



Newfoundland and
Labrador Council



Growing & Glowing Challenge

Developed by the 2025-2026 NL Youth Forum

All-Branch Challenge

The Growing and Glowing Challenge can be completed by members at any level of Guiding! In this challenge, members will work together to learn about their bodies, practice self-care, and feel confident at their stage of life. Through fun and interactive activities, members will gain knowledge about their bodies, make informed choices, and support one another.

Guidelines: This challenge is organized into three sections:

- **Section A: Sparks & Embers**
- **Section B: Guides**
- **Section C: Pathfinders & Rangers**

Each branch should complete activities from their respective section. To successfully complete the challenge, members should complete the following number of activities:

- **Sparks:** 3 activities
- **Embers:** 4 activities
- **Guides:** 4 activities
- **Pathfinders:** 5 activities
- **Rangers+:** 5 activities

Objective: To inspire curiosity and foster a deeper understanding of youths' bodies, growth, and health. Members will engage in fun, interactive activities that promote self-care, confidence, knowledge, and supportive decision-making.

For questions, please email nl-youth@girlguides.ca. Challenge crests can be purchased on the [Girl Guides of Newfoundland and Labrador website here](#).



Be sure to tag @NL_YouthForum in your social media posts!

Section A: Sparks & Embers

To complete this challenge:

Sparks must complete 3 activities; **Embers** must complete 4 activities

You can also do these activities as rotational stations!

Activity 1: Healthy Habits Chart

Purpose: To help members learn about healthy daily habits and choose ones they can practice at home.

Materials: Paper or poster board, markers or crayons, stickers/other decorations (optional)

Instructions:

1. As a group, talk about what “healthy habits” mean (sleep, drinking water, brushing teeth, moving your body, eating fruits and vegetables, taking breaks, being kind to yourself, etc.).
2. Have each member create a chart listing 5-8 healthy habits they want to practice.
3. Encourage members to decorate their charts and take them home.
4. Invite them to check off habits each day for a week.

Reflection:

- Which habit is easiest for you to accomplish?
- Which habit would you like to practice more?

Activity 2: Managing Stress

Purpose: To teach healthy coping strategies.

Materials: Paper, stress toys or fidgets

Instructions:

1. Talk about what stress is and when it happens.
2. Brainstorm healthy ways to manage stress:
 - Talk to a trusted adult
 - Take breaks
 - Nap
 - Play
 - Use a fidget
3. Practice one strategy together (breathing, stretching).
4. Want to take it a step further? Complete the next activity and make a Mindfulness Toolkit!

Reflection:

- Which strategy would you try first?



Activity 3: Mindfulness Toolkit

Purpose: To give members tools to manage stress and strong emotions.

Materials: Printed paper with breathing exercises (Guiders can pre-print some here: <https://www.actionforhealthykids.org/wp-content/uploads/2020/09/Breathe-with-Me-Printable-Toolbox.pdf>), small containers or bags, stress toys (or homemade stress balls), comfort items (stickers, small cards, soft fabric)

Instructions:

1. Talk about times when people feel stressed or upset and why calming down is important.
2. Teach 2–3 simple breathing exercises (for example: inhale for 4, exhale for 4).
3. Have each member assemble a “Mindfulness Toolkit” with the following items:
 - A breathing exercise sheet
 - A stress toy
 - One comfort item
4. Explain when and how they can use their toolkit at home or school.

Reflection:

- *When might you use your Mindfulness Toolkit?*
- *Which tool helps you feel calmest?*

Activity 4: Emergency Bags

Purpose: To prepare members with personal-care essentials.

Materials: Small bags or pencil cases, suggested items: hand sanitizer, lip balm, toothbrush/toothpaste, mints/gum, fidget toy, whistle, band aids, batteries, snacks, etc.

Instructions:

1. Discuss what an emergency bag is and when it might be helpful.
2. Show suggested items and talk about why each is useful.
3. Let members choose items to include in their bag.
4. Decorate the bag if time allows.

Reflection:

- *When might this bag be helpful?*



Activity 5: Kind Words Mirror

Purpose: To encourage positive self-talk and confidence.

Materials: Sticky notes or dry-erase markers, a mirror (or paper mirror template)

Instructions:

1. Talk about what kind words and positive self-talk mean.
2. Ask members to think of 3 kind or encouraging words about themselves (for example: “I am brave,” “I am kind,” “I try my best”, etc.).
3. Write the words on sticky notes or directly on a mirror (with dry-erase markers).
4. Encourage members to place them where they will see them each morning.

Reflection:

- *How does it feel to read kind words about yourself?*
- *Why is it important to be kind to ourselves?*

Activity 6: Affirmation Paintings

Purpose: To promote positive self-talk and confidence.

Materials: Paper or canvas, paint and brushes, water cups (for cleaning brushes), markers (for writing affirmations), tablecloth (optional)

Instructions:

1. Talk about what affirmations are and why kind words to ourselves matter.
2. Ask each member to think of one positive sentence about themselves (e.g., “I am brave,” “I am kind,” “I am growing and learning”, etc.).
3. Have members paint any background they like - once dry, write their affirmation on top of the painting. Display or take home their artwork.

Reflection:

- *How does it feel to read your affirmation?*
- *Why is it important to be kind to yourself?*



Activity 7: Body Positivity

Purpose: To encourage confidence and kindness.

Materials: Paper, envelopes, markers/crayons/pencils

Instructions:

1. Talk about how everyone is different and beautiful in their own way.
2. Have each member start off by writing a list of things they like about themselves.
3. Give each member an envelope with their name on it.
4. Take turns and have each member write something they like about that person or some kind words on their list.
5. Once finished, tuck your list inside and take your envelope home.

Reflection:

- *How did it feel to receive these kind messages?*
- *Did anyone else like something about you that you like about yourself?*

Activity 8: All About Me Booklets

Purpose: To help members reflect on who they are, how they are growing, and what makes them unique.

Materials: Printed booklet pages (Here: <https://fun-a-day.com/all-about-me-printable-book/>) or blank paper, crayons/markers/pencils

Instructions:

1. Give each member an “All About Me” booklet.
2. Guide them through completing pages about:
 - Their likes and dislikes
 - Things they are good at
 - How they feel when they are happy or calm
3. Allow time for decorating and sharing (optional).

