

As We Are Project Workshop Guide

Written by: Lorna Jones

With: Anne Marie Butters, Beth Malcolm, Peggy Moss and Dr. Laura Stenberg

Educational Consultants: Amanda Ferry, Dr. Timothy Sullivan, and Robyn Tommasini

Psychologists: Dr. Sue Ball and Kim Hollefriend

Technological and Artistic Consultant: Lucia Popa

TABLE OF CONTENTS

Table of Contents.....	2
Introduction to the Program.....	3
The Story Behind As We Are.....	4
Getting started.....	5
A) Volunteers.....	5
B) Material List.....	6
C) Space.....	7
D) Permission Forms / Transportation / Food.....	7
Workshop Overview.....	8
Workshop Activity 1: Introduction.....	9
Workshop Activity 2: Group Warm Up.....	10
Workshop Activity 3: Who Do You Admire?.....	12
Workshop Activity 4: My Qualities.....	16
Workshop Activity 5: Labels, Labels!.....	17
Workshop Activity 6: T-Shirt images.....	19
Workshop Activity 7: We All Have A Message.....	21
Workshop Activity 8: T-Shirt Design.....	30
Workshop Activity 9: My Reflections.....	32
Taking Action.....	34
Appendix A: Release Form.....	36

INTRODUCTION TO THE PROGRAM

Thank you for your interest in the **AS WE ARE PROJECT**! Together, we are hoping to bring about real change in the way we think and talk about girls, one dynamic girl-powered T-shirt at a time.

The **AS WE ARE PROJECT** aims to empower girls, specifically around but not limited to, the ages of 9-13. The goal is to help them identify and challenge stereotypes, particularly those around body image, personal ability, and their own potential in society. It was initiated to help girls recognize their voice, and to change the messages that come from media and society into positive ideas that express girls' strengths, potential, and inner beauty.

Through the project workshop, girls are given the opportunity to first understand the pressures exerted on them by media and society, and then to respond with their own creative interpretation of how they choose to see themselves. With the support of volunteers and facilitators, girls work through activities suggested in the workshop guide to create their own t-shirt designs illustrating the messages they want to see in society.

Feel free to adapt the activities to suit the needs of your group. The workshop can be completed in one, two, or three sessions. The total timing—based on an average group size of 20 participants—should take approximately 4 hours. The time can be extended to 6 hours depending on the amount of time you choose to spend on each activity. Note that in order to fully develop the participants' understanding of their own strengths and how they are influenced by media messages and stereotypes; and to give them the opportunity to reflect on positive messages they would like to see; it is not recommended that this workshop be done in less than four hours.

THE STORY BEHIND AS WE ARE

The idea for As We Are began in a classroom as Lorna Jones' students in Toronto, Canada were making and designing T-shirts as part of a unit on gratitude. Lorna noticed that, in particular, the girls in her class were more confident after they put on the "grateful" shirts that they had designed themselves. She realized that providing girls with the opportunity to design their own T-shirts and create their own messages could not only help them to feel empowered; it could also provide an important educational opportunity with wide-reaching potential through workshops and social media. Lorna envisioned that the T-shirts designed by girls could help change the broader messages about girls.

With support for the idea from The W. Garfield Weston Foundation, Lorna contacted Beth Malcolm, Girls' Fund Director at the Canadian Women's Foundation, who recognized the value of the initiative, and a partnership was formed. Together, they worked with dedicated volunteers to get the project up and running. The initiative is the result of the efforts of many wonderful people who recognized that a change needs to happen. We thank them for their support. But above all, we thank the girls who participated in the workshops, and those who will participate in future workshops. It is the girls who truly demonstrate the courage and the commitment to show the world that their voices need to be heard.

GETTING STARTED

As you get started, remember: During the workshop, one major goal is to explore and share ideas. It is important to respect and honour the ideas that are shared by the girls, even if they may not be ones with which the facilitators agree. Workshop facilitators can help participants explore the nuances and underlying messages in some of the T-shirts that are being analyzed by using response phrases such as:

“Interesting – tell me why you like that...”

“Here’s my concern with this message – do you think we could create a message that still has the humour you like but doesn’t put anybody down?”

“I hadn’t thought of it that way before. Do you think we might also consider...?”

Some training time for facilitators before beginning the workshops is strongly recommended.

