



Girl Guides  
of Canada  
Guides  
du Canada

# Mighty Minds

## Pathfinders Program



THE PSYCHOLOGY  
FOUNDATION  
OF CANADA  
LA FONDATION  
DE PSYCHOLOGIE  
DU CANADA

*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.*



# Pathfinders 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



@girlguidesofcan



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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](http://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 confidence<sup>1</sup>

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.



<sup>1</sup> “Mental Health: The Basics,” Children’s Mental Health Ontario, accessed October 2016, [http://www.kidsmentalhealth.ca/children\\_youth/introduction.php](http://www.kidsmentalhealth.ca/children_youth/introduction.php).



≡ **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:

### Mental What? – Pathfinders

*(Modified based on “Free Association” from Flex Your Head; Boys and Girls Clubs of Canada)*

In this activity, girls will have the opportunity to share openly what they know and think they know about mental health and then examine where this information comes from.

### Materials:

- Poster paper – three pages with titles: ‘Myths and Misconceptions,’ ‘Hurtful Language’ and ‘Facts’ on them.
- Mental health/Mental illness continuums poster (see example page 28)
- Markers
- Post-it notes – several for each girl
- Pens, pencils



Before the activity begins, Guiders should hang the four poster pages on the wall.

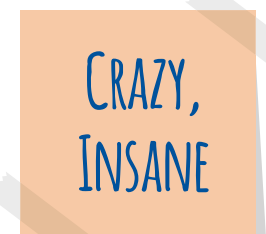
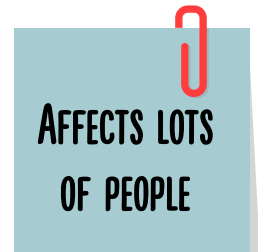
Guiders can begin the activity by explaining to girls that in this activity they are going to be taking some time to explore what and how they think about mental health. Guiders can remind girls that their meeting is a safe space, meaning they will not be judged based on what they think, share or write in this, or any other activity – and that girls should try to be as honest as possible. Guiders can explain that **it's important to remember that ideas, words or phrases may come to mind that we know aren't true. This is completely normal, and it's okay to share these things. By bringing this information into the open to talk about it, we're challenging ourselves and everyone else to think about mental health a bit differently. This will help all of us learn and become clearer on the correct information about mental health. The more honest we can all be during the activity, the more we're all going to learn – so please remember to write down what really comes to mind.**

Provide some time for girls to record their thoughts on post-it notes; one idea/ thought per post-it. Girls might record things like:

- words, phrases, terms, labels they have heard and/or read
- what they think mental health is and isn't
- what they think mental illness is and isn't
- how they think people struggling with their mental health or a mental illness act, feel, behave, etc.
- information and/or facts they have heard and/or read about mental health and illness
- personal beliefs they have related to mental health and illness

Once they have completed this, Guiders can challenge girls to consider what they wrote on their post-it notes and place each of them onto one of the three category posters on the wall: 'Myths and Misconceptions,' 'Hurtful Language' and 'Facts.' Provide some time for girls to complete this portion of the activity

When all girls have finished, bring them together to discuss what they wrote on their post-its and how they categorized these ideas. Guiders can begin this discussion by asking girls about whether it was easy or hard to write items on the post-its as well as to classify them. Guiders can ask girls if they thought about mental health alone, or also mental illness, and then whether they understand the difference between these terms. Using the mental health/mental illness continuum poster (see template page 28), Guiders can explain that **mental health and mental illness are different concepts, but they are still very much connected to each other. While everyone has some level of mental health all the time, not everyone will have a mental illness. Sometimes it's easier to think of them as two lines that cross each other like here on this poster. Here's mental health which is about how we think, feel and behave; how we deal with the ups and downs of daily life; how you deal with stress, how you feel about yourself. Some days your mental health is great and you're up here. You feel good, you're happy; you can deal with the challenges that come up. Other days, you're at the other end. You feel down, life is stressful and hard to deal with. Both of these experiences are normal and we should expect to have days at both ends and all along this line.**





Mental illness is different from mental health. It is a health disorder, an illness. It's something that a person can't control and didn't choose to have. Because it's different than mental health it's on a different line. But here's how mental health and mental illness are connected. Even if you have a mental illness, you can still have good mental health. Think of this like someone with diabetes. If you have the right treatment and supports, you can live an otherwise healthy life and function well even with diabetes. A mental illness can come and go over time and diagnosis can change. This is like someone with non-insulin dependent diabetes who may be able to regulate their blood sugar through physical activity and nutrition and change their diagnosis. Mental illness is like that.

Guiders can lead girls through reviewing what was placed on each poster. Ask girls to point out items that they think belong on a different poster. Girls can explain why they think they belong somewhere else and if needed, they can be moved. If girls suggest a location that is incorrect, Guiders can provide information as to why that move would be incorrect, and help girls find the correct poster for the item.

When all posters have been completed, have girls discuss the activity. Guiders can include some of the following questions:

- Are you surprised where your post-it notes ended up? Why?
- What did you find hard about this activity? What was easy?
- Were you surprised by where certain items were placed? Why?
- What themes do you see emerging on any of the posters?
- How might your thoughts about mental health change after seeing where your post-it notes ended up?
- Where did your thoughts about mental health that you wrote down come from? (e.g., media, movies, books, personal experience, others, attitudes beliefs, etc.)
- What strategies can you use to think critically about messages you see and hear about mental health before you automatically believe them as truth?

## 'Meet Mary' - Pathfinders



(Modified based on "Meet Sally" from *Flex Your Head*; Boys and Girls Clubs of Canada)

In this activity, girls will explore how pain and hurt sometimes don't completely heal and how they can have a lasting impact on an individual.

### Materials:

- Ripe oranges – one per group
- Push pins – one per girl
- Permanent marker
- Small pieces of paper – two per girl
- Pens, pencils
- Paper towels (in case the orange becomes messy)

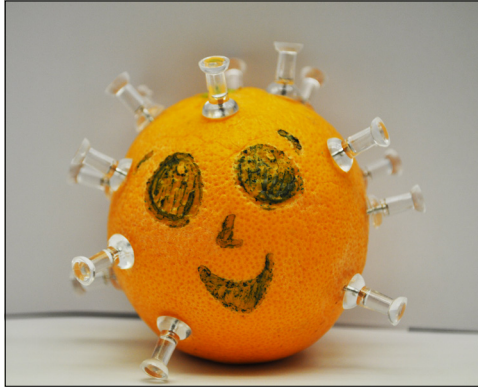






Depending on the size of the unit, Guiders can complete this activity as a large group, or break the unit into two or three smaller groups. Each group will need a Guider to facilitate the activity.

Guiders and girls will sit in a circle together. Each girl should have two pieces of paper, something to write with and a push pin. Guiders can remind girls that their meeting is a safe space, meaning they will not be judged based on what they think, share or write in this, or any other activity, and that girls should try to be as honest as possible.



The Guider will hold the orange in her hand and explain that tonight they have a new girl joining their unit. As they do this, the Guider will draw a face on the orange. Guiders will introduce 'Mary' to the rest of the girls in the unit. The Guider will explain that because 'Mary' is new they don't know much about her past, her experiences or who she is. Guiders will ask girls to write on one of their slips of paper, something 'Mary' may have experienced in her past that might have hurt her. Guiders can challenge girls to write something they can relate to.

When girls have finished, the Guider will pass 'Mary' around the circle. Each girl will read what they have written on their paper, and then insert their pin into 'Mary.' When each girl has had an opportunity, Guiders can ask girls:

- How did this this part of the activity make you feel?
- How do you think 'Mary' is feeling?

Next, Guiders will ask girls to write something on their second sheet of paper that might make 'Mary' feel better. Again, 'Mary' will be passed around the circle and girls will read what they have written. This time when girls have read their response, they will each remove a pin from 'Mary.'

When 'Mary' has been returned to the Guider, girls will have a brief discussion about the activity. Guiders may choose to include any of the following questions in that discussion.

- What do you notice about 'Mary' after the activity?
- How does 'Mary' look different from the start of the activity?
- What are some ways this activity relates to real life?
- How do you think this activity relates to the experiences of people who are challenged by their mental health or dealing with a mental illness?

