



Girl Guides
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Mighty Minds Brownies Program



THE PSYCHOLOGY
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Girl Guides of Canada would like to thank Kids Help Phone and The Psychology Foundation of Canada for their support and assistance in the development of Mighty Minds. Their expertise in the areas of child and youth mental health has been fundamental in ensuring Mighty Minds is a strong mental health program based on research and best practices for girls and young women across Canada.



Brownies Challenge

The Mighty Minds Challenge is designed to help girls develop positive mental health skills they can use in their daily lives, while addressing the stigma that surrounds mental health and illness in our communities. Mighty Minds offers many different activities girls in units can choose to do. Some require planning and organizing and some can be done with just the information provided here. As you work with girls to plan your Mighty Minds meeting(s), review the activities and decide which ones are suitable and of interest. Then you can mix and match activities to create your unit meeting. Don't forget to begin with the provided Starter Activity and end with the provided Closing Activity for a full experience.



Don't forget to share what you are doing in the Mighty Minds Challenge by telling us about your participation in the program and sharing photos with us on social media using **#MightyMindsGGC** and **#MentalHealth** and the following tags:



Girl Guides of Canada



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Look for the **OUTDOOR** icon throughout this Challenge. This icon identifies activities that can easily be done outdoors with little or no modifications.

Complete the Starter Activity and the Closing Activity as well as **at least one activity from each of the three themes**. After completing the Mighty Minds Challenge, Guiders can choose to present girls with the Mighty Minds crest, available from thegirlguidestore.ca.

NOTE: Throughout this Challenge document, you will notice text in **BLUE**. This text is provided as a sample dialogue that Guiders may choose to use to explain various concepts, ideas or terms to girls. Guiders should feel free to adapt these sections, based on what works for them. Guiders should also feel free to use these sections as mini scripts in their unit meeting, depending on their individual knowledge and comfort levels on the topic.



≡ **BEGIN** the Challenge with this Starter Activity ≡

Starter Activity – Building Blocks of Health

Materials: (will vary depending on approach chosen)

- Options for making bricks:
 - Draw bricks onto pieces of coloured or white paper; Guiders should have them cut out (if necessary) in advance.
 - Make 3D bricks in advance out of folded/origami paper using the following video instructions: <https://www.youtube.com/watch?v=Nggz44ADzMs>. Note: to create a brick with enough space for girls to write/draw on, make (28 cm) 11' squares from (43x28 cm) 11x17 sheets of paper.
 - Bricks could also be made from GGC cookie cases covered with white or coloured blank paper (Guiders should prepare these in advance)
- Coloured markers, pencil crayons, crayons
- Tape for posting on wall (if needed)

There are two ways your unit can create the building blocks:

1. Create individual bricks for girls to write/draw on, and then post them on the wall to create a paper wall.
- OR**
2. Have girls write/draw onto 3D bricks, then stack the bricks into a wall.

As girls arrive at the meeting, direct them to the building blocks area. Invite girls to spend a few minutes writing and/or drawing onto bricks/sheets of paper ideas, objects and/or concepts they think are part of health and staying healthy. If girls are struggling, have them think about their own health and the different things that help them be healthy. Girls can also think about how being healthy makes them feel. Guiders should explain that there is no right or wrong answer.

When all the girls have arrived and Guiders are ready to begin, conclude the starter activity by using the bricks to build a wall, or tape sheets of paper to the room's wall in a 'wall' formation. Give girls a quiet minute or two to look at the ideas on the bricks/sheets of paper. Explain that tonight you will be talking about mental health, which is part of everyone's health. Guiders can share that:

Mental health is part of your overall health. It's about:

- how you feel, think, and behave
- how you cope with the ups and downs of everyday life
- how you feel about yourself and your life
- how you see yourself and your future
- how stress affects you
- how you deal with negative things that happen in your life
- your self-esteem or confidence¹

¹ "Mental Health: The Basics," Children's Mental Health Ontario, accessed October 2016, http://www.kidsmentalhealth.ca/children_youth/introduction.php.



Explain that being able to understand how mental health is part of their overall health is an important skill. Let girls know that you will be coming back to these bricks at the end of the meeting.

NOTE: When using the term ‘mental health’ with Brownie-age girls, it may help to use it interchangeably with ‘feelings’ or ‘emotions’ which girls may be able to better understand. Guiders should still help girls make the link between feelings and emotions and mental health so that they begin to draw these early connections.





≡ **CONTINUE** the Challenge by selecting one activity from each of the themes. ≡

THEME 1 – General Mental Health

Mental health is a natural part of overall health and something that everyone has and experiences. Mental health has strong connections to feelings and emotions and is best thought of as a continuum from optimal mental health to poor mental health. Each person will experience a range of feelings and emotions, and be at countless places along that continuum at various times in their lives. Experiencing this range is normal and healthy. Good mental health involves the building of skills to spend as much time as possible on the positive side of this continuum and lessen the impact of negative emotions.

Objective:

- Girls will learn about mental health and illness.

Outcomes:

At the completion of this theme, girls will demonstrate:

- an understanding of what mental health is and its role in their daily lives
- knowledge of the distinction between mental health and illness and the relation between the two
- the ability to identify people and organizations where additional help is available
- insight into supporting the positive mental health of themselves and others

Theme Activities:

Step Forward



This activity will explore general mental health information, allowing girls to demonstrate what they may already know and normalize talking about mental health.

Materials:

- Masking tape/painter's tape (to be used on floor) or rope if completing outdoors

Guiders can place a length of tape along the floor before the activity begins. The tape should be long enough to allow half of the girls to stand on either side of it.

Divide your unit in half and have each group of girls stand facing each other, on either side of the line of tape. Ask each line of girls to take one giant step back from the line. Explain that in this activity you are going to be



talking about some general mental health information and girls are going to show what they may already know. Reassure girls that even if they're unsure or don't know the answer, that's okay; the game is all about learning new things, and guessing is perfectly okay. Tell girls that there will always be two options for each question or statement.

Guiders will read out questions and statements one by one allowing girls to move in response. Guiders can use any of the following questions/statements (in blue) as well as the follow-up information (in black) for the game as well as adding any others of their own. Before reading the next question or statement, Guiders should have girls move back to their neutral starting position again.



- **If you have heard or used the words ‘mental health’ before tonight, step up to the line. If you haven’t heard it, or used it before, stay where you are.**
- **Are mental health and mental illness the same thing? If you think yes, step up to the line. If you think no, stay where you are.**
 - While mental health and illness are tied together, they are different. Everyone has some level of mental health, but not everyone has a mental illness.
- **If you think your mental health stays the same your whole life, stay where you are. If you think it changes, step up to the line.**
 - Mental health and illness do change throughout our lives based on many factors.
- **If you think everyone experiences mental health in the same way, step up to the line. If you think people have their own unique experiences with mental health, stay where you are.**
 - Mental health and illness experiences are different for each person, just like each person is different.
- **If you think having a hard time with your feelings and emotions is a grown-up problem and doesn’t happen to kids, step up to the line. If you think kids can have a hard time with feelings and emotions, stay where you are.**
 - Having a hard time with your feelings and emotions can happen to anyone. Age doesn’t have anything to do with it.
- **If you think it’s okay to talk openly about mental health or your feelings and emotions, step up to the line. If you think it’s not okay, stay where you are.**
 - Sometimes it can be hard to talk openly about mental health (feelings/emotions) with others like our family and friends, but it is very normal and something we should all try and do more of.
- **If you think talking about feelings, emotions and mental health is easy for everyone, step up to the line. If you think it’s not easy for everyone, stay where you are.**
 - If we don’t normally talk openly about our feelings/emotions (mental health) we might be a bit embarrassed or find it hard at first, but hopefully this will pass. Feelings and emotions are normal. We all have them and shouldn’t feel embarrassed or ever feel ashamed to talk about them openly.



- If you know where you could go for help if you had a feeling or emotion that was really bothering you, step up to the line. If you're not really sure what you would do if you had a feeling or emotion that was really bothering you, stay where you are.
 - Who you go to for help with questions you're having about your feelings/emotions (mental health) might be different for each person. Hopefully you would be comfortable talking to your parents. You might also feel comfortable talking to someone else in your family (older sibling, grandparent, aunt or uncle), a friend, a teacher, guidance councillor/social worker, or another adult you trust in your life. What's important is that you talk to someone. There are also places you can go and people you can talk to in your community, as well as Kids Help Phone which you can call anonymously anytime, any day.

