

Together  
to overcome



Eating  
Disorders

#EDAW2024

10 years of initiative to raise awareness among  
Quebeckers on Eating Disorders.  
A look at the main actors.

UNITED SINCE  
10 YEARS

February 1 to 7, 2024

[semainetroublesalimentaires.com](http://semainetroublesalimentaires.com)

# NATIONAL EATING DISORDER AWARENESS WEEK



FEBRUARY 1 - 7 2024

Let's celebrate the 10th year anniversary of the EDAW here in Quebec, initiated by the two main actors and their partners.

*slogan*

---

## PREPARED BY

- Josée Lavigne, Education and Prevention Coordinator at ANEB Quebec
- Élisabeth Nolan, Social Worker at Maison l'Éclaircie
- Karine Pendleton, Counsellor and Lecturer at ANEB Quebec

## CONTRIBUTION AU CONTENU, RÉVISION ET TRADUCTION

We would like to thank all the staff, volunteers and interns that have contributed to the EDAW activity guides over the past years, since 2015.

## GRAPHIC DESIGN

---

- Layout and Activity guides: Josée Lavigne at ANEB Quebec and Élisabeth Nolan at Maison l'Éclaircie.
- Poster design and other graphic material for the EDAW2024 : Andréanne Duchaine

## NATIONAL EATING DISORDER AWARENESS WEEK



---

### Resources

#### **Anorexia and Bulimia (ANEB) Quebec**

☎ 1-800-630-0907 ou 514-630-0907

✉ info@anebquebec.com and info@anebados.com

🌐 www.anebquebec.com and anebados.com

Serving : Individuals aged 12 years and older across the province. Services for people who are struggling with body image issues and eating disorders and their loved ones.

Services : Help and reference line, texting and chat individual counselling services, a help forum, open and closed support groups for individuals suffering and their loved ones , conferences, kiosks, webinars and training sessions.

#### **Maison L'Éclaircie**

☎ 418-650-1076

✉ info@maisonclaircie.qc.ca

🌐 www.maisoneclaircie.qc.ca

Serving : Individuals aged 14 years and older in the National Capital and the Chaudière-Appalaches region (except for helplines and live chatting). Services for individuals experiencing behaviors associated with anorexia and bulimia, and their friends and family.

Services : Helpline and live chatting, individual and group meetings (psychosocial and nutritional), individual and group meetings for friends and family, referrals, workshops, kiosks, prevention workshops for schools and conferences.

For a full list of our partners or for other references in the province, please visit the NEDAW website at [live.semainesemaintroublesalimentaires.com](http://live.semainesemaintroublesalimentaires.com) or [anebquebec.com](http://anebquebec.com) website.

# TABLE OF CONTENTS



## INTRODUCTION TO THE 2024 EDAW THEME

page 6

## A Dysfunctional Relationship with Food as a Continuum and Eating Disorders

pages 7-11

## ACTIVITIES FROM PREVIOUS EDITIONS

---

### **Activity 1** : Media and Images (2015 Edition)

Youth

pages 13-14

### **Activity 2** : Under the Seal of Confidence (2016 Edition)

For Everyone

pages 15

### **Activity 3** : Let's Talk (2017 Edition)

Youth

pages 16

### **Activity 4** : The weight of a Text (2020 Edition)

Youth

pages 17

### **Activity 5** : Feeling the Love (2021 Edition)

Youth (elementary schools) or others

pages 18-19

### **Activity 6** : Feeling the Love - (2021 Edition)

Youth (secondary schools ) or others

pages 20-22

### **Activity 7** : Identifying my communication habits (2021 Edition)

People who are suffering and their loved ones

pages 23

### **Activity 8** : Mantra Workshop (2022 Edition)

People who are suffering

pages 24-25

### **Activity 9** : My Road to Recovery (2022 Edition)

People who are suffering

pages 26

### **Activity 10** : What Would you Do? (2023 Edition)

Friends and family of people suffering from an ED

pages 27

# TABLE OF CONTENTS



## APPENDIXES OF ACTIVITIES

---

**Activity 1** : Under the Seal of Confidence (2016 Edition)  
pages **29**

**Activity 2** : Let's Talk! (2017 Edition)  
pages **30**

**Activity 3** : The weight of a Text (2020 Edition)  
pages **31-34**

**Activity 4** : Feeling the Love (2021 Edition, elementary school)  
pages **35**

**Activity 5** : Feeling the Love (2021 Edition, secondary school)  
pages **36**

**Activity 6** : Identifying my Communication Habits (2021 Edition)  
pages **37-43**

**Activity 7** : My Road to Recovery (2022 Edition)  
pages **44-49**

**Activity 8** : What Would you Do? (2023 Edition)  
pages **50-54**

# ACTIVITY GUIDE FOR EVERYONE



**10 years of initiative to raise awareness among  
Quebeckers on Eating Disorders.  
A look at the main actors.**

***Together to overcome Eating Disorders!***

In 2024, Anorexia and bulimia (ANEB) Quebec and Maison l'Éclaircie celebrate their 10th anniversary of collaboration for their implication on the Eating Disorder Awareness Week (EDAW) in Quebec! We would like to emphasize all the work that has been done over the past 10 years to help raise awareness to the public by the two main actors as well as our partners in the community, private and public sectors. We believe that we can, as a collective, help overcome eating disorders!

To highlight our 10th anniversary, we have chosen 10 of our favorite activities that were published in our past EDAW activity guides.

In this present activity guide, you will find: a description and characteristics of eating disorders; as well as the 10 activities chosen from previous editions of the EDAW guides. The activities were chosen for different populations which are well identified in the activities: for youth- for counsellors and teachers and for people who suffer from eating disorders and their loved ones.

We hope that this present activity guide will help you become more aware of eating disorders and help people who suffer from an ED and their loved ones.

---

Happy reading!

Josée Lavigne and Élisabeth Nolan

# Eating Disorders and Their Characteristics



## Introduction : Dysfunctional Relationship with Food as a Continuum

Anyone can display dysfunctional eating behaviours without having an actual eating disorder. Some experts like to think of eating disorders as existing on a continuum. One end of the continuum represents full-fledged eating disorders and a distorted view of body image, and the other end represents healthy eating attitudes and views of body weight and shape. We're all likely, at one time or another, to have a somewhat unhealthy relationship with food and our bodies. Acting quickly and asking for help in such situations can curb the development of dysfunctional behaviours. For that reason, we at ANEB welcome anyone who needs help, no matter where they are on the continuum.

---

### Characteristics of Eating Disorders

#### **Anorexia nervosa is characterized by :**

- **a deprivation of food or restriction of energy intake;**
- **an intense fear of gaining weight** that is not alleviated by weight loss (in fact, concern about weight gain may increase even as a person's weight falls);
- **a distorted perception of body weight and shape;**
- significant and rapid weight loss achieved through risky behaviours, such as drastic dieting, fasting, purging, laxative misuse, and excessive exercise;
- several consequences, including extreme fatigue, slowed metabolism, excessive concern with food and weight, and social isolation.