A) VOLUNTEERS

- A high ratio of volunteers to participants is recommended for this workshop. Ideally there would be 1 artist and 1 educator/writer for each small group of 4-5 girls. If you are working with a group of 20 girls you would need 8-10 volunteers. It can be done with fewer volunteers but in this case, most of the volunteers would need to be comfortable with the design software as this is the aspect with which some participants may struggle the most.
- It is beneficial to have some volunteers with artistic abilities as well as some volunteers who have experience as educators or writers. The artists are helpful in creating the designs and working with the design software. The educators/writers can facilitate the small group discussions and help the girls find the words to express their ideas.
- Most volunteers should be comfortable with design technology (using iPads to create design) and all should be comfortable helping kids express themselves.

- We highly recommend having an orientation session for all volunteers prior to the workshop. During this orientation you should go over basic guidelines for interacting with the participants. Be sure to address: confidentiality requirements; how to handle conflict; dealing with disclosure; and suggestions for interacting. It is also important to use the orientation session to review the workshop material; to discuss ways to encourage girls' ideas (rather than imposing the volunteers' views); and to become comfortable with the technology.
- Volunteers should be encouraged to practice using the technology on their own before the actual workshop.

B) MATERIAL LIST

You will need access to the following in order to complete this workshop:

- ✓ Computer projector and screen in order to show video footage and images from your computer or iPad
- ✓ Flipchart paper, markers, and tape to record ideas during group sessions
- ✓ iPads or other comparable device - suggest one per participant, but they can be shared between two people if necessary. Please note that the free app, SKETCHBOOK (or another comparable design application), needs to be loaded onto each iPad or device before the workshop.
- ✓ Images of selected T-Shirts (can be found on-line)
- ✓ Copies of activities listed in this workshop guide
- ✓ 8x11 white paper (at least 3 pieces per participant)
- ✓ T-shirt transfers (one per participant and a few extras just in case)
- ✓ Wireless printer (and access to a Wi-Fi network) that will be used to print the designs on the transfer paper. Please note that you will have to flip the design to the reverse view before printing it onto the T-shirt transfer. Make sure that the iPads recognize the printer before you begin the workshop.
- ✓ A package of 100 self-adhesive labels and medium size Post-it Notes
- ✓ Blank white T-shirts (appropriately sized)

C) SPACE

- It works well if you can have tables set up to accommodate 6-7 people – 4-5 girls and 2 volunteers per table. An artist and a writer/educator should be assigned to each table. They can get to know the girls during the warm up activities and the girls will be more comfortable when they need guidance on their T-shirt designs.
- Ensure you allow enough space to accommodate the printer and iron-on stations. The iron can get hot so you want to ensure there is sufficient room around that workspace.

D) PERMISSION FORMS/TRANSPORTATION/FOOD

- Be sure to follow your organizational policy around getting permission forms for participants.
- If you plan to encourage the girls to submit their T-shirt designs to the As We Are website, be sure to get their permission forms signed by parents or guardians (included here as an Appendix). The submitted T-shirt designs will be displayed on the website along with the girl's first name and province. Only those T-shirt designs submitted with a signed permission form will be displayed. All submitted T-shirts will be entered into the design selection process and may become one of the finalists in the next "As We Are" T-shirt series, and made available for sale in the online store.
- Think about transportation needs for the girls in your community to participate – will they get their own rides or can they walk? Ensure that transportation issues don't become barriers.
- Depending on the planned duration of your workshop, consider providing a healthy snack for the participants.

WORKSHOP OVERVIEW

Activity 1: Introduction of program to girls, includes
As We Are promotional video

Activity 2: Group Warm Up: Stand Up/Sit Down

Activity 3: Who do You Admire?

Activity 4: My Qualities

Activity 5: Labels, Labels!

Activity 6: T-shirt Images

Activity 7: We All Have a Message

Activity 8: T-Shirt Design

Activity 9: My Reflections

WORKSHOP ACTIVITY 1: INTRODUCTION

In the introduction to the workshop you may wish to do the following:

- Introduce the facilitators and the workshop space if applicable.
- Briefly explain the purpose of the workshop (*i.e.* “We are here today to challenge and change the messages that are associated with girls and women, and to inspire other girls to do the same.”)
- It is important to think about the tone that you want to set – consider starting off by reminding participants that they are there because they are the experts on the messages being presented to girls, and because they are the best people to bring about change. You might wish to point out that it can take a lot to change a cultural phenomenon, but that this workshop is one way to effect change: by addressing the issues, through participation in empowering activities, and by creating awesome T-shirts with lasting messages. Remind them that each participant has something important to contribute to this workshop.
- Provide a brief overview of the program so that participants can get a sense of the timing of the workshop. It is also advisable to remind participants that this is a safe space for sharing and one which is supportive of ideas and creative responses.
- Discuss logistics such as locations of bathrooms, when snacks will be provided, and the protocol for pick up by parent(s) at the end of the day.

