



## Unwind Your Mind: Mental Health Awareness Patch

Created by McKinley Kirk for her Gold Award Project

Mental health involves our emotional, psychological, and social well-being. It affects how we think, feel and act. It also helps determine how we handle stress, relate to others and make choices.

### Daisies must complete:

- 2 Discover activities
- 1 Connect activity
- 2 Take Action activities

### Brownies and Juniors must complete:

- 2 Discover activities
- 2 Connect activities
- 2 Take Action activities

### Cadettes, Seniors and Ambassadors must complete:

- 3 Discover activities
- 3 Connect activities
- 3 Take Action activities

View all the suggested Discover, Connect, and Take Action activities below for each Girl Scout level on pages 2 & 3. Activity descriptions and details can be found on pages 4-21

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Upon completion of the program, girls can purchase the patch from our Shop. To purchase the patches, the Council Program Patch Order Form must be completed and submitted with order or brought to the Council Shop. Questions? Contact [program@girlscouts-ssc.org](mailto:program@girlscouts-ssc.org)



### Daisies:

#### **Discover:**

- Read children's book
- Go for a walk
- Practice breathing exercises
- Coloring
- Work on body movement

#### **Connect:**

- Emotion discussion
- Compliment activity

#### **Take Action:**

- Create a glitter jar
- Make a stress ball
- Focus on getting emotions out
- Build a bracelet
- Create a calming box
- Discussion of personal happiness

### Brownies:

#### **Discover:**

- Read children's book
- Go for a walk
- Practice breathing exercises
- Coloring
- Work on body movement

#### **Connect:**

- Emotion discussion
- Compliment activity
- List of positive qualities
- Identify your support system

#### **Take Action:**

- Create a glitter jar
- Make a stress ball
- Build a bracelet
- Create a calming box
- Create a journal

### Juniors:

#### **Discover:**

- Go for a walk
- Practice breathing exercises
- Create a happiness picture
- Work on body movement
- Create a "My Life Tree"
- Research "worry time" and "I-messages"

#### **Connect:**

- Emotion discussion
- Compliment activity
- List of positive qualities
- Identify your support system
- Compliment activity

#### **Take Action:**

- Practice GLAD
- Create a glitter jar
- Make a stress ball
- Discussion of personal happiness
- Create a calming box
- Create a journal
- Talk with a mental health professional



### Cadettes:

#### **Discover:**

- Create a positive affirmation picture
- Practice meditation
- Practice yoga
- Create a “My Life Tree”
- Research “worry time” and “brain dump”
- Take a stress test

#### **Connect:**

- Discussion of feelings wheel and core emotions
- Discussion of mental illnesses
- Discussion of stigma
- Discussion of relationships
- Discussion of coping mechanisms
- Compliment activity

#### **Take Action:**

- Practice RAIN
- Practice GLAD
- Talk with a mental health professional
- Decorate a journal
- Complete mental health bingo
- Create a self-care checklist
- Complete an act of kindness
- Build a worry/calming box

### Seniors:

#### **Discover:**

- Create a positive affirmation picture
- Research “worry time” and “brain dump”
- Create a “My Life Tree”
- Take a stress test
- Practice meditation
- Practice yoga

#### **Connect:**

- Discussion of feelings wheel and core emotions
- Discussion of mental illnesses
- Discussion of stigma
- Discussion of relationships
- Discussion of coping mechanisms

#### **Take Action:**

- Practice RAIN
- Practice GLAD
- Talk with a mental health professional
- Decorate a journal
- Create a mood tracker
- Complete mental health bingo
- Create a self-care checklist
- Complete an act of kindness
- Build a worry/calming box

### Ambassadors:

#### **Discover:**

- Create a positive affirmation picture
- Research “worry time” and “brain dump”
- Create a “My Life Tree”
- Take a stress test
- Practice meditation

#### **Connect:**

- Discussion of feelings wheel and core emotions
- Discussion of mental illnesses
- Discussion of stigma
- Discussion of relationships

#### **Take Action:**

- Practice RAIN
- Practice GLAD
- Talk with a mental health professional
- Decorate a journal
- Create a mood tracker
- Complete mental health

## Discover Activities:

1. **Read Children s book on mental health:** Learn about the basics of mental health.



### Book Suggestions:

- “There’s A Bully In My Brain”
- “Don’t Feed the Worry Bug” by Andi Green
- “Chrysanthemum” by Kevin Henkes
- “In My Heart: A Book of Feelings” by Jo Witek
- “When Sophie Gets Angry- Really, Really Angry...” by Molly Bang
- “Blueloon” by Julia Cook

2. **Go for a walk:** Practice body awareness.

