



Girl Scouts Northeast Texas and Tacky Box have partnered to ignite a ripple effect of kindness by equipping young leaders with the tools to instigate positive change, spreading kindness in their communities and beyond. With this patch program, children of all ages will gain skills they can use to establish and maintain healthy relationships. The Ripple Maker patch program activities are centered on developing emotional resilience while building empathy and kindness.

Will you commit to being a “Ripple Maker?”

Once you have completed the requirements, please complete the online reporting form in order to get your Ripple Maker Patch.

Only one entry individual or Girl Scout troop is required.

Online reporting form: www.gsnetx.org/patchform



Troop Leaders get 10% off at the Tacky Box shop with code: GSNETX10

Table of Contents / Facilitator's Guide

Table of Contents:

Facilitator's Guide	2
About Tacky Box	3
About Girl Scouts of Northeast Texas	4
Activities	
1. Exploring Healthy Relationships through Tacky Box Time	5
2. Exploring Choices, Consequences, and Kindness	6
3. Crafting Tacky Boxes and Understanding Emotions	7
4. Harmony of Ripples, Music, and Art Unite	8
5. My Feelings, My Art	9
6. Harmonizing Art and Tech: Crafting your Ripple Maker Video ..	10
7. Becoming Ripple Makers with Tacky Box	11
8. Create a Tacky Box Skit	12
9. Tacky Box Mentorship Opportunity for Junior Girl Scout	13
10. Tacky Box Journal	15
11. Tacky Box Word Chain	17
12. Friendship Recipe	19
Resources / Tacky Prompts.....	21
Lyrics of the song "Be a Ripple Maker"	22
Feelings Chart	23

Facilitator's Guide

This patch program offers 12 activities. Participants can choose their own journey by selecting the activities that excite them. Look below to find the grade for the children you are leading. Review the number of activities you need to complete to earn the patch. Participants are welcome to complete more activities for their grade level. As a facilitator, you are welcome to come back to this program and revisit topics again and again with the children in your life.

Ripple Maker Program Requirements:

Girl Scout Daisies (Grades K-1)– Complete 3 activities
Girl Scout Brownies (Grades 2-3) – Complete 4 Activities
Girl Scout Juniors (Grades 4-5) – Complete 4 Activities
Girl Scout Cadettes (Grades 6-8) – Complete 5 Activities
Girl Scout Seniors/Ambassadors (Grades 9-12)– Complete 5 Activities

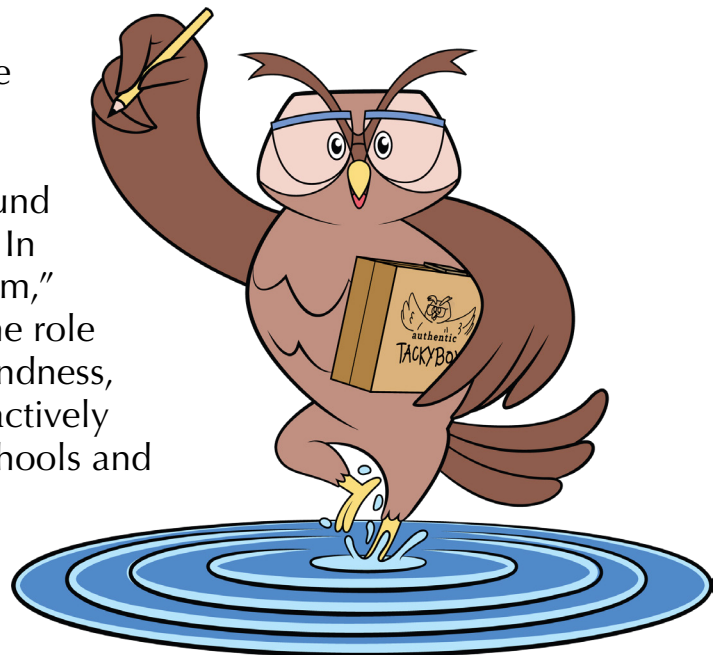
About Tacky Box

Tacky Box cultivates a culture of respect by empowering children to choose kindness and providing them with a practical tool to support their choices. We live in a world where children will no doubt be exposed to tacky language and behavior. Tacky Box equips children with the skills to distinguish between what's appropriate and inappropriate and encourages them to choose to be kind rather than repeat tacky words and actions.

During their daily “Tacky Box Time,” children reflect on what they have observed, heard, or perhaps said or done. They then jot down words and actions they consider “tacky” and place them in their personal Tacky Box. By writing down this behavior and locking it up in the Tacky Box, children make a conscious choice to remove it from their heart and their mind. They then make the powerful choice to be the kind of person that uses kind words and positive communication.

Children learn through choice and repetition. Daily implementation of “Tacky Box Time” enhances a child’s emotional development and establishes a deliberate pattern of behavior that contributes to a more respectful environment. At its core Tacky Box is about citizenship and how we can affect change by influencing behavior at a young age. By simply implementing a daily personal “Tacky Box Time,” we know it will change our children’s culture and greater community.

We’ve been told Tacky Box has a “trickle up effect;” As children begin to hold themselves more accountable for their words and actions, so do the adults around them. Imagine the ripple effect at scale! In our “Healthy Relationships Patch Program,” we encourage Girl Scouts to embrace the role of a “Ripple Maker,” by championing kindness, empathy, and Tacky Box principles. By actively fostering positive change within their schools and the broader community, Girl Scouts can make a meaningful impact on the world around them.



About Girl Scouts of Northeast Texas

Girl Scouts is the only organization that prepares every girl to practice a lifetime of leadership, by providing access to countless girl-led experiences, skill-building opportunities, and connections, because girls built of courage, confidence, and character make the world a better place.

Girl Scouts has always focused on helping girls thrive, whatever that means for the world she lives in. Her world today presents external and internal pressures that are complex, taking a greater toll on her mental health and ambition. Girls Scouts of all ages face challenges in relationships with classmates, teammates, friends, and family members.

