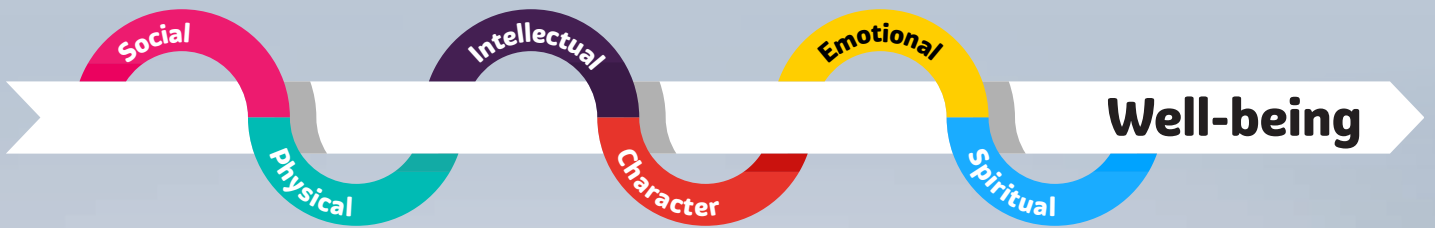
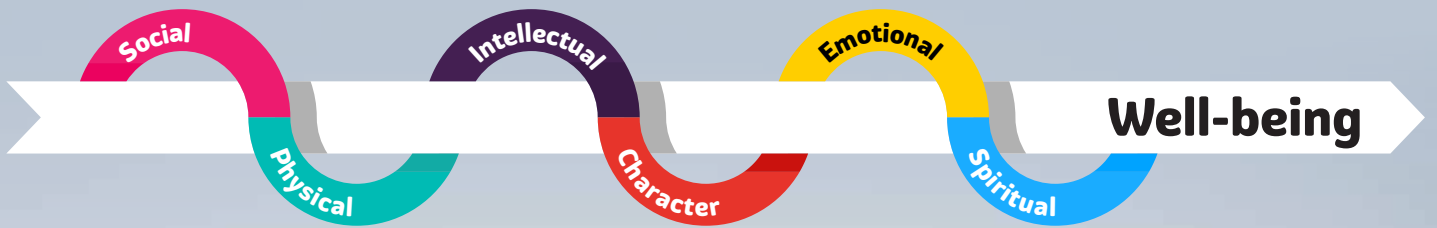


SPICES



**Positive
Mental
Health**

SPICES



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Introduction

Positive Mental Health

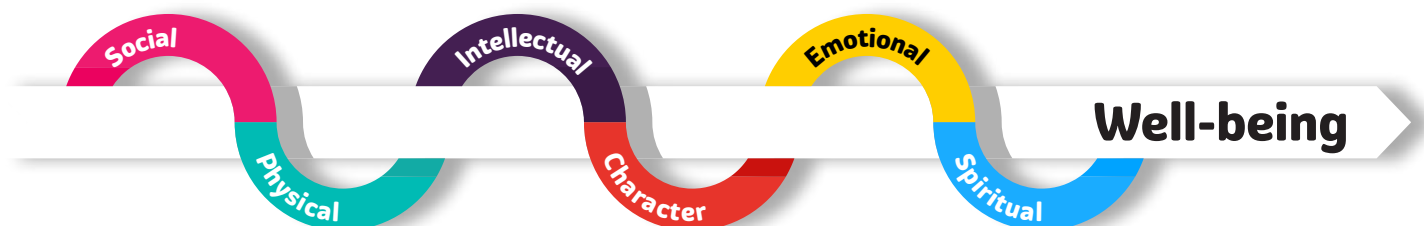
Positive mental health is not just the absence of mental illness but it also incorporates psychological well-being, social functioning and emotional well-being.

The World Health Organisation defines positive mental health *'as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community'* (2014).

Through Scouting we want to ensure that the young people have an opportunity to flourish and thrive.

When people flourish they are filled with positive emotion which broadens their thoughts and actions as well as behaviours. They are more likely to be creative, see more opportunities, be open to relationships with others and to have a wide range of coping and problem-solving options.

Social functioning defines an individual's interactions with their environment and the ability to fulfil their role within such environments as work, social activities, and relationships with partners and family



Social Well-being

Social Well-being

Social relations are a crucial part of well-being, in fact links between well-being and social contact are so strong that researchers argue that we are genetically wired to one another.

We function better when we are in social networks that offer **CO-OPERATION, SUPPORT and ENJOYMENT.**

In Scouting we promote social well-being through the small group system or Patrol system as it is often called. In these groups youth members organise their life within scouting as a group, sharing responsibilities, making decisions, organising and carrying out activities and evaluating their progress.

This team system is based on young people's tendency to form small groups and channels the substantial influence that peers have on each other in a positive way. It enables youth members to develop their own individual skills, talents and experiences in a mutually supportive group environment. It is in this system that young people can develop friendships with peers and adults that rely on co-operation, are supportive and fun.

By using the small group system Scouts can play an important part in helping each other recognise their individual skills, talents and characteristics.



Social Well-being

Co-operation Games

What is it about?

Co-operation is a crucial skill in both our personal lives and our professional lives. When we cooperate with others we can have fun, build positive relationships and connect with others.

Cooperation means that in order for us to succeed others need to succeed also – win win situations, unlike competition. These situations and experiences can have positive outcomes for us individually – we have a greater sense of belonging and value, increased self-esteem, we are more open and trusting and we have more fun and feel happier.

What you will learn

- To work with others toward mutual success
- To trust and rely on others
- To be a vital member of a team
- To communicate clearly
- To share ideas
- To listen to others

What you will need

- Ropes
- Sticks
- Straws
- Cellotape
- Scissors
- Large sheet
- Obstacle course materials

What to do

1. Below are a series of co-operation games for you group to try. They can do as many as they want and you or the group may be aware of other games you can do too.
2. After the games reflect with the group on the skills they used, how they felt and what they learned.



Social Well-being

Rope Shapes

Each team (4-8 people) receives a long rope (10 metres long). The players spread out evenly along the rope and hold onto it. A certain shape must be formed on the command without anyone letting go of the rope. Possible shapes are: A square, a figure of 8, a circle, an oval, a letter or a star. No talking is allowed.

Meter Stick

In this co-operation game, the whole group is only allowed to touch a meter stick with one stretched out finger. The meter stick can be lifted and lowered while the group tries to make it through an obstacle course. A referee watches over the proceedings to check that all group members remain in contact with the stick.

Egg Drop

First, you need to divide the group into teams of 2 – 4. Each group receives cellotape, one uncooked egg, scissors, and 15 straws. The objective is to create a protective casing for the egg, so that, when at the end it is dropped to the ground the egg does not break. The kids have an average of 30 minutes to come up with this special casing. After everyone has finished, they are taking their eggs outside and see how well their egg was protected. Who managed to protect his egg, that even it drops down from a church tower, it will not break?

Turning the Cloth

For this game, a high level of skill is required. Obviously, the more participants the harder, but also the funnier this game will be. To begin, everybody has to stand on the cloth. Then they have to turn the cloth around, but nobody is allowed to step on the floor. If the group is large and there is not much space to move, this is not easy. If someone does step on the floor accidentally, then the cloth has to be returned to its original position and they start all over again.

Stand Up

For this game the group must get into pairs – your partner should be someone of similar build. Each pair should sit back to back on the floor. Then without using their arms they must stand up – this is achieved by pushing their backs together and pushing up with their legs.

Try it with 2 pairs together, then 3 etc – what is the biggest group that can achieve standing up without using their arms.

Group Twister

This game is a lot of fun and requires quite some flexibility on behalf of the players. Before you can start, divide the group into teams of 2- 4. Now they have to solve the task given by the leader. For example, that could be, that each team has only 4 legs which are allowed to touch the ground. From here on, you could ask that they stand only on three feet, while 6 hands can touch the ground etc. The importance is that only the allowed body parts touch the ground in each round.

Social Well-being

Communication Games

What is it all about

Communication skills are vital for individuals to be able to make friends, complete group tasks and feel connected to others. These games will help the participants to improve their speaking, non-verbal and listening skills.

