

Day 1 - Session 1: Creating wellness goals

JUNE 13TH

Materials Needed:

Laminated greeting card	Markers
Exit ticket surveys	Crayons
Student folders	Vision board magazines
Accelerometers	8 dimensions of wellness wheel
Session lesson plan	Demo vision board
Student roster	Scissors
Individual journals	Glue sticks
Pens	Stencils
Pencils	Large post it notes
Spot markers	Cones
Limbo stick	Duct tape
JBL Bluetooth speaker	Small foam balls
Construction paper	Bandana blindfolds

Purpose: This session aims to have students become familiar with the facilitator(s), understand the overall goal of sessions, and be guided through goal setting.

Learning Objectives/Goals:

- Students will be able to create a wellness goal
- Students will understand the importance of social support
- Students will be able to explain at least one benefit of being PA
- Students will contribute to teamwork activities

Warm Welcomes:

Greet each student as they enter the room. Post the laminated greeting sign on the outside of entrance door and stand by it. As students enter, each one will have the option to do what is comfortable for them during their greeting. Greetings consists of figures for students to choose from. The figures are “fist bump, high five, wave, or dance” actions to demonstrate back to the facilitator. Whichever option the student chooses, both student and facilitator will do towards

each other to greet each other. Be sure to do this at the beginning of the session before starting any instructions and be genuine.

Introduction/ Emotion check ins- 20 minutes

Facilitator(s) will introduce themselves to students and provide a brief overview of their background (name, education, job role, & fun fact).

Please provide information that is appropriate and you are comfortable to share with the students. Inform students about the HOWDY call at Texas A&M. When the facilitator says HOWDY tell students to repeat it back. Allow this time to practice with students and this will be used anytime students get rowdy. This is best to gather their attention. Also take the time to introduce the research team, these will be the people who will be helping you throughout the sessions as well. *Allow individuals to say their name and fun fact*

“So I wanna talk to you all about what this program is. This is the EmpowerHER program and it was created to gain an understanding on ways we can improve physical activity opportunities for many other young adults, like you all. We will be here for 4 weeks to lead you in some fun-filled activities that will engage your body and mind. We will be participating in obstacle courses, exercises, and team bonding activities. As we go throughout the sessions, we want to learn from you on how these activities made you feel and hopefully you can learn things from us to carry with you in life. At the beginning of each session I will always greet you at the door. There will be a laminated greeting card that shows figures and you can choose how you would like to be greeted based on how you feel that day. Similar to what you did when you walked in the room today. That is something we will continue to do before getting started. As you come into the room, you all will collect your folders on the side of the room with your name on them. In your folders, there is a journal to write your thoughts, pen, an accelerometer watch, and exit survey. These will be the items you will use during each session. When you come in put on your watch. You all should be pretty familiar with using the accelerometers now but if you need any help please let us know. Take your folder with you to your selected seat and begin reflecting on the prompt of the day. I will have a prompt written on a poster on the wall. These will be our emotion check ins. Take time to think about it and write your thoughts in your journal. You will have a few minutes to do so, then, you will share with peers at your table. To conclude this activity we will discuss altogether as a big group and move on to our fun activities of the day. Please DO NOT fill out your exit surveys until the end of the session once we complete all activities. The exit surveys will be an opportunity to write how these activities made you feel and provide your opinions. Lastly, at the end of each session you will receive a \$5 gift card for your participation. Before leaving the room make sure we get your name to sign out and receive one. We are super excited to work with you all! Does anyone have any questions so far?”

After answering questions/ if there is no questions, begin covering some ground rules which are important to ensure a safe space for everyone.

Ground Rules:

- **Respect the mic:** If the facilitator or any of your peers are speaking. Give them your attention and silence until finished. There will be many opportunities for everyone to share what is on their minds.
- **Be present:** Please limit any distractions such as phones, talking when the facilitator is explaining activities and when everyone is engaging in them
- **Body movement:** We will be moving around a lot with activities for each session. Warming up our bodies and stretching for the activities will help us reduce injuries.
- **Safety first:** If there is an activity that is challenging or causing any harm to your body it is okay to not participate. We will participate in stretching before every PA to reduce likelihood of injuries.

Once that established, Make sure all students have grabbed their folders and put on their accelerometers. Begin leading students to perform an emotion check in. This is designed as an ice breaker and opportunity to get to know who's in the room. This emotion check in will be interactive for all students and facilitators to participate. In the designated room, facilitator should put red tape across the room to indicate a line. The facilitator will read out statements and students will cross the line if relatable. When statements are read aloud, students will move across if they relate to the statement, if they don't then they will stay where they are. For example, if facilitator reads statement "I love reading books" then students will walk over to other side of room in response to that. The activity will include different themed statements. It is good for students to express they're likes, dislikes, and/or experiences in this space. Below are the questions for this activity. Be sure to conduct this for about 5 minutes. Facilitator(s) are highly encouraged to participate in this activity so that students can know more about them as well.

After a statement is read aloud, and all participants have moved or not moved, use pause time to interact with the students. The facilitator can ask simple questions to gain more insight. Example: "okay wow many of you moved on that statement, would anyone like to share more".

- **Statement 1: Walk across the line if summertime is your favorite season**
- **Statement 2: Walk across the line if this is your first summer at the BGC**
- **Statement 3: Walk across the line if you often set goals for yourself**

- **Statement 4: Walk across the line if you play sports**
- **Statement 5: Walk across the line if you like to dance**
- **Statement 6: Walk across the line if you know what you want to be when you grow up**
- **Statement 7-10: Allow students to share statements for the rest of class to participate in. Inform students that facilitator has veto power, so I can choose if statement is appropriate to engage in.**

After the last statement is given, applaud students for participating and conclude the activity. Facilitator will use this scripted statement to move forward: “Thank you all for participating in that activity. It is always nice to know more about the people in the rooms they are in. We will have more activities similar to this so we can get to know more about ourselves and each other.”

Activity overview:

“Today our main two activities will be playing the lava field game and making vision boards. Our first activity will be in the gym getting our bodies active and then we will return to this room to create our vision boards. You will be learning some benefits of physical activity, how to make a SMART goal, and understanding why social support is important. Let’s get started!”

PA Activity: The floor is lava- 30 minutes

Lead the students to the gym for this activity. Once in the gym, the students will do a thorough stretch which shall include some basic stretching techniques such as

1. Down & Back x2
2. High knees (halfcourt)
3. Butt kicks (halfcourt)
4. Arm circles forward (halfcourt)
5. Arm circles backward (halfcourt)
6. Walking toe touch (halfway)
7. Walking leg touch (halfway)
8. 5 forward line hops
9. 5 lateral line hops
10. Power skips (full court)

The facilitator can add or modify stretches if it is necessary for the students. When all the stretches are completed the PA activity can get started. In this activity, students will play “the floor is lava”. The facilitator will need spot markers for students to stand on as they navigate in the game. Divide the students into teams. Each team will receive spot markers. The students

will get the same amount of spot markers to use. Arrange teams side by side in the gym but not too close together.

The team must work together to make their way across the line and can not touch the ground with any part of their body. The only protection are the spot markers. The students on each team must work together to figure out ways they can use spot markers to get each person to the other side. The facilitator will not give students any hints, but try to challenge students to create a game plan within their team.

change the distance in the gym using volleyball court lines. Starting off small then increase in size using five dot markers for 3 groups

- **Round 1:** Allow students to figure out a game plan to get across, play the game regular. **Did you achieve? What would you do differently?**
- **Round 2:** Allow students to use same game plan they created or change it up, play the game regular. This gives the losing team from first round another chance to win. **Did you achieve your goals as an individual? As a team? If you don't achieve that's okay everything just starts over and you keep trying. The world doesn't end when you fail. We pick ourselves up and try again. We can rely on our teammates for help and encourage one another. SMART goals stand for Specific, Measurable, Achievable, Relevant, and Timely.**
- **Round 3-5: Pass out bandana blindfolds** Inform students that this is the difficult round. The facilitator will remove all spot markers in the lane. Students will work closely together to instruct each other on how they can get through the lane. Tell teams to select who will be the person to keep their eyes close while going through, someone who will give instructions, and someone who will place the spot markers. Each student will only be allowed to do that one action, so the person who places the spot markers can't talk, the person with their eyes closed can only listen, and the person who is instructing can only talk to them but can't touch them. Students will be limited on their senses to see how well they communicate with each other despite barriers. See how students will get across when they don't have the control over where spot markers are placed. **How was this round? Which position was the most challenging? Why? Which one did you find the easiest?** Allow students to rotate in each position so everyone has a chance to experience going through. 3 rounds each. When all rounds are finished, stay in the gym to debrief the activity before going back into the classroom.

PA Debrief: Discuss PA recommendations-5 minutes

At this time, ask students questions on how they felt about the activity? Which round was challenging or easy? What about the last activity when you could only do one thing like give instructions, close your eyes and listen, or place the spots down? How did you feel? Throughout this whole activity when did you find yourself breathing a little more? Begin receiving statements from students in each team.

Create an open dialogue with students, begin to transition on how they were very active in teamwork and using their body to achieve a goal. Based on how students performed (hopped, jumped, bending, etc.) there is an understanding that these movements were necessary to achieve the goal of getting to the other side. Students might not have been successful if they did something else such as run (risk of starting over), or walk (risk of not winning). This activity was very strategic so although students had to move quick they also had to focus on their body. End with the final question of “Can anyone share with me which certain movements were important to get across? (ex: hopping, jumping, bending, balancing, etc.)”. Allow students to share their thoughts. Give a brief overview covering these points why it is important to be physically active, engage our bodies to accomplish our goals and explain the recommendations for youth/adolescents.

- Physical activity improves your overall well-being. There are many health benefits for your heart, body and mind. Being active can enhance your thinking learning, and create good judgement skills.
- It is recommended that young adults get 60 minutes of moderate to vigorous intensity exercises per day. There are different types of exercises you can do. Such as jogging, running, push ups, sit ups, or even playing sports.
- It is always best to be active when you can to ensure you’re staying healthy. If you find yourself spending a lot of screen time on phone or computer, try your best to limit this time. This is called sedentary behavior, which is defined as not being active.

Conclude the debrief with asking students some of these questions: what did this activity teach you today? what are some activities we can do that help us be more active in school, outside of school? What are some activities we can do to engage our friends or family with us similar to what you did today working as a team?

Encourage students to drink water after debrief while headed back to classroom.

SEL Activity: Vision boards-20 minutes

Facilitator will transition the students into an activity that is more thought provoking yet creative. Students will be given the opportunity to construct a vision board. The facilitator will pass around construction paper, magazines, glue, and scissors to the tables for students to use.

Any additional materials can be left at the front of the classroom so students can access on their own. The goal of this activity is to display some of their goals on paper. During this section facilitator will reference the wellness wheel. Sometimes when it comes to goal setting it can be hard to think about something specific. The wellness wheel can be helpful to focus on a wellness area in your life the students would like to improve.

Show students the printed image of the wellness wheel. Explain that the wellness wheel is something that people use to practice having a balanced lifestyle. When we focus on improving these different areas in our life, it makes us feel healthy and confident. There may not be a time where all areas are at it's best, but we can focus on a little at a time. Today we will specifically emphasize on the social, emotional, and physical wellness dimensions. Overall, students will have 15 minutes to work on their vision boards but the facilitator will have prompts every 5 minutes to cover each area and discuss their progress. During the activity, facilitators should walk around asking questions and engaging with the students. Inform students that they can use a magazine to find images that relate to their goal and post them on your vision board. Ask them questions like "what does this photo mean to you?", "why is this important goal for you?", or "how are you going to achieve this?".

