

Additional resources



Compulsory task: Host a tea party

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Resource 1: tea quiz

1. What plant do most teas come from?

- A) Rose
- B) Camellia sinensis
- C) Sunflower

2. Which tea is good for relaxing and helping you sleep?

- A) Chamomile
- B) Green Tea
- C) Lemonade

3. What does "herbal tea" mean?

- A) Made with herbs and plants
- B) Has sugar
- C) Made with milk

4. What is matcha?

- A) A powdered green tea
- B) A chocolate bar
- C) A flower

5. Where does tea originally come from?

- A) Egypt
- B) Italy
- C) China

6. What should you do with used tea leaves to help the environment?

- A) Throw them in the bin
- B) Eat them
- C) Compost them

Answers: 1) B 2) A 3) A 4) A 5) C 6) C

Resource 2: invitation template

You're Invited to a Tea Party!

Hosted by:

Date:

Time:

Place:

RSVP by:

Contact:



You're Invited to a Tea Party!

Hosted by:

Date:

Time:

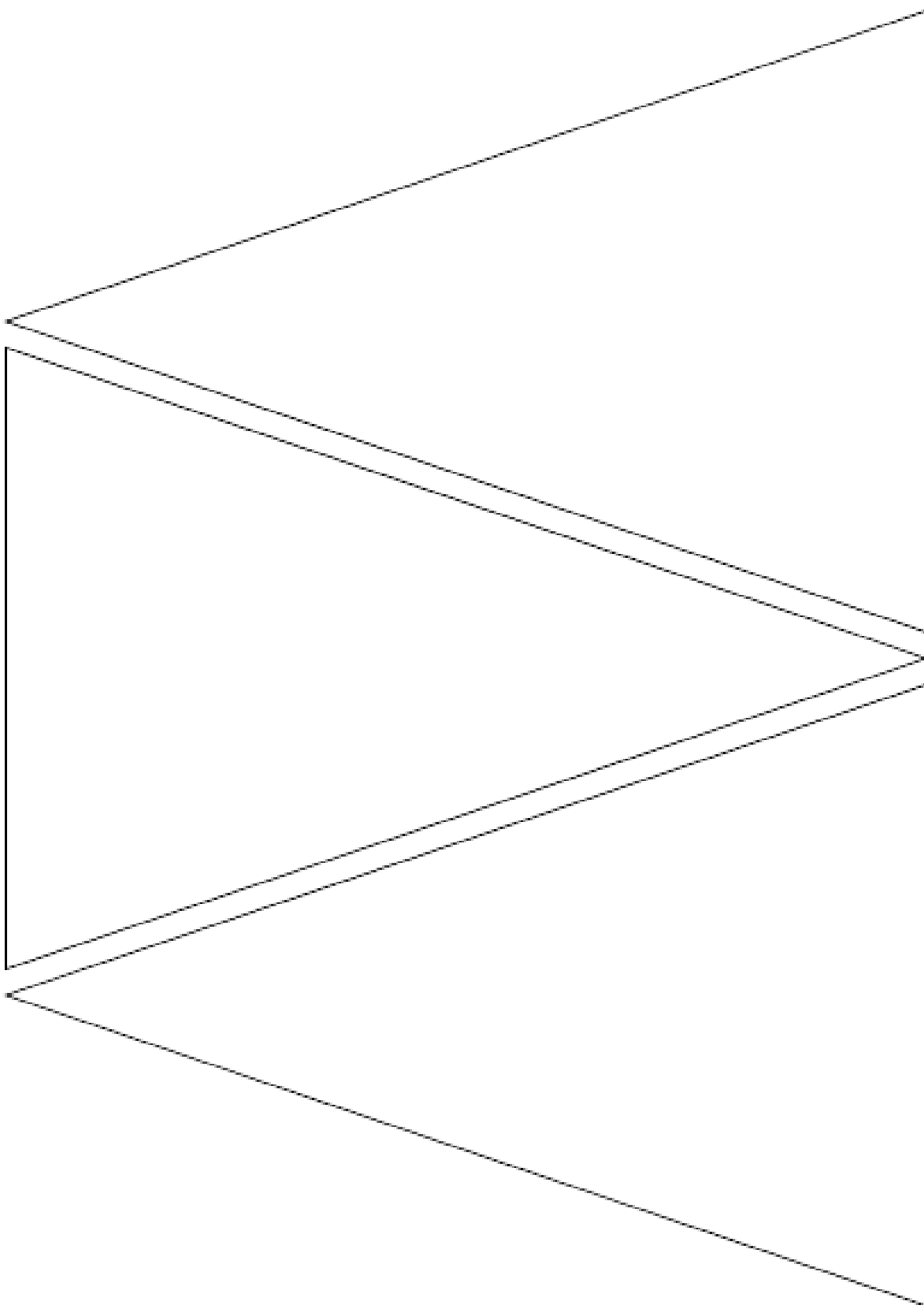
Place:

