

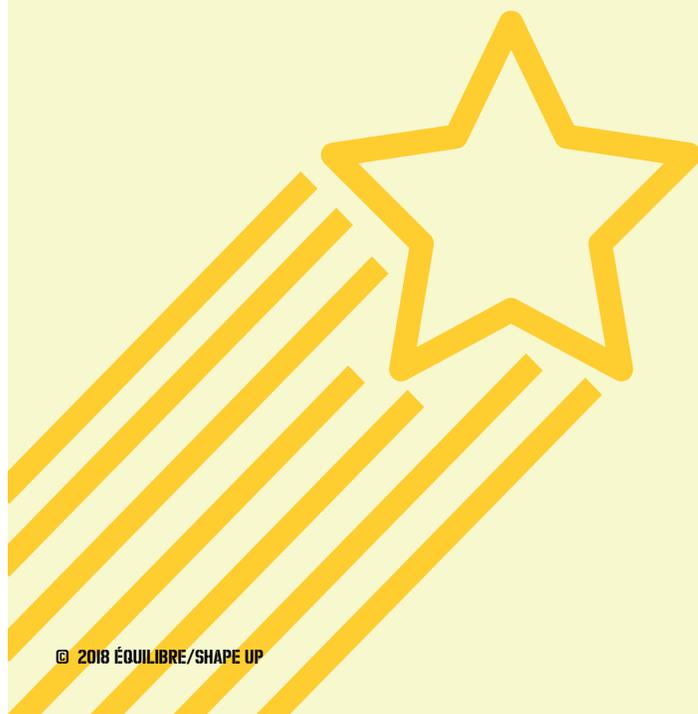
I'M SUPER!

FACILITATOR'S GUIDE

Developed by

équilibre

image corporelle • santé • poids



I'M SUPER!



TARGET AUDIENCE:

ALL CHILDREN AGED 5 AND UP ATTENDING SUMMER CAMP.

**Versions of this workshop adapted for all age groups (5-6, 7-8, 9-10, 11-12, and 13+) are available.*

GOALS:

- ✔ Get campers to adopt a more positive attitude toward their bodies.
- ✔ Get campers to reconnect with what their bodies can do, experience, feel, and express, regardless of shape or physical appearance.

WHO SHOULD FACILITATE THIS WORKSHOP?

You, the counselor!

WHO SHOULD EXPERIENCE THIS WORKSHOP?

All campers!

WHEN SHOULD THIS WORKSHOP BE USED?

At any point during the summer!

WHY SHOULD I PRESENT THIS WORKSHOP?

- Through media and advertising, youth are more exposed than ever before to images of extremely thin or muscled bodies. These models, which are far from representing the majority of people, lead many youth to feel unsatisfied with their own bodies.
- Youth lose sight of the fact that we aren't all cut from the same mould, which hinders the development of a positive body image and self-esteem.
- We know that children as young as 5 can report being unsatisfied with their body image or concerned with their weight¹, and that dissatisfaction increases with age.
- In Quebec, 35% of boys and 56% of girls aged 11 say they would like to be thinner². These children are all the more likely to carry this concern into adolescence.
- Our society places a lot of value on how people look, so self-esteem is often based on appearance, when it should be based on multiple factors.
- We can positively influence the body image of youth by getting them to talk about their bodies differently, in a healthier and more affirmative way.



1. Davison, K.K., C.N. Markey, and L.L. Birch, Etiology of body dissatisfaction and weight concerns among 5-year-old girls. *Appetite*, 2000, vol. 35, no 2, p. 143-151.

2. Aimé, A., Bégin, C., Valois, P., Craig, W., Brault, M.-C., & Côté, M.-L., Environment and discriMINUTESation in elementary school. FQRSC, Concerted Action on Weight, 2014.

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DURATION: 30 MINUTES

EQUIPMENT:

- Coloured pencils
- 1 M. Super's figure of your choice (see end of document)
- Sheets of paper or coloured cardboard

I. INTRODUCTION [5 MINUTES]

Present the theme to the group.

Ex.: Today, we will speak positively about our body and reflect on all that it allows us to do.

2. BE RESPECTFUL! [5 MINUTES]

To ensure this workshop is fun for everyone, a few rules must be respected.

- Be respectful towards others. There are no stupid ideas or questions. Don't laugh at others or their ideas.
- Follow the rules and instructions provided during the workshop.
- Speak for yourself and don't generalize. Others may have a different, but no less valid, opinion.
- Make sure your comments are constructive, and that they add something useful to the conversation.
- Take part, share your opinions, and encourage others to do the same.
- You don't have to answer any questions if you don't want to.

3. CAN YOU NAME...? [5 MINUTES]

Take a moment to ask campers to name all the body parts they know.

