



PERSONAL WELLNESS KIT

A toolkit to help manage challenging moments



OBJECTIVES

- Students will develop coping strategies for stress and challenge
- Students will explore the concept of healthy self-regulation

MATERIALS

- [Wellness Kit Handout](#)
- Jars or bags for the kits
- Colored paper
- Crayons, markers, or colored pencils
- Old magazines or newspapers
- Scissors
- Additional personal items

TIME

- 45 min

LESSON INTRO

Managing stressful moments can be hard for anyone. Finding healthy ways to handle these hard emotions is a great start in learning self-regulation and self-management. In this activity, students will create a “kit” of items and ideas they can use whenever they feel like they need a boost or a reminder to ground themselves and find new outlets to release their stress.

LESSON STEP BY STEP

1. Ask: “What activities help you feel your best when you’re stressed?”
2. Give a moment to think, then ask students to write about, draw, close their eyes and visualize, or share with a partner. Then, students create a list of what makes them feel healthy in their brain, heart, and body in times of stress or challenge.
3. Students choose 2-3 items from their newly created list and create a small kit of items that represent the strategies they’ve chosen. They can review the Creating Your Own Wellness Kit Handout for ideas and examples! Examples include:



- *Visiting a special place* – a photo, drawing, journal entry, or related color.
 - *Movement* - “Do 15 jumping jacks” written on a piece of paper, an exercise routine written out, juggling balls, a list of songs that you can look up to dance to.
 - *Connection* - a list of ways to connect or people to call, a list of people you feel grateful for, pen and paper to write a letter to someone you love, a stuffed animal, a reminder to play/care for your pet.
 - *Relaxation* - a teabag, a piece of paper sprayed with perfume or essential oil, a stone or fidget toy, a breathing exercise description, a picture of a calm place like a beach or a cozy bed.
 - *Healthy eating* - pieces of paper with healthy eating reminders (eat a vegetable today, drink a glass of water, eat a fruit today), magazine cutouts of fresh foods, a recipe.
 - *Creativity* - paper, pencil, pen, crayons, glue, journaling prompts, the lyrics to a song you like to sing, a home-made “connect the dots.”
 - *Color therapy* - cut out/printed photos of flowers/colorful artwork/favorite colors, something sparkly, a color wheel.
 - *Spiritual* - write/print out a favorite prayer, inspirational story, or meditation prompt.
 - *General* - a list of attributes you love about yourself and your life, a gratitude list, a feelings wheel.
4. A few people can share to the group 1 item they have created/found for their kit - or the group can collaborate in small groups as they create/find their items and share with each other.

VARIATIONS

1. Have students create their list, then take it home to collect things from their house that may be useful (a favorite book, a memento from a favorite memory, a jump rope).
2. Revisit the kits later to add items students might need or take out items that are no longer serving them.
3. It could be helpful to provide older students with crisis hotline numbers to include in their kit.
 - National Suicide Prevention Lifeline: 988 **OR** 1-800-273-TALK (8255)
 - TrevorLifeline LGBTQ+ at 1-866-488-7386
4. Kits can be put simply in a plastic baggy, or students can pick a special, designated container for their personal kit.
5. Students can take this concept and create a wellness kit for someone else in their life as an act of kindness.



FACILITATOR TIPS AND NOTES

1. Creating your own kits as the facilitator to give as an example can help spark ideas in students and role-model having intentionality in their kits' choices.

REFLECTION & WRAP UP

1. Ask: "When do you imagine having a kit like this will be most useful to you?"
2. Have students choose a place to keep their kit - somewhere handy and accessible - in a box on their desk, or in a bag hung in their locker or cubby. They may also take it home and choose a special place, like in a box under or next to their bed, on their dresser, or in their closet. When they are anticipating higher levels of stress or challenge, they can pull out their wellness kit and place it somewhere in view.

NOTES

- **Source:** Adapted from [NYC Outward Bound Schools' "Personal Wellness Kit Creation"](#)
- **Educational Standards:** CASEL: Self-Management, P21: Initiative and Self Direction