



Girl Guides
of Canada
Guides
du Canada

Mighty Minds

Rangers Program



THE PSYCHOLOGY
FOUNDATION
OF CANADA
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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.



Rangers 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 your unit can choose to do. Some require planning and organizing and some can be done with just the information provided here. As you work with girls to plan your Mighty Minds meeting(s), review the activities and decide which ones are suitable and of interest. Then you can mix and match activities to create your unit meeting. Don't forget to begin with the provided Starter Activity and end with the provided Closing Activity for a full experience.



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



Girl Guides of Canada



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

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

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



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

Starter Activity – Building Blocks of Health

Materials: (will vary depending on approach chosen):

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

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

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

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

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

Mental health is part of your overall health. It's about:¹

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

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.

¹ "Mental Health: The Basics," Children's Mental Health Ontario, accessed October 2016, 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? - Rangers



(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 30)
- Markers
- Post-it notes – several for each girl
- Pens, pencils

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



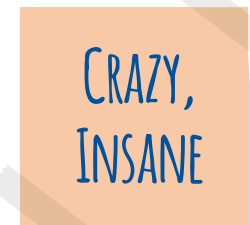
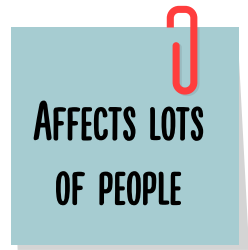
Guiders can begin the activity by explaining to girls that in this activity they are going to be taking some time to explore what and how they think about mental health. Guiders can remind girls that their meeting is a safe space, meaning they will not be judged based on what they think, share or write 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 30), 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 difficult 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?
- What thoughts do you have about mental health after the activity that you didn't have before?
- Where have you found information and ideas about mental health (i.e. media, movies, books, personal experience, others, attitudes beliefs, etc.)? Which of these are reliable sources?
- 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' - Rangers



(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)

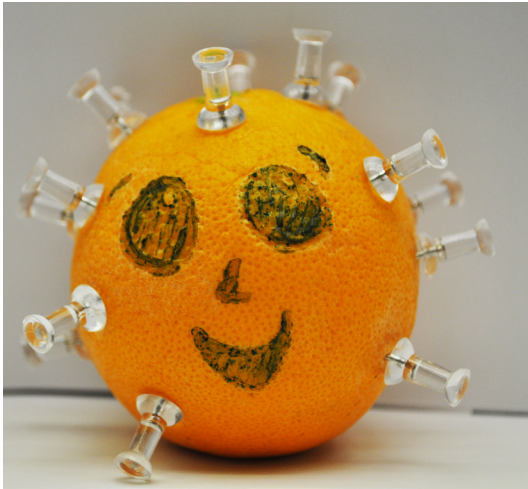




Depending on the size of the unit, Guiders can complete this activity as a large group, or break the unit into two or three smaller groups. Each group will need a Guider to facilitate the activity.

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?
- How might the pain someone experiences continue to affect them even after they have moved on?
- How do you think this activity relates to the experiences of people who are faced with mental health or mental illness challenges?
- How might the pain caused by others towards someone challenged by their mental health or dealing with mental illness stop them from living a productive life?

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.

Continuums of Mental Health and Illness



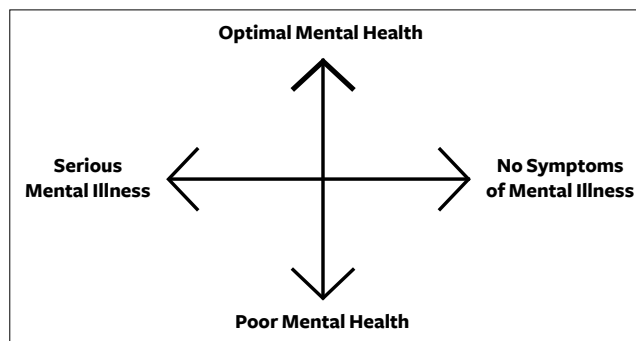
(Modified based on *Mental Health as a Continuum* from ReachOut.com)

In this activity, girls will explore how mental health and mental illness are continuums and connected, but still separate from each other.

Materials:

- Continuum Cards (page 31)
- Tape – to be used on the floor (or another material to divide an area if outdoors, e.g. rope)
- Four signs – Optimal Mental Health, Poor Mental Health, No Symptoms of Mental Illness and Serious Mental Illness

Before the activity begins, Guiders will need to place a long piece of tape on the ground with the Optimal Mental Health sign at one end and the Poor Mental Health sign at the other. Another line of tape will need to be placed that crosses the first in the center. This second will be labelled with the other two signs, Serious Mental Illness and No Symptoms of Mental Illness. See example image below.



Guiders begin the activity by asking girls what a continuum is. If girls aren't sure, Guiders can explain that a continuum shows a range or series of things from increasing to decreasing levels of the same thing. (For example a continuum of temperature would range from very hot to very cold.) Guiders can explain that in this activity they will be looking at how mental health and mental illness are continuums as well.

Guiders provide each girl with at least one of the Continuum Cards and explain that girls need to determine where their card should be placed in one of the four quadrants created by the two continuums. Girls first need



to decide if it belongs on the mental health or mental illness continuum and how it might relate to the other continuum (e.g., having poor mental health doesn't necessarily mean a mental illness is present). Next, girls will need to determine where along the chosen continuum their card should be placed and place it on the floor in that location.

NOTE: If any girls are unclear about what their card means, Guiders can facilitate a brief discussion with the unit to explore its meaning.

Once all of the cards have been placed, ask girls take a few moments to walk around and see where the cards have been placed. If there are any cards a girl feels should be moved, invite them to explain why they think it needs to be moved and where they feel it should be moved to. As a unit, decide together if the card will in fact be moved.