What you will learn

- To communicate effectively with others so they understand the message you intent to convey.
- To understand others and listen effectively

What you need

- Equipment of obstacle course
- Blindfolds
- Pens and Paper
- Images of shapes

What to do

Obstacle Course

1. Split the group into 3's – Person A, Person B and Person C
2. Persons A and B should leave the room
3. Person Cs should design an obstacle course around the room
4. Person C should then write step by step instructions as to how to complete the obstacle course
5. Person C then leaves the room and gives the instructions to Person B
6. Person A is blindfolded.
7. Person A and B enter the room with the Obstacle Course.
8. Person B must read Person's C's instructions for Person A to follow. They cannot add to the written instructions they must only say what is written.
9. Was person A able to complete the obstacle course.
10. Person B can give feedback to Person C on what information was missing. Person C can then have a look at the obstacle course again and make any adjustments necessary to the written instructions e.g they may change 'step over the rope' to 'lift you foot 30 cm of the ground and move it forward 30 cm to step over the rope'.
11. Person A should try again with Person B reading the new instructions.
12. Discuss after what the challenges where for each person and how communication could be improved.



Social Well-being

Drawing Shapes

1. In Pairs sit back to back.
2. One in each pair will have a piece of paper and pen (Person A), the other person will have a drawing of a group of shapes (Person B).
3. Person B will describe the image in front of them to Person A who must draw an exact replica of the image on their page.
4. Compare drawings -how was the communications – both describing and listening? What could be done to improve it.
5. Repeat with Person A and B swapping roles.

Line up

1. As a large group ask participants to get into a line in order of height
2. After this is completed, tell the group they can no longer communicate verbally or in writing.
3. Ask the group to get in order of date of birth, house number, name in alphabetical order etc
4. Ask how it felt to communicate without words. What were some of the common understandings we have that allowed them to complete this task, i.e. holding up fingers indicates a number.



Social Well-being

Secret Friend

What is it all about?

The purpose of the game is to practise how to be more considerate to another person in an unobtrusive way – by being their ‘secret friend’. The game enhances young people’s awareness of their own and others’ feelings and can increase their sense of belonging to the group as a whole.

What will you learn

- To think about someone else’s feelings and needs
- To take action that makes another person feel good
- To enjoy kind actions from others

What will you need

Paper and pens

What to do

1. Put each young person’s name on a separate piece of paper and fold it up. Then put all the pieces of paper in a bowl or similar container. Each young person in turn takes a name out of the bowl to identify their secret friend and opens it to make sure it is not his or her own name – if it is, another name must be chosen instead. It would be useful to check each young person understands whose name they have chosen. And they must keep it a secret!
2. Now everyone in the group knows the name of the person they must be a secret friend to. The idea is that the other person – the one receiving the friendship – should not necessarily know who it is who is looking out for them for the duration of the game.
3. The group could discuss ideas of how they can show friendship for their secret friend e.g. talking to them if they are alone, helping them with a skill they are learning, including them in activities etc
4. The activity can last all year or for a few weeks/months. At the end of the allotted time the young people can make a guess about who their secret friend has been. They can also talk about how they showed friendship and the positive ways in which their secret friend showed them care and friendship. These can be appreciated by the whole group. They might like to say whether or not playing this game has helped them feel more a part of the group.
5. The activity can be run again and again – in fact children will get better at it over time. You can use this exercise with groups of adults too, to help raise awareness and understanding of group dynamics and loyalty



Beavers and Cubs



It may be helpful to introduce the activity with a discussion of how we treat our friends – how we show them kindness and concern; how we ‘look out for them’. It will also be necessary with young children to be clear about what it means to keep a secret and to distinguish between ‘bad secrets’, of which we appropriately make children very wary, and good secrets like this one.

Social Well-being

Positive Feedback

What is it all about?

This activity is designed so that each young person gets honest positive feedback from their peers and in a way that they can keep.

What you will learn

- To give honest positive feedback by thinking about the positive characteristics and actions of your peers
- To receive positive feedback

What you will need

- Pens
- Paper
- Staplers, glue etc

Beavers and Cubs

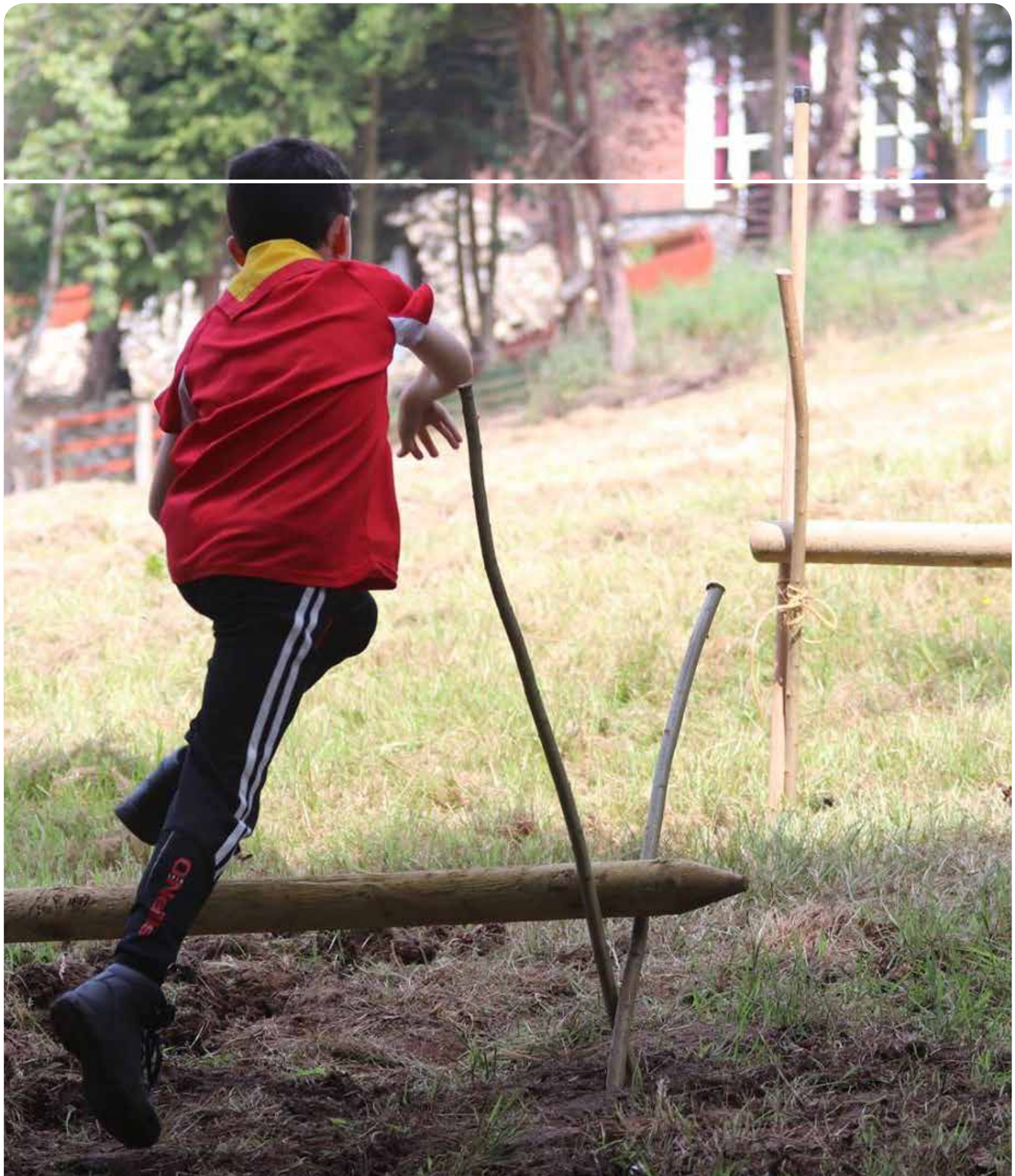


As it would be more difficult for Beavers and Cubs to write comments you could play the game verbally -ask each young person to sit in a chair in the middle of the group and they can give feedback one at a time, or you could include the activity as part of a technology project and get them to make videos.