Bring girls together to discuss the activity. Have girls share:

- which question/statement was the easiest to respond to and why
- which question/statement was the hardest to respond to and why
- were there any questions/statements that surprised them
- were there any questions/statements that they hadn't thought about before

Conclude the discussion by reminding girls that **mental health involves a range of feelings and emotions – the positive ones that we like to feel and the ones that are sometimes uncomfortable that we may not like to feel. This range of feelings and emotions are totally normal.** Girls should never feel embarrassed for paying attention to their feelings and emotions or talking about them. Remind girls that if they are worried that they are stuck with a feeling or emotion for a long time, or if they are concerned about what they are feeling, they should talk with an adult they trust.

Get To Know Your Feelings

Girls are provided with an opportunity to investigate their feelings and emotions by exploring them in realistic situations.

Materials:

- Room signs – one of each: Positive, Negative, Unsure, Both
- Feelings cards – one set per girl (page 28; Guiders may choose to keep the cards together and provide each girl with a page, or cut the cards out and provide each girl with a set.)





Before the meeting begins, Guiders will hang up the room signs. 'Positive' should be on the wall at one end of the room and 'Negative' at its opposite. 'Unsure' should be in the middle of one of the opposing walls, and 'Both' on the wall opposite 'Unsure' (see image below).



To begin the activity, Guiders can have a short brainstorming session with girls about different feelings and emotions and have girls start naming those they know. If girls have questions about what a particular feeling is, other girls can describe when they have felt it and Guiders can provide examples and/or descriptions to help. Guiders can wrap up the discussion by explaining that **it's totally normal to experience a wide variety of feelings and emotions. Having this variety makes us healthy people. It's also okay to like having some feelings and not like having others. It's important that we get to know the different emotions and feelings we have, and the signals our bodies give us when we're feeling these different feelings and emotions. Knowing what feelings and emotions we're having allows us to be able to handle and deal with the feeling or emotion in a positive way and move on. This helps keep our mental health strong and healthy.**

Next, Guiders will provide each girl with a set of feelings cards and explain to them that they will be given a chance to think about their different feelings and emotions in different situations. Guiders can explain that they will be reading out different situations or ideas and for each one girls will:

1. Think about and decide how they would feel
2. Look through their feelings cards to choose the one that matches how they would feel
3. Move to the place in the room that shows how that emotion makes them feel (if they feel positive, negative, both or aren't sure)

Girls are encouraged to make their decision based on what they feel, and not what other girls are doing. Remind girls that it's common and okay to feel something different than others in the same situation.

Guiders can use any of the following situations for the game or add their own as well:

1. One of your friends tells a joke that you think is funny.
2. Your teacher explains the homework but you still don't know how to do it.
3. You want to go out and play but aren't allowed until you clean your room.
4. You're having dinner at a friend's house and you don't like the food after you taste it.
5. While you're waiting to get picked up after school, some much older kids start walking towards you.
6. You stop to look at a new toy at the mall and when you turn around, your family is gone.



7. When you open your lunch box at school, something has spilled and everything is sticky and soggy.
8. It starts to rain just as you're about to leave school and you didn't bring any rain gear with you.
9. You're walking in the woods with your family when you trip and fall into the mud.
10. You get exactly what you asked for as a present on your birthday.
11. Some mean kids are making fun of you and your best friend because you are wearing the same shirt.
12. A new girl in your class is having a party and you get invited.
13. While playing a game on your parent's cell phone you drop it and the screen cracks.
14. You are caught sneaking a cookie after dinner.
15. You find out that you're getting an award at school.
16. Your parents make you come along to a sibling's play at school even though you don't want to go.
17. Your friend breaks your favourite toy.

After each situation is read and girls have moved to their chosen places in the room, have a few girls from each of the locations in the room share what feeling or emotion they chose for the situation and why.

After all of the situations have been read, bring girls back together. Talk with girls about the activity and their experiences. Some example questions Guiders can use to guide the conversation might include:

- How did the activity make you feel? Why?
- How did you decide what feeling/emotion you might have in each situation? Was this hard?
- Did you ever want to choose more than one feeling/emotion? In which situation?
- How did you decide where to move to in the room?
- What did you think when you heard the feelings and emotions other girls might feel/have in the same situation that were different than your feeling/emotion?

To conclude the discussion, Guiders can remind girls that **feelings and emotions aren't always easy. Some feelings and emotions feel very similar and we sometimes feel more than one at the same time. It can also be hard to tell what someone else is feeling because we might show feelings and emotions in different ways. Sometimes we just need to stop and think about what we're feeling and then use the best words we have to share that with others so they know how we're feeling in the situation. It's important to remember that everyone's feelings are important and should be valued even if they are different from our own.**



Practice the Positive - Brownies



This activity allows girls to try various techniques for helping maintain positive mental health.

Materials:

- Materials will vary depending on the strategies chosen for the stations
- Activity instructions – (pages 29 – 31)

Activity options

1. Bubble Breathing – page 29
2. Making Stress Balls – page 29
3. Yoga – page 30
4. Colouring Mandalas – page 31
5. Mindfulness – page 31

Guiders should have several stations set up ahead of time based on the activities they have chosen. (See activity options above.) Guiders can determine the amount of time girls will spend at each station based on their individual unit. It may be worthwhile to let girls know ahead of time that if they do not complete particular activities, they can take them home and finish them later.

Guiders can begin the activity by talking briefly with girls about things they do to cheer themselves up when they feel down, to calm themselves down when they are angry or upset and that make them feel happy. Guiders can share with girls that learning how to handle big or overwhelming feelings and emotions is part of good mental health and that having some strategies to improve their mood or manage big feelings will help make these situations easier.

Explain to the girls that they are going to have a chance to try out a few different strategies that can help with all this. Break girls into groups, having one Guider with each group. Have each group move to their first station to complete the activity. Girls rotate to the next station as directed by Guiders and the process continues until girls have completed all of the stations (or as many as possible in the time available).



NOTE: Guiders can decide how much time groups will spend at each station. Five minutes should be enough at each station except for making stress balls, which will require approximately 10 minutes. Guiders can choose which activities to include based on the overall time available, and could have groups visit all stations, or one or two of the girls' choice.



Before the activity concludes, bring all the girls back together for a short discussion. Remind girls that if they are worried that they can't seem to move past a feeling/emotion, or are concerned about what they are feeling, they should talk with an adult they trust. Questions to incorporate in the discussion may include:

- Which activity did you like best? Why?
- Which activity do you think could help you cheer up best? Calm down? Would be best to do alone or with another person?
- How did you feel after trying some of the activities?
- Explain when you might be able to use one of the activities you tried and how it might help you.
- Has what you are feeling now changed from what you felt before the activity started? Explain.

Here to Help – Brownies



(Modified based on “*Stay Away Paparazzi*” from *Flex Your Head*; Boys and Girls Clubs of Canada)

In this activity, girls play a version of tag demonstrating the role support plays in helping to maintain positive mental health.

Materials:

- None

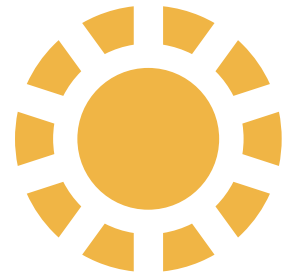
Spend a few minutes with girls at the beginning of the activity thinking about different times when they might need help or support from someone else. For example, when they can't reach something, when they are confused about something or are feeling sad. Girls can also provide examples of how others help/support them and how they help/support others. Conclude the conversation by explaining that they will be playing a version of tag that will require help/support from others.

Explain to girls that in this game they are going to be in three groups: superheroes, villains and force fields (another option could be fish, seals and kelp). The villains will chase and try to catch the superheroes, and it's the job of the force fields to protect the superheroes from the villains. Force fields are active when two girls join hands face-to-face with a superhero between them. When the superhero leaves the protection of the force field she can be caught again. If a superhero is caught by a villain, she becomes a villain for the rest of the game. Tell girls they will need to be watchful of who needs help because the villains move fast!

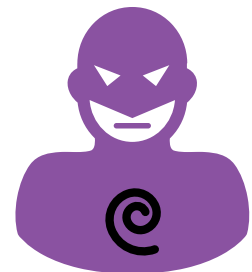
Divide girls into three groups (markers of some type such as athletic pinnies or arm bands can be used to remind girls who is in which group). Play the game as long as desired. Groups can be swapped at any point so that all girls have the opportunity to play each role.



