



# I am me

"**I Am Me**" is a fun-filled, life-size board game on the theme of social media networks and body image.



## Duration

30 minutes +

Duration per square:

"Can you see the difference?":

1-2 minutes

"Multiple choice": 1-2 minutes

"Who am I?": < 1 minute

"Name me": < 1 minute



## Location

Indoors or outdoors



## Preparation time

**5**

minutes

Get familiar with the activity and read the instructions.

**10**

minutes

Print the activity document and create the game course.



## What you need

→ Question and answer sheets for the various categories:

"Can you see the difference?",

"Multiple choice",

"Who am I?",

"Name me"

(see p.11 - 24)

→ Game squares

(see p.26 - 32)

→ Dice

→ A selection of materials with which to create snakes and ladders

(skipping ropes, hoops, wooden sticks, etc.)

ages  
9-12

ages  
13 +

# 01 Preparation - Activity

Before planning the activity, take the time to ask your youth if they're interested in doing it.

①

Print the question-and-answer sheets for each activity category.  
(see p.11 - 24).



②

If you wish to do the suggested path, print the game squares.  
(see p.26 - 32).



③

Divide into four piles the statement and answer sheets for the following categories:

"Can you see the difference?",  
"Multiple choice",  
"Who am I?" and  
"Name me."

*This way, you can refer to them more easily during the activity.*



*Scan me if you want to show the pictures of this section in color to your group*

## Psst!

You can also create squares using the materials available to you if you aren't able to print them.



④

Find a quiet place with no distractions to present the activity.



# How to prepare for this activity

## Objective of the activity:

The goal is not to win, but to give your youth the opportunity to speak freely and without judgment about social media networks and body image.

The following tricks will help you feel comfortable about holding this activity with your youth:

## Before starting the activity with your group

Take the time to reflect on the theme of social media networks:

- Are you a frequent user of social media networks?
- Do you use filters? Why?
- Can you recognize the photos to which filters have been applied?

*Please view the following video capsules on body dissatisfaction and weight-based teasing to further explore the themes raised during the activity.*



Do you have any questions concerning these subjects?  
Would you like to discuss them with us?



Please contact us through our website at <https://portail.tremplinsante.ca/>

or



By Messenger at [Tremplin Santé / Power Up | Facebook](#)

## Throughout the activity

Listen carefully to your youth' reactions. Welcome each youth's responses and comments with an open mind so that everyone feels comfortable about speaking up.

You may witness certain negative behaviours, for example shaming or comments related to weight or physical appearance that could be hurtful.



### To prepare for this type of situation:

- 1 Determine in advance the questions you could ask if one of your youth behaves in a way that you consider to be negative.

*For example :*

- Why did you say that? How do you feel?
- Why are you reacting this way?
- How do you think others feel when they hear your comment?

- 2 Ask the following questions to steer the discussion when necessary.

Recognize the importance of these exchanges with your group. The key, during the discussion, is to treat others with respect and to listen to them so that no one gets hurt.

# 02 Organization of the play area

1

Let the youth design the Snakes and Ladders-type course using the squares and materials to create the snakes and ladders.



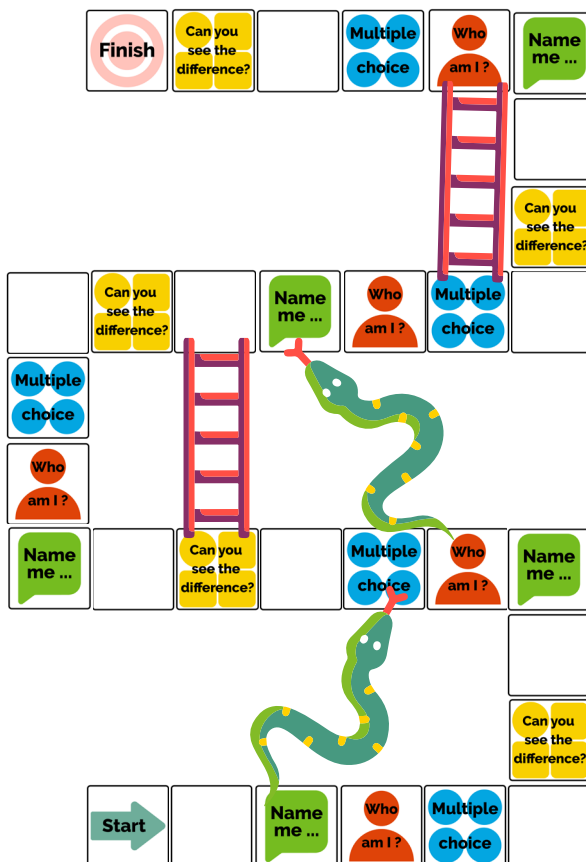
2

You can increase or decrease the number of squares, snakes and ladders in the game, depending on the time you have for the activity.