What to do

1. Give each young person some paper. The paper should be folded into a small booklet with enough pages for each person in the group to write on.
2. Each young person should decorate the cover page with their name and any designs they want.
3. The group then sits in a circle.
4. Everyone passes their booklet to the left. When you receive another person's booklet you can write a positive comment about them. It is really important to emphasise that this is not an appropriate time for jokes or to write any nasty comments. Even if you are not friendly with the person whose booklet you have you can still think about something they do well, something you like/admire about them or a time you appreciated their help. Also, comments should be specific to the person you are writing about e.g I was really grateful to you for saying hello and smiling when I first started Scouts. Not vague comments e.g. you are nice.
5. Once everyone has written a comment pass the booklet to the left. Continue until everyone has their own booklet back.
6. Give everyone sometime to read their feedback. Discuss how it made them feel to give and receive feedback.





Social

Intellectual

Emotional

Physical

Character

Spiritual

Well-being

Physical Well-being

We often talk about our bodies and our minds as if they are completely separate – but they aren't. They are very closely linked – your body may struggle if your mind is not functioning properly and vice versa.

If you are feeling down you may be less likely to do things e.g. sport, tidying your room. Then by being less active you feel even more down and so do even less – this can become a downward spiral.

Modern lives are very different to how our ancestors lived, so much of what we do now is carried out by machines - we drive in cars, wash our clothes in washing machines, we buy all we need in a supermarket or even over the internet and have it delivered. For recreation we watch tv and box sets, go on social media and sit at computers.

In fact, we are spending so much time sitting that doctors have called sitting the new smoking –the longer you sit, even if you do exercise, the greater the chances of you having an early death. People who sat for less than 30 minutes at a time had the lowest risk of early death.

Moving more and being more physically active means;

- you are less likely to be depressed, anxious or tense
- more likely to feel good about yourself
- more likely to concentrate and focus better
- more likely to sleep better
- more likely to be mobile and independent as you get older
- less likely to have problems with memory as you get older

Physical health isn't just about how much we move our bodies but also what we put into them – the food we eat, what we drink and any other substances.

Research has shown that diets high in sugary, fatty and processed foods are associated with depression and poor brain health as well as a number of physical ailments such as diabetes, heart disease and stroke.

There is now enough research evidence to show the importance nutrients are for mental well-being. In fact, dietary improvement and nutritional interventions may help reduce the risk or halt the progression on certain psychiatric disorders.

In Scouting there are lots of opportunities for young people and adults to be physically active – in reality it would be difficult to be involved in Scouting and not be physically active. Scouting supports young people to understand their bodies and their physical capabilities and to develop skills through physical challenges.

The activities in this section are designed to build on this great work and to highlight the links between physical activity and healthy eating on their overall mental wellbeing. They explore how Scouts connect to their bodies and their body image, the food that we eat and how we can improve that within and outside of Scouting and how Scouts can ensure they have active healthy lifestyles.



Physical Well-being

Body Image



What is it all about?

With advertisements and images of a specific body type constantly bombarding us wherever we are or whatever we're doing—on television, on our phones, on social media platforms and while we're out shopping—it's easy to see how we can begin to feel bad about our bodies.

Building a positive body image is a good way to counteract this negative stream of images we are encouraged to compare ourselves to.

This activity explores what ideals we are bombarded with, the impact they can have and what we can do to counteract it and be happy with the bodies we have.

What you will learn

- The harmful messages that advertising, tv and social media can send that make us feel that our bodies should look a certain way.
- How these messages can impact us
- How to challenge the impact of these messages

What you will need

- Large sheets of paper to draw/write on
- Markers and felt tip pens
- Magazines and newspapers
- Something to watch YouTube video on



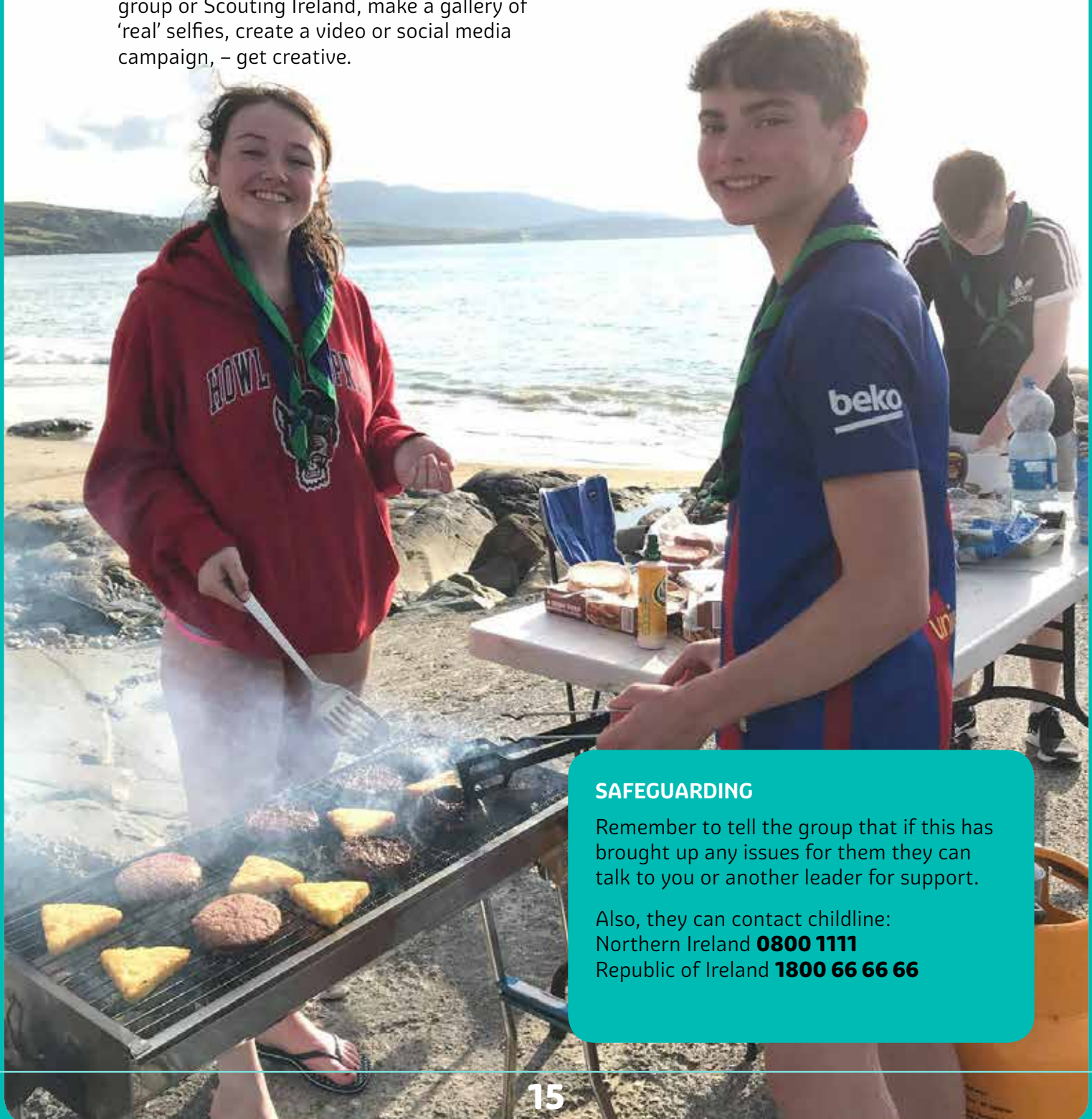
What to do

1. Explain that in this session you are going to explore body image – ask the group for their thoughts on the topic and what it means to them.
 2. Put out magazines and newspapers for the group to look through. Split them into groups of 4-6 and ask them to draw the outline of a body. In one half they are to fill in 'ideal' images of a female body and on the other half 'ideal' images of a male body. They can make a collage using the magazines and newspapers, write or draw.
 3. Ask each group to look at these 'ideals' and to list the 'cost' of these 'ideals' in terms of **TIME, MONEY** and **EMOTIONS/FEELINGS**. E.g. Cost of make up, time getting ready, time taking lots of selfies to get the right one, feeling bad about yourself, fear of not looking good enough etc
 4. Ask each group to feedback. Discuss the images we see in magazines, social media and tv – how realistic are they?
 5. Watch the Dove Evolution video on YouTube
-
6. Reflect on the 2 videos – what do they highlight?
 7. What problems can it cause when young people compare themselves to these 'ideal' images presented by the media? What feelings, thoughts and behaviours can it cause?
 8. Again in groups of 4-6 – list all the ideas you have for changing your script – i.e. the negative things we tell ourselves about how we look and how our bodies look. What positive things could you practice telling yourself instead. How could you challenge friends to be more positive about body image? Feedback to the group

Physical Well-being



9. Take Action: What could you as a group do to promote body positivity in your area? You may decide to organise a Body Positive Event or raise awareness on the issue, design a poster for your Den, develop a policy for your group or Scouting Ireland, make a gallery of 'real' selfies, create a video or social media campaign, – get creative.



