|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **P R O J E C T O V E R V I E W** | | | | | |
| **Name of Project:** The “Whole” You | | **Duration (days):** 2 months or more | | | **Written For:**  ☐Period Schedule ☐Trimester  ☐Block Schedule ☒Semester |
| **Subject/Course:** Self-Esteem, Healthy Relationships, Anti-Drugs/Tobacco, Mental Health, Physical Health, Emotional Health | **Teacher(s):** Kami Mead | | **State:** Kansas | | **Grade Level(s):**  ☐7/8 ☐Alternative Ed.  ☐9/10 ☐Out of School  ☐11/12 Any |
| **Other Subject Areas to be Included:** Conflict Resolution, Mindfulness, Famous Failures, Social Media (added stress) | | | | | |
| **Project Summary**  What will the students be doing? What challenges will they face? What is the purpose? | Students will learn to view themselves as a “whole person.” Students will learn how to make choices that impact all they do now and in the future. Topics addressed will include coping skills and mindfulness techniques to manage stress by promoting physical, mental, and social-emotional health. Students will hear from a variety of community experts. Students will have the opportunity to work as a team to host a Holistic Fair or Stress Management workshop for their school or community. The fair would be designed with interactive stations to help other students learn how to manage stress and make positive choices that encompass their “whole” self. | | | | |
| **Driving Question**  What problems/questions will students be learning about? | What choices can I make to positively influence my physical, mental, and emotional well-being? | | | | |
| **Entry Event**  How will you introduce the topic in an engaging way? | Attend a Health Fair in the Community, invite a local Holistic Healer, watch a video about the different types of stress, do a guided mindfulness activity as a class, Watch a video on the importance of Growth Mindsets that leads to class discussion. | | | | |
| **Public Product**  How will students be able to demonstrate what they have learned? | **Team:**  -Put on a workshop for the school, middle school students, or the community.  -Students choose either physical, mental, or social-emotional health and invite a guest from the community to our classroom and then extend an initiation to participate in the fair. The student will job shadow and conduct the activity alongside the expert during the fair. | | | **Presentation Audience**  ☒Class  ☒School  ☒Community  ☒Experts  ☐Web  ☐Other: Click here to enter text. | |
| **Individual:** Create a PSA, Poster, or handout including Community Resources for parents and students to be given at Parent Teacher Conferences. | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **P R O J E C T O V E R V I E W** | | | |
| **Competency Attainment**  What competencies should students understand, know, and be able to do as a result of this PBL? | **What competencies will you introduce in this project?** (Level 1):  Personal Skills F31-37  Life Survival G-43-G58  Workplace H60-H69, H74, H77  **What competencies will be in progress during this project?** (Level 2):  Personal Skills F31-37  Life Survival G-43-G58  Workplace H60-H69, H74, H77  **What competencies will students be able to demonstrate mastery by the end of the project?** (Level 3):  Personal Skills F31-37  Life Survival G-43-G58  Workplace H60-H69, H74, H77 | | |
| **Formative Assessments**  (Check all that apply or add your own)  How will you assess student learning throughout the PBL? | ☒Checklists | ☒Notes | ☒Plans/Outlines/Prototypes |
| ☒Concept Maps | ☐Online Test/Exams | ☐Quizzes/Tests |
| ☒Journal/Learning Log | ☒Practice Presentations | ☐Rough Drafts |
| ☐Other (see PBL Library for ideas): Click here to enter text. | | |
| **Summative Assessments**  (Check all that apply or add your own)  How will you assess student learning at the completion of the project? | ☐Essay | ☒Oral Presentation w/Rubric | ☒Peer Evaluation |
| ☐Multiple Choice/Short Answer Test | ☐Written Final w/ Rubric | ☒Self-Evaluation |
| ☐Other (see PBL Library for ideas): Self-Evaluation, Employer Evaluation of student effort, participation, and willingness to learn activities to present at the Holistic Fair, The PSA, Poster, and Hand out Rubric. | | |
| **Reflection Methods**  (Check all that apply or add your own)  How will you provide intentional opportunities for students to reflect on learning throughout the PBL? | ☒Journal/Learning Log | ☒Fishbowl Discussion | ☒Survey |
| ☒Whole-Class Discussion | ☒Focus Group |  |
| ☐Other (see PBL Library for ides): Click here to enter text. | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **P R O J E C T O V E R V I E W** | | | |
| **Career Association**  How will you build student leadership into the PBL? Think of natural ways to build leadership, extend ownership, and empower your students through this project. | **Which CA Goal(s) will be covered in this PBL?**  ☒Leadership  ☒Community Service  ☒Career Prep  ☒Civic Awareness  ☒Social Awareness  ☐Fundraising  ☒Other: Trauma Informed Care, Health | **What roles will your officers lead in planning?**  Leadership: Meeting with School Administration to secure a date, place, and time  Community Service: Research community organizations who host courses on Healthy Relationships and Drug Prevention. Invite them to come in as guests and to participate at the Health Fair  Career Prep: Research and Invite guests who are Mental Health Professionals, Holistic Healers, Fitness Instructors  Civic Awareness: Invite Local Government Agencies that help people in the community  Social Awareness: Market the event, Create posters, Post on social media.  Fundraising: Click here to enter text.  Other: Click here to enter text. | |