1. Students should focus on the physical wellness dimension: Physical wellness is all about our physical well-being. So how do we take care of our bodies? (Ask students this question and wait for some responses) We can exercise, we can eat healthy foods like fruits, vegetables, drink more water, we can also make sure to get good sleep. So first we will focus on setting goals for this dimension.
 - For example:
 - I will go swimming every week this summer.
 - I will drink water every morning before any other drinks like orange juice or milk.
 - I will go to bed no later than 10pm so my body can get enough energy.
 - Give students 5 minutes to create their own goals creating a vision board. Once time is up follow up with them to see what they created. Allow a few students to share.
2. Next students will learn about the social wellness dimension. The social wellness area is all about ways we keep healthy relationships, make friends, and care for others in our community. The next step is for us to think about a goal we can set for our social wellness.
 - So some examples could be:
 - My goal is to attend 3 basketball games with my friends during the school year.
 - I will make one new friend this summer at the BGC.

- I will listen to my siblings when they want to talk to me about something and go to them when I want to talk.
 - Give students 5 minutes to create their own goals creating a vision board. Once time is up follow up with them to see what they created. Allow a few students to share.
- 3. Lastly, the facilitator will address the emotional wellness dimension. The emotional wellness area is when we understand and respect how we feel. This can be our emotions, our attitudes, and our values. It is important to ask how do we manage our emotions in a good way.
 - Here some examples to help you all get started:
 - Instead of lashing out or yelling when im angry or frustrated, I will use my journal to write down my emotions and talk about them to a close friend.
 - I will read positive affirmations each day before I leave my house for the day.
 - When I feel stressed or overwhelmed, I will find a funny show to watch on TV to relax my brain.
 - Give students 5 minutes to create their own goals creating a vision board. Once time is up follow up with them to see what they created. Allow a few students to share.

If they do not finish today, there will be another opportunity to complete it at their very last session in the summer. Music can be played during this time as students get creative. Set a 5 minute timer to que when to transition to the next wellness area. When time runs out, stop the music and begin a brief discussion.

Encourage students to drink water before debrief.

SEL Debrief: Social support-5 minutes

During this time students will still be sitting at their seats. They can continue to work on their vision boards as we have small discussions. Begin a debrief to see how students enjoyed the activity. the facilitator can ask questions like “how did everyone feel about that? Were you all able to find good photos that represented your goals? Were there any goals that required help from someone or included someone? Would anyone like to share one short term goal they created?”. Transition this discussion to how social support can help us achieve our goals, inspire dreams, and more. Give a brief overview covering these points:

- Sometimes, we can rely on others to help us achieve goals. Think about what you want to accomplish and who you can rely on to help you reach your goals.

- Think about creating SMART goals when making your goal. SMART goals stand for Specific, Measurable, Achievable, Relevant, and Timely.
 - Specific: What do I want to accomplish?
 - Measurable: How can I track my progress?
 - Achievable: Do I need help from others?
 - Relevant: Why is this goal important to me?
 - Timely: When do I want to achieve it?
- An example of a SMART goal could be: I am going to read a book with mom or dad every night for 2 weeks instead of watching 30 minutes of tv before bed.

Conclude the debrief with asking students some of these questions: is there anything you learned from this activity? Can anyone share who supports you in your life (ex: mom, dad, friends, etc.)? What are some ways those supportive people can help us accomplish goals?

Next session overview:

We will reflect on our emotions and practice expressing ourselves in positive ways. There will be a freeze dance game and minute to win it activities such as egg race, cup stacking, and wordsmith to learn more about creativity and impression management.

Closing: Exit Ticket survey- 10 minutes

The facilitator must ask students to take the time to encourage all students to complete the exit ticket survey in their folders before exiting the session. As students complete the survey pick them up and make sure each student takes off their accelerometer to place back into their folders. Each student should receive a \$5 gift card before exiting.

Day 2 - Session 2: Embracing personality and character

JUNE 14TH

Materials Needed:

Laminated greeting card	Hula hoops
Printed exit ticket surveys	Ping pongs
Student folders	Wooden eggs
Accelerometers	Plastic Cups
Printed session lesson plan	Plastic spoons
Printed student roster	Plastic straws
Individual journals	Large bag of skittles
Pens	Stop watch
Pencils	Wall post it notes
Bluetooth speaker	Cardstock paper

Purpose: This session aims to have students participate in a creative dance activity to express, understand, and regulate their emotions. These behaviors will be applied to a game that promotes character and emotion management.

Learning objectives/goals:

- Students will understand the importance of expressing themselves through creative outlets
- Students will apply expression skills to different activities
- Students will reflect on their mood and emotions

Warm welcomes:

Greet each student as they enter the room. Post the laminated greeting sign on the outside of the entrance door and stand by it. As students enter, each one will have the option to do what is comfortable for them during their greeting. Greetings consist of figures for students to choose from. The figures are “fist bump, high five, wave, or dance” actions to demonstrate back to the facilitator. Whichever option the student chooses, both student and facilitator will do towards each other to greet each other. Be sure to do this at the beginning of the session before starting any instructions and be genuine.

Introduction/ Emotion check ins- 10 minutes

As students enter the room tell them to collect their folders, labelled water bottles, and read the prompt on the wall. Students can begin to brainstorm and write in their journals. Once all

students have entered the room and have been seated, go to the front of the room and say “Howdy” to gather their attention so you can begin with the emotion check ins. This is designed as an ice breaker and an opportunity to express their emotions. New questions are generated for each session. **In today’s session, ask students “Think about three things that you love about yourself”.** Give students the opportunity to ponder thoughts on their own for 3 minutes, then instruct them to pair up with a partner to share with each other for an additional 3 minutes. The stopwatch timer can be used during this time. Once the timer ends for both of these talking sessions, center the students with another “Howdy” to focus back to the front of class. Thank all of the students for their participation in the first activity and the facilitator will share their own response as an example. Then, ask two students who would like to share their response. If students are too shy to speak, the facilitator will ask questions like raise your hand if you put something similar to my given example? Did anyone exercise? Who had something different?. Wait for responses to come in. After discussion, thank the students again for their participation and move on to the next activity. The facilitator will conclude emotion check ins to transition into the introduction of the session. During this time the facilitator will announce the purpose of today's session and the activities they will be completing.

Activity Overview:

“Today our main two activities will be freeze dancing and minutes to win it. Our first activity will be in the gym getting our bodies active with some creative dance moves and then we will return in this room to play our minute to win games. You will be encouraged to use your creativity, learn how to feel and express emotions, and identifying character traits. Let’s get started!”

PA Activity: Freeze Dance- 30 minutes

Lead the students to the gym for this activity. Once in the gym, the students will do a thorough stretch which shall include some basic stretching techniques such as

1. Down & Back x2
2. High knees (halfcourt)
3. Butt kicks (halfcourt)
4. Arm circles forward (halfcourt)
5. Arm circles backward (halfcourt)
6. Walking toe touch (halfway)
7. Walking leg touch (halfway)
8. 5 forward line hops
9. 5 lateral line hops
10. Power skips (full court)

The facilitator can add or modify stretches if it is necessary for the students. When all the stretches are completed the PA activity can get started. **Encourage students to drink water**

before beginning. In this activity, students will play “freeze dance”. Everyone will dance as the music plays. When the music stops, each student must freeze immediately and hold that position until the music begins again. If a student does not freeze immediately, they will do 10 wall touches in order to rejoin the dance. The game will continue when students are completing wall touches, do not pause the game for them until the music stops again they can join for next round. The facilitator is highly encouraged to participate in some rounds, but not the entire time. The facilitator should be focused on student engagement, and controlling music. If objects are present that cannot be moved, point them out before starting the activity and remind everyone that they must be careful not to touch another person or object. Have the radio or bluetooth speaker ready with an appropriate music selection. The facilitator will use creative instructions as the students go through rounds. Below are the rounds that will be performed:

- Round 1: Play Cha Cha slide
- Round 2: Play Cupid shuffle
- Round 3: Freestyle dancing
- Round 4: Partner dancing: Students will show different emotions with their partner when dancing. These emotions will be angry, sad, happy, no emotion (straight face), sleepy, confused, nervous, silly
- Round 5: They move like something...an animal, a robot, like they are really cold, like their arms are really heavy. You could try moving like an emotion to introduce them to the idea of meaning making through movement. Some examples: Dance like you are so excited, sad, confused. Angry, etc.
- Round 6: Slow dancing

Once the last round of activity is finished. Begin to gather all materials off the floor and begin debrief.

Encourage students to drink water after debrief.

PA debrief: Academics/creativity- 10 minutes

At this time, ask students questions on how they felt about the activity? Do you think you were able to express the emotions you were feeling when you danced? How did you express certain emotions? How did it make you feel when you danced around others more willing or not? Do you dance differently when alone or with people around you? Did you feel yourself getting tired? Have you ever used dance to exercise before? Begin receiving statements from students and end with the final question of “Can anyone share with me how dancing can be a creative outlet?”. Allow students to share their thoughts. Give a brief overview on how being active such as dancing improves one’s academics and creativity covering these points below:

- There are many ways we can practice creativity through movement. This can be shown in dance, like we just demonstrated today. When we choose to be creative through movement, we are using our bodies to express our emotions. This can help us communicate with others and sometimes be a reward to make us feel happy.
- Being active in this way can help you to have a better understanding of different cultures, backgrounds, and environments. We can refer to this as creative wellness. Creative wellness can help to decrease stress, negative emotions, and stimulates your brain to think outside of the box. This can be applied to your academics when you are trying to understand a concept in a subject, or maybe having discussions with your peers, you are able to expand on more ideas.

Conclude the debrief with asking students some of these questions: what did this activity teach you today? what are some activities we can do that help us express our creativity? (playing sports, dance, drawing, riding a bike, etc) How can we get involved in these types of activities? (reach out to our parents, talk to teachers, create activities with friends during free time)

SEL Activity: Minute to win it- 20 minutes

The facilitator will set up different challenges that students must complete in under a minute. These games are designed to improve coordination, teamwork, and problem-solving skills. Each game will be set up for teams to compete against each other. Facilitator will select the students who will be on a team. Distribute students into 3-4 teams. Encourage students to grab water, or take a small break so that facilitator can set up activities. Each game activity can be set up with the assistance of other facilitator, BGC staff, or student. Be sure to have all materials out before each game. Facilitator can use a timer to keep on track. Below are detailed instructions for each activity.

- **Game 1: Cup stacking-** Give students 10 cups per team. Students will be responsible for stacking cups into a pyramid shape with four levels (4 cups on bottom, 3 cups next level, then 2 cups, then 1 on top). Facilitator will need to demonstrate how this looks. Students will be timed for building the pyramid without cups falling over, then stacking cups back together, and have next member on the team repeat action until everyone has completed. The goal is to get the whole team to cup stack. Facilitator will incorporate an SEL takeaway throughout the games. After game 1, ask students how did it feel for all eyes to be on them when cup stacking? Was this overwhelming or encouraging? Encourage students to be mindful of their performance as they compete with each other. Be in tune with how you react to certain outcomes and those you are collaborating with, the kind of impressions you are making. We will talk about this again during our games and afterwards.
 - One hand only, other hand behind back
 - Partner pairs- Touching the cup at the same time

- Partner pairs- Closing eyes while stacking, partner helps guide
- **Game 2: Balancing egg on spoon-** Students will be given one egg and spoon to each person in their team. Each student will need to carry the egg on a spoon to get across the other side of the classroom. Students will be in a line. The first student will walk their egg to the other side, as soon as they reach this destination, the next student in their line will go. The goal is to get as many eggs from your team to the other side within 60 seconds. The most eggs carried over wins the game.
 - Individual carry- down and back
 - Transferring- pass egg to team
 - Partner pairs- 2 spoons on egg
- **Game 3: Skittles in a cup-** Each team will need two cups per team, and individual straws for each student. Students in the team can stand or sit around table for this. The facilitator will pour 15 skittles into a cup and the other cup will be empty. Be sure to space out the cups a few inches. Students will take turns using straws to “suck” the skittles up to grab and carry over into the empty cup. Encourage all teams to complete.
 - Make it more challenging by spacing the cups out from opposite ends of the table. Observe how students accomplish this goal of transferring skittles with wider space.