To conclude the discussion, Guiders can share that **while all of the pins have now been removed from 'Mary' she'll never be exactly as she was at the start of this activity. In life, not all pain goes away or can be made better. Some pain leaves a lasting mark or invisible scars even if we feel better and move on. We meet many people in our lives and have no idea the different types of pain they may have experienced and if and/or how that pain has had a lasting mark on the person. Even though it's still nice and kind to say and do things to make others feel better when they are in pain or suffering, we need to remember that it doesn't always**





make the pain go away completely. All of our past experiences, including the ones that leave lasting marks, influence how we live our lives and who we are in the future. We all carry our experiences with us, just as 'Mary' did. This is why it's important to care for our own mental and physical health and to take steps to support and care for the mental and physical health of others.

## Stations of Support- Pathfinders

In this activity, girls will move from station to station trying out some techniques for mental health self-care and supporting the mental health of others.

### Materials:

- Materials will vary depending on the activities chosen for the stations (see below)
- Activity instructions – (pages 30 – 32)
- Pocket Card – one per girl (space is provided on the card for girls to fill in local resources which Guiders will need to research information for this in advance; see page 29)
- Pens, pencils, markers

### Supporting Others Station

1. Support Mural – page 32

### Other Station Possibilities

1. Basic Controlled Breathing – page 30
2. Yoga – page 30
3. Colouring Mandalas – page 31
4. Mindfulness: Savouring the Taste – page 31

For this activity, Guiders will first decide how many support stations they want girls to experience, in addition to the Supporting Others station. Guiders will then set up the stations accordingly. Each station will need to be set up with the items required for girls to complete that activity. Guiders or girls can determine the amount of time girls will spend at each station.

To begin the activity, Guiders can have girls think about and then share what self-care and support mean to them. Guiders can continue the discussion by including some of the following questions:

- Why do you think self-care and support are important when it comes to mental health?
- How are self-care and support similar?
- What signs might indicate you need to take some time to care for/support yourself?
- What clues might someone give to indicate they might need some support?
- How might you know when yourself or someone else might need to ask for the help/support of a professional?





In this activity girls are going to have the opportunity to try out a few different techniques they can use to provide support for their own mental health and brainstorm how they can support others. Break girls into groups, preferably having one Guider with each group, and have them move to their first station to complete the activity during the allotted time. Girls rotate to the next station as directed by Guiders and the process continues until girls have completed each of the stations chosen at the start of the activity.

When girls have completed their stations, bring them back to a central location and provide each girl with a Pocket Card. Explain to girls that they should take a few minutes to complete these Pocket Cards. The cards are reminders that girls carry along with them of support activities they can use for themselves or others as needed. After girls have completed the first side, Guiders can direct them to review the second side and explain that these are two national organizations where girls can get more information or help for themselves or others. Guiders should also provide information about any local organizations which girls can add to their Pocket Cards. As girls finish completing their card, Guiders can explain that **we all need some extra help and support in various parts of our lives from time to time. Asking for help from a friend, family member, trusted adult or a professional is a normal and good thing and sometimes takes a little courage. Getting the help we need when we need it is an important part of maintaining good mental health.**

## I'm On Your Side

(Game based on "I Trust You, But..."; Playmeo)

Girls will use a game to explore how each person's experience with mental health is different and how support should therefore be provided based on each individual's expressed needs.

### Materials:

- Tape (or other place marker if outdoors) – to be used on the floor

Guiders should prepare the play area by taping a start line and a finish line on the floor about 10-15m apart. Depending on the size of the unit, girls can either complete the activity as a large group or as several smaller groups as needed.

Ask one girl to volunteer to go first. She will stand on the start line. The rest of the girls will be spotters and form a line standing about two-three feet in front of the finish line, facing the starting line.

Have the girl who is going first close her eyes and spin herself around three times. When she is facing what she thinks is the finish line, have her extend her arms forward and begin making her way to the finish line while keeping her eyes closed. Her goal is to cross it. The roll of the spotters is to





make sure the girl crosses the finish line safely; however, they must follow these rules:

- Spotters can only help the girl if she asks for help
- Spotters can only provide the specific help that she asks for (e.g., “Please turn me so that I’m facing the finish line.”)
- Spotters can only talk if they need to respond to a question asked by the girl.

Guiders should allow the game to proceed, and only intervene should a girl be at risk of getting hurt. The game is over when the girl crosses the finish line. Play as many rounds as needed so that every girl has a chance to try, should she want to.

When the game is over, bring all girls back together to discuss their experiences. Some questions Guiders can include in the discussion may include::

- Describe what your experience was like trying to get to the finish line.
- Describe what your experience was like as a spotter.
- Why do you think your experience might have been different from other girls and/or spotters?
- What was the hardest part of the game?
- How might this game relate to people’s experiences with mental health?

Guiders can explain to girls that **like everyone who took a turn had a different experience, everyone has different experiences with their mental health. The same is true for those who face mental illness; every experience is different. While two people may have similar symptoms or be feeling something that seems like the same thing, it’s important to remember that experiences are going to be as unique as individuals are. Our role as supporters of the mental health of others is like the role of the spotters in the game. The role of spotters was a bit different each time the game was played. Each girl needed and asked for different things and different kinds of support to help them cross the finish line. When we support the mental health of others, we need to listen carefully to what that person is asking of us. We need to respect their requests and do our best to support them in the ways that others need, not in the way we think they need support.**

The discussion can conclude with a brief brainstorm about ways to support others, and where to get additional help and support when it is asked for or needed.

**A POCKET CARD TEMPLATE** is available on page 29 which Guiders could also have girls complete at the end of this activity. The Pocket Card is a resource girls can keep with them to remind them of ways to support themselves and others. It also has contact information for national organizations where girls can find additional help/support. Guiders will need to research information in advance in regards to local resources available that girls can fill in as well.



## 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.<sup>2</sup>

### 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:

### Letting Go

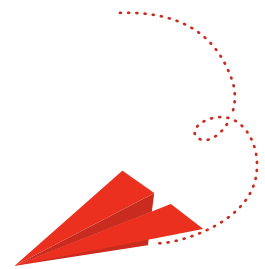
(Modified based on “Free Your Mind” from *Flex Your Head*; Boys and Girls Clubs of Canada)

This activity will provide girls with the opportunity to explore processing and letting go of negative thoughts and feelings when they occur.

### Materials:

- Paper – one sheet per girl
- Pens, pencils, markers

To begin, Guiders can share that in this activity they are going to take some time to physically demonstrate that while it’s normal and okay to dwell on our thoughts for a while, we also need to actively process and work through them. This helps to be able to let these thoughts go and move on.



Guiders should provide each girl with a sheet of paper and a pen or pencil. Ask girls to consider and then write down one or two negative thoughts they have had. These should be things they are comfortable sharing with the group, though they do not need to read them aloud. These could be things such as:

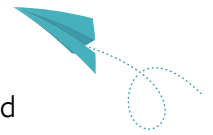
<sup>2</sup> “Promoting Resilience and Wellbeing,” Response Ability, accessed October 2016, [http://www.responseability.org/\\_data/assets/pdf\\_file/0004/4783/Promoting-Resilience-and-Wellbeing.pdf](http://www.responseability.org/_data/assets/pdf_file/0004/4783/Promoting-Resilience-and-Wellbeing.pdf).



- I'm not good at anything.
- I'm never going to get this.
- My family hates me.
- I'm so unpopular.
- I look bad in all my clothes.
- I wish I was better at sports.

When girls have finished writing down their thoughts, they will make a paper airplane with their sheet. Using the airplanes, girls are going to work through their negative thoughts and feelings.

Have all girls place their airplanes into a pile, mix them up and then randomly select one. This will help ensure that girls' privacy is protected and girls don't have to read their own statements.



When all girls have their paper airplanes, Guiders will divide the unit into two groups, Group A and Group B. Have Group A and Group B each form a line so that they are standing side by side.

**NOTE:** Depending on the size of the unit, Guiders could divide girls into four groups.

The first girl in Group A's line will begin by reading one of the statements on her paper airplane. She will then send the airplane flying through the air. When it lands on the ground, Group B will run and form a line behind it. The first girl in line will pick it up and pass it over her head to the girl behind her, who will in turn pass it through her legs to the girl behind her. This over under process continues until the airplane reaches the last girl in line. When the last girl receives the airplane, she yells "STOP," crumples the airplane up and throws it away. This illustrates processing a thought and letting it go.