| **How will you incorporate committees, or the rest of your class?**  Leadership: Support and Assist leaders stated above  Community Service: Support and Assist Leader, Plan and Prep for their activity for the fair  Career Prep: Support and Assist Leader, Plan and Prep for their activity for the fair  Civic Awareness: Support and Assist Leader, Plan and Prep for their activity for the fair  Social Awareness: Support and Assist Leader, Plan and Prep for their activity for the fair  Fundraising: NA  Other: NA | |
| **Which Career Pathways will be incorporated into this PBL?** | | **Which employers/businesses will you work with throughout this project?**  Local…  Drug Prevention Agencies  Suicide Prevention Agencies  YWCA: (Healthy Relationships)  Mental Health Centers  Holistic Healers/Biofeedback Professionals  Fitness Instructors  School Social Workers/Counselors  Individual or Business who could bring a Therapy dog  Motivational Speakers | |
| ☐Agriculture, Food & Natural Resources  ☐Architecture &Construction  ☐Arts, A/V Technology & Communications  ☐Business Management &  Administration  ☒Education & Training  ☐Finance  ☒Government & Public Administration  ☒Health Sciences  ☐Hospitality & Tourism | ☒Human Services  ☐Information Technology  ☒Law, Public Safety, Corrections &  Security  ☐Manufacturing  ☒Marketing  ☐Science, Technology, Engineering &  Math  ☐Transportation, Distribution &  Logistics |
| **Employer Engagement Strategy**  How will you utilize employer connections to increase relevance? | **Circle One:**  ☒Meet and Greet  ☒Classroom Presentation  ☐Project Observation  ☐Skype/Webinar  ☐Mock Interview  ☐Other: Click here to enter text. | **Circle Two:**  ☒Service Learning  ☐Company Tour  ☒Mentoring  ☐Co-Develop PBL/Scaffolding  ☒Critique of Public Product  ☐Other: Click here to enter text. | **Circle 3:**  ☒Job Shadow  ☒Limited Time Work Experience  ☒Pre-Apprenticeship  ☐Internship/Apprenticeship  ☐Summer Job  ☐Other: Click here to enter text. |

|  |  |  |  |
| --- | --- | --- | --- |
| **P R O J E C T O V E R V I E W** | | | |
| **Scaffolding**  *\*this is a high level overview, details can be found in the Student Learning Guide*  What lessons, exercises, and activities will be integrated into the project that build a student’s understanding and experience with the content?  How is this scaffolding be leading students towards the Driving Question and ultimately to a high-quality Public Project? | **Prior to the Project Beginning:**  (What do you need to do to prepare for the project to begin?)  - Map out which topic you want to focus on each month and plan out which lessons you want your students to learn in each. (Possible lesson ideas included).  - Introduce the PBL to your Career Association Officers. Help them research local organizations and businesses for each topic. Have your Secretary document any contact information (form included). Use your Career Association (as explained below) to invite the guests and set up tours, so they feel ownership over the project and make connections. This will help your students and employers as they work together to plan and implement activities for the Stress management workshop or Holistic Fair they put on.  -Share your idea with School Administration and brainstorm possible dates and venues together  **Launching the Project:**  (How will you SPARK their attention?)  By using the Entry Events stated above. Additionally, by continually having students apply lessons to their own life and demonstrate the importance. Ensuring students know the “why” of each activity by discussing it.  **Project Navigation:**  (What are the main ideas and lessons you will need to take from the first day, through completion of the PBL?)  Monthly Lesson  Healthy Relationships   * Parents/Guardians * Peers * Romantic * Authority   + Employer-Employee   + School Admin   + Law Enforcement   Physical Health   * Drug/Tobacco Prevention * Nutrition * Fitness * Personal Hygiene * Prevention against infection/disease   Social-Emotional Health   * Conflict Resolution * Self-Esteem/Self-Worth * Soft Skills   + Team Building   + Active Listening   + Non-verbal Communication   + Critical Thinking * Empathy vs Sympathy   Mental Health   * Suicide Prevention * Mindfulness/Meditation * Growth Mindset/Positive Self talk * Resilience * Self-Care   Job Shadowing-Employer Engagement (Planning and implementing activities for the Stress Management Fair)   * Professionalism * Communication/Correspondence * Appropriate Dress * Organization * Planning * Work Ethic * Accountability | | |
| **Accommodations**  What modifications will you need to make to fit the needs of all students in your classroom? | **Adjustments may be made based on 504 or IEP accommodations** | **Revision & Critique**  How will you provide opportunities for students to review their work and provide feedback for improvement? | Kahoot.IT  Journal Questions/Reflection  Creation of an outline for Activities  Participation in the Fair (Self-Eval, Employer Eval)  Participation in group activities |