SAFEGUARDING

Remember to tell the group that if this has brought up any issues for them they can talk to you or another leader for support.

Also, they can contact childline:
Northern Ireland **0800 1111**
Republic of Ireland **1800 66 66 66**

Physical Well-being

Food for Thought



What is it all about?

A healthy and balanced diet is essential for wellbeing. A balanced diet -where diet means 'what you eat' rather than 'trying to lose weight' is one that contains a mix of 6 food groups as outlined in the Eatwell Guide NHS. www.nhs.uk/live-well/eat-well/the-eatwell-guide/

These 6 groups are:

1. Fruit, Vegetables and Salad – 5 portions per day.
2. Meat, fish, Beans, Eggs, Nuts and Pulses – twice a day covering a 1/3 of your plate each time, twice a week have sustainably caught fish.
3. Olive oil, vegetable oil and spreads – 1 spoonful per meal.
4. Milk, Dairy and Fortified alternatives – 3 portions of milk and dairy (1 portion is 1/3 pint of milk, small pot of yogurt, 30g cheese).
5. Seeded bread, rice, oats, potatoes and pasta- 3 times per day covering 1/3 of your plate – more if you are very active.
6. Treats – biscuits, cakes, sweets and crisps – these food are only to be eaten occasionally.

What you will learn

- How healthy and balanced your diet is
- How to plan a balanced diet for camp or home

What you need

- Eatwell guide
- Food diary for one week – see template
- Paper and pens
- Cook books or magazines

What to do

1. Give everyone a blank food diary and ask them to complete it over the week between meetings. Food can be recorded in writing or in photos. Your group might even decide to set up an Instagram account just for this activity so they can all post photos of their meals.
2. Next week – look at the Eatwell guide and the 6 categories of food.
3. Get everyone to go through their food diary and explore the categories of food they ate each day e.g. Monday: Dairy x2, Fruit and Veg x3, Treats x 2 Bread x4 etc
4. Compare your food diary to the Eatwell recommendations (these diaries do not have to be shared and no one should be made to feel bad about what they have eaten. List what improvements could you make to your diet e.g. swapping white bread for wholemeal, having less treats, eating more dairy, reducing fizzy drinks etc
5. In small groups of 4-8 plan a balanced and healthy diet for a weekend camp or why not design a cookbook for your group. You can look at cook books or online food sites for inspiration.
6. Present your idea to the everyone. How do they compare to what you usually eat at camp?
7. You could add to the activity by making some of the recipes or take some recipe ideas home to try.

How to expand on this activity

You could run a Ready, Steady, Cook competition where small groups are provided with 3 main ingredients and have to design and make a meal for the rest of the larger group.



The Eatwell Guide NHS



Physical Well-being

Get Active



What is it all about?

This activity looks at how much physical activity you currently do compared to the recommended amount of exercise you should do for your age. It will look at what types of physical activity you could do in your area to increase your activity or to try something new. You will explore the different types of physical activity, the skill level needed, the cost and the amount of equipment needed.

What you will need

- Paper
- Pens
- Local newspaper
- Internet access to search

What you will learn

- The different types of physical activities you could take part in locally
- The level of skill, the cost and the equipment needed
- How your level of physical activity compares to the recommended amount and how you can increase or change your activity.

To maintain a basic level of health, children and young people aged 5 to 18 need to do:

- at least 60 minutes of physical activity every day – this should range from moderate activity, such as cycling and playground activities, to vigorous activity, such as running and tennis
- on 3 days a week, these activities should involve exercises for strong muscles and bones, such as swinging on playground equipment, hopping and skipping, and sports such as gymnastics or tennis

What to do

1. Look at the recommendations for physical activity – individually think about your typical week – do you meet the guidelines?
2. In groups list as many types of physical activity you can do in your area – you may need to use the internet to search what is available at local leisure centres, activities centres etc
3. For each activity give them a score out of 5 for the level of skill needed to take part 1 being no skill, 5 being expert level. Make sure you include activities you do at scouts – games, pioneering, hiking etc.
4. Then give them a score for cost for taking part -1 being free, 5 being very expensive.
5. Then give a score for the amount of equipment needed, 1 being none to 5 being a lot.
6. Rank the activities in order of being easy to take part in to more difficult to take part in based on the scores for skill, cost and equipment.
7. Decide on an activity to take part in that you haven't tried before either as an individual or as a group. What other activities could you do daily to increase your activity levels.

NB. This is about all activities from walking to the shop, cycling to school, gardening, playing in the playground or playing tag with friend as well as sports and organised activities.

Safeguarding

Ensure that young people discuss any new activities or routines with their parents/guardians.

Physical Well-being

Super Smoothies

What is it all about?

We all know that fruit and vegetables are great sources of the vitamins and minerals we need to be healthy. They can also be combined to make delicious smoothies and are healthy and filling.

In this activity you will design different smoothies using a variety of fruit, vegetables and dairy.

What you will need

- a variety of fruits -e.g. mango, orange, pineapple, banana etc
- a variety of vegetables suitable for smoothies e.g. Spinach, beetroot, kale, celery, cucumber
- some yogurt and milk
- ice
- other ingredients optional e.g. peanut butter, seeds, fruit juice. nuts
- Blender/ Smoothie maker
- Large glasses and straws

What you will learn

- How to make a smoothie
- What combinations of fruit and vegetable work well together to give a smooth texture and sweet taste.

What to do

1. As a group look at all the fruit, vegetables, dairy and optional products for this activity. Are there any that are new to you?
2. In small groups design a smoothie based on the ingredients available. All smoothies must have at least 3 ingredients.
3. Make your smoothie and give it a name.
4. Let everyone try all the smoothies and vote on your favourite flavour.

Safeguarding

Ensure you are aware of allergies, such as nut allergies, that members of your group may have so you can avoid these on the ingredients list.



Intellectual Well-being

Intellectual Wellbeing

Intellectual wellbeing is concerned with Learning, Accomplishments and Intrinsic motivation

Intellectual wellness refers to active participation in scholastic, cultural, and community activities. It is important to gain and maintain intellectual wellness because it expands knowledge and skills in order to live a stimulating, successful life.

In order to improve intellectual wellness, it is important to value creativity, curiosity, and lifelong learning.

Some of the ways you can increase your intellectual wellbeing are reading for fun, debating an issue with a friend but choose the viewpoint opposite the one you hold and focusing attention on information that is different than your beliefs can improve intellectual wellness. Naturally, we tend to only focus our attention on opinions, beliefs, and facts that hold true to our viewpoints. When you expose the mind to opposing ideas, it expands the mind to grasp new information.

Intellectual wellbeing also involves having a capacity for imagination, ideas and the ability to innovate and be creative.

Intrinsic motivation refers to behaviour that is driven by internal rewards. In other words, the motivation to engage in a behaviour arises from within the individual because it is naturally satisfying to you. This contrasts with extrinsic motivation, which involves engaging in a behaviour in order to earn external rewards or avoid punishment.



Intellectual Well-being

Expand Your Mind



What is it all about?

