



# A GARDEN OF THOUGHTS

UNDERSTANDING AND MANAGING  
UNHELPFUL AND NEGATIVE THOUGHTS

Games and Activities for  
Building Emotional Awareness

**MIGHTIER**



# A Garden of Thoughts

## Managing Unhelpful and Negative Thoughts



### Unit Overview

This unit helps children build awareness of their thoughts, distinguish helpful from unhelpful thoughts, and practice thought management and thought restructuring exercises. Students will work within the metaphor of tending to plants in a garden. Through stories, art, exploration, and collaborative activities, children will learn to distinguish between different types of “weeds” (cognitive distortions) and explore “de-weeding” tools (cognitive restructuring exercises) in order to grow a healthy, flourishing garden (positive cognitive and emotional state). Students will also explore the connection between their thoughts and emotions and how different types of thoughts impact them in different ways.



### Essential Questions

- How are thoughts and emotions connected?
- What is the difference between helpful and unhelpful thoughts?
- How can we manage unhelpful thoughts?



### Lessons

- **Lesson 1 – Weeds in the Garden**
  - Skill introduction
  - Short, collaborative activities
- **Lesson 2 – Garden Work**
  - Learn thought management tools
  - Practice using tools with different thoughts
- **Lesson 3 – Meet the Lavalings: Slugo**
  - Character bio
  - Play Slugo’s Garden game
  - Bonus activities: Slugo comic strip
- **Lesson 4 – Positivity Plant**
  - Art project
  - Garden mantra



### Key Vocabulary

- **Thoughts:** the ideas, opinions, and beliefs we have in our heads
- **Big emotions:** emotions like anger, sadness, and anxiety (they often come with big reactions and responses)
- **Weeds:** unhelpful thoughts we have about ourselves or the situation (cognitive distortions)
- **De-weeding:** strategies we use to recognize and change unhelpful thoughts (thought management, restructuring/reframing thoughts)



### Standards/Alignment

**CASEL Competencies:**

- Self-Awareness
  - Identifying emotions, accurate self-perception, recognizing strengths, self-confidence
- Self-Management
  - Self-motivation, goal setting

**ELA (Mass)**

- R.PK-12.1
  - Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
- W.PK-12.4
  - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- SL.PK-12.1
  - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**Arts (Mass)**

- PK-K.V.Cr.01
  - Generate and conceptualize artistic ideas and work
- PK-K.V.Cr.02
  - Organize and develop artistic ideas and work.

**Comprehensive Health (Mass)**

- CH.PH.01.02
  - Identify behaviors and environmental factors that influence functioning of body systems
- CH.PH.01.08
  - Describe the influence of health habits on growth and development
- CH.PH.01.09
  - Apply skills that increase immediate peak functioning of body systems (vigorous exercise, eating nutritious foods, adequate rest)
- CH.SEH.05.01
  - Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings
- CH.SEH.05.02
  - Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being
- CH.SEH.05.11
  - Analyze healthy ways to express emotions and to cope with feelings, including the common causes of stress, its effects on the body, and managing stress



### Supporting Research

Cognitive Behavioral Therapy is a well-researched, evidence-based therapeutic approach that is specifically helpful for anxiety, anger, and stress-related problems (Hofmann, 2012). CBT provides tools for exploring the connection between thoughts, behaviors, and emotions and uses behavioral and cognitive based-interventions to help people positively influence their emotional state.

With regard to this unit, and the specific connections between thoughts and emotions, research in evolutionary psychology highlights that cognitive distortions evolved as a way for the brain to think quickly and adaptively, rather than logically, in response to the experience of threat (Gilbert, 1998). This suggests that “negative thoughts/biases” evolved as a defense mechanism out of the need for safety. Irrational thoughts based in the feeling of anxiety, for example, are the brain’s way of protecting itself from perceived danger.

There are 10 common types of cognitive distortions (Beck, 1979), 5 of which are outlined in this unit. These negative thinking biases tend to fall into two categories: unlovability or helplessness (Beck, 1995). This unit uses evidence-based CBT strategies to provide psychoeducation around cognitive distortions and teach children thought-management exercises to better evaluate and manage negative biases.

Beck, A. T., Rush, A., Shaw, B., & Emery, G. (1979). *Cognitive therapy of depression*. New York, NY, USA: Guilford.

Beck, J. S. (1995). *Cognitive therapy: Basics and beyond*.

Gilbert, P. (1998), The evolved basis and adaptive functions of cognitive distortions. *British Journal of Medical Psychology*, 71: 447-463. <https://doi.org/10.1111/j.2044-8341.1998.tb01002.x>

Hofmann SG, Asnaani A, Vonk IJ, Sawyer AT, Fang A. The Efficacy of Cognitive Behavioral Therapy: A Review of Meta-analyses. *Cognit Ther Res*. 2012 Oct 1;36(5):427-440. doi: 10.1007/s10608-012-9476-1. Epub 2012 Jul 31. PMID: 23459093; PMCID: PMC3584580.

# A Garden of Thoughts

## Managing Unhelpful and Negative Thoughts



### Teacher Notes

Our thoughts, behaviors, and emotions are directly connected to one another and influence one another. When we feel sad, we're usually less energetic, might isolate ourselves from people, and are likelier to think negative or self-defeating thoughts. When we're happy, however, we're likely more energetic, more active and outgoing, and more likely to think positive thoughts. Understanding the connection between thoughts, behaviors, and emotions is key to helping children build emotional awareness.

Understanding this connection is also important for learning how to manage emotions. We cannot directly control our thoughts and emotions, but we can learn behavioral and cognitive-based strategies to better manage them.

This unit focuses on the connection between thoughts and emotions, letting children explore various thoughts and practice thought-management strategies. It introduces children to cognitive distortions through the metaphor of having weeds in your garden. Examples of such weeds/cognitive distortions are, "No one likes me," "They were laughing at me," or "I'll never get this right." Thoughts like these are fueled by our emotions (anger, anxiety, sadness) and core beliefs and impact our choices and actions.