| **Resources**  How will you incorporate business professionals, employers, community leaders, organizations, technology, funding and other resources to implement this project? | **WHO will you be incorporating?**  ☒School Staff  ☒Business Professionals/Employers  ☒Community Leaders/Organizations  ☒Technology  ☐Other: Click here to enter text. | **HOW will you be incorporating? (please describe)**   * Overcoming Obstacles Curriculum (website-download activities for each topic) * Calm.com: Curriculum how to introduce mindfulness (register as Educator) All free * -Big Life Journal: Growth Mindset, Positive Affirmation Activities   Through Community experts, businesses, and non-profit organizations   * Every Monday Matters: Curriculum for goal setting and social-emo health * Teachers pay Teachers * Pinterest Activities for subject matter | |

|  |  |  |
| --- | --- | --- |
| **S T U D E N T L E A R N I N G G U I D E** | | |
| **Project Title:** The “WHOLE” You | | |
| **Driving Question:** What choices can I make to positively influence my physical, mental, and social-emotional well-being? | | |
|  | | |
| **Description of Activity/Product**  What will students, specialists, guests, etc. be doing during this portion? | | **Learning Outcomes/Targets**  What knowledge, understanding & success skills will  students need to successfully complete this portion? |
| ☒Formative  ☐Final Product | Healthy Relationships: Parent/Guardian | Students will learn communication skills and tips for building/maintaining relationships with their parents. These areas include trust, controlling tone when emotional, apologizing and forgiveness, and listening/following directions.  Employer Engagement: Marriage and Family Counselor |
| ☒Team  ☒Individual |
| ☐Formative  ☐Final Product | Healthy Relationships: Peer/Friendships | Students will be able to tell the difference between healthy and unhealthy friendships. They will be introduced to conflict resolution by role playing scenarios and problem-solving common friendship dilemmas in small groups.  Activity: “Pieces of a Friendship Puzzle”, “Friendship Dilemma Cards”, “Healthy Friendship Scoot Game” |
| ☒Team  ☒Individual |
| ☒Formative  ☐Final Product | Healthy Relationships: Romantic | Distinguish between unhealthy vs healthy relationships. Students will be able to identify relationship red flags and share the difference between lust, like, love, and obsessive behaviors.  Activities: “Relationship Scenario Cards”, “Red vs Green Flags sheet”  Employer Engagement: YWCA Instructor, Domestic Violence Center course instructor |
| ☒Team  ☒Individual |
| ☒Formative  ☐Final Product | Healthy Relationships: Authority and Respect | Students will gain tips for showing respect to authority such as: employers, school administration, and law enforcement. They will be able to demonstrate appropriate behaviors towards individuals in authority.  Employer Engagement: Invite a school administrator, SRO, or police officer to your classroom to speak or do activities with you. |
| ☐Team  ☐Individual |
| ☒Formative  ☐Final Product | Physical Health: Drug/Tobacco Prevention | Students will learn about the negative effects of drug use on their bodies and their future. They will learn about community resources and rehab centers in the area.  Activity:  Employer Engagement: Invite someone from a local Drug-Prevention agency, a DARE officer, or employee of a Rehab Center |
| ☐Team  ☐Individual |
| ☐Formative  ☐Final Product | Physical Health: Nutrition | Students will learn about My Plate, Portion control, mindful eating, and about chemicals in foods that are not good for you.  Activity:  Employer Engagement: Invites someone from your state food program to share what they know. Invite a Nutritionist as a guest |
| ☒Team  ☒Individual |
| ☐Formative  ☐Final Product | Physical Health: Fitness | Will learn the minimum amount of physical activity to participate in daily. They will learn about Target heart rates and what exercises are helpful for staying fit, healthy, and losing weight.  Activity: Do a workout video of choice as a class, learn how to find and calculate your heart rate (start, middle, and after) activity.  Employer Engagement: Go to a fitness center for a tour, participate in a class, invite a fitness instructor to host a fitness class in your room. |
| ☒Team  ☒Individual |
| ☒Formative  ☐Final Product | Physical Health: Personal Hygiene | Students will be able to demonstrate personal hygiene each day.  Activity: Watch a video about the importance of cleanliness, “Hygiene-How Often?”, “Daily Hygiene Checklist”, “Flip Book”, “Life Skills of Personal Hygiene”. |
| ☒Team  ☒Individual |
| ☐Formative  ☐Final Product | Physical Health: Prevention against infection and disease | Students will learn how to prevent themselves from getting infectious diseases such as; influenza. They will learn how to identify areas they could improve on as well.  Activity: Flu Mini PBL Activity (Attached)  Employer Engagement: Invite someone from a local Health Department, Nurse, Physician’s Assistant, or Primary Care Doctor. |
| ☒Team  ☐Individual |
| ☒Formative  ☐Final Product | Social-Emotional Health: Conflict Resolution | Students will learn about the types of conflict, conflict styles and outcomes, different points of view, identifying bias and prejudice, and learn how to resolve the conflict in a healthy manner. They will learn about win-win and compromise.  Activity: “10 Lessons for Teaching Conflict Resolution” “Conflict Scenarios”  Employer Engagement: Invite a Mediator as a guest. |