When the second round is complete, ask students what they thought about this activity? Did anyone feel awkward or weird using the straw? What other tools would’ve made this process easier/faster? How do you perceive your teammates performed with this? Did they do good or did they struggle? How could you tell? Begin receiving responses from students and briefly highlight how sometimes we can be in situations where you are given limited tools to complete a task and in these moments we can choose to show frustration, nervousness, excitement, or be calm. You have control of your facial expressions, body language, and emotions.

Announce that this concludes the activity for today. Ask students to assist with cleaning up, putting tables and chairs back to original places. The facilitator will pass out complimentary candy for students to show that everyone did an amazing job in competing.

Encourage students to drink water before debrief.

SEL Debrief: Impression management-10 minutes

During this time students will return back to their seats. Begin a debrief to see how students enjoyed the activity. Facilitator can ask questions like “How many of you all enjoyed those activities? How did it feel when you worked alone vs. working with a team? Did you feel

encouraged to put more effort in since others were watching?”. Transition this discussion to how our impressions on others impact us when achieving a goal. Give a brief overview covering these points:

- Your actions can impact how people perceive you as a person. If your actions are showing aggression, mostly focused on trying to win a game, many could perceive you as not being a good team student. You must be mindful of your actions when working with others.
- When we are in different environments and collaborating with peers we should consider the way we act. Are we showing good sportsmanship? Are we being a good leader or follower on the team? Are we participating in the activity?
- Try your best to display good character. An example of this would be someone who is honest, caring, plays fair, showing support and listens.

Conclude the debrief with asking students some of these questions: what are some actions your team members showed today? What were some actions that you did to help your team make progress? What are some other character traits that we can display when we are interacting with others?

Next session overview:

We will dive into a deeper discussion on our emotions, behaviors, and gain an understanding of what empathy looks like by playing a charades game. There will also be some muscular and cardio group activities to see our strengths in different exercises.

Closing: Exit ticket survey - 10 minutes

The facilitator must ask students one thing they learned today or one thing they enjoyed about today’s session. Students can raise their hands, accept responses based on time limits. If there is enough time facilitator can take up to 5 students responses but if not, limit to 1-2 responses from students. Thank the students for an actively successful day. Take the time to encourage all students to complete the exit ticket survey in their folders before exiting the session. As students complete the survey pick them up and make sure each student takes off their accelerometer to place back into their folders.

Day 3 - Session 3: Strong body strong mind

JUNE 20TH

Materials Needed:

Laminated greeting card	Stop watch
Emotion check in wall post it	Medium sized dices
Printed exit ticket surveys	Small foam balls
Student folders (includes pen, pencil, exit ticket survey, journal)	Index cards
Accelerometers	Empathy scenario cards
Printed session lesson plan	Markers
Printed emotion check in demo	Printed exercise dice activity
	Cubed dices

Purpose: This session aims to have students demonstrate different fitness tasks to learn more about their strengths. We will help students become aware of their empathy and social skills through role playing.

Warm welcomes:

Greet each student as they enter the room. Post the laminated greeting sign on the outside of entrance door and stand by it. As students enter, each one will have the option to do what is comfortable for them during their greeting. Greetings consists of figures for students to choose from. The figures are “fist bump, high five, wave, or dance” actions to demonstrate back to the facilitator. Whichever option the student chooses, both student and facilitator will do towards each other to greet each other. Be sure to do this at the beginning of the session before starting any instructions and be genuine.

Learning objectives/goals:

- Students will be able to recognize their strengths in structured exercises
- Students will participate in turn taking for choosing a group exercise
- Students will understand how to recognize emotions in others

Introduction/ Emotion check-ins:

As students enter the room tell them to collect their folders, labelled water bottles, and read the prompt on the wall. Students can begin to brainstorm and write in their journals. Once all students have entered the room and have been seated, go to the front of the room and say “Howdy” to gather their attention so you can begin with the emotion check-ins. This is designed as an ice breaker and opportunity to express their emotions. New questions are generated for each session. **In today’s session, ask students “Think about healthy actions you have in your life**

(eating fruits, exercise, etc)". Give students the opportunity to ponder thoughts on their own for 3 minutes, then instruct them to pair up with a partner to share with each other for an additional 3 minutes. The stopwatch timer can be used during this time. Once the timer ends for both of these talking sessions, center the students with another "Howdy" to focus back to the front of class. Thank all of the students for their participation in the first activity and The facilitator will share their own response as an example. Then, ask two students who would like to share their response. If students are too shy to speak, the facilitator will ask questions like raise your hand if you put something similar to my given example? Did anyone have exercise? Who had something different?. Wait for responses to come in. After discussion, thank the students again for their participation and move on to the next activity.

Do not force students to share if they are not comfortable. facilitator must ensure this is a safe space. The facilitator will conclude emotion check ins to transition into the introduction of the session. During this time the facilitator will announce the purpose of todays session and the activities they will be completing.

Session overview:

"Today we will be engaging in a variety of exercises like squats, lunges, jumping jacks in a very fun way while learning about our muscles. We will also be playing charades card game today to learn about emotions and what they look like."

PA Activity: Strategic exercises- 30 minutes

Lead the students to the gym for this activity. Once in the gym, the students will do a thorough stretch which shall include some basic stretching techniques such as

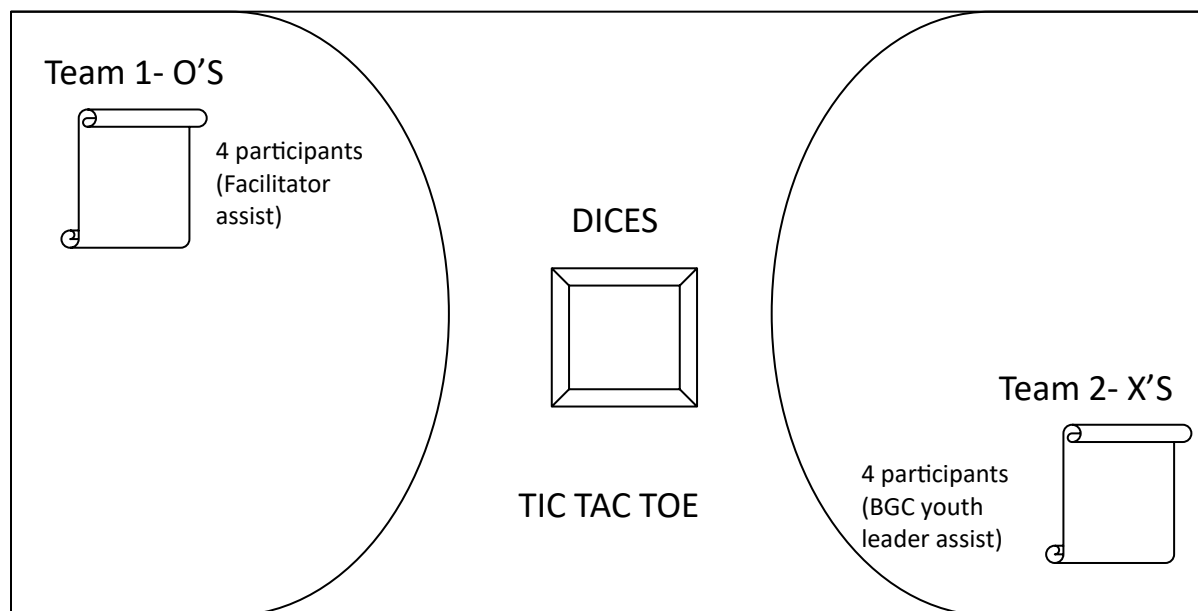
1. Down & Back x2
2. High knees (halfcourt)
3. Butt kicks (halfcourt)
4. Arm circles forward (halfcourt)
5. Arm circles backward (halfcourt)
6. Walking toe touch (halfway)
7. Walking leg touch (halfway)
8. 5 forward line hops
9. 5 lateral line hops
10. Power skips (full court)

The facilitator can add or modify stretches if it is necessary for the students. When all the stretches are completed, randomly pair the students in a group of five to go into the active warm up section, which is titled "The throwers vs the flash". This will be focused on passing and running. In each group, have students nominate who the first runner of the group will be. The

remaining four students will be the throwers/ball catchers of the group. Space out where throwers will be standing using small cones. If we are outside, use as much space as you can. Make sure spaces between throwers are even. The goal is to have the runner on the side of the throwers so whenever the ball is thrown they run as fast they can to get to the other side before the last thrower catches it. When the last thrower catches the ball, the runner will have about 5-10 seconds to wait, then thrower will begin again so runner can get back to original starting point. Students in the group will rotate until each person has experienced being a runner. When students are running they should go down and back one time, then rotate. Students will rotate two times total. This is a good warmup for students to practice gross motor skills such as running, catching, and passing. These movements will be helpful for our next functional activities. If the facilitator is not able to take students outside due to bad weather, remain inside and have students into two groups. Students will run on one end of the classroom to the other side. facilitator will have both groups rotate to run at least twice. If there is not enough space within the room to conduct running, allow students to run in place for 2 minutes.

When warmup is complete, encourage students to drink water after warmup activity. Prepare to start the rolling dice activity. facilitator can use one or two dices for this activity. These dices will represent the functional exercises and sets students will complete. It is important for facilitator to demonstrate all of the exercises listed below when giving instructions. Students will take turns rolling the dice. It is ideal to have students perform each exercise at least twice. facilitator will perform exercises with the students each time to be fully engaged with them.

Roll # 1:	Exercise:	Roll #2:
1	Jumping jacks	Whatever the second roll lands on this should dictate how many exercises students and facilitator will complete. Example: Complete 5 hip thrusts since dice landed on 2 in first roll and 5 on second roll.
2	Mountain climbers	
3	Squat jumps	
4	High knees	
5	Hopping Lunges	
6	Dealers choice: YOU choose what exercise and how many.	



Encourage students to drink water before debrief.

PA Debrief: Muscle strength- 10 minutes

At this time, ask students questions on how they felt about the activity? Which exercise did they feel more strong/more easy? Which exercise was difficult? Were there any other exercises you would have liked to do instead of these? If so, which ones? Begin receiving statements from students and end with the final question of “How was muscle strength used today?”. Allow students to share their thoughts. Give a brief overview covering these points on how muscle strength improves overtime when engaging in strengthening exercises.

- A strong body allows you to perform movements and activities that require power without getting tired as easily. This is having greater stamina when being active.
- [Building strength](#) may also boost mood and energy levels while promoting healthy sleep patterns. This may boost confidence, provide a sense of accomplishment, and allow you to add more difficult or strenuous activities to your fitness routine.
- Maintaining good muscle strength can help to decrease the risk of injury when being active.