4. DRAW ME A PICTURE [15 MINUTES]

Have campers draw what they can do with every part of their bodies (1 drawing for each body part). Then, get them to put their drawings up at the relevant place on the M. Super image you chose.

! – IMPORTANT

Make it very clear that the drawings should not refer to physical appearance, but to what their bodies let them do, experience, feel, or express (e.g., dance, play with friends). You can show them an example of a completed Super Figure using the image in the appendix.

5. 1,001 POSSIBILITIES! [5 MINUTES]

Go over the activity. Ask the campers to look at the Super Figure with everyone's drawings. Point out everything a body can do or feel. You can also ask questions about the drawings:

- *Do some drawings look alike?*
- *What is your favorite thing to do?*

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MESSAGE TO COMMUNICATE DURING THE DISCUSSIONS:

Regardless of its shape or appearance, your body lets you do amazing things, either on your own or with your friends and family. Never forget that! It is your qualities, talents and accomplishments that make you unique.



After the activity, you can hand out the memo to parents. (The memo could be included in camp communication documents instead.)



I'M SUPER!



DURATION: 25 MINUTES

EQUIPMENT:

- Coloured pencils
- 1 M. Super Figure drawing of your choice (see end of document)
- Sheets of paper or coloured cardboard

1. INTRODUCTION [5 MINUTES]

Present the theme to the group.

Ex.: Today, we will speak positively about our body and reflect on all that it allows us to do no matter its physical appearance.

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I'M SUPER!



DURATION: 30 MINUTES

EQUIPMENT:

- Coloured pencils
- 1 M. Super Figure drawing of your choice (see end of document)
- Thought bubbles (1 per camper)
- M. Super Figure drawing – example (see end of document)

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3. BEAT THE CLOCK! [5 MINUTES]

Give each camper a copy of the Super Figure image. Working individually, have them write on each part of the figure's body what that body part lets them do, experience, feel, or express. It's a race against time!

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4. MY BUBBLE [15 MIN]

Hand out the photocopies of the thought bubbles. Have the campers personalize them by completing the sentences in the bubbles. They can look to the last activity for inspiration.

Example: Thanks to my body, I was able to: run a 4-km race with my friends!

Encourage campers to tell others about the importance of talking about their bodies differently using the thought bubbles.

For example, you could suggest:

- Putting the personalized bubbles up in strategic locations in the hallways.
- Create a poster to put up on the walls and come up with an original slogan.

5. 1,001 POSSIBILITIES! [5 MINUTES]

Go over the activity: Have the campers look at what they've created and ask them to share their impressions of the activity.

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MESSAGES TO COMMUNICATE DURING THE DISCUSSIONS:

- *Your body is much more than just a single image! There are things other than appearance that define us much better.*
- *Regardless of its shape or appearance, your body lets you experience great moments and enjoy wonderful feelings and emotions.*
- *It is your qualities, talents and accomplishments that make you unique.*



After the activity, you can hand out the memo to parents. (The memo could be included in camp communication documents instead.)