We're here to equip her to take on these challenges and have the confidence to be her best self. As an expert in girls, we connect her with resources, peers, mentors, and partners that help her with skills to form and maintain healthy relationships.



Activity 1: Exploring Healthy Relationships through Tacky Box Time!



LESSON FOCUS/GOALS:

In this lesson, Girl Scouts will analyze the show Tacky Box Time, to identify instances of healthy relationships portrayed within the show. Girl Scouts will gain a deeper understanding of what constitutes a healthy relationship and apply these insights to their own lives.

LEARNING OBJECTIVES:

At the beginning of the activity, present the learning objectives to the Girl Scouts. By the end of this lesson, Girl Scouts should be able to:

- Define the characteristics of a healthy relationship.
- Analyze Tacky Box Time Episode to identify instances of healthy relationship behaviors.
- Compare and contrast the portrayal of relationships in media with real-life situations.
- Engage in open discussions about healthy relationship dynamics.

Materials Needed:

- Computer or other device
- Tacky Box Time Episode
- Whiteboard and markers or digital whiteboard



Scan to watch TackyBox Time



Password: BeARippleMaker

DISCUSSION:

Begin the lesson by engaging the group in a discussion about their perceptions of healthy relationships. Encourage them to share their thoughts on what makes a relationship healthy, and write down their ideas on the board or digital whiteboard. Ask what is a healthy relationship?

ACTIVITY: WATCH TACKY BOX TIME

Discussion: Highlight specific scenes, characters, and actions that exemplify healthy relationships. Encourage them to elaborate on why these instances are considered healthy. Discuss common themes, variations, and any nuances observed. Prompt Girl Scouts to reflect on how these examples are the same as the characteristics of healthy relationships they discussed before they watched the show.

Real-Life Application: Transition the discussion to real-life scenarios. Ask Girl Scouts to consider how the identified healthy relationship behaviors can be applied to their own lives and interactions with friends, family, and peers. Encourage them to share personal insights or stories if they feel comfortable.

Reflection: Conclude the lesson by encouraging Girl Scouts to think critically about media representations of relationships. Ask questions like:

- Are the portrayed healthy relationships realistic or idealized?
- How might the media influence our expectations of relationships?
- What strategies can we use to differentiate between realistic and unrealistic portrayals?

OPTIONAL EXTENSION:

Provide a reflective writing assignment where the girls can further explore their thoughts on media influence and healthy relationships, drawing from both the group discussion and their personal experiences.

Activity 2: Exploring Choices, Consequences, and Kindness

LESSON FOCUS/GOALS:



In this lesson, Girl Scouts will discover the impact of their choices on relationships. Using the book “Max’s Magnificent Choice.” They’ll explore the importance of opting for kind words and actions. The goals are to develop awareness of choices, appreciate the power of kindness, apply lessons to real-life situations, foster empathy, and encourage active discussions. By the end, they’ll better understand how their decisions shape relationships and learn strategies for building healthier connections.

LEARNING OBJECTIVES:

At the beginning of the activity, present the learning objectives to the Girl Scouts. By the end of this lesson, Girl Scouts should be able to:

- Understand the concept of making choices and their potential impact on relationships.
- Identify the significance of choosing kind words and actions in building healthy relationships.
- Connect the themes of the book “Max’s Magnificent Choice” to real-life scenarios.

Materials Needed:

- Access to the book “Max’s Magnificent Choice”
- Art supplies
- (markers, crayons, colored pencils, etc.)



DISCUSSION:

Introduce the book “Max’s Magnificent Choice” and its central theme of choosing kind words and actions over hurtful ones.

- Define “tacky” words and discuss why Max’s choice matters.
- Predict how Max’s decisions might affect his relationships and happiness.
- Explore the idea of choices and their consequences in everyday life.

ACTIVITY: EXPLORING CHOICES, CONSEQUENCES, AND KINDNESS

Read Aloud: Read “Max’s Magnificent Choice” aloud as a group. Pause at key moments to allow for short discussions and reflections.

Real Life Application:

- Distribute paper, crayons, and markers to each Girl Scout.
- Have them choose a recent situation where they had to decide between kind and hurtful words/actions.
- On one side, have them draw or write about the situation.
- On the other side, ask them to illustrate or write about the consequences of their chosen words/actions.

Discussion:

- Encourage each Girl Scout to share her experience, explaining her choice and the resulting consequences.
- Talk about the connections between the book and their own experiences.

REFLECTION:

- Revisit the importance of choosing kind words and actions in relationships.
- Discuss how Max’s choice to be kind affected his relationships with the other jungle animals.
- Explore ways the Girl Scouts can apply Max’s lesson to their interactions with others.



Activity 3: Crafting Tacky Boxes and Understanding Emotions



LESSON FOCUS/GOALS:

In this lesson, Girl Scouts will engage in a creative crafting activity to decorate their own Tacky Box. Through hands-on artistry, they will learn about the significance of processing emotions and letting go of hurtful words. By creating a personalized Tacky Box, they will gain a tangible tool for emotional well-being and experience the power of positive self-expression.

LEARNING OBJECTIVES:

At the beginning of the activity, present the learning objectives to the Girl Scouts. By the end of this lesson, Girl Scouts should be able to:

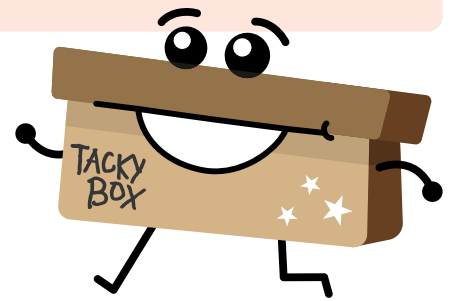
- Understand the concept of Tacky Boxes as a tool for processing emotions.
- Explore the role of creative expression in emotional well-being.
- Reflect on the impact of unkind words and their connection to emotional release.
- Gain practical experience in crafting and customization.