We often believe what we think, which means children often believe these self-defeating thoughts to be true. But the reality is that their thoughts are based on and influenced by emotions and core beliefs. Thought management tools in this unit help children learn realistic ways to approach and challenge negatively biased thoughts.



## Lesson Overview

*Est. time: 30 minutes*

Students will discover how their thoughts are like a garden, and certain thoughts are either helpful (i.e. plants) or unhelpful (i.e. weeds). They will learn how to distinguish between thoughts and classify different types of unhelpful thoughts.



## Lesson Objectives

Students will be able to ...

- Explain how thoughts are like plants growing in a garden.
- Distinguish between helpful and unhelpful thoughts.
- Discuss different types of unhelpful thoughts.



## Materials

- Weeds in the Garden handouts for each student
- Writing tool for each student



## Step-by-Step Directions

### Introduction (5 min):

- Read through the paragraph on the top of the page as a class.
- Discuss afterwards:
  - *Why are weeds bad for a garden?*
  - *What is an example of a weedy, unhelpful, or negative thought?*
  - *Can you think of a time someone might have an unhelpful thought? What emotions could they be feeling?*
  - *What is an example of a helpful thought?*
  - *Can you think of a time someone might have a helpful thought? What emotions could they be feeling?*
  - *What happens if you only have unhelpful thoughts in your head?*
  - *What things can you do to help a garden grow? Can you extend those ideas to your mind garden?*

### Spot the Weed Activity (5 min):

- Have students read through each thought and circle the weeds (unhelpful thoughts) and star the plants (helpful thoughts). Discuss answers after.
  - Answers:
    - I'll never understand how to do it. (Weed)
    - My sister is smarter than me. (Weed)
    - I'm doing my best. (Plant)
    - I like trying new things. (Plant)
    - I'm a troublemaker. (Weed)
    - I always get it wrong. (Weed)



## Step-by-Step Directions continued

### Sprouting Thoughts Activity (10 min):

- Read through the directions and go through one example with the class. Then have all students complete independently or in pairs.
  - *We will look at different unhelpful thoughts or weeds and decide what emotion could be happening beneath the thought.*
  - *Read each weedy thought and write down which emotion(s) someone with that thought might feel. It may be helpful to think about a time when you or someone else had the thought.*
    - *Choose an emotion from the list or make up your own. There are no right or wrong answers.*

### Identify the Weed Activity (10 min):

- Read through the different types of weeds and their examples as a class.
  - Ask students to come up with other examples for each type of weed.
- As a class, in groups or pairs, have students read through the weeds and see if they can identify which type of weeds each one is. Write down the type of weed (or draw the weed image!). Weeds could fit multiple options, so choose which one they think fits best.
  - Everyone is going to laugh at me. (Mind-reading)
  - I never get anything right. (Black and white)
  - I got an A; I should have gotten an A+. (Negative filter)
  - I'm a bad older brother. (Labeling)
  - People like my best friend more than me. (Comparison)



## Accommodations & Modifications

- **Provide support:**
  - Instead of using the metaphor (i.e. weeds/unhelpful thoughts and plants/helpful thoughts), talk specifically about thoughts and move away from garden talk. Have students cross off the words 'weeds' and 'plants' and replace them with 'helpful and unhelpful thoughts.' While metaphors help explain abstract concepts for some students, other students get fixed on the literal meaning.
- **Provide challenge:**
  - See if students can come up with more examples for each type of weed. Then see if students can come up with other types of weeds.
  - Have students create types of plants (i.e. positive thoughts) as well.



# Lesson 1: Weeds In the Garden

## Managing thoughts

Picture a garden with different plants growing all around. Cucumbers, potatoes, tulips, and basil fill the plot. These plants are good for you and your garden. We want them to keep growing and thriving. But sometimes, weeds sprout up and get in the way. If these pesky weeds spread, they take energy and space away from the other plants.

Your thoughts work the same way. Pretend your mind is a garden. It is full of plants that help your garden grow and thrive. These are helpful thoughts. But there are also weeds. These unhelpful thoughts take up headspace and twist your thinking. Weeds are untrue, unhelpful, or irrational thoughts that can sprout when you feel big emotions like anger, worry, or embarrassment. When you notice a weed sprout up, there are tools to help you de-weed and make room for your plants so that you can have a healthy, flourishing garden! Let's dig in!

## Spot the Weed

Take a look at this garden plot and see if you can spot the weeds! Circle the weeds (unhelpful thoughts) and put a star next to the plants (helpful thoughts).

|                                     |                               |                        |
|-------------------------------------|-------------------------------|------------------------|
| I'll never understand how to do it. | My sister is smarter than me. | I'm doing my best.     |
| I like trying new things.           | I'm a troublemaker.           | I always get it wrong. |

Name: \_\_\_\_\_

## Sprouting Thoughts

Thoughts sprout up all day long! Unhelpful thoughts, or weeds, often appear when we are feeling a big emotion. Our thoughts become twisted like pesky weeds when these big emotions take over.

Read through each weedy thought and think of a time when you or someone else might have had this thought. Write down which emotion(s) might be underneath the thought. Choose an emotion(s) from the list or make up your own. There are no right or wrong answers.

|                   |                    |                 |                 |               |              |
|-------------------|--------------------|-----------------|-----------------|---------------|--------------|
| <b>Frustrated</b> | <b>Embarrassed</b> | <b>Tired</b>    | <b>Confused</b> | <b>Unsure</b> | <b>Angry</b> |
| <b>Sad</b>        | <b>Worried</b>     | <b>Offended</b> | <b>Hurt</b>     |               |              |

1. Weedy thought: "I can't do this."

Feeling: \_\_\_\_\_

2. Weedy thought: "No one understands me."

Feeling: \_\_\_\_\_

3. Weedy thought: "Today is going to be the worst day."

Feeling: \_\_\_\_\_

4. Weedy thought: "My friend always gets what they want, and I don't."

Feeling: \_\_\_\_\_

5. Weedy thought: Everyone thinks I'm weird."

Feeling: \_\_\_\_\_



Name: \_\_\_\_\_

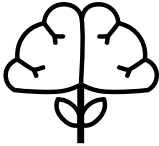
## Identify the Weed

Did you know that there are different types of weeds that can grow in your garden?