| ☒Team  ☒Individual |
| ☒Formative  ☒Final Product | Social-Emotional Health: Self-Esteem/ Self-Worth | Gain knowledge in ways to improve self-esteem and self-worth. They will identify characteristics and behaviors within themselves that they and others appreciate.  Activities: “Coat of Arms”, “Emotional Intelligence”, “My Strengths and Qualities”, “Self-Esteem Activities.” “Printable quotes”  Employer Engagement: School Social Worker, Psychosocial Group Facilitator at local Mental Health Center |
| ☒Team  ☒Individual |
| ☒Formative  ☐Final Product | Social-Emotional Health: Soft Skills | The Specialist will lead students through a series of activities that will improve their soft skills in areas of team building, active listening, non-verbal communication, and critical thinking.  Activities:  Employer Engagement: Manager from a large community employer, Tour a local work-force agency, Attend a course on soft skills through local agency |
| ☒Team  ☒Individual |
| ☒Formative  ☐Final Product | Social-Emotional Health: Empathy vs Sympathy | Students will be able to distinguish and identify behaviors that are empathetic and sympathetic. They will explore types of empathy  Activity: “Sympathy vs Empathy InfoGraphic”, “Brene’ Brown on Empathy vs Sympathy video”, Explore “Daring Way”- Brene’ Brown website for more resources, “Signs you are Empathic InfoGraphic”, “7 types of Empaths”  Employer Engagement: School social worker, Mental health professional, Elementary counselor (Share a lesson she does for elementary students on the difference) |
| ☒Team  ☒Individual |
| ☐Formative  ☒Final Product | Mental Health: Suicide Prevention | Students will learn risks and warning signs of suicide. They will research local agencies and find resources and help-line phone numbers and learn techniques to notify the appropriate people if they or someone they know tells them they have thought about it.  Activity: Create a list of resources to be given out at Parent Teacher Conferences, create posters with empowering and inspirational messages and put them around the school and community, “Coping Thoughts” infographic, “Teenage Suicide Risks and Warning Signs”, “Calm Box” (Create a calm box to put in the counseling office.  Employer Engagement: Invite a Crisis Mental Health Professional, member of a local agency on suicide prevention, go watch a motivational speaker who attempted suicide. |
| ☒Team  ☒Individual |
| ☐Formative  ☐Final Product | Mental Health: Mindfulness/Meditation | Students will gain exposure to a variety of mindfulness activities. They will be able to guide or demonstrate a mindfulness practice of their own.  Activity: Do mindfulness exercises through Calm App or Headspace App, “Mindfulness Art Activity”, “5 Free Mindfulness Activities”, “Collage of 4 Original Deep Breathing Shapes poster”, “Grounding with your 5 Senses”, “I can’t imagine life without…” Guide elementary students through mindfulness practice.  Employer Engagement: Visit a local Yoga studio, Holistic Health Professional, Massage Therapist, Neuroscientist. |
| ☒Team  ☒Individual |
| ☐Formative  ☐Final Product | Mental Health: Growth Mindsets/Resiliency | Students will be able to identify areas within themselves where they have a fixed mindset and learn strategies to turn it into a growth mindset. They will learn ways to be resilient within barriers they face each day.  Activity: “Resilience Questionnaire”, Watch “Building Resilience”, “Resilience Info-Graphic”, “Coping Skills”, “Resilience Scenario Task Cards”, “Big Life Journal”, Watch video of Muhammad Alli- “Positive Affirmations”, “Watch a video on growth mindset vs fix mindset”, “ID Growth vs Fixed areas-Scale as a class”, “25 Ways to Build a Growth Mindset.”  Employer Engagement: Find a motivational speaker who has been through trauma, Invite a social worker to tell of a story involving a case with a happy ending and what that individual did to find success. |
| ☒Team  ☒Individual |
| ☐Formative  ☐Final Product | Mental Health: Self-Care | Students will learn and demonstrate ways to take care of themselves through activities they enjoy.  Activity: “25 Positive Affirmations”, “Coping Tools: What Helps Me Check List”, “When I feel upset, sad, or unfocused at school I can.” “Challenge- 1 hour of Self-Guided Self-Care practice,  Employer Engagement: Invite a Massage Therapist, Visit a Holistic Healer to show ways to do self-care |
| ☒Team  ☒Individual |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **P R O J E C T C A L E N D A R** | | | | |
| M O N D A Y | T U E S D A Y | W E D N E S D A Y | T H U R S D A Y | F R I D A Y |
| **P R O J E C T W E E K O N E** | | | | |