- Practice awareness of the 5 senses: sight, smell, touch, hearing, taste
- Focus on body awareness: How do your muscles feel as you walk? Do you feel relaxed? Do you feel happy? Is this something you could do in the future to release your feelings?

3. **Practice breathing exercises:** Practice breathing as a calming technique.

### Materials

- Bubbles (Optional)

### Instructions

1. Try a few different breathing exercises. Here are some options:
  - **Box breathing:** Inhale for 4 seconds, hold your breath for 4 seconds, then exhale for 4 seconds
  - **4-7-8 breathing:** Inhale for 4 seconds, hold your breath for 7 seconds, then exhale and make a whoosh sound as you release your breath for 8 seconds
  - **Bubbles:** Blow bubbles in “slow-motion” to work on deep breathing



2. Discuss how breathing exercises might help to calm your Girl Scout. How do the exercises make you feel? Do you feel more relaxed? Do you feel happier? Will this help you to calm down in the future?

**4. Coloring:** Express yourself and your emotions in a healthy way. Do some coloring to express yourself and your emotions.

**Materials**

- Coloring pages
- Markers/colored pencils/crayons

**Instructions**

1. Print some coloring pages out to use. You can access free coloring pages here: <https://www.online-coloring.com>
2. Have your Girl Scout color and express themselves and their emotions!

**5. Work on body movement:** Practice body relaxation.

- Tense & Release: Tense muscles and then release, repeating with feet, legs, stomach, hands
- Focus on relaxation and how your body feels when you are moving it.
- Practice stretches following one of the videos.
- (Daisies, Brownies) Strengthen your Focus: GoNoodle
- <https://www.youtube.com/watch?v=0vuaCHEAs-4>
- (Daisies, Brownies, Juniors) Brain Break: Stretching
- <https://www.youtube.com/watch?v=0L3W0pcHU50>
- (Daisies, Brownies) Yoga for Kids: Unicorn Yoga
- [https://www.youtube.com/watch?v=DYbwE1HD9\\_8](https://www.youtube.com/watch?v=DYbwE1HD9_8)



**6. Create a happiness picture:** Express yourself in a healthy way.

**Materials**

- Paper
- Markers/colored pencils/crayons

**Instructions**

1. Paint or draw a picture of something that makes you happy/that you are grateful for.
2. Place the picture in a spot you will see it often.

**7. Learn about “worry time” and “I-messages”:** Practice healthy coping mechanisms.

- Look up what “worry time” is and discuss how it might be helpful for you. Do you worry often? Do you feel that your worry consumes you? How do you deal with your worries? Would it be helpful to set aside a specific time to worry?
- Look up what an “I-message” is and discuss how you can use it when talking to family members/friends/Girl Scout sisters. Would this help you to be more nice when talking to others? Do you think it is hard to speak using “I-messages”?

**8. Create a positive affirmation picture:** Work to boost self-esteem.

*A positive affirmation is a positive statement you say to yourself to challenge negative and self-sabotaging thoughts.*

**Materials**

- Paper
- Markers/colored pencils/crayons

**Instructions**

1. Create a painting, drawing, sketch, collage, etc.
2. Include a positive affirmation on your picture, for example: “I am beautiful”, “I am enough”, “I am an amazing friend”, “I am strong”, “I am brave”
3. Put the picture in a place you will see it often (near your bed, on your bathroom mirror) and repeat it to yourself when you feel like it.

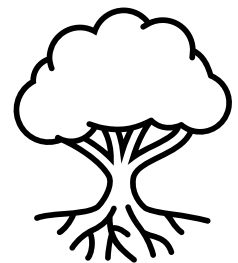
**9. Create a “My Life Tree”:** Identify what makes you happy.

**Materials**

- Paper
- Markers/colored pencils/crayons

**Instructions**

1. Draw a tree of any kind.
2. Draw circles around the tree.







3. In each circle, write: Your favorite place, your favorite activity to do, your favorite items, a person you like to talk to when you're upset, a positive quality about yourself

4. With your troop/family/friends, discuss how you can use the "My Life Tree" to help you find ways to make yourself feel better when you are upset. Did you learn anything about yourself? Why is it important to know what makes you happy? Why is it important to know who is in your support system? Is your "My Life Tree" similar to your family members/friends/Girl Scout sisters? When you are feeling down, how can you use your "My Life Tree" to determine what you can do to make yourself feel better?