## Eating Disorders and their Characteristics



**Bulimia** is characterized by :

- **frequent episodes of binge eating**, i.e., eating far more food than most people would eat in a given period of time under similar circumstances. These episodes are often experienced in secret and followed by feelings of shame and guilt;
- **a sense of lack of control** over eating during the binge-eating episode;
- **recurring inappropriate compensatory behaviours following binges** to prevent weight gain (such as fasting, self-induced vomiting, misuse of laxatives/diuretics, and excessive exercise);
- distorted negative body image;
- self-esteem that is unduly influenced by body weight and shape.



**Binge-eating Disorder** is characterized by :

- frequent episodes of binge eating, i.e., eating far more food than most people would eat in a given period of time under similar circumstances. These episodes are often experienced in secret and followed by feelings of shame and guilt;
- a sense of lack of control over eating during the binge-eating episode;
- no compensatory behaviour;
- an obsession with food and dissatisfaction with the body;
- self-esteem that is unduly influenced by body weight and shape.



## Eating Disorders and their Characteristics



**Avoidant/Restrictive Food Intake Disorder (ARFID)** is characterized by:

- **an apparent lack of interest in eating or food;**
- avoidance of eating based on the sensory characteristics of food;
- concern about aversive consequences of eating;
- persistent failure to meet appropriate nutritional and/or energy needs associated with one or more of the following:
  1. **significant weight loss or failure to achieve expected weight gain** or faltering growth in children;
  2. **significant nutritional deficiency;**
  3. dependence on enteral feeding or oral nutritional supplements;
  4. marked interference with psychosocial functioning.



**Orthorexia** (an obsessive-compulsive disorder) is characterized by:

- **an obsession or fixation with eating foods considered healthy;**
- refusal to eat or discomfort with eating foods perceived as unhealthy;
- weight loss or thinness is not necessarily the desired goal;
- excessive fear of developing an illness as well as feelings of anxiety or shame when the person deviates from their dietary restrictions;
- an obsession or fixation with planning, choosing, preparing and eating food for health reasons rather than for pleasure.

## Eating Disorders and their Characteristics



**Bigorexia** (or muscle dysmorphia) is characterized by:

- **preoccupation with the idea that the body is insufficiently lean or muscular;**
- social isolation and withdrawal from important social, occupational and/or recreational activities may be consequences of the person's desire to maintain a strict routine of physical or dietary activities;
- the likelihood of social avoidance to prevent exposing one's body to others;
- a pattern of persistent behaviours due to preoccupation with the body despite significant physical and psychological consequences. These behaviours may include regular workouts, dieting, and/or taking performance enhancing substances;
- the likelihood of experiencing high levels of anxiety and distress.



**Unspecified eating disorders:** Unspecified eating disorders include issues that do not meet the full criteria for specific eating disorders like anorexia nervosa, bulimia and binge-eating. However, people struggling with an unspecified eating disorder can suffer from low self-esteem, have an obsession with body image, and experience significant distress.



## Eating Disorders and their Characteristics



### Specified Eating Disorders

**Pica:** A DSM-5 classified eating disorder characterized by an irrepressible and persistent urge to consume non-food substances.

**Rumination:** A DSM-5 classified eating disorder characterized by the voluntary regurgitation of food into the mouth which may then be re-chewed.



**It is also important to mention the following eating disorders and current issues :**

**Alcoholorexia:** The practice of planning periods of restricted eating in order to consume large quantities of alcohol without gaining weight.

**Mummyrexia** (or pregnorexia): A form of anorexia observed in pregnant women, in which the woman goes on a strict diet during pregnancy to avoid gaining weight at all costs for fear of having difficulty losing it after delivery.

**Diabulimia:** A form of bulimia among people with type 1 diabetes, in which the person binges then engages in the compensatory behaviour of restricting insulin in order to lose weight.

# ◆ Activities ◆



### Media and Images

2015 Edition : Eating Disorders; Beyond Food

#### Objective of the activity

Become more critical of beauty standards in our society.

#### Supplies

- Beauty, lifestyle and fashion magazines
- Other images
- scissors and glue
- construction paper of various sizes 8.5 x 11 and +

#### Instructions

The group subdivides in 4 smaller groups. These different groups will work on 1 of the 4 themes of the activity.

Group 1= Make a photo collage that represents beauty ideals for women in our present society.

Groupe 2= Make a photo collage that represents beauty ideals for men in our present society.

Groupe 3= Make a photo collage that best represents body and other diversités (cultural, sexual, visible handicaps, etc.) in our society.

Groupe 4= Make a photo collage that best represents real men and women of our present society.

In teams, students are invited to reflect on the following questions :

- Was it difficult to find images that best represent your team's theme ?
- What conclusions can you take from this exercise ?

When every team is done doing their collage, the groups are invited to present their projects in front of the class (see next page for instructions).

---

**Media and Images**

2015 Edition : Eating Disorders; Beyond Food

**Instructions**

Conclude with the teams on the work, by asking the following questions:

- With your group's theme, was it easy or difficult to find images?
- What do you think of the beauty standards in our present society?
- In your opinion, do you think that the media, magazines and social media are inclusive in their representation of different types of people?
- In your opinion, what issues may arise for people who have certain vulnerabilities (a negative body image, etc.) and who do not fit into the present-day beauty standards?

For the last question, here are a few possible answers : develop a low self-esteem, adopt harmful habits, develop mental health problems such as depression, anxiety and eating disorders.



### **Under the Seal of Confidence**

2016 Edition: Do Not Give up on Your Life. By Reuniting Our Forces,  
We Can Outwin the Illness!

#### **Objective of the activity**

To better understand someone who suffers from an ED and how to best help them; what are the best practices.

#### **Supplies**

- See Appendix 2.
- 8.5 x 11 paper
- pencils or pens
- print a few copies of the letter written by Alex and Jo for the different groups

#### **Instructions**

By teams of 2 or 3, participants read the 'mises en situation' available in the appendix. They then think of how Alex would write his letter to Jo, after Jo revealed that he has a dysfunctional relationship with food. A student is chosen within the group to be the secretary and write the letter on behalf of the group.

*note : The activity is intentionally written so that the gender characters identity are not determined. The team members can decide amongst them, if they want to identify their characters or not.*

Once the activity completed, the groups present their letter to the class. Afterwards, participants discuss on how to adopt best practices if they suspect a friend or a loved one may be suffering from an ED. Finally, the discussion continues on reflecting on how important it is to seek help with an adult in whom we can confide, or through specialized services such as ANEB Quebec or Maison l'Éclaircie and their partners.

*The discussion may bring up important subjects such as signs and symptoms of eating disorders, difficulty to ask for help, denial that is common within the illness or ambivalence to treatment, consequences of having an eating disorder, etc. For more information, visit [anebados.com](http://anebados.com) website.*



### Let's Talk!

2017 Edition: Obsession Destroys, Balance Nourishes.

#### Objective of the activity

The goal of the activity is to encourage reflective conversations between students, allowing them to better understand each other and encourage meaningful discussions on self-esteem and self-confidence.

note : This activity may be difficult for people who are more vulnerable. Before starting the activity, it is important to let the group know that the exchanges will be done within a safe and respectful space.