While Group B is processing the thought, Group A will dwell on the thought. All girls in the group will continue to think about the thought while the first girl in Group A's line will run around all of Group A as quickly as she can until she hears Group B yell "STOP." At this point the girl who was running will join the back of her group's line and all the other girls can stop thinking about the thought.

Once 'stop' has been called, and Group B has thrown away the crumpled airplane, the new girl at the front of the line of Group A will read out one of the negative thoughts on her paper airplane and the procedure will begin again. Once everyone in Group A has taken a turn reading a statement from their paper airplanes, Group A and B will switch roles and continue until all Group B members have read a negative statement from their paper airplanes.

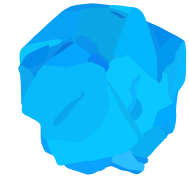
Bring girls together for a short talk about the activity. Guiders can ask girls:

- What are some examples of times when you feel like you have dwelt on certain thoughts? (Girls don't necessarily need to share the thoughts they had, but can share why they might have been dwelling on them and the situation.)
- What types of strategies do you use to process these thoughts to be able to let them go? Examples Guiders can share if girls are having difficulty include:
  - Take a few deep breaths before responding
  - Take time for yourself to relax
  - Spend some time being mindful





- Try and avoid ‘all or nothing’ thinking (using terms like always, never, forever)
- Recognize the positive and try not to disqualify it
- What things make it easier or more difficult to let go of certain thoughts?



Before ending the discussion, Guiders can share with girls that it’s normal to sometimes dwell for longer on some thoughts and feelings compared to others, however, it’s important to be aware of this. Guiders can explain that by being more aware of when girls are dwelling on thoughts they can start to use strategies like those discussed earlier to begin to process the thoughts/feelings and move away from them in a healthy way.

## Pass Through - Pathfinders



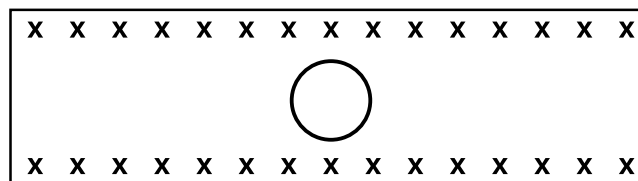
(Game modified based on *Don’t Touch Me*; Playmeo)

In this activity, girls will explore techniques for problem solving, being adaptive, handling setbacks and failure, and the resiliency skills required to succeed.

### Materials:

- Tape (or other marker if outdoors) – to be used on the floor
- Hula hoop

Before the game begins, Guiders need to mark the places where girls will stand on the floor. (Guiders could also have each girl mark their spot when they take their positions in the two lines.) Girls will need to form two lines facing each other, with the two lines approximately 6m or 20’ apart. Mark a place for each girl to stand on the floor along these lines with an ‘x’. Marked places in the two lines should be directly across from each other. In the center of the two lines, place a hula hoop on the floor (see example image below).



Guiders can divide girls into two groups. If there is an odd number, a Guider can participate. Each girl should stand on one of the xs on her group’s line.

In this activity, girls need to move across the play area to the spot directly across from them as fast as possible with no physical contact between anyone – but there is a catch. Before anyone can take their new spot, girls need to walk through the hula hoop lying on the floor. As soon as there is physical contact between any players, everyone has to return to their places and begin again. Guiders can let girls know that they will be timing them to see how fast they can complete the activity.

Once girls begin to play, Guiders can record times and encourage girls to try the activity multiple times and to complete the activity faster and faster. To add even more difficulty, Guiders can tell girls they can’t talk while the game is in progress and that talking will also result in starting over.





**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 the 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.

Once the game is complete, bring girls together to talk about their experiences with the activity. Guiders may choose to include some the following questions in their discussion.

- What was hard about this game?
- When the game was hard, how did you feel?
- What did you notice about how others were feeling? How could you tell what they were feeling?
- How did you feel when your group had to start over?
- How did you feel when you or someone else ‘made a mistake’?
- Where/how did the group find encouragement to try again and keep going when you had set backs?
- How might this activity apply to your everyday life?

Guiders can conclude the discussion by explaining that **this game was a good chance to practice the feelings we have when things don’t turn out the way we might like and we struggle. No one likes to struggle, but it’s important to remember that struggles can help us learn new skills. When your group had to start over, you did so with new information to help you during your next attempt. Deciding to try again using what you learned from an unsuccessful attempt is an example of being adaptive. Being adaptive means dealing with things as they happen in a positive way, using what we’ve learned from a failed attempt and other situations to try again in a new and different way. When we focus on being adaptive and what we have learned from struggles, rather than the struggle itself, it’s easier to move past feelings of frustration and anger that we might have. Sometimes when we focus on the negative feelings we feel because of struggles and failure, it can stop us from trying again and succeeding. It’s not always easy to try again, but when we do we build more skills that help us in a lot of ways including with our mental health.**







## Right Responses - Pathfinders

(Game modified based on "Ready, Set RESPOND!"; Social Skills Central)

In this game girls will explore how their feelings and emotions are linked to how they respond to a situation and how our responses impact others.

### Materials:

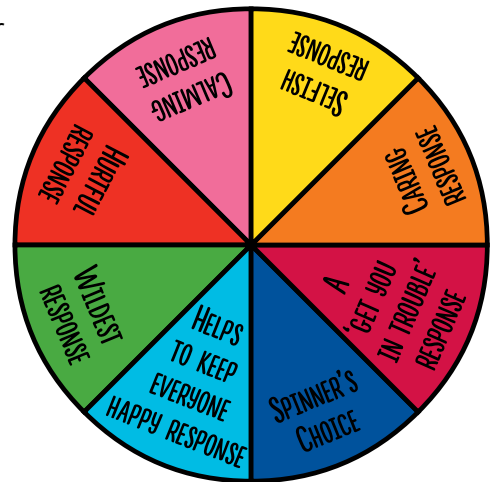
- Spinner – one per six girls (page 36)
- Set of Situation Cards – one set per six girls (page 37)
- Set of Response Cards – one sets per six girls (page 39)

Begin by explaining to girls that they are going to play a game that will allow them to explore how their emotions can influence how they respond to a situation, the different ways to respond to situations and understanding how their responses impact others.

Guiders will break girls into small groups of six. Each group will receive:

- Spinner
- Pencil
- Set of Situation Cards
- Set of Response Cards

Before girls begin to play, have them shuffle the situation cards and place them face down in the center of the group. They should also decide who will go first. The girl taking her turn first will shuffle the response cards and deal each girl five cards. The remaining cards are placed in a pile (face down) in the center of the group. Girls proceed with the game as follows.



### Playing the Game

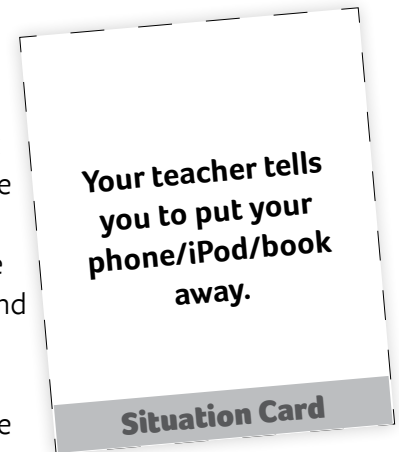
1. The girl whose turn it is will select the top card from the situation pile and read it to the group.
2. She will then spin a pencil on the spinner to determine the response category. She will read the category where the sharpened end of the pencil is pointing.
3. Group members review their response cards and place the one they think is the best response for the situation and category face down in the center of the group.
4. The girl taking her turn will collect all response cards (not paying attention to who placed what card) and read each one to the group and lead girls in discussing why each may or may not be a good response to the situation and possible outcomes of each response. Players can provide an explanation as to why they played the response they did.
5. The girl taking her turn will select the response card she believes to be the best option for the situation.



6. The girl who put down that card wins the round. She receives the situation card to keep track of rounds won.
7. Used response cards are placed at the bottom of the pile, and each girl selects a new response card from the top of the pile, so that they have five in their hand again.
8. Moving clockwise, the next girl takes her turn. The game continues in the same way as the previous round.
9. The game ends when one player receives four situation cards, or at any point of the group's choice.