Instructions:

Show the **AS WE ARE** program introduction video (3.5 minutes- available at www.asweare.ca)

Explain that the girls in the video participated in many of the same activities that your participants are about to do.

WORKSHOP ACTIVITY 2: GROUP WARM UP

Purpose: This is a warm-up activity that gets participants moving and acts as a springboard for discussion about role-models and negative stereotypes. You may want to provide a definition for the words, “role model” and “stereotype” before beginning this activity.

Time: 10 minutes

Instructions:

Tell the participants that you are going to read a list of statements out loud. If the participants agree with the statement, then they can stand up. If they don't agree, then they can remain seated or sit down. Make sure to let participants know that this is a safe place and there are no right or wrong answers. Repeat until all statements have been read. You may want to provide copies of these statements in advance in order to allow time for reflection.

Statements about others:

1. I can think of a girl or woman that I admire.
2. I can think of a girl or woman who uses her intelligence to make a difference.
3. I can think of a girl or woman who stands up for what she believes in.

Statements About Me:

4. I stand up for what I believe in.
5. I am proud of who I am.
6. I can name two amazing qualities about myself.

Statements About Messages:

7. I have seen messages in the media that put girls or women down or promote a stereotype.

8. I have seen messages in the media that are positive about girls or women.

Transition Statement:

I want to make a difference in the world. ***(This last statement is intended to be used as a transition into the focus for the day. By participating in the As We Are workshop, everyone in the room will be making a difference and working to change the messages and perceptions about girls and women in the media.)***

WORKSHOP ACTIVITY 3: WHO DO YOU ADMIRE?

Purpose: To help participants learn about and share their ideas about positive female role models and the qualities that they have in common with those role models.

Time: 15 minutes

Materials needed: Flipchart paper, markers, pencils, handout- “Who Do You Admire?”

Instructions:

Step One: Ask the girls to think about the qualities that a role model has (for example: brave, intelligent, hard-working, determined, creative). You may want to encourage the participants to provide a few of their own examples of a role model.

For example:

- Roberta Bondar- a doctor, scientist, researcher and photographer and Canada’s first female astronaut
- Hayley Wickenheiser- 5-time Canadian Women’s Hockey Olympic Gold medalist
- Malala Yousafzai- Nobel Peace Prize winner, activist for children and women
- Rosa Parks- Civil rights activist
- Serena Williams- Professional tennis champion
- Emma Watson- Actress and human rights activist

Step Two: Let participants know that they have five minutes to work in small groups to brainstorm a list of role models they admire. Use the chart provided as a handout on page 15 to allow everyone to write down their thoughts. Ask one person in each group to scribe the responses for the group on the following handout, titled, “**Who Do You Admire?**”

Some role models might be girls or women that many people would recognize or they may be people who are related to the participant. In either case, it is important to allow the participants to discuss the qualities that they recognize in the role model.

You can have participants refer to the “**List of Qualities**” sheet that accompanies this activity in order to help them determine the qualities for their role models.

Step Three: Once groups are finished, the facilitator can ask for a brief sharing from each group. You may want to have someone scribe the responses on flipchart paper. ***Are there common qualities that the role models share? What do you notice?***

WORKSHOP ACTIVITY 3: WHO DO YOU ADMIRE?

List of Qualities:

Confident	Intuitive
Motivated	Artistic
Determined	Inquisitive
Generous	Fearless
Intelligent	Loyal
Creative	Unique
Thoughtful	Authentic
Unstoppable	Inspiring
Strong	Optimistic
Honest	Hard-working
Courageous	Resilient
Loving	Leader
Compassionate	Gentle
Brave	Observant
Knowledgeable	Visionary
Faithful	Patient
Successful	Positive

WORKSHOP ACTIVITY 3: WHO DO YOU ADMIRE?

Instructions:

After brainstorming and sharing ideas with your group, designate one person to write down the names of girls and women who you think of as role models, or who inspire you (e.g. in history, in the media, in sports, popular culture, etc.).

Name of Role Model	Her Qualities or What You Admire About Her

WORKSHOP ACTIVITY 4: MY QUALITIES

Purpose: To help girls reinforce their self-esteem by recognizing their own positive qualities, and to encourage them to share their ideas with others.

