

# BE FAB LESSON OUTLINES

## **Session 1--It's All About Me**

### Session objectives:

At this session, participants will:

- 1) Discuss the concept of self-image and share with the group what it means to them.
- 2) Identify and begin to develop a social support network of people who accept a wide range of body shapes and sizes.

### Related New Moves goal:

Focus on your positive traits

### Materials and supplies needed:

Flip chart or Community Guidelines poster  
Markers

### Prep

(optional) Print off the pink community guidelines poster from [www.newmovesonline.com](http://www.newmovesonline.com)

### Girl Pages references

Pages 6-9

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## **Welcome and agenda**

“This is the Be Fab portion of New Moves. We will be discussing and doing activities to build a positive self image, feel good about ourselves and set goals toward living a healthier lifestyle. We encourage you to think about what you might like to work on in the weeks ahead as far as feeling good about yourself. Today we are going to establish group norms, get to know the people in the class and discuss what being a phenomenal woman means. Does this sound o.k.?”

## **Discussion/Activities**

“One of the most important parts of this class is feeling comfortable with your classmates. Some of you may be friends already or you may be meeting somebody for the first time. Meeting new people while keeping your old friends will help you create a group of young women you can lean on for support when you need them. So... let's get to know each other!”

### 1. Things we have in common (Girl Pages pg. 6)

- Split class into groups of 5.
- Have each group figure out how many things all 5 of them have in common in ~5 minutes. Encourage girls to go beyond the obvious things like “we are all girls or we all go to \_\_\_\_\_ school.”
- Each group introduces group members to the class and shares what they all have in common.
- Affirm that we all have similarities

## 2. Self-Image Discussion: (Girl Pages pg. 7)

- What does self image mean to you?
  - Definition on pg. 7—“it’s a combination of things that make up how you think about yourself.”
- Finish this sentence “A person with a positive self image...” or “What does it mean to have a positive self-image?”
  - Being proud of who you are, feeling good about yourself inside and out, acknowledging your accomplishments, enjoying the roles that you play as a friend, sister, daughter, etc.
- What ways can a person work towards developing a stronger or more positive self image?
  - Make a list of all of your positive traits and read them daily, look in the mirror and tell yourself what you like about yourself, surrounding yourself with positive people that respect you for who you are, etc.

## 3. Phenomenal Women poem (Girl Pages pg.8)

Ask for a volunteer to read the poem on pg 8.

What did you think of the poem?

- What does phenomenal mean to you?
- What message does this poem convey to women?
- Women with self pride and self-confidence are empowered, phenomenal women
- Be accepting of all body types
- Revel in the beauty of all aspects of your body
- When you love yourself and exude self-confidence, people admire and are drawn to you
- A positive self-image is a powerful thing –others detect it and respect you for it

## 4. Community Guidelines: (Girl Pages pg.9)

What do you think you need to feel safe with one another?

- Record the groups list of rules on flip chart or poster.
- Read list back to girls and ask if they can all commit to following the community guidelines.
- Have girls write the final community guidelines in the Girl Pages pg. 9.
- Record finalized guidelines on flip chart or poster version of page 9.

### **Wrap-Up**

Think about using this class as a place to talk openly about important issues that are relevant to your everyday life. Think about ways to contribute to a positive self image.

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## **Session 2--Choose Your Adventure**

### Session objectives:

At this session, participants will:

- 1) Be introduced to personal goal setting related to nutrition, physical activity or improving self-image.
- 2) Learn how to set a SMART goal.
- 3) Set goals and self-monitor physical activity using pedometers.

### Related New Moves goal:

Aim to be physically active, at least 1 hour each day

### Materials and supplies needed:

Pedometers (1 per girl)

Pedometer sign out sheet (if desired)

### Prep

Number pedometers and/or create a sign out sheet to ensure girls return their pedometers.

### Girl Pages references

Pages 22-27

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## **Welcome and agenda**

“Today we are going to talk about goal setting and practice setting an individual physical activity goal using pedometers. We will also be doing an activity where you will measure the number of steps to some typical places you walk within the school. Does this sound o.k.?”

### **Check-in**

Ask girls about the session from last week: It’s all about me. Briefly allow girls to share reflections on the discussion or poem.