## Other Game Notes

- If the spinner lands on Spinner's Choice the girl taking her turn can pick any of the categories on the spinner for that round or create a new one of her own.
- Guiders can create their own situations and responses using the blank versions of both cards. Any extras or ones that aren't being used can be removed from the sets.
- Guiders can remind girls that there are no right or wrong answers. The idea behind the game is to talk openly about the different responses and their possible outcomes.
- If a girl doesn't have a card in her hand that fits the situation and the response category, she can play the response that is closest to how she would react, or she can play a card she wants to get rid of.
- Some of the Situation Cards are 'YIKES' cards. These have situations on them that are funny or uncomfortable, but should be played in the same way.



Once all groups have finished playing the game, bring girls back together to talk about their experiences. Some of the questions Guiders may choose to include in this discussion may be:

- What was difficult about the game?
- What responses did you play based on your own feelings/emotions towards a situation?
- How do you think feelings and emotions can impact how we respond to different situations?
- What problem-solving techniques did you use when trying to decide what response card to play for a situation?
- Did you find any part of the game frustrating? How did you and your group deal with these feelings?
- How can you take what you learned from the game and apply it to your real life?



## Mail Me Some Positive - Pathfinders

This activity will allow girls time to reflect on their personal strengths and achievements and how this is connected to positive mental health. Girls will create positive message postcards to send to themselves with reminders of their strengths and achievements.

### Materials:

- Half sheet of card stock – one per girl OR post card template – one per girl (page 43)
- Markers, pencil crayons
- Pencils, pens
- Stamps – one per girl (if postcards will be mailed)

Guiders should collect the postcards at the end of the meeting. Postcards can be mailed to girls at a random time in the coming weeks. To avoid postage costs, Guider can hand them back to girls at a randomly chosen future meeting as girls are leaving for the evening.

Have girls share examples of things they do well or have accomplished. Ask girls if it's easy or hard to think of these things and why that might be. 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 these things is a good thing. Guiders can explain that **identifying the things we do well and things we have achieved, both big and small, help us keep good mental health. Especially when we feel sad, down or frustrated, remembering what our strengths are can help us shift our feelings and emotions by focusing on all that we can do and have done. This can sometimes give us the boost we need to keep going or start to feel better.**

Explain to girls that they are going to be creating and writing postcards to themselves. These postcards will have personal messages to themselves to remind them of the things they do well and what they have accomplished, both big and small. Let girls know they can write, draw and decorate them however they like. Be sure to have girls address the postcard to themselves.

Guiders can collect the postcards at the end of the activity and let girls know they will be mailed/handed back at a random point in the future. They can look forward to the surprise positive message in their mailbox or at the end of a future meeting!





## 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:

### More Than A Dot



(Modified based on “What About Me?” from *Flex Your Head*; Boys and Girls Clubs of Canada)

Girls will explore how stigma can be cause social exclusion and feelings of isolation.

### Materials:

- Multi-coloured stickers – each girl will require several
  - For round 1 and 2: two to four different colours
  - For round 3: three colours – 70% colour 1, 20% colour 2, 10% colour 3
  - For round 4: four colours – majority colour 1, one each colour 2, colour 3 and colour 4

To begin the activity, ask girls if they have ever heard of the word stigma. For those that have, invite them to share what they think it means and where/how they’ve heard it used. Depending on what girls know already, Guiders can explain that **stigma is when the majority of people label others as unacceptable because they are ‘different’ in some way. It happens when people have negative stereotypes of others. This may be communicated broadly, like through media (e.g., jokes on TV), or through a one-to-one conversation.**





Ask girls:

- Why might someone label another person as ‘different’?
- How might someone who is struggling with their mental health be labelled?
- How do you think being labelled, might make someone with mental health challenges feel?

### STICKER COLOURS FOR VARIOUS ROUNDS

**ROUND 1** – Four colours of stickers evenly distributed among all girls

**ROUND 2** – Girls will keep their stickers from round 1

**ROUND 3** – Three colours in the following quantities: 70% of colour 1, 20% of colour 2, 10% of colour 3; stickers are handed out randomly

**ROUND 4** – Four colours in the following quantities: all but three girls will receive colour 1, each of the remaining three girls will receive a unique colour; stickers are handed out randomly



#### Round 1

Have girls form a circle (facing out) or a line with their eyes closed. Place a sticker on each girl’s forehead (see Sticker Colours for Various Rounds above). While this is being done, explain that everyone is getting a sticker on their forehead and that when you tell the girls to open their eyes they will need to put themselves into groups so that everyone with the same colour sticker is together – without talking. Remind girls they will need to work together to ensure that everyone is in the correct group as they will be able to see each other’s sticker colour, but not their own. Have girls form their groups.

**NOTE:** In this round, girls will be forming groups with others who have the same colour sticker. All groups should be the same size. Each girl will be able to be part of a group.

#### Round 2

Explain that for round two girls need to form groups in which everyone has a different colour sticker. Have girls form their groups.

**NOTE:** In this round, girls will be forming different groups, with one girl representing each of the colours of stickers distributed for round one. Each girl will be able to be part of a group.



### Round 3

For this round, bring girls back to their circle/line for a new sticker (see Sticker Colours for Various Rounds, on previous page). When all girls have their stickers, ask them to form groups again with those girls who have the same colour sticker. When girls have formed their groups, have them look at the group sizes. Ask girls what they notice, and how they feel being part of the large, medium or small sized group.

**NOTE:** In this round girls will be forming groups of various sizes. Each girl will be part of a group.

### Round 4

For the final round, bring girls back to their circle/line one last time. Use the round four instructions for distributing new stickers (see Sticker Colours for Various Rounds, previous page). When girls all have their stickers, have them form groups again with those who have the same colour sticker. This time, not all girls will have a group. Watch for reactions of all girls as they make this realization.

**NOTE:** In this round girls will be forming groups of various sizes. Not all girls will have a group.

Have girls remove their stickers and come together for a short talk about the activity. Guiders can use the following questions to prompt girls in discussing the experience:

- How did you feel when you found a group that you could join?
- How did you feel when you couldn't find a group to join right away? Was anyone afraid there might not be a group for them?
- If you couldn't join the group you wanted, how did it make you feel when you were left out or rejected?
- What did you think in the last round when some girls didn't have a group? (Be sure to hear from girls that were in the group and girls who were on their own.)
- Have you ever had an experience that was similar to this activity? Have you heard of any in the media? (Have girls who are willing to do so share their experiences.)
- How might this activity relate to the stigma faced by those struggling with their mental health or a mental illness?
- What are some of the things we can do to help them feel more included?
- What are some things we can do to help others understand that those struggling with mental health and/or mental illness are more than a diagnosis and/or a label?



To wrap up the discussion, Guiders can share with girls that **feeling like we belong and are included in various groups (family, friends, school, community, society, etc.) is very important to our mental health. Because of how people are stigmatized over their mental health/illness struggles, many times they are excluded from having a meaningful role and meaningful participation in these groups. Remember to consider how you are helping to support people struggling to remain included and to ensure that we are all helping to break down the barriers that stigma creates.**



## That's Taboo - Pathfinders

(Modified based on "Taboo" game; Hasbro)

Girls will play a game of Taboo to focus on how the use of language can be hurtful and increase mental health stigma.

### Materials:

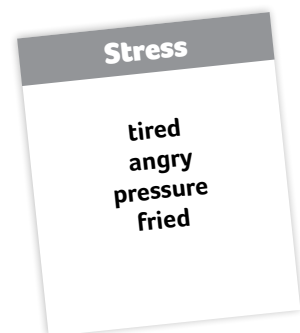
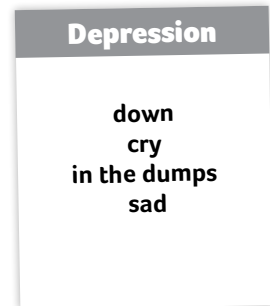
- Taboo Cards – one set per group (page 44)
- Noise maker – one per group
- One minute timer – one per group (girls may want to use their phones for this)

To begin the activity, 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 **stigma is when the majority of people label others as unacceptable because they are 'different' in some way. It happens when people have negative stereotypes of others. This may be communicated broadly, like through media (e.g., jokes on TV), or through a one-to-one conversation. 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 have mental illness.**

Ask girls if anyone has ever played Taboo before, and explain that they will be playing Taboo with a twist – they will be playing mental health taboo.