#### Supplies

- a bol or other container
- pre-cut statements (which are found in the appendix) and placed in a container

#### Description and instructions

Invite the group to sit in a circle, in a space that is calm and welcoming in order to encourage an honest discussion. One by one, the participants choose a statement. They read the statement aloud, then the group comes up with various answers. Once a first statement is read and talked about, the following participant chooses another statement and the process is repeated until several or all statements have been read.

Note : It is not necessary that each participant gives an answer to the questions.





### The Weight of a Text 2020 Edition : Do Not Let the Content of Social Media Influence Your Weight. An Obsession With Weight Can Lead to an Eating Disorder.

#### Objective of the activity

This activity will help foster an open dialogue within participants on issues related to appearances and beauty standards and help them to recognize the importance that society holds on these two issues.

#### Supplies

- Appendix of activity « Scenarios » (document 3.1)
- Appendix of activity « Questions for discussion » (document 3.2)
- Appendix of activity « complementary document » (document 3.3)
- Print out the appendix of activity containing scenarios in document 3.1, depending on number of participants.

#### Instructions

Participants are invited to sit in a way that enables an open discussion. Explain the following instructions to the group:

- Ask a volunteer to read the first scenario and to personate the character (document 3.1).
- Circle back as a group on the first scenario and enable a discussion with the questions included in the appendix. (document 3.2).
- Complete the discussion with the complementary information (document 3.3).
- Repeat the activity with the 2nd scenario.

**Feeling the Love..For Others** (first workshop)

2021 Edition : Since the Pandemic was Declared, Eating Disorders Have Been on the Rise. You're Not Alone. Together, Let's Break the Isolation.

**Objective of activity**

The purpose of the activity is to demonstrate to students the importance of recognizing our own worth and good qualities, and those of our neighbours, learning to see the beauty in each and every one of us. A person with an eating disorder can forget their own worth, their strengths and qualities. This activity provides an opportunity to appreciate oneself and others and to build a better self-image.

(An individual suffering from an eating disorder may forget his/her values and qualities. This activity enables a better appreciation of others and of ourselves, in order to develop a better self-image.)

**Supplies**

- See appendix 4 for an example of a project
- names of students, pre-cut and placed in a box or other container
- hard cardstock or watercolor paper in a postcard size of 4 x 6
- lead pencils
- paint (watercolor or gouache) and small and medium-sized paintbrushes  
or
- colored pencils and markers  
or
- mixed techniques (watercolor and colored pencils)

**Instructions**

**1.** Begin by introducing the Eating Disorders Awareness Week (EDAW) and the theme for this year. You can talk a little about what an eating disorder is (check websites such as that of ANEB Québec at <https://anebquebec.com/troubles-alimentaires> for definitions).

What's important is to increase student awareness of eating disorders, focusing on the fact that people with eating disorders have difficulty loving themselves and being loved. People with eating disorders experience much sadness and suffering, and it is important to give them the help they need.

**2.** Briefly introduce the creative project before starting the brainstorming session, so the students will understand the connection between EDAW and the Feeling the love project.

**3.** The next step is a brainstorming session, students and teacher together. The goal is to discover all the qualities and strengths of the students in the class, or that people in general may have.

Some examples are thoughtfulness, kindness, resourcefulness, perseverance, courage, a good sense of humour, creativity, generosity, patience, strength of character, etc.



### Feeling the Love..for Others (first workshop)

2021 Edition : Since the Pandemic was Declared, Eating Disorders Have Been on the Rise. You're Not Alone. Together, Let's Break the Isolation.

#### Instructions (continued)

4. The teacher randomly pairs up the students, with one group of three if there is an odd number of students (this can be done by choosing names from a hat or a bowl).
5. The students then each create a friendship/happiness card for the partner they have been assigned. Taking time to select a quality they see in their partner, they use this quality as the basis for a drawing or painting on a postcard that they will then share with their partner.

Students have a number of ways they can share their postcard with their partner: virtually, by mail, by delivering it in the classroom if possible or by posting it on a classroom wall designated for this purpose.

#### Art activity instructions

1. Choose the quality in your partner you want to highlight (e.g. thoughtfulness).\*
2. On one side of the card, write your partner's name, the quality you have selected and your own name (see example).
3. Turn the card over and begin working on the visual side of the card.
4. Select your medium (from among those the teacher suggests), either paint or coloured pencils and markers.
5. Make a figurative or abstract drawing or painting inspired by the quality you see in your partner.
6. Share the card with your partner, either virtually with photos taken of both sides, by mailing it to him or her, by personally giving it to him or her, if possible, or by posting it on a wall in the classroom set aside for this purpose (check with your teacher).

#### \* How do you create a visual image, abstract or figurative, that depicts a quality?

Once you've decided on the quality you want to depict in a painting or drawing, the first thing to do is to select the colours, lines and shapes that suggest the quality you have in mind. For example, if you've selected thoughtfulness, you will probably want to use pastel or pale colours, fine lines and rounded shapes (a thoughtful person is gentle, soft and careful in how they approach people).

If you want to depict a quality such as strength, on the other hand, bright colours, a warm palette and thick, bold lines would probably be more suitable. How fast you work can also be a factor. For example, if you're depicting thoughtfulness, you will probably work more slowly and calmly than if you're trying to depict strength.



### Feeling the Love... For Myself (second workshop)

2021 Edition : Since the Pandemic was Declared, Eating Disorders Have Been on the Rise. You're Not Alone. Together, Let's Break the Isolation.

#### Objective of activity

To tune in to our internal messages. To learn to let go in writing of the harmful, negative messages we tell ourselves and see them more objectively. To choose a positive word to describe ourselves that highlights our worth, our strength and what makes us beautiful and that sends us a little love.

#### Supplies

- See appendix 5 for an example of a project
- A square piece of white, beige, black or grey cardstock, 8 x 8 in. or 10 x 10 in. is recommended
- A black pencil (for light coloured cardstock) or a white one (for dark coloured cardstock)
- A second piece of cardstock (smaller than the first piece) to create a stencil
- Scissors for the stencil, possibly an exacto knife and cutting mat, at the teacher's discretion
- Masking tape to hold the stencil in place
- Acrylic paint or gouache (varied colours including golds if possible) • Brushes, preferably foam brushes, for the stencil
- If possible, letter templates of various styles

#### Instructions

**1.** Before starting the creative part of this workshop, spend a little time talking about Eating Disorders Awareness Week. You can talk about the different types of eating disorders: anorexia, bulimia, binge-eating and the other less well-known emerging disorders such as orthorexia and bigorexia.

(check websites such as the ANEB Québec website at <https://anebquebec.com/troubles-alimentaires> for definitions).