## 10. Take a stress test: Recognize your own level of stress.

- **(Cadettes)** <https://www.meettheself.com/stress-quiz-for-kids/>
- **(Seniors, Ambassadors)** <https://www.bemindfulonline.com/test-your-stress>
  - After receiving your score from the stress test, share your score with your troop/family/friends, if you feel comfortable. Discuss why it might be helpful to know your stress level.
- **(Cadettes)** Are you surprised by your score? Was it a higher or lower score than you expected? How does your stress score compare to your family/friends/Girl Scout sisters? How is this test helpful in determining if you need to reduce your stress?
- **(Seniors)** Are you surprised by your score? Was it a higher or lower score than you expected? How does your stress score compare to your family/friends/Girl Scout sisters? How is this test helpful in determining if you need to reduce your stress? How will you try to reduce your stress? What are techniques you use currently to reduce your stress level? Are there any new techniques you could try to reduce your stress level?
- **(Ambassadors)** Are you surprised by your score? Was it a higher or lower score than you expected? How does your stress score compare to your family/friends/Girl Scout sisters? How is this test helpful in determining if you need to reduce your stress? How will you try to reduce your stress? What are techniques you use currently to reduce your stress level? Are there any new techniques you

could try to reduce your stress level? Is your stress level unhealthy? How do you know?

**11. Practice meditation:** Practice mindfulness to boost your mental health.

- Discuss meditation with your troop/family/friends. Have you ever tried meditation? Do you think it would help you to reduce stress?
- Try meditation: follow a meditation video online or use a meditation app.
- (Cadettes) 3 Minute Body Scan [https://www.youtube.com/watch?v=ih-wcw\\_ofuME](https://www.youtube.com/watch?v=ih-wcw_ofuME)
- (Cadettes) 5 Minute Meditation || Relaxation [https://www.youtube.com/watch?v=HK\\_cbpnzGqI](https://www.youtube.com/watch?v=HK_cbpnzGqI)
- (Seniors, Ambassadors) 5 Min. Meditation You Can Do Anywhere <https://youtube.com/watch?v=inpok4MKVLM>
- (Seniors, Ambassadors) 5 Minute Meditation for Positive Energy <https://www.youtube.com/watch?v=C5L8Z3qA1DA>
- Meditation apps: Ten Percent Happier, Headspace, Calm, Shine
- Reflect on your meditation. Did you enjoy the meditation? How do you feel afterwards? Do you feel lighter and less stressed? Is this something you could do in the future to calm yourself? How else could you practice being mindful? Could you go for a walk to practice mindfulness? Could you spend time off of technology to practice mindfulness? Could you list 5 things from each of the 5 senses that bring you joy?



**12. Practice yoga:** Practice mindfulness to boost your mental health.

- Discuss yoga with your troop/family/friends. Have you ever tried yoga? Do you think it would help you to reduce stress and practice mindfulness?
- Try yoga: follow a guided yoga video online or use a yoga app
- Yoga videos:
  - **(Cadettes, Seniors, Ambassadors)** 5 Minute Morning Yoga – Yoga with Adrienne <https://www.youtube.com/watch?v=4C-gxOE0j7s>
  - **(Cadettes, Seniors, Ambassadors)** Quick Stress Fix-Yoga with Adrienne <https://www.youtube.com/watch?v=jOfshreyu4w>
  - **(Seniors, Ambassadors)** 15 min Yoga Full Body Stretch & Deep Relaxation-Yoga with Bird <https://youtube.com/watch?v+5Ju3XvZ6S1Q>
- Yoga apps: Yoga Studio, Glo, Yoga Time, Simply Yoga
- Reflect on your yoga session. Did you enjoy doing yoga? How do you feel now? Do you feel calmer? Could you do yoga more often to calm yourself?

**13. Research “worry time” and a “brain dump”:** Practice anxiety relief techniques.

- Look online for the definition of “worry time” and discuss with your troop/family/friends how worry time might benefit you.
  - a. Do you worry often?
  - b. Do you feel that your worry consumes you?
  - c. How do you deal with your worries?
  - d. Would it be helpful to set aside a specific time to worry?
- Look online for a description of a “brain dump” and discuss with your troop/family/friends if doing a “brain dump” would be helpful for you.
  - a. Have you tried doing a “brain dump before”?
  - b. Do you often feel overwhelmed by your thoughts?
  - c. Do you ever make to-do lists or journal?
  - d. Do you think it would be hard to write your thoughts down, without stopping?
  - e. Would it be beneficial to write down all your thoughts?
  - f. Would it be helpful to make a to-do list?

