

FRESHMAN TRANSITION PROGRAM

STUDENTS MENTORING STUDENTS

We are more than role models, peer educators, mentors, friends, and passionate students...

We LEAD by example and follow through INSPIRATION.

As Ambassadors, we strive to do more than just listen, we HEAR.

We are the Poudre High School Ambassadors.



PROGRAM OVERVIEW

WHAT IS POUDBRE'S NEW FRESHMAN TRANSITION PROGRAM?

The Students Mentoring Students – Freshman Transition Program (**SMS**) is a yearlong peer-facilitated program that strives to introduce incoming freshman to Poudre High School. This orientation will help freshmen learn about their new school, develop friendships with students in their own grade as well as with their upper class peer mentors. Through intentional efforts and well-rehearsed facilitation, peer mentors will help freshmen feel comfortable being themselves thereby reducing the likelihood of inappropriate behavior in the name of “fitting in”. SMS is intended to reach beyond the freshmen class by building cultural competencies and a solid sense of community necessary for ensuring a safe and productive school environment. Through participation in the SMS program, freshmen will be more likely to work productively in groups, there will be increased tolerance and acceptance of diversity, and there will be a stronger sense community, thus an increase in Impala Pride. Freshmen will be exposed to positive upper class role models and given an opportunity to develop their own leadership skills.

The SMS program will be implemented by The Poudre High School Ambassadors, made up of juniors and seniors, who will facilitate bi-monthly meetings during Freshman Seminar classes. The student-facilitators will show up to each class prepared to lead an activity/discussion/assignment etc. which will have been practiced prior to their arrival. The ratio of peer-facilitator to student will vary class to class but averaging approximately 6:1. Each Ambassador will meet with the same freshmen every time as to encourage good rapport and relationship building.

WHY USE PEER LEADERS?

There is an enormous amount of research in education that explains the benefits of peer facilitation in the school setting. It is widely accepted that peer leaders in the upper grades develop leadership skills and find new ways to be productive at school. Younger students become connected to the school in meaningful ways and build relationships that are based on trust and communication with students they may otherwise not have the opportunity to get to know. The importance of freshmen to establish a meaningful personal connection with a peer mentor and its relationship to improved attendance and performance in high school has been documented by Dori Marshall, (“Making Smooth Move to High School,” Middle School Journal, pp. 26-29, November, 1992).

WHAT DO WE NEED?

The SMS program seeks classroom teachers who value the importance of establishing cooperation, tolerance, and respect in their classrooms. Teachers will have to be willing to offer class time (approximately 80 minutes per session) to the program. Teachers will be given advanced copies of the curriculum and asked to understand each session's activities. Participating teachers will break their classes up into small groups depending on the ratio of Ambassadors to students in each specific classroom, keeping in mind that each group should be balanced with regard to gender, ethnicity, and behavioral characteristics.

Teachers will be asked to grade students on participation, and to grade Ambassadors on their performance. Occasionally teachers may be asked to assign homework associated with a particular lesson or read a text out loud during class. Should that happen, reminder notices would be sent in advance via email. Additionally, the teacher must be present, not only physically, but educationally as well, while the groups meet, to assist with behavior management, and provide depth to the discussion in their classroom.

As each group progresses, classroom teachers are encouraged to meet with peer leaders, either individually or as a group, to offer essential feedback of their performance, whether they are struggling or excelling with their growth as a facilitator. Ideally teachers will be available for advice and support as the need arises.



THEME OF THE WEEK: Beginning to build a sense of community. Students and their peer leaders will complete activities that allow them to get to know each other. Students will also begin to get familiar with school clubs, student groups, and extra-curricular opportunities.

TIME: 75 minutes

CLASSROOM TEACHER/STUDENT PREPARATION: Each teacher will divide students into their pre-determined groups of six to seven students, already having taken into account gender, ethnicity, socialization skills, and behavioral tendencies. These groups should be labeled as seen fit, either numerically, (1, 2, 3) or with a unique name, for ease of identification. Ambassadors may wish to name their individual group!

ACTIVITIES:

Large group..... Introduction to the program (10 minutes)

Small group..... Review Names

Ground Rules

Check In/How Was Your Week?

Mystery Maze Walk (30 minutes)

Upcoming Events (5 minutes)

Beach Ball Question Game (15 minutes)

Wrap-up & Evaluation (5 minutes)

} (10 minutes)

SUPPLIES:

ALWAYS BRING YOUR BINDER!!!! YOU WILL BE DOCKED POINTS IF YOU FORGET TO BRING YOUR OWN BINDER!