Read through all of the different types of weeds and their examples.

### Mind-reading weed

This happens when you jump to conclusions or believe you know what someone else is thinking.



"My mom is going to yell at me."  
"They think I'm weird."

### Labeling weed

This happens when you label yourself with one single, negative characteristic.



"I'm a bad kid."  
"I'm mean."  
"I'm unfocused."

### Comparison weed

This happens when you compare yourself to others.



"My friends are funnier than me."  
"My brother is smarter than me."

### Negative filter weed

This happens when you magnify the negative, and minimize the positive.



"It was only one A on one test."  
"I messed up the whole game."

### Black and white weed

This happens when you view a situation as all or nothing, with no middle ground.



"I never get picked"  
"You always say no."



Take a look at these weeds and see if you can identify which type of weed they are. Write down the type of weed (or draw the weed image!). Weeds could fit into more than one option, choose which one you think fits best.

1. Everyone is going to laugh at me. \_\_\_\_\_
2. I never get anything right. \_\_\_\_\_
3. I got an A; I should have gotten an A+. \_\_\_\_\_
4. I'm a bad older brother. \_\_\_\_\_
5. People like my best friend more than me. \_\_\_\_\_

# LESSON 2: GARDEN WORK



## Lesson Overview

*Est. time: 20 minutes*

Students will learn thought management strategies and discuss which strategy is best to manage unhelpful thoughts.



## Lesson Objectives

Students will be able to ...

- Practice thought management strategies.
- Determine when different thought management strategies work best.



## Materials

- Garden Work handouts for each student
- Writing tool for each student



## Step-by-Step Directions

### Garden Tool Box (10 min):

- Read through the Garden Tool Box as a class and discuss each tool and example. See if the class can come up with any more examples for each tool.

### Test the Tool (10 min):

- With your partner/group, read each weedy thought and test each of the de-weeding tools with the thought. Discuss out loud how the tool would help manage the thought. Place a checkmark in the box for the tool(s) that would successfully de-weed the unhelpful thought.
- Students should discuss these out loud. Option to have them write how they would use the strategy like the example below.
- If time allows, share out how many tools they could use and their favorite examples.
- Example:
  - Weedy thought: My team lost because of me.
  - *Fact check:* Do you know it was because of you? No, everyone on my team struggled.
  - *Possibility play:* I did better than the last game. I know what I need to work on next time.
  - *Power of yet:* Doesn't work for this one! (No check)
  - *Two for One:* My team was nice to me after. I'm going to get better at dribbling.
  - *Find the feeling:* I'm feeling disappointed.
  - *Phone a friend:* It could be helpful to talk to my parents.



## Accommodations & Modifications

- **Provide Support**
  - If students are overwhelmed by the number of examples or amount of tools on the Tool Time handout, this activity can be shortened either by crossing off half the weedy thought examples or crossing off 2-3 of the tools on the grid.
- **Provide Challenge**
  - Choose which tool is best for each of the weedy thoughts.
  - In pairs or groups, have students take turns coming up with a weedy thought for their partner to try and de-weed.



# Lesson 2: Garden Work

## Managing thoughts

### Garden Tool Box

In our mind garden, weeds are unhelpful thoughts that sprout up and take up space. They often appear when we are feeling big emotions like anger, anxiety or sadness. In order to calm down, think clearly, and make room for helpful plants to grow, we need to de-weed! Let's explore some tools to see which ones can help us manage pesky weeds.

Discuss: Read through the description of each tool and talk with a partner about when the tool could be helpful. Circle any tool you've used before!

#### FACT CHECK



Do I know this thought is true?  
What evidence do I have?

**Weedy Thought:** Nobody picks me to be on their team at recess.  
**Fact Check:** They didn't pick me last time, but they have picked me before. Also, not everyone gets picked every time.

#### POSSIBILITY PLAY



Are there other ways of thinking about this? Come up with 2 alternative thoughts.

**Weedy Thought:** Those kids are laughing at me.  
**Possibility Play:** Those kids might be laughing at a funny joke they heard. They might be really happy.

#### POWER OF YET



Add the word 'yet' to the thought and see how it changes the meaning.

**Weedy Thought:** I can't shoot the basketball.  
**Power of Yet:** I can't shoot the basketball yet! I just need to practice.

#### TWO FOR ONE



If you have a negative thought, think of two positive thoughts.

**Weedy Thought:** Today is going to be a boring day.  
**Two for One:** I have plenty of time to play my favorite game. I can also think about a fun dessert to make tonight.

#### FIND THE FEELING



Is the thought I'm having based on a feeling? What am I feeling?

**Weedy thought:** This will never work out.  
**Find the Feeling:** I care a lot about this and I'm worried it won't work out.

#### PHONE A FRIEND



Talk to a family member or friend about the thought.







**Weedy Thought:** My mom always chooses my brother over me.  
**Phone a Friend:** I'll talk to my mom about feeling not chosen.

Name: \_\_\_\_\_

# Test the Tool

Read the weedy thought and discuss it with your partner/group to see if each tool helps to manage the thought or turn it around. Look at the examples of how the tools are used on the first page and discuss what the tool would look like for the weedy thought.