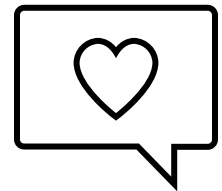


- g. When could you use the “brain dump” technique?
- Practice setting aside a time to worry.
- Practice doing a “brain dump”. Write down all the thoughts you have for one minute, without stopping.

## Connect Activities:

### 1. **Compliment activity:** Practice kindness with others.

Choose from one of the compliment activities to practice being kind to others and to yourself. Kindness can be used to boost your mental health and self-esteem.



**(Daisies, Brownies)** Simple Compliment activity:

- Tell them how much you appreciate their friendship, or that you like their shoes, or that you think they are a nice person.

**(Juniors)** Body outline activity:

#### **Materials**

- Big piece of paper (preferably big enough to trace your Girl Scout's body)
- Markers/colored pencils/crayons
- Stickers (Optional)

#### **Instructions**

1. On a big piece of paper, lay down and have someone outline your body with a marker.
2. Feel free to decorate the outline of your body. Draw around the outline or add stickers.
3. Have family members/friends/Girl Scout sisters write compliments about you around your body outline.
4. Hang the paper someone you will see it often.

**(Cadettes, Seniors, Ambassadors)** Envelope activity:

#### **Materials**

- Envelopes
- Writing utensils

#### **Instructions**

1. Write each girls' name on an envelope.
2. Have everyone write a kind note to each girl and place it in their specific envelope.



3. At the end, the girls can read through their kind notes.
4. Discuss how it makes you feel to receive a compliment. Do you feel happy or cheerful? Do you enjoy receiving compliments? Do you enjoy giving compliments?

**(Cadettes, Seniors, Ambassadors)** Whiteboard activity:

**Materials**

- Whiteboard or poster/piece of paper
- Whiteboard markers

**Instructions**

1. Have one girl sit in front of a whiteboard, poster or a piece of paper attached to a wall and face forward.
2. Have the rest of the group write compliments for the girl behind her back. Spend a couple minutes writing kind words.
3. Then have the girl turn around and view the compliments. Repeat this activity for each girl. You can take a picture of each girl with her compliments.
4. Then discuss how the activity made you feel. Do you enjoy receiving compliments? Do you enjoy giving compliments? Do you wish people gave out compliments more often? How can you practice giving compliments more often?

**(Cadettes, Seniors, Ambassadors)** Video activity:

- Watch the video on beauty and our perceptions of ourselves.  
<https://www.youtube.com/watch?v=litXW91UauE>
- Discuss with your troop/family/friends. Do you think we are often harder on ourselves than we are on others? Why do you think that is? What do you like about yourself? Practice giving a compliment to yourself.

**2. Make a list of positive qualities in a person:** Identify positive qualities and practice kindness.

**Materials**

- Paper
- Writing utensils

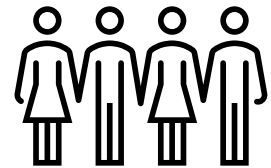
### Instructions

1. Make a list of positive qualities in a person.
  - Examples: Nice, funny, honest, kind, creative
2. Choose some qualities from the list and share how you/someone you know has those qualities.

- 3. Identity your support system:** Understand who your support system is and how they can help you.

### Materials

- Paper
- Writing utensils



### Instructions

1. Think of someone you like to talk to when you are upset, or someone you share your feelings with.
2. You can write the name down on a piece of paper if you want.
3. Reach out to them and tell explain to them how important they are to you: write a letter, write a song, draw a picture, or talk to them.

- 4. Emotion Discussion:** Discuss different emotions and how you react to them.

Listen & Learn: Have a discussion with family members/friends/Girl Scout sister about emotions.

- Ask them: What do you do when you are sad? What do you do when you are happy? How does your body feel when you feel angry? How does your body feel when you are surprised?
- Discuss how this relates to you: Where do you feel each emotion? How can you help others when they are feeling upset?

- 5. Discussion of feelings wheel and core emotions:** Learn about different emotions.