Reflection:

- *What did you learn about yourself today?*
- *What is one thing that makes you special?*

Activity 9: Hair Styling and Care

Purpose: To learn basic hair-care skills and build confidence and learn healthy hair habits.

Materials: Hairbrushes, elastics and/or clips, video links - shared below (if there are no instructors available), shampoo and conditioner (or pictures), posters or paper

Part 1 - Care Instructions

1. Discuss why shampoo and conditioner are important for healthy hair.
2. Talk about which products work best for different hair types.
3. Discuss tools that can damage hair (heat tools, tight elastics, etc.).
4. Create a "Hair Care Tips" poster as a group.

Part 2 - Styling Instructions:

1. Invite a Guider or older youth to demonstrate simple braids or hairstyles.
2. If no instructor is available, watch some videos together!
3. Allow members to practice on themselves or a partner.
4. Encourage teamwork and patience while learning.
5. Too easy? Try some more difficult styles like a French or Dutch braid!

Reflection:

- *What hairstyle was easiest?*
- *How can caring for your hair help you feel confident?*
- *What is one thing you can do to take care of your hair?*

Video Links:

- <https://youtu.be/D0tuVBEtCrI?si=jNtIM0exyJlyx7jL>
- <https://youtu.be/3xfqp8ILFfQ?si=NnrfdrNPvf54ylHM>
- "What type of hair do you have?"
 - <https://www.youtube.com/watch?v=VVAztnJiMrk>



Activity 10: Body/Skin Care

Purpose: To learn about personal hygiene, basic skincare and body changes.

Materials: Several different bottles of body wash and lotion (or pictures), variety of skincare products (or pictures), posters or paper, markers/crayons/pencils, Optional: you can also present some make-up products if you feel it is appropriate.

Instructions:

1. Talk about different skin types - dry, oily, sensitive, combination, etc.
2. Talk about the different types of products: What makes them different? What are they used for? Which might be considered gentle? Which might be harsh?
3. Explain why gentle products are best for youth and why to avoid harsh products.
4. If you feel it is appropriate, discuss some simple routines they could explore to keep their skin healthy: washing their faces and bodies, sunscreen/SPF, moisturizer/lotion.
5. When might you use certain types?

Reflection:

- *Why is body care important as we grow?*
- *Why is it important to use safe products for your skin?*

Activity 11: Spa Night

Purpose: To learn about self-care in a fun and relaxing way.

Materials: Towels and bowls, Supplies for foot bath/bath bombs, face masks, lip gloss, and/or body scrub (see links below)

Instructions:

1. Set up stations for different spa activities (foot baths, masks, lip gloss, scrubs, etc.).
2. Rotate groups through stations.
3. Have a group discussion about what self-care means and why it is important.
4. Encourage relaxation and kindness.

Reflection:

- *What is one self-care activity you enjoyed?*
- *How can you practice self-care at home?*

Spa Night Options

- “How to Make Bath Bombs”: https://www.youtube.com/watch?v=J_YeSGiNUoQ
- “DIY At Home Face Masks”: <https://www.youtube.com/watch?v=tLfoajOYDPo>
- “DIY Lip Gloss”: https://www.youtube.com/watch?v=yITSVK_JeQw
- “How to Make Every Type of Sugar Scrub”:
<https://www.youtube.com/watch?v=nYWoXFpydag>



Activity 12: Self-Care Aware

Purpose: To recognize that self-care can look different for everyone, and to introduce different ways members can care for their bodies and minds.

Materials: Depends on the activities chosen.

Instructions:

1. Ask the group: *What is self-care?*
2. Self-care can look different for everyone - typically it involves doing something that makes you feel happy or good about yourself.
3. As a group, list activities that feel like self-care.
4. Choose one activity to do together (crafting, baking, movie night, games) or create a list of your favourite self-care activities and put them into a Bingo Card to see how many you can complete to win Self-Care Bingo!
5. You can also complete a self-care themed colouring sheet:
 - <https://craftingagreenworld.com/coloring-pages/self-care/>
 - <https://creativecolorlab.com/skincare-coloring-pages/>

Reflection:

- *How did this activity make you feel?*
- *How does spending time doing something you love support your mental health?*

If you feel the youth in your unit would benefit from learning about periods and puberty, we recommend checking out **Section B: Guides**. While there are some great resources for the younger members, it is not a requirement to complete **Section A: Sparks & Embers**.

Section B: Guides

To complete this challenge **Guides** must complete 4 activities.
You may also choose 1-2 activities from **Section A: Sparks & Embers**.
You can do these activities as rotational stations!

Guiders: families may appreciate a heads up when discussing some of these topics with their youth - please reach out to them prior to completing this challenge so they are aware of the topics being discussed and can choose whether or not they feel it is appropriate for their youth to take part. It's also encouraged that if you feel uncomfortable delivering the material to invite a local expert on women's health to come in and lead the meeting.

Activity 1: Period Party!

Purpose: To help members learn about menstruation in a fun, supportive, and educational way. The Girl Guides of Canada Program Platform has some great activities that match our challenge! Here are some ideas for your very own **Period Party**:

Materials: Will depend on the activities chosen.

Instructions: Choose from the following activities to create your own “Period Party”:

- **Menstrual Cycle Bracelets:** Make bracelets to represent the different phases of the menstrual cycle and discuss what happens in each phase.
- **Period Self-Care:** Discuss what helps people feel better during their period (rest, heating pads, snacks, talking to someone, etc.).
- **Period Product Show & Tell:** Show and explain different period products (pads, tampons, reusable products, etc.).
- **Period Facts Game:** Play a rapid-fire quiz with true/false or multiple-choice questions about periods.

Reflection:

- *What is one new thing you learned from this activity?*

Video Link

- “Menstruation: What to Expect”: <https://youtu.be/DBe7-PHRav8?feature=shared>



Activity 2: Invite an Expert

Purpose: To learn about Menstruation and Female Health from a trusted professional.

Instructions:

1. Invite a local health care provider (ex: Planned Parenthood).
2. Prepare questions in advance.
3. Encourage respectful discussion.