## Psst!

You can use a pool noodle, a skipping rope or a stuffed animal to represent the snakes and cardboard or wooden sticks to represent the ladders.

## Suggested course:



# 03 Introducing the activity

## Establish an atmosphere of respect for the activity.

① Take a moment, with your group, to set out your rules.

You can take inspiration from the following examples:

- *I respect others. All ideas and questions are valid.*
- *I respect the guidelines provided for the activity.*
- *I speak for myself using the "I" and I am careful not to generalize my opinions.*
- *I participate by expressing my opinions and listening to those of others.*



② Determine, with your group, what happens when a rule is broken.

## Present the theme to your group.



③ Introduce the theme and the important definitions:

*Today, we're going to reflect upon the theme of body image in connection with social media networks. The photos you see on social media networks can have an impact on the way you perceive yourself!*

**Body image** is the way that you perceive your body and feel about it. It's also the way that we think others perceive us.

What are social media networks, in your view?  
**Social media networks** are online platforms that allow users to post photos, videos or information and to interact with others.

### Ask your group the following questions to introduce the activity:

- Are you a frequent user of social media networks? Which ones? (Facebook, Instagram, Snapchat, Pinterest, TikTok, etc.)
- What is your main activity on social media networks? (Photo-sharing, viewing photos posted by others, chatting with friends, etc.)
- Do people ascribe too much importance to appearance on social media networks? Why?
- Do you find that the photos posted on social media networks by public personalities or people you know are always realistic?
- Do you find it easy to compare yourself with these photos?
- What do you like about yourself, other than your physical appearance?
- Name one thing that you like about another person that does not concern their physical appearance.

# Doing the activity

Decide whether to play the game individually or in groups of two or three youth.

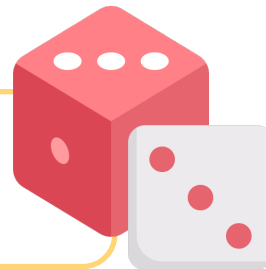
- 1 Determine the order of participants. This order should be maintained throughout the game.



- 2 Ask the participants to position themselves in the proper order, close to the Start square.



- 3 Have the participants take turns rolling the dice and moving over the game squares, based on the number shown on the dice.



- 4 Ask the participants a question, based on the category of the square on which they land. You can use a pencil to cross out the questions that have been asked.



- 5 The activity ends when a participant or a team gets to the Finish square.



## Psst!

If you want to extend the activity, have it end when all the participants get to the Finish square.

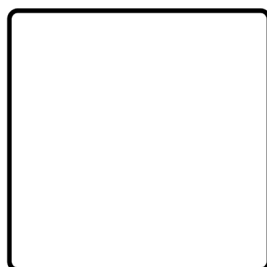
If you get the sense that your youth are finding the activity a little long, shorten it by asking the entire group questions associated with the squares.



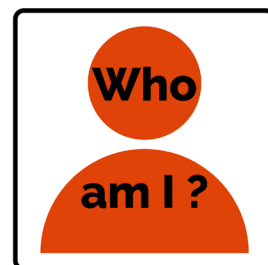
# Squares and Explanations



The participants position themselves on this square to begin the activity.



A break, or the counsellor can choose to add challenges.



**Read a definition**  
(see p.22 - 23)

The participants must say which word corresponds to the definition.



Correct answer

The participants can roll the dice on their next turn.



Incorrect answer

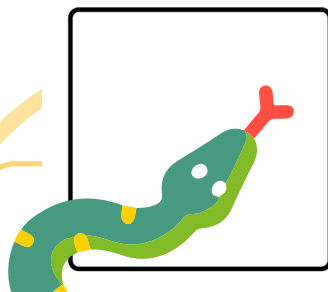
Give the correct answer and its explanation.

The participants skip their next turn.



**Ask a question**  
(see p.24)

Each participant must name an element of the answer.

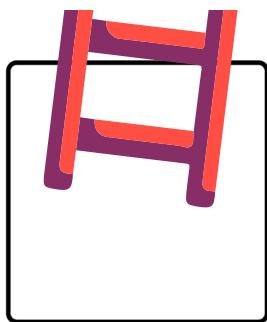


The participants must descend to the tail of the snake and play this square.

**Psst!**

All the answers are correct, since the elements are specific to each youth, provided that they are serious and respectful.

The participants can roll the dice on their next turn.



The participants must climb the ladder and play this square.

### Psst!

Want to make the game more active? Invent ways to get around!

For example, tell your youth to climb the ladder or move down to the tail of the snake while acting out various emotions (joy, sadness, anger, fear, etc)

## Can you see the difference?

**Show the participants the photo**

(see p.11 - 19)

"Before and after" photos:

The participants must identify the changes made to the "after" photo.