- Look up a feelings wheel and the core emotions online and discuss with your troop/family/friends. What emotions do you feel most often? Were there any emotions you didn't know about?
- Divide into smaller groups and assign an emotion to each group. Then, have each group act out their assigned emotion and have the rest of the girls guess which emotion they are acting out.
- Reflect on the activity as a group. Was it easy to identify each emotion? What function do emotions serve in our lives? What do emotions tell us about ourselves?

**6. Discussion of mental illnesses:** Learn about mental illnesses and the stigma around them.

*Mental illnesses are mental health conditions that affect one's mood, thinking, and behavior.* Complete one or more of the following activities.

- **Celebrity activity:** Research celebrities or historical figures with mental illnesses. Discuss your research with your troop/family/friends. Were you surprised by any celebrities that have a mental illness? Did you learn about a new mental illness? Does this change your attitude towards people with mental illnesses? What can be done to change the perceptions of people with mental illnesses?
- **Quizlet activity:** Test your knowledge of mental health terms with this Quizlet. [https://quizlet.com/\\_9pyrap?x=1qqt&i=qoev2](https://quizlet.com/_9pyrap?x=1qqt&i=qoev2)
- **Compare and contrast activity:** Compare and contrast physical and mental illnesses. How does the flu affect one's body versus anxiety? Do both cause you to feel tired? Do both require assistance from others? Do both require rest? What is the difference between breaking a bone and feeling depressed? Do both physical and mental illnesses need treatment?

**7. Discussion of stigma:** Learn more about the stigma surrounding mental health and how to end it.

Complete one or more of the stigma activities. *Stigma is when a topic, person, or item is viewed negatively or seen as a disadvantage.* There is a stigma around mental health.





- **Stigma survey activity:** Take a stigma survey-Answer with agree, disagree, or not sure to the following statements:
  - (1) People should work out their own mental health problems alone.
  - (2) Once you have a mental illness, you have it for life.
  - (3) Mental illnesses can happen to anybody.
  - (4) You can tell by looking at someone if they have a mental illness.
  - (5) Most people will never be affected by mental illnesses.
- Discuss your answers.
  - (1) Not true. Mental health is similar to physical health because we often need help to stay healthy mentally and physically. Mental illnesses usually require professional assistance. The stigma around mental health prevents people from getting the help they deserve.
  - (2) Most mental illnesses are lifelong, but that doesn't mean the symptoms are always present. People with mental illnesses can live productive lives when their illnesses are managed, just like any physical illness.
  - (3) True. Mental illnesses can happen to anyone.
  - (4) If someone is experiencing symptoms of their mental illness, they may be acting in a way that is different for them. But generally, you can't tell by looking at someone if they have a mental illness.
  - (5) Not true. Almost 1 in 5 American adults have a mental illness. This means you will most likely know someone with a mental illness.
- **WALLS activity:** Discuss how to end the stigma around mental health. Use the acronym WALLS.
  - W:** Watch your language-Be careful of the language you use about people with mental illnesses. Use kind words.
  - A:** Ask questions-talk to mental health professionals about mental health and mental illnesses
  - L:** Learn more-Educate yourself on different mental illnesses and mental health in general.
  - L:** Listen to experiences- Consider talking to someone with a mental illness about their experience, or share your experiences with your mental health



**S:** Speak out- Speak up when you hear incorrect stereotypes being spread about mental health and mental illnesses.

- **Post-it activity:**

**Materials**

- Post-its
- Writing utensils

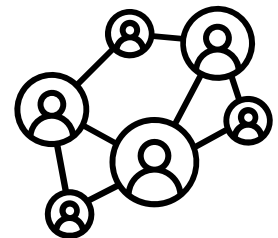
**Instructions**

1. Write terms relating to mental health on pieces of paper.
  - Examples of some terms are anxiety, bullying, depression, therapy, self-esteem and self-care.
2. Put the terms around the room and give the girls a handful of post-it notes.
3. Have each girl write what they think about each term (stereotypes, their feelings on the topic, synonyms for each term, etc.) on a post-it and stick the post-it near the topic.
4. Then, go around to the different terms and discuss the responses to each term. Are the responses similar? Are the responses varied? Where do we get our perceptions on these topics? Does the media contribute to how we feel about mental health?

**8. Discussion of relationships:** Understand difference between a healthy and unhealthy relationship.

It is important to understand the difference between an unhealthy and a healthy relationship.

