

COMMUNITY PROBLEM SOLVERS

In a community, there are many issues that youth can take a stand on. Youth have powerful voices and can use their voices to help combat problems they see. Speaking up can really make a difference! This guide presents a 10-week curriculum that can be implemented in school and community settings to provide youth an opportunity to learn about place-based health, brainstorm solutions to community problems, and understand ways to make change.



ABOUT THIS GUIDE

The 10-week curriculum outlined in this guide was created in 2016, by a University of North Carolina at Chapel Hill Gillings School of Global Public Health practicum student, in conjunction with Counter Tools. The curriculum was adapted and implemented at Lowe's Grove Middle School in Durham, NC, under the guidance of the Citizen Schools program. The curriculum was created to introduce participants to community engagement. In particular, this program encourages participants to identify health issues in their communities and ways they are passionate about raising awareness and promoting change. During the 10-week period, participants will learn about factors that cause and affect healthy or unhealthy communities, practice gathering information about a variety of issues, learn about ways they can improve their communities, and create their own campaign or cause addressing a community issue they are interested in changing.

ABOUT COUNTERTOBACCO.ORG



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Since 2011, CounterTobacco.org has served as the leading comprehensive online warehouse of tools and information for local, state, and federal organizations working to counteract tobacco product sales and marketing at the point of sale (POS). CounterTobacco.org is an ongoing project of Counter Tools, a public health nonprofit organization based in Carrboro, NC that works with state and local partners to advance place-based public health through training, software tools, and technical assistance.

CounterTobacco.org offers evidence-based descriptions of the problem, policy solutions, advocacy materials, news updates, and an image gallery exposing tobacco industry tactics at the point of sale.

Visit CounterTobacco.org for additional resources to support your point-of-sale tobacco control efforts.

ACKNOWLEDGMENTS

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INTRODUCTION

WHAT IS A COMMUNITY DEFINED AS?

A community is, “a group of people with diverse characteristics who are linked by social ties, share common perspectives, and engage in joint action in geographical locations or settings.” In other words, we all live in communities. Communities can be the neighborhoods in which we live, the groups to which we belong to, and the beliefs and views we share with others. Therefore, all communities are different and dynamic in their own way. In this way, each community has its own way of functioning and problems that may arise as a result. It is up to us as citizens of our community to understand our communities and make way for change and improvement within them.



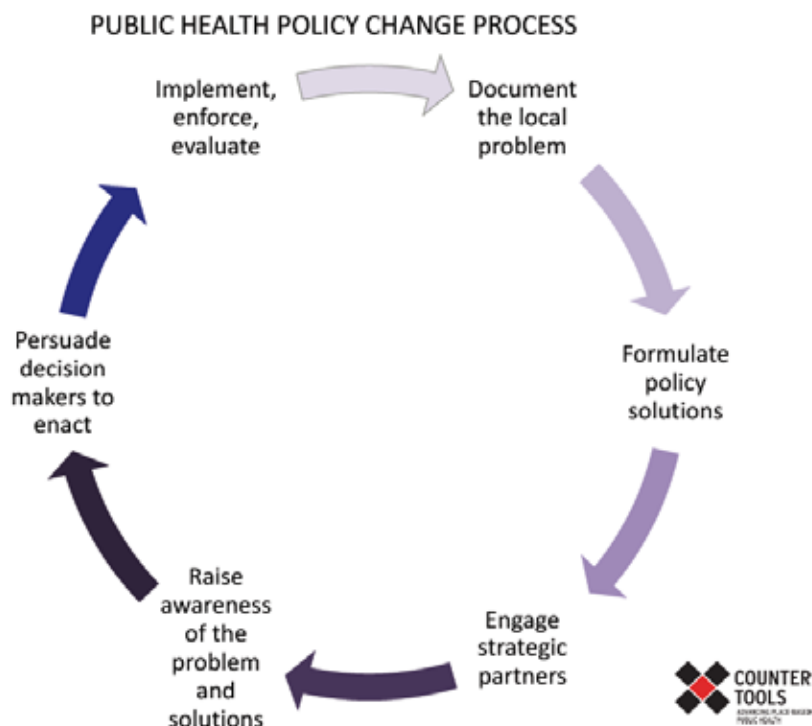
<https://clipartxtras.com>

MacQueen, K. M., McLellan, E., Metzger, D. S., Kegeles, S., Strauss, R. P., Scotti, R., ... Trotter, R. T. (2001). What Is Community? An Evidence-Based Definition for Participatory Public Health. *American Journal of Public Health, 91*(12), 1929–1938.

WHY IS PROBLEM-SOLVING IMPORTANT?

Problems arise in communities every day, and since each community is different, problems may vary from community to community. From the increasing presence of litter to the marketing of tobacco products appealing to youth in retail stores to secondhand smoke pollution to animal homelessness, communities are faced with many burdens. These problems cannot typically be solved in a day or alone and require a planned and targeted process to resolve them. In some circumstances, they cannot be fully resolved, but steps can be taken to reduce their impact.

Problem-solving is an important and active process that begins with first identifying problems in a community, identifying solutions to those problems, raising awareness of the problems and solutions, engaging stakeholders, and persuading decision-makers to act. Youth can play an important role at each stage of this process.



PURPOSE OF THIS GUIDE

The information contained in this guide is focused on communities but is not limited to any one topic within this framework. The lessons outlined in this guide are meant to help participants understand the breadth of what is happening in their communities and the ways in which their specific communities function. Participants will determine what topic(s), as it relates to their community, they are passionate about and, through the activities outlined in this guide, will channel that passion into activism. The end goal is for participants to become problem-solvers within their communities. Through these targeted activities, they will learn how to take action on the problems they see. This action may come in the form of community presentations, advocacy, social media influence, or through many other avenues.

Throughout this process, the hope is for participants to become empowered, become inspired, and ultimately find their voice with support from facilitators and their fellow peers.

IMPLEMENTING THIS CURRICULUM

This section includes basic information and lesson plans for facilitating a 10-session curriculum with youth in your community.

ACTIVITY PREPARATION

BEST SUITED FOR

This activity is best suited for:

- **Middle School aged youth groups.**

We encourage you to adapt this guide to meet the skills, interests, and needs of youth with whom you work. Be sure and take into consideration the level of maturity, knowledge, and available time of your group.

SETTING

This curriculum was designed to be conducted in a school setting but can also be adapted for other settings, as needed.

NUMBER OF PARTICIPANTS

5 – 20

ACTIVITY DURATION

Ten sessions, with each session:

- **Lasting 1 to 2 hours, depending on your available time.**
- **Taking place once a week (10 weeks total).**

If needed, this curriculum can be done in less than 10 weeks. In this case, lessons can be done more than once a week, or certain lessons can be excluded based on their relevancy to your group.

ROLES

There are two main roles within this project:

- **Primary Teacher (also called the session leader or facilitator): This person will lead and teach each session.**
 - **Depending on the group size, it is recommended to have an assistant teacher that will aid the primary teacher during each session.**
- **Youth Participant: The students or youth who will be actively participating and completing each activity during the sessions.**

RESPONSIBILITIES

Primary Teacher (and Assistant Teacher, if applicable) should:

- **Prepare for each session ahead of time.**
- **Come to each session with a positive attitude.**
- **Make sure the session flows and participants are actively engaged.**

Youth Participants should:

- **Come ready to learn.**
- **Take part in group discussions and activities.**
- **Identify actions they can take in their communities.**

PARTICIPANT/TEACHER CONDUCT

All participants should be respectful of one another. Participants should be advised to listen when other people are speaking and to be understanding and kind towards others. No bullying of any kind should be tolerated. In addition, the teacher(s) should treat each participant fairly and justly. There should be no favoring or giving of special privileges to certain participants over others. In addition, special care and support should be given to any participants with special needs.

PREPARATION TIME

Preparation time will consist of the Primary Teacher (and Assistant Teacher, if applicable) reviewing and understanding lesson plans while also gathering and printing out materials for each session. We estimate at least two hours of planning per session.

LESSON PLAN BACKGROUND

This curriculum contains 10 lesson plans. Each lesson plan assigns roles for the Primary Teacher (PT) and Assistant Teacher (AT), if applicable. Each lesson plan also has a list of materials and any essential preparation needed to conduct the lesson. All lesson plans have one objective and one to three goals. The lesson plans are formatted using a table with the columns: **Time** (duration), **Format**, **Facilitator** (tasks), **Activity**, and **Purpose**.

The **Time** column is merely an estimate of time to allot for each activity, but use your best judgment and adapt according to the participant interest.