Materials Needed:

- Tacky Boxes
- (small, plain boxes)
- Art supplies (markers, stickers, paints, colored paper)
- Tables and seating for crafting
- Additional art materials for personal reflections

DISCUSSION:

- Start by explaining the concept of Tacky Box and the purpose as a way to process emotions and let go of unkind words. "We write down the word, lock it in the box erasing the word from our hearts and minds forever."
- Highlight how personalizing Tacky Boxes can provide a visual representation of emotions and help in understanding their impact.



ACTIVITY: TACKY BOX CRAFT WORKSHOP

- Provide each Girl Scout with a plain Tacky Box and a variety of art supplies such as markers, stickers, paints, and colored paper.
- Instruct them to decorate their Tacky Boxes using the art supplies while discussing the importance of expressing emotions in a healthy way.
- Encourage creativity and individuality in their designs.

Discussion: Sharing Examples of Words:

- After the Tacky Boxes are decorated, gather the group to discuss the activity.
- Prompt the Girl Scouts to share examples of words or phrases they have heard that they would consider putting in their Tacky Boxes.
- Discuss the emotional impact of such words and the benefits of releasing them through this process.

REFLECTION: Personal Reflection and Guidance:

Allow the Girl Scouts time for personal reflection. Provide additional art materials for them to write or draw words they want or need to put in their Tacky Boxes. Explain that this time is for them to reflect individually on their feelings and experiences.

★ Facilitators are encouraged to check on girls individually as they reflect. Adults can listen, encourage, and offer support to any girls who may struggle with their emotions and/or have questions. If facilitators are concerned about a girl's mental health, they should share those concerns with their caregiver and also reach out to Brittany Kelly at bkelly@gsnetx.org for support.

Activity 4: Harmony of Ripples, Music and Art Unite



LESSON FOCUS/GOALS:

Listen to the song Ripple Maker. Then, team up to create a collective artwork that embodies the idea of making positive ripples. Let's get creative, work together, and leave a reminder of our potential impact.

LEARNING OBJECTIVES:

At the beginning of the activity, present the learning objectives to the Girl Scouts. By the end of this lesson, Girl Scouts should be able to:

- Understand the concept of making positive ripples in their community and the world.
- Collaborate effectively with their team to create a collective artwork.
- Express their thoughts and emotions through art.

Materials Needed:

- A device with speakers to play the song "Ripple Maker" (optional)
- Printed lyrics of the song "Ripple Maker" (pg. 22)
- Art supplies: paper, markers, colored pencils, paints, brushes, etc.
- Large poster paper or canvas for the collective artwork.

DISCUSSION (10 MINUTES):

- Start the discussion by playing the song "Ripple Maker." Encourage the girls to listen carefully to the lyrics.
- After the song ends, lead a group discussion with questions like:
 - How did the song make you feel?
 - What do you think it means to be a "ripple maker"?
 - What are examples of people's actions that have made positive ripples in your community or the world?
 - How can art be used to express ideas and emotions?
- Discuss the power of teamwork and how working together can amplify the impact of individual actions.



ACTIVITY (30 MINUTES):

- Divide girls into teams, each with access to the art supplies and a section of the large poster paper/canvas.
- Explain the task is to create a collective artwork that embodies the idea of making positive ripples. Each team will contribute to this artwork.
- Encourage the teams to brainstorm ideas, explain there are no right or wrong answers in art. It's about expressing their creativity and the message they want to convey.
- Allow time for the girls to work together on their art piece. Circulate among the teams to offer guidance, encouragement, and assistance as needed.
- Have each team share their creation with the group and explain the symbolism and meaning behind their artwork.

OPTIONAL EXTENSION:

- Gallery Walk: Arrange the artworks where the girls can admire and discuss each other's creations.
- Community Action Plan: Brainstorm and discuss practical ways they can make positive ripples in their community. This could lead to a future service project or initiative.

REFLECTION (5 MINUTES):

Discuss the power of making positive ripples through teamwork and creativity. Think about how art can be a powerful medium for expressing ideas and emotions. Encourage the girls to carry these lessons with them as they continue their journey as "ripple makers" in their communities and beyond!

Activity 5: My Feelings, My Art



LESSON FOCUS/GOALS:

In this lesson, we dive into the world of emotions with open hearts. Groups discuss a range of feelings, emphasizing that it's absolutely okay to experience them all. Through meaningful conversations, we create a safe space for girls to embrace their emotions without judgment. The girls will then channel their creativity into crafting a personal art piece that symbolizes the wide range of emotions.

LEARNING OBJECTIVES:

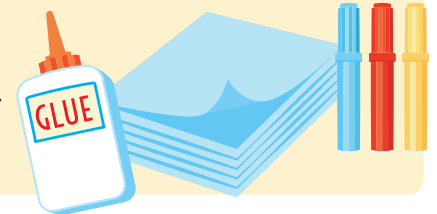
At the beginning of the activity, present the learning objectives to the Girl Scouts. By the end of this lesson, Girl Scouts should be able to:

- Understand and appreciate the wide range of emotions humans experience.
- Create an art piece that represents different emotions.
- Display their artwork at their home as a daily reminder of self-compassion and acceptance of their emotional spectrum.

Materials Needed:

- Unique materials (toilet paper rolls, leaves, rocks, foil, googly eyes, yarn, etc.)
- Markers
- Glue
- Scissors
- Construction paper
- Craft sticks

- Paints and brushes
- Feelings Wheel (at least one hard copy, multiple printed copies for distribution, or digital availability)



DISCUSSION:

- Using the Feelings Wheel, discuss different emotions. Ask the girls to share how they feel today and why. Encourage them to use words to describe their emotions (happy, sad, excited, nervous, frustrated, etc.).
- Talk about how everyone feels different emotions throughout the day, and it's entirely normal. Emphasize that all feelings are valid, and it's okay to feel them and even express them.
- Discuss specific situations that might trigger various emotions and how it's healthy to acknowledge and express those feelings.
- Share stories or examples of famous people who have openly talked about their emotions to normalize the discussion further.