- The girl with the card will have to try and get their team members to say the bolded word(s) at the top of the card.
- The girl cannot say the taboo words that are listed on the card or any part of the word(s) in bold.
- If the girl with the card uses one of the taboo words, a girl monitoring her will use their noise maker to inform her she's said a taboo word and the girl has to move onto the next card.
- Girls can pass on any cards they find too difficult.
- Teams will have one minute to complete as many cards as possible.
- Teams will get one point for each word they guess correctly without saying any of the taboo words.







Guiders can break girls into groups of six to eight. Each group will need a noise maker, a timer, and a set of Taboo Cards. Within their groups girls will form two teams. A girl on Team A will be the card reader first. Girls on Team B can be responsible for timing and monitoring to ensure the girl reading the card does not use any of the taboo words. Girls can play the game as long as they like or until they have used all of the cards.

Once the game has finished, Guiders can bring all girls back together to share their experiences. Guiders may choose to include any of the following questions in their experience sharing with girls:

- What was hard about this activity?
- What words did you want to use that were listed as taboo? Had you ever considered these words to be taboo before?
- Were there any words that you thought should have been considered taboo?
- How do you feel when people say unkind things about you or label you?
- Have you ever called out someone else for using hurtful words? What strategies have you used to do this?
- Why might language be hurtful and stigmatizing to someone struggling with their mental health or mental illness?
- What do you think is needed to help stop mental health stigma?
- What are some things you can do each day to stop stigma?

## Guest Speaker- Pathfinders

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](http://girlguides.ca).

## Mental Health Posters- Pathfinders

Girls create their own posters with positive mental health messages to build acceptance and end stigma.

### Materials:

- Poster paper – one for group brainstorm; one per girl for their posters
- Markers, pencil crayons
- Paint, brushes
- Pencils
- Various other art materials

To begin the activity, Guiders can ask 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 used. Depending on what girls know already, Guiders can explain that **stigma is when the majority of people label others as unacceptable because they are 'different' in some way. It happens when people have negative stereotypes of others. This may be communicated broadly, like through media (e.g., jokes on TV), or through a one-to-one conversation.**

Ask girls to brainstorm things they can do each day to help take a stand against stigma and build awareness about mental health. Part of the discussion can include positive messages and language girls can use to help promote acceptance, understanding and inclusion. Guiders may want to record these on poster paper for girls to refer to later.

Girls will create their own mental health awareness posters with a message of their choice on it. Messages can focus on promoting understanding, sharing facts and information about mental health, acceptance and ending stigma towards mental health. Girls can refer back to their brainstorming list, create their own positive messages or consider the list below.

- Almost 1 in 5 young people in Canada live with mental health disorders
- 3.2 million youth aged 12-19 are at risk for developing depression
- Only 1 in 5 children in Canada who need mental health services ever receive professional help
- Stop mental health stigma
- There is always hope



- Pain is real but so is hope
- Don't let your struggle become your identity
- Mighty Minds
- Stay strong
- Stigma is real
- Keep talking about mental health
- Labels are for jars, not people
- Break the silence

Guiders may want to provide more time in a future meeting to allow girls to complete their posters. When their posters are complete, girls can ask for permission to hang their posters in locations where they will be visible to others. Locations girls may want to consider could include:

- Schools
- Community centres
- Sports facilities
- Unit meeting space





≡ **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

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## Theme 2: Resiliency

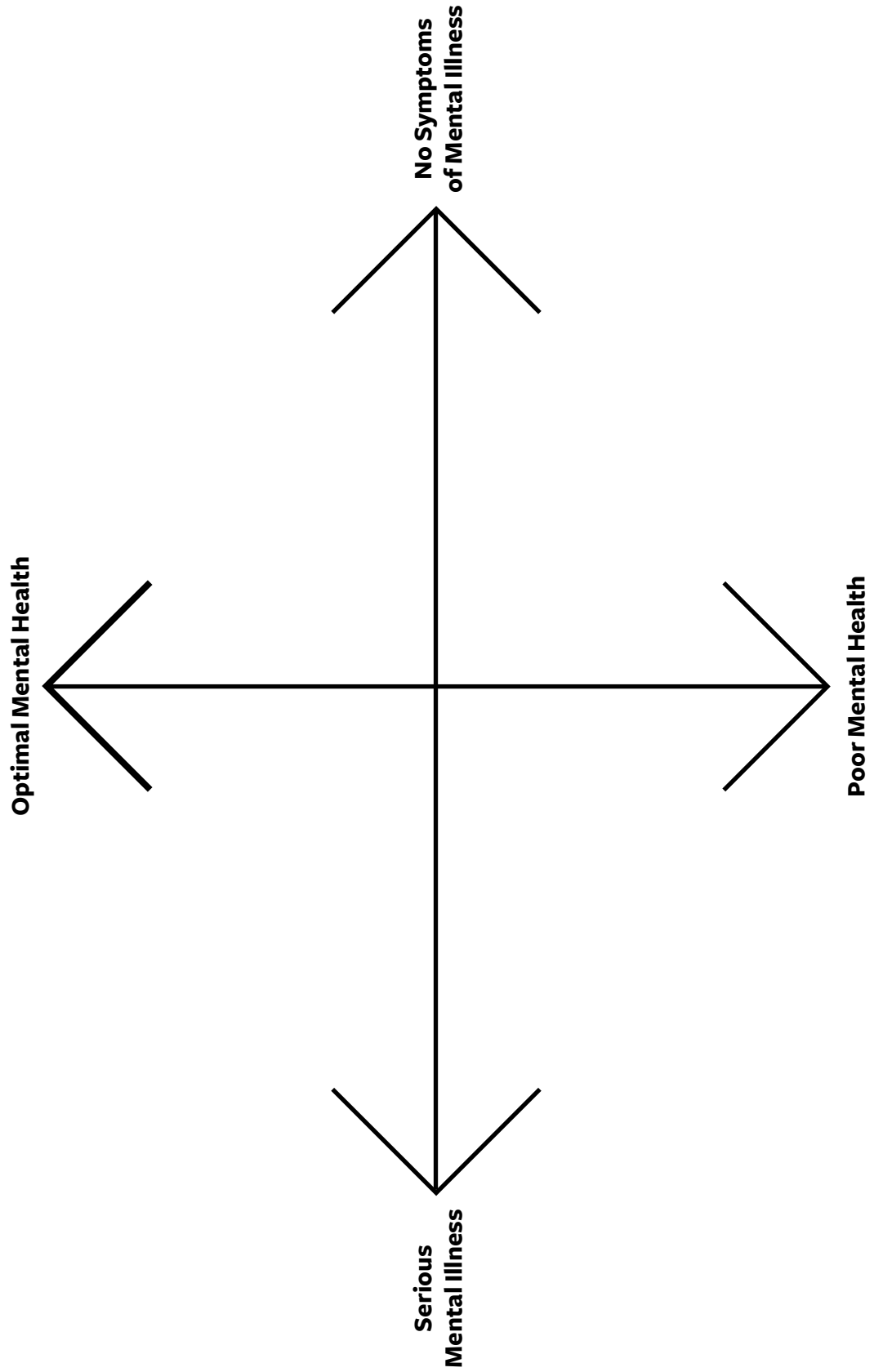
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## Mental Health/Mental Illness Continuums Poster






# Pocket Card

Scissors icon on the left side of the top section.

Girl Guides of Canada / Guides du Canada logo and text in the top left corner of the top section.



Self-Support and Supporting Others

Five horizontal lines for writing, each ending in a colored dot (purple, yellow, orange, red, green).

Fold Line

**Extra Support and Help**

**National Supports**

**Kids Help Phone:** (24/7, free, anonymous, confidential, youth 5-20)  
1-800-668-6868 or [www.kidshelpphone.ca](http://www.kidshelpphone.ca)

**Canadian Mental Health Association (CMHA)**  
[www.cmha.ca](http://www.cmha.ca) or Find Your Local CMHA - [www.cmha.ca/get-involved/find-your-cmha/](http://www.cmha.ca/get-involved/find-your-cmha/)

**Local Supports**

Three horizontal lines for writing.

Scissors icon on the right side of the bottom section.

Fold Line





## Stations of Support – Activities

### Basic Controlled Breathing

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

1. Sit or stand in a relaxed position. You may choose to close your eyes, or keep them open.
2. Slowly inhale through your nose as you count slowly to five in your head. As you breathe, concentrate on letting your abdomen expand, keeping your shoulders lowered in a relaxed position. (It may be helpful for younger girls to put a hand on their stomach so they can feel their abdomen expand.)
3. Pause for one or two seconds.
4. Slowly breathe out through your mouth as you count to eight in your head.