Planned Parenthood NL: <https://www.plannedparenthoodnlshc.com/>

Activity 3: Guides Anatomy

Purpose: To learn about the female reproductive system.

Materials: Printed anatomy worksheet (Found here: https://www.worksheeto.com/post/blank-anatomy-worksheets_569545/#Anatomy%20Female%20Reproductive%20System%20Diagram), pencils/markers/crayons

Instructions:

1. Give each member a worksheet.
2. Work together to label the parts of the reproductive system.
 - *Cervix, Ovaries, Uterus, Vagina, Fallopian Tubes, Uterine Lining*
3. Review answers as a group and discuss what each part does.
 - *Cervix - A ring of muscle at the lower end of the uterus which keeps the baby in place during pregnancy.*
 - *Ovaries - Contains hundreds of underdeveloped egg cells, and every month an egg cell matures and releases (ovulation).*
 - *Uterus - where the baby develops during pregnancy.*
 - *Vagina - A muscular tube that leads from the cervix to the outside of the body.*
 - *Fallopian Tubes - carries egg cells from the ovaries to the uterus.*
 - *Uterine Lining - a blood-rich layer of tissue in which an embryo implants, this tissue is lost each month during menstruation.*

Reflection:

- *Has anyone heard of menstruation before?*
- *What is one new thing you learned from this activity?*



Activity 4: Growing and Glowing Jeopardy

Purpose: To test knowledge of puberty, hygiene, self-care, and reproductive health.

Instructions:

1. Open the provided Jeopardy game link.
 - <https://jeopardylabs.com/play/growing-and-glowing-jeopardy-2>
2. Divide the unit into teams (number of teams will depend on the size of your group).
3. Take turns answering questions. You can play it classic Jeopardy style, or just take turns answering.
4. Discuss the answers as you go through.
5. Note: If you'd like to edit any of the questions - Jeopardy Labs allows you to clone the game and edit it how you'd like.

Reflection:

- *What is one new thing you learned from this activity?*
- *Who else could benefit from playing a game like this?*

Activity 5: Puberty Bingo

Purpose: To review puberty topics in a fun way.

Instructions:

1. Print Bingo cards from the provided link:
 - o <https://www.buzzbuzzbingo.com/bingocard/133974>
2. Call out definitions or facts.
3. Members mark matching terms on their cards.
4. Choose how Bingo can be obtained prior to each round: Straight Line, 4 Corners, etc.



Activity 7: Glowing Goals

Purpose: To help members reflect on their goals, dreams, and aspirations while learning the importance of self-care and personal growth. Encouraging creativity, self-expression, and visualization of positive outcomes for the future.

Materials: Poster board/cardboard/large sheets of paper, magazines/printed images/drawings for inspiration, markers/crayons/colored pencils/paint, glue/tape, scissors, stickers or other decorative items

Instructions:

1. Introduce the concept of a vision board and explain how it can help visualize goals and aspirations. Ask members to think about:
 - o *What do you want to achieve in the next year?*
 - o *What makes you feel happy, confident, or cared for?*
 - o *What skills or experiences do you want to develop?*
2. Encourage members to create a vision board by:
 - o Cutting or drawing images and words that represent their goals or dreams
 - o Arranging and gluing them onto their board
 - o Adding positive affirmations or inspirational quotes
3. Allow members to share their boards with the group if they wish.

Reflection: After completing the vision boards, discuss:

- *How did creating a vision board make you feel about your goals or future?*
- *What steps could you take to achieve the dreams you included on your board?*
- *Did this activity help you think differently about self-care or personal growth?*
- *How can you use your vision board as a reminder to take care of yourself and work toward your goals?*



Activity 8: Dear Future Me

Purpose: To reflect on personal growth.

Instructions:

1. Members write letters to themselves 1-5 years in the future.
2. Include questions like:
 - “Are you happy?”
 - “Did you learn a new skill?”
3. Seal and date the letters. The youth can either choose to keep the letters, or have the Guider mail them to them at a future date.

Reflection:

- What do you think “future you” will be like?
 - Will they like the same things?
 - Will they look different?



Activity 9: Emergency Bags

Purpose: To prepare members with personal-care essentials.

Materials: Small bag per person, suggested items: hand sanitizer, lip balm, toothbrush/toothpaste, mints/gum, fidget toy, whistle, band-aids, batteries, pads/tampons/other menstrual products, wipes, tissues, extra underwear, over-the-counter pain medications such as acetaminophen/ibuprofen, snacks, etc.

Instructions:

1. Discuss what an emergency bag is and when it might be helpful.
2. Show suggested items and talk about why each is useful.
3. Let members choose items to include in their bag.
4. Decorate the bag if time allows.

Reflection:

- When might this bag be helpful?

Activity 10: DIY Period Pouches

Purpose: To create a personal emergency kit.

Instructions:

1. For this activity you can either learn to sew your own Period Product Pouch from scratch, or find a pouch and decorate it in any way you choose.
2. Option 1: <https://www.arosetintedworld.co.uk/how-to-make-a-sanitary-pad-pouch/>
3. Option 2: Decorate any suitable pouch.
4. Add period supplies and hygiene items once finished.

Reflection:

- When might this pouch be helpful?



Activity 11: Perusing Period Products

Purpose: Members will explore how hygiene and period products are used, how much they cost, and why access to these products can be difficult for some people. They will also brainstorm ways they can help others in their community.

Materials: Depends on activities chosen.

Instructions: Complete any (or multiple) activities to complete this activity. You could also use each part as a round robin station activity.

Part 1: Period Prep

Purpose: To help youth learn about the different types of period products available, how they work, and how to choose the right product for their own comfort and needs. This encourages informed choices and helps reduce stigma or confusion around menstruation.