ACTIVITY:

- Give all the girls access to all of the art supplies and materials.
- Brainstorm: Revisit the list of emotions you discussed earlier, as they recall the emotions, write them down for them to reference while they create the art and brainstorm ideas about how to visually represent it. Discuss colors, shapes, symbols, or images that come to mind. Encourage participants to tap into their creativity and think outside the box.
- Create the art piece. Participants should spend time using their chosen materials to represent as many emotions as they can in one personal art piece.
- Discuss where they plan to display their artwork as a daily reminder of self-compassion and acceptance of their emotional spectrum. Suggest places like their bedroom, bathroom, or a spot they pass by frequently.



OPTIONAL EXTENSION:

- Create a "Feelings Wall" where girls can collectively display their emotion art pieces, fostering a sense of community and understanding.
- Have a follow-up discussion about how to cope with and express different emotions in healthy ways.

Activity 6: Harmonizing Art and Tech: Crafting Your Ripple Maker Music Video



LESSON FOCUS/GOALS:

In this engaging STEM lesson, Girl Scouts will dive into the world of music and video production. After listening to the song “Ripple Maker,” participants will harness their creativity using editing software to create a matching music video, synchronizing visuals with the song’s emotions and message. By combining technology and art, this lesson empowers Girl Scouts to craft their own music videos, fostering skills in music composition, video editing, and creative expression.

LEARNING OBJECTIVES:

At the beginning of the activity, present the learning objectives to the Girl Scouts. By the end of this lesson, Girl Scouts should be able to:

- Understand the basics of music and video production.
- Demonstrate creativity and teamwork in creating a music video.
- Explore the emotional and thematic elements of music through visual storytelling.
- Enhance their technology and artistic skills.

Materials Needed:

- A computer or tablet with video editing software such as wevideo, imovie, garageband, canva, etc.
- Printed lyrics of the song “Ripple Maker”
- Art supplies like colored pencils, markers, or crayons
- White paper or poster board
- A stereo or speakers to play the song
- Access to a camera or smartphone
- Optional: headphones, tripods, or other camera accessories

DISCUSSION:

- Introduction to Music and Video Production (5 min.): Start by introducing the concept of music videos and their importance in conveying emotions and messages. Show a short clip of a popular music video to illustrate this if you can. Explain that they will be creating their own music video.
- “Ripple Maker” Song Analysis (10 min.): Listen to the song “Ripple Maker” together. Discuss its message and the emotions it conveys. Ask the girls to share their thoughts and feelings about the song.
- Storyboarding (10 min.): For troops without technology, provide white paper and art supplies. Have the Girl Scouts create a storyboard for their music video. They can sketch scenes and jot down ideas on how to visually represent the song’s message.
- Technology Introduction (5 minutes - for troops with technology): For troops with access to computers or tablets, introduce them to video editing software. Briefly explain how it works and the basic functions they will need.

ACTIVITY:

- Creating the Music Video (30 minutes):
 - Troops without technology: Assign roles like director, cameraperson, actors, and storyboard artist. Use a camera or smartphone to capture the scenes they planned in their storyboards. Encourage creativity and teamwork.
 - Troops with technology: Begin using video editing software to create the music video. Import the song and start adding video clips, transitions, and effects to match the lyrics and emotions.
- Group Sharing (10 minutes): Have each troop share their music video or storyboard. Discuss how well they captured the song’s emotions and message.



REFLECTION (5 minutes):

Wrap up the lesson by emphasizing the importance of creativity, teamwork, and the fusion of technology and art. Encourage the Girl Scouts to continue exploring the world of music and video production on their own.

Activity 7: Becoming Ripple Makers with Tacky Box



LESSON FOCUS/GOALS:

In this lesson, the Girl Scouts will focus on sharing their personal insights and learnings about Tacky Box. They will prepare a presentation that emphasizes what they've discovered, how to teach others about Tacky Box, and the concept of the ripple effect and becoming ripple makers. The girls will discuss how implementing Tacky Box can be life-changing, fostering kindness and empathy. The objective is to inspire leaders to consider adopting Tacky Box as a means of cultivating a more respectful and understanding culture. This is a big step to becoming a ripple maker! This lesson empowers the girls to actively contribute to positive change within their school and the greater community.

LEARNING OBJECTIVES:

At the beginning of the activity, present the learning objectives to the Girl Scouts. By the end of this lesson, Girl Scouts should be able to:

- Explain the concept of Tacky Box and its role in promoting kindness and empathy.
- Prepare and deliver a presentation that highlights the importance of Tacky Box.
- Discuss the ripple effect and the potential for positive change within their school and/or community culture.
- Encourage leaders to consider adopting Tacky Box as a tool for fostering respect and understanding.

Materials Needed:

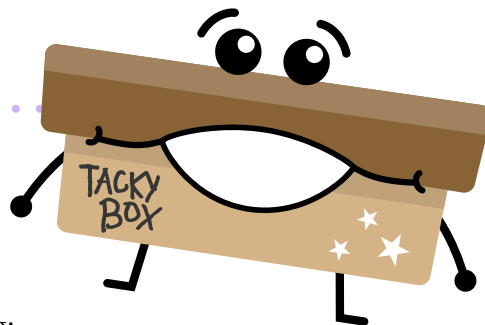
- Presentation materials (e.g., poster boards, markers, a computer with presentation software)
- Writing materials (pens, pencils, paper)
- Projector or screen for presentations

DISCUSSION:

- Introduction (15 minutes)
 - Discuss the importance of kindness, empathy, and respect in creating a positive culture.
 - Introduce the concept of Tacky Box and its role in promoting these values.
- Understanding Tacky Box (20 minutes)
 - Engage the Girl Scouts in a discussion about what they've learned about Tacky Box, ask questions like:
 - What is Tacky Box?
 - How does Tacky Box work?
 - Why is it important?