Time: 15-20 minutes

Materials needed: Blank label pages, copies of the “List of Qualities” pages (a few for each group), markers.

Instructions: *(It is suggested that two facilitators model this activity first in order to provide an example).*

Step One: Hand out blank label pages to each group and ask the girls to choose between one and two words from the [List of Qualities](#) page that they feel apply to them (or another quality that is not listed in the “Qualities” page).

Step Two: Have the girls write each quality on a label and stick the labels on the shirt, sweater, T-shirt or garment that they are wearing. If you notice participants struggling with this activity you might encourage facilitators to ask what activities girls feel they are good at, or what things they like to do, and then try to help them determine the appropriate descriptors that go with that activity. For example, if a girl enjoys or feels she is good at sports, inquire what qualities might help her to be so – i.e. determined, motivated, courageous, etc.

Step Three: Ask participants to get up, walk around, observe the labels of others, and share their information. Can participants find anyone who has chosen the same qualities? If so, encourage them to tell each other why they chose that word. ***This is an excellent opportunity for discussion about positive qualities and examples that support them. This can be done in pairs and then small groups, encouraged by facilitators. Make sure that facilitators circulate to ensure that all participants are able to choose at least one positive quality for themselves.***

WORKSHOP ACTIVITY 5: LABELS, LABELS!

Purpose: To examine the gender-based stereotypes, negative messages, and labels that are connected with girls and women in society as depicted through media and popular culture.

Time: 20-25 minutes

Materials Needed: Chart paper, markers, medium or large size sticky notes (or pieces of paper that can be taped on to chart paper). Video screen to show the videos “Run Like a Girl” and “Try.”

Instructions:

Step One: As a whole group, ask participants if they can think of and share examples of how girls and women can be / have been limited by negative labels and messages in the media. *(This is an opportunity to discuss the role that society has in shaping the views we have of ourselves (e.g. we see “pencil thin” models in magazines and in advertisements and this may make us feel that we need to look like them-even though most of those images have been digitally retouched).*

Step Two: As a whole group, ask participants if they can think of instances and share examples in which women were celebrated for their creativity, potential, or their intelligence in the media. *(Hopefully there will be some examples, but if not, this might lead to further discussion regarding the lack of positive messages about women in the media).*

Step Three: Present two large pieces of chart paper. One titled, “Negative Messages” and the other titled, “Positive Messages.” Hand out pieces of paper or sticky notes to each group.

Step Four: Tell the participants that they are going to watch two videos. During and after the videos they can write on the sticky notes any positive or negative messages from the two videos. Then after watching, they will place their notes on the chart paper under each of the categories (negative or positive).

(At the end of the workshop or this activity, the chart paper with the negative messages could be ripped up by the girls. This could be a symbolic gesture to show that they reject these messages.)

Step Five: Show the Always video, *Run Like a Girl*.

<https://www.youtube.com/watch?v=XjQBJWYDTs>

Ask: *What examples of negative or positive messages were provided in this video?*

Step Six:

Show the You Tube video of singer, Colbie Callait singing, "Try".

<https://youtu.be/2aWvSYkiP24>

Ask: *What examples of negative or positive messages were provided in this video?*

Step Seven: Encourage participants to stick the notes or labels under each category (positive or negative) on the chart paper. ***Are there as many positive messages as there are negative ones? The positive messages may serve as inspiration later on in the workshop when the participants design their own T-shirts.***

WORKSHOP ACTIVITY 6: T-SHIRT IMAGES

Purpose: To encourage participants to evaluate and discuss the messages that they see on T-shirts and in the media, with a view to helping participants come to conclusions about positive messages that they would like to see represented.

Time: 15-20 minutes

Materials Needed: Paper, markers, and images of T-shirts with negative images saved on device to project on screen. You will need 12-15 images.

Instructions:

Step One: Show a variety of T-shirt images that you have found as a result of research conducted on the internet. (This research for slogans on T-shirts and T-shirt images should be done before the workshop begins). You can save your results in a file on a computer that you can project on a screen or print the images onto paper or card stock to distribute to the groups to facilitate the discussion. In order to help supplement your research, here are some possible suggestions that you may want to consider while conducting your own research.

I'm too pretty to do homework so my brother has to do it for me T-shirt

Allergic to Algebra T-shirt

Eat Less T-shirt

Nothing Tastes as Good as Skinny Feels T-shirt

Future Trophy Wife T-shirt

Born to Wear Diamonds T-shirt

My Best Subjects T-shirt

Training to Be Batman's Wife T-shirt

I Need a Hero T-shirt

Girls Just Want Glitter T-shirt

It's Better to Be Late Than Arrive Ugly T-shirt

Too Pretty to Care T-shirt

Step Two: Have a discussion about the T-shirts, using the following as prompts for the discussion.