Materials: Variety of period products (you can use the actual products if you have access, or photos)

Instructions:

1. Set up a table or station with examples (or pictures) of different period products. On the next page is a table that includes a variety of information about each product type. As a group, discuss the following about each product:
 - *What is it?*
 - *How is it used?*
 - *When might it be helpful?*
 - *Pros and cons*
 - *Important safety or comfort tips*

***Remind members that everyone's body and preferences are different — there is no "best" product, only what works best for each person.*

Reflection:

- *Which product seems most comfortable to you?*
- *What might make a product easier or harder to use?*
- *Why is it important to have choices?*
- *What would you want to know before trying a new product?*

Key Messages:

- Everyone's period is different
- It's okay to change products over time
- Comfort, safety, and access matter
- No one should feel embarrassed about needing period products
- Having access to products is a health issue, not a luxury

Period Product Types



Pads:

- Pads are worn inside underwear to absorb menstrual blood.
- Come in different sizes and absorbency levels (often 1-5 or light to heavy flow)
- Some are designed for daytime use, while others are thicker/longer for overnight use
- Wings help keep pads in place
- Good for beginners and for people who prefer an external product
- **Best for:** Light to heavy flow days, nighttime, or those new to periods



Panty Liners:

- Panty liners are thinner than pads and are not meant for heavy flow.
- Used before a period starts, at the end of a period, or for light spotting
- Can also be used for everyday discharge
- Not meant to replace pads or tampons during heavy flow
- **Best for:** Light days, spotting, or period prediction days



Tampons:

- Tampons are inserted into the vagina to absorb menstrual blood.
- Come in different absorbency levels (light, regular, super, etc.)
- Some have applicators, others do not
- Must be changed every 4–8 hours
- Should not be worn overnight for long periods of time
- **Important:** Never use a higher absorbency than needed and always follow instructions to avoid health risks such as Toxic Shock Syndrome (TSS).
- **Best for:** Swimming, sports, and active days



Menstrual Cups:

- Menstrual cups are small silicone or rubber cups inserted into the vagina to collect blood instead of absorbing it.
- Reusable and eco-friendly
- Can be worn for up to 8–12 hours (depending on brand)
- Must be cleaned and sanitized properly
- Requires practice to insert and remove comfortably
- **Best for:** Long days, overnight use, and reducing waste



Period Underwear:



Cloth Pads:

• Underwear designed with built-in absorbent layers. • Can be worn alone or as backup with other products • Washable and reusable • Comes in different absorbency levels • Looks and feels like regular underwear • Best for: Light to medium flow days or as backup protection	• Reusable fabric pads that attach onto underwear. • Washed and reused • More environmentally friendly • Come in different sizes and patterns • Need proper cleaning and storage • Best for: People who want reusable options
Menstrual Discs: • Menstrual discs are flexible cups worn internally. • Sit higher in the vaginal canal than tampons or cups • Can be disposable or reusable • Can sometimes be worn during sports or swimming	Feminine Hygiene Wipes: • Feminine hygiene wipes are moist wipes designed for external use to help you feel clean and fresh during your period or throughout the day. • Used only on the outside of the body, not internally • Helpful for staying fresh when changing period products • Can be useful when access to soap and water is limited (school, travel, camping, or sports) • Some are scented, but unscented options are often best for sensitive skin • Should be thrown in the garbage, not flushed • Important: Feminine hygiene wipes are not required for good hygiene. Plain water and gentle soap are usually enough. Using too many scented or harsh wipes can cause irritation. • Best for: On-the-go freshness, travel, long days, or after changing period products when soap and water are not available.

Part 2: Flow Test

Purpose: To compare how much liquid different menstrual products (pads, tampons, and cups) can absorb or hold.

Materials: Different types of menstrual products (Pads (regular, heavy, overnight), Tampons (light, regular, super), Menstrual cup (if appropriate) - consider having several brand types as well), water, food colouring, measuring cup or syringe (mL), clear cups/containers or trays, plastic tablecloth, paper towels, gloves (optional), paper and writing tool.

Instructions:

1. If you have a large group, you can divide into smaller groups to complete this experiment.
2. Make predictions (In science, a good guess based on what we observe is called a hypothesis!) - "I think the ____ product will hold the most liquid because ____."
 - Which product do you think will hold the most liquid?
 - Which will hold the least?
 - Do you think size or type or brand makes a difference?
3. Set up the fair test. First, discuss what makes a test fair:
 - Using the same liquid for each experiment.
 - Adding the liquid at the same speed each time.
 - Measure the same way each time.
 - Stopping as soon as a leak is detected.
4. Begin the test. For each product:
 - Place the product on a tray or in a clear cup so that everyone can see.
 - Slowly add the dyed liquid using a measuring cup or syringe. Choose how much you will add at a time (for example 5mL at a time).
 - Watch for the product to either start leaking or is no longer able to absorb liquid.
 - Record the total amount of liquid absorbed.
 - Your data sheet might look something like this...

Product	Prediction (mL)	Actual Amount (mL)	Leaked?	Observations
Pad (Regular)				
Tampon (Super)				

4. Compare Results. (*Optional: Create a graph comparing absorbency of each product.*)

Look at your data and determine:

- Which product held the most liquid?
- Which held the least?
- Did size matter?
- Did brand matter?
- Were any of your predictions correct?
- Which product would need changing more often?
- Which product would you choose?
- What was the difference in absorption from the most held to the least held?
- *Optional extension: Do the math! Determine:*
 - i. Cost per pad
 - ii. Cost per tampon
 - iii. Cost per menstrual cup over one year

5. Real-World Connection - lead a discussion on the following:

- If one product holds more liquid, how might that affect how often you need to change it?
- Which products might cost more over time?
- What happens if someone can't afford or access these products?
- Why is it important that people have choices?
- Are these products easy to find everywhere?
- What could communities do to help?

- **Period Poverty:** Some people cannot afford enough products to stay comfortable and safe during their period. This is why donation drives and education are important.
6. Conclusion/Reflection: Scientists use experiments to help people make informed choices in real life. Have everyone complete the following sentences:
- *"I learned that..."*
 - *"I was surprised that..."*
 - *"One question I still have is..."*

<u>Part</u>	3:	<u>Price</u>	<u>Check</u>
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Purpose: To understand the real cost of period and hygiene products, compare prices between different product types, and learn how cost can affect accessibility and choice.