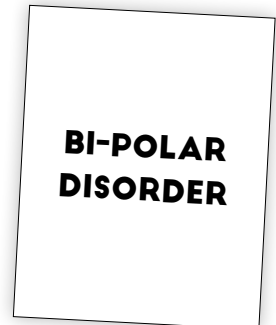
When girls are satisfied with the location of the cards, bring the unit together to debrief. Guiders may want to include some of the following questions in the discussion:

- Before this activity, had you ever considered mental health and mental illness in this way? What are some of the thoughts you have about mental health and illness now?
- What was difficult about the activity? Why?
- What are some factors that you considered when you were deciding where to place a particular card?
- What factors might change where a card should be placed?

As a follow up to this question, Guiders can have girls refer back to where they placed certain cards and consider the following:

[Life of the Party, Party Animal](#) – many people might consider this should go closer to 'Optimal Mental Health,' however, research shows that excessive partying, dangerous use of alcohol and drugs as well as sexual promiscuity may indicate a person is experiencing mental health difficulties.

[Schizophrenia, Bipolar Disorder, Personality Disorder, Psychosis, Depressed, Postpartum Depression, premenstrual Dysphoric Disorder \(PMDD\), Attention Deficit Hyperactivity Disorder \(ADHD\), Obsessive Compulsive Disorder \(OCD\)](#) – many people might consider these should be at the 'Serious Mental Illness' end of the continuum. However, being diagnosed with a mental illness doesn't necessarily mean that a person has poor mental health. The majority of those diagnosed with a mental illness receive treatment, care and support which allow them to live healthy and productive lives.

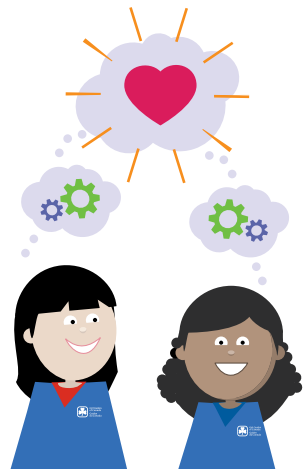




Feeling Blue, Feeling Flat, Feeling Down, Grieving, Upset, etc. – these are all naturally occurring reactions to various situations and are all healthy parts of our mental health. If someone is feeling one of these feelings for an extended period of time (typically more than two weeks) this is when it might start to become a concern.

- Are there any cards you still think need to move? Which ones and why?
- How can you use the ideas we have discussed when you are interacting with those who are challenged by their mental health or a mental illness?

To wrap up the discussion, Guiders may want to remind girls of the following information: **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 these two lines that cross each other like we used in the activity. Remember, mental health 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 near 'Optimal Mental Health.' 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 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 doesn't choose to have. Because it's different than mental health, it's on a different line. 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.



Support is Key

(Craft modified based on "DIY Key Wind Chime" from Inner Child Fun Blog; <http://giving.innerchildfun.com/2013/04/recycled-crafts-for-kids-diy-key-wind-chime.html>)

Girls will explore why supporting others is important and ways for providing support. Girls will create their own key wind chimes to symbolize the important supports they have in their lives.

Materials:

- Five keys (minimum) – per girl
- Stick or dowel – one per girl, approximately 1' (30 cm) in length
- Coloured string or yarn



- Acrylic paints – various colours
- Paint brushes
- Paper plates – one per paint colour
- Hot glue gun and glue sticks
- Fine tip permanent marker (optional)

First, Guiders will challenge girls to find a way to sit down using nothing but themselves. They cannot sit on the floor or other furniture. Girls can work together, in small groups or one large group, to come up with different ways to do this. If Guiders notice girls are struggling, gently lead them to realise they can all sit together in a ‘sit circle.’

To complete a ‘sit circle,’ have girls form a circle and then all turn to their right. Have girls move towards the middle of the circle so that they are very tight together. When indicated, all girls sit on the lap of the girl behind them.

As a group, talk about how this activity demonstrates that sometimes large, difficult challenges are more easily achieved when we have the support of others. Guiders can ask girls to think about and share:

- What support means to them
- Examples of when they have supported someone else or when someone has supported them
- Times when it’s better to have the support of others rather than to be on their own
- How/why someone challenged by their mental health or with a mental illness might need support from others
- Who girls would go to if they needed support with their mental health – these people make up their support networks

Explain to girls that knowing who they are comfortable going to for support when they are dealing with difficult things, like mental health, is important. As a unit, talk about who else girls know they could go to such as professionals or organizations that they can consider part of their support networks for when they need help. Some of these may include:

- Medical doctors
- Guidance councillor or school social worker
- Psychologists
- Kids Help Phone
- Canadian Mental Health Association (CMHA)
- Local organizations (Guiders will need to research these in advance to provide them to girls)





Guiders can explain that girls are going to make a key wind chime with each key representing a different individual/organization in their support network. When life gets windy, the sound of the keys will remind girls that they have these supports available to them to help them find the music in their life again.

Wind Chime Instructions

1. Provide each girl with at least five keys.
2. Girls can use acrylic paint to paint their keys in various colours and with creative designs to symbolize a different person/organization in their support network. Make sure keys are dry before turning them over to paint the other side.
 - Paper plates can be used to pour paint onto.
3. While the first side of the keys are drying, paint the stick/dowel as desired. (Keys will hang from this.)
4. Paint the second side of the keys.
5. When the stick is dry, tie string to each end of the stick so that it can be hung outdoors.
6. When the keys are dry, girls can use a permanent marker to write the name of the people or organisations in their support network.
7. Tie a string to each key. Strings should be the same length so keys can hit each other and chime.
8. Tie strings to the stick ensuring that the keys are close enough together so that they can hit in the wind and chime.
9. Place a small drop of hot glue to the knot on the top of the stick to hold the string in place.
10. Hang wind chime outdoors and enjoy.