ACTIVITY:

- Preparing the Presentation (30 minutes)
 - Divide the Girl Scouts into small groups.
 - Provide each group with presentation supplies.
 - Instruct them to prepare a presentation that emphasizes the following:
 - What they've discovered about Tacky Box.
 - How to teach others about Tacky Box.
 - The concept of the ripple effect and becoming ripple makers.
 - How implementing Tacky Box can be life-changing and foster kindness and empathy.
 - Encourage creativity and innovation in their presentations.



Activity 7: Becoming Ripple Makers with Tacky Box (continued)

- Presentation Practice (15 minutes)
 - Have each group practice their presentations within their groups.
 - Provide feedback and suggestions for improvement.
- Presentations (30 minutes)
 - Each group presents their Tacky Box presentation to the rest of the troop.
 - Allow time for questions and discussion after each presentation.



OPTIONAL EXTENSION:

- Discussion on Implementing Tacky Box (15 minutes): Engage the girls in a discussion about how they can promote the adoption of Tacky Box in their school and/or greater community.
- Brainstorm ideas and strategies for introducing Tacky Box to leaders, teachers, and fellow Girl Scouts.
- Action Plan (20 minutes)
 - Have the Girl Scouts create an action plan outlining steps they can take to encourage the adoption of Tacky Box in their school and/or greater community.
 - Discuss timelines, responsibilities, and potential challenges.
- Reflection and Commitment (10 minutes)
 - Ask the girls to reflect on what they've learned and how they can contribute to positive change within their community.
 - Encourage them to commit to becoming ripple makers by actively promoting kindness, empathy, and Tacky Box.

CONCLUSION:

Reiterate the importance of the lesson's objectives, empowering the Girl Scouts to actively contribute to positive change within their school and greater community by becoming advocates for Tacky Box and the values it represents.

Activity 8: Create a Tacky Box Skit



LESSON FOCUS/GOALS:

In this fun and imaginative lesson, we dive into the world of creativity and problem-solving through skits! The focus is on bringing the concept of Tacky Box to life in a real-life scenario. The girls get in groups of 2 or 3 and brainstorm situations where the Tacky Box could play a role in promoting kindness and understanding.

They will craft a skit with dialogue, characters, and actions that showcase how Tacky Box can be used to resolve conflicts and promote positive communication. The skit should capture the transformative power of taking words that hurt or bother us, locking them in the box, and freeing ourselves from their weight.

While the groups perform the skits, the girls not only practice storytelling abilities but also learn ways to apply Tacky Box to real-life situations. This lesson encourages us to think critically, communicate effectively, and envision the positive impact that simple tools like Tacky Box can have on building stronger relationships and fostering empathy.

LEARNING OBJECTIVES:

At the beginning of the activity, present the learning objectives to the Girl Scouts. By the end of this lesson, Girl Scouts should be able to:

- Understand the concept of Tacky Box and its role in promoting kindness and understanding.
- Develop creative storytelling skills through the creation of a skit.
- Demonstrate effective problem-solving and conflict resolution using the Tacky Box concept.
- Recognize the potential impact of using tools like Tacky Box to build stronger relationships and foster empathy.

Materials Needed:

- Tacky Box (a physical or symbolic representation)
- Paper and Pencils
- “Tacky Prompts” Printout (at least one hard copy, multiple printed copies for distribution, or digital availability)
- Costumes and props (optional)
- Timer or stopwatch (optional)

DISCUSSION:

- Discuss the concept of Tacky Box with the Girl Scouts. Explain that Tacky Box is a symbolic container where hurtful words and negative comments can be placed to erase them from our hearts and minds forever.
- Discuss the power of choice: They have the choice to either be or not to be someone who uses “tacky,” hurtful words and negative comments. They can choose to be a Ripple Maker!
- Explore real-life scenarios where Tacky Box could be used to promote kindness and understanding. Encourage the girls to share their thoughts and experiences related to hurtful words and conflicts.
- Discuss the transformative power of Tacky Box, emphasizing how it allows individuals to free themselves from the weight of hurtful words and negative emotions.



Activity 8: Create a Tacky Box Skit (continued)

ACTIVITY:

- Divide the Girl Scouts into groups of 2 or 3.
- Brainstorming (15 minutes): In their groups, have the girls brainstorm situations or scenarios where Tacky Box can play a role in resolving conflicts and promoting positive communication. They should focus on everyday situations that they can relate to.
- Using the provided “Tacky Prompts” page, read them out loud to the troop. Let them know they can use one of the ideas they came up with as a group, or use one of these suggested scenarios.
- Skit Development (20 minutes): In their groups, instruct the girls to craft a skit that showcases how Tacky Box can be used in their chosen scenario. The skit should include dialogue, characters, and actions that highlight the concept’s effectiveness.
- Rehearsal (15 minutes): Allow each group time to rehearse their skit. Encourage creativity and problem-solving as they refine their performances.
- Skit Presentations (20 minutes): Have each group perform their skit in front of the others. Emphasize that the skits should capture the transformative power of the Tacky Box concept.
- Discussion and Reflection (15 minutes): After each skit, facilitate a brief discussion about the lessons learned from the performance. Encourage the girls to reflect on how the Tacky Box was applied in each scenario.

OPTIONAL EXTENSION(S):

- If time allows, extend the activity by discussing how the girls can apply the Tacky Box concept in their own lives. Encourage them to think about conflicts they’ve encountered or anticipate and how they could use Tacky Box as a tool for positive communication and conflict resolution.
- Allow groups to create another skit from the “Tacky Prompts” page if time allows.

By the end of this activity and lesson, the Girl Scouts should have not only learned about the Tacky Box concept but also gained valuable insights into creative problem-solving, effective communication, and the potential for promoting kindness and empathy in their everyday lives.



Activity 9: Tacky Box Mentorship Opportunity for Junior Girl Scouts



LESSON FOCUS/GOALS:

In this valuable Girl Scouts lesson, older Girl Scout troops take on mentorship roles for younger Girl Scouts in the context of the Tacky Box theme. Paired one-on-one, mentors guide discussions and activities around the Tacky Box concept. Through these sessions, older Girl Scouts encourage conversations about empathy, kindness, and effective communication. Together, they explore scenarios and emotions, fostering growth and connections that exemplify the Girl Scouts' spirit.