- Ask what they like about the T-shirts. Is it the cut or the colours; is it funny?; *etc.*)
- Ask participants to decide how they would sort or group the T-shirts. Have them come up with their own categories and sort them. You might offer suggestions for broader categories if the girls need help getting started – stereotypes, places value on physical beauty, *etc.*
- Ask the groups to share how they sorted the T-shirts and pose some of the following questions:
 - What are the criteria for a good T-shirt message?
 - What do you think is missing from one or more of the T-shirts?
 - What are some positive messages that you wish you saw on T-shirts?
 - What are the messages that you want to tell girls?
 - What do you want to see on T-shirts?
 - What messages do we need to communicate?

WORKSHOP ACTIVITY 7: WE ALL HAVE A MESSAGE

Purpose: To help participants identify empowering messages that can be associated with positive role models in the media and popular culture. This activity is intended to help prepare for the development of the participant's own message by linking particular qualities to female role models they might recognize or admire.

Time: 15-20 minutes

Materials Needed: Copies of each of the seven We All Have a Message activity pages (with t-shirts on them) – enough for each group to have a copy of each page.

Instructions:

Step One: Invite the participants to choose a T-shirt from the samples provided that they think could represent a positive role model and / or celebrity's message. Then they will compare their answers with others.

The female celebrity role models are: Jennifer Lawrence, Malala Yousafzai, Hayley Wickenheiser, Oprah Winfrey, Emma Watson, Roberta Bondar and Serena Williams. Feel free to distribute all seven choices, or select only those you feel will resonate with your particular group. Using the last page in this activity section, you may choose to add any other number of role models – from Rosa Parks to Ellen DeGeneres, from Demi Lovato to Taylor Swift. Distribute the chosen handouts, one for each role model, and have groups discuss and then circle the message that they feel could represent the role model's message.

Be aware that while there may seem to be one or more "right" answers for this activity, you may have participants who choose alternate messages. Be sensitive in this situation. Inquire around the participant's rationale for her decision and respond in a positive manner: "Oh, I see why you might have chosen that one..."

WORKSHOP ACTIVITY 7: WE ALL HAVE A MESSAGE

Circle the T-shirt that you think might best represent a message from someone like **Jennifer Lawrence**:



Why did you choose that message for her? What do you know about her that would lead you to make that choice?

WORKSHOP ACTIVITY 7: WE ALL HAVE A MESSAGE

Circle the T-shirt that you think might best represent a message from someone like **Malala Yousafzai**:



Why did you choose that message for her? What do you know about her that would lead you to make that choice?

WORKSHOP ACTIVITY 7: WE ALL HAVE A MESSAGE

Circle the T-shirt that you think might best represent a message from someone like **Hayley Wickenheiser**:



Why did you choose that message for her? What do you know about her that would lead you to make that choice?