## **Discussion/Activities**

### 1. Goal Setting

“New Moves has 8 goals (review 8 goals listed in intro section of the Girl Pages.) aimed at helping you be healthier and happier. An important part of feeling good about yourself is to nurture and take care of your body. This class is designed to support you in making these healthy choices for yourself and your body and to help you develop your own real-life strategies so you can take care of your mind, body and spirit. One strategy to increasing healthy choices is setting individual goals, so let’s start with a discussion on goals and goal setting.”

Discuss as a class:

- What are the benefits of setting goals?
- What makes some goals challenging?
- What strategies have you used to overcome challenges when setting a goal in the past?

## 2. SMART Goal Setting (Girl Pages pg. 22)

Review the SMART concept with examples

- Ask for volunteers to read (pg.22) the explanation and example:
  - SPECIFIC
  - MEASURABLE
  - ACTION –ORIENTED
  - REALISTIC
  - TIME-BASED
- Has anyone used this method of goal setting before? What were your experiences?
- How do you define a short-term vs. long term goal? (refer to the Girl Pages pg. 23)

## 3. Setting goals with pedometers (Girl Pages pg. 25)

- Split students into pairs.
- Have them work on pg. 25 and guess how many steps they would take to get to the destinations listed [bathroom, main office, gym, water fountain].
- Once all girls have completed pg. 25, provide brief overview on how to properly wear and use a pedometer (pg. 24).
- Pass out pedometers.
- Once girls have their pedometers on, properly, have them walk to the places listed on pg.25 and record their actual steps and compare to their guesses. Remind them to zero out the pedometers each time they return to the classroom before walking to another location.
- Once girls have recorded their actual steps. ask:
  - Did you end up taking more or less steps than you thought?
  - How many steps are recommended for teenagers? (Answer: at least 10,000 per day)
  - What are some easy ways to increase steps?

“Now it’s time for you to track your steps and set goals for increasing your steps. Many people find increasing the number of steps you take each day is a simple way to increase physical activity. Over the next week, you will track your steps and set goals to increase your steps.

## 4. Personal pedometer goals: (Girl Pages pg. 26-27)

Go through the following instructions:

- Fill in the days of the week on the left side of pg. 27, starting with the following day (unless your class is first hour, then they can start with today)
- For the first two days, track the regular amount of steps per day and record the numbers in the Girl Pages.
- For the remaining days of the week, set goals to increase their steps using SMART goal setting strategies.
- Remind girls to wear them every day and record their actual numbers of steps.

*During physical education class, make sure girls have their pedometers on and note how many steps they are taking during class. You can use this activity to enhance walking or other class sessions or units.*

### **Wrap Up**

Setting realistic goals that work for you and your situation makes it more likely that you will be successful. How do you plan to reach your goal?

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### **Session 3–Setting Goals That Last**

#### Session objectives:

At this session, participants will:

- 1) Share successes and challenges to using the pedometers to increase their number of daily steps.
- 2) Discuss goals related to nutrition, physical activity and the challenges teens face in setting these goals.
- 3) Set a New Moves goal.

#### Related New Move goal:

All

#### Prep:

Pedometer sign in/out sheet (if pedometers were done in the previous session)

#### Girl Pages references

Pages 47-50

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### **Welcome and agenda**

“Today we are going to talk about setting goals, more specifically we will discuss WHAT it is you want to do and HOW you are going to do it. Setting goals is like designing a road map or game plan to get you where you want to go by taking small steps that can lead to big changes. How does that sound?”

### **Check-in**

Ask the class what they thought of wearing the pedometers and if it was helpful in increasing their steps. Remind them increasing steps is a simple way to increase physical activity. Have girls turn in their pedometers if necessary.

### **Discussion/Activities**

#### 1. Setting goals and self-monitoring (Girl Pages pg. 47)

“In New Moves we talk about making changes to become healthier. As we talked about last week, setting goals can help you change your behaviors. During class we will focus on the New Moves goals we discussed last week. Today we will review these and you will set a specific goal. Take a few minutes to look at the New Moves goals (pg. 47) and see if any are areas you are ready to work on now or might be ready to work on in the future. Put an X by any that you would be willing to try over the next couple weeks.”

Ask girls to look at the real life challenges bubble on the bottom of pg. 47. Discuss as a group or have them record their thoughts quietly.