Conclude the debrief with asking students some of these questions: can anyone share what are some other benefits for us to keep our muscles strong? what are some ways we can continue to

strengthen our muscles? How can we incorporate these exercise activities into our schedules?
(example: daily activities, walking, running, standing)

SEL Activity: The empathy game- 20 minutes

The facilitator will transition students into the SEL activity titled “the empathy game”. Facilitators must divide the class into small groups of 3 students and give each group a stack of index cards. Set a timer for 10 minutes. Observe students' participation and engagement during the activity. Below are further instructions for both rounds:

- **Warm up:** Pass out the empathy scenario cards to students. Give students 2 cards each. These cards consist of scenarios that students will read and list an emotion based on what is on the card. If a scenario says “I was running to class late from the cafeteria and when I got to class my milk spilled all over my shoes.” The student would need to decide which emotion they would pair with that. When students have read and written emotion for both scenarios, they will need 4 index cards and a marker. On the index cards they will write one emotion (example: sad, frustrated, happy). Students will face the cards face down and pass to their right twice. Instruct students not to look at the cards.
- **Round 1: ACT IT OUT** Give students 5 minutes for each team to act out emotions and have the individual holding the card above their head to guess it aloud. The team will give hints without saying the actual word. Students on the team must guess the emotion without seeing where their hand landed on the beach ball. The student with the beach ball must not say the emotion, but if they do accidentally they must pull a different pass the ball back around.
- **Round 2: SAY IT OUT** Give students 5 minutes for each individual on their team to describe the emotion on the card they selected. Students on the team must try their best to explain an emotion without saying the actual word.
- **Round 3: DRAW IT OUT** Give students 5 minutes for each individual on their team to get creative using paper, crayons, or pencil to represent the emotion on the card selected. Students on the team must read the emotion on the index card and try their best to draw for the person to guess it.

SEL debrief: Empathy- 10 minutes

As students return back to the classroom, open up the floor for a quick debrief. Ask the students how they feel, did they enjoy the game and activities from today. Students can share verbally and facilitator can expand on what they say. Questions to ask: “Which one was more difficult to do, act it out or describing an emotion? What was easy or difficult for you all? Did it feel like

your peers were understanding you or not so much? Were any of the emotions or scenarios on the cards relatable? If so, which ones?"

Use these responses to help transition to how it is connected to social identity.

- Empathy is all about understanding others emotions. Some people might not show their emotions the same way as you do. People can express themselves in different ways
- These are some ways we can use different forms to show our emotions. It's important to figure out how someone feels by asking questions or checking on them instead of assuming how they feel.

Conclude the debrief with asking students "What are some ways we can figure out how someone is feeling? (asking are you okay? How can I help? I noticed you weren't that engaged in the activities today if you need anything let me know)

Next session overview:

We will discuss ways we can value social relationships in our lives. This can be family members, friends, or new people you interact with. Socializing with others in your environment can help us feel more supported in the things we do.

Closure: Exit ticket survey- 10 minutes

facilitator must ask students one thing they learned today or one thing they enjoyed about today's session. Students can raise hands, accept responses based on time limit. If there is enough time facilitator can take up to 5 students responses but if not, limit to 1-2 responses from students. Thank the students for an actively successful day. Pass out printed feedback surveys and have students complete these before exiting the session. As students complete the survey pick them up and make sure each student takes off their accelerometer to place back into their folders.

Day 4 - Session 4: Valuing social relationships

JUNE 21

Materials Needed:

Laminated greeting card	Small orange cones
Emotion check in wall post it	Potato sack race
Printed exit ticket surveys	Hula hoops
Student folders (includes pen, pencil, exit ticket survey, journal)	Jump ropes
Accelerometers	Cardstock paper
Printed session lesson plan	Construction paper
Printed emotion check in demo	Markers
Stop watch	Crayons

Purpose: This session aims to guide students through a social network activity to gain a better understanding of their close networks in and outside of school settings. Students will have the opportunity to create a visual of their networks and discuss the importance of social relationships.

Warm welcomes:

Greet each student as they enter the room. Post the laminated greeting sign on the outside of entrance door and stand by it. As students enter, each one will have the option to do what is comfortable for them during their greeting. Greetings consists of figures for students to choose from. The figures are “fist bump, high five, wave, or dance” actions to demonstrate back to the facilitator. Whichever option the student chooses, both student and facilitator will do towards each other to greet each other. Be sure to do this at the beginning of the session before starting any instructions and be genuine.

Learning objectives/goals:

- Students will learn about the importance of partnerships, communication, teamwork,
- Students will complete a visualization of relationships in their network
- Students will interact with peers through creative games and realize social benefits in PA

Introduction/ emotion check-ins:

As students enter the room tell them to collect their folders and read the prompt on the wall. Students can begin to brainstorm and write in their journals. Once all students have entered the room and have been seated, go to the front of the room and say “Howdy” to gather their attention so you can begin with the emotion check ins. This is designed as an ice breaker and

opportunity to express their emotions. New questions are generated for each session. In today's session, ask students to "Think about the people who provide support in these areas: emotional (express love, trust, empathy), instrumental (tangible aide and service), and informational (advice, suggestions, info)." Give students the opportunity to ponder thoughts on their own for 3 minutes, then instruct them to pair up with a partner to share with each other for an additional 3 minutes. The stopwatch timer can be used during this time. Once the timer ends for both of these talking sessions, center the students with another "Howdy" to focus back to the front of class. Thank all of the students for their participation in the first activity and The facilitator will share their own response as an example. Then, ask two students who would like to share their response. If students are too shy to speak, the facilitator will ask questions like raise your hand if you put something similar to my given example? Did anyone have exercise? Who had something different?. Wait for responses to come in. After discussion, thank the students again for their participation and move on to the next activity.

The facilitator will conclude emotion check ins to transition into the introduction of the session. During this time the facilitator will announce the purpose of todays session and the activities they will be completing.

Today we will be engaging in a basketball competition to see which team can achieve the most points and we will also be learning about ways we can use social awareness when interacting with others in our environment(s).

PA activity: obstacle course

Lead the students to the gym for this activity. Once in the gym, the opinion leader will lead students through stretches which shall include some basic stretching techniques such as

1. Down & Back x2
2. High knees (halfcourt)
3. Butt kicks (halfcourt)
4. Arm circles forward (halfcourt)
5. Arm circles backward (halfcourt)
6. Walking toe touch (halfway)
7. Walking leg touch (halfway)
8. 5 forward line hops
9. 5 lateral line hops
10. Power skips (full court)

The facilitator can add or modify stretches if it is necessary for the students. When all the stretches are completed the PA activity can get started. For today, students will be participating in an obstacle course. Randomly pair the students in a group of 4-5. The expectation is for students to have fun without realizing the intensity of the activities and naturally build

relationships with peers. facilitator should request assistance from another facilitator or BGC staff member to quickly set up items throughout the area. Make sure the items follow in a straight line from one end to the other end of designated area (outside or indoor). Each group will be placed in an assigned line. Be sure to have students start on the same side, and create separate lines for each team. Students will take turns once the student in front of them has finished the obstacle course. The first team to have all students complete the obstacle wins the round. Each round will shift slightly with the order below:

- **Round 1:** Cone run > potato sack race > under the hoop > Jump over the rope as finish line
- **Round 2:** Cone zigzag > potato sack race > under the hoop > Jump over the rope as finish line
- **Round 3:** Cone hops > 3 legged race > wheel barrow > jump over the rope as finish line (This last round students should select a partner in their team to run through the obstacle course. During the agility ladder they will need to be across from each other on the ladder and alternate both of their feet by simply tapping their foot on the outer box similar to the photo below. Lastly, when they do the 3 legged race have them use a bandana to tie legs together)

The facilitator must be sure to demonstrate each exercise as instructions for the round are being given. If this activity is conducted outside, be sure to take small breaks between the rounds for students to hydrate themselves. For each action, facilitator can use cones to demonstrate the distance of how far students will go. The cones can be spaced out enough so that students can perform actions full out to the best of their ability.

Encourage students to drink water before debrief.

PA debrief: Social benefits- 10 minutes

During this time students will return back to their seats. Begin a debrief to see how students enjoyed the activity. facilitator should ask questions like “how did everyone feel about that? How many of you all enjoy competition? How did your body feel doing certain exercises? How was the communication between your teammates? Did your team encourage each other? ”. Transition this discussion to how our social relationships can benefit us in exercising, and feeling more confident to do so

- There are some social benefits to exercising with your peers. You begin to learn more about them and yourself. You may realize that you have more in common. There may be similar strengths and weaknesses with some exercises. This can make you feel more confident and motivated to achieve your goal.
- Exercise activities with your peers, family, or teammates are good practices to improve your communication skills. Practicing communication skills in these types of activities

can help you apply it to real world scenarios. The way you communicate, motivate others are the same actions you can use in other environments.

- We encourage you to explore different activities to meet make more friends. Finding opportunities at school or at the BGC will help you connect with like minded peers and encourage you to be physically active.

Conclude the debrief with asking students some of these questions: would you feel as motivated if you went through obstacle by yourself without a team? What are some ways a friend can help you during an exercise (words of encouragement, accountability, relatability)? What are some other exercises we could have added in our obstacle course? Could we make one of our own (at home, at recess, at BGC)?

SEL activity: Who's in your circle?- 10 minutes

Visual activity for students to draft their close relationships in network, discuss influences, motivating factors, etc. This activity will utilized a Convoy Model approach to foster focus group conversation among adolescents. The Convoy Model is a way of collecting egocentric network data and is based in theories of attachment. The method consists of drawing three concentric circles on a paper with the participant at the center. This method allows for more tactile and visual responses to social networks, as well as serving as a good activity to foster conversation. The adolescents are instructed to “draw people who you feel closest to. Put the people closest to you in the circle closest to you and those who you are less close to in the outer circles.” Adolescents are also asked to draw a small star next to the people that are most important or most fun. Facilitators will distribute the concentric circles hand out, pens, pencils and markers.

Today we are going to really look at the people in your life and what they mean to you. Some of these people you might feel close to or maybe they are just really fun to play with. These people could be friends or family members or people here at the club. On the paper in front of you, there are circles. I want you to draw people or write the names of people that you feel close to.

- Lets start in the middle. On this circle put the people you feel closest to. Those people that you really trust and are important to you. Just put these people on the inner circle. (give a few minutes to let them draw)
- Now think of those people that might still be important to you but they aren't on the middle circle. Lets put them on the next circle out. These could be friends or family you might not see often but still feel close to them. (give a few minutes; prompt when they start slowing down)
- Lastly on the outer circle put people that you might see often but don't feel all that close to. Or you can also put people that you might wish you could see a lot more as well. (give a few minutes) Now lets look at your circles, is there anyone that you might have missed that you want to go back and add?

SEL Debrief: social support- 20 minutes

Begin a debrief to see how students enjoyed the activity. facilitator can ask questions like the following. Give a brief overview covering these points:

- Lets start with the people in your innermost circle, who wants to tell me about who they put there?
- How did you decide who to put down?
- What does close mean to you?
- What about the next circle out? Tell me about a person and why they are there?
- What about the last circle? Tell me about a person you put there and why?
- Identifying how people support us but also good to think about how we can support them also
- What did you all learn from that?

Closing: Exit ticket survey- 10 minutes

Facilitators must ask students one thing they learned today or one thing they enjoyed about today's session. Students can raise hands, accept responses based on time limit. If there is enough time facilitator can take up to 5 students responses but if not, limit to 1-2 responses from students. Thank the students for an actively successful day. Pass out printed feedback surveys and have students complete these before exiting the session. As students complete the survey pick them up and make sure each student takes off their accelerometer to place back into their folders.