Guiders may also choose to incorporate the Pocket Card (page 37) into this activity as something girls can keep with them at all times. (Space is provided on the card for girls to fill in local resources which Guiders will need to research information for in advance.)

Stations of Support- Rangers

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 38 – 39)
- 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 37)
- Pens, pencils, markers



Supporting Others Station

Support Mural – page 40

Other Station Possibilities

- Basic Controlled Breathing – page 38
- Yoga – page 38
- Colouring Mandalas – page 39
- Mindfulness: Savouring the Taste – page 39

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:

- What does self-care mean to you? What about support?
- 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 you/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.**



THEME 2 – Resiliency

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

Objective:

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

Outcomes:

At the completion of this theme, girls will demonstrate:

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

THEME ACTIVITIES:

Growing Feelings



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

In this activity, girls will take some time to better understand their own feelings/emotions and why self-care is important for their mental health.

Materials:

- Blank paper – one piece per girl
- Pens, pencils
- Markers, pencil crayons

Guiders may want to start the activity with a short open conversation with girls about feelings and emotions. Some ideas to talk about might include:

- Challenges in distinguishing which feeling/emotion they are feeling/experiencing
- How often girls take time to really think about the feeling/emotion they are experiencing
- Challenges in knowing what is causing girls to feel a particular feeling/emotion
- Healthy ways girls manage their negative feelings/emotions

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



Provide each girl with a blank piece of paper, pens or pencils and drawing materials. Explain that they are going to complete an activity that will allow them time to explore how they feel. Guiders can explain that this will be an opportunity for girls to take some time for themselves to think about how they feel and to better understand the need to care for themselves. Girls do not need to share what they write with anyone if they are not comfortable doing so. Girls can be encouraged to be honest with themselves in their responses.

NOTE: Guiders should be aware that this activity may elicit strong or challenging feelings and emotions from girls. Guiders should have phone numbers and resources available (see Mental Health Resources document available on the Mighty Minds page at girlguides.ca) to provide to girls following the activity/ meeting should these be needed.

Lead girls through the activity following the steps below.

STEP 1: Girls will draw a circle in the center of their page and write 'ME' in the middle of the circle.

STEP 2: Girls will draw six smaller petals extending from the original circle. These petals should still be large enough to write in.

STEP 3: Have girls write "I feel..." statements in each of the six petals that relate to when they feel down. For example, "I feel alone."

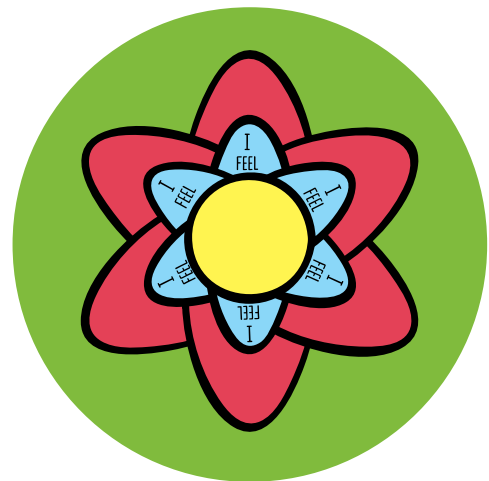
STEP 4: Have girls draw a larger petal around each of the smaller petals.

STEP 5: In each of the larger petals, ask girls to write "I feel..." statements about when they feel good. For example, "I feel empowered."

STEP 6: Ask girls to shade in the petals they currently identify with the most.

Allow girls a few moments to complete their flowers. Bring them back together with their papers and invite them to discuss the activity. Remind them that they do not have to share anything specific from their sheet if they do not feel comfortable doing so. Some of the questions Guiders may want to consider:

- Show of hands: are most of your coloured petals on the inside, outside or a mix between the two?
- What was difficult about the activity?
- What was easy about the activity?
- Why do you think it's important to take time to care for your own mental health on a regular basis?
- What are some things you can do to help yourself and others move more towards the outer petals of the flower and maintain good mental health?





Pass Through - Rangers



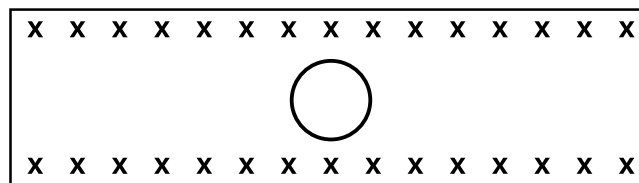
(Game modified based on *Don't Touch Me*; Playmeo)

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 you or someone else ‘made a mistake’?
- What strategies did your group use to try and improve after a failed attempt?
- What are some examples of problem solving and adaptive skills that you and/or your group used in this activity?
- 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 - Rangers

(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 44)
- Set of Situation Cards – one set per six girls (page 45)
- Set of Response Cards – one sets per six girls (page 47)

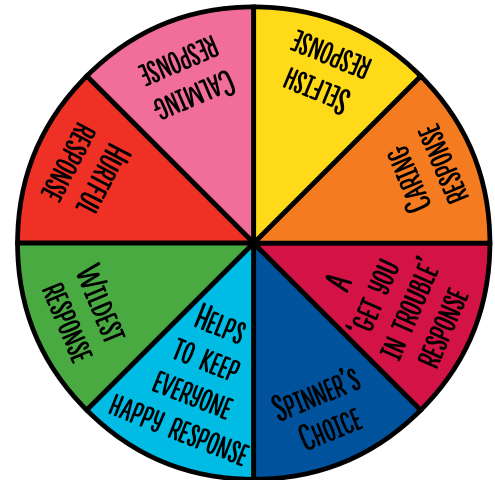
Begin by explaining to girls that they are going to play a game that will allow them to explore how their emotions can influence how they respond to a situation, the different ways to respond to situations and understanding how their responses impact others.