*The participants advance based on the number of differences they can identify (maximum of six).*

Photo with questions:

Ask the questions.  
Each participant must provide a potential answer.

### Psst!

**All serious and respectful answers** are good, as they are personal answers.

The participants can throw the dice on the next turn.

To take things a step further, show photos of public personalities to which filters have been applied, from your cell phone if you have access to it.

## Multiple choice

**Read a question and the multiple choices** associated with it (see p.20 - 21)

The participants must choose the correct answer based on the choices given .



Correct answer

The participants can roll the dice on their next turn.



Incorrect answer

Give the correct answer and its explanation.

The participants skip their next turn.

## Finish

The game ends when the participants land on this square.



# 05 Review the activity

Review the activity with your group.  
Ask the following questions:

- Did you learn something new?
- What stood out the most about the activity?
- What do you think makes a person beautiful? Has your opinion changed since the start of the activity? Why?



## Psst!

It's not a big deal if your youth's opinions haven't changed. There are no good and bad answers. Listen to each youth and respect their answers.

### If your group uses a lot of filters and social media networks

ask the following questions:

- What are you looking for when you post a photo with a filter? (For example: recognition, admiration, laughter, etc.)
- After taking part in this activity, do you think that you will change your habits on social media networks? (For example, will you change the way you use filters and touch-ups, or stop following people who make you feel self-conscious?)
- Do you feel more comfortable about discussing these subjects with your friends?

### If your group uses few or no filters and social media networks

ask the following questions:

- Is this subject important to you? Why?
- Are you better able to recognize filters on social media networks and their use by people you know?
- Do you have friends who are negatively influenced by this type of photo?
- After taking part in this activity, what would you say to help them feel better?

### Messages to emphasize during the discussion:

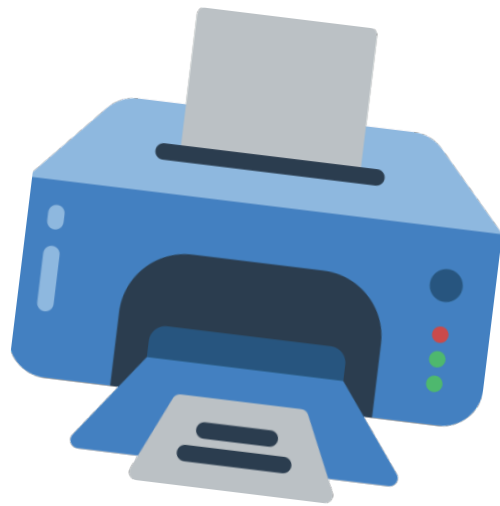
- A person's **beauty** is not limited to their appearance, but is reflected in their **inner qualities**.
- Emphasize your **strengths** and **qualities** and what makes you **unique**!
- Bring a **critical** eye to bear on content posted to social media networks.
- Some people promote **unrealistic beauty standards** or convey harmful messages that can affect your body image or that of your friends.
- **Speak to your friends** about the photos you see on social media networks and how they make you feel.
- **Aesthetic filters** lead the way when it comes to the **negative** impact they can have on self-esteem, as they encourage the belief that you need to alter your appearance.
- The use of **humorous filters** is not always negative. However, it's important to have fun without hurting someone.
- **Social media networks** are not only negative. Youth can use them to **discuss** sensitive subjects.



# Material to print

Question and answer sheets (p.11 - 24)

Squares to print (p.26 - 32)



Before



1.

After



The face pimples have been removed, the skin is smoother, the eyebrows are more defined, and the eyelashes are longer. Makeup has been added (eyelids, lips, cheeks). Some small hairs have been removed from the forehead.

### Psst!

Take the opportunity, with your group, to normalize the changes that occur at puberty by reinforcing the idea that each person is unique and develops at their own pace.

fold along the line to hide the other images



2.



A filter was applied to the child's face. His eyebrows, eyes and nose are larger, and his mouth is smaller.

Picture by Danie James from Pexels

fold along the line to hide the answers





Can you  
see the  
difference?



Have you used this filter?  
If so, for what reasons?  
If not, why do you think  
someone would use this filter?