## 2. Case Study Discussion (Girl Pages pg. 48)

Have participants read the case study and think about the SMART goal setting guidelines (pg. 22). Facilitate a brief discussion about the case study. Ask:

- What is good about the goal Mercedes set? What makes the goal:
  - SPECIFIC?
  - MEASURABLE?
  - ACTION-ORIENTED?
  - REALISTIC?
  - TIME-BASED?
- What challenges does she face?
- What strategies did she use?

## 3. Action planning activity (Girl Pages pg. 49)

“Now it’s your turn to set a goal and make an action plan. Select a goal from pg. 47 you were interested in and use it to fill out the Action Planning Worksheet on page 48. Use Mercedes example if you need help.

- If time permits, encourage girls to share their goal and action plan with the whole group.
- If time permits, have each girl select a partner (or assign partners) and fill out the Be Heard Worksheets (pg. 50). Have each girl read their statement aloud to their partner.

### **Wrap-Up**

Setting a realistic goal and tracking your progress is one of the best ways to change a behavior. Stick to the goal you set and monitor your progress over the next week. We will then discuss what went well and what we might do differently.

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## **Session 4– Day In The Life**

### Session objectives:

At this session, participants will:

- 1) Identify how they currently spend their time, specifically addressing sedentary activities and where there are opportunities to increase physical activity.
- 2) Practice strategies to better manage time and find time for physical activity.
- 3) Set a goal for increasing physical activity.

### Related New Moves goals:

- Aim to be physically active at least 1 hour each day.
- Reduce screen time (TV/video watching/non-school computer time) to an hour or less each day.

### Materials and supplies needed:

Markers (variety of colors)

### Girl Pages references

Pages 64-69

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## **Welcome and agenda**

“Today we are going to talk about how each of us spends our days and discuss ways to plan our time to make all things fit. Many girls your age identify that not having enough time is the #1 challenge to being physically active. We will focus on how to create more time to be physically active and how to turn inactive time into active time. Many young people have very busy schedules, and learning how to fit physical activity into YOUR day can help you stick to a plan. Each person’s life is different, which is why you will be making your own schedule.”

## **Check-in**

Ask girls to report how they did with their goal since the last session. Encourage girls to continue setting SMART goals.

## **Discussion/Activities**

### 1. Sandy’s Story – Case Study Discussion (Girl Pages pg 64)

“Before we have you look at your own schedule, let’s take a look at Sandy’s life”. Ask for volunteer to read the top of p 64:

As a large group, discuss;

- What can’t Sandy change? (non-negotiable items)
- What is somewhat flexible?
- If you were in Sandy’s position, what strategies could you use to find time to exercise or to be physically active? (refer to pg.65—top of page)
- What changes did Sandy decide to make to fit physical activity into her day? (refer to pg. 65—bottom of page)

## 2. A Day in Your Life (Girl Pages pg. 66)

“Now that we have spent some time looking at how Sandy spends her days, each of us is going to look at an average day and discuss ways to plan our time to make all things fit and find time for physical activity.”

Ask girls to think about their own life. Ask them to think about:

- What is not negotiable? (school, family obligations, meal time)
- What is somewhat flexible? (homework, friend time, work)
- When do you have free time?
- How do you normally fill your free time?

Have each girl choose their own colors to fill in the key (non-negotiable time, flexible, free time) on pg. 66. Have them leave free time blank or use a light color marker so they can write in it later.

- Girls will fill in their schedule for an average weekday and weekend day. Each student should also write the activity they are doing during each time block (refer to Sandy's Story example).
- Have girls note their free time when they are finished.

## 3. Setting a Goal for Physical Activity

“When doing this activity many people notice they spend a lot of time being inactive, either because they are really busy with school or other responsibilities, or spend a lot of time in front of a TV or computer screen. Let's work on finding ways to change some of the time we spend sitting or lying down to active time.”

- Have girls look at their daily plan and find a way to add at least 15 minutes of active time during each day. Encourage them to look at pg. 59 and pg. 61 if they don't have their own ideas.
- Ask girls to share the plan with a partner. Make sure their goal/plan is SMART, (Specific, Measurable, Attainable, Realistic, Time-based)
- Make any needed changes after discussing with a partner.