Superhero



Force Field



Villain



At the end of the game, bring the girls back together to discuss the experience. The following are examples of questions Guiders may choose to include:

- How did you feel when you were a force field and responsible for protecting the superheroes?
- How did you feel when you were a villain? A superhero?
- What does it mean to ‘feel safe’?
- What types of feelings and emotions do you have when you feel safe?
- Where are some places you feel safe? People you feel safe with?
- Do you like being supported or helped? What about helping or supporting others?
- What are some things you can do when someone you know needs help or support?
- What might you do if the help someone needs is more than you can do?

Close the discussion by reminding girls that **everyone needs help sometimes and we help others because we care about them. We may not even realize we’re helping someone when we say a friendly ‘hello’ to them or let them go first in a game. Sometimes these small actions are a big deal to someone else. Helping and caring for someone can make them feel safe, cared for, happy, appreciated and valued. And feeling all of these good feelings helps with our mental health and the mental health of others.**

Remind girls that if they are worried that they can’t seem to move past a feeling/emotion, or are concerned about what they are feeling, they should talk with an adult they trust. Challenge girls to watch for chances to care for and help others, especially those who might really need to feel some of these positive feelings.





THEME 2 – Resiliency

Resiliency skills are powerful tools in helping girls bounce back from the challenges in daily life. The ability to bounce back from failure, disappointment, adversity, trauma and every day ups and downs and to move forward in a positive way supports positive mental health and reduces the risk of mental health challenges and/or behavioural problems.²

Objective:

- Girls will learn resiliency skills and how they support good mental health.

Outcomes:

At the completion of this theme, girls will demonstrate:

- improved understanding of their feelings, emotions and ability to self-calm
- techniques in problem solving, handling failure and adaptive skills
- increased skills in flexible and positive thinking
- realization of how recognition of personal strengths, achievements and self-concept support mental health

THEME ACTIVITIES:

Let's Count

(Modified based on “Count to 10” from *Flex Your Head*; Boys and Girls Clubs of Canada and *Deep Breathing* from *Kids Have Stress Too! Preschool Program*; *The Psychology Foundation of Canada*)

Girls will explore the importance of being mindful to their surroundings in a game that will challenge them through an experience with failure.

Materials:

- None

Before playing the game, Guiders can ask girls what they think it means to be ‘mindful.’ Girls can provide examples as well as try and explain the term. If girls are struggling, Guiders can explain that **mindfulness is when you focus on this exact moment, the here and now. You are focused on very specific things like your feelings, the sounds around you or what’s happening with your body and you try and block out other distractions.** Guiders can explain that the game they are going to play will test how mindful they can be of what is happening around them.

² “Promoting Resilience and Wellbeing,” Response Ability, accessed October 2016, http://www.responseability.org/__data/assets/pdf_file/0004/4783/Promoting-Resilience-and-Wellbeing.pdf.



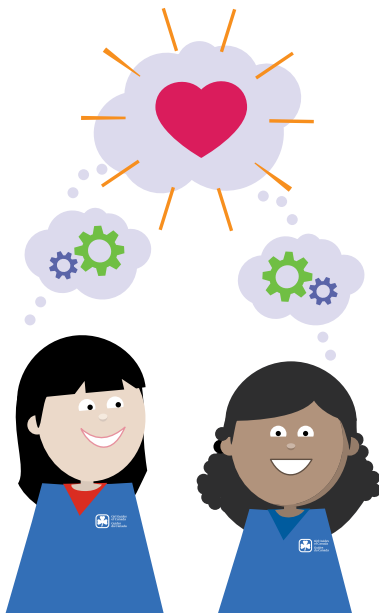
Break girls into groups of five or six and have them stand in a circle facing each other. Share with girls that the object of the game is for their entire group to count to 10, in order starting at one. Explain that there are several rules to the game:

1. No person can say more than one number in a row.
2. The group can't go in order and no one can direct the group in any way.
3. Everyone must participate by saying at least one number.
4. If two or more people say numbers, or the same number, at the same time, the group has to start over at one.

NOTE: The goal of this activity is to give girls a challenging task. Guiders should be aware that some girls may get quite frustrated and possibly upset if their group needs to repeatedly start over. Guiders should monitor this, and only stop the activity if these girls are having difficulty coping with their feelings or if their emotions are impeding the group from continuing..

Guiders can allow the groups to play the game as long as they choose. When the games have ended, bring all the girls back together to share their experiences. Guiders can use the following questions to help guide this sharing:

- How did you feel while playing the game? How are you feeling now?
- What was hard about the game?
- How did it feel when you had to start over again? What about when you had to start over multiple times?
- How did you decide when you were going to speak?
- What did you learn along the way that was helpful?



Guiders can close the discussion by sharing that **sometimes, we become so focused on one thing we miss other things happening which can cause us problems. In the game if you were so focused on just saying a number, you were more likely to speak at the same time as someone else. When we are stuck in our own heads and focused on just one thought, we end up missing what's happening around us. This game was also a good chance to practice the feelings we have when things don't turn out the way we might like and we aren't successful. No one likes to struggle, but it's important to remember that struggles can help us learn new skills. That way, the next time we can use what we learned and hopefully succeed. Not only is it important to be mindful of what is happening around us (sometimes the world gives us information we need to make decisions), it's also important that we keep trying, even when things seem hard.**



Guiders should take a few minutes to allow girls to finish moving away from any feelings of stress, anxiety, frustration or disappointment they may have experienced in the game. Guiders may want to lead girls through a balloon breathing exercise below to help them slow down their bodies and calm their minds.

Balloon Breathing

Have girls stand up straight or sit up straight and close their eyes if they are comfortable doing so.

1. Imagine you have a balloon in your tummy. Put your hand on your tummy below your belly button.
2. Breathe in slowly and deeply through your nose while you count to four in your head. Feel the balloon in your tummy fill with air.
3. When the balloon is full, breathe out slowly through your mouth while you count to four in your head. Feel the balloon in your tummy go down again.
4. Let's try that a few more times. (Repeat steps two and three another three or four times.) Now open your eyes and breathe normally.



'What If' Ball Toss



(Modified based on "What If?" and Problem Solving Model from *Kids Have Stress Too! Preschool Program*; The Psychology Foundation of Canada)

This activity will help girls build skills to break down a problem or situation to learn how to handle it in smaller pieces in order to reach a positive outcome.

Materials:

- Poster with all of the '5 Steps' written on it (see page 37 for sample)
- Beach Ball – one per group
- Sample 'What If' statements (page 36)
- Permanent marker

Before the meeting, Guiders will need to prepare the beach balls, by writing a series of 'What If' statements on them. They should be spread over the ball so that when girls catch the ball, they can easily read the one their left thumb is touching or closest to. Guiders can create their own age-appropriate statements or use any of those found on page 36. Statements do not need to be the same on every ball.

To start the activity, invite girls to talk about how they tackle and solve problems, such as when they don't understand school work, a group of friends can't agree on what they should do together, or they forget to bring their lunch to school. Have girls share examples of problems they encounter in their lives and how they handle them. Guiders can share with girls that sometimes they need to use creative and flexible thinking (looking at the situation in a new way) when handling or solving problems. They might also break the situation or problem down into smaller steps. Share with girls that you're going to show them five steps they can use with problem solving.



Guiders can put up the poster of the 5 Steps (see page 37 for sample) and talk through the steps with girls. While talking through the example, Guiders can have girls associate each step with a finger on their hand moving from the thumb to pinky. The following is an example of how this dialogue might sound.

Let's imagine that it's early in the morning. Everyone at home is still sleeping, but you're awake and hungry. You decide to get yourself a bowl of cereal. You carefully take out a bowl, pour the cereal and milk, and put everything back. When you pick up the bowl from the counter to move to the table, it slips and smashes all over the floor. There is cereal, milk, and broken glass everywhere. What should you do? Let's use the 5 Steps to help us figure this out.

STEP 1: 'What's the problem?' - There is a huge mess all over the floor. Figuring out the problem was pretty easy this time.

STEP 2: 'How big is it (the problem)? How do I feel?' - Well the mess is taking up most of the kitchen floor so it's big, but no one is hurt or in danger at this moment so it's not an emergency. I feel a bit surprised that I dropped the bowl and worried that I might have woken everyone up and that my parents will be angry I made a mess.

