

true you!

"Sometimes I Feel Ugly" and Other Truths About Growing Up



An Activity Guide for Girls and their Mentors





Our Mission

These materials have been created with the support of the Dove Self-Esteem Fund.

We developed the Dove Self-Esteem Fund to make real change in the way women and young girls perceive and embrace beauty. We want to free ourselves and the next generation from beauty stereotypes – and we hope you will get involved.

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true you!

“Sometimes I Feel Ugly” and Other Truths About Growing Up An Activity Guide for Girls and their Mentors

Why did we create this book?

Research shows that there is a direct and distinct link between a girl’s ideas about beauty and body image and the influence of a positive role model – like her mother or another mentor – in her life.

At a Dove Self-Esteem Summit, an idea related to this insight came up repeatedly. We felt that if mothers and other adult mentors of young girls could become more aware of their attitudes towards their own body and those of the girls who look up to them, they could help those girls withstand the powerful influence of a culture that undermines their sense of beauty and self-worth.

A recent study commissioned by Dove showed that although there are several factors that influence self-esteem – including peers, celebrities, boyfriends and messages in the media – mothers and other female role models are in a very strong position to shape how narrowly or widely a girl defines “beauty.”

The activities in this workbook are designed to raise self-esteem by encouraging girls and their role models to embrace their unique beauty. The goal is to help women empower girls to become stronger and more confident.

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This book is about you—the **true you!** It’s about developing the person you really are and the person you are going to be. Growing up can be tough. When the going gets rough, why not turn to someone who’s been there? **Someone who knows you. Someone you trust.** Can you think of who that would be? For many girls that is their mom, but if your mom is not there for you to turn to – choose another adult mentor! A **mentor** could be your aunt, a stepmother, grandmother, your “Big Sister” or a close family friend. Quite simply, a mentor is someone older than you who can help to guide you, who cares about you and spends time with you.

Throughout this book, think of that special person in your life. When we use the word “mentor” know that we are referring to that special person in your life, and the questions and activities in this book are for you and that adult you choose to talk with.

true you! is all about uncovering who you really are. It will help you define the ways you are beautiful inside and out. It will help you celebrate all that makes you unique and special.

So let’s get started...

MENTOR’S SPOT

The activities in the book are geared for girls 8 and older. You will find that there are some activities that you will want to race through and others you will want to re-visit often. Find the pace that fits you and the girl with whom you are sharing this workbook.

As you journey through this book, notice the notes at the bottom – a space just for you. These “Mentor’s Spots” highlight extension activities you can engage in that can be completed any time. Look for “Talk about it!” sections, which will give you prompting questions to have conversations with the girl in your life.

Before you begin, think back to the time when you were a preteen or teen. Did you have a relationship with a special woman who was a role model for you? It might have been your mother, grandmother, teacher or someone else. What did you need from your Mentor? What might you have liked to discuss with her? Take a moment to reflect on your feelings, thoughts, attitudes and behaviours at any age. Recalling your own point of view can help you identify the things you may wish to work on now with a girl who can benefit a great deal from your experience and support.

You are changing, and so is the world around you. It may be hard to feel beautiful. Who helps you feel good about yourself and your changing body? Where do you get your ideas about what looks good – and what doesn't? Take this short quiz to find out.

true you! True or False

1 I think my family helps me shape views about myself and the world.

T F

2 I think television and magazines help me shape views about myself and the world.

T F

3 I would say I am satisfied with the way my body looks.

T F

4 If I could change something about the way that I look, I would.

T F

5 I have a mentor: someone special in my life who helps me when I have a problem.

T F

If questions 2 and 4 are true for you, you're probably like most girls today who say that there is a lot of pressure to look really good. Sometimes this pressure hurts girls and makes it hard to feel OK.

How do you feel about the way you look? How do you feel about the way people you love look? The changes you will see in yourself in the coming years might be confusing, but this book will help you figure out how to be you – the truly spectacular you. And you will find that out with the support of someone close to you that you trust – your mentor!