Put a checkmark in the box if the tool helps turn around the unhelpful thought. After you've discussed each tool, put a star in the box with the tool that worked the best for that thought.

|   | <b>Weedy thought</b>  | <b>Fact Check</b> | <b>Possibility Play</b> | <b>The Power of Yet</b> | <b>Two for One</b> | <b>Find the Feeling</b> | <b>Phone a Friend</b> |
|---|---|-------------------|-------------------------|-------------------------|--------------------|-------------------------|-----------------------|
|    |   |                   |                         |                         |                    |                         |                       |
|  | My team lost because I am a bad player.   |                   |                         |                         |                    |                         |                       |
|  | Whenever I hang out with my friends they tell interesting stories. I have never have anything interesting to say.     |                   |                         |                         |                    |                         |                       |
|  | This assignment is really hard, it's like my teacher wants us to fail.  |                   |                         |                         |                    |                         |                       |
|  | I like the new shirt my dad bought me but when I walk into school everyone is looking at me. They think I look weird. |                   |                         |                         |                    |                         |                       |
|  | My family is the only family that doesn't get to go on cool vacations.  |                   |                         |                         |                    |                         |                       |

# LESSON 3: MEET THE LAVALINGS: SLUGO



## Lesson Overview

*Est. time: 30 minutes*

Students will learn about one of the Lavalings, Slugo, who often thinks unhelpful thoughts and gets stuck. Students will play a game to help Slugo get from one side of his garden to the next.



## Lesson Objectives

Students will be able to ...

- Read about thought awareness and management through Slugo's story.
- Play a game to identify unhelpful thoughts.



## Materials

- Slugo Bio and Bonus Activity
- Slugo's Garden Game Intro and game pieces for each pair of students (Game board, 2 tokens, seed cards, tool cards)



## Step-by-Step Directions

### Slugo's Bio (5 min):

- Read through Slugo's bio with students.
- Discuss the following questions afterwards:
  - a. *Read through Slugo's strengths and struggles. What else could you add for someone like Slugo?*

### Slugo's Garden (25 min):

- Walk through the game direction with students and potentially have two student volunteers play so they can see how it works.
- Have students play the game in pairs.
- The goal of the game: Slugo is trying to get across the garden, but weeds are getting in the way! Help Slugo think accurately by clearing out the weeds. Whoever can get to the end of the garden first wins!
- Set-up: Shuffle seed cards and place them in a pile face down. Each player puts their Slugo token on the start square. Each player takes 2 tool cards (can read them when you have them).

### How to play:

- Play in pairs.
- Decide who starts first. That person should pick a seed card and read the thought statement on the card aloud. With your opponent, decide if the thought statement is a weed or a plant. If it's a weed, it blocks your path and stops you. You don't get to move forward. If it's a plant, you get to move forward one space (whichever path you want). Put the seed card into a discard pile.
- The next player goes. (directions continue on next page...)

# LESSON 3: MEET THE LAVALINGS: SLUGO



## Step-by-Step Directions continued

- If you get a weed, you have the option to play one of your 2 tool cards during your turn, which allows you to move forward two spaces. Once you use your tool card, you cannot reuse it.
- The game board has squares that give you prompts, "You watered your plant, move forward one extra space." If you land on that space, do the action right away.
- Take turns going. There are a few different routes to get to the end; you can go whichever way you prefer.
- If you go through all of the cards in the seed deck, collect them, shuffle, and start the pile over again.
- The winner is the person who lands on END first.

### **Bonus Activities:**

Students can finish the comic with Slugo in it by drawing in their own story of Slugo as he faces and de-weeds a negative thought. They should include at least one weed, plant, and tool in their story! Encourage students to add themselves to the story.



## Accommodations & Modifications

- **Provide support:**
  - Run through the game once as a whole class. Have two students volunteer to play and walk through set up and game play.
- **Provide challenge:**
  - Have students add to the game board and add in new squares, seed cards, and tools.

Name: \_\_\_\_\_



## Lesson 3: Meet the Lavalings: Slugo

### Managing thoughts



## Slugo

(Slugonite)

Uncommon

*"Always rethinking everything."*

**Strengths are:** Thoughtful, cares about others

**Struggles with:** Overthinking, confidence, unhelpful thoughts

Slugo is a caring Lavaling who is always thinking of others. This makes him a good listener and a great friend. But sometimes Slugo has weeds in his garden. He cares so much about what others think that sometimes he gets stuck worrying that other lavalings don't like him. He can misinterpret a comment or a look and assume the worst. If he sees other Lavalings hanging out, he thinks they didn't invite him and don't like him anymore. If something goes wrong, he believes it's his fault.

Slugo usually struggles with these unhelpful thoughts when feeling a bit down or not feeling too confident in himself. However, when he's in a better mood and feeling more confident, these thoughts don't sprout up as much.