Materials: Several period and hygiene products (or pictures of them) including: pads and tampons (different brands/sizes), menstrual cups, period underwear, liners, feminine wipes (optional), price tags/cards/sticky notes, whiteboard/chart paper, markers, optional: small prizes or stickers

Instructions:

1. Display the Products - lay out the products on a table or show pictures of them. Label each one with a number (Product 1, Product 2, etc.). *Do NOT show the prices yet.*
2. Members can work individually or in small teams.
3. For each product, they write down how much they think it costs. Encourage them to think about:
 - *Is this reusable or disposable?*
 - *How long would this product last?*
 - *Is it name-brand or generic?*
4. Once everyone has finished, gather everyone together and begin revealing the correct prices one by one, comparing them to the guesses as you go through. You can award points for:
 - Closest without going over - 1 point
 - Exact matches - 5 points
5. The member/team with the most points at the end wins!

Reflection:

- *Were the products more or less than you expected?*
- *Which product surprised you the most?*
- *Which one costs the most upfront?*
- *Which one costs the least per month?*
- *Why do you think prices differ between brands?*
- *Which product might be hardest for some families to afford?*
- *How might this be hard for some families?*
- *How could this affect someone's choice of product?*

Part 4: Period Poverty

Purpose: To learn about global and local access to hygiene products. Everyone deserves access to basic hygiene and body care products. Learning about cost and access helps us understand others and find ways to help.

Instructions:

1. Discuss: some countries lack access to hygiene products, and many rural communities here in Newfoundland and Labrador and across Canada also lack access to the proper hygiene and health products that they need.

2. Each member researches one place where this is a current lack of access to hygiene and health products and answers the following questions:
 - *Why is access limited?*
 - *What caused the issue?*
 - *Who is helping?*
3. Share your findings with the group and have a discussion with your unit about the struggles these communities have and brainstorm some ways to improve access.

Reflection:

- *What is one new thing you learned from this activity?*
- *Is there something your unit could do that might make a difference?*
- *What would happen if you didn't have soap, shampoo, or period products for a week?*
- *How might that make someone feel?*
- *Why are hygiene and period products important for health and confidence?*

Part 5: Access Actions

Purpose: To encourage empathy and community action.

Materials: Paper and markers/pencils

Instructions:

1. Ask the group: *"What could we do to help people experiencing Period Poverty to have better access to menstrual products?"*
2. Write down their ideas, ideas can include:
 - Collect and donate menstrual/hygiene products
 - Make care kits for local women's shelters or the food bank
3. As a unit, or on your own, choose one small action you can do.

Part 6: Power Posters

Purpose: To promote creativity, communication, confidence, and body positivity, as well as normalizing periods by showing that periods are natural and nothing to be afraid of.

Materials: Poster board/large paper/cardstock/paper, markers/crayons/colored pencils/paint, optional: stickers or decorative items, and reference materials/fact sheets about periods.

Instructions:

1. Introduce the activity by discussing what "period positive" means. Ask:
 - *How can we make periods feel normal and empowering?*
 - *What words or images help support others during their periods?*
2. Each member creates their own poster using the materials provided. Encourage the use of positive messages ("Periods are natural"/"Strong & Healthy"), fun illustrations and decorations, facts or tips about periods (optional)
3. Once finished, display the posters in your meeting space, school, or in your community.

Reflection:

- *How did it feel to create a positive message about periods?*
- *What messages do you think will help others feel more confident?*
- *How can sharing these posters in your community help normalize periods?*
- *Did this activity make you think differently about periods or the people around you?*

Activity 12: Wheel of Emotions

Purpose: To help members recognize and understand the variety of emotions they may experience during their period, while encouraging self-awareness and self-care strategies, and promoting emotional literacy, creativity, and healthy coping skills.

Materials: Large sheets of paper or poster board, markers/crayons/colored pencils/paint, optional (for drawing the wheel): ruler or compass, stickers or decorative items

Instructions:

1. Introduce the concept of an “emotion wheel” - a visual tool that shows a range of emotions people may feel during their period.
2. Have members draw a large circle on their paper and divide it into sections like a pie chart. Each section will represent a different emotion (happy, tired, irritable, etc.).
3. In each section, write the emotion and draw or decorate it in a way that represents how it feels. Encourage colors, symbols, or small illustrations.
4. Around the wheel, have members write or draw some self-care strategies they can use when experiencing each emotion (take a bath, talk to a friend, practice deep breathing).
5. Share their wheels with the group to spark discussion.

Reflection:

- *Which emotions do you feel most often?*
- *How can recognizing your emotions help you take better care of yourself?*
- *Which self-care strategies do you think will help you the most?*
- *How can understanding emotions help you support your friends during their period?*



Activity 13: Bra Basics

Purpose: To help members understand the different types of bras, their purpose, structure, and fit. This encourages body awareness, confidence, and informed decision-making about personal comfort and clothing choices.

Materials: Examples or images of different bra types (training bras, regular bras, sports bras, strapless bras, etc.), paper and pens for notes or questions, optional: a mannequin or bra sizing chart for demonstration, optional: informational handouts about bra types

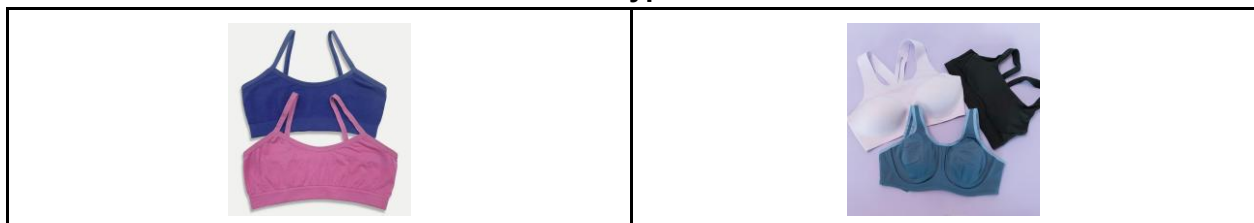
Instructions:

1. Begin with a discussion about why bras exist and how they support the body. Ask:
 - *What do you know about bras?*
 - *Why might someone wear a training bra versus a regular bra?*
2. Introduce different types of bras. Encourage members to ask questions. Discuss:
 - *How do they differ in design, purpose, and comfort?*
 - *How do you choose a bra for the right fit and activity?*

Reflection:

- *Why is it important to choose a bra that fits well?*
- *How do different bras support your body and daily activities?*
- *What did you learn about the differences between training bras and regular bras?*
- *How can understanding your body help you feel more confident and comfortable?*

Bra Types:



Training Bra Purpose: Provides gentle support and comfort for breasts that are just starting to develop. Structure: Simple design, soft fabrics, minimal or no padding, usually no underwire. Fit: Comfortable, like a second skin, easy to wear while getting used to having a bra. Audience: Young girls beginning puberty (around ages 8-13).	Sports Bra Purpose: Supports breasts during physical activity, reducing bounce and discomfort. Structure: Often made with thicker, stretchy materials; wide straps; may be compression or encapsulation style. Fit: Snug and supportive, designed to stay in place during movement. Audience: Anyone engaging in exercise, sports, or active play.
 Underwire Bra Purpose: Provides shaping, lift, and support for fully developed breasts. Structure: Contains a wire sewn under each cup to support and contour the breast; may have padding. Fit: Provide hold and structure. Audience: Teens or adults who want enhanced support and shaping.	 Wireless Bra Purpose: Offers support without the structure of underwires for comfort and casual wear. Structure: Soft cups, elastic bands, no metal wire; may have light padding. Fit: Gentle support, flexible, comfortable for long wear. Audience: Anyone who prioritizes comfort over heavy shaping.
 Bralette Purpose: Comfortable, lightweight support for everyday wear or fashion purposes. Structure: Typically soft, stretchy, often lacy or decorative, with no underwire or padding. Fit: Loose to moderate support, emphasizes comfort over shaping. Audience: Teens and adults who want comfort and style, or those with smaller cup sizes.	 Push-Up Bra Purpose: Enhances cleavage and provides lift for a fuller appearance. Structure: Padding or molded cups angled to lift breasts upward; may include underwire. Fit: Snug, designed to enhance shape and appearance. Audience: Teens and adults who want added lift or enhanced cleavage.
 Strapless Bra	

Purpose: Provides support without visible straps, ideal for strapless or off-shoulder clothing.

Structure: Elastic bands around the top and bottom of the cup to hold it in place; may have underwire or padding.

Fit: Secure and snug to stay in place while allowing freedom of shoulder movement.

Audience: Anyone wearing outfits where straps would show or be restrictive.

Purpose: Provides support during pregnancy and breastfeeding; allows easy access for nursing.

Structure: Adjustable straps, stretchy cups, sometimes with clips or panels for breastfeeding access.

Fit: Soft, comfortable, accommodates changes in breast size, and provides support without restricting.

Audience: Pregnant or breastfeeding individuals.

Section C: Pathfinders & Rangers

To complete this challenge **Pathfinders** & **Rangers** must complete 5 activities
You can choose 2-3 activities from **Section A: Sparks & Embers** or **Section B: Guides**.
You can do these activities as rotational stations!

Guiders: families may appreciate a heads up when discussing some of these topics with their youth - please reach out to them prior to completing this challenge so they are aware of the topics being discussed and can choose whether or not they feel it is appropriate for their youth to take part. It's also encouraged that if you feel uncomfortable delivering the material to invite a local expert on women's health to come in and lead the meeting.

Activity 1: Emergency Bags

Purpose: To prepare members with personal-care essentials.

Materials: Small bag per person, suggested items: hand sanitizer, lip balm, toothbrush/toothpaste, mints/gum, fidget toy, whistle, band-aids, batteries, pads/tampons/other menstrual products, wipes, tissues, extra underwear, over-the-counter pain medications such as acetaminophen/ibuprofen, spare change/cash, nail care items, lotion, sunscreen, bug spray hair brush and accessories, deodorant, phone charger, power bank, snacks, etc.



Instructions:

1. Discuss what an emergency bag is and when it might be helpful.
2. Show suggested items and talk about why each is useful.
3. Let members choose items to include in their bag.
4. Decorate the bag if time allows.

Reflection:

- When might this bag be helpful?

Activity 2: Choice and Control

Purpose: To learn about different types of birth control, their uses, and effectiveness while promoting informed, responsible decision-making.

Materials: List of birth control types (printed or digital), whiteboard or paper for notes, Birth Control Matching Game printouts

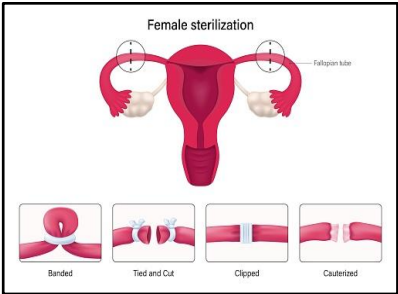
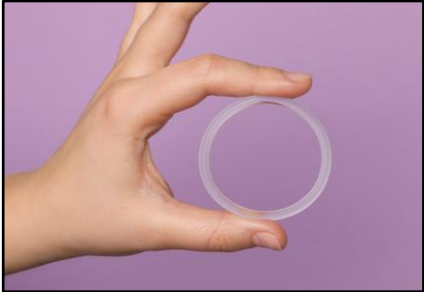
Instructions:

1. Begin a discussion: ask members what they already know and what they want to learn about birth control.
 - Birth Control is a hormonal or non-hormonal device used to prevent unwanted pregnancy. While pregnancy prevention is its main use, birth control has multiple uses.
2. Introduce common types: pill, patch, ring, implant, IUD, condoms, diaphragm, sterilization, natural methods, and emergency contraception.
3. Discuss purpose, effectiveness, and proper use of each type.
4. Play the Birth Control Matching Game: cut out the names and images found on the following pages. This can be done individually or in groups: match the names up with the correct image.

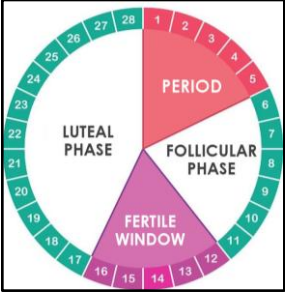
Reflection:

- What new information did you learn?
- Which types of birth control might be most practical for different situations?