The **Format** column will state where the primary focus should be. For example, if the Format column says PowerPoint, that means that there is information on PowerPoint slides that the participants should be viewing. If it says group discussion, the PowerPoint may still be on, but it is not the focus during this activity.

For the **Facilitator** column, the PT will be the designated facilitator for most of the activities and discussions; however, the AT should be actively involved as well. The 5 symbols to the right designate what should be done before or after each activity:



Prepare the room for the next activity (e.g. hang sheets of paper or signs).



Take pictures to be shown at the beginning of the next lesson.



Pass out worksheets.



Pass out supplies or materials for the activity. This can include paper, coloring utensils, etc. It will be the AT's responsibility to determine what is needed and for which activity by looking at the materials list at the beginning of the lesson plan.



Play music. This is intended to be ambient noise to promote creative thinking and problem solving.

The **Activity** column refers to the main activities in the lesson. Activities are followed in this document by an outline that provides a description of the activity, a list of possible questions that could be asked during or after the activity, and guiding points that can help encourage spontaneous questions or discussions. These outlines are meant to be tools for conducting the lesson and not necessarily followed verbatim.

And finally, the **Purpose** column provides a brief justification for the activities and helps the PT and AT understand the connection between an activity and larger lesson goals and objectives.

There is also a Game Index, see *Appendix*, that provides a list of games that can be played to energize students and/or fill extra time. However, any materials needed for these games are not included in the lesson plans. It may be wise to take or prepare materials for one or two additional games each week just in case they are needed.

Each lesson plan should be accompanied by a PowerPoint, which is used to explain the lesson in a visual way. The PowerPoint should be used throughout the lesson to provide directions and visuals for each activity.

Here are templates for each lesson to get you started:

LESSON 1 **LESSON 6**
LESSON 2 **LESSON 7**
LESSON 3 **LESSON 8**
LESSON 4 **LESSON 9**
LESSON 5 **LESSON 10**

These templates are also available for download at <https://countertobacco.org/resources-tools/youth-and-community-engagement/>

GROUP ACTIVITIES

GROUP RHYTHM

Allow the participants to create a rhythmic pattern of claps and stomps that will be used for the duration of the program to gain participants' attention during transitions or when you are finding it difficult to conduct the lesson due to side conversations or distractions. An example of a clap stomp sequence would be: two claps, a stomp, and a clap.

CARD DRAW BREAK

Participants are selected to draw a card from a deck. The suit of the card determines the action, and the value of the card determines the number of actions that will be performed. Make sure to provide modifications for all exercises. See below for a breakdown of card suits:

- ♥ Hearts = jumping jacks or deep breaths
 - ♦ Diamonds = sit downs, stand ups
(a.k.a. squats in a chair) or silent meditation
 - ♣ Clubs = arm circles (forward and backward)
or clapping
 - ♠ Spades = wild card, the participants can decide what to do
- Ace, Jack, Queen, King = 10

CREATING A GROUP AGREEMENT

1. Participants will create a list of the rules they think they should follow for the duration of the program.
2. Once a list is created, ask if they think there are any duplications or rules that can be combined. Try to condense the list to 3-6 rules.
3. Ask participants about what the consequences should be. For the first offense? For multiple offenses? For severity of rule breaking?
4. Have the participants verbally pledge together:
"I agree to follow the Group Agreement to the best of my ability during each week."
5. After the lesson, you should create a clean copy of the rules to bring to all subsequent lessons.

Ideas from: www.scholastic.com/teachers/article/creating-classroom-rules-together:

- **Treat others as you would like to be treated.**
- **Respect other people and their property (e.g., no hitting, no stealing).**
- **Laugh WITH anyone but laugh AT no one.**
- **Be responsible for your own learning.**
- **Come to each session and hand in assignments on time.**
- **Do not disturb people who are working.**

EXIT TICKET

It is recommended that after every session an **Exit Ticket** be distributed to the participants to assess their learning. What did they learn from the activities? What do they need more information/help on? The **Exit Ticket** is used to measure the efficacy of the activities and to help figure out what needs to be improved upon or revised.

See example Exit Tickets in the *Appendix*.

ACTIVITY TIMELINE

This project is divided into a total of 10 sessions spanning 10 weeks. See below for a sample timeline and a short description of each session. Specific lesson plans to follow.

INTRODUCTION TO PROJECT

SESSION 1 - WEEK 1

- Group introductions
- Taking A Stand activity

HEALTH AND WELLNESS

SESSION 2 - WEEK 2

- Defining health
- Wellness Wheel activity
- Wellness Art Collage activity

COMMUNITIES

SESSION 3 - WEEK 3

- Defining a community
- Wellness Walk
- Community Mapping activity

COMMUNICATION

SESSION 4 - WEEK 4

- Respectful Communication activity
- Role Playing activity

REACHING OUT

SESSION 5 - WEEK 5

- Jenga game
- Community Service activity
- Writing a Letter to a Politician activity

PRACTICE

SESSION 6 - WEEK 6

- Surveying activity

RESEARCH

SESSION 7 - WEEK 7

- Videos of youth making a difference
- Pick and research topic of interest

STRATEGY

SESSION 8 - WEEK 8

- Continue research on topic of interest
- Determine strategy for taking action and start work on final project

PREPARATION

SESSION 9 - WEEK 9

- Prepare final projects
- Next steps

PRESENTATIONS AND OUTREACH

SESSION 10 - WEEK 10

- Finish final projects
- Present findings to community
- Networking

LESSON PLAN #1






OVERVIEW

- Group introductions
- Establishing ground rules
- Start thinking about certain topics

OBJECTIVES

By the end of this session, participants will be able to:

- Argue for or against a topic
- Take a stand on a topic they believe in and explain their reasoning
- Understand the perspective of their peers on certain topics

Primary Teacher (PT):		Assistant Teacher(s) (AT):		
MATERIALS: Laptop, projector (if needed), PowerPoint slides, digital camera/phone, large white butcher's paper (stickable), Band MadLibs Worksheet, Take a Stand Worksheet, deck of cards, 2 Signs ("Agree" and "Disagree"), coloring utensils, pens				
NEEDED PREPARATION: Finalize PowerPoint; Create/print Take a Stand Worksheet, "Agree/Disagree" signs, and Band Madlibs Worksheet ; Bring digital camera/phone, butcher paper, deck of cards, coloring utensils and pens				
TIME (duration)	FORMAT	FACILITATOR (tasks)	ACTIVITY	PURPOSE
5 min	Welcome/Powerpoint	PT/AT 	Group Introductions	Introductory purposes.
15 min	Group Discussion	PT/AT	Create a Group Agreement Ask participants to create their rules for the entire program. Write it on a large sticky note/poster and bring it to all subsequent lessons. Have participants verbally agree to follow them.	Establish rules.
<5 min	Group Activity	PT/AT	Group Rhythm Create a clap-stomp sequence.	Attention grabber.
25 min	Sharing	PT/AT 	Band Madlibs Participants fill out Band Madlibs Worksheet and share their madlibs.	Introductory purposes to learn names.
<5 min	Group Game	PT/AT 	Card Draw Break Four cards are drawn by the participants and actions are done by the group.	Physical and mental break.
5 min	Individual Worksheet		Take a Stand Participants answer questions on the Take A Stand worksheet.	Participants think through how they feel and give their opinion.
25 min	Group Activity	PT/AT 	Take a Stand (continued) Participants discuss their different opinions as a group.	Participants think critically about their own and other's opinions; and how different opinions matter.
10 min	Group Process	PT/AT	Take a Stand (continued) Participants discuss the concept of perspective.	
<1 min	Dismissal	PT/AT	Group clap-stomp 3x.	End the lesson.
Time permitting	Group Game	PT/AT	See <i>Game Index</i> .	

ACTIVITY DESCRIPTION

TAKE A STAND ACTIVITY

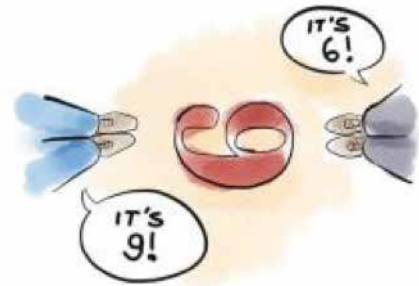
The PT/AT passes out the Take A Stand Worksheet and pens. Once received, participants will fill out the worksheet replying to each statement by choosing “agree” or “disagree” for each statement.

After participants are finished filling out the worksheet, the PT/AT reads each statement out loud. Participants go to opposite sides of the room, one side being the “agree” side and the other side being the “disagree” side. Then, participants discuss why they chose the side they did and explain how they feel.