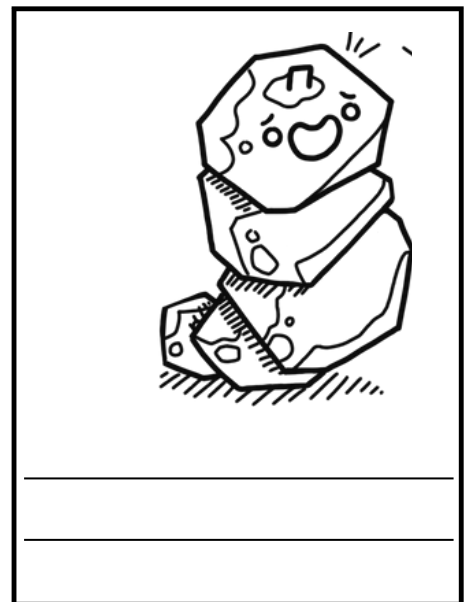
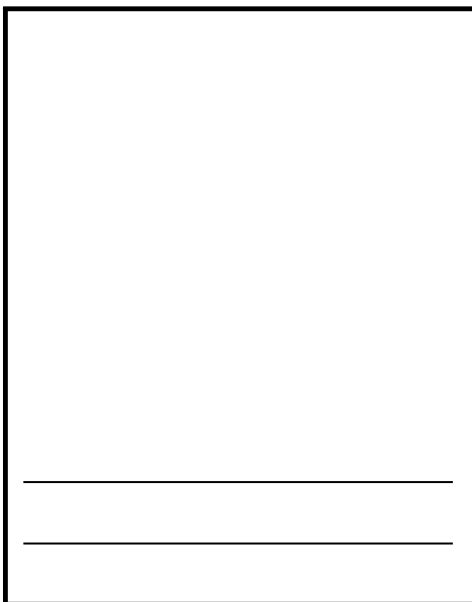
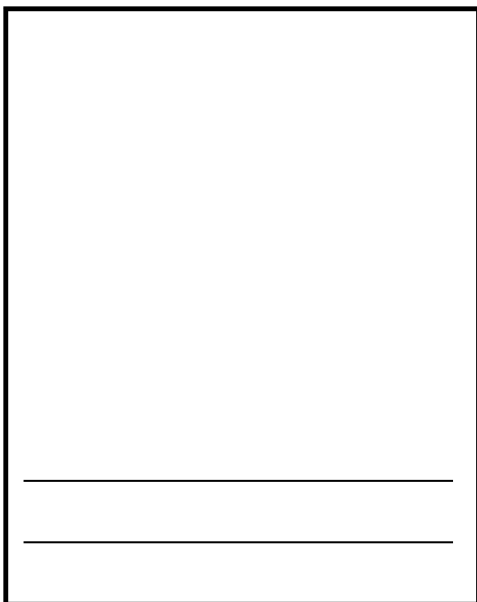
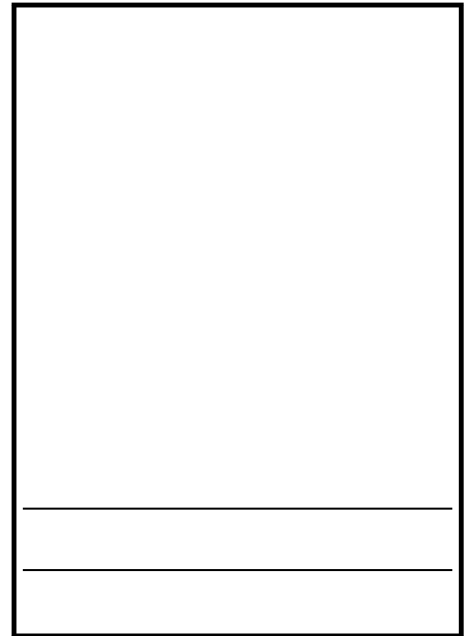
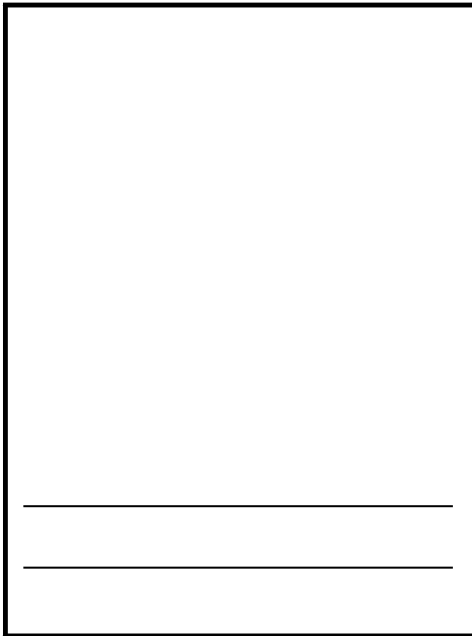
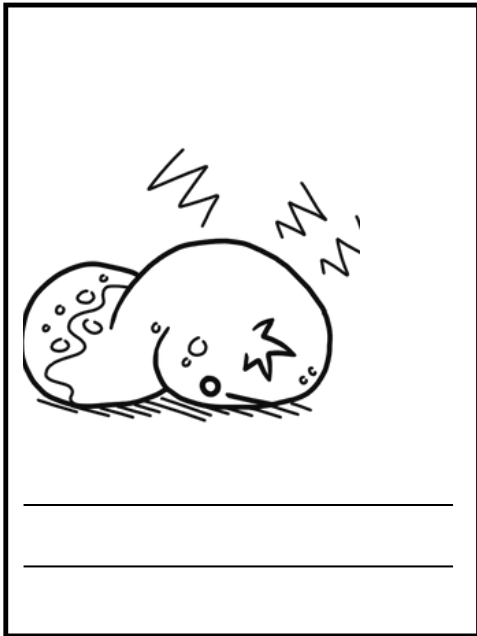
Slugo has figured out that his thoughts are connected to his mood, and he uses some de-weeding tools when he needs them. To stop these weedy thoughts from growing and taking over, Slugo de-weeds and checks the facts. He asks himself if he knows these thoughts are true. Does he know his friends don't like him or that he did something wrong? He realizes his own fears are twisting his thoughts.



# Bonus Activities

## Finish the Comic

Finish the comic about Slugo! Help Slugo manage and de-weed a weedy thought!