Did you know?

- One-half of women around the world see family relationships as having the greatest impact on their self-esteem.*
- Two-thirds of women believe that they are expected to be more physically attractive than their mother's generation.*
- Dissatisfaction with body image increases as girls progress to adolescence. While 75% of girls 8-9 years old say they like the way they look, only 56% of girls 12-13 years old feel that way.**
- One-third of all girls 14-17 years old think they are overweight, and 60% are trying to lose weight.**
- Over 50% of girls 11-15 years old say that their mother helps them the most when they have a problem.***

* Dove's Real Truth About Beauty Study

** Girl Scout Research Institute – Teens Before Their Time, 2000

*** Girl Scout Research Institute – The Ten Emerging Truths: New Directions for Girls 11-17, 2002

MENTOR'S SPOT

Many different surveys show similar concerns that girls and young women are being negatively influenced by media images. Look at the special young girl in your life, her friends and the pictures they like from magazines. Identify what makes these images appealing to her. Tell her what you find engaging and point out the aspects of the photos that are lively and full of personality. Collect photos of her that she likes and let her tell you why. Then tell her what you find beautiful, unique and lovely about the images of her. Encourage her to choose a favourite photo of you and let her tell you what she finds beautiful about it. And don't squirm or put yourself down!

Who are you – truly? This book helps you find out. Of course you will be doing most of the activities with your mentor. But take some time to write down all the things that are important to you now. This is just the beginning – you will have lots of opportunities to share more about you. You may even want to get a journal or a notebook to write your thoughts and feelings along the way.

About Me:

My name is _____
 My nickname is _____ I am _____ years old now
 My school _____ My grade _____

About My Body:

People tell me I look like _____
 But I think I look like _____
 To me being beautiful means _____

Questions I have about my:

Face _____
 Body shape _____
 Hair _____
 Legs _____

More About Me:

My favorite snacks are _____
 My favorite activities are _____
 I think the most interesting thing about me is _____

Questions I have about growing up are:

- Why am I changing?
- Does everyone change the same way?
- Do I have to diet?
- Is it OK to be excited about growing up?



About My Friends:

My best friend(s) name is/are _____

My best friend(s) think I am _____

Something my friends do/say/think that excites me is _____

Something my friends do/say/think that confuses me is _____

Something my friends do/say/think that inspires me is _____

Something my friends do/say/think that worries me is _____

About My Mentor:

My mentor's name is _____

My mentor thinks I am _____

Today I would describe my relationship with my mentor as...



Other days I would describe my relationship with my mentor as...



One thing I fight with my mentor about is _____

One thing I love or admire about my mentor is _____

MENTOR'S SPOT

Talk about the concerns and questions your protégée has flagged on this page. Share those feelings.

Whatever they are – from happy to sad – they are all important, unique and personal. Feelings don't need to be judged (nor should they be). Journals are a place to reflect and write about feelings. Take this time to encourage journaling. A journal (anything from a simple notebook to an elaborately decorated diary) to accompany this workbook can be a great place for her to store memories and feelings.

Activity No. 1

Me and my Mentor

So you likely know the basics about your mentor and she probably knows the basics about you. Let's dive a little deeper into whom each of you is. Get out your pen and fire these questions to each other. This will give you a chance to find out some not-so-well-known facts about one another. For more fun, ask these same questions to other family members or friends.



Let's share!

Let me tell you about:

- My best friend(s)
- My school work
- How I feel about my siblings, aunts, uncles, grandparents, teachers ...

Now tell me about:

- How you did in school
- Your best friends
- How you got along with your family members

Let's talk about:

- Dealing with bullies and teasing?
- How you feel about your body?
- How do you really feel about getting your period?
- How do you really feel about your bra?

More things to talk about:

- What makes me feel strong?
- What makes me feel uncomfortable?
- When I see _____ I feel good about myself.
- When I see _____ I don't feel so good about myself.