| Healthy Relationships: Parent/Guardian  Listen to the song  “R-E-S-P-E-C-T” by Aretha Franklin and list people they feel are deserving of their respect on the board. Guide students to discuss what internal qualities make them worthy of your respect. (Continue the lessons listed on website below)  “Giving and Earning Respect”  Overcoming Obstacles.org  Download or print activity and supporting documents.  (There are several activities to choose from on this topic. Pick ones that fit with your class dynamic/time frame.) | “Listening” and “Speaking Responsibly.”  Overcomingobstacles.org  Download or print an activity under the section.  (There are several activities. Pick ones that fit with your class dynamic/time frame.)  Play “Telephone” and have students reflect on challenges they had listening and relaying messages.  Role Play “Listening Do’s and Don’ts” or Create a skit that demonstrates how to listen after learning steps for active listening. | “Communicating Constructively”  Overcomingobstacles.org  Download or print an activity under the section.  Activity: Fold a piece of paper into three columns. Title each section easy, average, and difficult. Split students into teams and have them come up with at least three verbal conversations that are either easy, average, or difficult to have with their parents. Discuss as a class and share why.  (Continue the lessons listed on the website below)  Learn about I-Messages. Discuss how to start a message with how they feel. Give examples and then have students create their own I-Messages for different scenarios.  Overcomingobstacles.org  Download or print an activity under this section. | Host a guest from a local Marriage and Family Guidance Center to discuss the areas that typically cause issues in families and methods to prevent those from happening.  Read this article for Parent/Child Relationships and discuss the tips it gives to building trust  <https://mom-nd-me.com/how-to-build-trust-with-child/>  <https://healthyfamilyandme.com/6-stress-free-parent-child-communication> | Community Service/Evaluation of Learning:  Write a “Thank You” letter to your parent or guardian. Make sure students include the knowledge they learned on building stronger relationships such as; apologizing/forgiveness, increasing positive communication, listening, providing additional assistance around the house…etc. |
| **P R O J E C T W E E K T W O** | | | | |
| Healthy Relationships: Friendship/Peers  Pieces of a Friendship Worksheet: In each puzzle piece below students will write or draw an important part of friendship. (Honesty, No gossiping, Helping each other, having common ground…etc)  Discuss as a class what their ideal friend would be like and make a list of characteristics. Make a point that each person should try to be a great friend. | Unhealthy/Healthy Friendship Scoot Game. Have students walk around the room and read the scenarios posted on the wall. They must circle Yes or No on their sheet if it is a sign of a healthy relationship or not.  <https://www.counselorchelsey.com/products/friendshpscootgame>  Discuss each scenario as a class and what it would take to turn the situation into a healthy one. | Invite an elementary school counselor to your classroom to do a lesson on friendship.  Have students ask for pointers and take notes on how to teach elementary students how to be a good friend. | Work Based Learning: Have students work together to plan and prepare items for “Friendship Centers” to teach elementary students how to be a good friend. | Community Service: Have students create “Friendship Centers” to teach Elementary students how to be a good friend.  Teachers Pay Teachers:  [https://shop.counselorkeri.com/products/friendship-centers-friendship-activities-for-school-counseling? Utm\_source=Pinterst&utm\_medium=Social](https://shop.counselorkeri.com/products/friendship-centers-friendship-activities-for-school-counseling?utm_source=Pinterest&utm_medium=Social) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **P R O J E C T C A L E N D A R** | | | | |
| M O N D A Y | T U E S D A Y | W E D N E S D A Y | T H U R S D A Y | F R I D A Y |
| **P R O J E C T W E E K T H R E E** | | | | |
| Healthy Relationship: Romantic Relationships  Employer Engagement: Invite someone from a Domestic Violence center or YWCA to speak about Healthy Relationships and Red flags. | Show the Healthy vs Unhealthy relationship Infographic. Introduce students to certain behaviors and share why it is unhealthy or healthy.  <https://www.instagram.com/p/BpA6CvGlbKy/>  Write Healthy Relationship characteristics on one side of a note card. Write an opposite Unhealthy Relationship on the other side. Have students work in small groups and come up with behavior examples of each characteristic.  Have the group share their thoughts/experiences. | Relationship “Red Flags” Activity: Students will color each flag representing an unhealthy sign red and a healthy sign green.  (Attached in Docs)  Discuss as a class. | Teach the difference between Interdependence and Codependence by giving examples.  (Infographic attached)  Have students draw a paper that shows a sign from the infographic and come up with a skit or role play a situation. Have classmates identify the trait and whether it is a sign of Interdependence or Codependence. | Review/Assess Knowledge:  Play Healthy Relationship Bingo for Teens. |
| **P R O J E C T W E E K F O U R** | | | | |