WORKSHOP ACTIVITY 7: WE ALL HAVE A MESSAGE

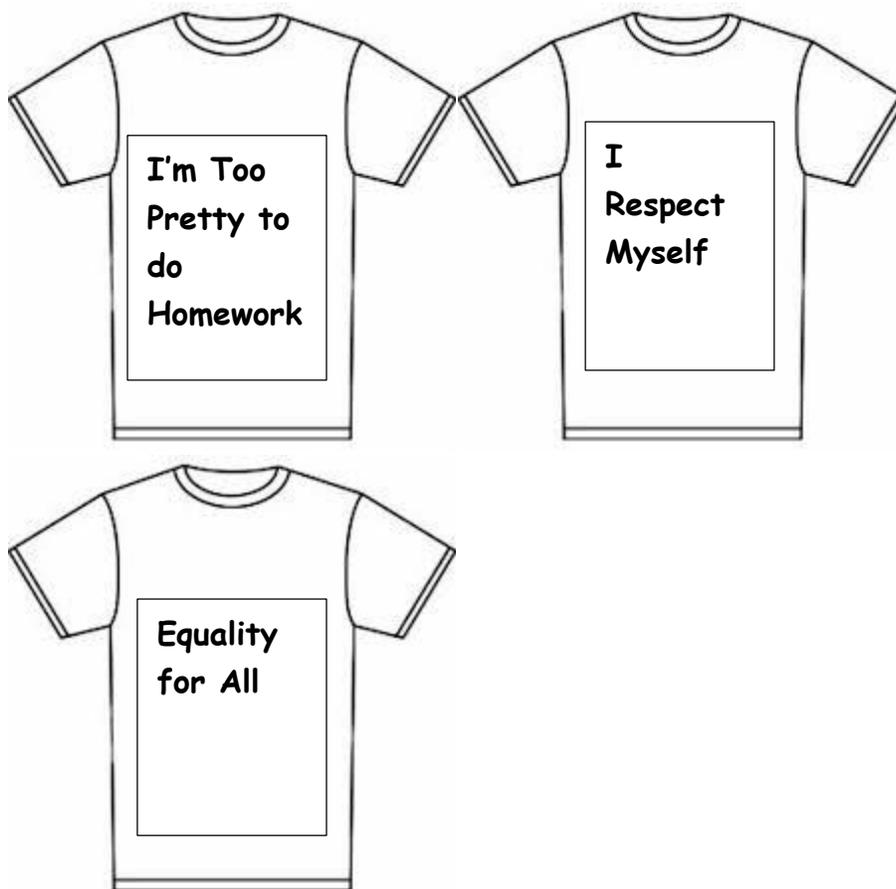
Circle the T-shirt that you think might best represent a message from someone like **Oprah Winfrey**:



Why did you choose that message for her? What do you know about her that would lead you to make that choice?

WORKSHOP ACTIVITY 7: WE ALL HAVE A MESSAGE

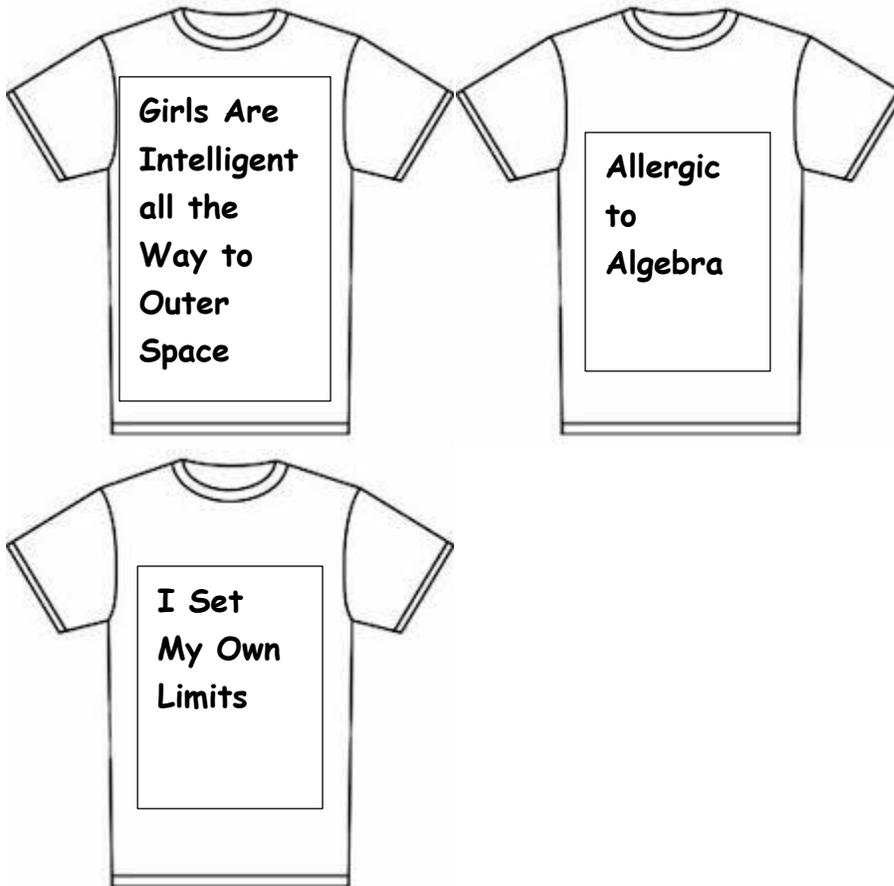
Circle the T-shirt that you think might best represent a message from someone like **Emma Watson**:



Why did you choose that message for her? What do you know about her that would lead you to make that choice?

WORKSHOP ACTIVITY 7: WE ALL HAVE A MESSAGE

Circle the T-shirt that you think might best represent a message from someone like **Roberta Bondar**:



Why did you choose that message for her? What do you know about her that would lead you to make that choice?