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EXAMPLE



Travel and see the world

Singing my favorite song

Giving a hug to my sister

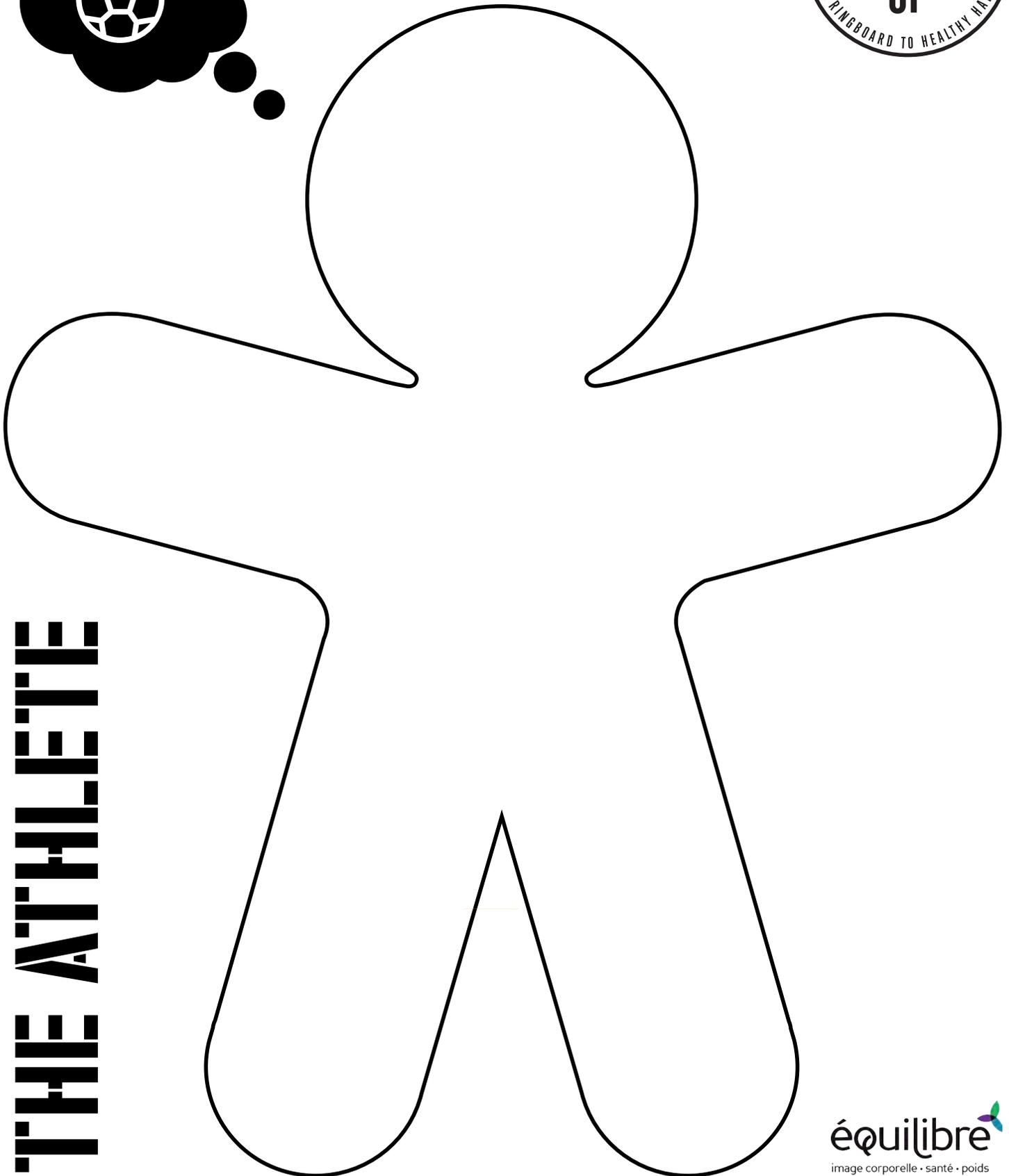
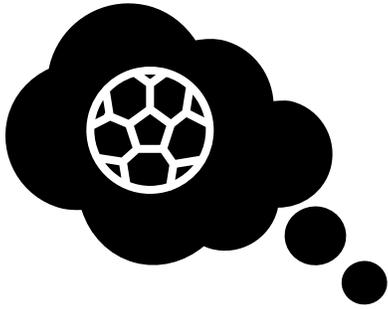
Drawing my favorite food