## Slugo's Garden Game

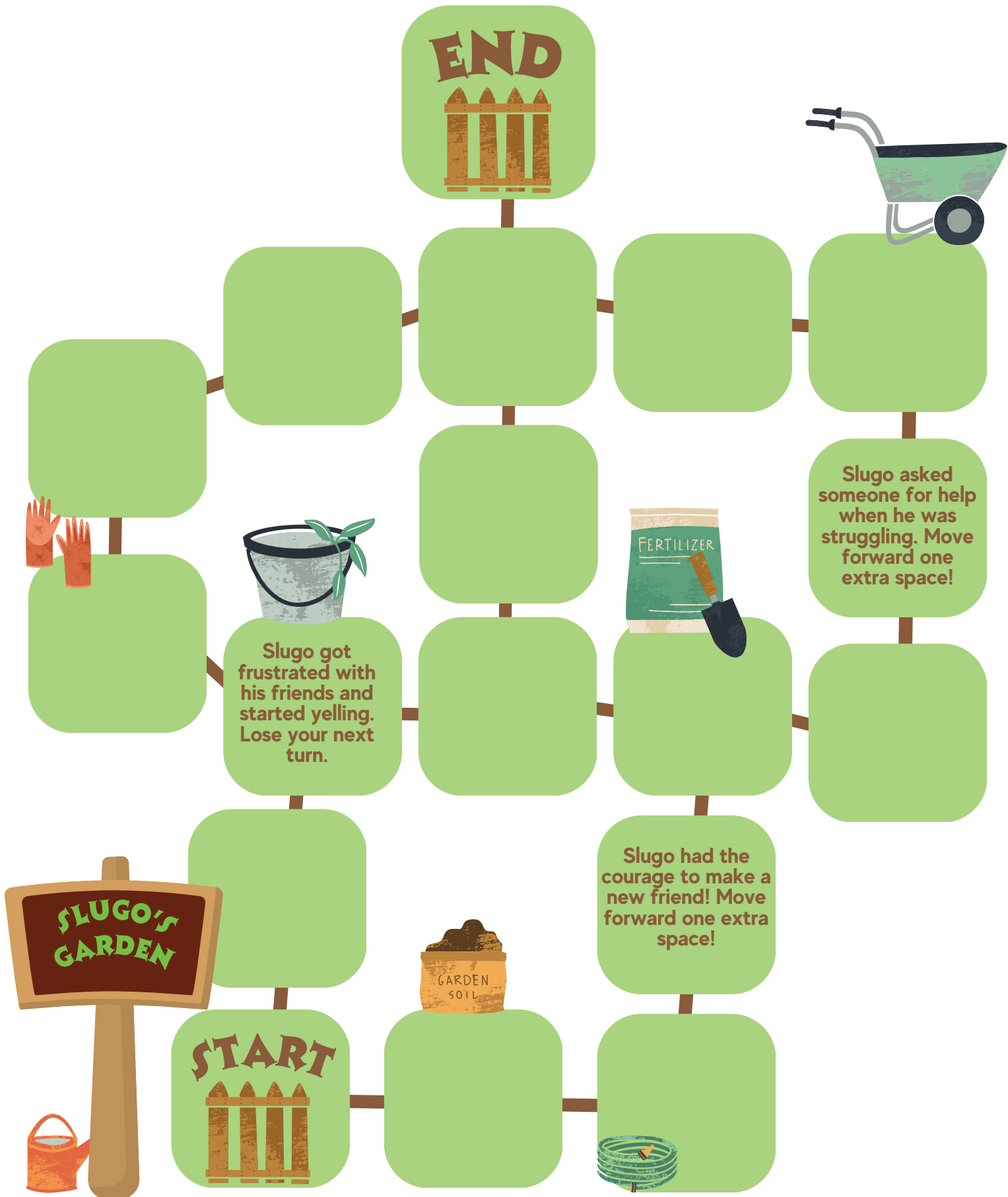
**Goal of the game:** Slugo is trying to get across the garden but there are weeds in the way! Help Slugo think accurately by clearing out the weeds. Whoever can get to the end of the garden first wins!

**Set-up:** Shuffle seed cards and place them in a pile face down. Each player should put their Slugo token on the start square. Each player takes 2 tool cards (can read them when you have them).

### How to play:


- Play in pairs.
- Decide who starts first. That person should pick a seed card and read the thought statement on the card aloud. With your opponent, decide if the thought statement is a weed or a plant. If it's a weed, it blocks your path and stops you. You don't get to move forward. If it's a plant, you get to move forward one space (whichever path you want to take). Put the seed card into a discard pile. The next player goes.
  - If you get a weed, you have the option to play one of your 2 tool cards during your turn, which allows you to move forward two spaces. Once you use your tool card, you cannot reuse it.
- Throughout the game board, there are squares that give you prompts, "You watered your plant, move forward one extra space." If you land on that space, do the action right away.
- Take turns going. There are a few different routes to get to the end; you can go whichever way you prefer.
- If you go through the seed deck, collect them, shuffle, and start the pile over again.
- The winner is the person who lands on END first.