STEP 3: "What can I do?" - I could clean up by myself. I could also go wake someone up, tell them what happened and ask for help.

STEP 4: 'What might happen?' - If I clean up myself, I might not do it right and I could also cut myself because there is sharp glass. If I wake someone up, they might be upset about the mess.

STEP 5: 'Did it work? Try something else?' - I'm going to wake Mom up and explain what happened. I'm going to ask her to show me how to clean it up properly so I learn, and ask her to pick up the sharp glass so I don't get hurt. She might be upset about the mess, but I think she'll be glad I didn't risk getting hurt cleaning it up alone, and that I asked for help when I needed it.

Explain to girls that they will be playing a game that will have them think and talk through how they might tackle a situation or problem using these steps. Let them know that you are going to leave the poster up so they can look back to it when they need to.



Break girls into smaller groups; ideally no more than six girls per group and a Guider with each one. Ask girls to stand in a circle and give each group a beach ball. Explain to girls that they will toss around the ball until the Guider shouts 'STOP.' At that point, the girl holding the ball will read the 'What If' statement her left thumb is touching or closest to. With the help of her team and referring back to the 5 Steps, the girl will come up with a positive way to handle or resolve the situation. The game continues until all girls have had a turn. If a girl's thumb lands on the same 'What If' statement that has already been used, she can choose to answer it in a different way, or answer another close to her thumb. If the girl who catches the ball has already had a turn, she can pass the ball to the closest girl on her left who hasn't had a turn.



At the end of the game, bring all girls back together to talk about their experiences. Some questions Guiders might use to discuss the game include:

- What was easy or hard about applying the 5 Steps to the different situations and problems?
- How did it make you feel when your team was able to come up with a positive way to handle the situation or problem?
- Have you ever used any of these steps before? Which? When? How did it work out?
- Why might it be helpful to look at a problem or situation in a new way before handling it?
- How can you use the 5 Steps the next time you have to handle a problem or situation?

Same Game, New Rules



In this activity, girls will build flexible thinking skills by thinking about a familiar game in a new way.

Materials:

- Any materials normally required for the game options provided (see example game options below)
- Paper
- Pencils, pens

EXAMPLE GAME OPTIONS:

Guiders can use any of the following as well as include other simple games they know are favourites of girls in the unit.

- | | | | |
|------------------|---------------------|---------------------|----------------|
| • Musical chairs | • Duck, duck, goose | • Hopscotch | • Tic-tac-toes |
| • Four square | • Bean bag toss | • Follow the leader | • Hide and see |

Before the activity Guiders can lay out the supplies needed for any of the game options in individual areas. Guiders may also want to label the game options, including having a label for those games without supplies. This will help girls to see the options available. Guiders can allow more than one group to work on the same game, or require that each group has a unique game.

To begin, Guiders will ask girls what they think the phrase “flexible thinking” means. After girls have shared some thoughts, Guiders can share that **flexible thinking is about looking at things in a different way, changing your thoughts and mind to ‘see’ something different.** Explain that this activity is going to help them practice their flexible thinking.

Break girls into small groups of two or three. Explain that in this activity, each group is going to select a game they are familiar with and know the rules to. Working together as a group, they need to use their flexible thinking to imagine a





new way to play the game. Each group needs to think through their new game and come up with any new rules to play the new game. Let girls know that groups will have a chance to try out each other's new games.

Allow girls time to work with their group to develop their games. Provide paper and pencils/pens to those groups who might want to write things down. It may be helpful to have Guiders circulate and provide support to girls as needed, particularly with getting started. When the allotted time is up, pair groups together to teach each other their new game, and take a few minutes to try each other's games.

Bring all the girls back together to share their experiences during the activity. Some of the questions Guiders might use to guide the discussion include:

- What was the hardest part of this activity? How did you deal with it?
- What was the easiest part of the activity?
- How did you feel when things were hard? What about when they were easy?
- When might you be able to use flexible thinking in your life?
- Why might flexible thinking be helpful?

Power Dice



(Portions modified from "Self-Esteem Dice Game"; *Cheerful Counseling*)

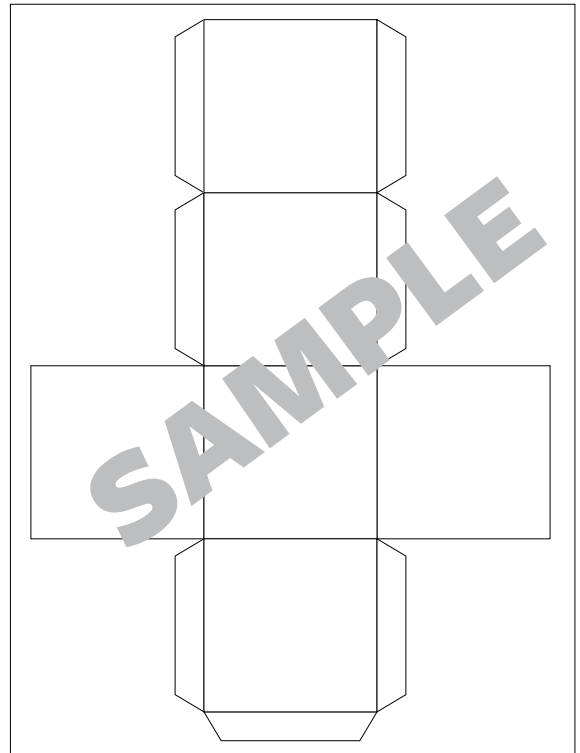
This activity will allow girls time to reflect on their personal strengths and achievements and link the importance of recognizing their strengths and achievements with positive mental health.

Materials:

- Power Dice – one per group of 3-4 girls (see page 38)
- Blank power dice – one per girl (see page 39)
- Markers, pencil crayons, crayons
- Tape or glue
- Scissors

Guiders can begin this activity by going around the circle and asking girls to share one thing they can do well or something they did well recently. It can be anything a girl chooses – if girls don't want to share or can't think of anything, they should be reassured that's okay.

Have girls share how they feel thinking about these things they do or did well. Guiders can talk with girls about why it might sometimes be hard to think of things they do well or achieved and why thinking about them or reminding themselves of them might be a good thing. Guiders can explain that **identifying the things we do well and things we have achieved, both big and**



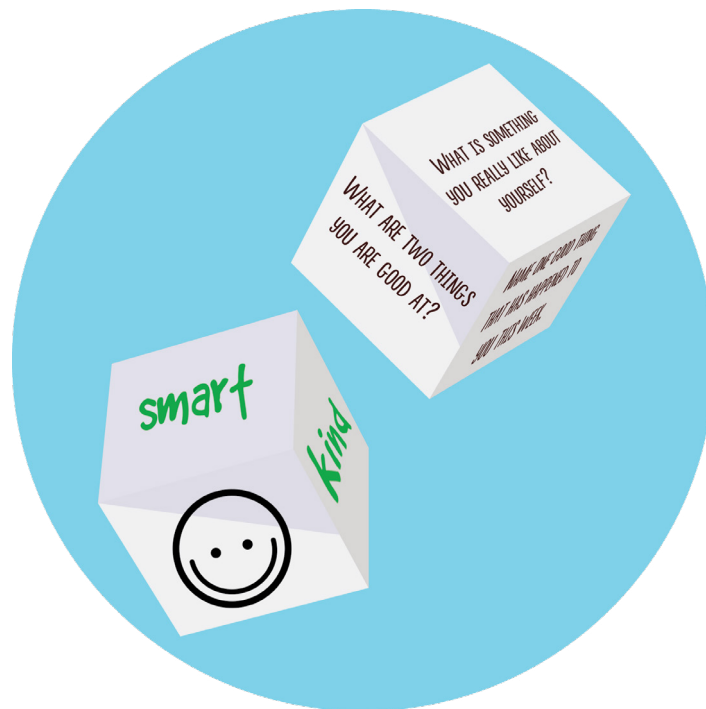


small, helps us have positive mental health. Especially when we feel sad, down or frustrated, remembering what our strengths are can help us shift our feelings and remember all that we can do.

Explain to girls that this activity has two parts. In the first part girls are going to play with a Power Dice to share with each other things they are good at or have done well. In the second part, girls will make their own Power Dice that they can use to remind themselves of their own strengths.