| **P R O J E C T W E E K F O U R** | Healthy Relationships: Authority/Respect  Pick an Activity or multiple activities that fit your class dynamic/age group, and time frame under “Uncovering Stereotypes” at overcomingobstacles.org.  Students will be able to identify their own prejudices, learn to not judge, find common ground, and walk a mile in their shoes. | Invite school administration to your classroom to do a team builder activity. This will allow students to practice showing respect and get to know their admin as people. | Invite a business partner or employer from a Human Resources department to discuss their employee handbook and behaviors they expect from employees. Compare that to their student handbook.  Have the Employer discuss situations people have been fired for behaviors, disrespect for customers, co-workers, and authority. | Evaluate Knowledge/Growth:  Invite a Law Enforcement individual to your classroom to play games with your students. Have students evaluate themselves are their ability to engage and show respect for them.  Or  Have the guest speak about situations they felt disrespected while on the job. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **P R O J E C T C A L E N D A R** | | | | |
| M O N D A Y | T U E S D A Y | W E D N E S D A Y | T H U R S D A Y | F R I D A Y |
| **P R O J E C T W E E K F I V E** | | | | |
| Physical Health: Drug/Tobacco Prevention  Invite someone from a local Drug Prevention chapter to speak about the hazards of drugs and teach students about help hotlines. | Learn about the dangers of vaping from physicians through this video or others on YouTube.  <https://www.youtube.com/watch?v=ONIRdmhT47c> | Watch a PSA on drug or vaping prevention. Have students research methods and processes it takes to get clean and tips to stay drug/tobacco free. | Have students work together to create a PSA, video, or hand out about the dangers of vaping, drugs, or tobacco. | Continue working on PSA, Video, handout, or poster. Display these in the hallways or provide information sheet for parents at Parent Teacher Conferences. |
| **P R O J E C T W E E K S I X** | | | | |
| Physical Health: Personal Hygiene and Prevention of Infectious Diseases  Pick one of these videos to show to the class on the importance of personal hygiene and personal appearance.  <https://www.youtube.com/watch?v=oWh6daGaq6c>  <https://www.youtube.com/watch?v=kB66atZoF5M>  Have a class discussion on the importance of physical appearance and hygiene.  Have students complete the “Daily Hygiene Checklist” and “Hygiene-How Often” work sheet and discuss as a class. | <https://www.teacherspayteachers.com/Product/Personal-Hygiene-LIfe-Skills-Activites-2395845>  Have students create a Personal Hygiene flipbook. Use this link to help you know what to include. Have students research how long to brush their teeth, wash their hands, etc.  Watch this video and follow the 2nd link to a mini-PBL lesson  <https://www.wctv.tv/content/news/2020-flu-season-could-be-the-worst-in-a-decade-566884921.html>  <http://pblproject.com/page.aspx?pageid=PBL-ww-Flu> | Invite a guest from the Health Department to share about ways to maintain good personal hygiene and best practices to avoid infectious diseases. | Dress up: Pick two student volunteers and have them model various outfits and have the class decide whether which is appropriate for an interview, a job at Wal-mart, or various activities. | Discuss appropriate appearance for a job interview. Give students a “budget” and use online shopping sites to create appropriate interview outfits and explain how personal hygiene plays a role in getting the job. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | | | |
|  | | | | |
| Physical Health: Fitness and Nutrition.  Visit a fitness center for a tour. Learn about how to get a membership or of any student discounts.  Have students participate in a fitness class or invite a trainer to your class to teach students techniques. | Do a workout video of your choice or sample several during a class period. (Make sure students know to dress for the occasion) | Invite a guest Nutritionist or someone from the State Food Department to teach a lesson on portion control. | <https://www.youtube.com/watch?v=1kyldcFrC1M>  <https://www.youtube.com/watch?v=Pen1isLmIPo>  Watch these videos about food toxins and chemicals allowed to stay in foods by the FDA. Discuss how to eat clean and avoid certain food items. | Evaluation: Bring in play food and have students demonstrate correct portion control according to “My Plate.”  Community Service: Have students present “My Plate” to a local Pre-school or Elementary PE class. |
|  | | | | |
| Social-Emotional Health: Conflict Resolution  “10 Lessons for Teaching Conflict Resolution”  Lesson 1 and Activity 1: Types of Conflicts/Introduction | “10 Lessons for Teaching Conflict Resolution”  Lesson 2 and Activity 2: Conflict Styles and Outcomes | “10 Lessons for Teaching Conflict Resolution”  Lesson 3 and Activity 3:  Different Points of View, Bias, Prejudice, and Awareness | “10 Lessons for Teaching Conflict Resolution”  Lesson 4 and Activity 4: Steps for solving Interpersonal Conflicts | Evaluate Learning:  <https://choices.scholastic.com/pages/ideabook/2016/11/a-role-play-activity-to-teach-conflict-resolution.html>  Conflict Scenario Cards  Split students into teams and have them draw one conflict situation from the pile. In the small group, students identify the type of conflict, the different perspectives, and possible outcomes. Lastly, they must discuss what they should do.  Have each group make a poster with the scenario and their findings and present it to the class. |
|  | | | | |