- Watch the video about relationships.  
<https://www.youtube.com/watch?v=FPAlArXnlk>
- Discuss the video.
  - a. Do you feel you have a better understanding of unhealthy and healthy relationships?
  - b. Can you describe characteristics of an unhealthy relationships?
  - c. What are characteristics of a healthy relationship?
  - d. What role does peer pressure play in a relationship?
  - e. What role does self-esteem play in a relationship?
  - f. What are examples of boundaries you should set in a relationship?
  - g. How can you set boundaries?





**9. Discussion of coping mechanisms:** Identify and share personal coping mechanisms.

It is important to have healthy coping mechanisms to deal with stress. Complete one of the activities on coping mechanisms.

- **Line activity:** Have the group stand in 2 lines, facing each other. One person will stand at the front of the room and read statements. Each time a girl relates to one of the statements, she can take a step forward.
  - Notice how many of us deal with similar struggles and in similar ways.
  - Examples of statements to read are “I feel stressed out most of the time”, “I get anxious easily”, “I have body insecurities”, “I cope with stress by listening to music”, “I cope with stress by talking to friends or family members”, “I express my emotions through journaling” “I practice meditation once a week” or “I pet my dog to make myself feel better”.
  
- **Four corners activity:** Have one person stand at the front of the room and read out questions. Make sure each corner of the room is labelled differently, you can place different colored markers on the ground in each corner.
  - Examples of questions relating to coping mechanisms are:
    - a. What do you think is a factor of poor mental health?
      - Corner 1-Stress
      - Corner 2-Social media
      - Corner 3-Lack of sleep
      - Corner 4-Other
    - b. How do you cope with stress from school?
      - Corner 1-Listen to music
      - Corner 2-Make lists to stay organized
      - Corner 3-Talk about it
      - Corner 4-Other
    - c. How do you cope with peer pressure?
      - Corner 1-Stand my ground
      - Corner 2-Give in sometimes
      - Corner 3- Give in all the time
      - Corner 4-Other



d. How much time do you spend on technology each day?

Corner 1-Less than an hour

Corner 2-One to two hours

Corner 3-Three to four hours

Corner 4-Over four hours.

- After each question, go around the room and discuss the different answers. Why do you think people cope differently? What is the difference between healthy and unhealthy coping mechanisms?

**10. Research preferred phrases:** Learn about phrases to avoid when discussing mental health.

- Sometimes, there are phrases that are commonly used regarding mental health that can be disrespectful to those living with mental illnesses and can add to the mental health stigma. It is important to educate ourselves on safer phrases to use.
- Review this chart and discuss it. Do you use any of the phrases that should be avoided? Did any of these phrases surprise you? How can you share this with others in order to educate them on the respectful way to talk about mental health?

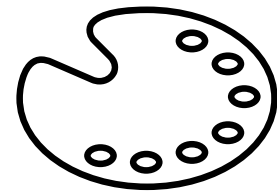
Language that stigmatizes	Safer choices
Substance <b>abuse</b>	Substance <b>use</b> or substance <b>use disorder</b>
Patient, client, case	Person living with a mental health problem (or illness)
<b>Committed suicide</b>	<b>Died</b> by suicide
<b>Failed suicide attempt</b>	<b>Attempted</b> suicide
This drives me <b>crazy</b> .	That <b>bothers/annoys/frustrates</b> me.
This is <b>nuts/crazy</b> .	This is <b>interesting/strange/peculiar/funny</b> .
A person <b>suffering</b> from mental illness	A person <b>living with</b> (or <b>experiencing</b> ) mental illness
<b>Mentally ill person</b>	She lives with a mental health problem or mental illness.
He is an <b>addict/junkie</b> .	He lives with a <b>substance use problem (or disorder)</b> .
She is <b>insane</b> .	She has <b>lived experience</b> with a <b>mental health condition</b> .
He is <b>schizophrenic</b> .	He lives with <b>schizophrenia</b> .

## Take Action Activities:

### 1. Create a glitter jar: Build a calming tool to release your emotions.

#### Materials

- Glass jar or plastic water bottle with lid
- Distilled water
- ½ cup glitter or clear glue
- Hot glue gun



#### Instructions

1. After gathering supplies, pour 1/2 cup of distilled water into the jar. We use 16-ounce glass mason jars, but plastic water bottles would work as well (and should be used for kids who are prone to throwing objects when they are angry).
  - Why distilled water? Unlike tap water, distilled water contains no contaminants or minerals and will help keep your glitter jars mold-free.
2. Pour 1/2 cup of glitter glue or clear glue into the jar. It will take about 2 minutes for the glitter to settle in the jar.
  - If you are using glitter, add 1-2 teaspoons of glitter to the jar
3. Fill up the remainder of the jar with distilled water.
4. Use a hot glue gun to squeeze a ring of glue around the lid of the jar. Press the lid onto the jar and secure with the metal ring.
5. Shake the jar well to distribute the glitter.