Birth Control Matching Game:

Permanent Birth Control	 The diagram, titled "Female sterilization", shows a central illustration of the female reproductive system with fallopian tubes highlighted. Below it are four smaller diagrams illustrating different sterilization techniques: "Banded" (a band around the tube), "Tied and Cut" (the tube being tied and severed), "Clipped" (a clip applied to the tube), and "Cauterized" (the tube being sealed with heat). A label "Fallopian tube" points to the tubes in the main diagram.
IUD (Intrauterine Device)	 A close-up photograph of a hand wearing a blue nitrile glove, holding a white intrauterine device (IUD) with two thin, curved arms.
Implant	 A photograph of a hand holding a small, white, rod-shaped contraceptive implant against a dark blue background.
Shot (Depo-Provera)	 A photograph of a box of "Depo-Provera® Contraceptive Injection" and a syringe. The box is white with blue and red text, indicating "150 mg per mL" and "Pharmacia". The syringe is clear with a purple plunger.
Vaginal Ring	 A photograph of a hand holding a clear, flexible, ring-shaped vaginal ring against a purple background.

Patch	
Pill	
Male Condom	
Female Condom	
Emergency Contraceptive	

Spermicide and Gel	
Natural Methods	

Birth Control Descriptions:

- Permanent Birth Control:** A surgical procedure that makes a person who can produce sperm unable to cause a pregnancy or a person who can ovulate unable to become pregnant. Permanent birth control is not reversible and prevents pregnancy 99% of the time. For women this can be tubal ligation (getting your tubes tied) and for men, this can be a vasectomy.
- IUD (Intrauterine Device):** A small t-shaped device that is placed inside of the uterus by a health care provider to prevent pregnancy 99% of the time. Available in non-hormonal (copper) and hormonal options, the IUD is one of the most effective forms of birth control and can last anywhere between 3 to 12 years depending on which type you choose. Non-hormonal and hormonal IUDs work to prevent sperm from fertilizing an egg.
- Hormonal Implant:** A small rod placed under the skin in the upper arm by a health care provider. The implant, which lasts for 3-5 years, releases the hormone progestin to stop the ovaries from releasing eggs, and it thickens cervical mucus, so it is difficult for sperm to enter the uterus.
- Shot (Depo-Provera):** An injection given by a medical professional of the hormone progestin in the arm or hip that lasts three months. Less than 1 out of 100 women will get pregnant each year if they always use the shot as directed. The shot, also known as Depo-Provera, stops the ovaries from releasing eggs and thickens the cervical mucus, so it is difficult for sperm to enter the uterus.
- Vaginal Ring:** A flexible ring that is inserted into the vagina each month that prevents pregnancy 93% of the time. The vaginal ring releases hormones that stop the ovaries from releasing eggs and thickens cervical mucus, so it is difficult for sperm to enter the uterus.

Birth Control Descriptions (Continued):

- **Patch:** The patch is applied (like a sticker) weekly to approved areas of skin and prevents pregnancy 93% of the time. The patch releases hormones that stop the ovaries from releasing eggs, and it thickens cervical mucus, so it is difficult for sperm to enter the uterus.
- **Pill:** The pill should be taken at the same time every day for maximum effectiveness, which is often used to reduce cramping and bleeding during periods, or prevent pregnancy 93% of the time. The pill releases hormones (progestin-only or a combination of hormones) to stop the ovaries from releasing eggs and thickens cervical mucus, so it is difficult for sperm to enter the uterus.
- **Male Condoms:** Available in latex or polyurethane, male condoms, which prevent pregnancy 87% of the time when used correctly, are placed over an erect penis to stop sperm from entering the vagina during ejaculation. 2 out of 100 women whose partners use condoms will get pregnant if they always use condoms correctly.
- **Female Condoms:** Similarly to male condoms, female condoms are inserted into the vagina and prevent pregnancy 79% of the time. This means that 5 out of 100 women will become pregnant if the insertive condom is always used correctly.
- **Emergency Contraceptive:** Emergency contraception can be used up to five days after unprotected sex. It can come in the form of a pill or IUD, which have varying degrees of effectiveness. Emergency contraception prevents pregnancy from occurring by preventing ovulation and thickening cervical mucus, but it does NOT cause an abortion.
- **Spermicide and Gel:** Made with sperm-killing chemicals, spermicides such as foams, suppositories or film (used separately, not in combination) prevent pregnancy 79-86% of the time. Placed inside the vagina shortly before sex, spermicides block the cervix and keep sperm from joining with an egg.
- **Natural Birth Control Methods:** Natural birth control methods, such as cycle tracking, rely on understanding and monitoring the body's natural fertility signals. These methods can be effective when used correctly and consistently, but they require commitment and awareness of the menstrual cycle.

Activity 3: Sizing Matters

Purpose: Educating members on bra types, fit, and proper sizing, fostering comfort, confidence, and body awareness. Did You Know? Approximately 80% of bra-wearing individuals wear the wrong bra size! A bra is made up of 4 main parts: the band, the cup, the underwire, and the straps, and it is important that all of these parts fit you properly. People and breasts come in all shapes and sizes, use this activity to find the right size for you.

Materials: Images or examples of bra types (See Section B - Activity 13: training, sports, underwire, wireless, bralette, push-up, strapless, maternity/nursing), measuring tape/string and ruler, bra sizing chart, paper and pens

Instructions:

1. Discuss the purpose, structure, and audience for each bra type. You can use the chart from Section B - Activity 13. Optional: discuss which types suit different outfits/activities.
2. Teach members how to measure band size, bust size, and determine cup size.
 - **Determine Your Band Size:** Using a measuring tape or string, measure around your torso directly under your bust. If you get an odd number (31 inches for example) round either up or down (so either 30in or 32in). That is your band size (underbust measurement).
 - **Measure Your Bust:** Bend over so that your torso is parallel to the ground, and your torso and legs are at a 90 degree angle. Use the measuring tape or string and measure around your breasts at their largest point. Ensure that the measuring tape is snug enough, but not digging in or pinching. You have found your bust measurement.
 - **Determine Your Cup Size:** Once you have your bust measurement and your band size, subtract your chest measurement from your band size. Based on the difference between the two numbers, use the table below to determine your cup size. **You Have Found Your Bra Size!** For example:

Band Size = 34

Bust Size = 37

37-34 = 3 = C



The difference (in inches):	0	1	2	3	4	5	6	7
Your cup size is:	AA	A	B	C	D	DD	DDD, F	G

Bra Size: 34C

- ****Note:** Do you ever struggle to find your bra in stock at a store? Many bra sizes have sister sizes! Sister sizes are groups of bra sizes that share the same cup volume but differ in band size. For example, a 34C has the same cup volume as a 36B or 32D! This offers flexibility when shopping - if the band feels too tight, move to a sister size to increase the band size while decreasing the cup size.