**2.** Next, start a discussion about what might make someone develop an eating disorder.

**There are four types of predisposing factors that can lead a person to develop an eating disorder:**

1. Personal factors, 2. Family factors, 3. Genetic factors 4. Cultural factors.

**In this activity, we focus on personal factors.**

---

**Feeling the Love... For Myself** (second workshop)

2021 Edition : Since the Pandemic was Declared, Eating Disorders Have Been on the Rise. You're Not Alone. Together, Let's Break the Isolation.

**Instructions** (continued)

Personal factors that contribute to the development of an eating disorder include the following:

- A negative body image,
- Low self-esteem,
- Mood intolerance or overcontrol of emotions,
- Poor control of compulsive behaviours,
- A tendency to dramatize,
- Difficulty forging an identity (wanting to please others, meet their expectations),
- Denial of aging,
- Perfectionism, a need to perform.

3. Each student chooses one of the personal factors listed above: low self-esteem, for example.

4. The students then each work individually on their creative project.

**Art activity instructions**

1. Externalize negative thoughts: Spontaneously and without thinking, write down the negative words you tell yourself or you've heard said about you and that fit one of the selected themes—low self-esteem, for example. It's important not to think too much at this stage and to just write spontaneously, filling up your card (use a black pencil on white and a white one on black).\* You can keep repeating the same words if you need to.

2. After you've finished writing, take some time to look at what you've written.

3. Send yourself a little love: think of one of your qualities or strengths (courageous, for example). Write this word on the second piece of cardstock, from which you will make your stencil. Write it out in large letters, print or cursive. You can check out different fonts if you like to help you decide how you want to write it.

4. Using your scissors, cut out the letters of your word. Don't forget, you want the negative part of the stencil to remain intact (see image).

---

**Feeling the Love... for Myself** (second workshop)

2021 Edition : Since the Pandemic was Declared, Eating Disorders Have Been on the Rise. You're Not Alone. Together, Let's Break the Isolation.

**Art activity instructions** (continued)

5. Next, place the stencil on the piece of cardstock with your spontaneous writing on it. If needed, use masking tape to hold it in place.
6. Pick a bright colour that you like (fuchsia is good on white, for example, or bright yellow on black). Using your foam brush, apply paint in the negative space of the stencil, to paint your word on top of your spontaneous writing.
7. Take a moment alone to look at your creation.
8. You can now share what you've made with the class, or put it up on a wall in the classroom with the work of the other students, and talk about the project. To end the activity, each student can read out loud, one after the other, the quality or strength they have highlighted in themselves.



### Identifying how I Communicate

2021 Edition : Since the Pandemic was Declared, Eating Disorders Have Been on the Rise. You're Not Alone. Together, Let's Break the Isolation.

#### Objective of activity

This activity will allow participants to identify their own communication habits in their relationships using a chart and to understand the impact of different types of assertiveness.

#### Supplies

- Printer and paper
- Pencils for participants
- TBoard and chalk or pencil
- Appendixes 6.1 «Four types of assertiveness», 6.2 «My self-affirmation» and 6.3 «Group discussion»

#### Instructions

- Presentation of the different types of assertiveness (Document/sheet 6.1)
  - Identifying one's own types of assertiveness (Document 6.2)
  - Group discussion and conclusion (Document 6.3)
1. Print out the table of assertiveness types beforehand (Sheet 6.1) and Sheet 6.2
  2. Distribute a copy of the table to each participant and read the contents of Sheet 6.1
  3. Distribute Sheet 6.2, read the instructions aloud and allow 10-15 minutes to complete the chart and answer the question.
  4. Invite participants to volunteer their answers to the questions in Sheet 6.3, and record the answers on the table. Complete with the answers provided on the form if any are missing.
  5. Conclude the activity by reading the conclusion at the end of Sheet 6.3



## ACTIVITY 8

**For everyone**  
People who  
suffer from an  
ED

### Mantra Creation Workshop

2022 Edition : No One Should Talk to Themselves That Way. If You're Struggling With an Eating Disorder, We're Here for You.


#### Objective of activity

In light of the theme for this year's Eating Disorders Awareness Week—*No one should talk to themselves that way*—we thought it would be appropriate to conduct a workshop with your groups in which everyone would create a positive personal mantra.

Before you begin, we would encourage you to discuss eating disorders with your students and young people. You can base yourself on the definitions provided at the beginning of this guide.

#### Supplies

- writing paper
- pencils or markers




I am unique

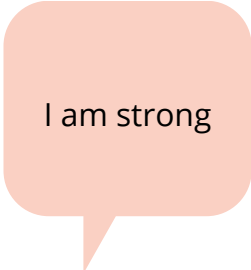
#### Description and instructions

*We suggest that you ask participants to form a circle in order to create an atmosphere conducive to listening and learning.*

*The theme of EDA Week 2022 emphasizes the experience of people with an eating disorder, which is a mental health issue. In every person living with an ED, the voice of the illness dominates the person's healthy, positive voice. It's as if people with an ED have two voices in their heads. The voice of the illness is a powerful, negative voice that bullies the person into having destructive thoughts and behaviours. This workshop is intended to give participants an opportunity to think about what people with an ED experience every day and to reflect on the power of their inner voices and the words they use.*



I deserve to  
be loved



I am strong

#### What is a mantra?

Of ancient origin and originally composed by the sages of India and Tibet, a mantra is a word, sound or group of words normally repeated during meditation. It is designed to protect the mind. In this workshop, mantras will be created using words or phrases that are positive and beneficial for the mind. The power of a mantra is based on the repetition of it.

Référence : <https://lameditation.fr/mantra/>





## ACTIVITY 8 (continued)

**For everyone**  
People who  
suffer from an  
ED

### Mantra Creation Workshop

2022 Edition : No One Should Talk to Themselves That Way. If You're Struggling With an Eating Disorder, We're Here for You.

#### Instructions (continued)

#### The Workshop

##### (Part 1 – 10 minutes)

Divide the group into small teams of 3 to 5 people. Choose a secretary to write down each team member's thoughts, words, phrases and ideas. Choose one idea, or more if the group is small, to be presented by the team.

##### (Part 2 – 20 minutes)

After each team has discussed and written down their ideas, the entire group will gather to see and hear each team's mantra. The teacher or youth worker will write down each team's ideas on the board or on a large sheet of paper. The teacher or youth worker will then ask each team to explain why they choose those particular words or phrases. For example, if someone chose the phrase "I'm enough," they might explain that they did so as a result of a need to be accepted for who they are and not for what they have accomplished.

##### (Part 3 – 20 minutes)

#### ACTIVITY 2

Choose the first mantra and have everyone recite it together out loud. Have them repeat the mantra several times (10-20 times).

Depending on how much time you have, you could choose several mantras and have the group recite them together several times.

#### Conclusion

Through this exercise, I hope you gain a better understanding of what people with an eating disorder may be experiencing and how powerful words and mantras can be. Developing a strong, positive mindset can be a protective factor against EDs or other mental health conditions.

Before you leave, we invite you to choose a mantra that resonates with you personally. You can repeat it to yourself throughout the day and particularly when you feel your mental energy waning.