Repeat a few times for stress/anxiety relief or longer as a mini meditation. Remember, if your thoughts wander, bring them back to focus on your breathing.

## 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://www.coloringcastle.com/mandala_coloring_pages.html)

<http://printmandala.com/>

[http://www.coloring-book.info/coloring/coloring\\_page.php?id=209](http://www.coloring-book.info/coloring/coloring_page.php?id=209)

## Mindfulness : Savouring the Taste

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

### Materials:

- Two of something small for everyone to eat (small squares of chocolate, grapes, raisins, etc.). Be sure to check with girls for food allergies and dietary restrictions in advance.

Have girls sit in a comfortable position. Distribute one food item to all the girls and tell them they can eat it. Ask girls to comment on the taste, feel, texture, temperature and smell of the food item. Girls may provide general comments, too.

Distribute a second food item. This time tell girls they need to wait to eat the item. Have girls close their eyes if they are comfortable. When all girls have the second food item, read the following to the group. (This paragraph was written with a square of chocolate in mind. If using a different food item, adjust as needed.) Girls should not respond to the questions within the paragraph, but simply think about how they would answer.

Hold your chocolate square in your hand. Feel the weight and shape of your chocolate. Bring it to your nose. Smell the chocolate. How does it smell? Is your mouth watering? Now, with your eyes still closed, place the chocolate in your mouth and let it rest on your tongue. Can you taste the chocolate? Where on your tongue can you taste it? Feel the texture of the chocolate as it begins to melt. Can you still smell it? What temperature is the chocolate? As the chocolate rests in your mouth, think of the cocoa bean it started as. Can you imagine what that bean might have looked and felt like? Notice the chocolate in your mouth again.



Is it still on your tongue or has it moved to another area of your mouth. With your eyes closed, swallow the chocolate. Think about the chocolate moving down your throat and into your stomach. Can you feel this? When you're ready, open your eyes.

Talk with girls about how this second experience was different from the first and from how they may normally eat this food item. Have girls comment on what they learned from eating the food item mindfully. Discuss what else girls can do in their lives “mindfully” (for example, focusing on their actions in the moment, or information from their other senses – touch, sound, smell, etc.) and the differences they could experience in their lives if they lived more “mindfully.”

## Support Mural

### Materials:

- Long length of craft paper
- Markers, pencil crayons
- Paint and brushes (optional)
- Other artistic materials
- Tape

Hang a long length of craft paper on a wall. Allow girls to artistically create a mural of ways they can provide mental health support to someone else. If girls are having difficulty, some of the following ideas may help get them started:

- Call just to check in
- Listen without judgement
- Tell them you're here for them
- Take what they say seriously
- Respect their wishes