See where her interests lie and what she wants to know about you. If you feel uneasy sharing until you have thought about what makes sense to tell her, you can come back to the topic later on. An activity you can do together is to write each other letters to open on special dates. For example, you could write a letter for her to open on the night she comes home from her first date or for the day she leaves home to go away to school. If you feel comfortable, this could be the place to share some of your own feelings about a similar event.

Encourage her to write a letter about what is going on in her life right now. Her letter to you could be shared on a special occasion, too.

MENTOR'S SPOT

Activity No. 2

Where I'm From

Every family is different. But it is the special ingredients of your family that makes you beautiful! Families are made up of different parts – just like a garden is made up of different flowers. Consider your family as your garden and think about the things that make your family – and you – unique!

My Community Garden

On each flower, fill in something about your family and community. On some flowers you may only have one thing to write and on others you may have many.



Languages
we speak

Things we
consider
beautiful

Values we
believe in

Foods
we eat

Countries
my family
is from

write here!

Talk about it!

- How does where you're from influence who you are?
- How do you fit into your family's garden?

Ask your mentor to share the ways she sees your family in you. Then discuss ways you can share what makes you special and beautiful with your family and friends. For example, you can share where you are from by learning to cook a traditional family meal and inviting friends over to eat. Or, volunteer to read to an elderly relative; take time to listen to her stories of your family's past. You can contribute to the beauty of your community garden by participating in and sharing family traditions.

MENTOR'S
SPOT

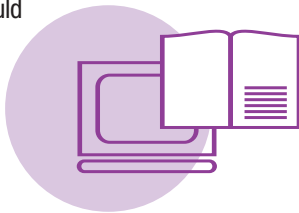
Children have to juggle their own family and the wider culture. They are often ambassadors outside the family about her values and ways of doing things. Widening the definition of beauty to include her family's culture will help your special girl feel good about herself and feel beautiful.

Activity No. 3

Girl World

You may feel like your mentor has no idea what's going on in your life – and you're probably right. But give her a break. Girl World changes every day. You probably can't keep up with your own life! **Cut her some slack and let her know what's truly happening with you.**

Media may seem like a big part of your life right now. Media could be magazines, Web sites, blogs, television shows, music, movies or more. Pick a magazine (or any other "media") that you really like. Then sit down with your mentor to talk about how it makes you feel. Are any stereotypes or negative images portrayed or does it make you feel really good about being you? Explain why this piece of media is important to you.



Fill in the blanks with a type of media that is important to you. It will help decide...

what is HOT! and what is NOT!

HOT



I like _____ because _____

One real thing _____ shows about my life right now is _____

My friends think _____ is _____

The people in _____ reflect real people I know like _____

When I see _____

I see myself because _____

NOT



One thing I don't like about _____ is _____

One false thing _____ shows about my life right now is _____

When my friends and I see _____ we wish we could be _____

The people in _____ do not reflect real people I know like _____

When I see _____

I don't see myself because _____

Talk about it!

- Which images seem true? Which images seem false?
- What do the images say about girls and their lives?
- Are the images things girls should aspire for? Why? Why not?
- What would real girls or real images look like?

Media Watch

Your world is different from your mentor's – no doubt about it! But she's a great resource! Invite her to watch television or to listen your favorite radio station with you. Try to talk to your mentor about what's going on in your life and how the messages in the media make you feel.



MENTOR'S SPOT

Seize this invitation into "Girl World". Take note of the images and ideas that she deals with, but don't judge them. Instead, encourage her to explain how the images and ideas make her feel. Consider ways you can counter these images. Educate her about media literacy. Point out that often pictures are retouched or changed. Know that even if she doesn't watch these shows or see these images at home – she encounters them in her world. You can't eliminate them – but you can provide alternatives to them. Promise her (and yourself) that you will check in on Girl World often, to help her deal with images that might affect her.

Activity No. 4

My Body

You are special! Your mentor knows that, but do you? Fill in the blanks with the words from the word bubble (or fill in your own) to discover just how special you really are. Have your mentor create her own list then compare how much you may look alike or not.

