears on their cards.
- The first girl to correctly achieve Portion Bingo wins.

*(You can also play Blackout style, where the girls have to cover every picture on their card, rather than just five in a row).*

### Breakfast of Champions– Seniors/Ambassadors

- Choose a bowl from your cupboard and pour out the amount of cereal you would normally eat. Now read the label to find out the amount that is the cereal's standard "serving size." Take another bowl and measure out the appropriate serving size, using the measuring cups in the kit. Compare the two bowls.
- How many standard servings would you have consumed with your serving? How did this compare to the standard label serving size for the product? Did you choose a reasonable amount for your morning serving of cereal? What influenced the portion amount you "served" yourself? [e.g. choice of bowl size, how hungry, activities you are going to do that day, etc]

*Cadettes/Seniors/Ambassadors:* Look at the Portion Distortion Tablet in the kit and see how much on average people eat versus how much people should eat.

### EXTENSIONS



Look at the "How to Avoid Portion Size Pitfalls"

game board brochure in the kit. Play the

game. Check out the different

interactive exercises and quizzes

that are listed on the

back of the

brochure.

Use the

Eating Disorder

Symptom Cards to learn

about the possible symptoms

associated with eating disorders.

**This may be considered a sensitive issue—please consult Green Pages for guidelines.**

Take the Dove  
"My Body: Facts &  
Fiction" Quiz online at

[www.campaignforrealbeauty.com](http://www.campaignforrealbeauty.com).

Discuss your responses compared to the answers with a group of friends.

# Bone Savvy

***Fewer than 15 percent of teenage girls ages 14 to 18 get the recommended daily amount of calcium.***

*(US Department of Agriculture study)*

## Materials Needed

- ☐ Calcium Chart
- ☐ Calcium Collector Game (C)
- ☐ Calcium Nutrition Fact Labels (S/A)
- ☐ Calcium Daily Guide Worksheet
- Pens/scrap paper
- ☐ Calcium Recipes Folder
- Notebook (optional)
- ☐ Weight-Bearing Activities List

## Calcium Crunch (30-35 minutes)

Think about these questions: What do you know about calcium? Why is it important? (*Look at the National Institutes of Health site if you want additional background information: [www.nichd.nih.gov/milk/teachers](http://www.nichd.nih.gov/milk/teachers)*).

Important concepts include: *Calcium is necessary for building strong bones, Bones grow fastest during the 'tween and teen years, 'twens and teens ages 9 to 18 need the most calcium—1,300 milligrams (mg) of calcium every day, and if you don't get enough calcium during these years, you can't make up for it later. Once teens finish their growth spurts around age 17, 90% of their adult bone mass is established.*

Can you name foods that are high in calcium? Make a list. Make sure your list includes dairy AND non-dairy foods. Compare your list to the Calcium Chart in your kit.

### Calcium Collector\* – Cadettes

- Play the Calcium Collector Game in the kit.

*Materials should include: Calcium Collector Food List, Score Card, Game Instruction Sheet, Player Instruction Sheet, and multiple dice.*

*\*Both the Calcium Collector Game and the Great Calcium Challenge materials have been adapted from the National Institute of Child Health and Human Development's Milk Matters campaign.*

### Great Calcium Challenge\* – Seniors/Ambassadors

- Using the Calcium Chart and the Calcium Nutrition Fact Labels in the kit, as well as outside sources, make a variety of menus/food combinations that add up to 1300 milligrams of calcium a day.
- Fill in the Calcium Daily Guide Worksheet, so that you can remember all the types of foods/drinks you can consume to get calcium.

*Cadettes/Seniors/Ambassadors: Think about and discuss the following. What foods from the list are higher in calcium than others? Which ones surprised you? Brainstorm creative ways you can remember to have enough calcium every day.*

### **Rich Recipes (time depends on the recipes you choose).**

Now that you know the vast list of foods with calcium, it is time to take the knowledge to the kitchen! *(Make sure you have adult supervision when making these recipes).*

- Look at the Calcium Recipes folder included in the kit. These recipes are good-tasting healthy foods and drinks that are calcium-rich and strengthen bones. Make one or two of the options. *Are there other recipes that you can think of that are calcium-rich and taste great?* Write down your own recipes in a notebook and copy down your favorites from the kit. Feel free to decorate your notebook with pictures of food and other related words/images.
- **Take Action:** Make a copy of the recipe book and share it with your friends and family.