Day 5 - Session 5: Establishing a wellness balance

JUNE 27

Materials Needed:

Laminated greeting card	Toothpicks
Emotion check in wall post it	Bag of marshmallows
Printed exit ticket surveys	Stopwatch
Student folders (includes pen, pencil, exit ticket survey, journal)	JBL Bluetooth speaker
Accelerometers	Hula hoops
Printed session lesson plan	Limbo poles
Printed emotion check in demo	Bandanas
Stop watch	Cones
Jump ropes	Large post it notes

Purpose: This session aims to provide students with a tabata structured workout and self management tools. Facilitator(s) will identify how time intervals relate to taking breaks during high intense situations in life and be encouraged to using these concepts in their schedules.

Warm welcomes:

Greet each student as they enter the room. Post the laminated greeting sign on the outside of entrance door and stand by it. As students enter, each one will have the option to do what is comfortable for them during their greeting. Greetings consists of figures for students to choose from. The figures are “fist bump, high five, wave, or dance” actions to demonstrate back to the facilitator. Whichever option the student chooses, both student and facilitator will do towards each other to greet each other. Be sure to do this at the beginning of the session before starting any instructions and be genuine.

Learning objectives/goals:

Students will perform a HIIT workout

Students will learn ways aerobic exercise supports good heart health

Students will discuss how they can manage their self in different situations

Introduction/ emotion-check ins:

As students enter the room tell them to collect their folders, labelled water bottles, and read the prompt on the wall. Students can begin to brainstorm and write in their journals. Once all students have entered the room and have been seated, go to the front of the room and say

“Howdy” to gather their attention so you can begin with the emotion check ins. This is designed as an ice breaker and opportunity to express their emotions. New questions are generated for each session. **In today’s session, ask students “Think about things that make you feel motivated as a person”.** Give students the opportunity to ponder thoughts on their own for 3 minutes, then instruct them to pair up with a partner to share with each other for an additional 3 minutes. The stopwatch timer can be used during this time. Once the timer ends for both of these talking sessions, center the students with another “Howdy” to focus back to the front of class. Thank all of the students for their participation in the first activity and The facilitator will share their own response as an example. Then, ask two students who would like to share their response. If students are too shy to speak, the facilitator will ask questions like raise your hand if you put something similar to my given example? Did anyone have exercise? Who had something different?. Wait for responses to come in. After discussion, thank the students again for their participation and move on to the next activity.

Session overview: Today we will be building some marshmallow towers while learning about self management. So learning how we can manage our emotions during stressful situations. In the gym we have set up some activity stations with soccer kicks, running, hop scotch, jump ropes, and limbo poles. After going through stations we will discuss our heart rate and ways we can keep our heart healthy.

PA Activity: Tabata workouts- 30 minutes

For this activity we will have a stretch time before students participate in this high intensity activity. **Encourage students to drink water** before beginning. The facilitator will lead the students through a stretch which shall include some basic stretching techniques.

1. Down & Back x2
2. High knees (halfcourt)
3. Butt kicks (halfcourt)
4. Arm circles forward (halfcourt)
5. Arm circles backward (halfcourt)
6. Walking toe touch (halfway)
7. Walking leg touch (halfway)
8. 5 forward line hops
9. 5 lateral line hops
10. Power skips (full court)

The facilitator can add or modify stretches if it is necessary for the students. When all the stretches are completed, lead students into a down and back sprint around the parameter of the classroom. When this run is completed, this will wrap up the warmup section. Students will perform a tabata workout which is an interval training style that involves a series of high

intensity workouts with small recovery periods. Exercises will be 20 seconds on and rest period will be 10 seconds off. Below are the detailed instructions for tabata workout:

Workout stations 20 sec on, 20 sec off

- Station 1: jump ropes
- Station 2: hop scotch w/ hula hoops
- Station 3: running under the limbo
- Station 4: cone runs
- Station 5: ball kicks

Encourage students to drink water throughout this HIIT and especially afterwards once complete.

PA debrief: Heart health- 10 minutes

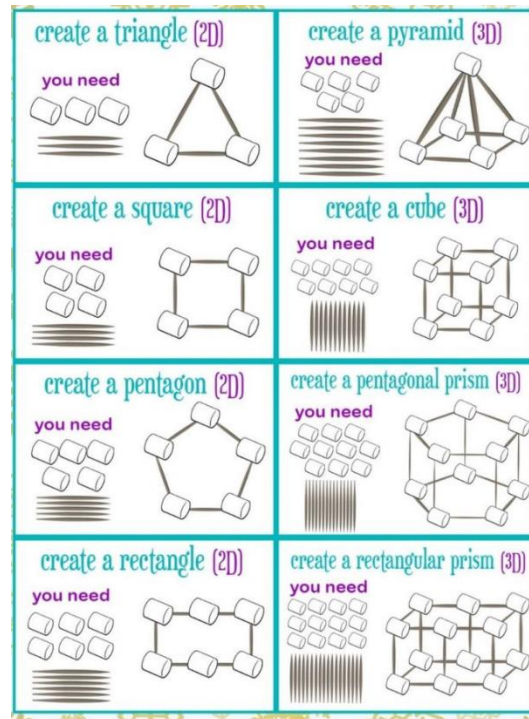
Begin a debrief to see how students enjoyed the activity. The facilitator should ask questions like “How did you all feel about those exercises? Did anyone pay attention to their heart rate? Did you feel tired? Felt strong? Which exercises did you feel made you work harder or sweat more?” Discuss how these exercises benefit our heart health:

- Finding HR on pulse or neck. We can do this to count what our HR is when we are active so let’s count how many times our BPM in 60 seconds.
- Exercises that are designed like this are called HIIT. This stands for High Intensity Interval Training. These exercises are good for your body to circulate blood flow, increase body strength, and most importantly keep your heart in good shape.
- Our heart is the size of our fists and it pumps gallons of blood every day.
- The more we move the stronger our heart can become but we want to make sure to have a good balance. We don’t want to go too hard with our exercises because we don’t want to overwork our heart muscles.
- This was a good example of doing a little bit here in there to get your heart moving and then giving it a rest.

Conclude the debrief with asking students some of these questions: why do you think it is important to do exercises to help our heart? What are some other exercises we could do to keep our heart healthy/active?

SEL Activity: The marshmallow challenge- 20 minutes

washing hands prior to activity



Divide the group into teams and distribute to each group 20 toothpicks and 20 marshmallows. Before the activity begins, instruct students to create a team name. Make sure team names represent the entire group and are appropriate. Give students a folded paper to write their team name on. This paper will stand alongside their marshmallow tower later on. As a warmup, instruct teams to create two 3D shapes: a cube and a pyramid. Challenge the teams to build the tallest freestanding structure using only those materials, with the marshmallow on top. Time the activity for 15 minutes and see which team has the tallest structure at the end. Observe students' participation and engagement during the activity, and use a rubric or checklist to assess their use of creativity, collaboration, and problem-solving skills. When the timer goes off, the facilitator will go around the room to showcase each group. Facilitator can say "Very good, we have team *insert team name* with a very tall tower, they used all their supplies" or "Nice work team *insert team name* for getting creative with your tower". Have the students keep up their towers to begin debrief discussion.

Encourage students to drink water before debrief.

SEL Debrief: self persuasion- 10 minutes

Once the students return back to their seats, debrief as a class and ask students to reflect on what they learned about creativity, collaboration, and problem-solving. facilitator should ask questions like "how was it to collaborate with your peers on this project? Did you face any challenges? If so, how did you overcome the challenges? Did you find yourself feeling stressed

or nervous? Transition this discussion to how self persuasion was important for this personal and collective goal. facilitator will cover this content with points below:

- Tying this back to things you can control. You cant control marshmallows or toothpicks but can control how you communicate, reminding self that I will do my best and encourage peers. Focusing on things we can control
- *Control poster reference*
- The goal of this activity was for you all to become familiar with self management and self persuasion. These actions can work together at the same time. Self management is when we have the ability to manage our emotions, thoughts, and behavior to achieve a goal. Meanwhile self persuasion is the ability to motivate yourself to pursue something higher or gain a reward.
- In different situations you face, remember to be aware of your emotions and behavior. You are capable of controlling how you respond to an outcome.
- You can also think about the types of people in your environment that make you feel motivated, confident, stressed, happy, sad, etc. Oftentimes, we can choose who we want to be around to make us feel our best.

Conclude the debrief with asking students some of these questions: How did your team make you feel today? What are some things you told yourself to stay motivated? what did you learn from this activity today? How can we keep ourselves motivated? Can anyone share how we can control our emotions in situations?

Next session overview: We will recognize people in our life that are role models and discuss actions we can show around others to be leaders like the people we look up to. The activities will be a hula hoop game using rock paper scissors and untangling a human knot.

Closing: exit ticket survey- 10 minutes

Researcher must ask students one thing they learned today or one thing they enjoyed about today's session. Students can raise hands, accept responses based on time limit. If there is enough time facilitator can take up to 5 students responses but if not, limit to 1-2 responses from students. Thank the students for an actively successful day. Pass out printed feedback surveys and have students complete these before exiting the session. As students complete the survey pick them up and make sure each student takes off their accelerometer to place back into their folders.

Day 6 - Session 6: Improving social actions

JUNE 28

Materials Needed:

Laminated greeting card	Printed session lesson plan
Emotion check in wall post it	Printed emotion check in demo
Printed exit ticket surveys	Stop watch
Student folders (includes pen, pencil, exit ticket survey, journal)	Hula hoops
Accelerometers	JBL Bluetooth speaker

Purpose: This session aims to improve functional skills to better perform movements in every day life more easily. All activities for this session will align with being active and aware of communicating effectively with peers.

Warm welcomes:

Greet each student as they enter the room. Post the laminated greeting sign on the outside of entrance door and stand by it. As students enter, each one will have the option to do what is comfortable for them during their greeting. Greetings consists of figures for students to choose from. The figures are “fist bump, high five, wave, or dance” actions to demonstrate back to the facilitator. Whichever option the student chooses, both student and facilitator will do towards each other to greet each other. Be sure to do this at the beginning of the session before starting any instructions and be genuine.

Learning objectives/goals:

Students will be able to discover solutions with their peers in a challenging situation

Students will understand ways to improve their social facilitation skills

Students will practice decision making in high intense activities

Introduction/ emotion check-ins:

As students enter the room tell them to collect their folders, labelled water bottles, and read the prompt on the wall. Students can begin to brainstorm and write in their journals. Once all students have entered the room and have been seated, go to the front of the room and say “Howdy” to gather their attention so you can begin with the emotion check ins. This is designed as an ice breaker and opportunity to express their emotions. New questions are generated for each session. **In todays session, ask students, “Who are the people you look up to in your life? (role models).”** Give students the opportunity to ponder thoughts on their own for 3 minutes,

then instruct them to pair up with a partner to share with each other for an additional 3 minutes. The stopwatch timer can be used during this time. Once the timer ends for both of these talking sessions, center the students with another “Howdy” to focus back to the front of class. Thank all of the students for their participation in the first activity and The facilitator will share their own response as an example. Then, ask two students who would like to share their response. If students are too shy to speak, the facilitator will ask questions like raise your hand if you put something similar to my given example? Who had something different?. Wait for responses to come in. After discussion, thank the students again for their participation and move on to the next activity.