#### How to use a Glitter Jar

Once your Girl Scout finishes her glitter jar, they must learn how to use it! Invite your Girl Scout to sit down comfortably. Encourage them to shift their gaze to the swirling glitter jar, breathing deeply in and out as they watch the glitter settle at the bottom. As they breathe, ask them to notice how their heartbeat feels steady and their body temperature feels just right. As the glitter settles to the bottom of the jar and the water clears, so will their thoughts, feelings and body.

### 2. Make a stress ball: Create a coping tool to deal with your emotions.

#### Materials





- Rubber/latex balloon
- Uncooked rice

#### **Instructions**

1. Blow up balloon and let it deflate.
2. Use a funnel to pour the uncooked rice into the balloon.
3. Tie the balloon and you will have completed your stress ball.
4. Discuss the benefits of squeezing a stress ball when you are feeling angry or sad.

#### **14. Focus on getting emotions out:** Practice releasing emotions in a healthy manner.

Discuss and practice throwing ice cubes or smashing play dough to release emotions.

#### **Materials**

- Ice cubes
- Play dough

#### **Instructions**

1. Discuss with your Girl Scout how to handle different emotions and how throwing ice cubes might help to release one's emotions. How do they calm themselves down when they are upset? Do they have healthy ways to calm down? How might throwing ice cubes be a healthier way to release their feelings?
2. Practice throwing ice cubes outside to release any emotions they might have.

#### **OR**

1. Discuss how with your Girl Scout how to handle different emotions and how smashing play dough might help to release one's emotions. How do they calm themselves down when they are upset? Do they have healthy ways to calm down? How might smashing play dough be a healthier way to release their feelings?
2. Practice smashing play dough to release any emotions they might have.

#### **15. Build a bracelet:** Express yourself and practice kindness.

# girl scouts of silver sage

## Materials

- String or yarn
- Beads

## Instructions

1. Cut out a piece of string or yarn so that it fits your Girl Scout's wrist.
2. If you want, tie a knot at the end one end of the string/yarn to stop the beads from falling off.
3. String beads onto the string/yarn, in any fashion.
4. Tie the two ends of the string/yarn together around your Girl Scout's wrist.
5. Now you have a bracelet! Have your Girl Scout practice complimenting themselves or their family/friends/Girl Scout sisters on their bracelets.



**16. Discussion of personal happiness:** Identify things that make you happy.

- Brainstorm two things that make you happy/that you are grateful for.
- Write them down on a piece of paper if you want. You can use those two things to make yourself feel better when you are feeling down.
- Share them with a family member/friend/Girl Scout sister.

**17. Create a journal:** Practice using journaling to express your thoughts, emotions, and worries.

#### **Materials**

- Small notebook or several pieces of paper
- Stapler
- Markers/colored pencils/crayons
- Stickers
- Magazine clippings (Optional)
- Tape (Optional)

#### **Instructions**

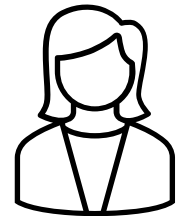
1. Grab your notebook or fold several pieces of paper horizontally and staple the end to create a small journal.
2. Decorate the cover of your journal by using markers/colored pencil/crayons and stickers. Express yourself.
3. Open the first page and write about how you are feeling or what you did today. If you need help thinking of what to write, use some journal prompts:
  - **(Juniors)** If you could have any pet (mythical creatures included), what would it be? What is one interesting fact you learned today? What is one thing you are excited about and why?
  - **(Cadettes)** Write about one of your favorite memories. Write about the last time you did something for someone else. Write about what five things you would do if you were not scared.
  - **(Seniors)** Write a love letter to yourself. Write about three of your favorite scents. Write about a time you felt surprised.



- **(Ambassadors)** Write about what a perfect day looks like to you. Write about what risks you want to take and what is holding you back. Write about where you see yourself in 5 years. Write about the last thing that made you laugh.
4. Place the journal in a special place and use it whenever you want to express your thoughts, feelings, and worries.