Break girls into groups of three to four. Girls should take turns rolling the Power Dice, reading the question to the group and then sharing their answer. This first part of the activity can end at any point after all girls have had at least one turn to respond. Depending on how long girls play, if they roll a question they have already answered, they can either provide another answer or roll again. Guiders may want to float between groups to provide additional support if girls are struggling to think of an answer to their question.

For the second part of the activity, provide each girl with a blank Power Dice. Girls can fill in each side of the dice with words and images to represent and capture their strengths. Girls will then tape or glue their dice together and can use them whenever they want to remind themselves of the wonderful things they are good at and have achieved. If girls have extra time, they can pair with another girl to share what they put on their individual dice and why while others finish.





THEME 3 – Stigma

Mental health stigma is widespread and harmful. Stigma is seen in the labelling of anyone perceived to be ‘different’ from the majority. Those who struggle with mental health and/or illness often comment that dealing with the stigma associated with mental health is worse than the mental health/illness they face, causing many people to never seek help or treatment. Open communication and education about mental health are powerful steps towards breaking the stigma that exists in society.

Objective :

- Girls will learn about the negative impact of stigma on mental health while becoming empowered to build awareness and acceptance.

Outcomes:

At the completion of this theme, girls will demonstrate:

- an understanding of what stigma is and its impact on mental health
- an awareness of the impact of biases and language choice and use
- the confidence to take a stand against stigma through building awareness
- the confidence and courage to break the silence on mental health through open conversation

THEME ACTIVITIES:

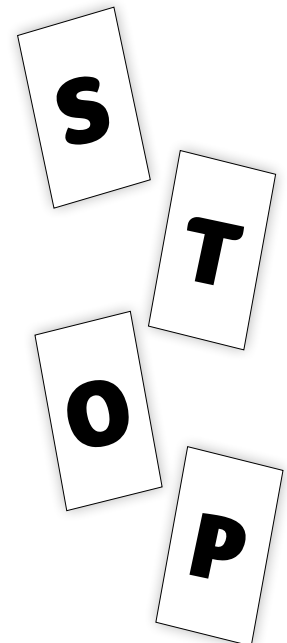
On the Hunt to Stop Stigma



Girls will be given an opportunity to consider how stigma impacts those with mental health challenges and mental illness, as well as how they can promote acceptance of mental health and illness.

Materials:

- Half sheet of paper with “Stop Stigma” written in large bold letters on it – one per group
- Stop Stigma Letters – one set (10 letters) per group (see page 40)
- Envelopes – 15 (10 of these will contain one of the Stop Stigma letters; five will contain challenge cards)
- Challenge Cards – one set (five cards) per group (see page 41)
- Pen, pencil – one per group



Before the activity, place one letter from each of the ‘Stop Stigma’ letters into an individual envelope. You will need enough copies of each letter so that each group can receive one. Place each of the five Challenge Cards



in individual envelopes. You will need enough copies of each card so that each group can receive one. Guiders will need to hide the various envelopes around their meeting area.

Guiders can begin the activity by asking girls if they have ever heard the word stigma before and to share what they think it means and where/how they've heard it before. Depending on what girls know already, Guiders can explain that **sometimes we have negative or not nice thoughts, ideas and/or feelings about something, someone or a group of people just for being “different.” This is called stigma.** Ask girls:

- Why might someone label another person as ‘different’?
- What feelings might the person doing the labelling feel?
- What feelings might the person who is labelled feel?

Guiders can explain that **it’s not always easy for people who label others to just stop. Sometimes people label others because they are scared of something they don’t know about. Learning about things we don’t know a lot about, like mental health, can help with this.** Have girls visualize stigma like bubbles. Breaking the bubble, or stigma, allows those who struggle to feel more accepted, and to get the help and support they need.

Guiders can tell girls that this game is going to have them take part in a scavenger hunt to find all the letters to spell ‘Stop Stigma.’ Provide groups with a pencil or pen and a sheet that has ‘Stop Stigma’ written on it. Groups can cross off letters as they find them to keep track of what they are still hunting for. Let girls know that while there are 10 letters they need to find, they will also need to complete five challenges in their hunt. When girls find one of these challenges, they will need to complete it as a group before they can continue. Their group will only be finished the game when they have collected all of the letters to spell ‘Stop Stigma’ and completed each of the five challenges.

Break girls into groups of three to four. Provide each with a ‘home’ location where they can keep their ‘Stop Stigma’ paper and found letters, and sit together to complete the challenges. All girls can move throughout the meeting area completing the scavenger hunt. While it is not a race, Guiders can make the activity more fun and challenging by telling girls to move in a particular way for a given amount of time (e.g., for two minutes they must move by only hopping). Guiders should be available to provide support to groups if needed in completing their challenge cards.

When all groups have finished, bring all girls back together to share their experience. Some of the questions Guiders might include:

- What was your favorite part of the activity and why?
- Which challenge card did you find hardest to answer? Why do you think it was so hard?

Write or draw two feelings someone might feel because of mental health stigma.

Write one thing you can say when you hear someone say something unkind about mental health.

Write or draw one thing that helps build positive mental health.



- What are some ways to build positive mental health?
- What are some of the questions your group has about mental health/illness?
- Why do you think it's so important to try and stop mental health stigma?
- What is one thing you could do each day to help stop stigma?

Change the Language

Girls will explore how language contributes to mental health stigma while creating a reminder jar of positive and inclusive language they can use when talking about mental health and illness.

Materials:

- Large poster paper, divided in half – with the left column titled “Hurting Words” and right column “Kind Words.”
- Kindness Strips (see page 43) – copied onto coloured paper; several per girl
- Mason or other small jars
- Labels – one per girl with “Labels are for Jars, Not People” on them
- Markers, pencil crayons, crayons
- Stickers, jewels or other craft items to decorate jars

Guiders may want to have all of the craft supplies set up in a separate area before the activity begins and have girls move to this area after the brainstorm to avoid distraction.

To begin the activity, Guiders can lead a short discussion with girls about how words can hurt. Guiders may want to ask girls to provide examples of words or phrases that hurt, how girls feel when they hear these things, and why girls think people say these things.

Explain to girls that some people hold stigma towards those who struggle with their mental health or have a mental illness. Ask girls if they have ever heard the term stigma before and what they think it might mean. Guiders can share with girls that **sometimes we have negative or not nice thoughts, ideas and/or feelings about something, someone or a group of people just for being “different.” This is called stigma. Stigma can happen when people are scared of something because they don't know or understand it and that can make people say words and phrases that hurt those struggling with their mental health or who have mental illness.**

Have girls think of examples of “hurting words” that people might say about someone who is struggling with their feelings, emotions or mental health. Guiders can record each of these on the left-hand side of the poster under ‘Hurting Words.’ Have girls look over the list and try and think of words and phrases to fill the ‘Kind Words’ side of the sheet. These don't necessarily need to be matches directly for those on the left, but may include alternatives. The most important aspect here is that girls are thinking of appropriate, positive, accepting and inclusive language and terms related to mental health and illness. Guiders may need to provide some examples for girls in both parts of this brainstorm to get them started. Some examples include:



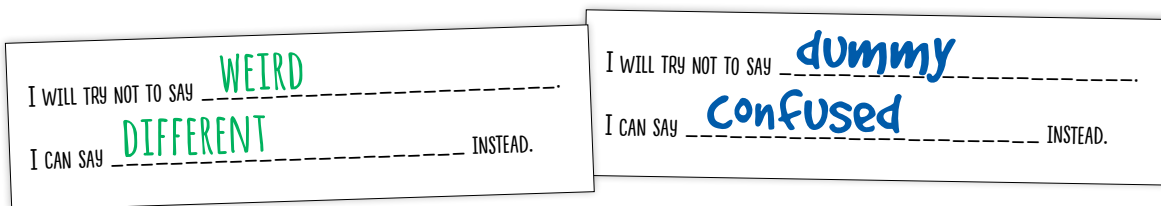
Hurting Words

Crazy	Weird
Insane	Moron
Retard	Stupid
Hyperactive	Dummy

Kind Words

Silly	Excited
Different	Confused
Foolish	Restless
Sad	Unsure

After the brainstorm, girls will move to the craft area. Guiders will provide each girl with a jar and a label. Guiders can explain, **the words we choose are important and very powerful. Sometimes we use words and don't think about how they affect someone else or make them feel when we say them. To help you remember some of the positive ways to talk about mental health and illness we're going to complete some kindness strips. We'll put them into a decorated jar to remind us that we shouldn't label others because this can be hurtful.** Challenge girls to complete their kindness strips with words and phrases from the brainstormed list that are meaningful to them. Girls can decorate their strips and jars as they like. Encourage girls to refer back to the strips in their jars when they need to remind themselves of ways they can talk about mental health and illness in a positive and inclusive way.