The activity encourages participants to think critically about their own and other’s opinions and be able to articulate what they feel. The PT/AT should conclude the activity and explain the importance of standing up for what you believe in and understanding the perspectives of others. Participants will think about applying these skills in their everyday lives.

TAKE A STAND ACTIVITY WORKSHEET

Directions: Fill in agree or disagree for the statements below.



1. **Taking care of the environment is important.**
 Agree Disagree
2. **Celebrities are good role models.**
 Agree Disagree
3. **Smoking is bad.**
 Agree Disagree
4. **People shouldn't drink and drive/text and drive.**
 Agree Disagree
5. **Only healthy food should be provided in school.**
 Agree Disagree
6. **Kids should play a sport.**
 Agree Disagree
7. **Politicians are responsible for protecting people's health.**
 Agree Disagree
8. **Dogs are better than cats.**
 Agree Disagree
9. **Bicycles are better than cars.**
 Agree Disagree
10. **Pizza is better than salad.**
 Agree Disagree
11. **Smoking should be banned in all public places.**
 Agree Disagree
12. **Certain products (ex. tobacco, alcohol, candy) should not be sold in stores.**
 Agree Disagree

BAND MADLIBS WORKSHEET

Please answer the following questions.

What is your name?

1. _____

What is your favorite thing to do on the weekend? *Make this a verb ending in "ing." Ex: sleeping*

2. _____

What is your favorite food? *Make this a plural noun ending in "s." Ex: apples*

3. _____

What is your favorite place or where would you like to visit?

4. _____

What is your favorite holiday?

5. _____

Fill in the following sentence with the answers written above.

My name is (1) _____ and my band, The

(2) _____ (3) _____ are playing in

(4) _____ on (5) _____.

Ex. My name is (1) Megan and my band, The (2) Sleeping (3) Apples are playing in (4) Durham on (5) Christmas.

LESSON PLAN #2



OVERVIEW




- Identify strengths and weaknesses in communities

OBJECTIVES

By the end of this session, participants will be able to:

- Learn about wellness and health in their community
- Understand what their community looks like
- Determine the strengths and weaknesses of their community and ways to help improve it

Primary Teacher (PT):		Assistant Teacher(s) (AT):		
MATERIALS: Laptop, projector (if needed), group agreement, PowerPoint slides, digital camera/phone, Wellness Wheel Worksheet, large white butcher's paper (stickable), printer paper (card-stock thickness), cut-outs (picture art) related to health and wellness from Internet, magazines, coloring utensils, deck of cards				
NEEDED PREPARATION: Finalize PowerPoint; Bring computer (and projector) and group agreement; Create/print Wellness Wheel Worksheet; Find and bring cut-outs from Internet, magazines, butcher paper, coloring utensils, deck of cards, printer paper, digital camera/phone				
TIME (duration)	FORMAT	FACILITATOR (tasks)	ACTIVITY	PURPOSE
5 min	Welcome/Powerpoint	PT/AT	Welcome Show pictures from last week. Go over Group Agreement. Tell participants what they are doing for the day. Go over group rhythm.	Introductory and transition purposes. Review last week's material.
20 min	PowerPoint/Individual Worksheet	PT/AT 	Wellness Wheel Participants will fill in the different dimensions of health (mental, physical, environmental, etc.) and provide examples (e.g., exercise, sports for physical dimension of health; clean air and water for the environmental dimension of health) of each dimension on the Wellness Wheel worksheet.	The wellness wheel helps participants define what health is along with understand the different dimensions of health.
<5 min	Group Game	PT/AT	Card Draw Break	Physical and mental break.
30 min	Group Activity	PT/AT 	Wellness Wheel Hang 3 post-it sheets around the room (divided in half – one side 'strength' and one side 'weakness.') In three groups, have participants select ONE strength and ONE weakness that they observed about their community that they brainstormed in the previous activity. Participants will present, and everyone will have the opportunity to ask questions.	Participants think about their community's wellness, both strengths and weaknesses. Participants communicate ideas about their current community wellness and ideas for change. Integrate discussion during presentations: Participants question why issues exist and what is or can be done to help solve the problem.
<5 min	Group Game	PT/AT	Card Draw Break	Physical and mental break.

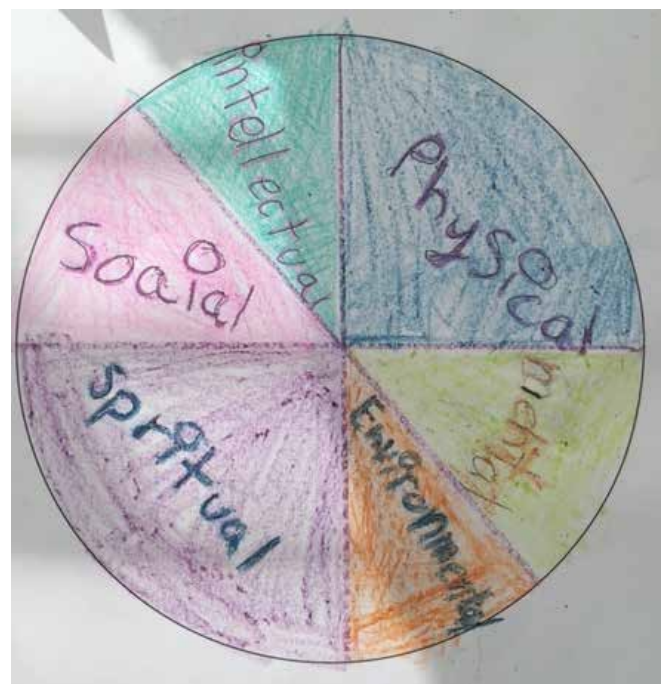
25 min	Group Process	PT/AT  	Wellness Collage Participants will individually create a wellness collage on paper. Using cutouts and magazine images the teacher provides, participants will find images that they believe portray health/wellness. Option to present their collage at the end.	Opportunity to creatively describe what health and wellness means to them.
10 min	Exit Ticket	PT/AT 	Pass out Exit ticket for participants to complete individually.	Knowledge assessment.
<1 min	Dismissal	PT/AT	Group clap-stomp 3x.	End the lesson.