\*Consider hosting a Strong Bones sleepover with a younger troop, where you have the opportunity to teach them the importance of calcium and healthy habits. You can make calcium-rich recipes, do weight-bearing exercises, and play the calcium games.

### **Bear Your Weight (5-10 minutes)**

Did you know that increasing your physical activity also builds stronger, healthier bones? Bone strengthening activities are called **weight-bearing** activities. This is any activity that forces the muscles to work against gravity or work against some resistance. The bones gain strength when a force is added and allows the bones to absorb more calcium

- Brainstorm a list of activities that might fit in this category.
- **Take Action:** Look at the Weight-Bearing Activities List included in the kit. Most of the activities you can do on your own. Find some of the weight-bearing props around your house and try out some of the activities.



#### **EXTENSION**

*Look at the variety of Got Milk ads at [www.whymilk.com/ads/](http://www.whymilk.com/ads/). Brainstorm a slogan for an ad. Print out a photo of yourself, draw yourself a milk mustache, and write your slogan on the photo. Post the photos around your house and hand them out to your friends (especially girls) to remind them that drinking milk and getting calcium is important for their bone health.*

# Advertisement Attack

***Young people ages 11 to 14 spend an average of 6 hours and 45 minutes a day using media. This is more time than they spend doing anything else except sleeping.***

*(Kunkel, D. (2001). Children and television advertising. Handbook of Children in the Media, eds. D. Singer and J. Singer. Thousand Oaks, CA: Sage Publications.)*

## Materials Needed

- Beauty Magazines
- Image Folder
- Celebrity Folder
- Body Activism Role Play Examples
- Sample Poems

## Magazine Literacy (30-35 minutes)

One of the biggest issues around advertising and adolescent girls is body image. Our society has created an impossible standard of female beauty, and the media works to perpetuate that standard. Now it is time to peel back the mask on beauty and the media.

- Buy a copy of your favorite magazine from the store (or look at the ones in the kit). Count how many ads show a very thin model versus how many ads show an average sized or “plus sized” model. Compare the two numbers.
- Discuss with your troop or a group of friends about your findings. *Why do you think the media portrays women with a certain body type? How do you think it would make someone feel if they were not that body type? Did you know that only 5% of the female population has the genetic capability for the ultra thin body type? Does this affect the way you view these photos and apply them to your self image and esteem? How can you help change this culture of extreme skinniness?*
- Look at the first set of photos in the Image Folder in the kit. Now compare them to the second set of photos that show what the people looked like before they were touched up. Look at the photos in the Celebrity Folder. These show before and after shots of celebrities - no makeup around town versus magazine cover shots (this is not a comparison of ugly vs. pretty. Instead, it is meant to show that the celebrity “ideal” is even more unrealistic than you might originally think).
- Discuss the following: *Do these photos make you think differently about image and beauty? Can you guess how long it takes and how much it costs to achieve this beauty ideal? When you look at a beauty magazine, do you think you can find photos that are not touched up? Why do you think this false reality is dangerous for regular girls?*
- **Take Action:** Choose a specific ad from a magazine you looked through, and write a letter to their company, explaining how this ad impacts you and other young women negatively. You can find most companies’ addresses online on their websites.

**Beauty My Way (time depends on what activity you choose)**

*(Choose one of the following activities)*

**A. Body Activism**

- Role play what you can say to a friend who is exhibiting unhealthy body image/self-esteem behavior. With someone else, practice what to say when they make negative comments (Look at the list of example comments in the kit).
- Brainstorm a Top 10 list of things that you and other women can do to resist the beauty ideals put forth by the media. This is considered body activism – what you can avoid, say, do and learn to fight social pressures. Share this list with friends/family.
- **Take Action:** Choose at least one action from your Top 10 list and do it the following week. Find an adult/friend who can hold you accountable.