## Yoga Poses



**Easy pose or seated meditation**



**Cat pose**



**Cow pose**



**Seated forward bend**



**Child's pose**



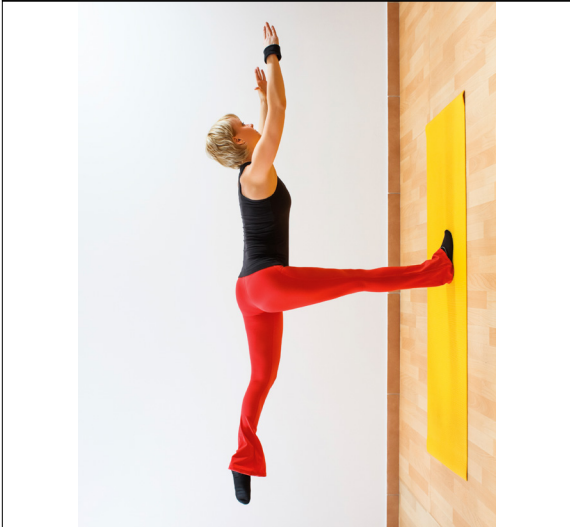
**Tree pose**



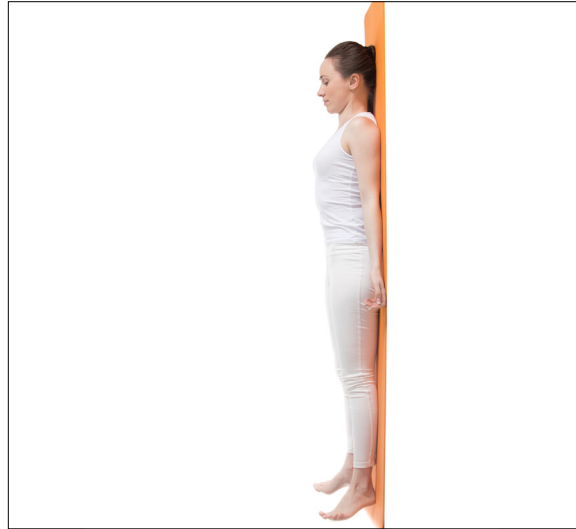
**Standing forward bend**



**Legs up the wall pose**



**Warrior III**



**Corpse pose**



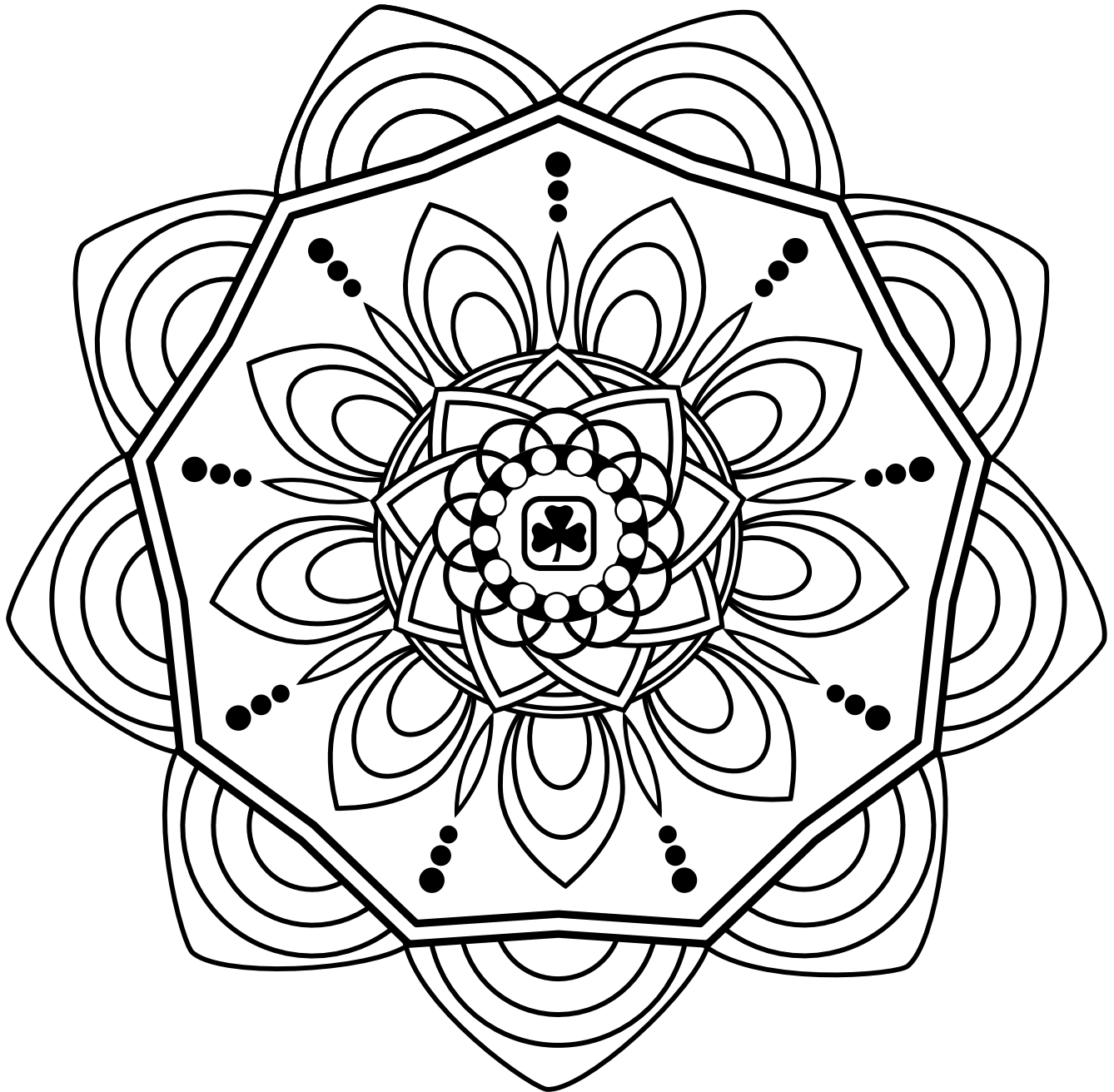
**Extended triangle pose**



**Downward dog**

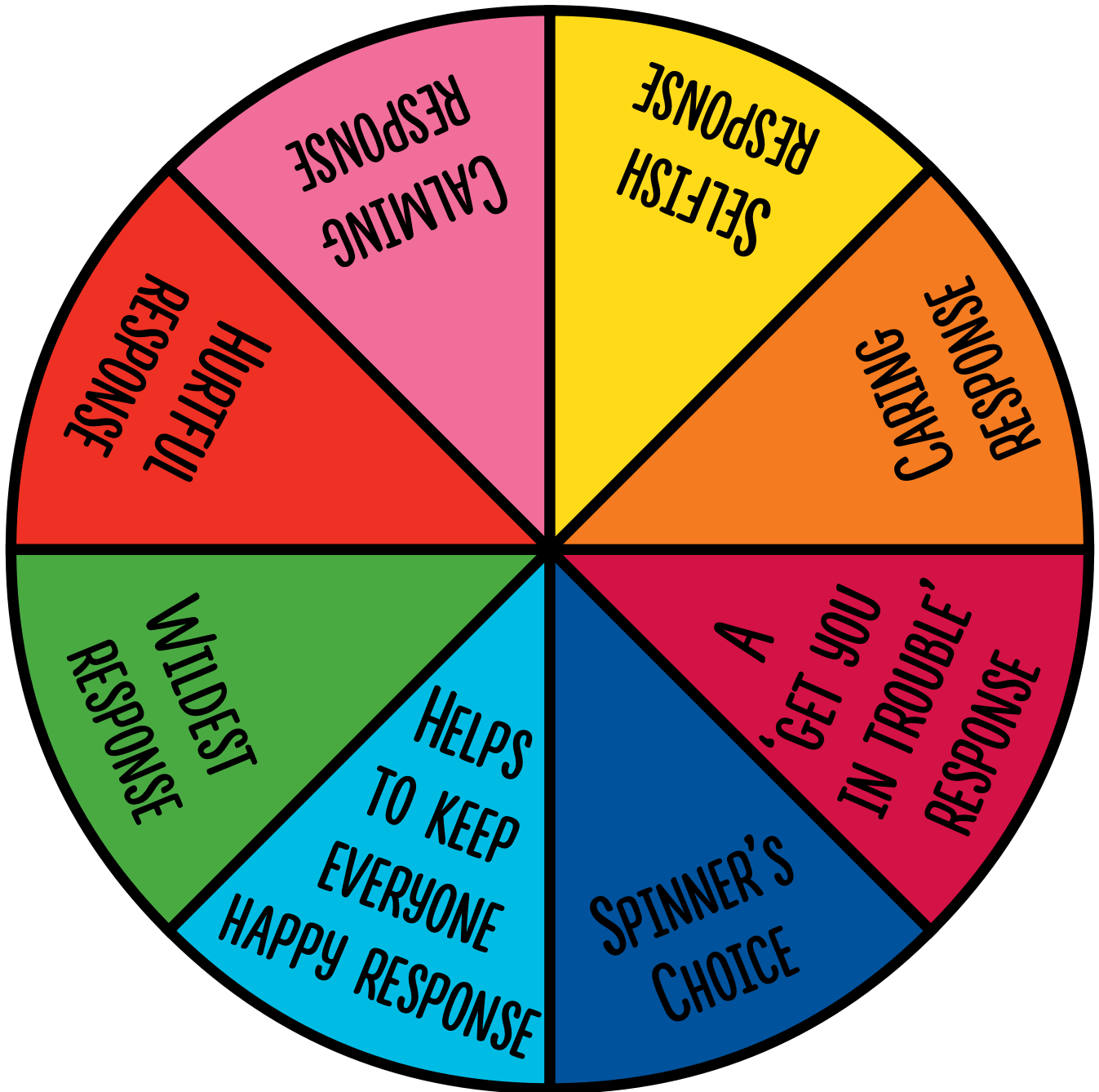


# GGC Mandala







# Spinner







## Situation Cards

 <p>Your teacher tells you to put your phone/iPod/book away.</p>	<p>Your teacher tells you to stop talking to your classmate.</p>	<p>Your teacher asks you to stop being disruptive.</p>	<p>Your teacher asks you to please help clean up the classroom.</p>
<b>Situation Card</b>	<b>Situation Card</b>	<b>Situation Card</b>	<b>Situation Card</b>
<p>Your teacher tells you to stay after class.</p>	<p>Your teacher tells you to leave the classroom.</p>	<p>Your teacher asks you to raise your hand if you want to speak.</p>	<p>Your parent tells you to put your phone/iPod/book away during dinner.</p>
<b>Situation Card</b>	<b>Situation Card</b>	<b>Situation Card</b>	<b>Situation Card</b>
<p>Your parent asks you to please make your bed.</p>	<p>Your parent asks you to walk the dog.</p>	<p>Your parent tells you to do your homework.</p>	<p>Your parent tells you to stop bothering your sibling.</p>
<b>Situation Card</b>	<b>Situation Card</b>	<b>Situation Card</b>	<b>Situation Card</b>
<p>Your parent tells you to clean your room.</p>	<p>Your parent tells you to turn off the TV/game system.</p>	<p>Your parent tells you your friend has to go home now.</p>	<p>Your friend asks to borrow something of yours.</p>
<b>Situation Card</b>	<b>Situation Card</b>	<b>Situation Card</b>	 <b>Situation Card</b>



Your friend asks to have a turn with your game system.

Your friend says they want to watch a different movie.

Your friend says they want to play a different game.

Your friend asks if you want to know a secret.

**Situation Card**

**Situation Card**

**Situation Card**

**Situation Card**

Your friend suggests something different to do.

**YIKES!**  
You trip up the steps at school.

**YIKES!**  
Someone throws a crumpled up paper at your head.

**YIKES!**  
You get challenged to break a school rule.

**Situation Card**

**Situation Card**

**Situation Card**

**Situation Card**

**YIKES!**  
You spill your drink on your friend.

**YIKES!**  
You step in dog poop.

**YIKES!**  
Someone starts speaking to you in a language you don't understand.

**YIKES!**  
Your friend has food stuck in their teeth.

**Situation Card**

**Situation Card**

**Situation Card**

**Situation Card**

**YIKES!**  
Your cat/dog throws up on the floor.

**YIKES!**  
Someone spills a drink on you.

**YIKES!**  
Your friend falls on their face.

**YIKES!**  
You drop all your books in the crowded school hallway.

**Situation Card**

**Situation Card**



**Situation Card**

**Situation Card**









## Situation and Response Cards

 <b>YIKES!</b> Someone trips you in the crowded mall.			
	<b>Situation Card</b>	<b>Situation Card</b>	<b>Situation Card</b>
			<b>TELL THE TRUTH – be honest</b>
<b>Situation Card</b>	<b>Situation Card</b>	<b>Situation Card</b>	<b>Response Card</b>
<b>BEG – plead</b>	<b>REFUSE TO COOPERATE – do the opposite</b>	<b>INSIST THAT YOU KNOW BEST – ignore other options</b>	<b>STOP AND THINK – pause to reflect on the situation</b>
<b>Response Card</b>	<b>Response Card</b>	<b>Response Card</b>	<b>Response Card</b> 