WELLNESS WHEEL EXAMPLES

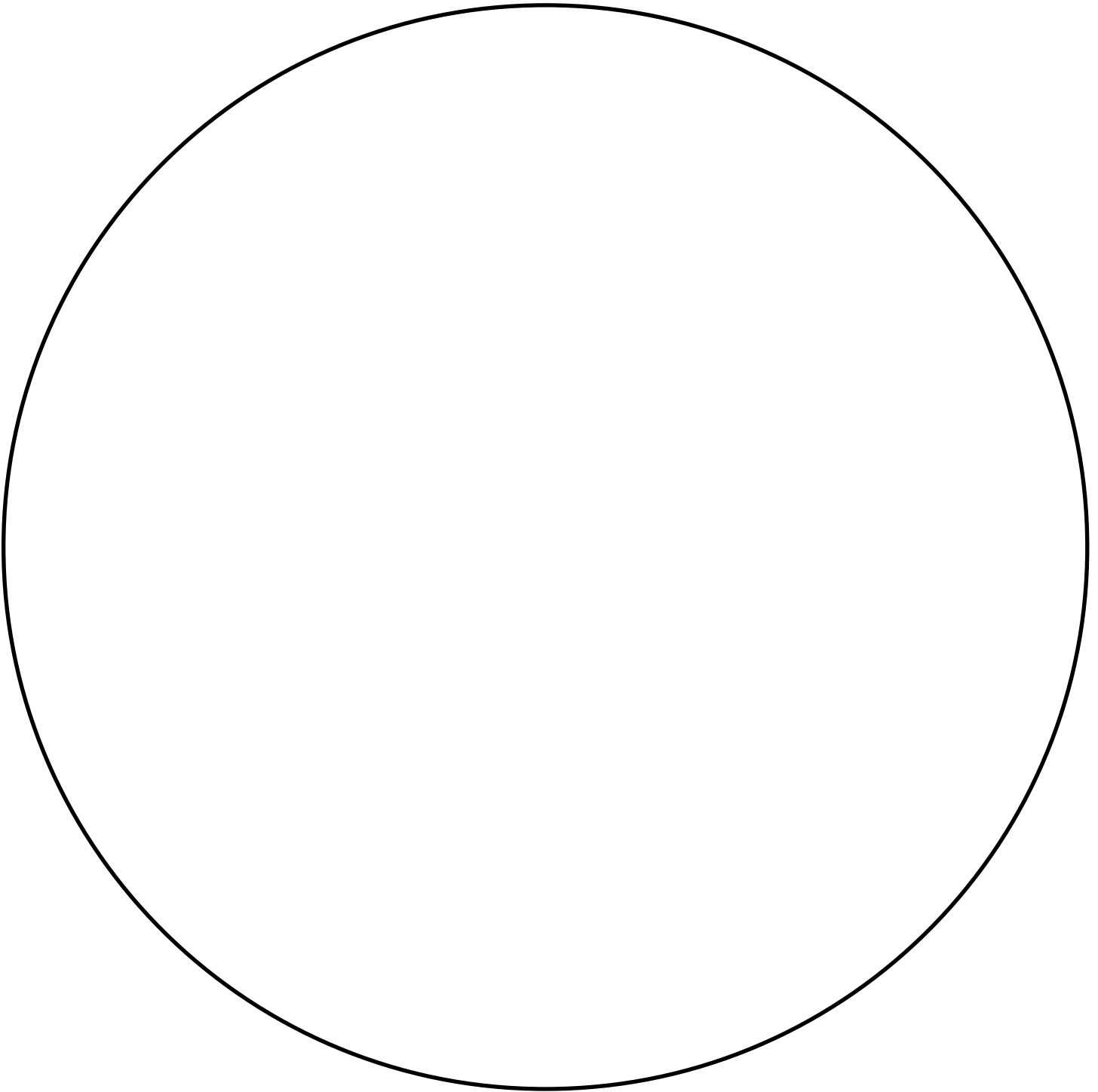


Start the participants off with a couple of the dimensions, then have them brainstorm other dimensions.

See example below.



WELLNESS WHEEL WORKSHEET





LESSON PLAN #3


OVERVIEW

- Understand the various influences on community health

OBJECTIVES

- By the end of this session, participants will be able to:
- Explain one cause-and-effect relationship that affects the health of a community
 - Identify one healthy place in their community and explain why they think it is healthy
 - Identify one unhealthy place in their community and explain why they think it is unhealthy

Primary Teacher (PT):		Assistant Teacher(s) (AT):		
<p>MATERIALS: Laptop, projector (if needed), group agreement, PowerPoint slides, digital camera/phone, Large white butcher's paper (stickable), coloring utensils, deck of cards, cut-outs (picture art) of community landmarks (houses, cars, stores, gas stations, parks, lake, mountain etc.) from internet, stickers (of people and places), printer paper (cardstock thickness)</p>				
<p>NEEDED PREPARATION: Finalize PowerPoint; Bring computer (and projector) and group agreement, butcher paper, coloring utensils, cut-outs, stickers, deck of cards, printer paper and digital camera/phone; Read MacQueen et al. (2001) "What Is Community? An Evidence-Based Definition for Participatory Public Health."</p>				
TIME (duration)	FORMAT	FACILITATOR (tasks)	ACTIVITY	PURPOSE
5 min	Welcome/Powerpoint	PT/AT	Welcome participants back, and ask how their week has been. Show pictures from last week. Talk about what they will be doing today. Group Rhythm to begin the class.	Introductory and transition purposes. Review last week's material.
20 min	Wellness Walk	All	Wellness Walk Lead participants on a walk around the present location and have them identify strengths and weaknesses of their present environment.	Participants will get an opportunity to see what their environment looks like and apply what they see currently to their own community.
<5 min	Group Game	PT/AT	Card Draw Break	Physical and mental break.
20 min	Individual, mapping their own community.		Community Mapping Create a map of a community. <i>See activity description or directions.</i> Label places in the community as healthy/unhealthy, safe/unsafe, important, etc.	Participants think about what health/wellness looks like in each community and how health/wellness changes by location, time, perspective, etc.
<5 min	Group Game	PT/AT	Card Draw Break	Physical and mental break.
15 min	Group Work/Group Thinking	PT/AT 	Community Mapping (continued) In groups of 2-3, participants will talk about their maps and identify similarities and differences (healthy parts and unhealthy parts). Identify one strength and one weakness.	Participants think critically about how health/wellness in a community changes by perspective and attempt to ask and answer why this is so.

15 min	Group Sharing	PT/AT	<p>Make a list of strengths and weaknesses on big post-it note paper, that each group identified together.</p> <p>Urge participants to ask and attempt to answer why their communities are this way.</p>	<p>Work together to create group list of strengths and weaknesses in their community.</p> <p>Note that this list will inform their final projects.</p>
15 min	Group Activity	PT/AT	<p>Together as a group, create an ideal, healthy community.</p> <p>Have individual participants come up and draw characteristics of the community on a large piece of post-it note paper.</p>	Physical and mental break.
5 min	Exit Ticket	PT/AT	 <p>Pass out Exit ticket for participants to complete individually.</p>	Knowledge assessment.
<1 min	Dismissal	PT/AT	Group clap-stomp 3x.	End the lesson.

Citation: MacQueen, K. M., McLellan, E., Metzger, D. S., Kegeles, S., Strauss, R. P., Scotti, R., ... Trotter, R. T. (2001). What Is Community? An Evidence-Based Definition for Participatory Public Health. *American Journal of Public Health, 91*(12), 1929–1938.

ACTIVITY DESCRIPTION

COMMUNITY MAPPING ACTIVITY

Participants will draw a map of a community of their choice during this activity. This can be their own community in which they live, a separate one, or an imagined one. The PT/AT should pass out paper, coloring utensils, stickers, and cut-outs from the internet (of community landmarks) for creation of these maps. Participants have free creative reign over what they draw. Some examples of places participants can depict include: schools, homes, neighborhoods, places where they shop (grocery stores, convenience stores, gas stations, farmers market, etc.), police/fire stations, places of worship, parks, hospitals/community health centers, etc. Participants can draw different symbols (triangle, circle, star, etc.) and use different colors to further distinguish their maps. See below for a key of five different indicators participants can use to distinguish the different places in their map. The PT (and AT) should determine beforehand, with the participants, which symbols and/or colors should apply to each type of place.

Color 1/Symbol 1=healthy places

Color 2/Symbol 2=unhealthy places

Color 3/Symbol 3=safe places

Color 4/Symbol 4=unsafe places

Color 5/ Symbol 5=important places

To get participants to better understand the retail landscape of their communities, in their maps, students can be prompted to depict stores that sell and market tobacco products and show how close these stores are to their schools/homes.

GROUP PROCESS

QUESTIONS

1. Was this a difficult activity?
2. What did you like/dislike about it?
3. Why did you choose the colors you did?
4. Did your group have any disputes?
5. Does one of your locations have multiple indicators?
6. Why do you think location x is the way that it is? (cause and effect relationship)
7. Does time of day/year, race, religion, gender, age, etc. change this?
8. Were unhealthy/unsafe locations always that way?
9. Are healthy/safe locations being protected so they stay that way?
10. Why did you label location x as an important place?

Encourage groups to discuss disputes, if any, and consider that the same place can have multiple indicators.

GUIDING POINTS

- It's important to see things from different perspectives.
- There are many influences on the health/wellness of a community.
- We should recognize the strengths and weakness of our communities' health.
- Residents should actively protect and improve their community.




LESSON PLAN #4



OVERVIEW

- Understand the complexities of making decisions on the community level

OBJECTIVES

- By the end of this session, participants will be able to:
- Describe at least one method for respectfully communicating
 - Describe at least two community member roles and provide an example of how their goals and motivations can be different

Primary Teacher (PT):		Assistant Teacher(s) (AT):		
MATERIALS: Laptop, projector (if needed), group agreement, Role Playing descriptions, costumes (hats, jacket, etc.), digital camera/phone, deck of cards, printer paper, coloring utensils				
NEEDED PREPARATION: Finalize PowerPoint; Print Role Playing descriptions; Bring computer (and projector), group agreement, coloring utensils, deck of cards, printer paper, and digital camera/phone; Gather/bring “costumes” for role playing activity				
TIME (duration)	FORMAT	FACILITATOR (tasks)	ACTIVITY	PURPOSE
5 min	Welcome/Powerpoint	PT/AT	Welcome participants back, and ask how their week has been. Show pictures from last week.	Introductory and transition purposes. Review last week’s material.
10-15 min	PowerPoint/Group Discussion	PT/AT 	Respectful Communication Discuss rules and guidelines for respectful communication for the role-playing activity. Show video that highlights respectful communication (what to do and not to do).	Participants think about how to get more information about a community health topic.
<5 min	Group Game	PT/AT	Card Draw Break	Physical and mental break.
20 min	Group Activity (divide into groups by roles)	PT/AT  	Role Playing Participants will role play different community members, discuss their different goals and motivations, and try to come to an agreement. Divide participants into groups (2-4 groups depending on the number of participants).	Get into groups/get role assignment.
15 min	Group Work/Presentation/Process	PT/AT	Role Playing (continued) Allow groups to read their role and think about why they are arguing FOR or AGAINST the park. Allow 1 minute for participants to silently think. Groups will then think together about their arguments (come up with 3-4 points). Each group presents, and then, there is discussion (between groups and led by teachers).	Participants engage in a community-based discussion. Participants practice respective communication skills. Participants think critically and creatively about making a decision. Participants understand the complexity to decision making, especially at the community level.