Note: This lesson is specifically designed for Junior Girl Scouts and involves pairing them with younger Daisy or Brownie Girl Scouts. The focus of this lesson is on fostering mentorship, empathy, kindness, and effective communication skills.

LEARNING OBJECTIVES:

At the beginning of the activity, present the learning objectives to the Girl Scouts. By the end of this lesson, Girl Scouts should be able to:

- Understand the Tacky Box concept and its importance in fostering positive communication.
- Demonstrate empathy and kindness through mentorship activities.
- Effectively communicate and share their thoughts and feelings.
- Strengthen the bonds between older Junior Girl Scouts and younger Daisy Girl Scouts.

Materials Needed:

- Tacky Boxes (a designated container or box)
- Sticky notes, Paper
- Art supplies: colored pencils, crayons, markers, etc.

DISCUSSION:

- Intro to Tacky Box (5 min.): Gather the Girl Scouts in a circle and introduce the concept of Tacky Box. Explain that it is a special place where we can put "Tacky," unkind words or actions to keep our friendships and relationships strong.
- Pairing Girl Scouts (2 min.): Pair each older Junior Scout with a younger Daisy Scout. Encourage them to introduce themselves and get to know each other. (Each Girl Scout can share their favorite animal, color, and hobby)
- Discussing Tacky Box (10 minutes): In their pairs, ask the Girl Scouts to discuss what they think the Tacky Box represents and why it's important. Encourage both older and younger Girl Scouts to share their thoughts.
- Empathy and Kindness Activity (15 minutes):
 - Provide each pair with sticky notes and markers.
 - Instruct them to write down a kind message or compliment for each other.
 - Have them exchange the sticky notes and read the messages aloud to each other.

ACTIVITY:

- Decorating the Tacky Box (15 minutes):
 - Provide art supplies like crayons, colored markers, and stickers.
 - Ask each pair to decorate a small box to serve as their Tacky Box. They can be as creative as they like, making it a special and unique place for unkind words and actions to be locked away.
- Tacky Box Commitment (5 minutes): Have each pair place a piece of paper inside their Tacky Box with a personal commitment to using it daily.



CONCLUSION:

We've learned about Tacky Box and its significance in promoting positive communication, empathy, and kindness. By working together and mentoring each other, our Junior Girl Scouts have strengthened bonds with younger Daisy Girl Scouts, embodying the Girl Scouts' spirit of friendship and support. Encourage the Girl Scouts to continue using their Tacky Boxes as a tool for fostering kindness and effective communication not only within their troop but in their everyday lives.

Activity 10: Tacky Box Journal



LESSON FOCUS/GOALS:

In this lesson, Girl Scouts create Tacky Box Journals as a mental health tool. These journals offer a safe space for writing or drawing about challenging feelings and situations, promoting emotional processing and healing. Decorated personally, these journals become a resource for coping with tough times, reminding Girl Scouts that mistreatment isn't a reflection of their worth. By capturing their journey towards release and relief, Girl Scouts learn to channel their emotions and cultivate resilience.

LEARNING OBJECTIVES:

At the beginning of the activity, present the learning objectives to the Girl Scouts. By the end of this lesson, Girl Scouts should be able to:

- Understand the importance of emotional processing and mental health.
- Create a personalized Tacky Box Journal.
- Use their journal as a tool for coping with challenging feelings and situations.
- Recognize that mistreatment is not a reflection of their worth.
- Begin the journey towards emotional release and relief.
- Develop resilience through journaling and self-expression.

Materials Needed:

- Blank journals or notebooks
- Art supplies (pens, pencils, colored pencils, markers, stickers, washi tape, etc.)
- Scissors
- Glue or glue sticks
- Magazines or printed images
- Optional: inspirational quotes or poems

DISCUSSION:

- Start the lesson by discussing the importance of mental health and emotional well-being. Talk about the challenges and stressors that young people might face and why it's essential to have healthy ways to cope with them. You can say something like:
"There are things that we can do to care for our bodies, like eating healthy foods and getting exercise. There are also things that we can do to care for our minds. Our mental health is just as important as our physical health. Journaling is an activity that we can use to write or draw about our thoughts and feelings."
- Explain the concept of a Tacky Box Journal: a journal where Girl Scouts can write or draw about their feelings, experiences, and challenges in a safe and creative way.
- Talk about the significance of self-worth and self-esteem, emphasizing that mistreatment by others does not define their value as individuals:
"Harmful or tacky words can hurt and we can begin to believe that we are the bad things people say about us or feel bad when people say mean things to us. Think of some good things that you know about yourself. What do you like? What do you feel you do best? How do you live by the Girl Scout Law? Thinking about those positive things about our selves can help us when others mistreat us."



ACTIVITY:

- Provide each Girl Scout with a blank journal or notebook, along with various art supplies, scissors, glue, and magazines or printed images.
- Instruct the Girl Scouts to decorate the cover of their journal using the art supplies and materials provided. Encourage them to be creative and personalize their journals in a way that represents them and brings them joy.
- After decorating, have the Girl Scouts write an introductory message or affirmation on the first page of their journal. This message should serve as a reminder of their worth and resilience.
- Encourage Girl Scouts to use their journals regularly, whether it's to write about challenging feelings, positive experiences, or simply as a creative outlet. Stress the idea that their journals are a safe space for self-expression.

OPTIONAL EXTENSION:

Explore additional activities related to emotional well-being, such as mindfulness exercises, relaxation techniques, or self-care practices, to complement the journaling activity and further support Girl Scouts' mental health.

Activity 11: Tacky Words Chain



LESSON FOCUS/GOALS:

In this lesson, Girl Scouts create a “Ripple Maker Chain.” They begin by jotting down both unkind words or actions they may have observed or encountered from others, as well as positive and kind words or actions. These are written on individual paper strips, which are then interlinked to form a chain.