| Social-Emotional Health: Self-Esteem/Self-Worth  Employer Engagement:  Invite a school Social Worker or Counselor to do an introduction of Self-Esteem.  OR  Have students take the “Confidence Exam” and “Lay it on the Line” activity in the “Emotional Intelligence” packet and discuss the results | Class Discussion on what Self-Esteem is. Have students describe examples on what High and Low self-esteem look like.  Have students conduct an interview according to page 6 of “Self Esteem Activities.” | Warm up: Do the Group Activity on in the “Emotional Intelligence packet. Tape a piece of paper on the back of each student and give them a marker. Have them write a positive trait, strength, or ability on each student’s back. Have students look and reflect what their peers said.  Have students read through “What do you like about yourself” sheet and complete the “Self Esteem” worksheet that follows. | Play the “Name Game” in “Emotional Intelligence” packet.  Have students share their Acronyms with the small group. | Evaluation/Public Product:  Teen Spotlight Activity in “Emotional Intelligence”  “My Strengths and Qualities” worksheet.  Use these papers as a guide to create their own personal newsletter highlighting what their skills, story, what they accomplished, and future plans. |
| Social-Emotional Health: Soft Skills  Employer Engagement: Invite a manager from a local employer from your community to share interview tips, tour a local Workforce Agency, or attend a local workshop on soft skills. | Team Builder/Critical Thinking: Pick an activity from this list based on your class size, aptitudes, and maturity.  <https://www.teachthought.com/critical-thinking/10-team-building-games-that-promote-critical-thinking/> | Active Listening:  Do Lesson 6 and Activity 1 and 2 in “10 Lessons on Conflict.” | Non-Verbal Communication:  Do Lesson 5 on Non-Verbal Communication Skills in “10 Lessons on Conflict” | Following Directions:  Employer Engagement: Invite an Art teacher or DIY Instructor to come into your class and give step by step instructions on an Art project.  Self-Evaluation: Have students complete a self-evaluation on how well they were able to follow instructions. |
| Social-Emotional Health: Empathy vs Sympathy    Watch Brene’ Brown’s video on “Empathy vs Sympathy”  Explore Brene’ Browns website. <https://brenebrown.com/thedaringway/>  Show students the “Signs that you are Empathic” infographic.  Have students put a star by each characteristic they have. | <https://7esl.com/empahty-vs-sympathy/>  Share this article with students on the differences of Sympathy vs Empathy.  Split students into two teams, one for Sympathy and one for Empathy. Have students come up with real life examples of each. Have them share with the class. | Employer Engagement:  Invite a school social worker or mental health professional to share about the difference and how he/she must use both in their career field.  Or  Follow this Empathy Activity that guides them from a story and has students make a booklet on how to show empathy  <https://www.teacherspayteachers.com/Product/Empathy-Activity-Empathy-Classroom-Guidance-Lesson-for-School-Counseling-2491903> | <https://gostica.com/spiritual-lifestyle/the-7-types-of-empaths-who-are-here-to-change-the-world/>  Split students into 7 teams. Have them read through the characteristics of one type of Empath. Share with the class with one example.  Share the article in the link. Have students identify the type of Empath they are and give one career they could be good at based on their type of empath. | Community Service:  Visit a local Nursing home and visit with the residents. Have students practice demonstrating Empathy skills.  Have students debrief on the experience. |
| Mental Health: Suicide Prevention  Employer Engagement: Invite a guest from a local Suicide Prevention agency.  Attend a motivational speaker who had attempted suicide.  Watch <https://www.youtube.com/watch?v=HEFBtaOySl8> | <https://www.youtube.com/watch?v=-R4neMYXYrk>  Watch this video on 4 tips to Save a Life.  Share the list of warning signs.  <https://www.helpguide.org/articles/suicide-prevention/suicide-prevention.htm> | <https://www.helpguide.org/articles/suicide-prevention/suicide-prevention.htm>  Have students read myths about suicide and share the facts. | <https://www.helpguide.org/articles/suicide-prevention/suicide-prevention.htm>  Share with students how to talk to a suicidal person and have them conduct their own research on how to report it and who to report it to. | Community Service Options:  Create a list of community resources and hotlines to be given out at Parent Teacher Conferences.  Create posters with empowering and inspirational messages and put them around the school and community. |
| Mental Health: Mindfulness and Meditation  Employer Engagement:  Visit a local Yoga studio, Holistic Health Professional, Massage Therapist, Neuroscientist. | “Mindfulness Art Activity”  <https://www.counselorkeri.com/2019/05/21/mindfulness-group-art-activity/?utm_source=Pinterest&utm_medium=Social>  “Collage of 4 Original Deep Breathing Shapes poster”  (Attached) | “5 Free Mindfulness Activities”  <https://www.thepathway2success.com/5-free-mindfulness-activites/?utm_medium=social&utm_source=pinterest&utm_campaign=tailwind_tribes&utm_content=tribes&utm_term=732017366_29634366_115008>  “Grounding with your 5 Senses”  (Attached) | “I can’t imagine life without…”  (Attached)  “Mindfulness Eating Activity”  <http://www.skellyskills.com/v/Using%20Mindful%20Eating%20Webinar%20Deck.pdf>  Additional Tips/Resources  <https://shifts.coach/mindfulness/activities-for-teens/> | Community Service:  Make a Calm Box to put in the counseling office with aromatherapy scents, stress balls, fidgets, kinetic sand, etc  The page below shares 40 items you could put into a calm box  <http://www.andnextcomesl.com/2016/04/what-to-put-in-a-calm-dpwn-kit-for-kids.html?m=1>  or  Guide elementary students through a mindfulness practice . |