My hair color is: _____

My eyes are: _____

I wear glasses:



I wear contacts:



I have freckles, a beauty mark, or a scar:



My nose is: _____

My smile looks like this _____

My hands are important because they: _____

My belly button is: (pick one)

An "innie"



An "outie"



My feet look like this: _____

My body is shaped like a: _____

My favorite part of my body is: _____

My least favorite part of my body is: _____

Special things that I can do that my mentor can also do:
(Examples: Raise one eyebrow; flip my tongue over; whistle)

draw

skate

drive

Special things that I can do that my mentor can't do: _____

Special things that I can't do that my mentor can do: _____

Ways my mentor and I are similar: _____

Ways my mentor and I are different: _____

Ways I predict I will be more like my mentor: _____

pick words from here or think of your own

black
brown blonde red light
dark medium long short big
little cute polished wide narrow
crooked just right upturned pierced
smelly pencil apple pear gingerbread
man hazel blue gray green pink purple
natural confident curvy popular
beautiful strong happy unusual
different

MENTOR'S SPOT



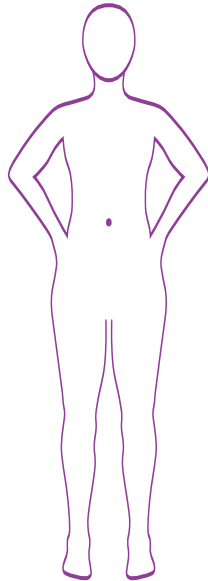
Share what it was like for you "back in the day." Check out a local vintage shop or maybe just the back of your closet. Pull out the old photo albums. While you look at pictures try to identify some similar traits. Which ones have evolved over the years? Are there any traits you share? Help her build a "family tree" to trace certain attributes and help her build a broader definition of beauty. Find things that you share.

Activity No. 5

Changes!

You might have noticed (or maybe you haven't) that you look different from a couple of years ago. This change in your body is called puberty and it's a necessary part of growing up. How can you deal with the changing you? Talk to your mentor about puberty and the changes that are happening to you. She can help you make healthy choices to ensure that your body is at its best.

Use the figure below to point out ways your body is changing. It may seem silly, but it's a good way to talk to your mentor about difficult things. You can draw on it, circle areas, or put arrows where you have questions where things are changing.



Not sure what's changing? Consider these questions:

- Does your face seem different? How?
- Are you now wearing braces?
- Do your clothes fit differently? Where?
- Have you found hair in new places? Where?
- Have you started to wear a bra? Why or why not?

If you aren't experiencing any of these changes yet, talk to your mentor about the changes you should expect.

Fun & Not-So-Fun Facts About Puberty:

- Puberty happens between the ages of 8 and 14. For some girls it could be earlier and for some later.
 - Although you can't see these changes – the weight and size of many of your internal organs will double during puberty – even your bones will weigh more.
 - Some girls will gain the weight their bodies need before they get taller, others will get taller first and some bodies will make these changes all at once – it's all normal!
 - During puberty your body releases special hormones that are responsible for the changes that occur.
 - Are you going through puberty? Check the signs of puberty that might apply to you:
- | | | |
|---|--|---|
| <input type="checkbox"/> You get your period | <input type="checkbox"/> Your body can get curvy | <input type="checkbox"/> Your body may widen |
| <input type="checkbox"/> You may get acne | <input type="checkbox"/> You may feel moody sometimes | <input type="checkbox"/> Your body fat increases |
| <input type="checkbox"/> You get taller | <input type="checkbox"/> Your breasts begin to grow | <input type="checkbox"/> You may smell differently |
| <input type="checkbox"/> Your hips can get fuller | <input type="checkbox"/> You see body hair in your underarms | <input type="checkbox"/> You see body hair in your pubic area |



Sooner or later you might check off all of those things, but believe it or not, all girls experience all of these things and they are **NORMAL!** It's all part of Mother Nature's way of transforming your body from a young girl to a woman. It can be a bit strange but very exciting.

Talk about it!