RSVP by:

Contact:



Resource 3: bunting



Resource 4: teamwork challenges

Human knott

Stand in a circle, reach across to grab two different hands, then work together to untangle the “knot” into a circle again without releasing hands.

Blanket flip

A team stands on a blanket and must turn it over to the other side without anyone stepping off.

Build the tallest tower

Teams use items like spaghetti, marshmallows, or newspaper to construct a tall tower within a time limit.

Minefield

One girl is blindfolded while her teammate verbally guides her through a “minefield” of objects.

Team shapes

Team must arrange themselves on the ground to form shapes like stars, letters, or animals.

Resource 5: wide games

Capture the flag

Divide into two teams, each with a home base and a hidden flag. Players must plan between offense (stealing the flag) and defence (guarding their own).

Smugglers and guards

One team (smugglers) tries to secretly carry “treasure” (like beanbags or paper slips) from one side to the other. Guards try to stop them by asking questions or tagging.

Nature quest

Teams are given a scavenger hunt list or set of challenges (e.g. build a mini shelter, find 3 types of leaves).

Resource 6: germ experiment

1. Fill a bowl with water.
2. Sprinkle black pepper over the surface to represents germs.
3. Dip into the bowl, pepper sticks to her finger.
4. Add the tip of finger in liquid soap.
5. Then dip soapy finger back into the centre of the bowl.

The pepper instantly scatters to the edges of the bowl.

Resource 7: positive spinning

Positive spinning



To practise saying positive things about themselves, which combats any internal negativity



10 minutes



None



What to do

- Ask for one volunteer from the group. Get her to stand in the middle of the room, and everyone else to stand in a circle around her.



Sometimes people find it hard to believe positive things about themselves and easier to believe negative things. This 'negativity bias' means we need to work harder to remember positive things about ourselves. By being able to recognise our strengths and skills, we can grow our self-esteem and confidence, and this helps us to feel more capable when dealing with difficult situations."

- Explain to everyone in the circle that they should think of some of their strengths and achievements. To help them you can ask them to think of:
 - The strengths in their personality - what they like about themselves.
 - What they are proud of themselves for.
 - Things they think they do well.
- Remind them that they shouldn't be focused on how they look, as this can put pressure on them and others to look a certain way.
- Now explain to the group that the volunteer in the middle of the circle will put her hand out to point. She needs to close her eyes and she should spin around until you shout 'stop!'.
- Once she has stopped, the person she is pointing to should share one of the things that makes them feel positive about themselves.
- Once that person has said something positive about herself, she should step into the ring to be the spinner. Continue until every girl has said something positive about themselves.



Note: This exercise will only work if the group know each other well and feel safe. Make sure that you check with the Leader about any group dynamics that might be challenging.

Resource 8: what can I control

What can I control?



To identify ways to look positively at challenging situations and minimise the negative effects of them



20 minutes



- Two balls of string
- Two pieces of A4 paper
- Pens
- Sticky notes
- Bean bag or lump of sticky tack



What to do

- With the two balls of string, make one big circle on the floor of around 360cm circumference and a smaller one of around 150cm. This makes a target (a circle inside another circle) out of the two pieces of string. You'll need to expand the inner circle later.
- Use the paper to make two signs for each of the circles. Label the inner circle "What I can control" and the outer circle "What I can't control".