Session overview:

“Today we will be participating in more team bonding activities to learn about functional skills and modeling positive behaviors around others. In the gym, we will play a game called rock paper scissors, HOP! To see who’s team can work together to get through and then we’ll come back inside to practice our communication with a getting untangled from the human knot”

SEL Activity: The human knot- 20 minutes

The human knot is a complex game that fosters communication, teamwork, and problem solving. Facilitator must gather students around to stand in a circle. Students will reach and grab out to shake hands with other students within the circle. Every student's hand will need to be connected to a different person, creating a “human knot.” The goal of this activity is to work together as a team to unthread their bodies without letting go of each other’s hands. The more students within the circle tied together will make this game more complex. Facilitator will want students to get familiar with the game first. Facilitator should split students into two groups. Students will start with these smaller groups to better form a strategy together. Students will be given 10 minutes to figure out ways to untangle themselves. Students might untangle themselves within this time, or they might not. Be sure to encourage students during the process but do not reveal any hints. When the timer goes off, combine both groups into one large group. All students will work together to figure out how they can communicate with everyone to untangle. This will also be set to complete for 10 minutes. If timer is getting close to 1-2 minutes left and students have not figured out a solution then facilitator may step in to help. Once students have untangled, facilitator will congratulate them on collaborating on this activity. This will now conclude activity and move next to the debrief section.

Round 1: start with two small groups

Round 2: Combine both small groups into one large group

Round 3: The challenge round is to use a hula hoop without unbreaking hands. If it is too difficult to solve with the hula hoop only have the students get through hula hoop in a regular circle holding hands. This will look like them getting through the hula hoop with their body and passing to the next person who they are holding hands with.



Encourage students to drink water before debrief.

SEL debrief: social facilitation/modeling - 10 minutes

At this time, ask students questions on how they felt about the activity? What did they find challenging or easy? How was it working in the small group vs large group? Did anyone lead the group at any time or did everyone work on his/her own? Was it helpful to work with your peers on this activity? What did you find helpful? Begin receiving statements. Create an open dialogue with students, begin to transition on how they were very active in teamwork and using their communication skills to achieve a goal. Based on how students performed (communicated, made decisions, remained patient, observed, etc) there is an understanding that certain behaviors were necessary to achieve the goal of getting untangled. Originally the group was a nice structured circle and then it became a mess and students needed to work together to figure out how to get that structure back. This activity required patience, empathy, and good communication. End with the final question of “Can anyone share with me when they felt like they put in good effort or maybe when they didn’t? (ex: contributing ideas to the team, moving themselves around, more encouraged, etc)”. Allow students to share their thoughts. Give a brief overview covering these points where social facilitation comes into play when performing a tasks more effectively around others due to higher levels of effort.

- How do you positively impact others? How do interact with others in your group?
- Social facilitation is defined as the concept that people have improved or impaired performance when they are in the company of others
- Social interaction is a must and a necessity when individuals are joined together to complete a task. Sometimes we perform better and excel with what they do when they

are in the company of others. It makes them more comfortable, more adept at performing task when working in a group.

- Some examples of social facilitation can be a musician/actor/performer who becomes energized by having an audience and does a better performance. A weightlifter who is able to lift heavier weights when doing it in front of others versus doing it alone

Conclude the debrief with asking students some of these questions: what did this activity teach you today? When you think of a role model what do you think of? What are some healthy behaviors we can model to others around us? What are some activities that you do already that make you feel like you want to do better or show higher levels of effort (having an audience, working with a team, social groups, etc)?

PA activity: Rock paper scissors showdown - 30 minutes

Lead the students to the gym for this activity. Once in the gym, the opinion leader will lead students through stretches which shall include some basic stretching techniques such as

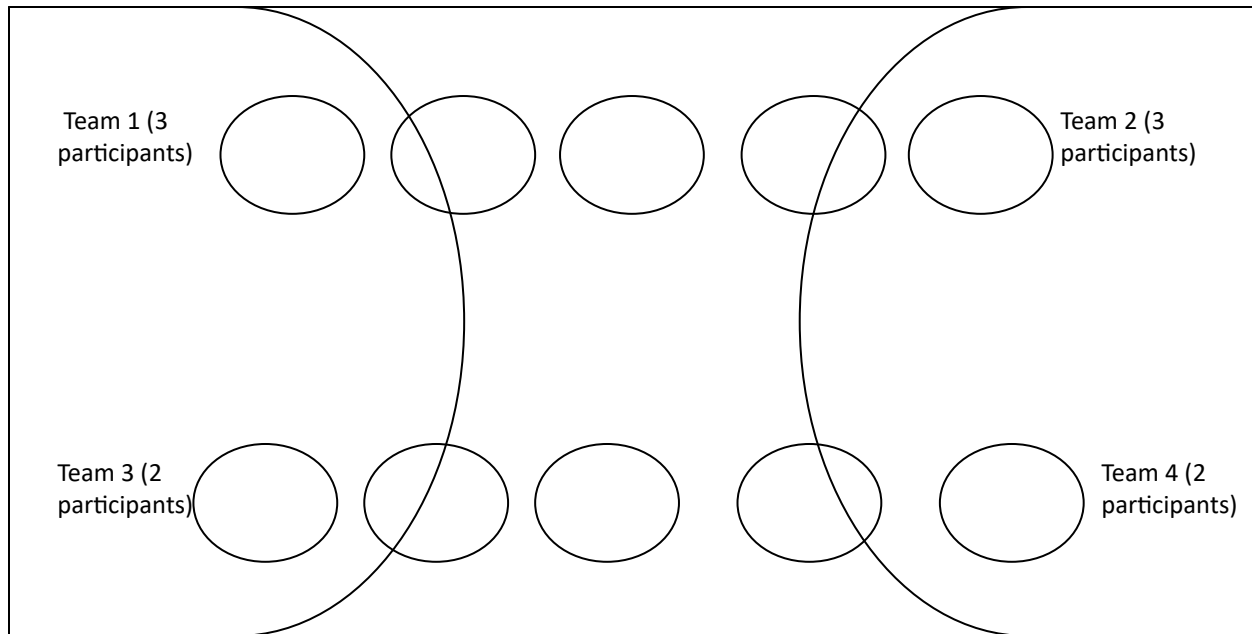
1. Down & Back x2
2. High knees (halfcourt)
3. Butt kicks (halfcourt)
4. Arm circles forward (halfcourt)
5. Arm circles backward (halfcourt)
6. Walking toe touch (halfway)
7. Walking leg touch (halfway)
8. 5 forward line hops
9. 5 lateral line hops
10. Power skips (full court)

The facilitator can add or modify stretches if it is necessary for the students. When all the stretches are completed the PA activity can get started. Before the main activity facilitator can lead students through racing game. Based on feedback received, students prefer more running opportunities. This will be a good warm up and engagement time to see who can race the facilitator. After racing, students will be participating in a competitive game titled “rock paper scissors showdown!”. Facilitator will need to set up hula hoops across the floor. This activity can be carried out in the gym. Facilitator will need to make one straight line with the hula hoops.

Put tape down on hula hoops for security if needed.



Depending on how many students will determine the amount of groups there will be. The facilitator can group 2-3 students on a team. There will be one group at the end of the hula hoop line. Therefore there will be 1 team that will stand on opposite ends. One student from each team will go at a time. Students must jump into each hoop to move across the hula hoops. Their goal is to make it to the opposite side. The winner of rock, paper, scissors gets to keep jumping. The student that loses then steps out of the hoop and runs back to their team to get in the back of line. As soon as a student steps out of a hoop (off the pathway) the next person on their team can begin. They will meet with the winning opponent to play rock paper scissors again in order to stop them from winning a token. This process will continue until a team has successfully made it to the opposite side of their path.



Encourage students to drink water before debrief.

PA debrief: Performance/functional skills- 10 minutes

Once the PA was complete, the facilitator debriefed as a class in the gym and asked students to reflect on what they learned about creativity, collaboration, and problem-solving. The facilitator should ask questions like “how was it to collaborate with your peers on this project? Did you face any challenges? How do you think you performed today?”

- Functional skills are skills you can transfer over to another activity
- Some functional skills can be strength, power, speed, flexibility, endurance, coordination, etc
- Today we did a variety of skills such as rock paper scissors, hopping, racing, and communicating with our team.
- Each movement can build up to more things. For instance with hopping we can choose to do jumping jacks, squat jumps, power skips, maybe even in your sports you need hopping to shoot a basket, or hit a volleyball over the net.
- Don't limit yourself to thinking you can only do a few things. Each skill you learn helps you to do different things all the time. We just have to keep practicing.

Conclude the debrief with asking students some of these questions: What other activities could we do to include hopping? What things do you do in your sports? If you can start hopping or break certain skills down you can also put all these together to build into another activity.

Closing: Exit ticket survey- 10 minutes_facilitator must ask students one thing they learned today or one thing they enjoyed about today's session. Students can raise hands, accept responses based on time limit. If there is enough time facilitator can take up to 5 students responses but if not, limit to 1-2 responses from students. Thank the students for an actively successful day. Pass out printed feedback surveys and have students complete these before exiting the session. As students complete the survey pick them up and make sure each student takes off their accelerometer to place back into their folders.

Day 7 - Session 7: Building flexible foundations

JULY 11TH

Materials Needed:

Laminated greeting card	Printed session lesson plan
Emotion check in wall post it	Printed emotion check in demo
Printed exit ticket surveys	Stop watch
Student folders (includes pen, pencil, exit ticket survey, journal)	Yoga mats
Accelerometers	Bluetooth speaker
	Meditation playlist

Purpose: This session aims to create time and space for students Yoga's physical postures, breath control, and concentration help to build resilience.

Warm welcomes:

Greet each student as they enter the room. Post the laminated greeting sign on the outside of entrance door and stand by it. As students enter, each one will have the option to do what is comfortable for them during their greeting. Greetings consists of figures for students to choose from. The figures are “fist bump, high five, wave, or dance” actions to demonstrate back to the facilitator. Whichever option the student chooses, both student and facilitator will do towards each other to greet each other. Be sure to do this at the beginning of the session before starting any instructions and be genuine.

Learning objectives/goals:

Students will participate in yoga postures and meditation time

Students will understand how therapeutic methods can help control negative emotions

Students will know the definition of resilience and understand when to apply it in difficult situations

Introduction/ emotion check-ins: 10 minutes

As students enter the room tell them to collect their folders, labelled water bottles, and read the prompt on the wall. Students can begin to brainstorm and write in their journals. Once all students have entered the room and have been seated, go to the front of the room and say “Howdy” to gather their attention so you can begin with the emotion check ins. This is designed as an ice breaker and opportunity to express their emotions. New questions are generated for each session. **In today’s session, ask students “Think about if you were stuck on a deserted island and you could only have three replenishable items.. What would they be?”.**

- Share within table
- Choose 3 things amongst group
- Share aloud

Give students the opportunity to ponder thoughts on their own for 3 minutes, then instruct them to pair up with a partner to share with each other for an additional 3 minutes. The stopwatch timer can be used during this time. Once the timer ends for both of these talking sessions, center the students with another “Howdy” to focus back to the front of class. Thank all of the students for their participation in the first activity and The facilitator will share their own response as an example. Then, ask two students who would like to share their response. If students are too shy to speak, the facilitator will ask questions like raise your hand if you put something similar to my given example? Did anyone have exercise? Who had something different?. Wait for responses to come in. After discussion, thank the students again for their participation and move on to the next activity.

PA Activity: Yoga- 30 minutes

For this activity we will have a stretch time before students participate in this high movement activity. Encourage students to drink water before beginning. The facilitator will lead the students through a thorough stretch which shall include some basic stretching techniques.