**18. Talk with a mental health professional:** Get additional mental health questions answered.

- Reach out to a mental health professional. For example, you could talk to your school counselor, a local therapist, or psychologist.
- Ask them questions that you have about their career or mental health in general. What inspired you to pursue your career? Do you enjoy your job? What exactly is mental health? What is the difference between physical and mental health? How can I take care of my brain?



**19. Practice RAIN:** Work on reacting to emotions in a healthy way.

**RAIN** is an acronym to help with reacting to emotions in a healthy way.

#### Materials

- A piece of paper
- Writing utensil

#### Instructions

1. Grab a piece of paper and practice reacting to whatever emotion you are feeling right now.
2. Start with R. R: Recognize what is happening-How do I feel right now?
3. Move on to A. A: Allow life to be as it is-Write/say to yourself, “I can let these feelings be here, even if I don’t like it.”
4. Next is I. I: Investigate with kindness-Why do I feel this way?
5. Last is N. N: Non-Identification-Write/say to yourself, “I am only HAVING this emotion, I am not this emotion.”
6. Discuss how this technique might be helpful. How do you feel after doing this exercise? Could you use this in the future when you are upset?

**22. Practice GLAD:** Practice combating negative thoughts.

**GLAD** is an acronym used to push back negative thoughts and to stay grateful. It can be used as a way to reflect on each day and find the good in a day even when it may feel hard to.

#### Materials



- A piece of paper
- Writing utensil

#### **Instructions**

1. Grab a piece of paper and reflect on your day.
2. Start with G. Write something you are GRATEFUL for.
3. Move on to L. Write something you LEARNED today.
4. Next is A. Write something you ACHIEVED today.
5. Last is D. Write something that DELIGHTED you today.
6. Reflect on this activity. Do you think it helped you to be grateful? How could you use this activity in the future to help yourself look on the bright side when things are tough?

### **21. Complete mental health bingo: Identify and share self-care habits.**

#### **Materials**

- Mental health bingo card
- Writing utensil

#### **Instructions**

1. Print out the bingo card from this link. <https://positivepsychology.com/wp-content/uploads/2018/01/Mental-Health-Management-Bingo.pdf>
2. Go around the room and discuss your coping strategies for stress with others, cross off a square once you have talked about it.
3. Call out “bingo” when you have a row or column of crossed-out squares.
4. Discuss the activity. Did you learn any new coping skills? Did you find others have similar coping strategies? Why is it important to have healthy coping strategies?

### **23. Create a self-care checklist: Establish self-care habits.**

#### **Materials**

- Paper
- Markers/colored pencils/crayons

#### **Instructions**

1. Grab a piece of paper. Create a self-care checklist. It can be for a day, a week, a month, etc.
2. Add self-care habits to your checklist that you want to practice. For example, meditate for 5 minutes, go for a 15-minute walk, spend 1 hour away from technology, or journal for 10 minutes.
3. Put your checklist in a place you will see it often. Check off each self-care habit after you complete it.

**24. Complete an act of kindness:** Spread kindness in your community.

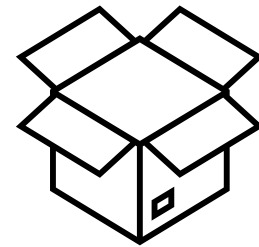
Bring some kindness to your community by completing an act of kindness. Choose one or more to complete:

- Put sweet notes on people’s cars to brighten their day.
- Smile at 5 people you pass by.
- Write a kind letter to a Girl Scout sister, friend, or family member.
- Bake a dessert treat for a neighbor, Girl Scout sister, friend, or family member.
- Write a thank you card for your teacher, local police officers, veterans, or local fire fighters.

**25. Build a worry/calming box:** Develop a technique to deal with worries and generate positive thinking.

**Materials**

- Small box
- Markers/colored pencils/crayons
- Paper
- Extra cardboard



**Instructions**

1. Grab a small box and divide the box in two parts using another piece of cardboard or paper.
2. Make one side your “worry side”. You can write “worry side” on that side of the box.
3. Write down one of your current worries on a piece of paper and put it in the “worry side” of your box. In the future, you can continue to write down your



worries when they come up on a piece of paper and put them in the “worry side” of your box.

4. Make one side your “calming side”. You can write “calming side” on that side of the box.

5. Write down one of your favorite qualities of yourself and put them on this side. You can also put kind notes that people have written to you, or pictures that make you happy on this side. Put anything that calms you on this side of your box.

6. In the future, when you are feeling worried, you can write down your worries and place them in your box. When you feel down, you can reach into the “calming side” of your box and pull out something that makes you smile.