Guest Speaker- Brownies

Guest speakers are an opportunity for girls to hear from experts and those with lived experiences with mental health and illness. This is also an excellent opportunity to incorporate an open discussion about mental health to encourage positive dialogue.

Materials:

- None

Invite a guest speaker from a mental health field (e.g. psychologist, social worker, representative from a mental health organization, etc.) or someone with a lived mental health experience to visit your unit meeting. Have your guest speaker talk with girls about stigma related to mental health and mental illness. They can talk with girls about things that can be done to stop the spread of stigma and to help people talk openly about mental health.



When contacting your guest speaker, be sure to share information about your unit (age of girls, what the girls are like and how they can best engage girls) and some of the activities you are going to be completing with



girls during your Mighty Minds meeting. This can help your speaker better prepare to deliver the best possible presentation for your unit.

Guiders may want to incorporate some time to allow girls to talk openly about mental health. This could include asking questions, sharing thoughts, concerns or worries, as well as breaking stigma and myths. Guiders shouldn't worry about being able to answer every question when asked. Knowing where to direct girls for more information, or helping them find the information they need is appropriate in this case.

For Guiders who may not be sure what resources are available in their local area or how to find a suitable guest speaker, check out the Mental Health Resources Document available on the Mighty Minds page of girlguides.ca.

Stigma's Stain



(Craft modified based on "Painting Rainbows: Bubble Blowing Painting" from the Childhood 101 Blog. <http://childhood101.com/2015/01/bubble-painting/>)

Girls will use coloured bubbles to explore the impact and 'stain' left on an individual who experiences mental health stigma.

Materials:

- Bubble mixture
- Food colouring of various colours
- Bubble wands – at least one per girl
- Cups/trays to hold bubble mixture and dip wands into – several per colour
- Paper (the larger the better) – one per girl
- Paint smocks or old t-shirts – one per girl
- Newspaper or other table covering

NOTE: The craft part of this activity may be a bit messy. It is recommended that girls wear a paint smock or old T-shirt over their uniforms as food colouring can stain clothing.

Have girls begin the activity by talking about how words and phrases can hurt. Girls can provide examples of things they may have said or heard others say. Ask girls how these things make them or others who hear them feel. Have girls think about and share words or phrases they might have heard people say that relate to feelings and emotions and mental health that also might make people feel bad. If girls are having a difficult time with this, Guiders can provide some examples such as:



- Weirdo
- Crazy
- Crybaby
- Stupid
- “You’re making me crazy.”
- “Crying is for babies.”
- “You’re such a dummy.”
- “Smarten up.”
- “Oh get over it.”

Guiders can explain to girls that all of these words and phrases create stigma. Ask girls if they have heard this word before. Guiders can share that **stigma is a set of negative and unfair beliefs that society or a group of people have about something, someone or another group of people for being ‘different’.** It’s not always easy for people who label others to just stop. Sometimes they do this because they are scared of something they don’t know about. Learning about things we don’t know a lot about, like mental health, can help with this. Have girls visualize stigma like bubbles. Breaking the bubbles, or stigma, allows those who struggle to feel more accepted, included and to get the help and support they need. Unlike when bubbles burst, however, the pain and hurt caused by stigma doesn’t always just go away. Sometimes it leaves a mark on a person that may take a long time to heal or never go away. Let girls know they are going to create some bubble art that can remind them of the lasting marks stigma can leave on a person and the reason why it’s so important to try and stop it.

Have girls move to the craft area for the remaining portion of the activity. Provide each girl with a paint smock or old T-shirt to protect her uniform, sheet of paper and bubble wand. Girls can help with the preparation of the colour cups/trays. Be sure that tables are protected with newspaper or other coverings

STEP 1: Add some bubble mixture to each cup or tray. Depending on the size of the unit, there should be at least one cup/tray per colour. Be sure to add enough mixture so that it’s easy for girls to coat their wands.

STEP 2: Add a little food colouring (depending on the amount of solution in the cup 4-6 drops should be enough) into each cup/tray and stir gently so as not to create too many bubbles in the mixture. (The more bubbles created, the less likely the mixture is to work.)

STEP 3: Have girls use the various coloured mixtures to blow bubbles at their papers so that they pop all over the paper, creating unique splatter and spot paintings.

Once cleanup is complete, bring girls back together to discuss their experiences. Guiders may choose to include any of the following questions as well as others of their own.

- How do you feel when people say unkind things about you?
- How might someone feel who is experiencing stigma at the same time as a mental health challenge or illness?
- How do you think the bubble painting is like stigma?
- What are some things you can do each day to help others better understand mental health?
- How can you encourage others to end stigma and from spreading negative ideas about mental health?





≡ **CONCLUDE** the Challenge with the following Closing Activity. ≡

Closing Activity – Building Stronger Health

Materials:

- Tape (any type)
- Small blank squares of paper (approximately 7-10cm square)
- Markers, pencil crayons, crayons

Have girls return to the building blocks of health wall they created at the beginning of the meeting. Provide girls with a few moments to look at the bricks again. Ask girls where the weak points are in the wall and how the wall can be made stronger (the bricks aren't attached in any way; they can be made stronger by gluing/taping them together).

Have girls think about everything they have talked about in this meeting when looking at their building blocks of health and consider what might be missing. Have girls comment on this as well as what ideas and strategies they have learned that can help strengthen the blocks, and their overall health.

Provide girls with squares of paper and have them draw or write some of these ideas on the squares. Explain that these new ideas are going to be used like patches to attach bricks together with tape. When girls have completed their pictures, use some tape to add them to the building block wall like patches.

Example ideas might include:

- Talk about feelings
- Say nice things
- Deep breathing
- Move your body
- Problem solving
- Flexible thinking

Remind girls that they should try and keep in mind after this meeting all of these different parts of health and keep trying to support their positive mental health (feelings/emotions) as well as the mental health of others.





Appendix

Theme 1: Mental Health in Action

Feelings Cards.....	28
Practice the Positive Activity Options	
Bubble Breathing.....	29
Making Stress Balls	29
Yoga	30
Colouring Mandalas	31
Mindfulness	31
Yoga Poses	33
GGC Mandalas	35

Theme 2: Resiliency




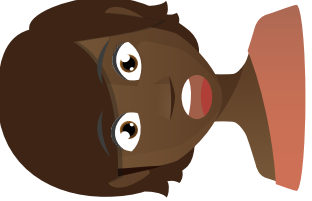
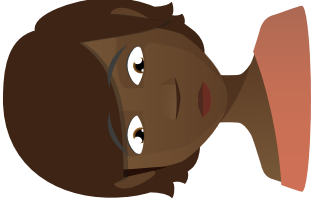

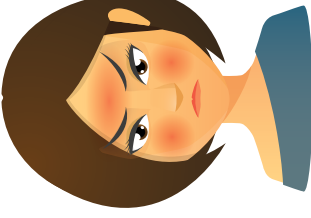
What if...Ball Statements	36
5 Steps Poster	37
Power Dice	38
Blank Power Dice	39

Theme 3: Stigma

Stop Stigma Letters.....	40
Challenge Cards.....	41
Kindness Strips.....	43



Feelings Cards

 Disgusted	 Worried	 Proud
 Crying	 Scared	 Surprised
 Confused	 Funny	 Sorry
 Bored	 Angry	 Happy
 Excited	 Embarrassed	 Sad



Practice the Positive – Possible Activities

Bubble Breathing

For this example, you will need a bubble wand and solution for each girl.

1. Have girls hold their wand in front of their lips and blow hard. Have girls provide feedback on the result.
2. Have girls take a deep breath and try again blowing slowly and steady into the wand. Gain feedback from girls on the results.
3. Explain to girls that when they are stressed and/or feel anxious they might take fast shallow breaths without realizing it. Taking a moment to remember the bubbles can help them focus on deep, slow, steady breathing which will help their bodies relax.

Allow girls to practice this deep controlled breathing until they can easily create big bubbles.