Still worried or confused? Ask your mentor for the help you need. She can direct you to more information. Also, ask your mentor to share how she handled the changes of her body. How did she feel? How are things today?



MENTOR'S SPOT

Talk about how puberty and turning into a teen can be fun. Tell her you are excited to see how she develops physically. You could take her shopping to select products that she will want to be using soon. Share how you use hygiene and beauty products, and explain how different options work. Let her know you want to help her make healthy, safe choices.

Activity No. 6

My Hopes!

Sometimes you need a quiet moment to reflect on all the changes and activities in your life. Use this space to consider who you are, or use your journal. Write down your thoughts about what you've learned so far about yourself and about your mentor.



Think About It!

What makes me unique and different? _____

Who am I? _____

What do I want to be? _____

What parts of me do I want to develop? _____

What are some things I admire in others? _____

What are some things I admire in myself? _____

How do I define beauty? _____

How does my family define beauty? _____

What have I learned about my mentor that I didn't know? How does that change the relationship I have with her? _____

Take a moment to look at the things that make you, you. Write down one goal for yourself during this time of change. Maybe you want to spend more time with your mentor, or maybe you want to learn more about puberty. Share the goal with your mentor. Then come up with a plan on how to reach that goal.

One thing I would like to explore or be is: _____

To do this I could: _____

One step I can take now is: _____



MENTOR'S SPOT

Listen to what she wants to develop. Help her with imagining herself in these new ways. Try not to judge what she wants but enjoy her desires. It might be fun to create a photo journal or scrapbook to document this period of change. Refer to it over time to see how much each of you has developed. You can get a disposable camera to photograph memorable moments. Start collecting the pictures, mementoes, and media that describe your changing selves. The scrapbook can also be a space to mark her special moments, achievements, and dreams. Be creative – the scrapbook can be as unique as the two of you.



Activity No. 7

Talk It Out

Sometimes, it's hard to hear what your mentor has to say. At times, it seems like you are speaking two different languages. One comment from your mentor can send you into a fit of rage. How can you make sure you are on the same page? Look at this chart. How do you feel about the things your mentor says? What do you think she really means? Is there a better way to say these things? Here is your chance to practice talking and listening to your mentor.

My Mentor Says...

I am so proud of you!

Is that what you are wearing?

Is that what you are eating?

You are beautiful.

You don't have to do what everyone else is doing.

She Might Mean...

I am proud of your accomplishments.

I am not sure that is the best choice.

Your nutrition is important to me.

You are beautiful inside and out.

I want to protect you from harm.

Strengths my mentor sees in me: _____

Strengths I think I have: _____

Strengths I wish I could have: _____

I May Feel...

I am happy you noticed my hard work.

You don't like my style. You don't trust my judgment. You are trying to control me.

You think I am too fat or too skinny.

You have to say that. You can't see my flaws.

You don't understand how important to me it is to fit in.

Remember:

Your mentor usually has your best interest in mind, even if you don't always hear it. Ask your mentor to identify three strengths she sees in you. Having her do this now might help you understand where she's coming from. Do you agree with these strengths she sees? Are there other strengths you would like to develop? Talk to your mentor. Before you know it you will feel like the "super girl" she already knows you are.

"Straight Talk"

Can you relate to these examples? Add one of your own. Think of something your mentor says to you. How does it make you feel? Then ask her what she really means.

My mentor says: _____

What she really means: _____

How I feel when she says that: _____

Some things I would like my mentor to stop saying or say in another way are: _____



MENTOR'S SPOT

We have all experienced miscommunication on some level. Take time to make sure the girl you're talking with really "heard you." Be as specific as possible and try different ways of saying the same thing to make sure your point gets across. For example: I am really impressed with the way you stuck with that math problem/knitting/backflip. OR: You have real commitment and your hard work shows. OR: Can you show me how you completed your math homework so well? You are a great problem solver. Hearing criticism is difficult for everyone. Giving her a "heads up" that criticism is coming may help. For example: This might be something you won't like me to say but it is important for you to understand...