WORKSHOP ACTIVITY 7: WE ALL HAVE A MESSAGE

Circle the T-shirt that you think might best represent a message from someone like **Serena Williams**:

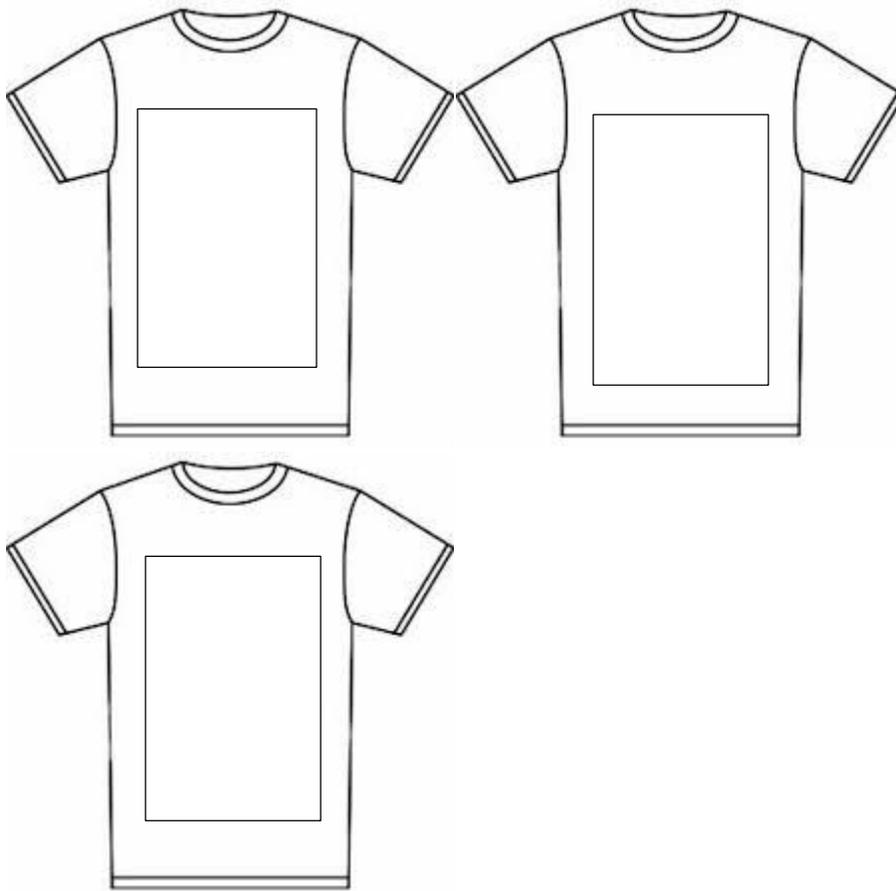


Why did you choose that message for her? What do you know about her that would lead you to make that choice?

WORKSHOP ACTIVITY 7: WE ALL HAVE A MESSAGE

Sample worksheet:

Circle the T-shirt that you think might best represent a message from someone like _____:



Why did you choose that message for her? What do you know about her that would lead you to make that choice?

WORKSHOP ACTIVITY 8: T-SHIRT DESIGN

Purpose: To empower participants by supporting them as they design their own T-shirts with messages reflecting their goals, dreams, abilities, and strengths.

Time: 45 minutes

Materials Needed: At least three pieces of blank white paper for each participant, markers, iPads with Sketchbook app loaded, iron-on transfers, printer, iron and ironing board or t-shirt press.

Instructions:

Step One: Hand out multiple pieces of paper and packages of markers to each participant. Ask them to do or to consider the following:

- Reflect on the designs that they have just seen.
- Are there any messages that made them feel empowered, inspired, challenged, or proud?
- What message would **they** like girls to know?
- What message would **they** like to wear on their T-shirt?

Give participants time to brainstorm a list of possible messages that resonate with them.

Once they have chosen a message for their T-shirt, please check it for any spelling or grammatical errors.

Step Two: Ask participants to consider what images they could draw or design to help them convey their chosen message. Suggest that they experiment with a few designs before choosing their favourite.

Step Three: When designs have been finalized, hand out the iPads and use the app, Sketchbook, to create the design.

The Sketchbook program has “How to” videos on YouTube which explain the workings of the program.

Step Four: Print the T-shirt decals (remember to flip the image!) and either iron them on the T-shirts, or use a printing press.

Step Five: Have participants “Wear and Share” their T-shirts either in small groups or with the large group. Have participants describe how they feel while wearing their shirts, and encourage participants to dialogue about the process and the results.