To help build our resilience, we should try to look positively at difficult or challenging things that are happening in our lives. While sometimes there are things we can't control, there are often steps we can take to reduce the impact of these challenging situations on our lives."

- Give the following examples as some of the day-to-day challenges that they might experience:
 - The weather
 - How much homework I have to do
 - Someone is spreading rumours about you
 - The train is delayed and you're late for an important appointment
- Ask the group to come up with more examples, and as they share their ideas, write each challenge on a new sticky note. Then go through the challenges, asking the group whether the sticky notes should be stuck in the 'What I can control' circle or the 'What I can't control' circle. For some of the more complicated challenges, you can question those they do have some control over by asking "Who is in control of that?" Continue this until you've arranged all the challenges in the two circles.



It's hard to deal with these tough issues when we feel like we have very little control over them, but we can often take some positive and proactive steps to make those issues feel less stressful. By coming up with solutions that will help you manage these situations, you can change the way you react to the day-to-day things in your life which might get you down or frustrate you."

- Ask the group to stand in a ring around the target on the floor. Using a bean bag or lump of sticky tack, get one volunteer at a time to aim for one of the sticky notes in the outer 'What I can't control' circle. They should read out the challenging situation closest to where it lands.

Resource 8: what can I control

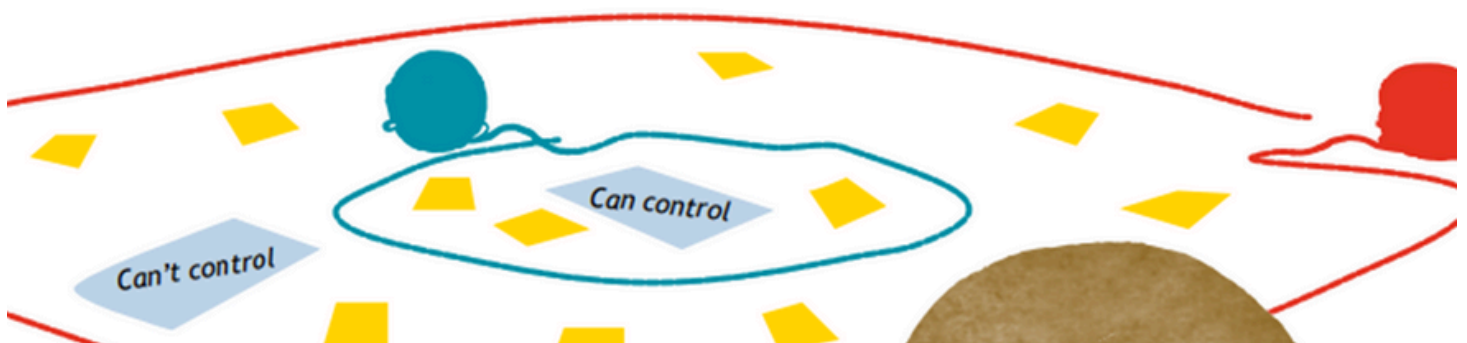
“Can you think of an action you could take to make this challenge feel less stressful? You don't need to solve the whole problem, just think of ways you can improve the situation or take the first steps towards a solution.”

Examples of solutions from the above scenarios:

- What you cannot control: *the weather*
- What you can control: *bringing an umbrella*
- What you cannot control: *How much homework I have to do*
- What you can control: *What other commitments you have on that time*
- What you cannot control: *Someone is spreading rumours about you*
- What you can control: *How you react to those rumours*
- What you cannot control: *I have to do exams*
- What you can control: *How much revision I do/joining a study group/getting a revision guide.*


- Encourage the group to come up with multiple different potential solutions together. Once the group has come up with some ideas, move the sticky to the smaller 'What I can control' circle. As you add more sticky notes, you'll need to make the inner circle bigger by moving the string.
- Repeat until you have read out all the sticky notes and as many as possible are now inside the 'circle of control'.


“We can't always control every situation we find ourselves in, but in taking small steps we can always do something to help ourselves manage the situation. By taking positive action on the things you can control, you minimise the impact of things you can't control.”