## **Wrap-Up**

There are many strategies people can use to fit more physical activity into their busy schedules. Thinking of ways that you can make your inactive time more active is one strategy to increasing physical activity. Setting goals and planning your time can help you get more sleep, eat healthier, and even save money.

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## **Session 5– Media-Rama**

### Session objectives:

At this session, participants will:

- 1) Increase knowledge about factors influencing body image and self-image.
- 2) Increase understanding of media influences.
- 3) Recognize unrealistic messages presented in the media.
- 4) Learn to critically evaluate media messages.

### Materials and supplies needed:

Teen magazines/Fitness magazines  
Markers, Scissors, Glue sticks, Poster-board  
Decoding media messages topic sheets

### Related New Moves goal:

Focus on your positive traits

### Prep

Gather all of the needed materials  
Print off and cut out the decoding media messages topic sheets

### Girl Pages references

Pages 79-81

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## **Welcome and agenda**

“Today we are going to talk about the media and how it plays a role in shaping our society. As you know the media’s portrayal of the ideal body type can make many girls and women feel that their bodies are unattractive and that they could never measure up to what is perceived as ideal. We’ll take a look at how we are targeted everyday by the media, and then discuss how this may impact our thoughts and feelings about ourselves.”

## **Check-in**

Ask girls if they were able to change some of their inactive time to active time. Ask girls to share some successful examples of increasing physical activity.

## **Discussion/Activities**

### 1. Bodies Through History (Girl Pages pg. 79)

Ask for volunteers to read the top of pg. 79 and the timeline. As a group, discuss:

- What is considered the “ideal” body type today?
- Do celebrities and models look like people in your community? How are they similar or different? How do images of celebrities and models influence how you feel about yourself? About your appearance?
- What can you do to help yourself feel better about who you are and what you look like? Refer to pg. 80 and have volunteers read aloud.

If you have a culturally diverse class, continue the class discussion by asking the following questions:

- Mass media has predominately shown European descent (white people). How has this affected you?
- Bodies Through History" is a very white way of looking at body types. What is it like for other cultures?
- What messages do you get from within your own culture(s) regarding beauty? How does that impact how you feel about yourself?

## 2. Decoding media messages

“This activity is designed to help us think about the obvious and subtle messages we receive from magazines about being a girl as well as messages about health and fitness. Many times we do not take a time-out to think about what is being sold to us. The point of this activity is not necessarily to totally reject the media, but rather to think about the messages we receive.

- In small groups—handout a topic sheet, magazine, poster-board, and markers.
- Girls will create a poster-board based on the topic sheet they are given.
- Each group will present their topic (2-5 minutes).
- Discuss each topic before moving on to next group.

Discussion points:

*Cost: Fashion magazines often show very expensive outfits and accessories that are out of reach of most teens. Why would magazines promote clothing that their audience can't afford? Who benefits from this? Summarize that fashion can be fun, but can easily become an expensive habit that ends up costing lots of money as clothing and other fashion accessories go out of style quickly.*

*Fitness magazines: Fitness magazines often show very thin women, who may or may not be physically fit. They also show lots of skimpy outfits that no one really wears to work out! Another note: fitness magazines often show lots of semi-nude or scantily clad women, which seems strange since the audience is usually women. Fitness magazines are often focused on weight loss, “sexy” muscles, and other superficial factors rather than actual health and fitness.*

*Ad count: Any surprises with what you found? Most girls are surprised to know how many pages of your average magazine are ads. In addition, many of the content pages provide the names of stores, websites or other ways to get the products, blurring the line between ads and content. It makes it clear that magazines are about selling products more than they are about content.*

*Ad content: Do you agree with how teenage girls are depicted in magazines? Is there more to teenage girls than what appears in the magazines? Where are those qualities/characteristics/interests portrayed if not in a teen magazine? What else would you want people to know about teenagers?*

### **Wrap-up:**

Ask for a volunteer to read the comment from the workbook pg 81. “You don't have to buy into what the media ...” Ask girls what other strategies they could use to combat the media's influence. Let them know that in a future class we will be doing an activity that celebrates what makes them beautiful.