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

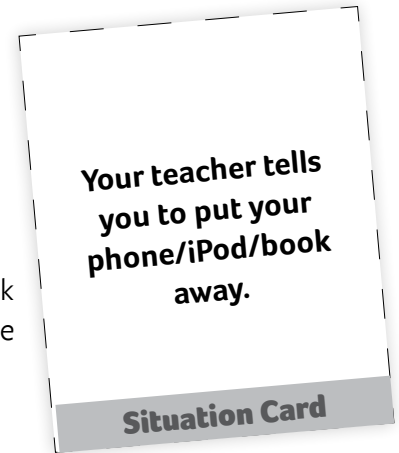
- If the spinner lands on Spinner's Choice the girl taking her turn can pick any of the categories on the spinner for that round or create a new one of her own.
- Guiders can create their own situations and responses using the blank versions of both cards. Any extras or ones that aren't being used can 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?
- What problem solving techniques did you use when trying to decide what response card to play for a situation?
- How do you think feelings and emotions can impact how we respond to different situations?
- Did you find any part of the game frustrating? How did you and your group deal with these feelings?
- How can the way you choose to respond to a situation affect the situation overall?
- What are some strategies you can use to change the outcome of a situation when/if you realise that your response has affected others?
- How can you take what you learned from the game and apply it to your real life?



Order Me Up

(Modified based on "10 Activities to Improve Students' Self-Concepts"; Education World)

This activity will allow girls time to reflect on their personal strengths and achievements and how this is connected to positive mental health.

Materials:

- Strips of paper – 10 per girl
- Blank paper – one sheet per girl
- Pens, pencils
- Markers, pencil crayons
- Various art supplies

To begin the activity, have girls sit in a circle and take turns identifying their own personal strengths and



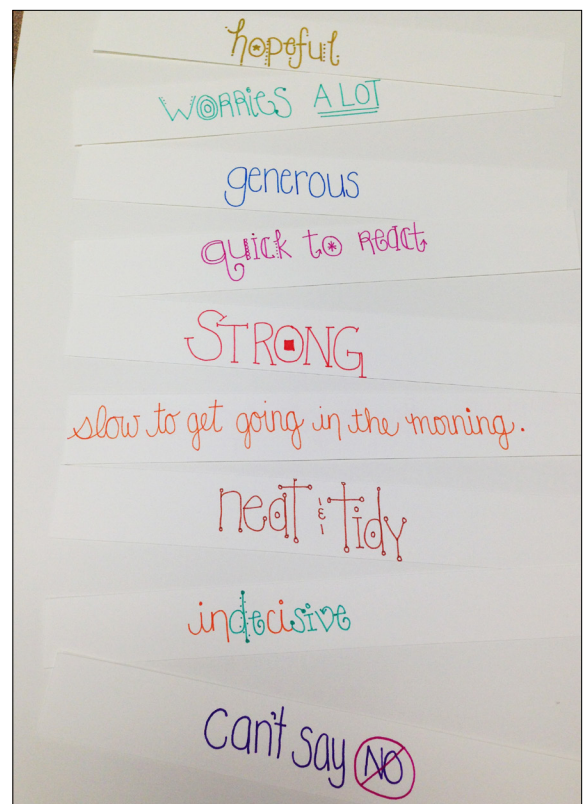
achievements (large or small). Once girls have had a few turns each, Guiders can discuss with girls whether they found it easy or hard to identify their personal strengths and achievements and why it might be hard to do this. Guiders can also ask girls to think about how being able to identify personal strengths and achievements is linked to good mental health. Before moving on to the next part of the activity, Guiders can share with girls **that being able to identify the things we do well and things we have achieved, both big and small, helps us keep good mental health. Remembering what our strengths are when we feel sad, down or frustrated 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.**

Provide each girl with 10 strips of paper and something to write with. Girls may want to move away from each other to have a bit of personal space while completing this part of the activity.

Ask girls to write a word or phrase that describes themselves on each strip of paper. Encourage girls to be honest as no one else will see their strips. When all girls have finished, have them arrange their strips in order from the strip that describes a characteristic they like best about themselves to the one they like least. Guiders can ask girls if they like what they see when they are finished; then ask them to remove one strip/characteristic from their list. (Girls can use any criteria to base this decision on.) Ask girls to consider how missing this characteristic would affect them (e.g., removing 'slow to get going in the morning' might mean that they have less time to be mindful in the morning).

After a moment of quiet thought, ask girls to remove a second strip of paper, then a third. Finally ask girls to remove three more traits. Ask girls to share how they feel without these traits. Do these traits actually contribute to who they are in ways they may not immediately think of? Have girls reflect on how the various traits they initially removed contribute to who they are, their self-concept, their strengths and achievements as they add them back to their list one at a time. Explain to girls that even though they may not always like some of their traits, being comfortable with all of them – and being able to recognize how they contribute to their personal strengths and achievements – is helpful in maintaining good mental health.

Provide girls with blank paper, markers, pencil crayons and various art supplies. Have girls create a personal biography art poster that highlights how their traits positively impact their strengths and achievements. This can be done using a combination of words, pictures, and showing connections between various items. Girls can hang these in a location where they can serve as an ongoing reminder of all they are capable of, have accomplished and are good at.





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:

Label On My Forehead



(Modified based on “Slapped Across My Forehead” from Flex Your Head; Boys and Girls Clubs of Canada)

In this game, girls will explore how behaviours are affected by stigma and how this can create social exclusion and feelings of isolation.

Materials:

- Index cards – one per girl
- Tape – for sticking index cards on girls’ foreheads



NOTE: In this activity, girls will discover some of their own biases and stigma. Guiders should be prepared to discuss any issues that may arise from this with girls.