fold along the line to hide  
the other images

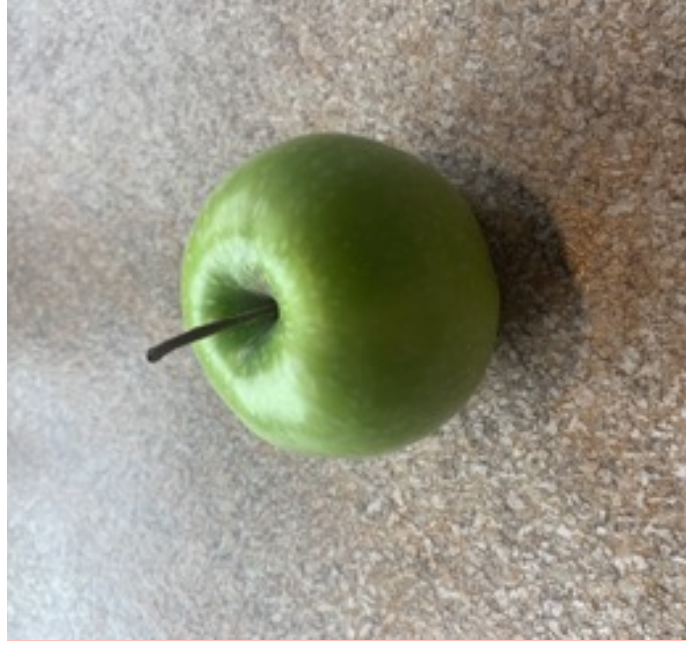


How do you react when you  
see this photo with a filter?

fold along the line to  
hide the questions

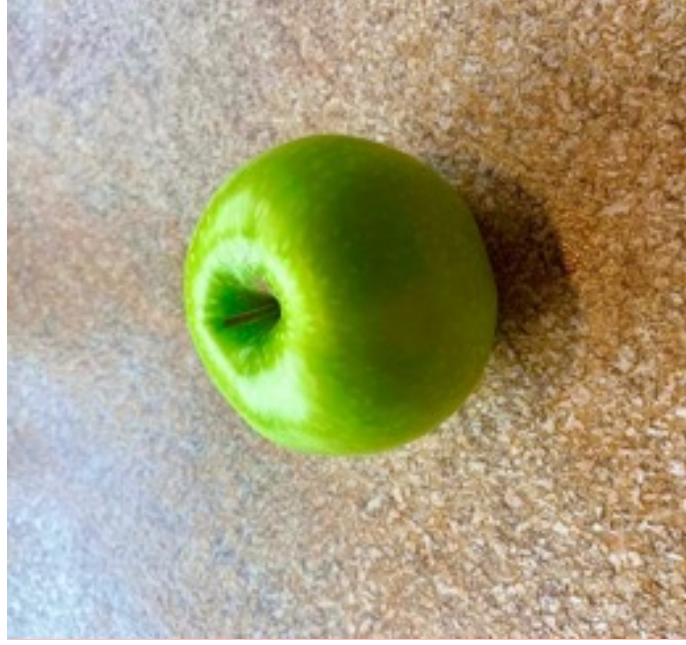


Before



5.

After



The stem of the apple is shorter, its colour brighter.

fold along the line to hide the other images



6.



The face pimples have been removed, and the skin is smoother and lighter. The eyelashes are longer, the teeth whiter. The head hair has been changed, and some small hairs on the forehead have been removed. The beauty spot above the lip has been erased.

fold along the line to hide the answers





Can you  
see the  
difference?

How do you react when you  
see this photo, to which a filter  
has been applied?

fold along the line to hide  
the other images

Can you recognize the filter  
in this photo?  
(Answer: The beard and  
glasses have been added.)

In what situation could the use  
of this filter have a negative  
effect on self-esteem?

fold along the line to  
hide the questions



7.

8.



Before



9.

After



The face pimples have been removed, the skin is smoother, the eyebrows are more defined, the photo is brighter, and the small hairs on the forehead have been removed.

fold along the line to hide the other images



10.



This man's face has been changed. His cheeks have been made hollow.

Picture by KML from Pexels

fold along the line to hide the answers







11.

Do you know any public personalities or friends who use this eyelash-lengthening filter?

Does the use of this filter lead you to compare yourself to these people?

fold along the line to hide the other images



12.

Have you ever used this filter?

If so, in what situations?

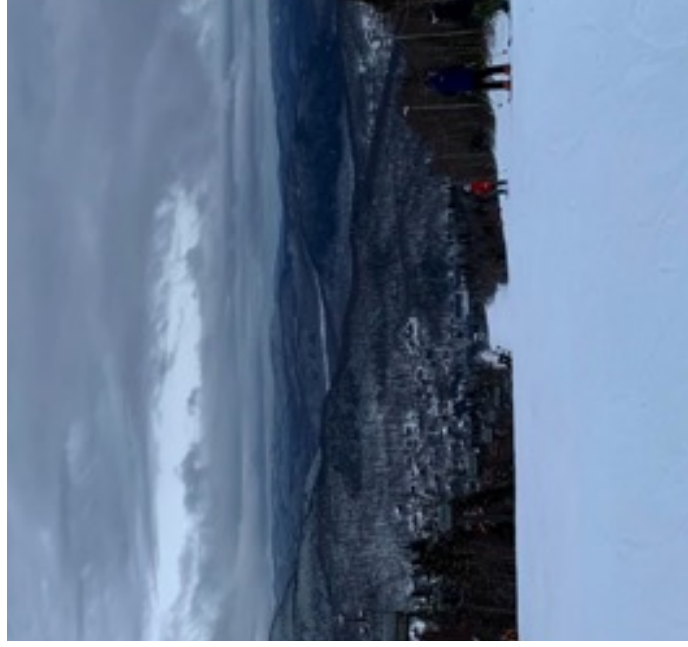
If not, why would someone use this filter?