## Decoding the media handout sheets

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### Cost

Using the fashion and make-up stories in the magazine come up with an entire week of outfits, including make-up. Add up the cost of the clothes and make-up for each day. Cut out the outfits and make-up from the magazine and put the total cost of each day underneath the outfit. Make sure to include shoes and accessories. Then total up the costs for the entire week.

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### Fitness magazines

After looking through the fitness magazine(s) summarize what the magazines are about using pictures and text from the magazine. *Consider the following questions: How are women portrayed? What are they wearing? What are the articles about? What promises are made about diet and/or exercise? Who is the target audience? How does the target audience differ or how is it similar to who is shown in the magazines? How do the images in the magazine compare to athletic and fit women you know in real life?*

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### Ad count

Look through magazine(s) and count the ads. Compare that to the page count and figure out what percentage of the magazine are ads. Next, note the subject matter of the ads and create general categories (menstruation, make-up, hair products, shoes, etc.). Identify how many of each category there are and note any dominant categories. Make a graph or other visual representation of the ad categories and quantity of ads.

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### Ad content

Pretend you were from another country or planet and had never seen an American teen magazine. Imagine you had to report back to your class about what teenage girls were like in the United States. What would you tell them? Make a collage based on your findings from the magazines. *Questions to consider: What are the ads in the magazines for? What are the articles about? What kinds of clothing/fashion are portrayed? How are things like periods, skin, and hair discussed? What is the overall impression of teenage girls from the magazines?*

# Backside of Decoding the Media handout-needs to be blank!

## **Session 6– Stress Less**

### Session objectives:

At this session, participants will:

- 1) Practice strategies to identify and address stress and negative feelings (such as depression, loneliness, etc).
- 2) Practice relaxation strategies to use when stressed.

### New Moves goal:

- Focus on your positive traits
- Avoid unhealthy weight control practices
- Pay attention to portion sizes and your body’s signs and hunger and fullness (avoid binge eating or not eating when stressed)
- Be physically active, at least 1 hour each day (using physical activity to help manage stress)

### Materials and supplies needed:

Calming music and CD player

### Prep

If possible, find a space for the relaxation exercise. Wrestling rooms or gymnastic mats work well. Make sure the room is quiet and people know not to interrupt or turn on the lights.

### Girl Pages references

Pages 93-97

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## **Welcome and agenda**

“Today we are going to talk about stress and how it affects each of us. We'll talk about things that stress you out and how you respond to stress. We will share some of our healthy responses to stress and also some of our not-so-healthy responses. Finally, we'll spend some time practicing ways to de-stress. Does this sound o.k.?”

## **Check-in**

“Last week we discussed how the media can impact how we feel about ourselves. Does anyone have anything they would like to share that they noticed or changed after our last session?”

## **Discussion/Activities**

### 1. Introduction: What is stress?

Begin discussion by asking the following questions:

- What stresses you out?
- How do you know you’re stressed out? How does your body feel when you’re experiencing stress?
- What do you do when you’re stressed?

## 2. Unhealthy ways to deal with stress (Girl Pages pg. 95)

“Sometimes we don’t use a healthy strategy to manage stress, and it is important to know that there are a lot of unhealthy ways that people deal with stress. We want to avoid unhealthy strategies. Unhealthy ways to deal with stress typically don’t relieve stress for very long and often times lead to more stress.”

- Highlight a few of the unhealthy strategies on pg. 94 and explain why these are not helpful strategies.

## 3. Healthy ways to deal with hard times (Girl Pages pg. 95)

“There are healthy and unhealthy ways to deal with and manage stress. Let’s take a look at some examples of healthy ways to deal with stress”

- Ask for volunteers to read out loud the strategies on pg. 95 of the Girl Pages.
- After some of the strategies are read, ask for a volunteer to talk about when they used a healthy strategy after a stressful situation.
- Solicit ideas for other healthy ways to deal with stress (you can refer back to the suggestions given during the introduction section if needed).
- Let girls know that the reason many of the examples on pg. 95 suggest physical activity is because it has mental and physical health benefits that help people deal with stress.

## 3. Stress makeovers (Girl Pages pg. 96)

“We all have stress and we all have had to deal with stress right when it happens. The key to reducing stress is to recognize your patterns for what stresses you and how you react to it. Often times when we are in the moment we have a hard time thinking of a healthy way to deal with stress and end up using an unhealthy strategy. But if we know certain things make us stressed we can figure out healthy strategies that will work and turn to those in the heat of the moment.”