Laughing at mom's jokes

Walking my dog

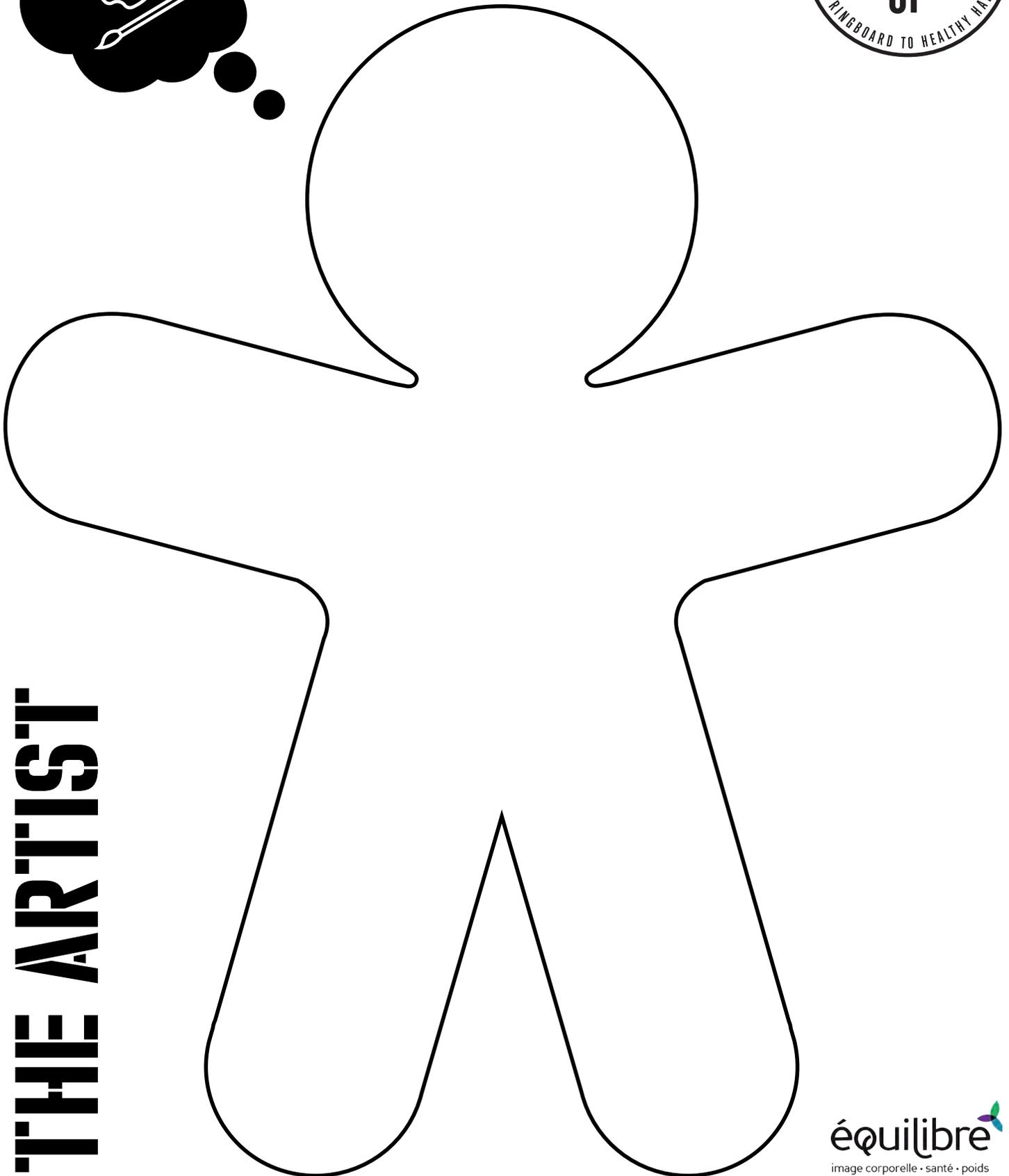
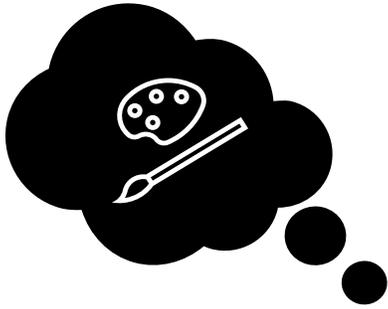
Dancing with my friends

SUPER FIGURE DRAWING I



THE ATHLETE

SUPER FIGURE DRAWING 2



THE ARTIST



THE SUPERHERO

THOUGHT BUBBLE I



**I LIKE MY BODY BECAUSE
IT LETS ME**

THOUGHT BUBBLE 2



**WITH MY BODY,
I CAN EXPRESS**

THOUGHT BUBBLE 3



**THANKS TO MY BODY,
I WAS ABLE TO**

THOUGHT BUBBLE 4



**MY BODY HAS ALLOWED ME
TO EXPERIENCE**

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MEMO TO PARENTS [OPTIONAL]

Today, your child took part in a workshop encouraging them to adopt a more positive attitude toward their body and reconnect with what it allows them to do, experience, feel, and express, regardless of their shape or physical appearance. To help them develop their self-esteem and feel comfortable in their own skin, children must learn that no matter what they look like, their bodies let them do and feel many things.



BODY DISSATISFACTION AMONG YOUNG PEOPLE

At around the age of 4, children start being concerned about how they look. At the primary school level, 45% of 9 year-olds are unsatisfied with their appearance^{1,2}. Over a third of 9 year-old girls have already attempted to lose weight³. That preoccupation is not without consequences. Body dissatisfaction can negatively influence how children relate to food and physical activity. It can also be harmful to their self-esteem.

WHAT PARENTS CAN DO?

Parents can help their children resist the pressure to conform to impossible standards. They can explain that most images in magazines are retouched and provide toys that are not hypersexualized or represent unrealistic physiques. They can also validate their children for more than just how they look. By making them aware that their strengths and qualities have nothing to do with outward appearance, parents can teach self-confidence and reinforce self-worth. Parents should also be careful of how they speak about themselves. Negative remarks about your own weight may not be directed at your child, but they still communicate the idea that weight determines your value as a person. Learn to appreciate your own body and don't disparage it in front of your child.

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CREDITS

DEVELOPMENT

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THIS WORKSHOP WAS ADAPTED FROM:

- *The Notre corps, parlons-en autrement! learning workshop from the 2017 edition of the Fat Talk Free Week awareness campaign by ÉquiLibre.*
- *The True Value of a Person learning workshop taken from the Bien dans sa tête, bien dans sa peau program by ÉquiLibre.*