Guiders should be aware that this activity may elicit strong or challenging feelings and emotions from girls. Guiders should have phone numbers and resources available (see Mental Health Resources document available on the Mighty Minds page at girlguidies.ca) to provide to girls following the activity/meeting should these be needed. Guiders should proceed with caution, but not stop the activity unless they are concerned for the girl or the group.



To prepare for the activity, Guiders should write one mental illness, symptom or behaviour often associated with mental illness on each of the index cards. The same item can be used more than once. The following examples can be used or Guiders may choose others:

- Depressed
- Anxious
- Eating disorder
- Self-injury
- Psychosis
- Mood disorder
- Attention deficit/hyperactivity disorder (ADHD)
- Hears voices
- Can't get out of bed
- Repeats various actions in sets of four
- Takes things that don't belong to them
- Self-induces vomiting after meals
- Memory affects ability to do everyday things
- Screams out of the blue
- Worries a lot
- Difficulty distinguishing between reality and imagination

To begin the activity, lead girls in a brief brainstorm about how language, biases and labels can increase mental health stigma. Guiders can provide examples from the list below if girls are having difficulty.

- Crazy
- Insane
- Psychotic
- "Jane is bi-polar"
- "That's just me being OCD"
- "You're not depressed. Just get over it."
- "That's so mental"

If girls are struggling understanding the term stigma, 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.**



After the brainstorm, explain that girls will now participate in an activity to explore these ideas in more depth. Hand out one index card to each girl. The card should be face down with tape on the back. Explain to girls that they should tape it to their forehead without looking at what's written on the other side. Invite girls to look at everyone else's cards on their foreheads, but girls should not read them aloud. Guiders will explain that for the remainder of this activity they should interact and speak with each other based on what they read on each girl's card. Guiders should emphasize to girls that the point of this activity is to treat each other according to what's written on their cards, not based on who they are.



Ask girls to nominate two or three girls to act as Tent Leaders. Guiders explain that Tent Leaders are going to select Campers from the rest of the group that they would like to have in their tent for a camp. Guiders should explain to the group that Tent Leaders will take turns choosing, and should make their selections based on what is written on each girl's card. Tent Leaders will identify girls by their names when selected, not what their cards say.

NOTE: This activity will work best if tent groups are not too big or small. Ideally there should be six to eight girls per tent group. The number of Tent Leaders needed will vary depending on the overall number of girls in the unit.

When tents have been selected, ask each group to plan a short activity they might want to include in that evening's campfire. Girls will have five to ten minutes to work on this and to interact with each other. At the end of the allotted time, Guiders will bring girls back together as a group. Girls should still not remove or look at the card on their forehead at this point.

Guiders can begin to debrief the activity by reminding girls that in this activity they were treated according to what was written on their cards – their 'labels' – and not based on who they truly are. Begin a discussion by asking:

- To the Tent Leaders only: Why did you pick (girl's name) first? Why did you pick (girl's name) last?
- Do you prefer the tent you're in, or looking around, would you prefer to switch tents? Why?
- If you could trade one person from your tent for someone from another tent, who would you trade and why?

At this point, Guiders can have girls remove their cards and read them. Allow a few moments for girls to react and process what they read and have experienced. Once a few moments have passed, Guiders can continue the discussion about the activity and girls' experiences by including any of the following questions:

- How do you feel now that you've seen your label?
- How might this activity be an accurate or inaccurate reflection of how people with mental health challenges or mental illness actually experience stigma?
- What are some of the assumptions you made about others during any part of the activity?
- Are these fair assumptions? Why or why not?
- What can you do to help stop these stigma experiences from happening to those who are challenged by mental health or mental illness?





That's Taboo - Rangers

(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 51)
- Noise maker – one per group
- One minute timer – one per group (girls may want to use their phones for this)

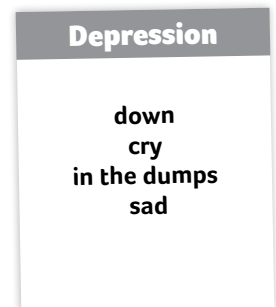
To begin the activity, lead a short discussion with girls about how words can hurt. Guiders may want to ask girls to provide examples of words or phrases that hurt, how girls feel when they hear these things, and why girls think people say these things.

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 that weren't?
- Which taboo words do you use regularly without considering how they stigmatize? What word(s) can you use instead?
- Have you ever called out someone else for use of words that hurt? 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- Rangers

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.