1. Down & Back x2
2. High knees (halfcourt)
3. Butt kicks (halfcourt)
4. Arm circles forward (halfcourt)
5. Arm circles backward (halfcourt)
6. Walking toe touch (halfway)
7. Walking leg touch (halfway)
8. 5 forward line hops
9. 5 lateral line hops
10. Power skips (full court)

The facilitator can add or modify stretches if it is necessary for the students. When all the stretches are completed the PA activity can get started. For today, students will be participating in yoga and meditation practices. Facilitators will guide students through this by first passing out yoga mats to each student. Facilitator will place their own mat at the front of the classroom and have students face in that direction. Be sure students are spaced out enough, so movements are not limited. Yoga has many health and mental benefits. In this session we will focus on the mental benefits more so. Allow students to sit down on their mats in a criss cross leg position. Students will be guided through different pose positions. As each pose is being performed, facilitator must remind students to inhale and exhale. Breathing is important. The yoga sequence introduces yoga to young adult students. The poses curated in the sequence involve


deep stretches and a dynamic flow. Flow through each pose from standing position to sitting.

6B Inhale-Exhale 60s




2. Bound Angle Pose (Baddha Konasana)

6B Inhale-Exhale 60s



3. Deer Pose

4B Inhale-Exhale 40s



4. Mermaid Side Stretch Pose






















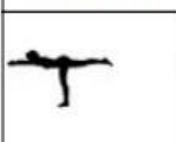
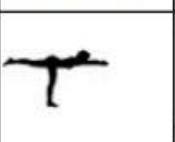




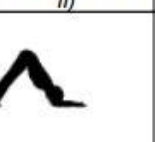
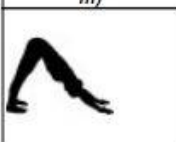
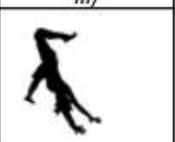





6B Inhale-Exhale 60s



5. Staff Pose (Dandasana)



Classplan Description: SCHS Day 1

 Mountain (Tadasana)	 Chest Expander	 Crescent Moon (Ardha Chandrasana)	 Crescent Moon (Ardha Chandrasana)	 Upward Salute (Urdvha Hastasana)	 Chair (Utkatasana)	 Eagle (Garudasana)
 Horse (Vatayanasana)	 Rag Doll	 Standing Half Forward Bend (Ardha Uttanasana)	 Big Toe (Padangusthasana)	 Intense Spread Leg Stretch (Prasarita Padottanasana)	 One Legged Chair	 One Legged Chair
 Tree (Vrksasana)	 Tree (Vrksasana)	 Hands Under Feet (Pada Hastasana)	 Warrior I (Virabhadrasana I)	 Warrior I (Virabhadrasana I)	 Warrior II (Virabhadrasana II)	 Warrior II (Virabhadrasana II)
 Warrior III (Virabhadrasana III)	 Warrior III (Virabhadrasana III)	 Reverse Warrior (Viparita Virabhadrasana)	 Reverse Warrior (Viparita Virabhadrasana)	 Waterfall Warrior	 Waterfall Warrior	 Dolphin
 Downward-Facing Dog (Adho Mukha Svanasana)	 Downward Dog Split	 Downward Dog Split	 Extended Side Angle (Utthita Parsvakonasana)	 Extended Triangle (Utthita Trikonasana)	 Extended Side Angle (Utthita Parsvakonasana)	 Extended Triangle (Utthita Trikonasana)

Students will complete the sequence of these poses twice around. Facilitator will talk to the students to relieve any stress, tension, and inform them on correct posture. Facilitator will demonstrate the pose and say instructions such as “as we do this one be sure your back is straight and your breathing is deep”.

PA debrief: Mental benefits- 10 minutes

Teen years can be difficult with bodily changes, mood swings and increased stress levels. Teens today get exposure to a lot of information early on, causing excitement, fear, and anxiety. Peer pressure, wanting to experiment with harmful substances, and self-esteem issues can be difficult to manage. Schools and parents expect teens to excel in the academic sphere, paving the way to a successful and meaningful life. As a facilitator keep this in mind as you work with students to relieve stress and pressure. Remind them that this is a safe space. Begin the debrief

asking questions like “What were your initial emotions before doing this activity? How do you feel after?”

- Yoga offers great benefits to your mind and body by increased physical, mental and emotional well-being.
- Yoga is a good practice to help you be in the present moment understand your environment.
- Yoga is an intense form of stretching. This can be performed in times of stress, fear, or anxiety to help your body become less tense. You can also pair this with your physical activity to create flexibility and strength in your muscles.

Conclude the debrief with asking students some of these questions: How does your mind feel? How does your body feel? What are some situations that make you feel stressed or pressured? Do you see yourself doing yoga more? What do you do in your life now that allows you to be mindful? How? What are some other activities that allow us to do these things? What are some activities similar to yoga that we can participate in to help us in those times?

SEL activity: Mindful me - 20 minutes

Introduction (2 minutes):

Gather the kids in a quiet and comfortable space. Begin by explaining what mindfulness is and why it is important. You can use simple language that is easy for kids to understand. For example, you can say, "Mindfulness is about paying attention to the present moment without judgment. It helps us to be aware of our thoughts, feelings, and surroundings, and it can help us feel calmer and more focused."

Mindful Breathing (5 minutes):

Instruct the kids to sit comfortably with their backs straight and their feet flat on the floor. Guide them to take slow, deep breaths in through their noses and out through their mouths, while keeping their eyes closed or soft gaze. Encourage them to focus their attention on the sensation of their breath, noticing how it feels as it enters and leaves their bodies. Set a timer for 5 minutes and have them practice mindful breathing in silence.

How was your breathing? Do you still feel relaxed?

Mindful Observation (10 minutes):

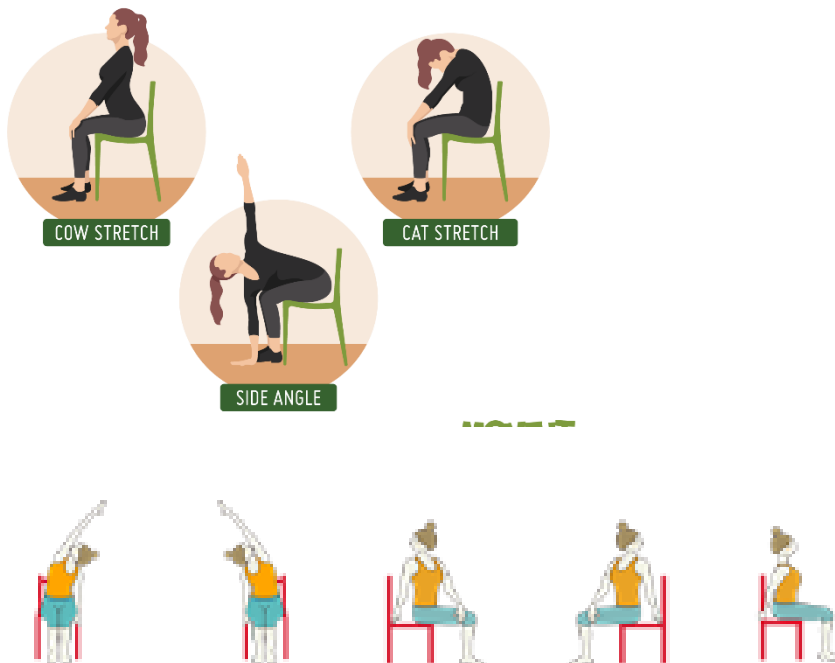
Take the kids outside or choose an object indoors, such as a flower, a piece of fruit, or a small toy. Instruct them to observe the object with all of their senses for a few minutes. Encourage them to notice the colors, shapes, textures, smells, and sounds associated with the object.

Afterwards, have them share their observations with the group, discussing how they felt during the activity and what they noticed.

****please be sure to let students know they can not eat anything from outside or touch any of the bugs****

SEL debrief: Mindfulness 10 minutes

Gather the kids back in the quiet space and guide them in a brief reflection exercise. During this time you facilitator can highlight chair yoga as students get settled into their seats. This is a variation of yoga than can be used to help them focus in class and school performance. Run through a variety of poses within a 2 minutes so students are familiar with it.



These are a few poses students can do if there is ever down time in their classroom. You can use prompts such as, "What did you learn about mindfulness today?" or "How can you apply mindfulness in your daily life?" Allow each child to share their thoughts and reflections, without judgment or criticism. Conclude the activity by summarizing the key concepts of mindfulness and expressing appreciation for the kids' participation. Encourage them to practice mindfulness in their daily lives

- Take a break– While some anxiety can motivate us to take positive action, we also need to validate all feelings. Teach your child how to focus on something that they can control

or can act on. Help by challenging unrealistic thinking by asking them to examine the chances of the worst case scenario and what they might tell a friend who has those worries. Be aware of what your child is exposed to that can be troubling, whether it's through the news, online, or overheard conversations. Although schools are being held accountable for performance or required to provide certain instruction, build in unstructured time during the school day to allow children to be creative.

- How did it make you feel when observing an item in environment? What are some good things we have in our environment that you've noticed? (example: gaga pit, rollerskates)
- Resilience is when we are able to bounce back when things don't go our way
- There are different levels to it but resilience may be something you practice all the time and you might not know. For example, staying on a soccer team when they lose, getting a tutor when they fail an exam, or continuing to draw when a mistake is made.
- Control poster reference— We have control of the way we interact with our environment.

What do you have control over in your environment? (going inside for water break when it's hot, choosing who to play with, wearing shorts instead of sweats when going to the track)

Next session overview: This will be our last session. We will present our vision boards to see which goals we've accomplished, talk about all the great things we learned, and how we can share our knowledge going forward.

Closing: Exit ticket survey- 10 minutes

The facilitator must ask students one thing they learned today or one thing they enjoyed about today's session. Students can raise their hands, accept responses based on time limits. If there is enough time, the facilitator can take up to 5 students responses but if not, limit to 1-2 responses from students. Thank the students for an actively successful day. Pass out printed feedback surveys and have students complete these before exiting the session. As students complete the survey, pick them up and make sure each student takes off their accelerometer to place back into their folders.

Day 8 - Session 8: Reflecting on wellness goals

JULY 12TH

Materials Needed:

Laminated greeting card	Construction paper
Emotion check in wall post it	Markers
Printed exit ticket surveys	Crayons
Student folders (includes pen, pencil, exit ticket survey, journal)	Vision board magazines
Accelerometers	Scissors
Printed session lesson plan	Glue sticks
Printed emotion check in demo	Stickers
Stop watch	Stencils
Bluetooth speaker	Laminator for vision boards

Purpose: This session aims to bring together all learning takeaways from the students throughout the program. This will be the last session that covers important components from PA and SEL such as modeling positive behaviors, goal setting, and sharing what they learned to others in their environment.

Warm welcomes:

Greet each student as they enter the room. Post the laminated greeting sign on the outside of entrance door and stand by it. As students enter, each one will have the option to do what is comfortable for them during their greeting. Greetings consists of figures for students to choose from. The figures are “fist bump, high five, wave, or dance” actions to demonstrate back to the facilitator. Whichever option the student chooses, both student and facilitator will do towards each other to greet each other. Be sure to do this at the beginning of the session before starting any instructions and be genuine.