Looking at the world from a different perspective is a really vital way to expand your mind. Sometimes it is easier and more comfortable to be around people who are the same as us, who like the same things and have the same beliefs and views on the world. However, by interacting with people and material that presents a view different to our own we are more likely to increase our self-awareness and our acceptance and tolerance of others. It also helps us to think critically and make better decisions as we learn to view issues from a number of perspectives.

What will you learn

- To understand another view point to your own
- That there are a number of ways of experiencing and perceiving situations.

What you will need

- Pens and Paper



Beavers and Cubs

For this age group the activity could be inviting in a person or a group from a different culture so they can ask questions and learn about another way of life.

What to do

1. Ask everyone to complete a quick pen picture of themselves. A pen picture is a written description of a person that may include their key features and information about their lives that makes them who they are. This could be cultural background, sporting affiliations, political view point, family dynamic etc This can be written or drawn for those who are more creative or don't enjoy writing.
2. Then ask them to think of people in the community or beyond who are very different to them – they might be from a different cultural background, have an opposing political view, be much older, have a rival sporting affiliation.
3. Ask them to do one of the following
 - identify a person, someone different to them. Over the next few weeks ask them to talk to that person and have conversations about the issues they have different views on.
 - read newspapers, magazines or an online news sites that would view the current affairs very differently to them,
 - read a book that they would not normally read
 - learn about a culture they don't know much about or of which they have negative perceptions.
4. Once everyone has completed this task ask everyone to share what they learned and how it has changed their perspective.

Intellectual Well-being

The Other Side



What is it all about?

There are issues that we all have strong views on. But what if you had to argue for a view opposite to yours. Sounds tricky, right? That's the point! Focusing attention on information that is different than your beliefs can improve intellectual wellness. Naturally, we tend to only focus our attention on opinions, beliefs, and facts that hold true to our viewpoints. When you expose the mind to opposing ideas, it expands the mind to grasp new information.

What you will learn

- To view an issue from an alternative perspective
- How to challenge yourself and expand your thinking

What you will need

- Paper and pens for notes

What to do

1. Split the group into pairs. Ask each person in the pair to write down an issue that they are passionate about e.g. Integrated Education, Free Health Care etc. It is best that the issues are ones that the young people are passionate about, however, controversial issues or ones likely to cause offense to others should be avoided.
2. In your pairs decide which issue will be debated first. If Person A is passionate about maintaining and improving free health care for all then in the debate they must argue against free health care and Person B will argue for it.
3. Debate the issue for 5 mins
4. Take Person B's issues – again they must argue against their personal views.
5. Debate for 5 mins
6. Ask everyone to come together as a group. Ask how it felt to argue against something you believe in? Did it give you any insight into the other perspective? Did you learn anything new or gain new ideas or perspectives from looking at the issue from the opposing side?



Intellectual Well-being

Board Games Cafe

What is it all about?

Board games and cards are popularly known as leisure activities – there are even Board Game cafes and conventions as a way to interact with others and stimulate our minds. These activities can also help with your intellectual wellness. It makes no difference whether you are playing alone or you are playing with others. As long as your mind is thinking, improvements are being made.

What you will learn

- How to play new board games and card games as a group and individually

What you need

- Decks of cards
- A selection of Board Games
- Refreshments

What to do

1. Set up the Den like a café – lots of small tables for 2-4 people
2. At each table have a different Board Game or Card Game
3. Serve refreshments – tea, coffee, milkshake etc
4. Let the young people choose a table and game and start playing.
5. Once they have finished a game they can move to the next table.
6. Alternatively, you could visit a Board Game Café such as Jack Straws in Belfast. Or you could host a Board Game Café night as a fundraiser.



Intellectual Well-being

Journaling

What is it all about?

Journaling (or keeping letters or diaries) is an ancient tradition, one that dates back to at least 10th century Japan. Successful people throughout history have kept journals. Presidents have maintained them for posterity; other famous figures for their own purposes. Oscar Wilde, 19th century playwright, said: "I never travel without my diary. One should always have something sensational to read on the train." Journaling has been shown to be associated with drops in depression, anxiety, and increases in positive mood, social engagement, and quality of close relationships

This activity is about creating a journal with some journaling prompts.

What you will learn

- To have a greater understanding of self and improve positive thinking.

What you will need

- Blank notebooks
- Coloured pens
- List of prompts

What to do

1. Give everyone a notebook to decorate and personalize
2. Talk about the benefits of journaling - learning more about yourself, decluttering your brain, reducing anxiety, help with decision making etc.
3. Sometimes it's difficult to know where to start when creating a new journal - show the list of journaling prompts and ask the young people to choose some for their journals and to write these in - they can be creative and draw frames around the pages of images related to the prompts.
4. Ask the young people to journal for a few days and then at the next meeting discuss how they found the experience. Was it relaxing? Useful?

NB – Journals do not have to contain only writing. Some people find photographs, drawings, collages etc. more useful in collecting their thoughts than writing.



Cubs and Beavers

Journals don't have to be just writing especially for the younger age group. Journals can use drawing and colour to communicate thoughts and feelings.

Intellectual Well-being

Journaling continued ...

Journal prompts for Scouts and Ventures



1. What is one problem in our world that really needs to be fixed immediately? Why is this issue so urgent?
2. Write about one problem or issue in our world that you see a solution for, and explain what you would do to fix it.
3. What do you plan to do after high school? Why do you want to take this path?
4. Write about a time when someone told you something that changed your perspective. What did they say, and why did it have such an impact on you?
5. Define what the word “responsibility” means to you. Then, write about what you feel most responsible for.
6. What was the greatest birthday you’ve ever had? What made it so special?
7. Do you consider yourself to be a “people person”? Why or why not?
8. Write about something that you wish you could say to someone else. What is it, and whom would you like to say it to? Is there anything stopping you from saying it?
9. What is the hardest part of being a good friend? Why?
10. What is your single greatest fear? Why? Do you think there is any way you could overcome it?
11. In what way have you changed the most over the last three years? Write about your transformation.
12. In what ways do you think you might change over the next five years? Why?
13. If you had to give up one of your five senses, which would you most hate to lose—and why?
14. What is your superpower? Write about what makes you so good at that one thing.
15. What is the hardest thing you’ve ever had to do? Write about your experience.
16. What is your favorite thing to do after you’ve had a long day? How does it make you feel better?
17. Write about a time when you felt someone wasn’t being completely honest with you. What did you do? How did the other person respond?
18. What is something that people worry about too much? Why do you think they are overly concerned?
19. Do you follow along with the news—either local, global, or cultural? Why or why not?
20. Write about a famous person whom you admire. What do you respect about this person?

Intellectual Well-being

Journaling continued.

Journal prompts for Cubs and Beavers



1. The best thing to do on a snow day
2. If I was in the circus, I would _____
3. The best place to play is
4. If I had a pet dragon I would.....
5. When I grow up
6. The most important thing I learned is
7. Inside my backpack
8. If I could rename 10 different crayon colors
9. If I could be any animal, I would be...
10. Riding on Santa's sleigh
11. If I were a sprinkle, I would go on _____ dessert
12. Running through the forest
13. Becoming tiny and exploring your bedroom
14. Living in an igloo
15. The best kinds of bugs
16. What makes a good tree house
17. Exploring a castle
18. Popping out of a toaster
19. If I could create a new creature...
20. My pets are like my family because...
21. Day at the beach

Character & Well-being

Be careful of your thoughts, for your thoughts become your words.

Be careful of your words, for your words become your actions.

Be careful of your actions, for your actions become your habits.

Be careful of your habits, for your habits become your character.

Be careful of your character, for your character becomes your destiny.