## ACTIVITY 9

**For all ages**  
People who  
suffer from an  
ED

### **My Road to Recovery**

2022 Edition : No One Should Talk to Themselves That Way. If You're Struggling With an Eating Disorder, We're Here for You.

#### **Objective**

To begin reflecting on your road to recovery, mapping the obstacles and successes along the way and understanding that each individual follows their own unique path to recovery.

#### **Supplies**

- Colored pencils
- Scissors
- Glue or adhesive tape
- Path to recovery worksheet (annex 7.3) Thought bubble cutouts (annexe 7.4)

#### **Description and instructions**

Recovering from an eating disorder is a unique and personal process. There will be successes as well as setbacks, all normal parts of the journey. It's a journey that is different for everyone. This activity gives you an opportunity to map your journey to date and reflect on it. The map is your record of your journey so far, of the progress you have made. It will help you to see how far you have come, no matter where your journey started.

1. Read Appendix 7.1.
2. Answer the questions in Appendix 7.2 to help you start thinking about your personal road to recovery before beginning to map it.
3. Check out Appendix 7.3 to give you an idea of what your map might look like or use it to map your road to recovery.
4. Put the things you are proud of on your map, your achievements and successes as well as your challenges and the difficulties you have experienced (don't be afraid to be visually creative).
5. Cut out the bubbles in Appendix 7.4
6. Place the bubbles along the path and use them to indicate your internal dialogue and where it occurred on your journey.
7. Now identify the parts of the dialogue that are the eating disorder voice and those that are your own voice.



## ACTIVITY 10

**For everyone**  
Friends and family of people who suffer

### What Would You Do?

2023 Edition : Regardless of Who You Are, an Eating Disorder Can Make You Feel Trapped. Let's Break Down Barriers so That Those Who Suffer Can Seek Professional Help.

#### Objective

The purpose of this activity is to help participants realize that prejudices can hinder our ability to offer support to the people in our lives.

#### Supplies

- Paper;
- Pencils;
- Annex 8.1, 8.2, 8.3

#### Description and instructions

Eating disorders are very often stereotyped, and this can influence the way we provide help to ED sufferers. This exercise presents scenarios that will help you become aware of your stereotypes so you can deconstruct them. It also offers recommendations on what to do when someone close tells you they have an ED.

1. Read the first scenario in Annex 8.1;
2. Read the questions under it, and answer spontaneously;
3. After answering, look carefully at the character in the scenario;
4. Learn the characteristics associated with this character;
5. Read and answer the questions below the character;
6. Repeat the above steps for the second scenario in Annex 8.2;
7. Complete the activity by reading the conclusion in Annex 8.3.

# ◆ Appendixes ◆



## APPENDIX 1

### Under The Seal of Confidence

Two friends, Jo and Alex, have been discussing together for more than 1 hour. Jo decides to talk to Alex about an issue that has been difficult for him/her for some time now. Jo feels an obsessive desire to change his/her weight and to sculpt his/her body shape. Jo has lost a lot of weight and feels that he/she has gained the attention of several of classmates since the weight loss. Jo is therefore very preoccupied by his/her weight and has very strict ideas on food. His/her slogan is « No pain, no gain ». Alex fears that his/her friend may be suffering from an eating disorder but listens to his/her friend without interrupting. Alex has observed that he/she has been isolating him/herself from others for a while now and that he/she declines social invitations. Alex decides to write a letter to his/her friend describing his/her thoughts on what Jo is going through.

If you were Alex, what would you write to Jo?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



## APPENDIX 2

statements to cut



### Let's Talk!

My greatest quality

What I most like about myself  
(inner or physical qualities)

Beauty is ....

What I most appreciate from  
my body

What always lifts up my spirits

Name two allies for eating  
disorders

3 words to describe who I am...

For me, confidence is...

What I most like about my life is...

Name 1 quality of someone of  
your choosing

Where do I see myself in 5 years?

What I would like to accomplish  
in the next year...

My greatest memory

My greatest accomplishment

My passion

Qualities I look for in a friend



The Weight of a Text

1rst scenario on body diversity

**Weight, a heavy subject!**

(exchanges between Marie, Camilla and Elsa)

MARIE

Yes, she has gain SO much weight!!

CAMILLA

OMG! I don't understand how people can feel comfortable in that shape, I would not be!

She is really letting herself go! 😞

OMG! the comments under her photos aren't very nice! 😞

You are so right !  
I think we exaggerated !  
If she is happy, that is what is most important! 😊

ELSA

Yo! Have you seen the latest photo of Kim?

YES! I would not want my girlfriend to look like that!

I saw that! ...we really do not know what she is going through in her life right now. And weight is not the only thing that is important.



## APPENDIX 3.1

### The Weight of a Text

2nd scenario on physical activity

**Why do we do physical activity?**  
(exchanges between Alice and Sam)

ALICE

Nothing much ...you?

Wow! you're so motivated! I would like to be that motivated when going to the gym!

yep but it's not the same!  
I love swimming and being part of a club but that's not what will help me lose weight! 😞

Juliette said the other day that she likes girls to be in *shape*.  
I would love to be desirable in her eyes!

OH OK... that's a little intense for me!  
Not ready to put all of my energy and time into training.

The other day, our physical ed. teacher said that compulsive exercise can be harmful...  
Be careful, Sam! ❤️

SAM

Hey Alice! What's up?

Just came back from the gym.  
Seriously, if I continue this way, I'll have mega biceps and abs of steel! 😊

I really want to be *cut* for this summer!

Oh come on! Weren't you part of the swimming club last year?

I get it!

The thing with me is that I want to go *all in*. I have a private coach, take supplements, etc. and no way in letting go of my training!  
I go 6 times/week.





## APPENDIX 3.2

### The Weight of a Text

#### Questions for discussions

for both scenarios

Included in this document are some questions, which you may choose to your liking, to start a discussion within the group. It is recommended before the exchange, to mention that you are creating a safe space within the group since you may share ideas and opinions that may stir some difficult thoughts and feelings for some participants. As well, it is possible to recommend several resources for the group that are available, if need be.

Questions to discuss the 1st scenario « Weight, a heavy subject ! »

- What are your thoughts about the discussion between the 3 friends?
- How would you have reacted if you were part of the discussion ?
- Do you often witness comments made on weight ? In general, how do you react?
- What do you think about discussions or comments regarding weight ?
- In which way can you name your discomfort regarding discussions on weight?
- In your opinion, what is body diversity?
- In which way can we encourage body diversity?

Questions to discuss the 2nd scenario « Why do we do physical activity ? »

- What values seem important to Alice and Sam?
- What are the main reasons that motivate Alice to do physical activity?
- If you were Alice, how would you respond to Sam?
- What are your main reasons for doing physical activity?
- Is physical appearance the only important attribute that you look for in a partner?  
What attracts you to another person?



## APPENDIX 3.3

### The Weight of a Text

#### Complimentary Sheet

Instructions : The content of this complimentary sheet is meant to prepare and complete the discussions.

Included are interesting statistics on the importance of physical appearances in secondary school students.