<5 min	Group Game	PT/AT	Card Draw Break	Physical and mental break.
15 min	Art Activity	PT/AT 	Create flyers! Participants will create flyers advocating for building a park or against it.	Create flyers that advocate for their community members' positions.
5 min	Exit Ticket and Dismissal	PT/AT 	Distribute exit ticket. Group clap-stomp 3x.	Knowledge assessment and end the lesson.
Time permitting	Group Game	PT/AT	See <i>Game Index</i> .	

ACTIVITY DESCRIPTION

RESPECTFUL COMMUNICATION ACTIVITY

Revisit the Group Agreement and discuss further how to have respectful communication in a group with different ideas.

Ideas from Edie Raether (www.stopbullyingwithedie.com; www.wingsforwishes.com):

1. **Remember it is not just what you say, but how you say it.**
2. **Acknowledge what someone has said so they feel heard.**
3. **Use “I” language and don’t start sentences with YOU. It is a bit like blaming and people feel attacked and then do a counter attack.**
4. **Try not to get defensive yourself.**
5. **Ask questions and let them answer.**
6. **Use WE language and move forward into a problem-solving mode.**
7. **Be authentic. Put it out there in a caring way (a.k.a. CAREfrontation).**

Other ideas

8. **Try to Think, Speak, and Listen equally.**
9. **Only laugh with the group, not at one individual or idea.**
10. **Take every idea seriously no matter how ridiculous it may seem at first.**
11. **Find creative solutions together.**
12. **Learn from each other.**

ROLE PLAYING ACTIVITY

Participants will be told the scenario and then divided evenly in groups and given a slip of paper with their argument and goal. Optionally, participants can be given costumes (hats, shirts, signs etc.), as necessary, to fit their role. See these roles below. Give them time to discuss among their groups about other points that would support their argument and/or achieve their goal.

Then, allow the entire group to debate openly about the issue. Start by assigning one group to begin the discussion, but allow for self-monitoring if possible. See if the group can come to an agreement on what the best decision is for the community. It may not be as clear-cut as building a new park or not, but could be restoring an old park/area, redrawing plans for the new park, soliciting grants or other funding sources to pay for it, etc.

See if the participants can think critically and creatively to come up with any of these or other alternatives during their discussion. If the discussion is not producing critical thinking, quietly prompt select individuals to propose a new idea to

the group to initiate further discussion. Again, the goal is not necessarily to come to a definitive solution, but to engage and experience the complexity of decision making among people with different arguments, perspectives, and goals.

After conducting the activity, if time permits, participants can create flyers advocating for or against their position. For example, a flyer could be made promoting the opening of this new park, or it could be a flyer with lines to collect signatures against building the park. The PT/AT should pass out paper and coloring utensils for participants to create these flyers.

THE SCENARIO

Your community is debating about whether to build a new park in your low-middle income neighborhood. The current proposal requires that taxes are increased to help pay for the project and maintain the park after construction. This would cost the average household about \$35 more per year. There are those who are for and against the new project, and they all have their arguments. Can your community come to an agreement?

FOR

1. Mayor:

- **A new park would promote new businesses in the community, such as family restaurants, athletic stores, housing developments, etc. This will increase community revenue and decrease unemployment. It would also be a project that I can point to as a success during my reelection campaign next year.**

GOAL = IMPROVE COMMUNITY ECONOMY, RE-ELECTION

2. Park Director:

- **A new park would be an asset to the community. Many citizens go to other cities' parks because they are newer and nicer. A new park would provide more dedicated space for physical activity. Increased physical activity would lead to decreases in obesity, heart disease, and other health issues.**
- **We should build a park in our community that people are proud of and want to visit.**

GOAL = INCREASE PARK USE, IMPROVE COMMUNITY HEALTH THROUGH PHYSICAL ACTIVITY

3. Citizens:

- **A new park would provide more safe recreation areas for all community members, young and old. The current parks are old, unappealing, and often unsafe—equipment is outdated and not maintained properly, and homeless persons and drug dealers/users are typical patrons.**

GOAL = SAFE COMMUNITY PARK

AGAINST

4. Conservationists:

- **The plans for the new park would destroy many animal habitats. Many trees would need to be cut down and large amounts of asphalt would be poured for parking lots and trails. If a new park is going to be created, building plans need to be redone to consider and reduce environmental impact.**

GOAL = PROTECT HABITATS AND ENVIRONMENT, REDRAW PARK PLANS

5. Police Chief:

- **A new park would cause the old parks to be abandoned. These old parks would then be used by criminals for selling/buying drugs, gang activity, and violence. More police would be needed to heavily patrol the old parks and other areas of the community would be left vulnerable. Restoring old parks would be a much better decision.**

GOAL = REDUCE COMMUNITY CRIME, RESTORE OLD PARKS

6. Citizens:

- **A new park would cost tax payers more. We already pay high taxes and don't see any benefit in the community. We would like to see current tax money being used wisely before more taxes are taken away from us.**

GOAL = PREVENTING INCREASES IN TAXES

GROUP PROCESS

Questions:

- What did you like/dislike about the activity?
- Do you feel that everyone was given an equal opportunity to voice their opinion? If no, why not?
- Do all groups have an equal voice in your real community? If no, why not?
- Did everyone accomplish their goal? If no, why not?
- Did you come to a consensus? If yes, what do you feel was most important for you to do this? If no, why not?
- If you could do it again, what would you do different?
- If you were doing it in your real community, what do you think would be different?

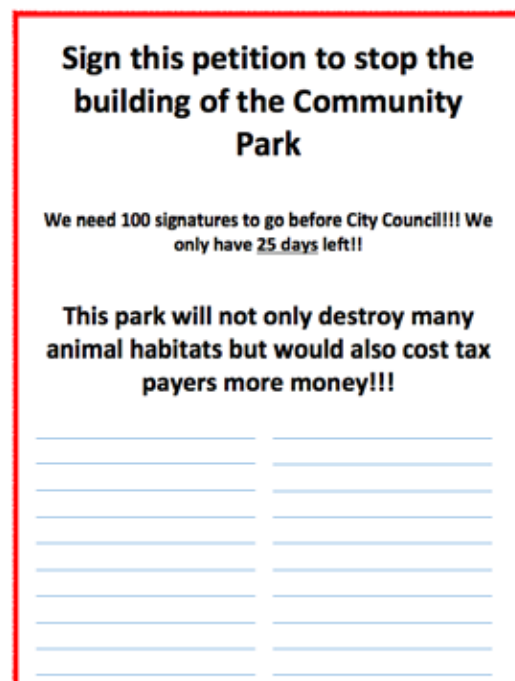
Guiding Points:

- Community decision making is complex and difficult.
- It's important to respectfully hear from all community members and to consider all ideas.
- People often have different goals even if they agree on an issue.
- Creating alliances can help accomplish your goals.
- Predicting and preparing for opponents' arguments is important.
- There are often many solutions to the same problem.

LESSON NOTES

- This activity may be adapted to address other issues. Some alternative ideas include:
 - o Restricting tobacco product sales (e.g., near schools)
 - o Restricting places that people can smoke
 - o More comprehensive sex education in schools
 - o Legalizing marijuana
 - o Regulation of video games
 - o Restricting social media content

FLYER EXAMPLES



LESSON PLAN #5




OVERVIEW

- Explore the power of a united community

OBJECTIVES

By the end of this session, participants will:

- Have engaged in a community involvement activity
- Explain one way they can continue to be active in helping to improve the health of their communities

Primary Teacher (PT):		Assistant Teacher(s) (AT):		
MATERIALS: Laptop, projector (if needed), PowerPoint slides, digital camera/phone, deck of cards, JENGA game, printer paper, envelopes, stamps, pens				
NEEDED PREPARATION: Finalize PowerPoint; Bring computer (and projector), group agreement, JENGA game, deck of cards, printer paper, envelopes, stamps, pens, digital camera/phone				
TIME (duration)	FORMAT	FACILITATOR (tasks)	ACTIVITY	PURPOSE
5 min	Welcome/Powerpoint	PT/AT	Welcome participants back, and ask how their week has been. Show pictures from last week.	Introductory and transition purposes. Review last week's material.
20 min	Group Activity/Group Process	PT/AT 	Jenga This activity illustrates that communities can accomplish things if they work together and communicate.	Participants experience community achievement and loss. Participants think critically about the importance of a united community.
<5 min	Group Game	PT/AT	Card Draw Break	Physical and mental break.
5 min	PowerPoint/Group Discussion	PT/AT 	Discuss how everyone in the community can make positive changes: writing to community leaders (starting to build the structure) or participating in service (contributing to building/maintaining the structure). Give participants the option to choose a group.	Participants think about ways they can become involved in their community.
30-40 min	Split Group Activity	PT-Group 1 AT-Group 2 	Group 1: How You Can Help Engage in a service activity in the community. For example, the group could clean up trash in their community or around their school. For a tobacco-related twist, participants can count the number of cigarette butts and other tobacco paraphernalia they find. During this activity, the group will discuss other service activities they could do in their community. Group 2: Letter to a Politician Participants will write a letter to city/county official about a concern they have and an idea for improving the community.	Participants learn ways in which to engage with their community and how to advocate for what they believe in.