Chinese proverb



Character & Well-being

Character and Wellbeing

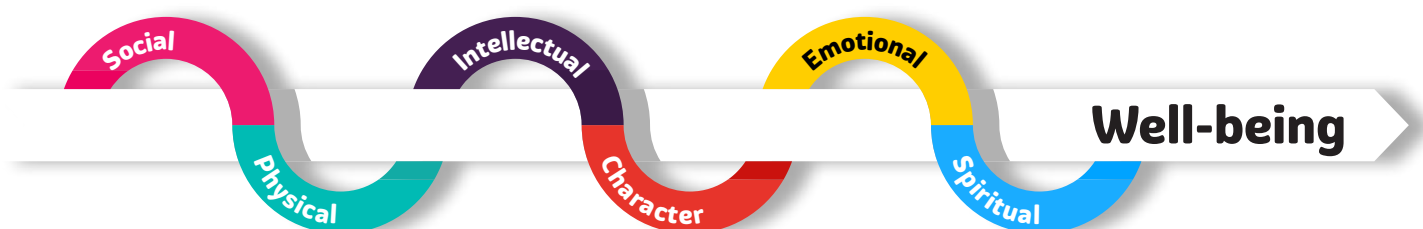
Character can be defined as the mental and moral qualities distinctive to an individual. They are about the thoughts you have based on your belief about yourself, others and the world around you. Having a positive/good character is about accepting yourself and recognising your potential for growth and what you want to and can become. It encompasses your values, self-belief, respecting others and honouring the Promise and the Scout Law.

Character is about 'doing your best' to be the best you can be and to help others and the world around you.

Research has been carried out into character strengths and life satisfaction to explore what character traits were present in those with a high satisfaction for life. It found that the character strengths most associated with life satisfaction were;

- HOPE
- ZEST
- GRATITUDE
- LOVE
- CURIOSITY

These positive traits were reflected in the thoughts, feelings and behaviours of people most satisfied with their lives.



Character & Well-being

Scout Law Mandala

What is it all about?

The Scout Law is a set of values which shapes a code of living which young people voluntarily adhere to in the Scout Movement. They are a set of character traits that Scouts aspire to. This activity allows the young people to explore each law and what it means to them by expressing their thoughts in a mandala - a circular figure representing the universe in Hindu and Buddhist symbolism.

What will they learn

- The Scout Law - what it means and why it is important
- The meaning of aspirational character traits and the impact they can have

What you will need.

- 8 Large segments and one centre circle of cardboard - when put together they create one large circle
- Magazines
- Colouring pens

What to do

1. Split the group into 8
2. Assign each group with a Scout Law
3. Ask them to discuss the Law - what does it mean, why is it important, what are the outcomes of keeping this law or not?
4. Ask them to then decorate their segment with images, words etc that represent their understanding of the law. They can use images/word cut out from magazines or draw their own.
5. Once every group has completed their segment ask them to present it to the group.
6. In the Centre circle write The Scout Law and decorate.
7. Put all the pieces together to form The Scout Law mandala



Character & Well-being

Gratitude Jars

What is it all about?

Being grateful highlights the positive aspects of your life and has been shown to reduce negative thinking and is one of the biggest contributors to happiness. Gratitude jars provide a simple way to cultivate the habit of being mindful of the good things in your life.

What will you learn

- to notice all the positive aspects of your life
- to be aware of those in your life who have a positive impact
- To share your gratitude

What you will need

- Glass jars such as jam jars
- Glass pens or paint
- Pens and paper
- Scissors

What to do

1. Start with an glass jar for each person.
2. Ask the young people to decorate the glass jar in any way they wish - including the lid. They can label the jar with their name e.g. Joe's Jar of Gratitude or Casey's Jar of Good things etc
3. Make the slips. Cut out blank squares of paper on which to write things for which you are grateful.
4. Start the gratitude process by each young person writing one thing for which they are grateful and putting them in the jar.
5. Young people can then add a slip to the jar each day. With the jar ready to go, they should pick a regular time to write the gratitude slips—maybe at dinner or bedtime. As they add a slip each day, soon the jar will fill with reminders of good things in their life. If you have a bad day, they can read some of the slips.
6. It is also important to be able to tell people you are grateful for the contribution to your life. Ask the young people to choose 3 people in their lives who they are grateful for and ask them to tell them how they feel and what specifically they are grateful for. The following week once they have done this ask how it felt, how did the people react.

Cubs and Beavers



Gratitude Jars don't have to be just writing especially for the younger age group. They can use drawing and colour to communicate thoughts and feelings.

Character & Well-being

Identifying Values



What is it all about?

Reputation is what others think of you.
Character is what you know yourself to be –
Coach John Wooden

You're the one who knows what you do when no one else is looking. You know how you use your time and what your thoughts focus around. Character means that you take pride in being the absolute best that you can be, regardless of the "score" or whether anyone else is paying attention. Character is what you owe to yourself; your dignity, integrity, effort and self-respect.

You can exhibit strong character simply by being true to yourself—your values. Character is about being yourself.

This activity helps to discover your values so you can be more aware of being true to yourself.

What you will learn

- To identify you values

What you need

- Pen and paper

What to do

1. Everyone in life has peaks - when things are going really well, when you achieve something, when you 'win', when you feel really happy. Equally everyone has troughs - times when things don't go well, you feel sad or you feel like you did not succeed.

2. Ask the group to individually identify 3 peaks and 3 troughs in their life - they don't have to be amazing successes or devastating losses - just to think of times when they felt happy and satisfied - this could be playing as child, doing well in an exam, scoring a goal in sport etc, and times when they didn't feel that situations worked out as they wanted - this could be not achieving a goal, not getting the grade you wanted, falling out with a friend etc
3. Draw out peaks and troughs like below - for each peak as the young people to identify a symbol to represent that situation and a value that was present that made it a peak or a value that was absent or hurt that made it a trough.

e.g Peak - making new friends at your new school - the value could be Friendship or kindness. Trough - seeing someone be bullied but not standing up for them - the value that was not acted on but was important could be bravery or justice.
4. Once you have identified the values for each peak and trough - reflect on whether or not you feel that they are important values to you - if they don't feel right have a look at the values list to see if there is another value that is truer to you.
5. Think about your day to day actions and experiences - ask yourself if you are being true to these values and what could you do to ensure you do act in accordance with these values. A good way to do this is to imagine an alien came from space and watched everything you said and did for a week - would they be able to guess that these are the values that are important to you e.g if family is an important value for you - would you be observed spending time with your family and enjoying their company?

Character & Well-being

Famous Failures



What is it all about?

Failure is something that everyone experiences at some point whether it not doing well in a subject at school, losing a friendship, struggling to master a skill or not getting a job you wanted. It is not the failure itself that determines our future success but how we deal with that failure. Thomas Edison is said to have failed 10000 times when trying to invent the light bulb – he viewed these failures as feedback – he learned 10000 ways not to make a light bulb. If he had internalised these failures and believed he was a failure or that the failures meant he would never succeed, he would likely have given up.

This activity explored other famous ‘failures’ and what we can learn from them.



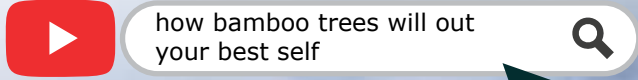

What you will learn

- To look at failure in a different way
- To build an understanding of failure as a form of feedback.

What you need

- Laptop, Projector and Screen
- YouTube videos

What to do

1. Discuss with the group the word FAILURE. What are some of the thoughts that come to mind when you hear this word. What examples of failure exist in our society.
2. Watch the famous failures youtube video


3. Ask the young people to think of 3 things they learned while watching that video – you can play it again while they are thinking.
4. Share the learning points.
5. Discuss what character strengths these famous failures had in order to ultimately be successful
6. Ask what strengths the young people have or would like to develop in order to keep them going when faced with a difficult task or situation.
7. Play the Bamboo video


8. Discuss the thoughts and learning from that video.



Emotional Well-being

Emotional Wellbeing

It also involves being attentive to your thoughts, feelings, and behaviours, whether positive or negative. Emotional Wellness implies the ability to be aware of and accept our feelings, rather than deny them, have an optimistic approach to life, and enjoy life despite its occasional disappointments and frustrations.