According to the Quebec Institute of statistics (2010-2011) :

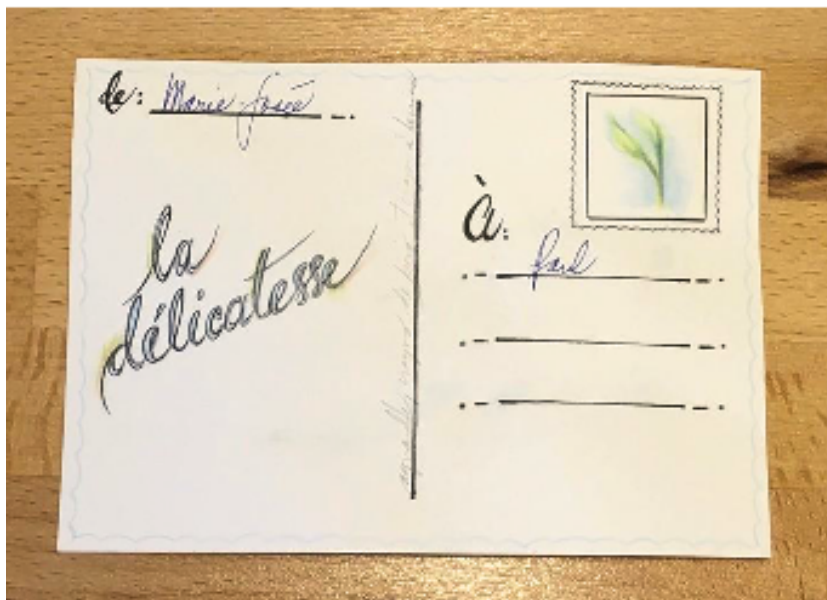
- Students who are overweight are more prone to desire a thinner figure (71% girls and 54% of boys);
- Two out of five girls (41 %) considered to have a healthy weight, desire a thinner figure;
- 28 % of boys considered to have a healthy weight, desire a bigger and more muscular shape;
- Weight is the number one individual characteristic for which students are bullied in Quebec's secondary schools;
- The age range where individuals are most at risk of developing an ED are between 14 and 25 years of age;
- 66% of young Quebecers who try to control or lose weight resort to dangerous methods that impact their health (for example: follow a diet, fasting, self-vomiting, etc.);
- In link to physical activity, here are symptoms associated with bigorexia, an ED in which an individual is obsessed with body mass: individuals believe that they are too thin and not muscular enough. This illness touches more boys and men and is frequent in athletes. There are strict and rigid rules concerning nutrition, the use of supplements and over training. There is also an extreme feeling of guilt and shame when training regimen is not respected.



## APPENDIX 4

### Feeling the Love... for Others

(example of project for primary school students and others)

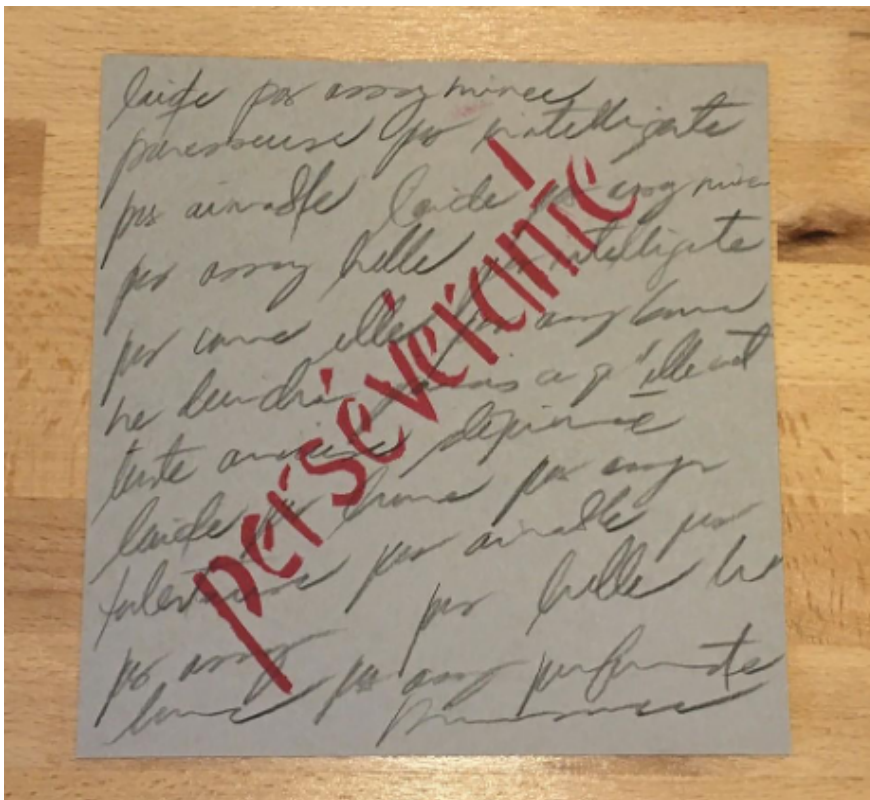




## APPENDIX 5

### Feeling the Love... for Myself

(example of project for secondary school students and others)





## APPENDIX 6.1

---

### Identifying How I Communicate

#### Four types of self-affirmation

**The basis of healthy communication in intimate relationships is to assert your needs in the right way. There are four types of self-affirmation: assertive, passive-aggressive, aggressive and manipulative.**

##### 1. ASSERTIVE

Expressing to the other person, in a clear, frank and appropriate manner, your emotions, thoughts and opinions so as to defend your rights while respecting those of others. Assertiveness is the healthy way to express yourself in your interactions with others.

##### 2. PASSIVE-AGGRESSIVE

Not asserting your needs, thoughts and feelings or doing so indirectly, inappropriately and at the expense of the other's rights.

##### 3. AGGRESSIVE

Expressing your needs, thoughts and emotions in a direct way in an attempt to enforce your rights, but inappropriately and at the expense of the rights of others.

##### 4. MANIPULATIVE

Expressing your thoughts, needs and emotions to defend your rights, but dishonestly and indirectly, thus at the expense of the rights of others.



Identifying How I Communicate

Four types of self-affirmation

You can print this summary table and distribute it to the participants.  
or display it on a screen for them

TYPES OF SELF-AFFIRMATION	EXPRESS YOUR NEEDS, THOUGHTS	CLEARLY	HONNESTLY	IN AN APPROPRIATE WAY	WHILE STANDING UP TO YOUR RIGHTS	WHILE RESPECTING OTHERS' RIGHTS
ASSERTIVE	YES	YES	YES	YES	YES	YES
PASSIVE-AGRESSIVE	NO	NO	-	NO	NO	YES
AGRESSIVE	YES	YES	YES	NO	YES	NO
MANIPULATIVE	YES	NO	NO	-	YES	NO



## ANNEXE 6.2

---

### Identifying How I Communicate

#### My self-affirmation

In the first column, identify 1 or 2 upsetting situations that have ever happened to you in your interpersonal relationships.