15 min	Group Discussion (entire class)	PT/AT	<p>Have participants discuss their different experiences.</p> <p>Encourage them to get involved in their communities in ways they enjoy and recruit family, friends, and other community members to do the same.</p>	<p>Participants think about the importance of an actively involved and united community.</p> <p>Participants will understand they can do a small part, but community change requires many people all working together.</p>
<1 min	Dismissal	PT/AT	Group clap-stomp 3x.	End the lesson.

ACTIVITY DESCRIPTION

JENGA ACTIVITY

Participants will sit in a circle. Jenga blocks (any blocks/small building materials will work) are placed in the center. The only instructions given are:

1. The teacher starts the structure by putting three blocks side-by-side on the bottom.
2. Each participant will take a turn (one-at-a-time) around the circle.
3. Each participant should move one block and put it on top of another block or lay one block side-by-side next to another block during their turn.
4. No one can talk.

When the participants start moving blocks:

- Typically, they will start to create a structure. At some point the structure will become unstable and fall or someone will become bored and knock it down. When this happens, start the discussion.
- If they do not create a structure, allow several rounds around the circle. Start the discussion if the activity remains stagnant.

GROUP PROCESS

Questions:

- What did you like/dislike about the activity?
- Why do you think we were successful/unsuccessful at creating a structure?
- Was this what everyone envisioned the structure to look like in their minds?
- How did you feel when the structure was destroyed?
- How could this be done better? Probe for answers such as “open communication” and “planning.”
- Was any one person’s turn more important? Probe for answers such as “the first person to start building the structure and then equal, sustained contribution afterward.”
- How does this relate to a community?
- Who are the “builders” in your community?
- Are they creating solid “structures” through good communication, planning, etc.?
- How can this be done better?

Guiding Points:

- **It is important for people in a community to initiate change, but it is also important for people to continue to contribute.**
- **Community wellness is not dependent on one individual, but it relies on the contributions of many.**
- **Community building requires effective, open communication and planning across all stakeholders.**
- **Having a clear, common goal will help to accomplish change.**

WRITING A LETTER TO A POLITICIAN ACTIVITY

See below for directions on how to write a letter to a politician. Participants should use this format to write their letters and adapt to the topic they are advocating for. Note: This is just a practice exercise.

A. BEFORE WRITING THE LETTER

Research your topic.

- **Go on the internet.**
- **Type in key words, be specific, to guide your search.**
Ex. “tobacco use” or “smoking” or “secondhand smoke”

The PT/AT may want to help guide the participants’ research by providing them a list of websites to start.

B. WRITING THE LETTER

First paragraph

Introduce Yourself

- **State your name and where you are from.**

Second and Third Paragraphs

Have a strong opening sentence and 2-3 strong points to support your topic/issue with evidence that you researched.

- **Examples: “I urge you to consider creating a law” OR “I encourage you to implement a program” OR “Kids in my neighborhood would greatly benefit from a new facility because...” OR “My research has shown that tobacco kills 480,000 Americans each year. I want to do something about this.”**

Last paragraph

End the Letter

- **State your topic/issue again and your proposal for fixing it.**
- **Thank the reader for taking time to read your letter.**
- **Write down your contact information (name, phone number, address).**
- **Sign the letter.**

TIPS

1. Support your points with evidence.

- **Do not just say “I think” or “I believe” or “I know,” SAY “I think because...” or “I know because...” or “I have evidence that shows...”**
- **Put your source (where you got the information from) in your sentences.**

2. Make your letter short. Your letter should be no longer than a page.

3. Stay positive

- **Do not talk in a disrespectful or negative manner, state the topic and your solution for fixing it, but do not “yell” through your words.**



LESSON PLAN #6

OVERVIEW

- Seek more information to understand the needs and wants of a community

OBJECTIVES

- By the end of this session, participants will be able to:
- Create a question that seeks to understand a health issue in their community
 - Collect and visually present data to their peers

Primary Teacher (PT):		Assistant Teacher(s) (AT):		
MATERIALS: Laptop, projector (if needed), PowerPoint slides, digital camera/phone, printer paper, clipboards, pens, large white butcher's paper (stickable), coloring utensils, deck of cards				
NEEDED PREPARATION: Finalize PowerPoint; Bring computer (and projector), group agreement, deck of cards, printer paper, clipboards, pens, butcher paper, coloring utensils, and digital camera/phone				
TIME (duration)	FORMAT	FACILITATOR (tasks)	ACTIVITY	PURPOSE
5 min	Welcome/Powerpoint	PT/AT	Welcome participants back, and ask how their week has been. Show pictures from last week.	Introductory and transition purposes. Review last week's material.
10 min	PowerPoint/Group Discussion	PT/AT	Discuss why we need to ask questions. Discuss good and bad questions.	Participants think about how to get more information about a community health topic.
<5 min	Group Game	PT/AT	Card Draw Break	Physical and mental break.
50 min	Small Group Activity (Split into groups of 3-4)		Create a Survey Question Participants will create a question(s), get it approved, gather data, analyze their data, and create a visual representation of their data to present to the class.	Participants engage in the entire data gathering process.
<5 min	Group Game	PT/AT	Card Draw Break	Physical and mental break.
20 min	Sharing/Group Process	PT/AT 	Create a Survey Question (continued) Groups present their data to class, and the group discusses findings and how well the data was visually presented.	Participants practice presenting. Participants think about the best ways to communicate data.
<1 min	Dismissal	PT/AT	Group clap-stomp 3x.	End the lesson.
Time permitting	Group Game	PT/AT	See <i>Game Index</i> .	

ACTIVITY DESCRIPTION

SURVEY QUESTION ACTIVITY

Participants will split into small groups and create one survey question per group. Survey questions should be health-related, community-based, and quantitative. Participants have the option of asking one demographic question in addition to their survey question, such as gender, age, race, etc. Some examples include:

- ✓ **Ex.1: How many people do you know smoke? ___ (numerical value)**
- ✓ **Ex.2: Have you experienced secondhand smoke? ___ (response categories: yes/no)**
- ✓ **Ex.3: How often do you see tobacco advertisements at stores? ____ (response categories: never, rarely, sometimes, often, always)**
- ✓ **Ex.4: Where do you typically exercise? (response categories: at school, at a park, at home/neighborhood, at a gym, other: _____, I do not exercise)**
- ✓ **Ex.5: Bullying is a serious problem. (response categories: strongly disagree, disagree, agree, strongly agree OR on a scale of 1 (disagree) to 10 (agree))**

Participants will have the PT/AT approve of their question. After being approved, participants will find individuals to answer their question. These could be their fellow peers with whom they were not in a group with or other people that may be around where the session is being held.

Participants will record all answers they gathered on the question sheet.

Lastly, participants will be able to create a visual depiction of the data they collected. This can be a bar graph, pie chart, box/bubble chart, iconographic, or map. At the end of the lesson, the participants will share their visual depictions with their peers.