**Slugo thinks:  
I'm not good  
enough.**

*Is this thought  
a plant or a  
weed?*



**Slugo thinks:  
Those  
lavalings  
don't like me.**

*Is this thought  
a plant or a  
weed?*




**Slugo thinks:  
It's my fault  
all the time.**

*Is this thought  
a plant or a  
weed?*




**Slugo thinks:  
I'll never get  
around this  
obstacle.**

*Is this thought  
a plant or a  
weed?*




**Slugo thinks:  
Things never  
work out for  
me.**

*Is this thought  
a plant or a  
weed?*




**Slugo thinks:  
She is smarter  
than me.**

*Is this thought  
a plant or a  
weed?*




**Slugo thinks:  
I'm mean.**

*Is this thought  
a plant or a  
weed?*




**Slugo thinks:  
They don't  
think I'm cool.**

*Is this thought  
a plant or a  
weed?*




**Slugo thinks:  
They don't  
think I'm  
good enough.**

*Is this thought  
a plant or a  
weed?*




**Slugo thinks:  
I'll never  
under-stand**

*Is this thought  
a plant or a  
weed?*




**Slugo thinks:  
This is hard  
but I can  
figure it out.**

*Is this thought  
a plant or a  
weed?*




**Slugo thinks:  
I am good  
enough.**

*Is this thought  
a plant or a  
weed?*




**Slugo thinks: I  
made a  
mistake but  
it's okay.**

*Is this thought  
a plant or a  
weed?*




**Slugo thinks:  
This is tough,  
but I'll get  
through it.**

*Is this thought  
a plant or a  
weed?*



**Slugo thinks:  
I'm nervous  
but I know I  
can do it.**

*Is this thought  
a plant or a  
weed?*




**Slugo thinks:  
I am a good  
friend to other  
Lavalings.**

*Is this thought  
a plant or a  
weed?*




**Slugo thinks:**  
I made a mistake but learned from it.

*Is this thought a plant or a weed?*




**Slugo thinks:**  
I said sorry and it was all okay.

*Is this thought a plant or a weed?*




**Slugo thinks:**  
I am kind.

*Is this thought a plant or a weed?*



**Slugo thinks:**  
Good things happen when I work hard.

*Is this thought a plant or a weed?*




**Slugo thinks:**  
It's okay to change my mind.

*Is this thought a plant or a weed?*




**Slugo thinks:**  
I am learning and getting better.

*Is this thought a plant or a weed?*




**Slugo thinks:**  
I am loved and worthy.

*Is this thought a plant or a weed?*




**Slugo thinks:**  
People care about me.

*Is this thought a plant or a weed?*




**Slugo thinks:**  
I can be helpful.

*Is this thought a plant or a weed?*



**Slugo did a fact check.**  
Does he know that fact is true?

**Move forward two spaces.**



**Slugo did a possibility play**  
and found another way to think about it.

**Move forward two spaces.**




**Slugo added 'yet' to his thought**  
and turned it around.

**Move forward two spaces.**



**Slugo replaced his one negative thought**  
with two positive thoughts.

**Move forward two spaces.**



**Slugo found the feeling behind his thought.**

**Move forward two spaces.**

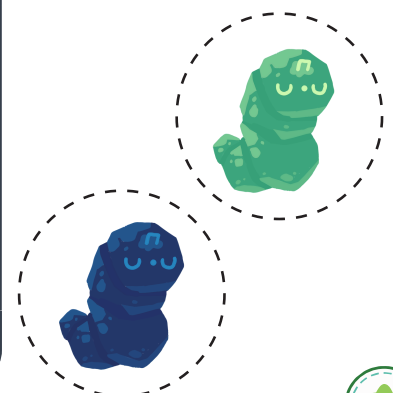


**Slugo talked to a friend and felt better.**

**Move forward two spaces.**



Slugo tokens





## Lesson Overview

*Est. time: 15 minutes*

Students will create their own positivity plant and create a personal positive mantra.



## Lesson Objectives

Students will be able to ...

- Follow directions to create a Positivity Plant.
- Think about how positive thoughts help your garden flourish.
- Create a positive mantra they can use to restructure unhelpful thoughts.



## Materials

- Positivity Plant handout for each student
- Garden Sign Mantra for each student
- Scissors
- Tape
- Coloring materials



## Step-by-Step Directions

### Introduction (5 min):

- Read through the **Introduction** and walk through the steps to create their own positivity plant by cutting out, coloring, and folding it together.
- Discuss the following questions afterwards:
  - a. *What does this plant need to flourish and grow?*
  - b. *What does your mind need to flourish and grow?*

### Garden Sign Mantra (10 min):

- Have students think about what positive quote, idea, thought, or statement would be helpful to remember when they feel an unhelpful thought coming in.
- Students should write down their mantras and decorate their garden signs.



## Accommodations & Modifications

- **Provide support:**
  - Have students follow along with you or another student to create their Positivity Plant.
- **Provide challenge:**
  - Have students create more plants and weeds to make a complete garden.

Name: \_\_\_\_\_



## Lesson 4: Positivity Plant

### Managing thoughts

First, cut out your plant and add design and color. Then, fold it together to create your very own positivity plant!

### Garden Sign

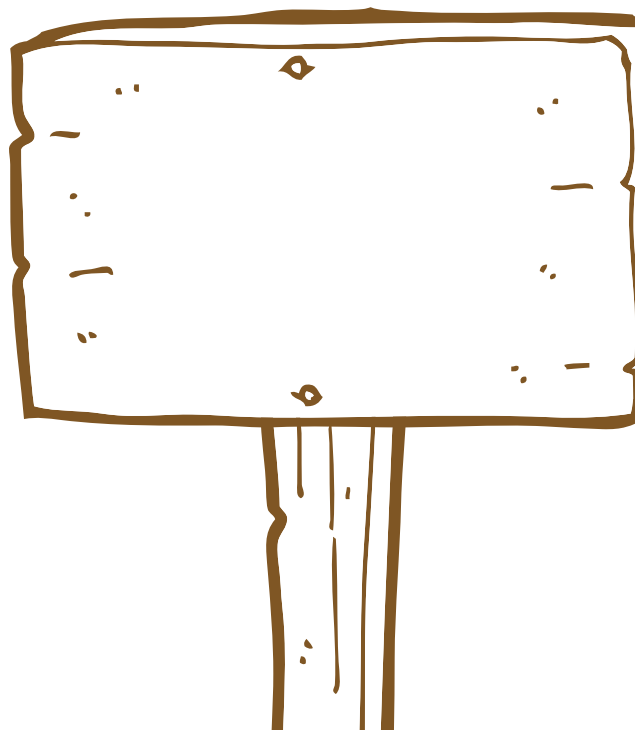
Many gardeners have a sign at the entrance of their garden to help their plants grow. It's usually a quote, thought, or mantra to inspire positivity. Let's create our own!

What is something you can say to yourself to feel better? What positive quote, idea, thought, or statement would be helpful to remember?

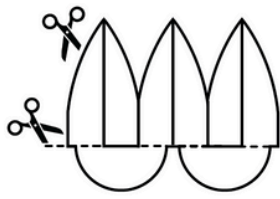
Fill out these statements below with a positive statement about yourself and then choose one of them or a different quote, saying, thought and put it on your garden sign.