In the second column, explain what you did to remedy the situation (words used, actions done or not done).

In the third column, describe what the result of your actions (or inactions) has been and give a score out of ten to indicate how well you achieved the desired result (0 = not at all what I wished for and 10 = exactly what I wished for).

In the fourth column, enter the emotion(s) felt at that time.

In the last column, indicate the type of behaviour to which your reaction corresponds (assertive, passive-aggressive, aggressive or manipulative).

**See worksheet on next page.**



## ANNEXE 6.2

### Identifying How I Communicate

<b>SITUATION</b>	<b>ACTION TAKEN</b> (verbal or behavioural)	<b>RESULT OBTAINED AND SCORE OUT OF TEN</b>	<b>EMOTION(S) FELT</b>	<b>ASSERTIVENESS TYPE</b>
<b>SITUATION #1 :</b>				
<b>SITUATION #2 :</b>				





## APPENDIX 6.2

---

### Identifying How I Communicate

#### My self-affirmation (continued)

If you did not obtain the desired results, what do you think would have made it different?

---

---

---

---

---

Does this reflect a healthy assertiveness?

---

---

---

---

---

If you obtained the desired results, what have been the strong points of your actions and what are the points to be improved to promote healthy communication?

---

---

---

---

---



## APPENDIX 6.3

### Identifying How I Communicate

#### Group Discussion

What do you think are the advantages and disadvantages of being passive-aggressive, aggressive or manipulative?

SELF-AFFIRMATION	ADVANTAGES	DISADVANTAGES
PASSIVE-AGRESSIVE		
AGRESSIVE		
MANIPULATIVE		

#### Answers

##### Short-term benefits :

To please others, avoid conflict and get what you want.

##### Long-term disadvantages :

Causing frustration, dissatisfaction, anxiety, a feeling of being misunderstood, social difficulties and depressive affects.



## APPENDIX 6.3

### Identifying How I Communicate

#### Group Discussion (continued)

What do you think are the advantages and disadvantages of being assertive?

ADVANTAGES	DISADVANTAGES

#### Answers

##### Short-term disadvantages :

May require more work and energy when we are not used to expressing ourselves in this way, and may require dealing with unpleasant emotions like fear of offending, frustration over a rejection, etc.

##### Long-term benefits :

Allows us to get what we want in an efficient way and while preserving our relationship with others. At the end of the day, assertiveness increases self-respect and confidence and also makes others respect us.

Ask participants what they learned from this activity. Conclude that it's better to use assertiveness because it has more long-term benefits than the other three types of assertiveness.



### My Road To Recovery

#### What is recovery?

Recovery is a process that can take months or years. It took a long time for your eating disorder to develop, and it can take just as long to go away. Recovery is a process of deconstruction and reconstruction. The road to recovery is never a straight line: it can be long and winding, full of ups and downs, good days and bad, successes and setbacks—all part of the process and nothing to be concerned about.

Recovery demands patience, perseverance, motivation and resilience. The goal is to restore mental health, as defined by the World Health Organization (2007): a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community.

According to the Maison L'Éclaircie, you can consider yourself recovered from an eating disorder when:

Physically: your weight and vital signs have stabilized and returned to normal;

Behaviourally: compensatory behaviours have disappeared and your eating behaviour has normalized;

Psychologically: the obsession has disappeared. A concern with food may remain, a desire to stay healthy, but it is no longer invasive and disorganizing:

- You have recovered a quality a life that you yourself have defined;
- You have a positive perception of your body;
- You feel able to take control of your life and your choices

Socially: You are able to perform your social roles (student, worker, parent, etc.):

- You are able to fulfil the responsibilities of a citizen of your age and status;
- You are once again part of a healthy and rewarding social network



## APPENDIX 7.1

---

### My Road To Recovery

#### What is recovery?

(continued)

The road to recovery is full of challenges. It's important to understand that eating behaviours are symptoms of eating disorders, but eating is also a basic need and we depend on eating food to stay healthy. Treating an eating disorder is not like dealing with addiction, because you can't just eliminate food. Recovery from an eating disorder is a huge challenge because you are constantly confronted with the symptoms of your disorder.

We can't eliminate food. We have to work on our relationship with food so we are adequately nourished while developing a healthy relationship with our body image. It's one small step at a time, which makes it difficult to see progress at any particular moment. We need to look at where our journey to recovery started to see what we have achieved.

Recovery is anything but a straight line. There will always be challenges, successes, relapses and accomplishments along the way.