Making Stress Balls

NOTE : This activity may be a bit messy.

Materials: (per stress ball)

- Two round balloons of any colour (or one sock per girl can be used in place of balloons)
- Filling material: flour, cornstarch, rice or sand
- Funnel (rolled paper funnels also work)
- Spoon
- Pencil, skewer or long toothpick
- Scissors
- Markers

Instructions

1. Allow girls to choose two balloons. Have girls set one of the balloons aside. This balloon should be the colour they want visible at the end of the activity.
2. Have girls blow up the balloon that they will not see and let the air out several times to stretch the balloon.
3. Stretch the balloon onto the funnel ensuring that the balloon is attached tightly to the bottom.
4. Spoon the filling material into the funnel to start filling the balloon. Be careful to ensure that the balloon doesn't slip off and spill the flour. For younger girls, it may be helpful to have them work in pairs for this step with one girl holding the balloon and the funnel while the other scoops the filling material.



5. If the funnel becomes clogged, carefully use the pencil/skewer to push the filling material into the balloon without puncturing the balloon.
6. Fill with filling material until it reaches the neck of the balloon. Carefully remove from the funnel and tie a knot in the balloon to prevent it from spilling. Younger girls may need help tying the knot.
7. With their second balloon that will be visible, have girls cut most of the neck off this balloon. For younger girls, Guiders may want to do this part in advance.
8. Stretch the second balloon over the first to help contain filling material should a hole appear.
9. Girls can decorate their stress balls with markers!

Remind girls that they can use their stress balls anytime they feel stressed or anxious to help them relax, refocus and release some tension.

Yoga

Materials:

- Yoga poses (see page 33)
- Yoga mats if available, but not necessary
- Calming music (preferably without lyrics) and equipment to play it if desired

Have girls remove their shoes and socks and spread out throughout the room. If using yoga mats, have girls unroll them. Before beginning the yoga poses, take a few minutes to practice deep breathing. Have girls focus on breathing deeply so that their abdomen expands, not their chests, making their abdomens expand completely on inhale and fall completely on exhale. All of this should be done without strain, in a slow smooth easy way. Next have girls try the same type of deep breathing extending their abdomens first and then continue to inhale and also fill their chest. When exhaling, girls should focus on emptying their chest first and then their abdomen. Remind girls that this is the type of breathing they should try and use throughout the yoga session.

With calming music playing (if desired), have girls follow you through various yoga poses (see page 33). Depending on the age and engagement level of girls, Guiders can use as many or as few yoga poses as they choose for the session. Girls should try and remain silent, focusing on their breathing and completing each pose to the best of their ability. Younger girls may not complete each pose with accuracy; however, Guiders not leading can circulate and assist girls as needed. Each pose should be held between 10-30 seconds (depending on the age and abilities of girls). Poses should not be held to the point that they cause pain. Girls should continue their deep abdomen and chest breathing while holding the poses.

Guiders may want to begin with easy pose or seated meditation and finish with corpse pose. These three poses can be held for 1-2 minutes or longer to allow girls time to gather their thoughts for the activity ahead and to regain their thoughts once it is completed.



Colouring Mandalas

Materials

- Assorted printed mandalas (see reference websites below or GGC mandala page 35)
- Blank paper
- Crayons, pencil crayons and markers
- Pencils

Guiders can provide a variety of printed mandalas for girls to colour. Various websites where free printable mandalas are available can be found below. Guiders can also provide girls with blank paper and allow girls to draw and create their own mandala design.

<http://mandala-4free.de/en/en-Mandalas-flowers.htm>

http://www.coloringcastle.com/mandala_coloring_pages.html

<http://printmandala.com/>

http://www.coloring-book.info/coloring/coloring_page.php?id=209

Mindfulness

(Modified based on: <http://www.youthdeved.ie/sites/youthdeved.ie/files/Mindfulness%20Exercises.pdf>)

Materials:

- None

Ask girls to get into a comfortable sitting position on a chair or on the floor. If they are comfortable doing so, have them close their eyes. (If girls are uncomfortable with closing their eyes, explain that they can continue with their eyes open, but may find that they are better able to focus with their eyes closed). Read the following italicised instructions to girls.

Picture your sense of hearing like a radio that can be tuned into different stations. Right now I want you to tune your radio into the sounds that are farthest away for a moment. (Pause and allow girls to listen.)

Now I want you to change the station and listen to the sounds right around you. (Pause for a few moments allowing girls to listen.)

I want you to change your station again now and this time, listen to the sounds of your own body – your breathing, heartbeat and so on. Bring their attention to each part of your body. Starting with the tips of your toes, move your attention up slowly through your legs, hips, back, arms, shoulders, neck and head. (Pause for a few minutes to allow girls to move their attention through their bodies)

I want you to now change your station again and just listen to your own breathing. (Pause for a few moments.)



Now change your station again and listen to the sounds right around you. (Pause again for a few moments to allow girls to listen.)

One last time, I want you to change your station and listen to the sounds furthest away. (Pause for a few moments to allow girls to listen.)

When you feel ready to do so, open your eyes and take a deep breath.

Have girls share how they feel now compared to how they felt at the start of the activity. Have them share comments on how easy or hard it was to concentrate. Girls can share what the easiest part and the hardest part of the activity were. Ask girls how often they just stop in their everyday lives, focus on and listen to the sounds around them. Conclude by discussing why it might be important to listen more.