Taking into account the results of many studies, positive psychologists have created a “happiness formula”, identifying the three categories that make up our well-being - **H=S+C+V**

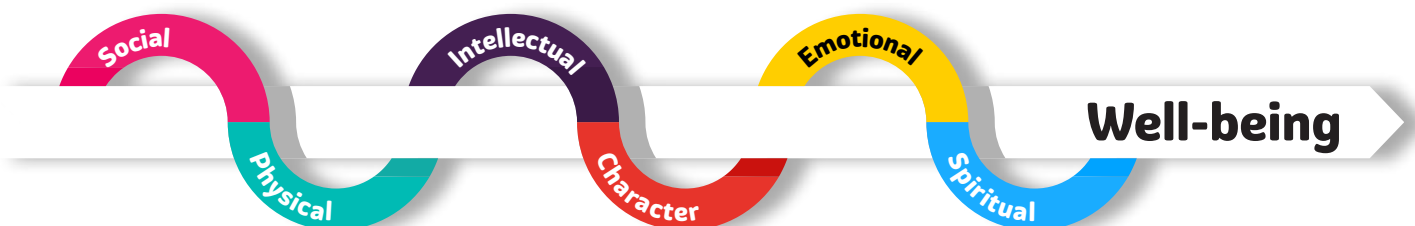
- H** Your enduring level of happiness.
- S** Your genetic set point. This is determined by your genes, remains relatively stable throughout your life and returns to its original level soon after the majority of significant life events. This accounts for about 50%.
- C** The circumstances of your life. These are both things you can change and things you can't, including your environment, your health, age etc. This accounts for about 10% of our well-being.
- V** Aspects which are under our voluntary control and account for around 40% of our well-being including our attitudes, intentional and effortful activities.

(Seligman, 2002)

Positive emotions and negative emotions are not opposite. 'Positive' and 'negative' is not a reference to them being either 'good' or 'bad', but whether it is healthy for us to experience these.

Positive emotions include interest, contentment, pride, love and zest. Negative emotions include greed, anxiety, envy and destructiveness. However, anger, for example, can be a healthy emotion if it spurs us on to stand up for yourself or challenge some injustice.

It is too simplistic to assume that emotions, such as frustration, that make us feel bad are ultimately harmful. Negative emotions are an important fact of life. At important moments they serve to remind people that they have faced a loss; a sadness; a regret or been hurt by someone. It is important to recognize the importance of negative emotions (rather than pretend they don't exist or bottle them up) and to learn how they are triggered and how to manage them. Negative emotions, like anxiety and anger evoke specific behavioural responses which are best understood in evolutionary terms. A clear example of this is the fight, flight, freeze response, with fear leading to an action tendency to run and escape, whilst anger leads to an action tendency to fight. However, negative emotions seem to narrow behaviour, by focusing energy on survival rather than flourishing.



Emotional Well-being

Positive emotions have a greater impact than just making us feel good. The snowball effect of positive emotions spreads through our personal, social and emotional life. Work and study performance is enhanced when we feel good; physically our health is boosted; our relationships are strengthened; our view of the world is enhanced; we take more risks with greater certainty and our creativity can be enriched, simply by virtue of experiencing positive emotions. It also has a contagion effect, with others being 'infected' by laughter, smiling or optimism. Others begin to feed off these behaviours and emotions and are attracted towards these people with strong positive emotions.

The impact of positive emotions is much more powerful than previously considered. Recent research has been making the case for a greater focus on building positive emotions, as a way to counter the negative emotions that young people and adults feel. Prior to this, attention was only paid to joy or happiness as an indicator that an individual wasn't depressed. Fredrickson (2001, 2005, 2007) believes this underestimates the role of positive emotion in building positive mental health. Her broaden-and build theory (ibid, 2001) suggests that while negative emotions narrow people's perspective and keep them focused on the specific problem or threat in hand, positive emotions broaden people's thoughts, actions and behaviours.

Fredrickson and colleagues (2005) have shown that each time a person experiences a positive emotion, their capacity to think more clearly about problems is increased and their psychological resilience also increases. While this increase is often fleeting, over time it builds up into increased resourcefulness. Her studies reveal that positive emotions broaden the scope of our attention, they cause us to take more information, see connections to other people and things, and to be more creative. Solutions and opportunities are seen and found more easily, as we can see the big picture rather than the small details. This offers a new way out to young people who often feel trapped or stuck and feel that there is 'no way out' of their own internal turmoil or painful life situations they find themselves in. There is no suggestion here that negative emotions should be quashed or contained, on the contrary space for these can be cathartic.

Negative emotions live side by side with positive emotions in all of us. Resilient people experience the same amount of negative emotion as others. But the key difference between more resilient people and those who are less resilient, is the amount of positive emotion that they experience, thus boosting their overall mental well-being. (LIFEMAPS, Youth Action 2015)



Emotional Well-being

Give yourself a good talking to



What is it about?

Throughout the day your mind keeps up a constant commentary of what we are up to, it's called 'self-talk'. Sometimes this self-talk can be positive and encouraging e.g. 'come on you can do this' but sometimes it can be negative and critical and can hinder you in what you are trying to achieve e.g. 'you are so stupid', you are ugly etc. It can damage your self-esteem and confidence and the more your self-talk is negative the easier it becomes to believe it.

This activity helps to identify self-talk and if it is negative and unhelpful it will help to change it.

What you will learn

- To identify your self-talk
- To explore if it is helpful or unhelpful, positive or negative
- To change any unhelpful self-talk
- To identify some of the positive aspects of you

What you need

- Paper and pens
- Positive Comments List
- Dice
- Prittstick Glue

What to do

1. Ask the young people to reflect on their inner voice. Are they kind, patient and friendly to themselves or is their inner voice critical and impatient.
2. Ask them to write down some of the things that they say in their inner self talk – this is private and doesn't have to be shared.
3. Ask them to consider their self-talk and decide if it is helpful or unhelpful e.g. 'you are useless' – this would be unhelpful as it is unlikely to encourage to achieve goals and do better. 'Come on, you can do this' – is helpful as it is encouraging and motivational, you are likely to keep trying until you achieve your goal.
4. Ask the group to think of what they could say instead of any unhelpful comments - they could write these on a small piece of card to keep in their purse/wallet.
5. Next bring out the dice and explain that everyone will take turns in throwing the dice. The person throwing it will then complete the sentence related to the number thrown, with a positive comment about themselves. This can be difficult and embarrassing – we often find it difficult to identify the good things we like about ourselves. Acknowledge this and explain that it gets easier the more you do it.

Positive Comments

- 1 The thing I like most about myself is...
- 2 Three of my best character traits are...
- 3 Something I'm really good at is...
- 4 Three positive words my friends would use to describe me are...
- 5 Something I am proud of is...
- 6 I am a good friend because...

Emotional Well-being

Ha Ha Game

What is it about?

The science of laughter - though still preliminary - suggests that it has tremendous benefits for our health and psychological well-being.

Laughter can improve your relationships - by making you more open to new people. Laughter may make you more resilient. That's because laughter may help you regulate your emotions in the face of challenge, according to a study led by Yale psychologist. **Laughter can make you a better learner** a study by Ohio University showed that a good laugh while learning new material will help you engage with it more! **Laughter can improve your health.** A of diabetic patients found that laughing can lower stress and inflammation and increase good cholesterol.

This activity is a great way to create laughter.

What you will learn

- The benefits of laughter

What you will need

- Nothing

What to do

1. Everyone lays down so that their head rests on another person's tummy; the group should all be interconnected by heads and tummies.
2. Explain to the group that the challenge is NOT to laugh
3. The game is for the first person to say out loud "Ha!" The second person says "Ha-ha", the third person "Ha-ha-ha" and so on.

The groups tries to see how far the "Ha" gets along the line before someone laughs. When they laugh you start again. After a few attempts, this generally descends into waves of uncontrollable laughter.

If the group struggle to get more than half way then it is a good idea to start at the opposite end so everyone has an opportunity to play.



Emotional Well-being

Emotions Colour Wheel

What is it about?

Colour may influence a person's mental or physical state. ... Warm colours – such as red, yellow and orange – can spark a variety of emotions ranging from comfort and warmth to hostility and anger. Cool colours – such as green, blue and purple – often spark feelings of calmness as well as sadness.

In this activity young people will explore what colours they associate with different emotions and how colours make them feel.