fold along the line to hide the questions



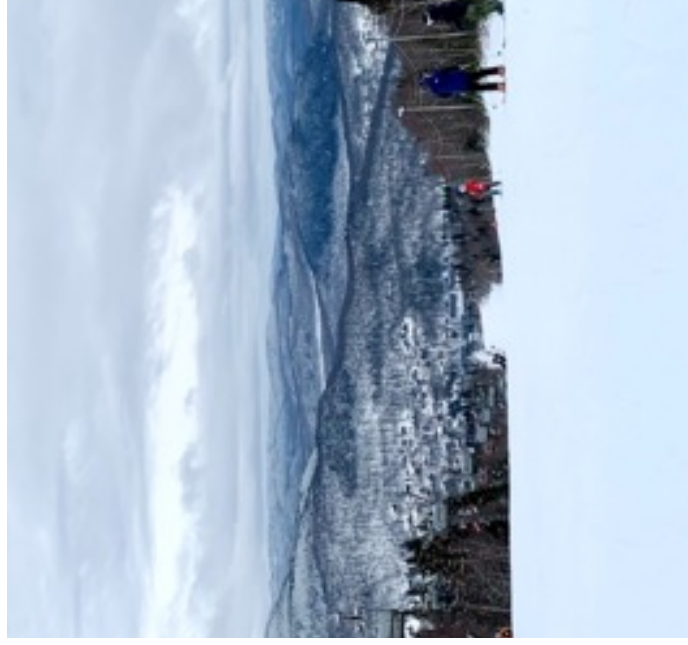


Before



13.

After

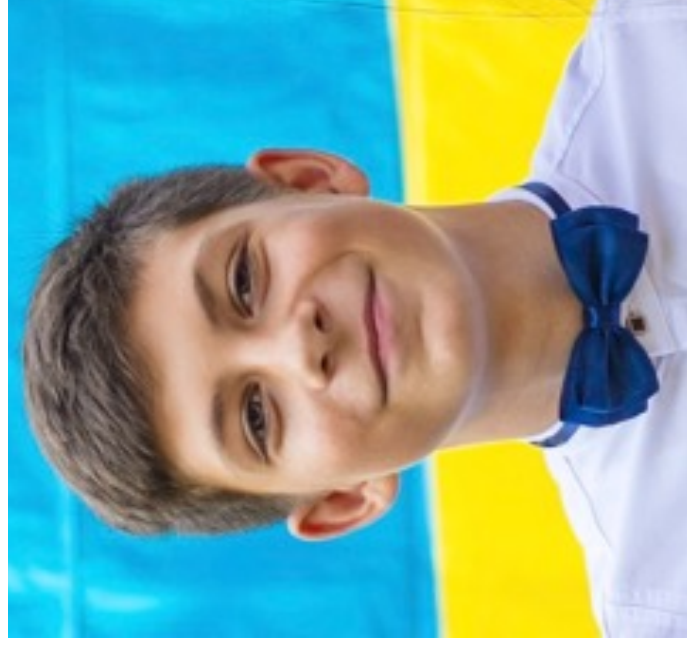


The lighting in this photo has been changed to make it clearer.

fold along the line to hide the other images



14.



Nothing has been changed in this photo.

Picture by Andy Kuzma from Pexels

fold along the line to hide the answers



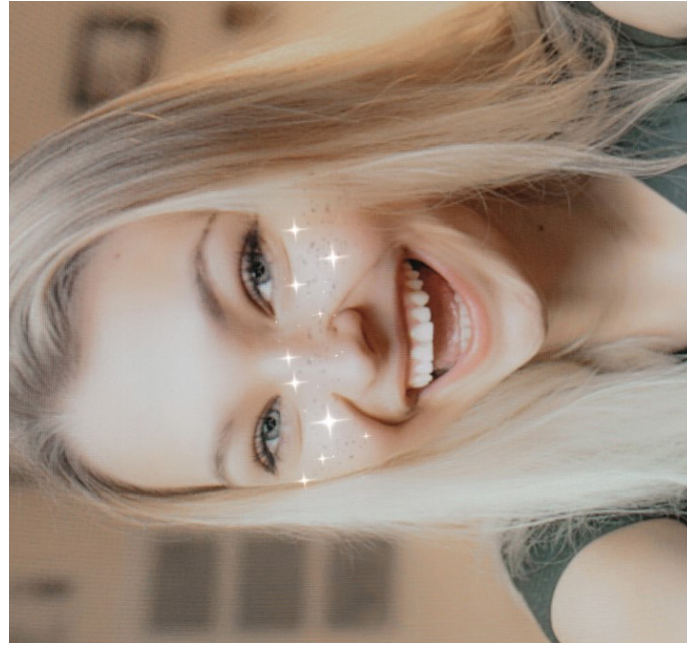
Can you  
see the  
difference?