I can \_\_\_\_\_

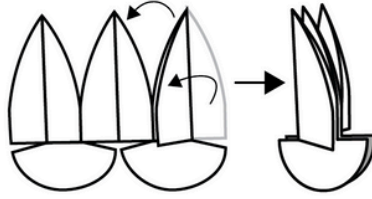
I am \_\_\_\_\_



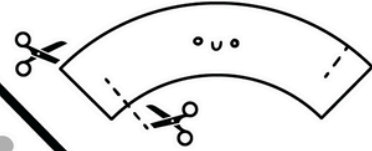
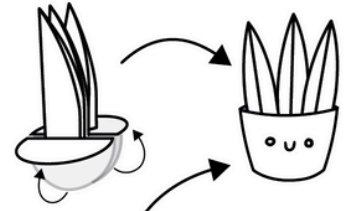
# Lesson 4: Positivity Plant



Fold leaves back & forth along lines to form a fan



Fold dirt pieces up to make a circle



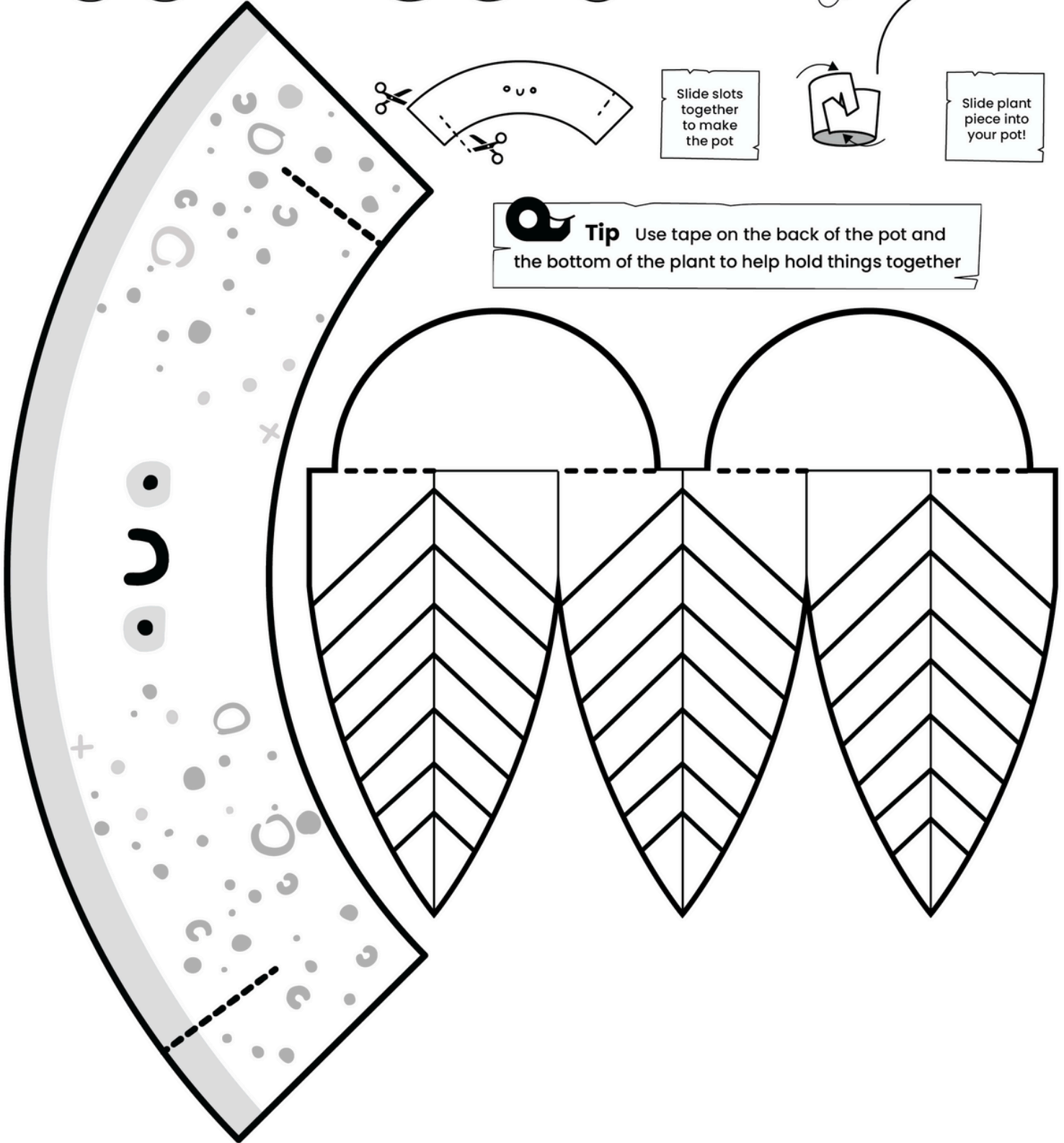
Slide slots together to make the pot



Slide plant piece into your pot!



**Tip** Use tape on the back of the pot and the bottom of the plant to help hold things together



# Garden Log

Name: \_\_\_\_\_



| Day | Situation<br>Think of any moment from your day today. Write It down.<br><i>Ex: I took a test. I did my homework. I had dance class.</i> | Emotion<br>How did you feel in that moment? | Thought<br>What were you thinking?<br>What did you say to yourself? | Thought Type<br>Circle which type of thought | Tool<br>If it was an unhelpful thought, name the tool you could use to deweed |
|-----|---|---|---|--|---|
|     |   |   |   | Helpful<br>Unhelpful                         |   |
|     |   |   |   | Helpful<br>Unhelpful                         |   |
|     |   |   |   | Helpful<br>Unhelpful                         |   |
|     |   |   |   | Helpful<br>Unhelpful                         |   |
|     |   |   |   | Helpful<br>Unhelpful                         |   |
|     |   |   |   | Helpful<br>Unhelpful                         |   |

Fact check



Possibility Play



Find the Feeling



Two for One



Phone a Friend



Power of Yet