**What is most important is to believe in it and to take one step towards recovery every day.**







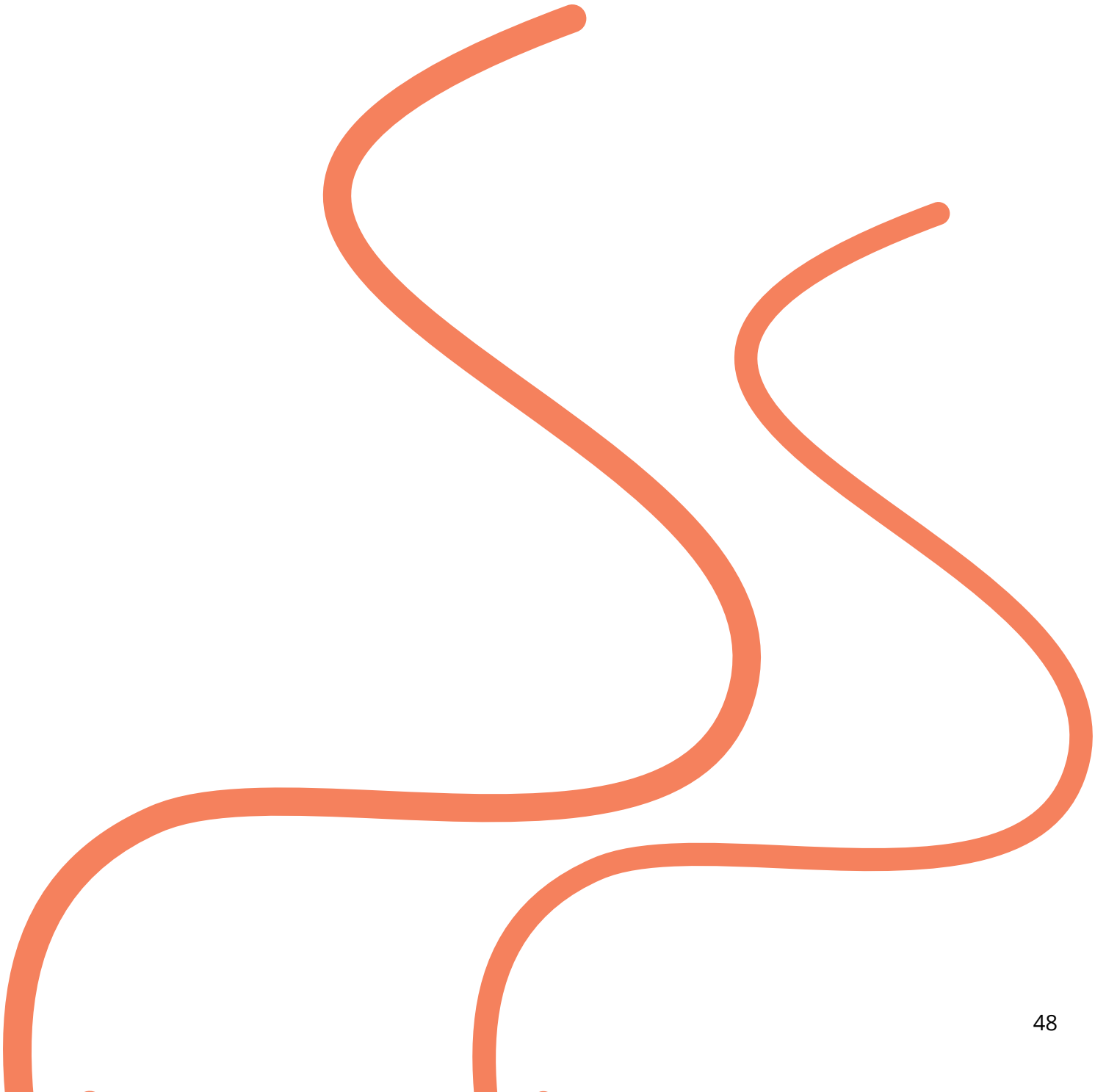
## APPENDIX 7.2

---

### My Road To Recovery

#### The road to greatness

Illustrate your road to recovery. Add all the obstacles and accomplishments met during your process or that you anticipate you may go through.







## APPENDIX 7.4

### My Road To Recovery

**bubble cutouts**





## APPENDIX 8.1

---

### What Would You Do?

#### Scenario: Jacob

##### Jacob's story

This morning, you've planned to go for lunch with your friend Jacob. It's been planned for 2 weeks now. You go to the usual restaurant and take a seat at a table, waiting for Jacob. He arrives about ten minutes later and you notice that he looks worried. A waiter places a menu in front of him and he begins to scan it frantically, looking uncomfortable. You ask him what he would like and he says he'd really like the pancakes—his usual—but they have way too many calories. Instead, he orders something he thinks will be lower in calories, after asking the waiter to bring him the nutritional information about the meal. When your plates arrive, Jacob remarks that you were bold to order the pancakes and that he can't eat them anymore. At the end of the meal, you notice that Jacob has only eaten half of his plate, which is not his habit. You ask him about it and he admits that for the past two months he's been eating only one meal a day. He also takes care not to exceed the number of calories he's set for the day.

##### Question 1

**Spontaneously, what would you say to your friend? What would your reaction be in this situation?**



## APPENDIX 8.1

### Scenario: Jacob

#### About Jacob

- Jacob is a 27 year old man
- He played football for over than 10 years
- He's been called « fat Jacob » since his childhood
- By medical standards, Jacob is overweight



#### Question 2

Knowing Jacob's characteristics and having seen his appearance, would you answer the same way as question 1? Has your opinion changed? If so, why?

Empty response area for the question.



## APPENDIX 8.2

---

### What Would You Do?

#### Scenario: Noa

##### Noa's story

You've noticed that Noa, one of the people you're closest to, has been confiding in you less and less. You sometimes invite her to do things with you—having dinner at her favourite restaurant, or going shopping. Each time, Noa tells you she really can't because the activities you suggest conflict with the training she's planned. Several months ago, you saw that Noa refused the cakes, chocolates and cookies offered. But you've noticed other things. For example, a couple of times a week, Noa eats several pieces of cake in a short time. She may also devour a whole box of cookies, or eat some other food that she normally refuses to eat. You've also noticed that the next day, Noa will not eat lunch or dinner. She'll then go to the gym and stay an hour longer than usual. One day, Noa comes to you and tells you she's been doing research and thinks she's experiencing behaviours associated with bulimia.

##### Question 1

**Spontaneously, what would you say to your friend? What would your reaction be in this situation?**

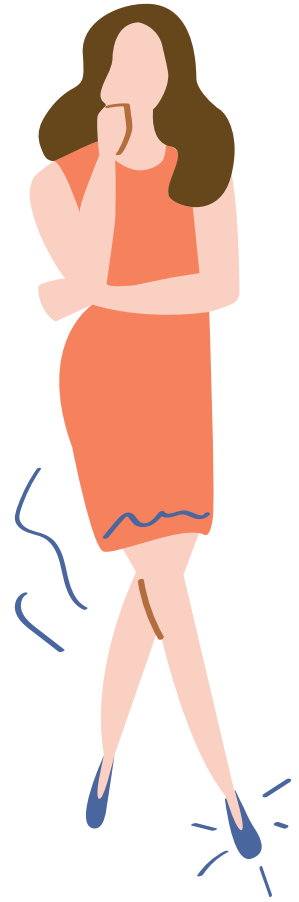


## APPENDIX 8.2

### Scenario: Noa

#### About Noa

- According to medical standards, Noa has a healthy weight;
- Noa has a personality disorder;
- Noa has an active lifestyle as defined by social norms;
- Noa has been hospitalized three times for mental health.



#### Question 2

Now that you know Noa's characteristics and have seen her physique, would you give the same answer as in question 1? Has your perspective changed? If so, why?

A large, empty rectangular area with a light orange background, intended for the user to provide their answer to Question 2.



## APPENDIX 8.3

---

### What Would You Do?

#### Conclusion and helping attitudes

The purpose of this exercise was to elicit the idea that, because of prejudices, we sometimes have a tendency to trivialize the problems experienced by those around us. Our vision can easily be obscured by our preconceptions, so that we no longer see the real problems experienced by the people in our lives. Most importantly, weight is not an indicator of an ED. Our vision is often tainted by the prejudices engendered by fat-shaming and the diet culture.

It's perfectly normal to have prejudices, and everyone has them. We just need to be aware of them and understand them in order to become better informed and exercise our judgment in a constructive way.

Finally, here are some helpful attitudes that can be adopted to support someone who's experiencing ED behaviours. The following tips are taken from the Maison l'Éclaircie toolbox for friends and family.

- Believe. Believe what they say, and believe in recovery.
- Put responsibility for recovery back on the ED sufferer.
- Support and accompany the person, rather than doing it for them.
- When communicating, choose an appropriate moment and use "I" language.
- Try to separate the person from the ED and its characteristics. In other words, remember that beyond the ED, there's a human being who is suffering and deserves to be listened to without judgment, especially if they have the courage to open up to you.
- Avoid mentioning body image. This includes all comments about your own appearance, as well as the appearance of the person living with an ED and other people in general.

Above all, we have to take care of ourselves. Sometimes situations experienced by our loved ones can overwhelm us and take over our lives. It's especially important to set boundaries as a loved one and recognize our own needs. It's a matter of reclaiming the right not to forget oneself and to take time for oneself. In other words, maybe it's time to stop, understand the situation and take the time to adapt. That said, resources are also available for friends and family.