Note that video and photo footage using the iPads is a great way to document the participants’ progress (remember to get any appropriate permissions beforehand).

Step Six (Optional): As part of supporting girls to challenge the negative messages, and replace them with positive messages, we are encouraging participants to submit their T-shirt designs for consideration in the next As We Are T-shirt series. Selected designs will be available for sale on the As We Are website. Details will be available on the website when the selection process deadline approaches.

T-shirt designs can be submitted via email to asweare@canadianwomen.org to be considered for future As We Are T-shirt series.

Please obtain permission from parents before submitting any T-shirt designs. Sample release forms are in the appendix of this workshop material. Scanned signed permission forms must accompany the image submissions.

WORKSHOP ACTIVITY 9: MY REFLECTIONS

Purpose: The opportunity for self-reflection is very important and will allow the participants opportunities for self-awareness and to reflect on their accomplishments.

Time: 10-15 minutes

Materials Needed: Optional 'My Reflections' handout and pens/pencils

Instructions:

There are two suggested choices for the reflection activity. The first is to use the "My Reflections" page, provided below. Participants should be given the page and asked to fill it out. Their responses can be used to promote further discussion and can help provide feedback for workshop facilitators. The other option is to have a group discussion where facilitators can ask the questions listed on the reflections page, inviting participants to share their answers and thoughts.

WORKSHOP ACTIVITY 9: MY REFLECTIONS

Name: _____ Age: _____

1. What is one of the most important things that you have learned during this workshop?

2. Has this workshop made a difference in how you feel about yourself, your qualities, and your potential as a girl?

3. Do you feel empowered to share these messages with others?

TAKING ACTION

The As We Are Project was designed to empower girls to think critically about gender stereotypes, challenge sexist media messages, identify their own personal strengths, and find their voice. The workshop can be transformational for many girls as they realize the power of their voices.

We encourage you to think about ways that you can support girls to challenge the stereotypes and sexist messages that they experience each and every day. By engaging the girls in your community to identify ways to help change the messages, there will be a ripple effect as they share what they have learned with their friends and families. Let them come up with ideas and then stand back to let them use their voices!

Examples of ways girls can take action:

- Start a letter-writing campaign to companies selling products that perpetuate gender stereotypes and sexist messages.
- Create a petition to let companies know what they think about their advertising campaigns that negatively portray women and girls.
- Organize a community walk to identify sexist advertising in their own neighbourhood – don't limit it to billboards or posters; look in waiting rooms at the magazines; explore the bulletin boards in community stores – think creatively.
- Take advertisements from popular magazines and re-write the content to accurately reflect girls and women. Send the new versions to the magazine companies.
- Create a play for a local community event with girls deciding how they want to be portrayed.
- Post a video on YouTube with girls showing the world that their voices are valuable and important.

A few places to get ideas for ways girls can take action:

- Look up SPARK Movement at www.sparksummit.com and download their resource - SPARKing Change, Encouraging Activism.
- Explore www.dosomething.org to get ideas from campaigns that young people across the globe are leading.

APPENDIX A: RELEASE FORM

As part of supporting girls to challenge the negative messages, and replace them with positive messages, we are encouraging participants to submit their T-shirt designs for consideration in the next As We Are T-shirt series. T-shirt designs can be submitted via email to asweare@canadianwomen.org along with a signed copy of this release form.

To: Canadian Women's Foundation, 133 Richmond St W, Suite 504, Toronto, ON M5H 2L3

Re: As We Are T-shirt Project - T-shirt Design

I give consent for the T-shirt design created by my child, _____, as part of the As We Are workshop to be submitted to Canadian Women's Foundation for consideration in their As We Are T-shirt series. Once submitted I understand that my daughter's T-shirt design remains the property of the As We Are T-shirt Project. I give permission for her T-shirt design to be used in the production of the As We Are T-shirt series, if selected.

Child's Name: _____

Parent/Guardian's Name: _____

Address: _____

Telephone: _____ Postal Code: _____

SIGNATURE of CHILD: _____ Date: _____

SIGNATURE of PARENT/GUARDIAN: _____ Date: _____

If your child participated in the As We Are workshop through an organization or school, please provide the name of the organization or school: _____

Note: If your child's T-shirt is selected to be part of the As We Are T-shirt series, you will be contacted by the Canadian Women's Foundation. Your child's full name will not be used in any promotion for the T-shirt series, and your contact information will not be shared.