The group explores the idea of forging connections, not just in the physical sense but also in terms of their thoughts and feelings. They talk about the power they hold as individuals to break the chain of unkindness and negativity, replacing it with a resolve to nurture positivity. In this way, they commit to becoming agents of positive change, aiming to create ripples of kindness that extend far beyond themselves. They choose to be a Ripple Maker!

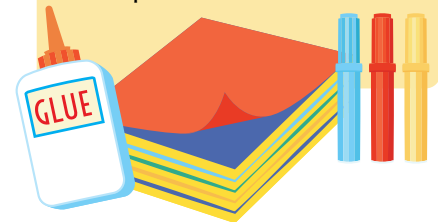
LEARNING OBJECTIVES:

At the beginning of the activity, present the learning objectives to the Girl Scouts. By the end of this lesson, Girl Scouts should be able to:

- Identify unkind words or actions they have encountered or observed.
- Recognize the significance of positive, kind words, and actions in creating a harmonious environment.
- Understand the concept of collective responsibility in choosing kindness.
- Create a tangible “Ripple Maker Chain” that symbolizes their commitment to erasing unkind words and actions from their hearts and minds.
- Embrace their role as “Ripple Makers” by actively promoting kindness.

Materials Needed:

- Strips of paper
- Writing materials (pens, markers, or crayons)
- Tape



DISCUSSION:

- Have a group discussion about the power of words and actions. Encourage the girls to share their thoughts and experiences related to unkind words or actions they have encountered. Discuss the emotional impact of such words and actions on individuals and groups.
- Talk about the importance of kindness and how it can transform relationships and communities. Encourage the girls to share stories of positive, kind words, and actions they’ve seen or experienced.
- Emphasize the idea that they have the power to choose their words and actions, and collectively, they can make a difference by promoting kindness.

ACTIVITY:

- **Creating Negative Strips:** Begin by providing each Girl Scout with strips of paper and writing materials. Instruct them to write down unkind words or actions they’ve witnessed and/or experienced. Give them ample time to think, process, and write.
- **Link and Discuss:** Assist the girls in linking the negative words together to form a chain. Talk about the potential impact of negative words on how people perceive themselves and others. Encourage the girls to reflect on how these words can affect their own self-esteem and the feelings of others.
- **Creating Positive Strips:** Have the girls write down kind words and actions on additional strips of paper. Encourage them to think about alternatives to the negative words and actions they initially wrote. Prompt them with questions like, “What could you say or do in a more compassionate way?”

Activity 11: Tacky Words Chain (continued)

- **Replacing Negativity:** Assist the girls in cutting each link from the negative word chain and replacing them with the new links that feature positive words or phrases. This symbolic act represents their commitment to replacing negativity with kindness in their words and actions. Explain that it symbolizes their collective power to choose kindness and erase unkind words and actions from their hearts and minds.
- **Share:** Go around the circle, with each girl sharing one unkind word/action and one kind word/action from their chain.
- **Commit:** Finally, have a group discussion about their commitment to being “ripple makers” who spread kindness in their community and beyond.

OPTIONAL EXTENSION:

To further reinforce the lesson, consider these extension activities:

- Encourage the girls to document acts of kindness they perform or witness in a journal, creating a record of their ripple-making efforts.
- Organize a community service project or event that allows the girls to actively engage in acts of kindness and make a positive impact in their community.



Activity 12: Friendship Recipe



LESSON FOCUS/GOALS:

In the “Friendship Recipe” lesson, Girl Scouts reflect on the qualities that define meaningful friendships. They create personalized “Friendship Recipes” by listing these qualities on decorative cards. Through discussion, Girl Scouts explore how these qualities contribute to strong and supportive relationships, fostering an understanding of empathy and respect in their connections with others.

LEARNING OBJECTIVES:

At the beginning of the activity, present the learning objectives to the Girl Scouts. By the end of this lesson, Girl Scouts should be able to:

- Identify key qualities that contribute to meaningful friendships.
- Create personalized “Friendship Recipe” cards listing these qualities.
- Explain how these qualities contribute to strong and supportive relationships.
- Demonstrate understanding of empathy and respect in their interactions with others.

Materials Needed:

- Blank index cards or decorative paper
- Markers, colored pencils, or crayons
- Glue sticks
- Magazines or printed images for collage (optional)
- Scissors (optional)
- Large poster paper or whiteboard
- Pens or markers for facilitator

DISCUSSION:

- Introduction (10 minutes):
 - Introduce the topic of friendship and ask Girl Scouts to share their thoughts on what makes a good friend.
 - Explain that in this lesson, they will be creating a “Friendship Recipe” to explore this further.
- Qualities of Meaningful Friendships (15 minutes):
 - Display a large poster paper or whiteboard.
 - Facilitate a discussion about qualities that make friendships meaningful. Encourage Girl Scouts to share their ideas.
 - Write down their responses on the poster paper or whiteboard.
- Creating “Friendship Recipe” Cards (30 minutes):
 - Distribute blank index cards or decorative paper to each Girl Scout.
 - Instruct Girl Scouts to create their own “Friendship Recipe” by listing the qualities they discussed earlier. They can use markers, colored pencils, or crayons to make their cards visually appealing.
 - Optionally, provide magazines or printed images for Girl Scouts to create collages representing these qualities.

ACTIVITY:

- Sharing and Discussion (15 minutes): After creating their “Friendship Recipe” cards, ask Girl Scouts to share their cards with the group. Encourage Girl Scouts to explain why they included specific qualities in their recipes.
- Facilitate a discussion about how these qualities contribute to strong and supportive relationships.



Activity 12: Friendship Recipe (continued)

OPTIONAL EXTENSION:

- Reflection and Commitment (10 minutes, optional):
 - Ask Girl Scouts to reflect on how they can apply the qualities from their “Friendship Recipe” cards in their everyday interactions with others.
 - Invite them to make a personal commitment to be a better friend and demonstrate empathy and respect in their friendships.