Ask for a volunteer to read the example given on pg. 96. Next, ask girls to think of a recent stressful situation that they didn’t handle well. Have girls:

- Write down a situation(s) or event(s) that caused stress.
- Next to each situation, rate the amount between 1 and 10 ;1 being the least stressful and 10 being the most.
- In the “I responded by” column, fill in your reaction to the situation.
- Next, fill in the “Next time I will try to” with a healthy strategy they could be used in the future.
- Remind students about their decision to use a healthier coping strategy and that they can always return to their journal when they’re feeling stressed to remind themselves of all their healthy options.

## 4. Practice relaxation/stress reduction

Relaxation Visualization--Another way to encourage good feelings is to learn to relax through visualizing and deep breathing.

- Make sure girls are in a comfortable position with legs and arms uncrossed and eyes closed. Encourage girls to clear their minds of all thoughts and concentrate only on the music or sounds.

- Play soothing music or peaceful nature sounds. If no music is available, ask students to close their eyes and visualize a quiet, calm scene (like sitting on a quiet beach watching the waves roll in; stretching out in a lawn chair on a lazy summer afternoon with warm sun overhead).
- Continue this activity for a few minutes and then ask students how they feel.
- For the next stress-reduction technique, ask students to begin to tighten the muscles in their body, starting with their toes. Hold each tightened position for a count of five before letting go and moving upward to the next body part. Finish with tightening the facial muscles and letting them go.
- Then ask them to relax all their muscles and to practice deep, abdominal breathing, while being aware of the tension leaving their bodies. Remind them to inhale deeply through their noses, and exhale slowly through their mouths.
- Inform the students that they have just learned two simple relaxation techniques that they can use to reduce their feelings of stress. Encourage them to take time to relax and “de-stress” every day.

#### 5. Classroom Yoga (Girl Pages pg. 97)

Have students turn to pg 97 in the Girl Pages. Discuss that yoga is a way of relaxing the body and mind through stretching and breathing. There are some yoga positions that you can practice in your chair, or standing next to your desk.

#### **Wrap up**

From the “Healthy Ways to Deal” worksheet choose 2 of the actions you think you could make. On a scale of 1-10, 1 not at all easy and 10 very easy; what will need to be different in your life to make it easier? List what you plan to do to make changes”.

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## **Session 7– Comparison Trap**

### Session objectives:

At this session, participants will:

- 1) Recognize the negative effects of comparing themselves to others.
- 2) Explore ideas for ways to reduce comparing themselves to others.
- 3) Learn ways to reduce level of "fat talk" among peers.
- 4) Work with classmates to identify their own unique strengths.

### Related New Moves goal:

Focus on your positive traits

### Materials and supplies needed:

Construction paper/cardstock

Pens/Markers

Small pieces of cardstock/construction paper

Glue

### Prep

Prepare materials for the “Defining Beauty for Ourselves” portion of the lesson. If your class period is shorter than 30 minutes, consider doing this lesson as two sessions.

### Girl Pages reference

Pages 114-117

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### **Welcome and agenda**

"A few weeks ago we discussed the media and how it can influence how we feel about ourselves and our bodies. This week we are going to discuss how we interact with peers and others in our life and how that can affect our body image. Does this sound okay?"

### **Check-in**

Ask girls if they tried different strategies to deal with stress. Ask for volunteers to share their success stories.

### **Activity/Discussion**

#### 1. Comparison Trap Discussion

Ask students to turn to pg. 114 in the Girl Pages and look at the diagram of the comparison trap and ask for a volunteer to read.

- Draw a comparison trap on the board. As a class, fill in the blanks as a real-life example of comparing that they might deal with.
  - What are some common things that girls compare themselves to others?
  - Ask girls to discuss the following questions in small groups and record in their workbook:
    - What do you see as problems with the comparison trap?



- What are at least 3 things you can do to avoid the comparison trap in your life?
  - Refer to the Girl Pages, page 115 and have participants share what they feel they can do.

“A lot of times when people compare themselves they pick out things that they don’t like about themselves and only notice and compare with other people who they think are better on those particular things. This is what we are calling the comparison trap. Often times, people compare things they don’t like about themselves with people they think have the things they want. For example, a girl who hates her naturally curly hair compares herself to girls whose hair is straight.”