| Mental Health: Growth Mindset/Resiliency  “Resilience Questionnaire”  Watch “What Trauma Taught me About Resilience” <https://www.youtube.com/watch?v=3qELiw_1Ddg>  Discuss as a class  “Resilience Info-Graphic” | “Coping Skills”  “Resilience Scenario Task Cards”  <https://www.teacherspayteachers.com/Product/Resilinece-Scenarios-Task-Cards-for-Role-Play-3022947>  Have students draw a Scenario, read it and share what they should do.  Let them foster class discussion | Watch video of Muhammad Alli- “Positive Affirmations”  <https://www.youtube.com/watch?v=V2EfL1j4KYE>  <https://www.youtube.com/watch?v=yNOftSgVUnY>  Discuss the power of his words as a class and how he turned them into a belief.  Have students research who he was, his background, how he became famous, and what he accomplished. | “Watch a video on growth mindset vs fix mindset”  <https://www.youtube.com/watch?v=KUWn_TJTrnU>  <https://www.youtube.com/watch?v=75GFzikmRY0>  “Identify Growth vs Fixed Areas-Scale as a class”\  (Draw on this image on your board) and have students place an (X) on the scale where they feel their mindset lies between Growth and Fixed mindset.  (Attached)  “25 Ways to Build a Growth Mindset.”  (Attached) | Employer Engagement: Find a motivational speaker who has been through trauma, invite a social worker to tell of a story involving a case with a happy ending and what that individual did to find success.  Community Service: Have students create Resiliency Centers for a Preschool or Kindergarten class.  <https://shop.counselorkeri.com/products/resiliency-centers-classroom-guidance-lesson-resilience-activity?_pos=1&_sid=daca34c91&_ss=r&utm_source+Pinterest&utm_medium=Social>  <https://www.teacherspayteachers.com/Product/Mindfulness-Activities-For-Social-Emotional-Learning-and-Counseling-Centers-4496987> |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Mental Health: Self Care  Take the Self- Care Assessment  (Attached)  <https://shop.counselorkeri.com/products/self-care-classroom-guidance-lesson-for-school-counseling?utm_source=Pinterest&utm_medium=Social>  Review this PowerPoint with your class to learn about trauma, types of stress, and how to best care for yourself  <https://www.healthyteennetwork.org/wp-content/uploads/Luc_Treat-YoSelf_slides-and-handouts.pdf> | Employer Engagement: Invite a Holistic Healer to your class or tour the office. Have him/her teach you how to care for yourself. | Do a “Yoga with Adrienne” video on Youtube.com as a class.  Go on a Nature Walk around your school. | Have students complete the “Coping Tools: What Helps Me” checklist to determine how best to take care of themselves.  (Attached) | Community Service: Create a Self-Care Kit to give to your School Counselors, Parents, teachers, etc.  -Make Homemade Bath bombs  - Fuzzy Socks  -Candles  - Lotions  -Coloring pages |
| **A D D I T I O N A L I N F O R M A T I O N** | | | | |
| **Disclaimer:**  The section titled “Project Week” above was designed to actually be over the course of 1 month not a week of time.  This PBL was designed to focus on a given topic once a week. Additional time may be designated to plan the Holistic Fair or Stress Management workshop. Feel free to adapt to your school schedule and timeline. Additionally, feel free to spend more time on certain areas your students need to learn more on.  Reserve a couple weeks to plan and prepare for the Holistic Fair.  **Best Practices for the Stress Management Fair:**  Ask any Employer Engagements you used through these lessons if they would like to participate in a Stress Management Fair. Ask if they would be willing to partner with a few students who would help them plan the activities and execute them for the fair. Have students pick the area they are interested in the most.  Set a date for the employers to come and work with your students during a Seminar time to plan activities together (Apprenticeship/Job Shadowing) (Work-Based Learning)  Set a date, space, and time to host the Stress Management Fair.  Possible Options: During Finals or Parent Teacher Conferences  Prior to the fair, teach students how to dress appropriately, use GNAP, show up on time, and be accountable.  During the Fair: Have students set up and tear down, greet the guests, provide hospitality, help their “Employer” set up and execute activities. They should treat their work for the fair as if they are working for the employer.  **Possible Employers to Invite to Participate:**  **Healthy Relationships**  Domestic and Sexual Abuse Coalition  YWCA Relationship Counselor  Marriage and Family Counselor  **Physical Health**  Drug/Tobacco Prevention Agency: Show a PSA or image of  Nutritionist: Have play food and have guests create a “My Plate” for portion control  Fitness Instructor: Guide a mini class  Health Department: Give freebies, demonstrate proper hand washing  **Social-Emotional Health**  Mediator  School Counselor  Suicide Prevention Agency  Holistic Healer  Mental Health | | | | |