Reflection:

- *Why is fit and comfort important?*
- *How does choosing the right bra affect confidence and daily activity?*
- *What did you learn about different bra types and their purposes?*

Activity 4: Smooth Moves

Purpose: To teach safe and effective shaving techniques while promoting hygiene and personal care.

Materials: Razor, practice items: a peach, kiwi, or balloon, shaving cream or gel, warm water, moisturizer

Instructions:

1. Discuss:
 - *Does anyone here shave?*
 - *What parts of your body might you shave?*
2. Below are some step by step instructions on how to properly (and safely) shave! You can practice these steps at home on your own, or with your unit and practice on a fruit (peach/kiwi) or even a balloon.
3. Before Shaving:
 - Soften the Hair: Wet the area with warm water to soften the hair and skin.
 - Ensure a Sharp Blade: Check that your razor has a sharp, clean blade. Dull blades can cause nicks and irritation. A new blade typically lasts 5-10 shaves!
4. During the Shave:
 - Shaving Cream: Apply a layer of shaving cream or gel evenly to create a thick barrier that helps the razor glide and protects your skin.
 - Shave With the Grain: Ensure to shave in the direction your hair is growing to help prevent irritation.
 - Keep it Light: Use light, short, steady strokes of the razor, and, if you are able, stretch the skin to create a flatter surface. If you press too hard, you could hurt yourself.
 - Rinse the Blade: Rinse the razor after each pass to prevent it from getting clogged with cream/gel/hair.
5. After the Shave:
 - Rinse and Moisturize: Rinse the area with cold water - this helps close your pores and prevent irritation. Pat your skin dry with a towel and apply a moisturizer to hydrate and prevent dryness.
 - Storing Your Razor: Store your razor in a cool, dry place to help prevent rusting.
6. Show rinsing the blade and proper post-shave care (moisturize and store razor safely).
7. Members practice technique safely on fruit or other items.

Reflection:

- *How does proper shaving reduce irritation and injury?*
- *What personal care habits do you find most helpful?*
- *How can you share safe practices with others?*



Activity 5: Consent Chat

Purpose: Learning about consent, boundaries, and legal considerations, encouraging respectful relationships and informed choices.

Materials: Paper, pens, whiteboard or digital display

Instructions:

1. Begin with a discussion: ask members what they already know about consent.
 - **What is Consent?** Consent is the voluntary, ongoing, and enthusiastic agreement to engage in an activity, which must be freely and clearly given through affirmative words or actions.
 - **Can someone give consent if their judgement is hindered?** No, a person cannot give valid consent if they are so impaired by alcohol, drugs, or have hindered judgement due to other circumstances that they are unable to understand what is happening or are unconscious, even if they appear to be cooperating
 - **What is the Legal Age Of Consent in NL?** In Canada the legal age of consent is 16 years old. Below the age of 16 they cannot legally give consent.
2. Discuss examples and scenarios to reinforce understanding.

Reflection:

- *Why is consent important in all interactions?*
- *How can you ensure your actions respect others' boundaries?*
- *How can knowledge of consent protect yourself and others?*



Activity 6: Myth Busters

Purpose: Identifying and correcting common myths about women's health, hygiene, and puberty, and promoting accurate knowledge.

Materials: List of myths and facts (provided on the next page), whiteboard or paper for discussion

Instructions:

1. The goal: to separate myths from facts about periods, hygiene, and reproductive health.
2. If you have printed them out, shuffle the myths and facts and place them face down.
3. Choose one and present it to the group - ask everyone to choose whether it's a myth or a fact.
4. Encourage questions, discussion, and sharing of personal experiences or thoughts before revealing the correct answer. Clarify and explain any misconceptions as needed.
5. Take turns picking and reading it aloud.

Reflection:

- *Which myths surprised you the most?*
- *How does knowing the truth help you make better choices?*
- *How can you share accurate information with peers?*

Myth Busters:

You can't get pregnant on your period.	False! Sperm can survive up to 5 days in the reproductive tract, so if ovulation occurs shortly after menstruation, pregnancy is possible. Understanding your cycle is key for planning!
Breast cancer only affects older individuals.	False! While risk increases with age, younger women can also develop breast cancer. Early awareness and self-exams help detect changes early.
Swimming while on your period is safe and can even relieve cramps.	True! Physical activity has been known to decrease the symptoms of cramps. Swimming is completely safe during menstruation. Water pressure can even help reduce cramps, and using tampons, menstrual cups, or period swimwear prevents leakage.
Vaginal discharge always signals infection.	False! Most vaginal discharge is healthy and normal, and keeps the vagina clean, moist, and protected. Its color, texture, and volume may change throughout the menstrual cycle.
Wiping front to back helps prevent bacteria from entering the vagina, supporting hygiene and health.	True! This helps prevent bacteria from the anus from reaching the vagina or urethra, reducing risk of urinary tract infections and maintaining vaginal health.
Having vaginal odor always means something is wrong.	False! A mild natural scent is normal and can vary with hormones and hygiene. Strong odor combined with itching or irritation may signal an infection, but mild odor is normal.
Changing period products regularly prevents irritation and infection.	True! Leaving tampons or pads in for too long can cause bacterial growth, irritation, and even infections such as Toxic Shock Syndrome (rare but serious).
You should always use scented tampons or pads.	False! Scented products can irritate sensitive tissue and disrupt natural vaginal flora. Unscented products are safest.
Periods can be irregular for the first few years after the first menstruation.	True! Hormonal cycles take time to regulate after the first period. Irregular cycles are normal in early adolescence unless accompanied by severe pain or other symptoms.
Showering every day is required for vaginal health.	False! The vagina is self-cleaning! Daily showers are optional; over-washing, especially with soaps or douches, can disrupt natural flora and cause irritation.