What you will learn

- The impact of colour on mood
- The colours associated with different moods

What you will need

- Paper
- Colouring pens
- Rulers

What to do

1. Start with a piece of white paper and draw a circle filling the page.
2. Draw a line straight down the centre of the circle, then draw a line down the centre, criss-crossing the first line. Follow this by halving the other pies and again until you have 8 pies.
3. Talk about emotions and how we often associate colour with emotions. Ask what colours they associate with happiness, sadness, anger, fear, relaxed, frustration, disgust, surprise etc.
4. Ask the young people to choose 8 emotions and colour in each segment to represent that emotion - you can also draw images e.g. calm you could draw a beach scene with light shades of blue and white, for anger you could draw red and orange flames.
5. Ask everyone to present their wheel - did everyone choose similar colours for each emotion?
6. Discuss which colours impact on your mood - if you were in a room decorated yellow, blue, purple etc. would they impact on your mood?

Cubs and Beavers



This activity could be done by choosing 4 emotions rather than 8.

Emotional Well-being

Box of Happiness

What is it about?

In today's fast paced society it is easy to become overwhelmed and stressed. We often don't take time away from pressures and from technology to relax and unwind. This activity helps you to take time to remember items, music, experiences and people that make you feel happy.

What you will learn

- How to tap into positive emotions in order to relax and unwind

What you will need

- Coloured pens
- Paper
- Craft Materials
- Small cardboard boxes
- Photos
- Access to internet – spotify app etc



What to do

1. Talk with the group about stress – what is it? What can cause you to become stressed?
2. Then give everyone some paper and ask them to think of things that make them happy – this could be memories, photos, items, songs or even smells– something that when they see/hear/feel/smell it they are instantly relaxed and happy.
3. Create a Box of Happiness – take a cardboard box, decorate it and then fill it with all the things that make you feel happy – some examples include;
 - An image of a sunset that you can close your eyes and imagine
 - A shell so you can listen to the sound of the waves-imagine you are relaxing on a beach
 - A bracelet that a friend gave you and reminds you of the fun times you had
 - Photos of friends and family
 - A teddy or soft toy that gives you comfort
 - A playlist of your favourite songs
 - A puzzle that helps you relax
 - Colouring book and pens
 - A list of relaxing treats e.g bubble baths
 - List of books you love
 - Inspirational Quotes
4. Fill your box full of as many items as you can. The next time you are feeling stressed or sad get out the box and allow yourself to feel happy and relaxed.

Spiritual Well-being

Spiritual Wellbeing is the ability to experience and integrate meaning and purpose in life through a person's connectedness with self, others, art, music, literature, nature, or a power greater than oneself. Many factors contribute to spiritual wellbeing, including adequate sleep and healthy eating, mindfulness, meditation, prayer or taking time to be silent to focus on inner exploration.

Some may find that their spiritual life is intrinsically linked to their association with a church, temple, mosque, or synagogue. Others may pray or find comfort in a personal relationship with God or a higher power. Still others seek meaning through their connections to nature or art. Like your sense of purpose, your personal definition of spirituality may change throughout your life, adapting to your own experiences and relationships.



Spiritual Well-being

Mindfulness

What is it about?

Mindfulness is a technique you can learn which involves making a special effort to notice what's happening in the present moment (in your mind, body and surroundings) – without judging anything.

It aims to help you:

- become more self-aware
- feel calmer and less stressed
- feel more able to choose how to respond to your thoughts and feelings
- cope with difficult or unhelpful thoughts
- be kinder towards yourself.

Many people find practicing mindfulness helps them manage their day-to-day wellbeing.

What you will learn

- Mindfulness techniques

What you will need

- Relaxing music
- Colouring books and pencils

What to do

Below are some mindfulness activities - try one or all with your group;

- **Body scan.** Ask the group to lie down in a comfortable position. Play some soothing instrumental music softly in the background. Then ask the group to move their attention slowly through different parts of the body, starting from the feet moving all the way up to the top of your head. You could focus on feelings of warmth, tension, tingling or relaxation of different parts of your body. It might be useful to guide this meditation by talking through the scan e.g. start with your little toe how does it feel, then focus on your middle toe, your big toe, your foot, the sole of your foot, your ankle etc.
- **Mindful colouring.** Give out some colouring books/pages - adult or mindfulness colouring books can be bought online or even in some supermarkets. Ask the group to colour in an image and to focus on the colours and the sensation of the pencil against the paper.
- **Mindful moving.** Take the group for a walk or do this exercise during a hike. Ask the group as they are walking to notice the feeling of their bodies moving. They might notice the breeze against their skin, the feeling of their feet or hands against different textures on the ground or nearby surfaces, and the different smells that are around them.

Ask the group for feedback. Did they notice that they felt more relaxed or in tune with themselves.

Spiritual Well-being

Connecting with Nature

In today's fast paced society it is easy to become overwhelmed and stressed. We often don't take time away from pressures and from technology to relax and unwind. This activity helps you to take time to remember items, music, experiences and people that make you feel happy.

What you will learn

- How to tap into positive emotions in order to relax and unwind

What you will need

- Coloured pens
- Paper
- Craft Materials
- Small cardboard boxes
- Photos
- Access to internet – spotify app etc

What to do

1. Talk with the group about stress – what is it? What can cause you to become stressed?
2. Then give everyone some paper and ask them to think of things that make them happy – this could be memories, photos, items, songs or even smells– something that when they see/hear/feel/smell it they are instantly relaxed and happy.
3. Create a Box of Happiness – take a cardboard box, decorate it and then fill it with all the things that make you feel happy – some examples include;
 - An image of a sunset that you can close your eyes and imagine
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 - A teddy or soft toy that gives you comfort
 - A playlist of your favourite songs
 - A puzzle that helps you relax
 - Colouring book and pens
 - A list of relaxing treats e.g bubble baths
 - List of books you love
 - Inspirational Quotes
4. Fill your box full of as many items as you can. The next time you are feeling stressed or sad get out the box and allow yourself to feel happy and relaxed.



Spiritual Well-being

Prayer Beads

What is it all about?

Prayer beads is about deepening spirituality by having a tangible object to remind you of areas of your life you want to meditate/pray on. This is traditionally a faith activity but can be adapted for those with no religious faith. It is about recognising a higher being or spirit - this may be God, Mother Earth or the Universe - each person can choose their own wording and meaning.

What you will learn

- To take time to focus and meditate/pray in order to deepen your spirituality

What you need

- A variety of beads in different colours and styles
- Nylon thread
- Needles



What to do

1. Explain to the group that prayer beads are used by members of various religious traditions such as Hinduism, Buddhism, Christianity, Islam, Sikhism and the Bahá'í Faith to mark the repetitions of prayers, chants or devotions. They can also be used by people of no faith to connect to and deepen their spirituality
2. Ask the young people to individually choose beads to represent the follow;
 - Thankfulness - things they are thankful to God (they can insert their own wording here e.g. The Universe, the earth etc.) for giving to them.
 - Worries - what worries would they like to leave with God
 - Self - what do they hope for themselves
 - Loved ones - what do they hope for those they love
 - World - what do they hope for the world and the planet
 - Special hopes/concerns they would like to pray/mediate on
3. Using the needle and thread join the beads together in a line - you could make them into a bracket or keyring if you wished.
4. Take 5 minutes to sit quietly and think on the areas represented by the beads - using the beads as reminders of each area.

Spiritual Well-being

Affirmation Stones

What is it all about?

Inspirational quotes can be used to motivate us, to uplift us and to relax us. In this activity young people will identify a variety of quotes that are inspirational for them and use these quotes to create stones to remind them when they need.

What you will learn

- To use the wisdom of others
- To create a tool to inspire when needed

What you need

- Stones roughly the size of your palm - about 3 per person
- Paint
- Markers
- Inspirational quotes - you can find hundreds online.

What to do

1. Ask everyone to choose 3 quotes that speak to them and make them feel inspired, motivated, relaxed etc
2. Paint the stones and write the quotes on the stones.
3. Young people can keep the stones at home so they can be inspired when they need. Alternatively, you could decide to keep all the stones together in the den in a basket as an inspirational tool or bring the stones to the beach and leave them near a path or sign for others to find and be inspired.



Cubs and Beavers



Could use colour pictures and symbols instead of writing.