Is this photo realistic?  
Why?

15.

fold along the line to hide  
the other images



Do you have any friends who  
use this filter?

How do you feel when you see  
this?

fold along the line to  
hide the questions



Before



17.

After



The imperfections on the mango have been removed.

fold along the line to hide the other images

Can you see the difference?



18.



The wrinkles have been removed and the skin has been made to appear smoother.

fold along the line to hide the answers





**1. Why are photos of public personalities on social media networks often not realistic?**

- A. The skin imperfections have been corrected
- B. The brightness, tint and colours have been changed
- C. Aesthetic touch-ups have been applied to the body

☒ D All of the above

**2. Which of the following signs is associated with a positive body image?**

- A. I detest certain parts of my body
- ☒ B I am capable of accepting and seeing my body as it is, at this moment
- C. I have doubts concerning my body's physical abilities
- D. I ignore the hunger signals my body sends me; for example, I don't eat, even when I'm hungry

**3. How do beauty standards vary?**

- A. They vary across the world, from one culture to the next
- B. They vary over time, depending on the period of history
- C. They vary from one person to the next, based on personal preference

☒ D All of the above

**4. What proportion of women have a natural figure similar to that of a fashion model?**

- ☒ A Less than 5%
- B. Between 5 and 20%
- C. Between 20 and 50%
- D. More than 50%

**5. Which of the following elements are ways to manipulate photos?**

- A. Plan a photo shoot
- B. Choose a photographer and a location
- C. Styling your hair or wearing makeup

☒ D All of the above

**6. At what age do some young people develop a negative body image?**

- ☒ A 5-6 years
- B. 7-8 years
- C. 9-10 years
- D. 11-12 years

**7. What percentage of teens are dissatisfied with their appearance? ?**

- A. Between 10 and 20%
- B. Between 20 and 30%
- C. Between 30 and 40%

☒ D More than 50%

**8. Taking measures to have the "perfect" body can affect:**

- A. My time and cost money
- B. My feelings and emotions
- C. My behaviour

☒ D All of the above

**9. What is a value?**

- A. It is a negative character trait

☒ B It is an important principle for a person, e.g., love, liberty, and creativity

- C. It is a feeling that is identical among all people

D. It is a physical feature that I can see directly when I look at another person.

**10. How do you define beauty?**

- A. Each person perceives beauty differently

B. It is a concept that differs according to time, culture, part of the world, etc.

C. Everyone is beautiful in their own way, by being unique and different!

☒ D All of the above

**11. What impacts can the images that you see on social media have on you?**

- A. The images lead me to compare myself with the people they feature
- B. The images lead me to have a negative body image
- C. The images make me want to change my appearance to look like the people in them

☒ D. All of the above

**12. Which of the following signs is associated with a negative body image??**

- A. I listen to my body and I treat it well
- B. I accept the changes in my body over time
- ☒ C. I am ashamed of my body and I am taking action to change it
- D. I accept my differences

**13. Where does the pressure to have a certain appearance come from?**

- A. Social media networks
- B. Family and friends
- C. Myself

☒ D. All of the above

**14. What purpose does your body serve?**

- A. It is made to please others
- ☒ B. It is so practical! It lets you communicate with others, move, eat, enjoy pleasant moments, and much more!
- C. It is made to show others that I am muscular.
- D. None of the above

**15. What can influence your body image?**

- A. Comments made by friends or family
- B. The rhythm at which my body develops
- C. Photos that I see on social media, including ads

☒ D. All of the above

**16. What helps you develop a positive body image?**

- A. Adopting healthy lifestyle habits
- B. Being careful of the content and the people that I follow on social media
- C. Recognizing that many photos on social media networks have been manipulated and are not realistic or representative of the natural diversity of human bodies

☒ D. All of the above

**17. What concept corresponds to the following definition?**

**"Recognizing our value and believing in what we want to accomplish in the future."**

- ☒ A. Self-confidence
- B. Faults
- C. Appearance
- D. Preferences

**18. On what do you base your body image?**

- A. My thoughts
- B. My values
- C. My relationships with the people around me and the way that they see me

☒ D. All of the above

# Who am I ?



1. I am often applied to photos posted on social media in order to change the lighting, colours or appearance of the person using me.

→ **Filter**

2. I am used to eliminate imperfections, reduce nose size, increase hair volume, adjust lighting, etc.

→ **Photo or image manipulation or editing**

3. I am composed of a head, a trunk, arms and legs, which allow me to perform various actions, such as eating, picking up a box, reading, dancing, skipping rope, etc.