Mental Health Posters- Rangers

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

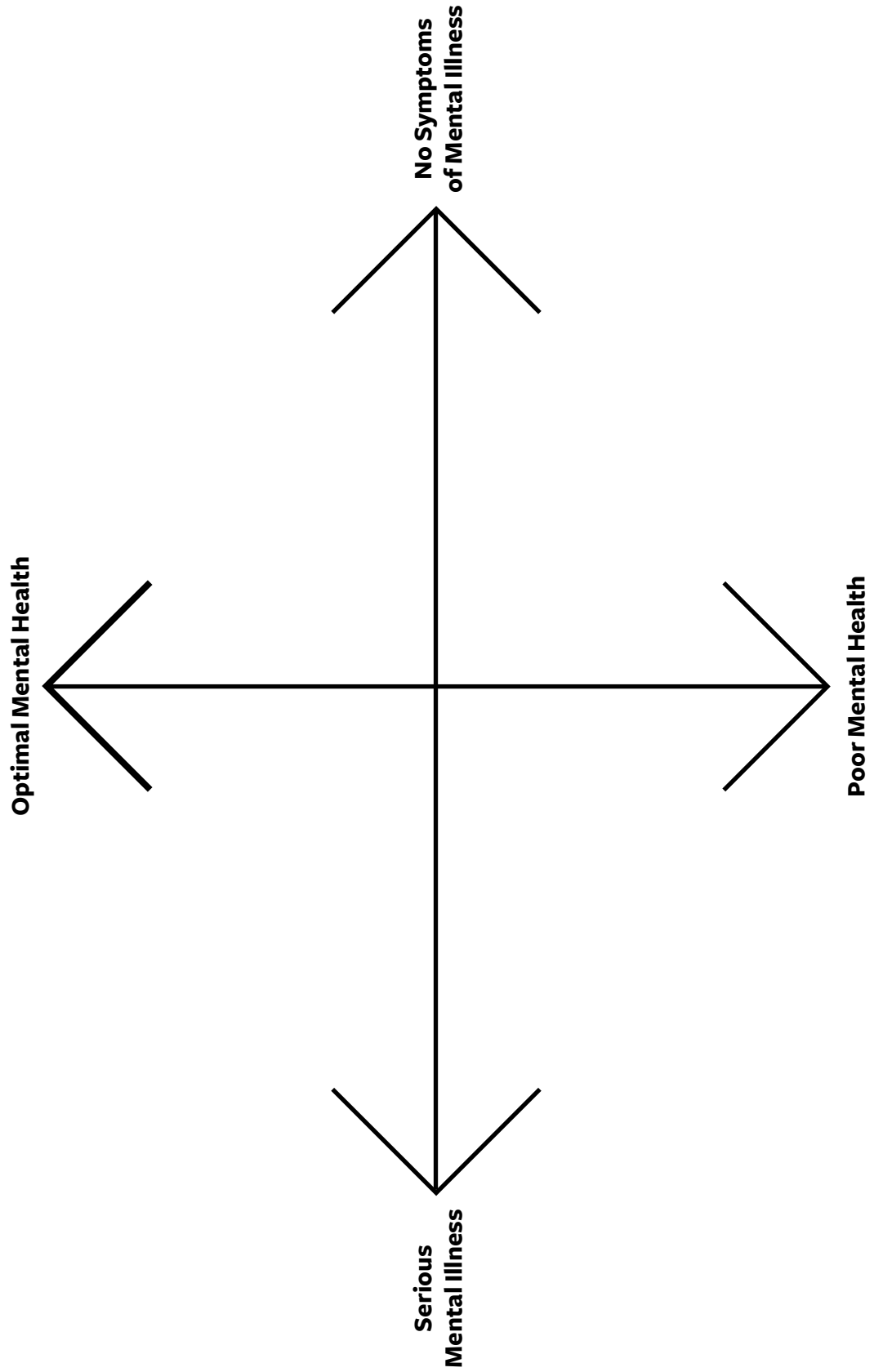
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Mental Health/Mental Illness Continuums Poster





Continuum Cards

SCHIZOPHRENIA

**MENTALLY
UNWELL**

**MENTALLY
WELL**

CONFIDENT

PSYCHOSIS

**BI-POLAR
DISORDER**



ISOLATED

**FEELING
HOPELESS**

CONNECTED

RISK TAKER

DEPRESSED

**PARTY
ANIMAL**



**FEELING
BLUE**

HAPPY

**FEELING
DOWN**

**FEELING
FLAT**

PROMISCUOUS

LONELY



**POSTPARTUM
DEPRESSION**

**PREMENSTRUAL
DYSPHORIC
DISORDER
(PMDD)**

EXCITED

UPSET

SAD

DISCONNECTED





**LIFE OF THE
PARTY**

GRIEVING

SUICIDAL

SCARED

SHY

ANXIOUS



PERFECTIONIST

PLEASER

STRESSED

SELF-HARM

**ATTENTION
DEFICIT
HYPERACTIVITY
DISORDER (ADHD)**

**OBSESSIVE
COMPULSIVE
DISORDER
(OCD)**



Pocket Card

Scissors icon on the left edge 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 with a colored dot (pink, yellow, orange, red, teal) at its right end.

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

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

Local Supports

Three horizontal lines for writing.

Scissors icon on the right edge 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 41)
- 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 41). 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 43)
- Blank paper
- Crayons, pencil crayons and markers
- Pencils

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

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

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

<http://printmandala.com/>

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

Mindfulness : 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.”