OR

**B. Beauty By Words**

- Words have a lot of power. Read the sample poems in the kit, written by other adolescent girls about beauty. Now write your own.
- **Take Action, part one:** Share your poem and your thoughts on beauty with two other young women in your life.
- **Take Action, part two:** Write a letter to an adolescent girl who is struggling with body image concerns (whether it is yourself or someone you know). Include in the letter an explanation about the costs/dangers associated with pursuing the thin ideal. Tell them all the things you love about them.

OR

**C. Real Beauty Photo Album**

- Find a variety of different girls and women in your life. Notice their different body types and looks. Ask them what they like best about themselves.
- Take pictures of each of them and put their photo in a photo album or notebook. Show the photos to other people and ask them to write on the page a beautiful attribute about each girl/woman.
- **Take Action:** Show these responses to the females in the photos. *Were any of them surprised by what people wrote – surprised by what people thought was beautiful? Does this exercise make you think differently about beauty?*
- Keep this album as a reminder of real beauty – it represents all women, not just the five percent of women fashion magazines and the media represents. **Every** woman is beautiful, no matter their size, shape or style.

**EXTENSION**



*Identify a positive role model who exemplifies healthy living in your life – this can be a family member, friend, teacher or celebrity. Write a letter of appreciation/thanks to your role model, explaining why they have been such a good influence. If possible, give/send the letter to them  
It is incredibly important to build up those who are good examples of healthy living!*

# Holistic Health – Reflection

When it comes to growing strong in this day and age, there is a lot to learn and practice. It is very important to make sure that the changes you learned about and practiced in this program become lifestyle changes, not only for yourself, but for your peers and those around you.

## So what can you do?

One awesome and accessible avenue of change is your school. You spend a good deal of your time there, and you have access to a number of other kids, especially young women, whose health depends on these healthy living practices.

- Identify ways your school's health education could better address the needs of young women – e.g. more bone strength education, more weight bearing physical activities, more female friendly Physical Education, more calcium-containing foods in the cafeteria, etc.
- Advocate for these changes in your school. You could write a letter to the principal, the Physical Education teacher or to the school board.\*

If you are home-schooled or if your school already has it all figured out, there are good options for you too!

- Write a letter to yourself, describing how you are and will continue to be a healthy role model.
- Find out what health needs your community has and work to provide those opportunities.\*

\*If you Take Action on this reflection, and actually write a letter advocating for healthier practices in your school and/or community, you have earned the Advocate for Health patch, which you can purchase in the Council shop.



**Remember, YOU have the tools to grow strong and live smart! Use these tools and pass them on!**



# Evaluation

Thank you for taking the time to share your thoughts about the Grow Strong Teen Program and Kit. Your evaluation will help the GSCNC Program Department to better meet the needs of girls and leaders. Please mail this form to:

**Program Department, Girl Scout Council of the Nation’s Capital  
4301 Connecticut Avenue NW, Washington DC 20008.**

You can also complete the online version of the evaluation at [www.gscnc.org/growstrong.html](http://www.gscnc.org/growstrong.html)

<b>How did you learn about the program?</b> <input type="checkbox"/> Website <input type="checkbox"/> Event <input type="checkbox"/> e-Edition <input type="checkbox"/> Word of Mouth <input type="checkbox"/> Other _____						
<b>Number of girls who used the program?</b>			<b>Program Level/s:</b> <b>C</b> <b>S</b> <b>A</b>			
Was this program used by <input type="checkbox"/> Individual <input type="checkbox"/> Troop <input type="checkbox"/> Service Unit event <input type="checkbox"/> Other _____			<b>How did you receive the materials?</b> <input type="checkbox"/> Obtained from Service Unit <input type="checkbox"/> Picked up at _____ (location)			
<b>Were materials available when requested?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No (If no, provide details below) <input type="checkbox"/> Available for acceptable alternate date    Comments:						
<b>Please rate each category</b>		excellent	very good	good	fair	poor
Ease of request						
Clarity of activity instructions						
Knowledge gained about health						
Condition/completeness of kit						
Appropriateness for level/age of girls						
Program met expectations/needs						
Overall satisfaction with program						
Which Grow Strong activities did you list the best?						
What went well with the Grow Strong activities?						
What could be improved about the Grow Strong activities?						
Additional Comments						
OPTIONAL: Name						
Phone		Email				