 <p><b>CRY</b> – weep, sob, shed tears</p>	<p><b>STAY QUIET</b> – remain silent</p>	<p><b>GET ANGRY</b> – fume, mad, furious</p>	<p><b>ANSWER BACK</b> – respond in anger</p>
<b>Response Card</b>			
<p><b>THROW A TANTRUM</b> – get loudly upset, draw attention to yourself</p>	<p><b>LISTEN</b> – pay attention to others</p>	<p><b>YELL</b> – express yourself loudly</p>	<p><b>AVOID</b> – keep away</p>
<b>Response Card</b>			
<p><b>CONSIDER THE OTHER PERSON'S FEELINGS</b> – think about how others feel</p>	<p><b>ASK WHY</b> – question</p>	<p><b>BOAST</b> – brag, show off</p>	<p><b>TAUNT</b> – tease, jeer</p>
<b>Response Card</b>			
<p><b>DISAGREE</b> – oppose, conflict</p>	<p><b>ASK FOR HELP</b> – request assistance</p>	<p><b>MAKE A JOKE</b> – say something funny, lighten the mood</p>	<p><b>SAY “NO”</b> – refuse</p> 
<b>Response Card</b>			



 <b>EXPLAIN</b> – give details, make clear	<b>IGNORE</b> – pay no attention	<b>PAUSE</b> – take a step back	<b>LAUGH</b> – chuckle, express amusement
<b>Response Card</b>	<b>Response Card</b>	<b>Response Card</b>	<b>Response Card</b>
<b>COMMUNICATE</b> – talk, exchange words	<b>COMPLAIN</b> – whine, criticize, find fault	<b>REFUSE</b> – shout, scream	<b>COMPROMISE</b> – cooperate, negotiate
<b>Response Card</b>	<b>Response Card</b>	<b>Response Card</b>	<b>Response Card</b>
<b>WALK AWAY</b> – flee, depart, vanish	<b>DO NOTHING</b> – don't respond in any way	<b>BREATHE</b> – inhale, exhale	<b>WALK AWAY</b> – flee, depart, vanish
<b>Response Card</b>	<b>Response Card</b>	<b>Response Card</b>	<b>Response Card</b>
<b>DO NOTHING</b> – don't respond in any way	<b>BREATHE</b> – inhale, exhale	<b>APOLOGIZE</b> – say sorry, make amends	<b>GIVE A DECEITFUL ANSWER</b> – be dishonest, mislead 
<b>Response Card</b>	<b>Response Card</b>	<b>Response Card</b>	<b>Response Card</b>



**CHANGE THE SUBJECT – switch the topic of conversation**

**ARGUE – fight, disagree, bicker**

**EMBARRASS THE OTHER PERSON – humiliate, make self-conscious**

**SUGGEST ALTERNATIVE – propose something different**

**Response Card**

**Response Card**

**Response Card**

**Response Card**

**OBEY – follow instructions, do as you are told**

**MOCK – tease, make fun**

**SAY “IN 10 MINUTES” – try to extend your activity**

**LIE – say something untrue**

**Response Card**

**Response Card**

**Response Card**

**Response Card**

**ASK FOR MORE TIME – try to extend your activity**

**DEMAND AN ALTERNATIVE – insist on something different**

**ASK A QUESTION – inquire**

**Response Card**

**Response Card**

**Response Card**

**Response Card**

**Response Card**

**Response Card**

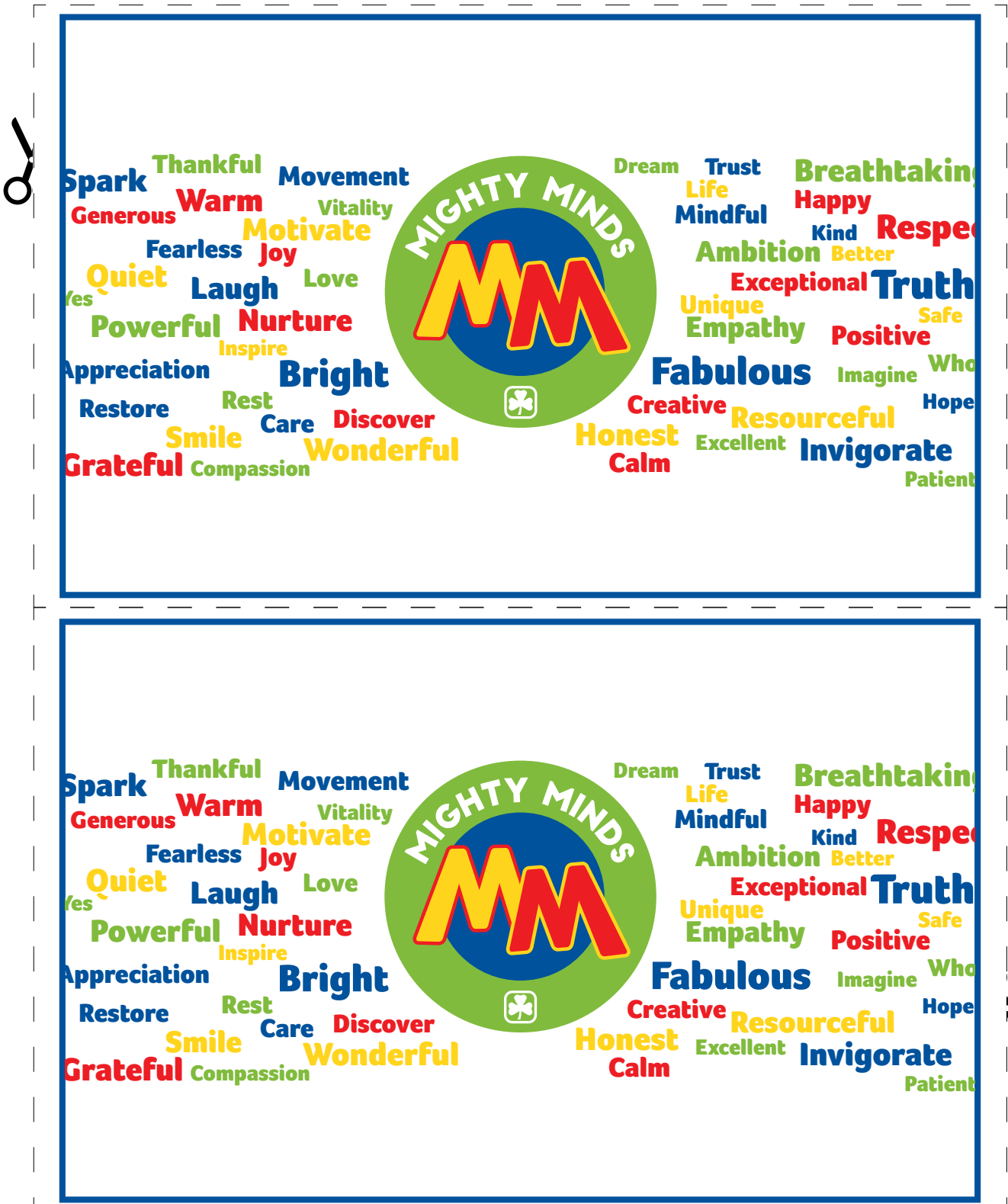
**Response Card**

**Response Card**





## Postcard Template







## Taboo Cards

Depression	Schizophrenia
<p>down cry in the dumps sad</p>	<p>schizo crazy paranoid spaz</p>
Mental Health	Mental Illness
<p>emotional crazy illness sick</p>	<p>crazy insane disturbed psycho</p>



## Anxiety

**stressed**  
**anxious**  
**nervous**  
**worried**

## Psychosis


**crazy**  
**insane**  
**delusional**  
**cuckoo**

## Mood Disorder

**moody**  
**irritable**  
**temper**  
**unstable**

## Sad

**unhappy**  
**cry**  
**tear**  
**upset**





## Confused

crazy  
nuts  
head case  
messed up

## Obsessed

OCD  
neurotic  
fixated  
perfectionist

## Different

weird  
strange  
freak  
loser

## Dementia

demented  
insane  
forgetful  
losing it





## Hysteria

**violent**  
**crazy**  
**unstable**  
**flip out**

## Isolated

**depressed**  
**friendless**  
**sad**  
**loner**

## Stress

**tired**  
**angry**  
**pressure**  
**fried**

## Self-injury

**suicidal**  
**attention seeking**  
**dangerous**  
**cutter**





<b>Stupid</b>	<b>Therapy</b>
<p>dumb idiot retarded moron</p>	<p>treatment medicated institution help</p>
<b>Psychologist</b>	<b>Eating Disorder</b>
<p>therapist quack doctor shrink</p>	<p>anorexia bulimia skinny throw-up</p>