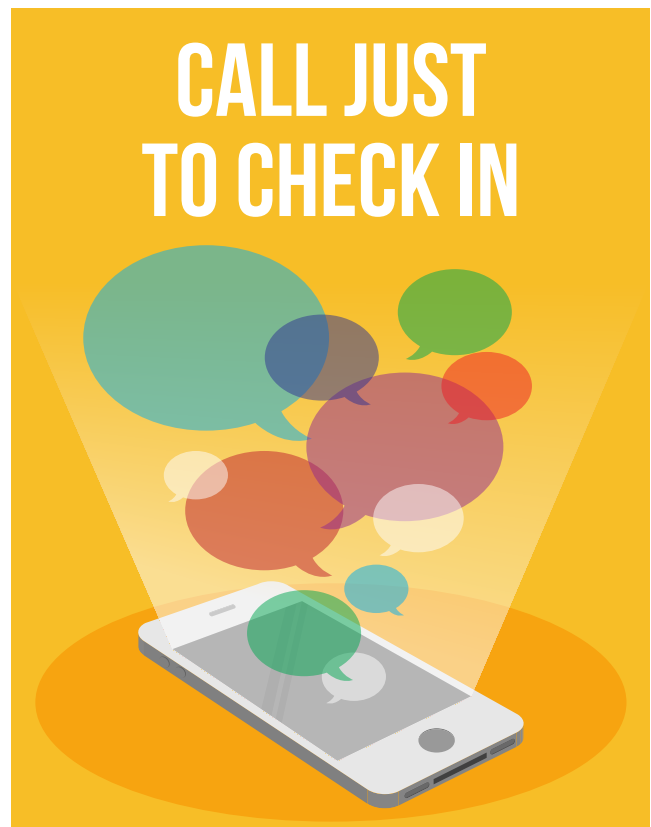
Support Mural

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



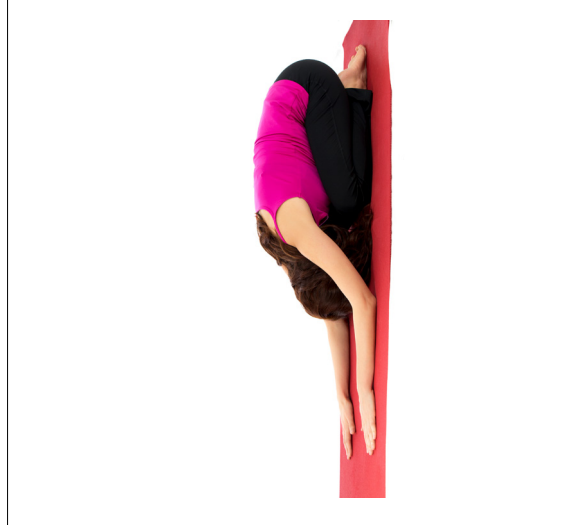
Cat pose



Cow pose



Seated forward bend



Child's pose



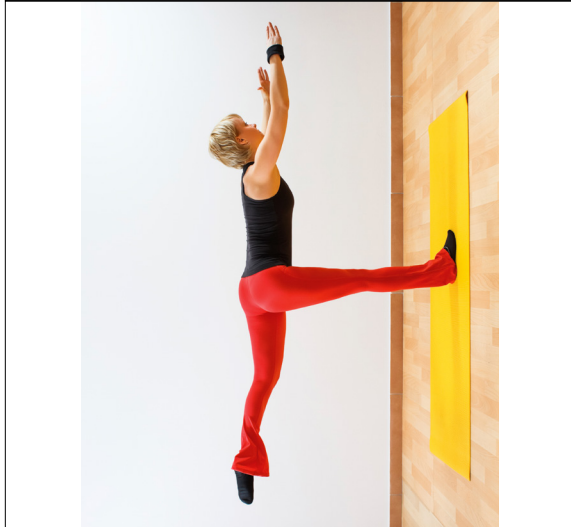
Tree pose



Standing forward bend



Legs up the wall pose



Warrior III



Corpse pose



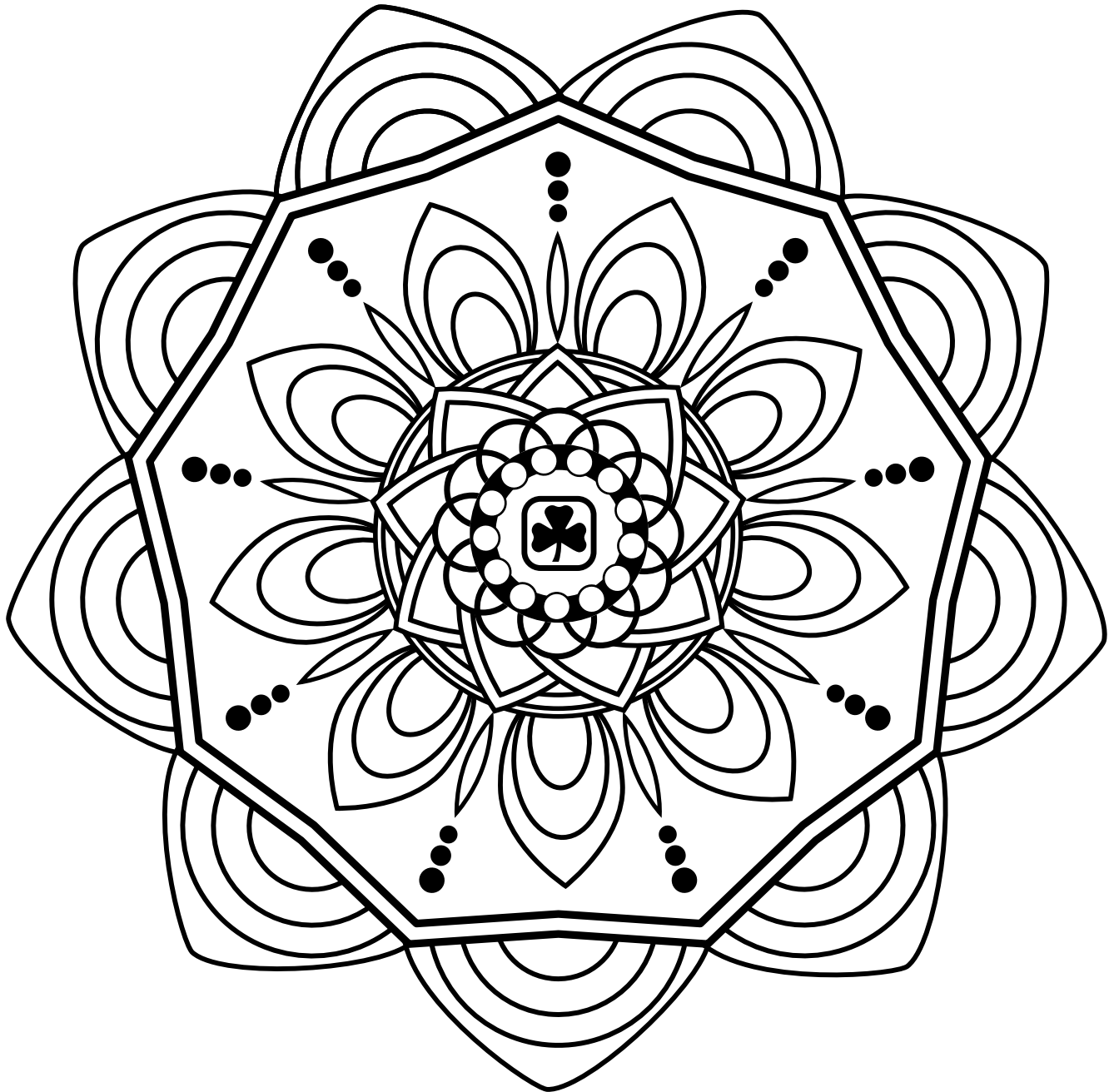
Extended triangle pose



Downward dog

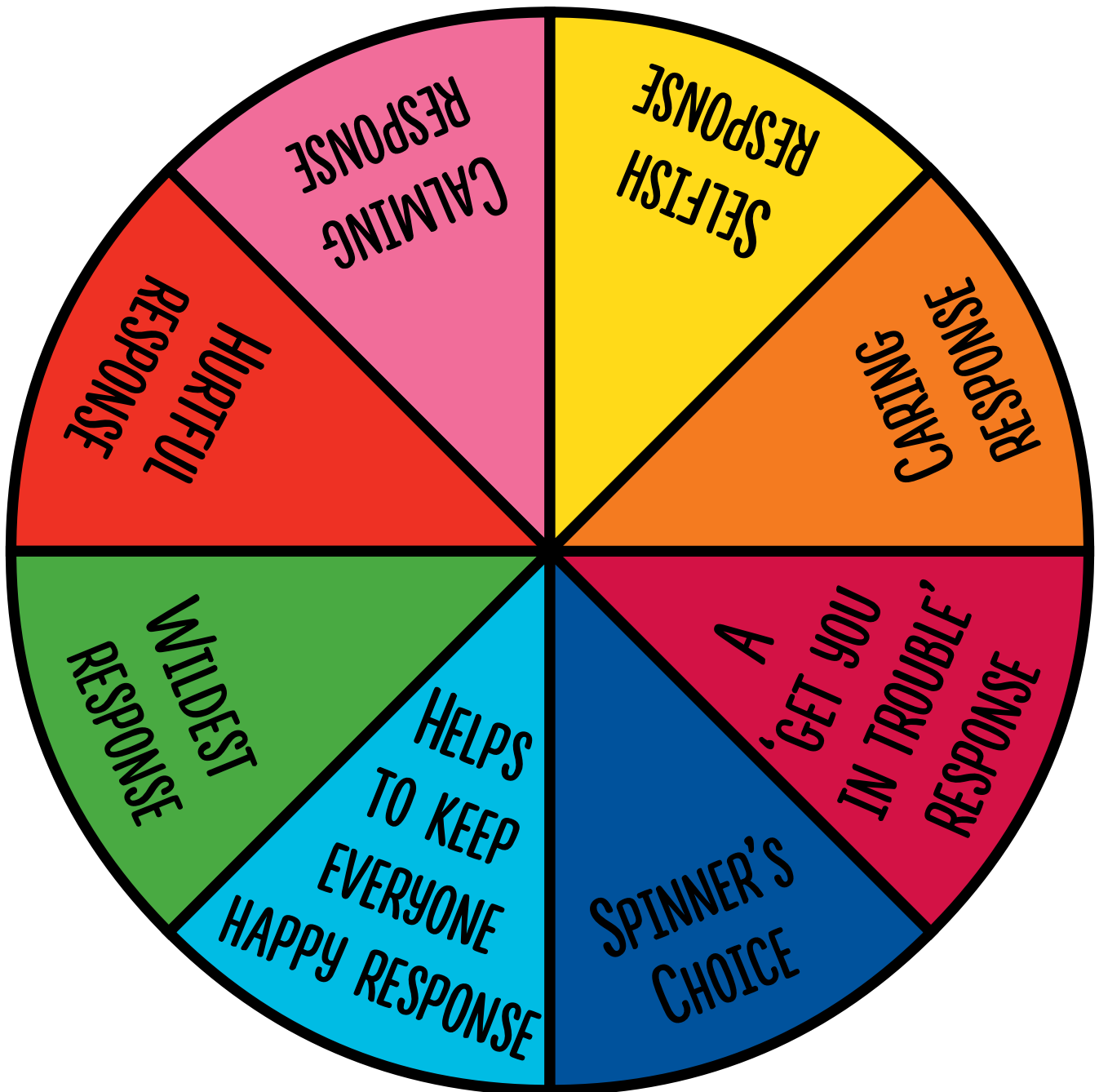


GGC Mandala





Spinner





Situation Cards



Your teacher tells you to put your phone/iPod/book away.

Your teacher tells you to stop talking to your classmate.

Your teacher asks you to stop being disruptive.

Your teacher asks you to please help clean up the classroom.

Situation Card

Situation Card

Situation Card

Situation Card

Your teacher tells you to stay after class.

Your teacher tells you to leave the classroom.

Your teacher asks you to raise your hand if you want to speak.

Your parent tells you to put your phone/iPod/book away during dinner.

Situation Card

Situation Card

Situation Card

Situation Card

Your parent asks you to please make your bed.

Your parent asks you to walk the dog.

Your parent tells you to do your homework.

Your parent tells you to stop bothering your sibling.

Situation Card

Situation Card

Situation Card

Situation Card

Your parent tells you to clean your room.

Your parent tells you to turn off the TV/game system.

Your parent tells you your friend has to go home now.

Your friend asks to borrow something of yours.

Situation Card

Situation Card

Situation Card

Situation Card





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



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





Response Cards

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



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



 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



Taboo Cards

Depression

down
cry
in the dumps
sad

Schizophrenia

schizo
crazy
paranoid
spaz

Mental Health

emotional
crazy
illness
sick

Mental Illness

crazy
insane
disturbed
psycho





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





Stupid

Therapy

dumb
idiot
retarded
moron

treatment
medicated
institution
help

Psychologist

Eating Disorder

therapist
quack
doctor
shrink

anorexia
bulimia
skinny
throw-up