## 2. Teasing

“Teasing about appearances is something that everybody has probably experienced in their lifetime either from family members or peers. Teasing is pervasive in our society and we often see it as an accepted part of schools, families, and communities. Many of us have been teased about something and have internalized those messages making us feel badly about who we are and our appearance.”

## 3. “Fat Talk” Discussion (Girl Pages pg. 116)

We are going to talk about another scenario that may be quite familiar to you.

- Ask for a volunteer to read the ‘fat talk’ scenario on pg. 116.
- After reading discuss the following as a large group:
  - What are some ways these girls could turn this conversation around so that everyone feels good about themselves by the end of the conversation?
  - What are some ways you can avoid getting into these types of conversations? E.g. When a friend says “I hate...”
  - How can you keep this conversation from being a cycle of “fat talk”?

## 4. Defining Beauty for ourselves: Compliment collage

“We are going to do an activity that celebrates what makes us unique and beautiful in our own ways. Often times, we don’t really know what other people like about us. This activity will give you an opportunity to give compliments to others and see what others like about you by making a compliment collage.” Inform the class of the following instructions:

- Each person will get a big piece of cardstock. Write your name on it. Set these in an area so they are all together.
- Each person will also get small pieces of cardstock. On each piece, write one thing you like about a classmate. Think about what you like about them: their personality, a talent or skill they have, or something they do that you appreciate. Try to think about what you really like about the person beyond what they look like. Do this for all of your classmates, not just your friends!
- Glue your compliment card on each of your classmates’ big piece of cardstock. Each of you will leave here today with all the comments from your classmates.

After they are done, ask them to read their comments.

- How does it feel to read compliments from their classmates?
- How does it feel to give compliments?
- How could they incorporate this idea into their daily life? (i.e. give compliments, focus on skills and personality, as a reminder that they are a good person that other people like)

**Wrap-up**

- Summarize the fat trap conversation and the comparison cycle discussions.
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## **Session 8– Wrapping It Up**

### Session objectives:

At this session, participants will:

- 1) Review key themes from nutrition, social support, and physical activity
- 2) Discuss solutions and strategies for common barriers to healthy eating and physical activity
- 3) Discuss activities and logistics for maintenance sessions

### Materials and supplies needed:

*Not-So-Trivial Pursuit* question cards (can be found at New Moves on-line: [www.newmovesonline.com](http://www.newmovesonline.com))

### Girl Pages references

Pages 130-131

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## **Welcome and agenda**

“Today we are going to play a game that tests our knowledge from the New Moves lessons.”

### **Check-in**

Check in with what was discussed in the previous lesson

### **Discussion/Activities**

#### 1. Activity: Where am I now?

- Have students answer the worksheet on page 131 of the Girl Pages: Where am I now?
- Have girls share parts of what they wrote.

#### 2. Not-so-Trivial Pursuit

- Introduce the **Not-So-Trivial Pursuit** game. This game will be a fun way to assess their knowledge about New Moves topics including nutrition (Be Fueled), physical activity (Be Fit), and social support (Be Fabulous).
- Game instructions:
  - Divide girls into 4 teams and decide which team will go first, second, third, and fourth.
  - Start by asking a Be Fit question to the first team. If the team gets the question correct they get 2 points. If they do not get the question correct the next team gets a chance to answer the question (and so forth until the question is answered or all teams have had a chance to answer it) and receives 1 point if they get it correct.
  - Ask a Be Fabulous question to the next team and follow the same process as described above.
  - Ask a Be Fueled question to the next team following the same process as before.
  - For the next rounds each team gets to choose which category they would like their question from: Be Fit, Be Fabulous, Be Fueled, or Hurdle (worth 3 points).

- Continue to play until the first team reaches 15 points. Can continue to play with remaining teams until all teams have reached 15 points.
- Award prizes in the order in which teams reach 15 points (prize ideas include water bottles, sugar-free flavor packets, breakfast bars, sparkly pens, etc.)

### 3. Play the game

- If you run out of class time, the winner will be the team that is closest to 15 points. Each team will get to select prizes in the order of how close they were to 15 points.