Whatever you are trying to communicate, remember to reinforce her success by verbalizing messages that uplift and support her.

Activity No. 8

Role-Play

For girls and adults, life is like an obstacle course. New challenges come up every day. If your mentor doesn't know the realities of your daily life, she can't give you the best support. Use this activity to be honest about the challenges you face. It will help you work together toward solutions.

Role-Play, Your Way

Talk about three things that get in your way every day. They can be simple, tricky, or silly. Now ask your mentor to walk in your shoes. She gets to play you and you get to act out what really goes on in your life.

Some scenarios might be:

- Standing up to a bully or mean girl
- Handling peer pressure
- Talking to a boy
- Being unprepared for school
- Changing for gym or sports
- Not having the latest outfit or gadget
- Tripping or falling in front of friends
- Puberty surprises
- Comments about your body that make you uncomfortable
- Other challenging moments



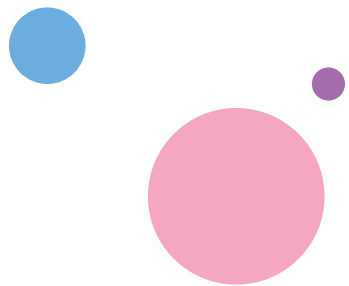
write your script here

Talk about it!

- **How does this situation make you feel?**
- **What do you usually do?**
- **What does your mentor suggest you do?**
- **How did your mentor feel being in your shoes?**

MENTOR'S SPOT

Give your special girl a safe space to talk about her tougher daily challenges. Taking a break from her regular routine could be the space she needs. This could be a special night with friends or quiet time with you. By talking about it together, you may find new ways of handling and coping with what is going on. Be open to listening to her and to letting her know sometimes you need time to figure things out as well. Tell her you are glad she talked to you and are always there to support her.



Activity No. 9

Being Safe

Your mentor can be your greatest resource and ally. But sometimes you might make a poor choice about a serious issue (such as grades, confronting a bully, dealing with boys) in order to avoid punishment, embarrassment, disappointing your family, or making someone upset. Your mentor worries about your safety, and you worry about getting into trouble.

Here's a space to talk about your worries and solutions for tough situations before they arise or get dangerous. Maybe a friend of yours has been shoplifting or another friend is not eating enough. Without rattling anyone out, come up with a real or made-up situation concerning you or a friend that you would normally be too shy or scared to turn to your mentor about.

? Ask your mentor to think of a time when she kept a secret in order to avoid disappointing her parents or friends. How did it make her feel?



Create an E.C.C. (Emergency Connection Code)

Sometimes it's important to have an emergency code – language that identifies that a situation needs a special kind of conversation. Create an **E.C.C. (Emergency Connection Code)** with your mentor. This safety plan can help you deal with tricky situations together.



I need my E.C.C.

Talk about it!

- Here are some issues that might require an E.C.C. Can you think of others?
 - Failing a class
 - Attending a party where there are drugs or alcohol
 - Being touched in a way that you don't like
 - Being hurt by a family member or friend
 - Being teased or harassed by a bully
 - Eating too much or eating too little
- What is the procedure you follow if you are in an unsafe situation?
- Who do you go to as a “safe” person if you are worried that you can't talk to your mentor?
- What is the “signal” that tells your mentor that you are OK but don't want to talk?
- What is the “signal” that tells your mentor that it is urgent you talk?
- What is the grace period between making a bad decision and facing the repercussions of that choice?
- How often does the E.C.C need to be updated?
- Write out the rules for your personal E.C.C together and keep it in a handy place.
- What could happen when girls don't have a mentor to turn to?

MENTOR'S SPOT

Sample E.C.C.

When the E.C.C. is in effect we agree to:

- Put safety first
- Listen, not blame
- Communicate in a positive way
- Come up with solutions and consequences together
- Understand that making mistakes is part of growing up
- Identify emergency contacts – people and numbers that can help

The E.C.C. should be taken seriously and if committed to early on, it can help you avoid a lot of misunderstandings.