GROUP PROCESS

Questions:

- **What did you like/dislike about the activity?**
- **Were you surprised by people's responses?**
- **Do you think there is a difference between what people report and what they actually do? (for behavioral questions)**
- **How could you gather more accurate data about people's behaviors?**
- **Was visually representing your data challenging? Why/why not?**
- **Do you wish you would have collected different or more data? Why? (Probe for answers like more population representation.)**
- **Would more data cause you to represent your data differently?**
- **Why do you think it's important to represent data visually instead of just showing people the numbers?**

Guiding Points:

- **Discovering the heart of a community issue is not simple.**
- **Gathering accurate data from the community is essential for understanding the root cause of issues and ways to make positive change.**
- **A large and representative sample of the community should be assessed/questioned.**
- **It's not always easy to know what questions to ask or how to measure a behavior or problem. Sometimes it's a process of trial and error until researchers develop the correct measuring instrument.**
- **Numbers can be confusing and overwhelming, but providing data visually is usually easier to understand.**
- **If the data is analyzed for the audience, then it is easier for them to understand.**
- **If data is represented quickly and the problem is effectively revealed, more time can be spent on finding a solution.**

LESSON PLAN #7


OVERVIEW

- Explore ways of communicating the need for change

OBJECTIVES

By the end of this session, participants will be able to:

- List ways of communicating an idea
- Identify one positive role model or organization that is making positive change
- Pick and start researching their topic of interest for their final project

Primary Teacher (PT):		Assistant Teacher(s) (AT):		
MATERIALS: Laptops (for each participant), projector (if needed), PowerPoint slides, digital camera/phone, deck of cards, videos (of youth making a difference), large white butcher's paper (stickable), pens				
NEEDED PREPARATION: Finalize PowerPoint; Bring laptops; Find videos of youth making a difference on YouTube; Bring butcher's paper and pens				
TIME (duration)	FORMAT	FACILITATOR (tasks)	ACTIVITY	PURPOSE
5 min	Welcome/Powerpoint	PT/AT	Welcome participants back, and ask how their week has been. Show pictures from last week.	Introductory and transition purposes. Review last week's material.
30 min	PowerPoint/Group Discussion	PT/AT	Youth Making a Difference Show 2 examples (YouTube videos) of young people making an impact in their communities. Allow participants to discuss opinions after each example.	Participants see other teens making a difference.
10 min	Group Process		Youth Making a Difference (continued) Discuss or make a group list of all the possible ways people can express and communicate messages.	Participants start to see how they can make a difference in their community.
<5 min	Group Game	PT/AT	Card Draw Break	Physical and mental break.
35 min	Project Work	Final Project Work 	Participants will have the opportunity to pick their topics of interest and start researching their topic on the computer. If needed, a worksheet can be provided to help structure research.	Work – research phase.
<5 min	Group Game	PT/AT	Card Draw Break	Physical and mental break.
5 min	Homework	PT/AT	Suggest a homework assignment to interview a family/friend about their community topic.	Provide them a reminder about this interview.
<1 min	Dismissal	PT/AT	Group clap-stomp 3x.	End the lesson.
Time permitting	Group Game	PT/AT	See <i>Game Index</i> .	

ACTIVITY DESCRIPTION

ONLINE RESOURCES: YOUTH MAKING A DIFFERENCE

Example 1 - Communication through art: Belissa Escobedo, Rhiannon McGavin, and Zariya Allen, members of the Get Lit organization, of Los Angeles, California, perform “Somewhere in America.” They write and perform poetry that discusses their experiences as teens and do not filter their opinions.

Video: <https://youtu.be/YshUDa10JYY>
Additional information about this example: <http://getlit.org/>

Example 2 - Communication in numbers: After 8 years of fighting, organizing, sit-ins and getting arrested, the Youth Affordability Coalition in Boston, Massachusetts finally won the Youth Pass Pilot it had been working so hard for. They were able to get law makers to reduce the cost of a transit pass to 25% of what it did cost for youth 12-21 years old.

Video 1: <https://youtu.be/sjrKfE-4NR8>
Video 2: <https://youtu.be/IOx27VRGUbM>
Additional information about this example: <http://www.ace-ej.org/youthpass>
<https://ace-ej.org/blog>
<https://www.facebook.com/Youth.AffordabiliT.Coalition/>

Example 3 - Policy Change: Youth leaders with San Francisco’s Tobacco Use Reduction Force (TURF) tell their story about the impacts of tobacco in their neighborhoods, and what they are doing about it. TURF is a project of the Youth Leadership Institute.

Video: <https://youtu.be/wF926CsdXyU>
Additional information about this example: <http://sanfranciscotobaccofreeproject.org/case-studies/reducing-tobacco-retail-density-in-san-francisco/>

Other resources for examples of youth making a difference:

<http://youthactivismproject.org/blog/>
<https://freechild.org/technical-assistance/actions/>
<https://www.youtube.com/user/YUMEDIAALP>

LESSON NOTES

- **Desktop computers, laptops, and/or tablets will be needed for this session. If these devices are not accessible to you, cell phones can also be used in place. In addition, if only a limited number of computers (or tablets) are available, participants can share and trade-off time to research and help each other in the process. A printer may also be needed for this session in order for participants to print out the research they find and be able to refer back to it. If a printer is not available, participants can write down everything they research.**
- **Final projects can be done in pairs or groups, if needed. If a certain topic or method interests multiple participants, these participants can work together to complete the final project.**

If point-of-sale (POS) tobacco is a topic of interest for your participants, for helpful articles and resources, visit CounterTobacco.org

LESSON PLAN #8

OVERVIEW



- Develop teamwork and group communication skills

OBJECTIVES

By the end of this session, participants will:

Continue researching their topic

- Figure out creative ideas for a final project on this topic
- Start work on final project, time permitting

Primary Teacher (PT):		Assistant Teacher(s) (AT):		
MATERIALS: Laptops (for each participant), projector (if needed), printer, PowerPoint slides, digital camera/phone, deck of cards				
NEEDED PREPARATION: Finalize PowerPoint; Bring laptops, deck of cards, digital camera/phone and printer				
TIME (duration)	FORMAT	FACILITATOR (tasks)	ACTIVITY	PURPOSE
5 min	Welcome/Powerpoint	PT/AT	Welcome participants back, and ask how their week has been. Show pictures from last week.	Introductory and transition purposes. Review last week's material.
<5 min	Group Game	PT/AT	Card Draw Break	Physical and mental break.
35 min	Project Work	Final Project Work	Participants will have the opportunity to pick their topics of interest and start researching their topic on the computer. If needed, a worksheet can be provided to help structure research.	Work – research phase.
45 min	Individual	PT/AT  	Final Project Participants discuss ideas for their final project. Participants request any needed materials from PT/AT for their final project. Participants continue researching their topic. Participants start their final projects, if time permits.	Participants begin to brainstorm creative ideas for their projects and start work.
<1 min	Dismissal	PT/AT	Group clap-stomp 3x.	End the lesson.
Time permitting	Group Game	PT/AT	See <i>Game Index</i> .	

LESSON NOTES

- **Desktop computers, laptops and/or tablets will be needed for this session. If these devices are not accessible to you, cell phones can also be used in place. In addition, if only a limited number of computers (or tablets) are available, participants can share and trade-off time to research and help each other in the process. A printer may also be needed for this session in order for participants to print out the research they find and be able to refer back to it. If a printer is not available, participants can write down everything they research.**
- **During this session, the PT/AT should come prepared with some preliminary materials the participants can use for their final project including, but not limited to, posterboards, building materials, coloring utensils, computers, flash drives, paper, etc. If more materials are needed, the participants should advise the PT/AT of any other materials they need for their final project. Also, if participants want to talk with a specific person in the community, the PT/AT should make this connection for the participant ahead of time.**

COMPLETING THE FINAL PROJECT

Participants can choose the way in which they want to complete their final project. Some examples that participants may choose to do are:

- **Visual Art (paint, pastel, sculpture, etc.)**
- **PowerPoint presentations**
- **Flyer/pamphlet creation and distribution**
- **Performance Art (dance, drama, singing/rapping, etc.)**
- **Audio/video production (YouTube, podcasts, etc.)**
- **Social Media (post, blog, snap, etc.)**
- **Joining/forming a youth coalition**
- **Becoming involved in school government/youth councils**
- **Volunteering in the community**
- **Holding a community service event**
- **Writing to politicians/newspapers**
- **Peaceful protests/rallies**
- **Speaking up among peers, friends, and family**

Participants should be supported in whichever avenue they choose for their final project. However, if a certain method is not feasible, whether because of lack of resources or time, this should be conveyed to the participant and they should be guided to another way to express their ideas.

If a participant chooses to do an ongoing project, during the last few weeks, the ways in which they will want to continue the project outside of the 10 weeks should be determined and resources allocated for them in order to support their ongoing efforts.

It is also highly recommended to have the participants present their projects in front of a community members and/or family members. This can be an organized gathering, as part of a community event, during an after-school program, etc.