→ **Body**

4. I am an adjective used to describe photos on social media. I am the opposite of "realistic."

→ **Unrealistic**

5. I can spend some to purchase makeup or pay for a gym membership with the goal of changing my appearance.

→ **Money**

6. I am a feeling that I may experience when I compare myself to photos posted on social media.

→ **Several answers possible, e.g., sadness, depression, inadequacy, stress, anxiety, etc.**

7. I spend some when I look myself in the mirror, put on makeup, or train at the gym. I can be defined in seconds, minutes, hours, etc.

→ **Time**

8. I am a positive character trait that represents my attitude. Examples include the words "generous", "courageous", "expressive", "orderly" and "dynamic."

→ **Quality**

9. I am a word that represents platforms that allow us to publish information, photos or videos and to chat or hold discussions with other people.

→ **Social media**

10. Everyone can be said to embody this, and I am the opposite of the word "identical."

→ **Different or unique**

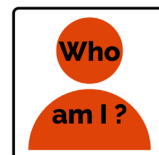
11. The words "love", "detest" or "adore" are used to describe me. I am different for every person.

→ **Tastes/preferences**

12. I am the missing word in the following sentence: "Having a healthy or \_\_\_\_\_ body image means loving your body and feeling good about it." I am the opposite of "negative."

→ **Positive**





**13.** I feel this when I do something I love, like eating, being active or reading a book.

→ **Several answers possible, e.g., pleasure, happiness, joy, satisfaction, etc.**

**14.** I have hair, eyes and a nose. I can listen to my favourite music, speak, or eat my favourite meal.

→ **Head**

**15.** I represent the fact of moving. Ideally, people practice me for the pleasure of it and not through a sense of obligation. I can take various forms, e.g., swimming, running, cycling, skipping rope, etc.

→ **Physical activity**

**16.** I am the missing word in the following sentence: "Being constantly exposed to images of stars with 'perfect' bodies on social media can cause a person to feel \_\_\_\_\_ about their appearance and to adopt behaviours that are dangerous to their health." I am the opposite of "satisfied."

→ **Dissatisfied**

**17.** I am the outer aspect of a person. I am often changed, and the photos of me that are posted on social media do not represent reality. Sometimes people want to change me

→ **Appearance**

**18.** I am an action that's easy to perform by looking at photos posted on social media, but that we should avoid. I represent the act of making connections between myself and the photos to determine what we have in common or how we differ.

→ **Comparing oneself**

**19.** I am often at fault when a product emphasizing appearance is sold. I use multiple strategies to deceive people watching me. My focus is often on ease and effectiveness at the expense of health

→ **Advertising**



# Name me ...

Name  
me ...

## Name me ...

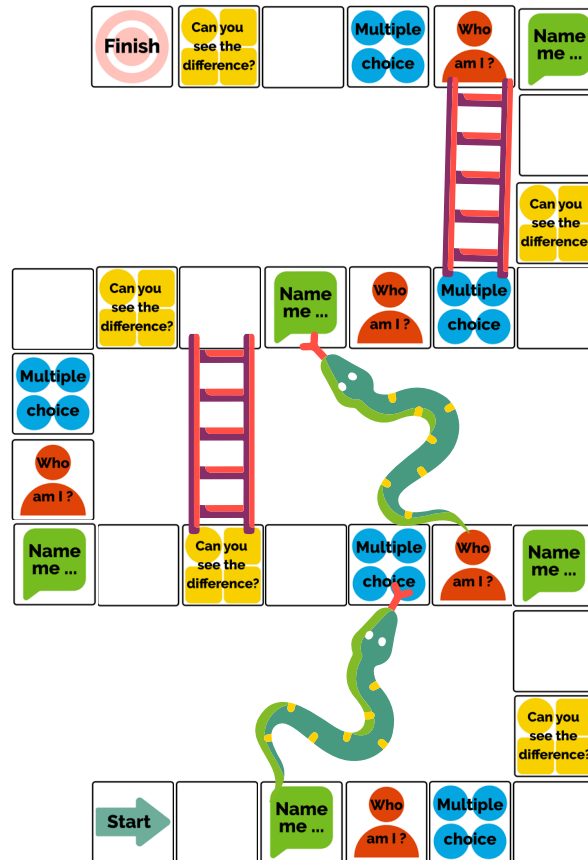
1. Something that you're able to accomplish.
2. Your greatest talent.
3. Something you're proud of.
4. Your greatest quality.
5. A thing that your feet allow you to do.
6. A thing that you take pleasure in doing.
7. Your teammates' greatest quality.
8. A thing that your legs allow you to do.
9. One of your passions.
10. An activity that you enjoy doing with your friends.
11. A thing that your arms allow you to do.
12. A thing that makes you happy.
13. A sport that you enjoy practicing.
14. A thing that your hands allow you to do.
15. A value that is important to you.
16. A thing that your head allows you to do.
17. A significant moment in your life.
18. A challenge that you overcame.