Resource 9: breathing techniques


Breathing techniques

 To introduce the girls to a mediation technique that will help them to manage their emotions

 5-10 minutes


 Malteasers


What to do


 *One of the tools we can use to build our resilience is 'self-calming'. That means being able to calm our minds and bodies when we're feeling lots of complicated emotions. This can help us to react better when things are challenging or we're feeling overwhelmed.*

When we feel overwhelmed, we can breathe in too much oxygen, and it can make us feel light-headed and unwell. By breathing out for longer than we breathe in, we can reduce the amount of oxygen in our bodies and help us to feel better. We're going to try an activity to help us to control our breathing when we're feeling overwhelmed."

■ Ask the group to lie down on their back and give them some time to settle and quieten down. Give them some time to get comfortable.


 *Now, close your eyes and concentrate on your breathing."*

 **Note:** For Brownies, try using "Breathe in for three and out for four" - this is easier for them to achieve.

-  ■ *Breathe in deeply for five seconds*
- *Breathe out deeply for six seconds*
- *We're going to repeat this a few times - so, breathe in. Now breathe out. Breathe in, breathe out*
- *Imagine that each thought that comes to you while you're focusing on your breathing is a cloud which appears above your head*
- *As you breathe in, notice the cloud*
- *As you breathe out, let the cloud dissolve."*


- Repeat for a few minutes.
- Ask the girls to open their eyes again and, when they're ready, to sit up.
- Ask the group:
 - How do you feel now?
 - When might you use this technique? (eg when you're feeling upset, or anxious or panicky)

Resource 9: breathing techniques

 *You can use this technique whenever you might feel overwhelmed or anxious and need some time to order your emotions. Practising breathing like this regularly will help you to remember how to do it when things are tough. We're going to practise this technique now using Maltesers by lying on our back and blowing the Maltesers into the air."*

■ Give everyone a few Maltesers each to try with, in case they drop them on the floor. Ask the girls not to eat the Maltesers just yet! Get everyone to lie back down on the floor, and place the Maltesers over their closed mouths. When they're ready, get the girls to practise blowing the Maltesers into the air - see who can blow out the longest and keep it floating, or who can make the Malteser go the highest?

■ Leave the girls to practise doing this for a few minutes before moving on to the next activity. When you finish, let them eat the Maltesers!

 **Note:** Blowing a piece of card into the air can work as an alternative if girls cannot eat chocolate. If this is the case, do this for the whole unit, rather than just one girl.



Resource 10: gratitude jar

1. Get a jar – Any container will do.
2. Decorate it
3. Write notes – On slips of paper, jot down something you're grateful for. You can do this daily, weekly, or whenever something good happens.
4. Add to the jar – Fold the note and drop it in.
5. Over time, the jar fills up! You can read the notes during tough times, at the end of the year, or whenever you want a reminder of the good in your life.



Resource 11: fidget toy

Squeeze ball:

Materials:

- Balloons
- Flour, cornstarch, rice or play dough
- Funnel or plastic bottle
- Scissors

Instructions:

1. Stretch the balloon by inflating it and then letting the air out again.
2. Use a funnel or cut a plastic bottle to make filling easier.
3. Fill with your stuffing of choice.



Resource 11: fidget toy

Flexi tangle

Materials:

- Straws
- Pipe cleaners
- Scissors

Instructions:

1. Cut plastic straws into short segments
2. Thread the pipe cleaner through straw pieces
3. Bend and twist into different shapes
4. Tuck or twist the ends of the pipe cleaner so they don't poke out



Resource 12: needs vs wants

Print the item picture cards of items or use physical items. Sort them into what you need vs what you want. You could do this by using two large hoops, baskets, or labelled areas.



Resource 13: seed bombs

Materials:

- Flour
- Soil
- Mixing bowl
- Water

Instructions:

1. Mix 10 parts soil to one part flour.
2. Slowly add water and mix slowly until the mixture becomes sticky like dough.
3. Roll into a golf-ball size.
4. Fill a tray with wildflower seeds.
5. Roll your mud balls around until covered in seeds.
6. Leave to dry for a day or two and then they're ready to throw in your garden.