Yoga Poses



Easy pose or seated meditation



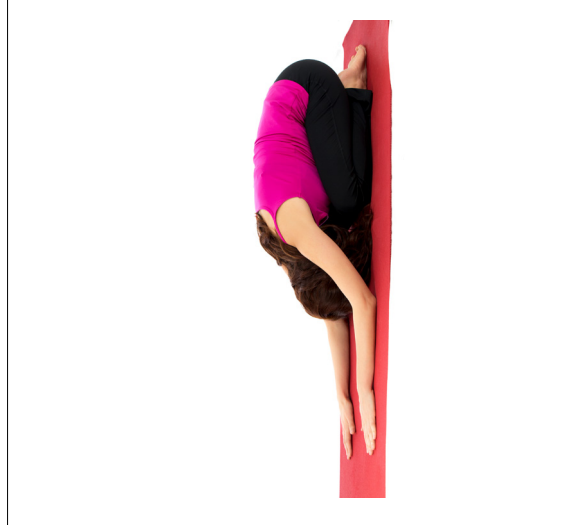
Cat pose



Cow pose



Seated forward bend



Child's pose



Tree pose



Standing forward bend



Legs up the wall pose



Warrior III



Corpse pose



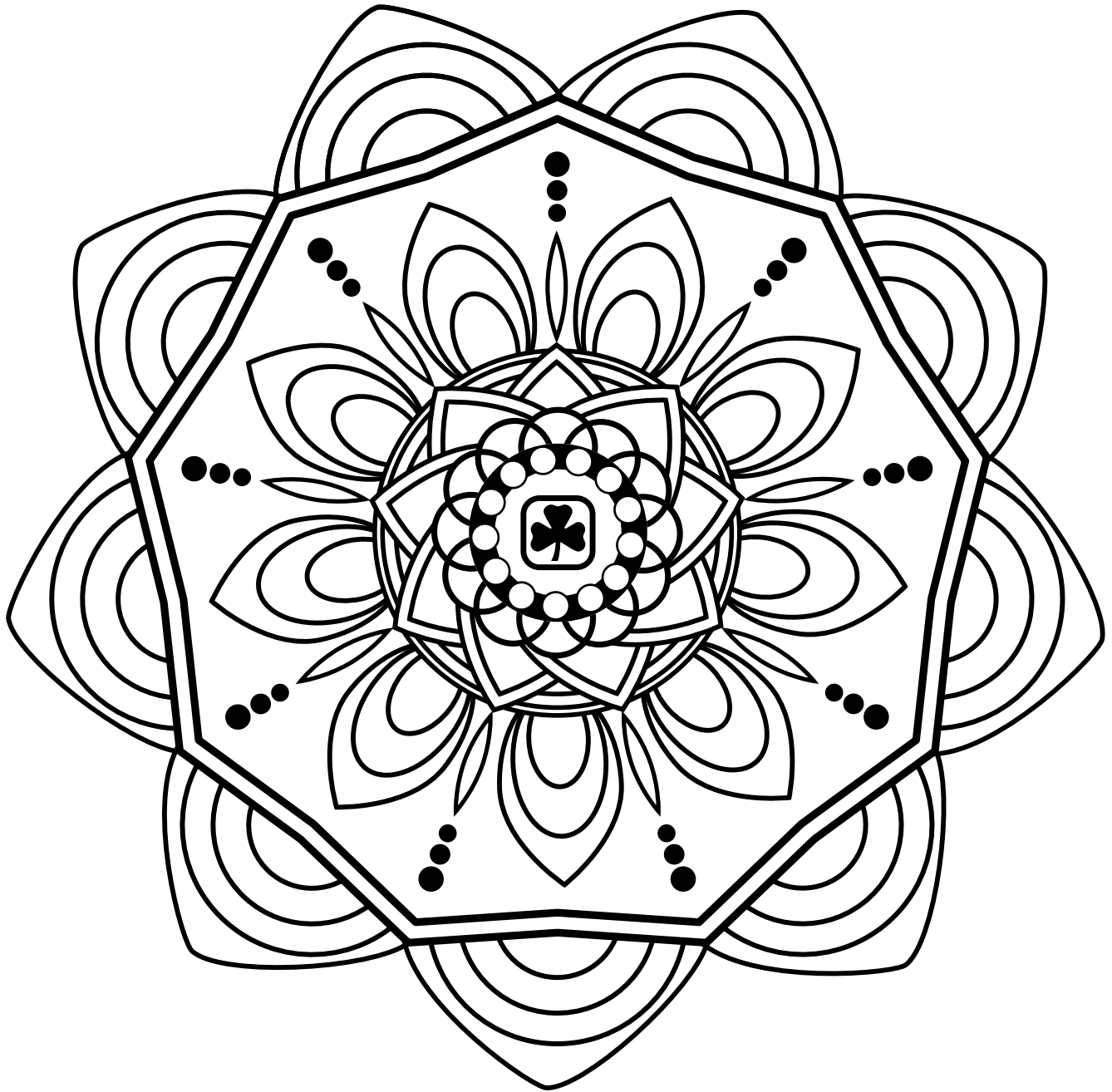
Extended triangle pose



Downward dog



GGC Mandala





What if...Ball Statements

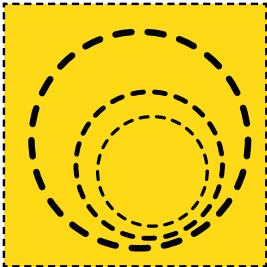
- Someone changes the TV channel while you're still watching something.
- Your younger sibling breaks the Lego project you built.
- You break someone else's toy.
- Someone tells you your shirt is ugly.
- An older kid pushes you on the playground at school.
- There's a knock at the door and it's a stranger.
- You forget to bring your lunch to school.
- You get to choose what to have for dinner tomorrow.
- You get a quiz back and you didn't do very well.
- You can't find your parent when you're shopping with them.
- You miss the bus.
- It's raining and you can't play outside.
- You really don't like the snack offered at Brownies.
- You don't want to do what everyone else is doing.



5 Steps Poster



STEP 1: What is the problem?



STEP 2: How big is it and how do I feel?



STEP 3: What can I do?



STEP 4: What might happen?



STEP 5: Did it work? Try something else?



Power Dice

WHAT IS SOMETHING NICE A FRIEND WOULD SAY ABOUT YOU?

NAME ONE GOOD THING THAT HAS HAPPENED TO YOU THIS WEEK.

WHAT ARE TWO THINGS YOU ARE GOOD AT?

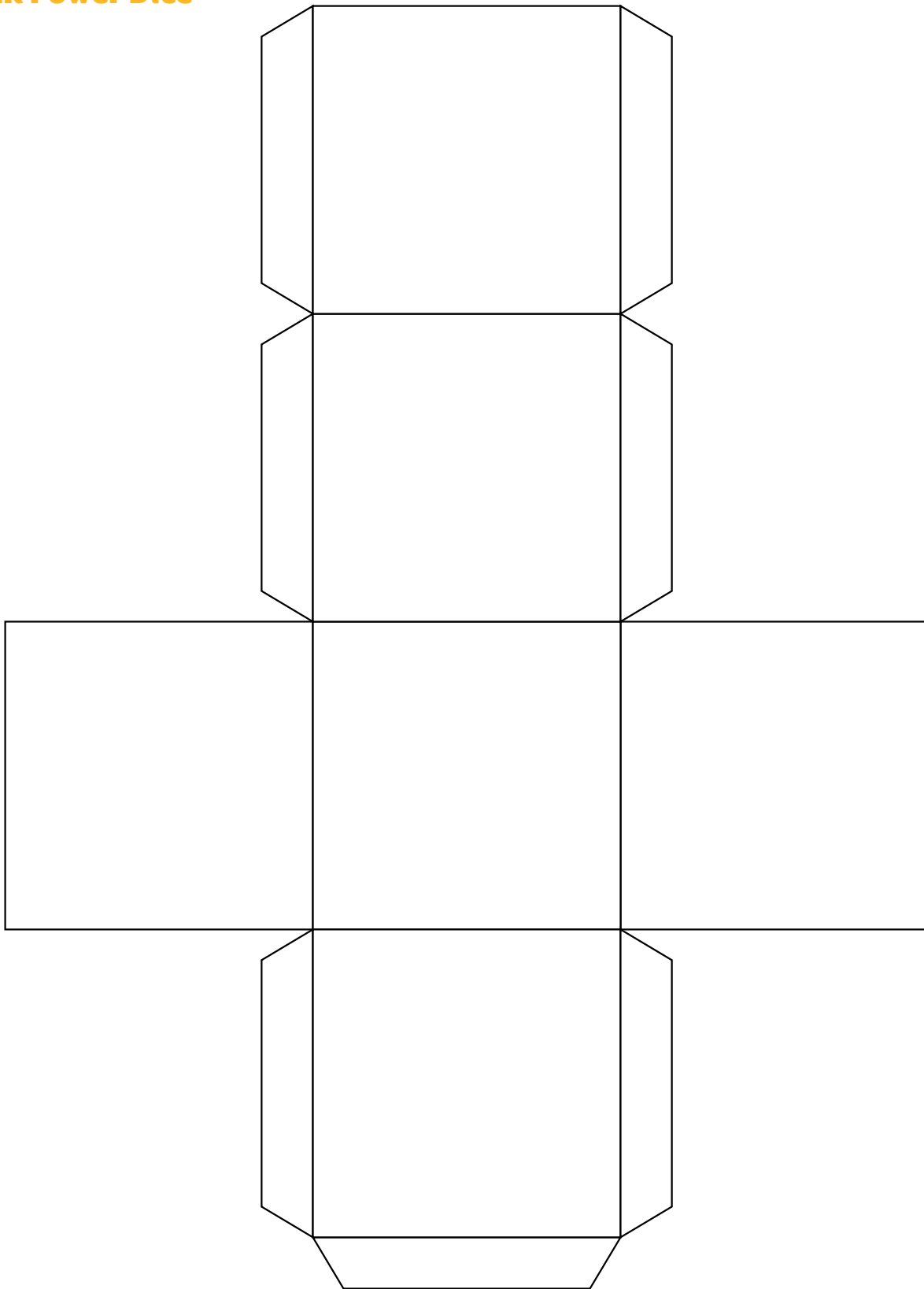
WHAT IS SOMETHING YOU REALLY LIKE ABOUT YOURSELF?

WHAT IS A GOOD DEED YOU DID FOR SOMEONE RECENTLY?

WHAT IS SOMETHING THAT HAS MADE YOU FEEL PROUD OF YOURSELF?



Blank Power Dice





Stop Stigma Letters

S	A
P	M
O	G
T	I
S	T



Challenge Cards

Write or draw one thing
that helps build positive mental health.

Write one thing you can say when you hear someone say
something unkind about mental health.

Write one question your group has
about mental health or illness.



Write or draw two feelings someone might feel because of mental health stigma.

Write one idea you can do to help everyone feel included.



Kindness Strips

I WILL TRY NOT TO SAY _____

I CAN SAY _____ INSTEAD.

I WILL TRY NOT TO SAY _____

I CAN SAY _____ INSTEAD.

I WILL TRY NOT TO SAY _____

I CAN SAY _____ INSTEAD.

I WILL TRY NOT TO SAY _____

I CAN SAY _____ INSTEAD.