LESSON PLAN #9




OVERVIEW

- Work on final projects

OBJECTIVES

By the end of this session, participants will:

- Have finished researching their topic of interest
- Continue work on their final project

Primary Teacher (PT):		Assistant Teacher(s) (AT):		
MATERIALS: Laptops (for each participant), projector (if needed), PowerPoint, digital camera/phone, deck of cards				
NEEDED PREPARATION: Finalize PowerPoint; Bring laptops; Gather/bring any materials participants need for final projects (poster board, coloring utensils, building materials, etc.)				
TIME (duration)	FORMAT	FACILITATOR (tasks)	ACTIVITY	PURPOSE
5 min	Welcome/Powerpoint	PT/AT 	Welcome participants back and ask how their week has been. Show pictures from last week. Explain that participants will get the entire time to work on their final projects. Allow for questions.	Introductory and transition purposes. Review last week's material. Answer outstanding questions about final projects.
35 min	Individual		Participants work on their final projects.	Participants practice skills and strategies they have learned in past lessons.
<5 min	Group Game	PT/AT	Card Draw Break	Physical and mental break.
35 min	Individual		Participants <i>continue</i> working on their final projects.	
10 min	Sharing/Group Discussion	PT/AT	Ask if participants would like to share or get feedback from the teachers or their peers. Encourage collaboration.	Participants learn that asking for opinions or help from others can be valuable.
<1 min	Dismissal	PT/AT	Group clap-stomp 3x.	End the lesson.
Time permitting	Group Game	PT/AT	See <i>Game Index</i> .	

LESSON NOTES

- Desktop computers, laptops and/or tablets will be needed for this session. If these devices are not accessible to you, cell phones can also be used in place. In addition, if only a limited number of computers (or tablets) are available, participants can share and trade-off time to research and help each other in the process.
- During this session, the PT/AT should remember to bring any materials the participants need for their final project and provide the participants with any other resources (contact, websites, etc.) requested for their final project.

LESSON PLAN #10





OVERVIEW

- Wrap up final projects and prepare for presenting

OBJECTIVES

By the end of this session, participants will:

- Have their final projects 100% complete
- Do a relaxation activity

Primary Teacher (PT):		Assistant Teacher(s) (AT):		
MATERIALS: Laptop, Projector (if needed), PowerPoint slides, digital camera/phone, deck of cards, awards				
NEEDED PREPARATION: Finalize PowerPoint; Bring any materials for final projects; Bring awards				
TIME (duration)	FORMAT	FACILITATOR (tasks)	ACTIVITY	PURPOSE
5 min	Welcome/Powerpoint	PT/AT 	Welcome participants back and ask how their week has been. Show pictures from last week. Explain that participants will get the half the lesson to work on their projects. Allow for questions.	Introductory and transition purposes. Review last week's material. Answer outstanding questions about final projects.
45 min	Individual		Participants work on their final projects.	Participants practice skills and strategies they have learned in past lessons.
<5 min	Group Game	PT/AT	Card Draw Break	Physical and mental break.
10 min	Sharing/Group Discussion	PT/AT	Ask if participants would like to share or get feedback from the teachers or their peers. Encourage collaboration.	Participants learn that asking for opinions or help from others can be valuable.
20 min	PowerPoint	PT/AT	Relaxation Techniques Explain that most people get nervous before presenting and demonstrate 3 methods for managing these nerves. See <i>Appendix</i> for examples of techniques.	Participants learn ways to manage nerves before a performance or presentation.
10 min	Group Activity	PT/AT  	Award Ideas/ Certificate of Achievement Hand out fun awards of completion to participants.	Participants are recognized for their unique strengths.
<1 min	Dismissal	PT/AT	Group clap-stomp 3x.	End the lesson.
Time permitting	Group Game	PT/AT	See <i>Game Index</i> .	

GAME INDEX

This is a list of games to be played if the lesson plans do not fill the entire time allotment. See below for an explanation of each game. While all games are intended to be fun, there are lessons that can be incorporated as well.

FISHBOWL: Write words and phrases on separate pieces of paper and put them in a “fishbowl” (or hat, box, etc.). To appeal to the age group, visit teen pop culture websites and check social media for new trends in preceding days. Agree on a set of rules for this occasion. A participant is chosen to draw a piece of paper from the fishbowl and give hints to classmates using the agreed-upon rules. When someone guesses the word correctly, both the hincer and the guesser get a point, and the guesser becomes the hincer. If two participants are dominating the game, start selecting hincers at random or in a circular fashion.

- **Pictionary:** Participants draw a picture of the word or phrase without speaking.
- **Charades:** Participants act out the word or phrase without speaking.
- **Taboo:** Participants can only give verbal clues for the word or phrase, but they can't say the actual word or phrase.
- **Password:** Participants can only give one-word clues for the word or phrase.
- **20 Questions:** Guessers ask the Hincer questions about the word or phrase, and the Hincer can only answer “yes” or “no.”

HUMAN KNOT: Participants stand in a close circle and grab hands with someone at random, but not immediately next to them. The goal is for participants to untangle the human knot without letting go of hands.

STAND UP: Participants start in pairs. This can be played either facing one another and holding hands or back to back and locking arms at the elbow. The goal is to stand up. When each pair successfully accomplishes this, they find another pair creating a group of four. They all sit down, hold hands in a circle, and stand up. Once successful, the group of four combines another group of four and repeats the activity. This gets more difficult with more people. Continue combining groups until the entire class is together.

GUESS THE LEADER: The group sits/stands in a circle. One person, the guesser, leaves the room while a leader is chosen from the remaining group. Everyone must watch the leader and imitate what they do when the guesser comes back into the room (cross legs, cross arms, yawn, stick out their tongue). The guesser returns to the group and stands in the middle of the circle. The guesser gets three chances to guess who the leader is. Then, find a new guesser and a new leader. You can have the leader be the next volunteer if he is guessed or just ask for volunteers.

BODY GAMES: Participants are divided into groups of 3-4.

- **Body Parts:** The leader calls out a specific number of body parts (Ex. four feet, four hands, and one elbow). Each group has one minute to have exactly the number of body parts called out.
- **Body Language:** The group is given a 3-4 letter word. Each group has 2-3 minutes to create the word with their bodies. The groups will try to guess each other's words. This can be done by separating groups into different rooms and coming together to present or done in the same room, but not allowing the groups to talk.

RELAXATION TECHNIQUES

DEEP BREATHING/BELLY BREATHING: Place your hand on your stomach, and breathe so that your hand moves in and out with each breath; this will increase oxygen to your brain and force you to slow down and think about simply breathing deeply.

POWER POSE: Stand in a superhero pose and let yourself feel powerful and invincible.

ALEXANDER TECHNIQUE:

from <http://www.sarahchatwin.com/life-the-alexander-technique/six-steps-from-fear-to-fabulous/>

- Notice where your attention is. Are you lost in thoughts about the event coming up?
- Bring your attention into your body.
- Feel how you are feeling, without judgment. Scan through your body and simply notice what is going on physically. Is your mouth dry? Are you holding tension in your throat? Do you have butterflies in your stomach, sweaty palms, or feel sick? Make a list.
- Now stop and allow yourself to be quiet. It may help to exhale. Be aware that how you feel is a result of your fight or flight system kicking in. Your body is producing adrenalin. You also produce adrenalin when you are excited or full of anticipation.
- Flip the emotion. Reframe all those physical sensations as excitement.
- Let yourself feel excited. Focus on all the good things that could come out of this situation. Go get 'em. Fabulous!

MUSCLE TENSE AND RELAX: Tense every muscle in your body and hold your breath for 10 seconds, then let everything relax and enjoy that feeling; try to stay relaxed now.

MASSAGE FOREHEAD: It's just that simple.

TALK SLOWER THAN IN NORMAL CONVERSATION: This can help you focus and slow down anxious thoughts.

LESSON 2 EXIT TICKET EXAMPLE

WELLNESS WHEEL EXIT TICKET

Name: _____

1. Label at least two different parts of the wellness wheel:



i. _____

ii. _____

2. List one thing that might be a *strength* of a community.

3. List one thing that might be a *weakness* of a community.

4. All communities have both strengths and weaknesses (circle one).

True

False



You're Done! Great Job!

LESSON 3 EXIT TICKET EXAMPLE

COMMUNITY MAPPING EXIT TICKET

Name: _____



Wellness Walk

1. List *two* things that you saw on your walk.

2. List one *similarity* that your community map had in common with someone else's.

3. What is one thing you think an *ideal community* should have?

4. All communities look the same (circle one).

True

False

You're Done! Great Job!

LESSON 4 EXIT TICKET EXAMPLE

ROLE PLAYING EXIT TICKET

Name: _____

1. What is *one thing* you can do to communicate respectfully?

2. List *two community member roles* (hint: think about today's activity).

3. Choose *one Community Member role* and say whether they would be "FOR" or "AGAINST" building a park (Be sure to explain your answer).



You're Done! Great Job!



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