If she uses the E.C.C., applaud her for asking for help. Listen to her. It might be difficult and you might have to set your panic aside. Remind her that your priority is her safety. Take action to ensure this commitment is integrated into your relationship, and make sure everyone in her life is on board if possible. A larger family plan may need to be implemented to meet the needs of every family member.

Activity No. 10

It's a Date!

Everyone marks change in life differently. Some acknowledge important moments with large community celebrations. Others celebrate the journey more privately. You can celebrate the “big things” or a bunch of “little things.” It is up to you and your family. Create a timeline of important things that will happen to you in the next five years. Put a star next to the ones worthy of a celebration.

Ideas can include:

- Getting your braces on or off
- Your first bra
- Becoming a “teen”
- Passing an exam
- Mastering a difficult assignment, skill, or instrument
- Add your own celebrations, holidays and big moments
- Changing schools
- Getting your first period
- Going to your first dance
- Joining a team

Today

5 Years Later

Now, review all your exciting events. Of course you won't be able to celebrate them all with everyone. Some might be good for a shared moment with your mentor. Other events could involve the whole family, and others may be reserved for friends only.

Talk about it!

Ask your mentor what events along her life journey were celebrated. Who was involved? Were the celebrations community, family, culture or faith based? How did she feel about the changes and the celebrations?

- If she didn't celebrate, did she want to?
- How would she do it over again?
- What parts of her experience would she like to carry on with you?



BRACES ON!



MENTOR'S SPOT

What are your favorite family things? What are some behaviors and traditions unique to your family circle? For example, maybe your family celebrates birthdays with cupcakes instead of cakes. Are there traditions you want to continue? Are there ones you want to share with or pass on to the special girl in your life?

You have reached the end of **true you!** So what have you learned on your journey? Hopefully you learned something about you and discovered something new about your mentor. Now keep it going! Here is one last thing to do with your mentor. Create a promise that talks about all the things you learned and all the things you want to continue doing together.



This sample promise can get you started, but consider creating one that is unique to the two of you. It should reflect your style, attitude, beliefs and traditions.

Promise

As we continue to build on our relationship:

We choose to talk to each other

We choose to find solutions

We choose to embrace change

We choose to celebrate our lives

We choose each other as resources

We choose to listen to each other

We choose to create our own definitions of beauty

We choose to be confident, healthy and strong!

Write your promise and practice saying it with your mentor. Is there a way to display it somewhere that is accessible to you both? Is there a tradition you can create around it?

MENTOR'S SPOT

Pick something to celebrate just the two of you or you could invite family members or friends. Take this opportunity to share a few great moments of your **true you!** adventure.

Resources

You can find more information and materials at the following Web sites.

- www.campaignforrealbeauty.ca
- www.girlscouts.org
- www.kidshelpline.ca
- www.nedic.ca

* Web sites are always changing. The ones we mentioned above are solid and will always have updated information.

Use the space below to fill in your own resources, sites and hotlines.

Support Hotlines for Me:

Teenage:

Bullying:

Personal Safety:

Eating Disorders:

Health Information:

Smoking:

Drugs:

Women's Health:

Alcohol:

Mentor/Volunteer Opportunities:

Other:

Support Hotlines for my Mentor:

Teenage:

Bullying:

Personal Safety:

Eating Disorders:

Health Information:

Smoking:

Drugs:

Women's Health:

Alcohol:

Mentor/Volunteer Opportunities:

Other:

Please go to www.campaignforrealbeauty.ca to download additional copies of this Mother-Daughter Activity Guide and for updated content, activities and resources.



About the Authors

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Tonya is a former educator and published author of numerous books for children. She works at Girl Scouts of the USA developing program resources and ensuring girls' voices are heard. Tonya manages GSUSA's By Girls For Girls National Advisory Committee and works with girls all across the USA and Puerto Rico.

Rande and Tonya needed a book like this when they were younger, so they used their 25 years of collective experience with youth to write this one. They dedicate it to their mothers and all the girls in their lives.

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