Learning objectives/goals:

Students will be given the opportunity to share learning points and goals

Students will understand the importance of sharing benefits with others

Students will be encouraged to be a positive role model in their environments

Introduction/ emotion check-ins: 10 minutes

As students enter the room tell them to collect their folders, labelled water bottles, and read the prompt on the wall. Students can begin to brainstorm and write in their journals. Once all students have entered the room and have been seated, go to the front of the room and say “Howdy” to gather their attention so you can begin with the emotion check ins. This is designed as an ice breaker and opportunity to express their emotions. New questions are generated for each session. In today’s session, ask students “Think about a goal you set in the past and how you accomplished it”. Give students the opportunity to ponder thoughts on their own for 3 minutes, then instruct them to pair up with a partner to share with each other for an additional 3 minutes. The stopwatch timer can be used during this time. Once the timer ends for both of these talking sessions, center the students with another “Howdy” to focus back to the front of class. Thank all of the students for their participation in the first activity and The facilitator will share their own response as an example. Then, ask two students who would like to share their response. If students are too shy to speak, the facilitator will ask questions like raise your hand if you put something similar to my given example? Did anyone have exercise? Who had something different?. Wait for responses to come in. After discussion, thank the students again for their participation and move on to the next activity.

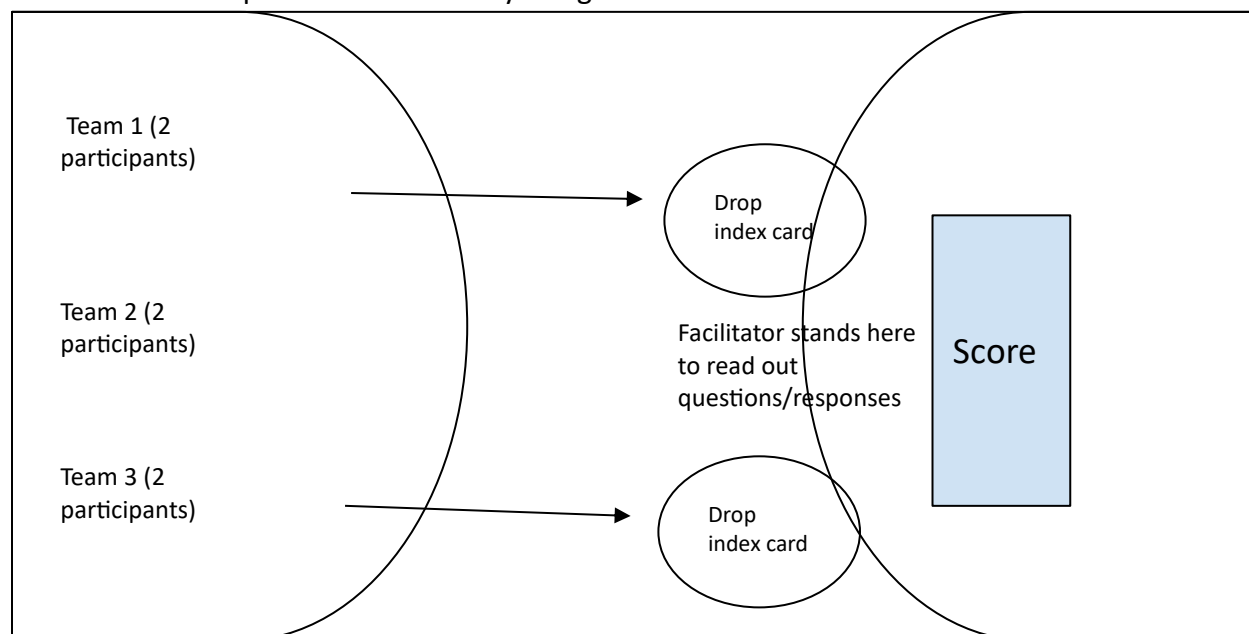
Session overview: We will dive into the importance of having resilience as you go through life. There will be yoga exercises and an activity to practice mindfulness.

PA activity: fitness feud- 30 minutes

For this activity we will have a stretch time before students participate in this high movement activity. Encourage students to drink water before beginning. The facilitator will lead the students through a thorough stretch which shall include some basic stretching techniques.

1. Down & Back x2
2. High knees (halfcourt)
3. Butt kicks (halfcourt)
4. Arm circles forward (halfcourt)
5. Arm circles backward (halfcourt)
6. Walking toe touch (halfway)
7. Walking leg touch (halfway)
8. 5 forward line hops
9. 5 lateral line hops
10. Power skips (full court)

The facilitator can add or modify stretches if it is necessary for the students. When all the stretches are completed the PA activity can get started.



These modifications to the game Gaga Ball can be a fun and engaging way to promote social interaction, problem solving, and teamwork. By varying the rules of the game and introducing new challenges, you can create a unique and exciting experience that encourages girls to work together and develop important life skills.

The second game will be fitness feud. Students will be grouped into teams and will have to think of responses for different questions. A question will be asked from half court in the gym while students are standing at the end of the court. Each team will be provided with index cards and markers. When a question is asked they must communicate, write down the answer, and send a runner from the team to drop the index card into the bucket at halfcourt. The first team to get their index into the bucket and has the correct answer receives 2 points. The other team that doesn't make it in time but still gets the correct answer will receive 1 point. However, if neither of the teams give the correct answer then zero points. Facilitator will read out the responses on the index card for both teams each time. Be sure to have a new runner from each team as questions go by. If both teams are struggling with the same question then multiple choice options can be added to assist them. For example: how many minutes should I exercise per day? 30 or 60 minutes?

Point system- First- 3 points, second- 2 points, last- 1 point

PA CATEGORY:

1. Warming up should be the first activity before I exercise- True or False
2. How many minutes should I moderate to vigorous exercise per day?- 30 min, 60 min
3. physical activity can help improve your brain and body- true or false
4. Which activity is a form of exercise?- jumping jacks or sleeping
5. This is an exercise we just did and it can help you be mindful of your emotions and environment
6. Give me one example of a goal for physical activity– points for both team
7. The heart is about the same size as what part of your body? – the same as your fist
8. HIIT stands High Interval Intensity Training. This gets our body good blood flow, strengthens our muscles and keeps our heart in good shape. Name 2 exercises that we could do for this?
9. Which one is NOT apart of the wellness wheel? Emotional wellness OR studying wellness
10. Functional skills are skills you can transfer over to another activity. For example: Learning how to run can be used in many activities. What are some other skills we have that be used in other activities? List 3

SEL CATEGORY:

1. Discuss and write down one thing everyone on your team has in common
2. Discuss and write down one thing everyone on your has learned in the program
3. REBECCA STUDIED FOR HER MATH EXAM FOR A VERY LONG TIME. WHEN SHE TOOK HER EXAM AND THE TEACHER SAID SHE FAILED IT. Write down with your team how do you think Rebecca feels?
4. Your class goes on a zoo field trip and your friend Hannah is excited to see the giraffes. When your class gets to the zoo, you have to go up stairs to see the giraffes but Hannah is in a wheelchair. Hannah is really sad she can't see the giraffes. What can you tell Hannah in this situation?
5. What are some good behaviors we can show to be a good role model? List 3 things
6. Everyone expresses their emotions differently. Empathy is about understanding the emotions of others.
7. What are some good things about doing activities with your friends?
8. We know that we can control our emotions, thoughts, and behavior. List 3 things we DONT have control over.-- the weather, someone else's thoughts, etc
9. This type of support is when someone shows you care and compassion- emotional support
10. List 3 things you DONT have control of? For example the weather
11. List 3 things you DO have control of.
12. Create one affirmation

RANDOM CATEGORY:

1. What do we say to get your attention? - HOWDY
2. The game of basketball was invented in which year?- 1891 or 2020
3. Butterflies taste with their feet
4. This animal is super cute, makes barking noises, and has 4 legs- A dog
5. The first American woman to go into space was sally ride- true or false
6. How many eyes do caterpillar have? 6 or 12 eyes
7. Eating chocolate every day and watching Disney movies is good for my brain- true or false
8. Which ocean is the biggest and deepest ocean in the world.-- Pacific ocean or Brenham ocean
9. This beverage will help me hydrated and refreshed every day-- water or Gatorade
10. What is todays date?

PA debrief: how to share benefits- 10 minutes

Think back to all of the activities we've done over the last few weeks and all of the benefits of physical activity that we've talked about.

- How does physical activity make you feel? Can you describe the positive effects it has on your physical, mental, and emotional well-being?
- Have you noticed any changes in your mood, energy levels, or overall health since you started engaging in regular physical activity? How would you explain these changes to your friends or family?
- What are some specific health benefits of physical activity that you think would be important to share with your friends and family? How can you explain these benefits in a way that is easy for them to understand?
- How has physical activity helped you cope with stress, anxiety, or other challenges in your life? How could you share these coping strategies with your friends or family members who may be experiencing similar challenges?
- Have you noticed any improvements in your physical fitness, such as increased strength, flexibility, or endurance, since you started being more physically active? How would you share these improvements with your friends or family members in a positive and motivating way?
- Can you think of any stories about how physical activity has positively impacted your life? How could you share these stories with your friends or family members to inspire them to engage in physical activity as well?
- How can you be a role model for your friends and family when it comes to promoting the health benefits of physical activity? What actions or behaviors can you demonstrate to encourage them to be more physically active too?
- Are there any barriers or challenges that your friends or family members may face when it comes to engaging in physical activity? How can you offer support, encouragement, or solutions to help them overcome these barriers?
- How can you use social media, school projects, or other creative ways to spread the word about the health benefits of physical activity and inspire your friends and family to be more active?
- How important is it for you to share the health benefits of physical activity with your friends and family? Why do you think it's valuable to encourage others to be physically active too?

SEL activity: Vision board presentation- 20 minutes

Facilitators will bring back the vision boards that were created by the students from the beginning of the program. Students will be given approximately 5 minutes to work on their vision boards, if there is any writing or designing they want to add in. After this time is up, students will go around to present one short term goal they added on their vision board. Students can share if this goal got completed or if this is something they have started working towards since the summer started. Facilitators will have students stand up during this time to present. Give each student about 2 minutes to speak on their goal. Facilitator will ask questions after each student has gone up. Congratulate all the students for their participation and begin transitioning into a debrief.

- Share vision boards at the table with each other. They can learn from others, their goals, feel inspired.
- Open up the floor who wants to share aloud.

SEL debrief: Self reflection- 10 minutes

At this time, ask students questions on how was the process of creating this visual for yourself? How did it feel to talk about this with your peers just now? Are they confident to share with others outside of the room? What type of actions or behaviors do you need to accomplish your goal? Are you confident that you will lead yourself in accomplishing your goals? Begin receiving statements. Create an open dialogue with students, begin to transition on how they successfully completed the first step of goal setting and modeling positive behavior.

- Today we reflected back on the goals we established at the beginning of the program. Some students might have accomplished some goals, in progress, or not started. Students can be encouraged that this is a positive action that many of their peers are not aware of.
- As they continue to practice goal setting and other positive behaviors, they can inform their peers on ways for them to do
- Modeling positive behaviors is an example of leadership

Program conclusion: LAST DAY: Pass out certificates of completion to all students WE DID IT!! :)

Closing: Exit ticket survey- 10 minutes

Facilitator must ask students one thing they learned today or one thing they enjoyed about today's session. Students can raise hands, accept responses based on time limit. If there is enough time facilitator can take up to 5 students responses but if not, limit to 1-2 responses from students. Thank the students for an actively successful day. Pass out printed feedback surveys and have students complete these before exiting the session. As students complete the

survey pick them up and make sure each student takes off their accelerometer to place back into their folders.