# Squares to print

To complete the suggested course:



①

Use two snakes (e.g. pool noddle, a skipping rope or a stuffed animal) and two ladders (e.g. cardboard or wooden sticks)



②

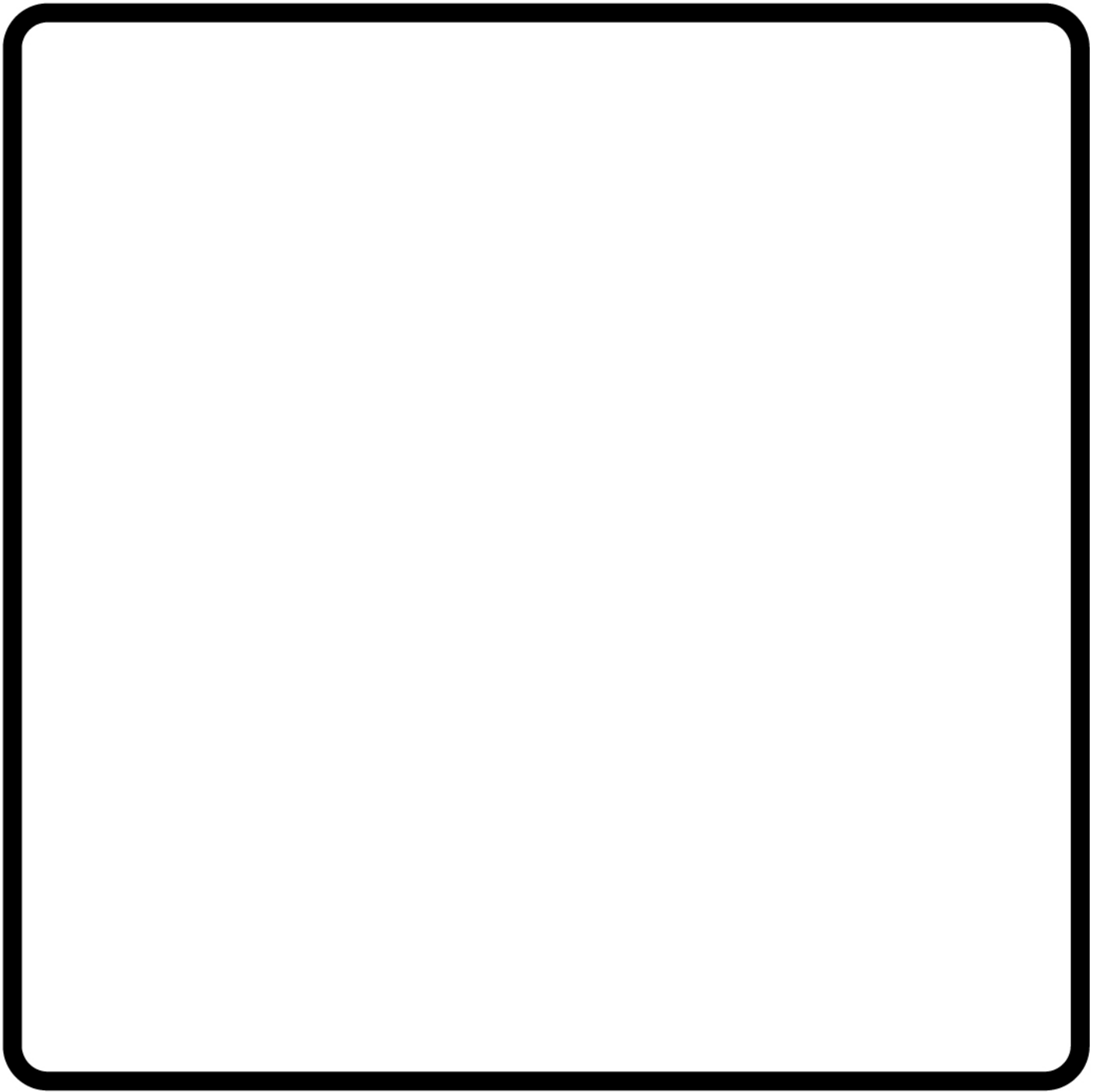
Print:

- 1x START square (p.26)
- 10x Blank square (p. 27)
- 5x "Name me" square (p.28)
- 5x "Who am I?" square (p.29)
- 5x "Multiple choice" square (p.30)
- 5x "Can you see the difference?" square (p.31)
- 1x FINISH square (p.32)



# Start





**Name  
me ...**



**Who**

**am I ?**



**Multiple**

**choice**



**Can you  
see the  
difference?**





# Finish