CONCLUSION:

Summarize the key points of the lesson and thank the Girl Scouts for their active participation. Encourage them to carry the lessons learned about friendship and respect into their daily lives.

This lesson plan should help Girl Scouts explore the qualities of meaningful friendships and promote empathy and respect in their relationships with others.



Resources / Tacky Prompts

➡ RESOURCES:

- Link to the show, “Tacky Box Time”
- Link to the animated read aloud of Max’s Magnificent Choice: <https://www.youtube.com/watch?v=dcq6laGgkII>
- Feelings Chart (GS)
- Link to the song, “Ripple Maker”
- “Tacky Prompts” Print Out
- www.tackybox.com

➡ Tacky Prompts

Use for activity: Create a Tacky Box Kit

Prompt 1:

The Playground Disagreement (Empathy and Communication)

Two friends want to play with the same toy on the playground. One of them grabs it, and the other feels upset. How can they use the Tacky Box concept and healthy communication to resolve this situation kindly?

Prompt 2:

The Hurtful Comment (Recognizing Feelings)

During a troop meeting, one Girl Scout makes a hurtful comment about another Girl Scout’s project. The Girl Scout who was hurt wants to address it without being confrontational. How can they do this using Tacky Box and respectful communication?

Prompt 3:

The Lunchtime Teasing (Conflict Resolution)

A Girl Scout is teased during lunchtime by some other Girl Scouts. They feel hurt and want to stop the teasing. How can they use Tacky Box and healthy communication to address this issue and find a positive resolution?

Prompt 4:

The Lost and Found (Kindness and Understanding)

A Girl Scout finds another Girl Scout’s lost item but doesn’t want to return it because they think it’s cool. How can they use the Tacky Box and respect for others’ property to promote kindness and understanding in this situation?

Prompt 5:

The Misunderstood Message (Effective Communication)

Two Girl Scouts had a disagreement through text messages. They want to clear up the misunderstanding without making it worse. How can they use Tacky Box and clear dialogue to communicate effectively?

Prompt 6:

The Apology (Promoting Kindness)

One Girl Scout accidentally spills paint on another Girl Scout’s artwork. The first Girl Scout feels bad and wants to apologize sincerely. How can they use the Tacky Box concept and transparent communication to express their apology and make things right?

Lyrics of the song “Be a Ripple Maker”

Be A Ripple Maker

Every word you choose to say,
makes or breaks another's day,
Every action that you take,
leave ripple in its wake,
Like a stone dropped in a pond,
ripples spreading far be yond,
Just you watch the world go bright,
as you spread your love and light,
Clap your hands stomps your feet,
Sing it aloud into the street!

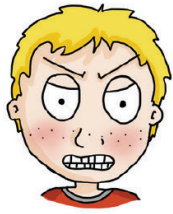
Be a Ripple Maker gonna be an earth shaker,
Be a Ripple Maker don't you go talk trash,
Be a Ripple Maker a mover and a shaker,
Be a Ripple Maker make a great big splash!

It's up to you to make it work,
It's up to you to make a choice,
What you do can change the world,
It's in how you use your voice,
There is power in them words,
You will see they make a splash,
Everyone you point the towards,
Will feel them big waves crash,
Clap your hands stomp your feet,
Sing it aloud into the street!

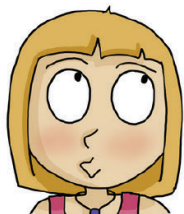
Be a Ripple Maker gonna be an earth shaker,
Be a Ripple Maker don't you go talk trash,
Be a Ripple Maker a mover and a shaker,
Be a Ripple Maker make a great big splash!

Be a Ripple Maker gonna be an earth shaker,
Be a Ripple Maker don't you go talk trash,
Be a Ripple Maker a mover and a shaker,
Be a Ripple Maker make a great big splash!

How are you feeling right now?



ANGRY



BORED



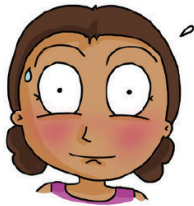
CONFUSED



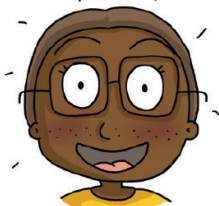
CURIOUS



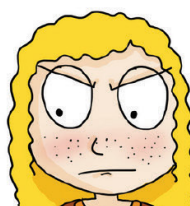
DISAPPOINTED



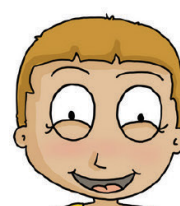
EMBARRASSED



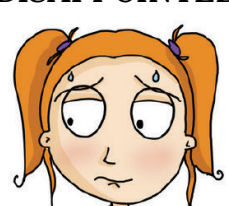
EXCITED



GRUMPY



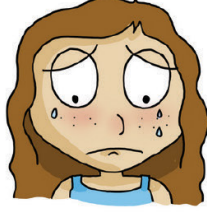
HAPPY



WORRIED



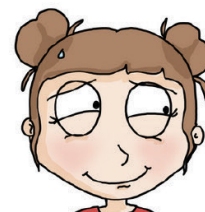
PROUD



SAD



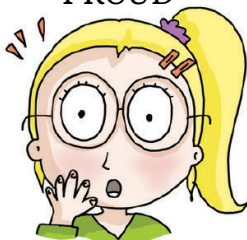
SCARED



SHY



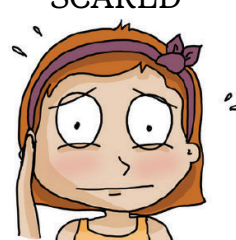
SILLY



SURPRISED



PEACEFUL



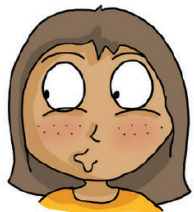
STRESSED OUT



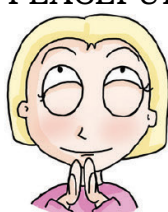
BRAVE



FOCUSED



DISTRACTED



HOPEFUL



LONELY



OVERWHELMED



TIRED