Beach ball with numbers and corresponding questions

Blindfolds for Help Maze

INTRODUCTION TO THE PROGRAM (10 MINUTES)

You (the student-facilitator) will meet with the SMS Coordinator (Mr. Searle) in his office (#112A), just prior to the beginning of the period; he will have all of your necessary supplies. If he is not available, supplies will be left for you. You will have **already practiced** the lesson you are about to facilitate with your individual groups. Enter the classroom together and wait for the teacher to hand the class over to you. While standing in front of the classroom you will introduce yourselves; then one of you, (**previously decided**), will give a short overview of the program.

Say **in your own words**, *"We are here to welcome you and help you get to know your new high school. From this point forward you are more than just students at Poudre, you are all now Impalas, and that means something. During the course of this semester you will be working with us every other week. One of the biggest challenges freshmen have faced since being moved to high school is keeping up with the demands of a much faster paced learning environment. We are all really excited to be able to help transition you into high school and hope that you enjoy this time with us while learning important things about high school at the same time. So let's go ahead and break into the small groups that Mr. or Ms. ____ (use the teachers name) has assigned."*

Teachers will have divided the students into groups depending on the number of students/Ambassadors in the class. Split yourselves up, one student-facilitator per group. At this point, have students **quickly** arrange their desks into circles in separate parts of the room. Be sure that every student has, and is seated in a desk, don't let kids sit on desks, tables, the floor, etc., unless everyone is on the same level, i.e. everyone on the floor. Also make sure that everyone is included in the circle, even if they are resistant! This is IMPORTANT!

Introduce yourself to the group and explain that you will be their peer mentor each time the group meets. Let them know that they may do activities as a whole class but that this is their SMS group. Allow your personality to come out here! Remember that your students are WAY more nervous than you are, and they will be taking cues from you, both verbal and non-verbal, as to how comfortable they should be.

REVIEW NAMES

Now it's time to get to know the students!!! Can anyone say cheesy? Name games are corny but effective. Decide which name game you will play and **sell it!** As with all activities, your students will enjoy the game only as much as you do! Remember to always be a cheerleader (the more genuine the more effective).

Animal Name Game = Derrick/Donkey

Action/Adjective Name Game = Dashing Derrick or Dapper Derrick

Food Name Game = Donut Derrick

GROUND RULES

In order for the students to feel secure in the group, they need to agree on certain "*Ground Rules*". Have your group discuss the group rules their teacher has already established in the classroom. Ask them which rules are important for this group. The rules should include:

1. **Confidentiality:** Rumor control vs. confidentiality. What happens in Vegas never stays in Vegas. Good judgment always reigns supreme.
2. **Respect for other's opinions:** There are no right or wrong answers in this group. Everyone has a right to his or her opinion. Respect also means avoiding disrespectful language, i.e. "gay", "retarded", etc.
3. **Listen to what is being said:** Only one person talks at a time. Everyone is expected to contribute.
4. **Everyone MUST participate:** Explain that his or her level of participation will affect his or her seminar grade. Set the expectation early so that freshmen know they have to participate.

CHECK-IN (10 MINUTES)

A "Check-In" of some form will be used throughout the semester and, if administered correctly, will help to foster an open and honest dialogue within the group. This exercise can be about personal issues, academic issues, or just plain silly. Typically check-ins will begin surface and impersonal and progressively become deeper and deeper as the year goes on. Check-in questions should be pre-thought out and changed up to prevent students from getting bored, or from simply going through the motions. Questions that are too open ended may get in the way of what you are actually after. Be sure to ask for what you want. Ex: *"How were your two weeks since we last met?"* doesn't really ask anything and probably won't produce responses of much substance. You always want to ask a question in the positive with opportunity for a little self-disclosure.

Possible check-in questions include:

- 🕒 Highs/lows of the week. This gives you an opportunity as the mentor for follow up questions.
- 🕒 Tell me your happy and your crappy. *Be sure to be prepared for goofy behavior with this one.*
- 🕒 Weather recap of the previous weeks and forecast of the week to come. *"Last two weeks have been fairly cloudy with a lot of rain, but next week will be sunny."*
- 🕒 Number 1-10, 1-100, etc. *"What made you a 88? What would it take to get you to a 90?"*
- 🕒 Assign your week a percentage grade, "My week was a 79%", Don't forget the WHY?!
- 🕒 What is one interest of yours that others in this group may not know about?
- 🕒 What is occupying the majority of your thoughts at this very moment?
- 🕒 What's one thing that brings you energy and joy? *Be prepared to keep it appropriate!*
- 🕒 What do you like best about _____ (school, weekends, vacation, the current season, etc.).
- 🕒 What would be your rapper name?

Caution: Watch your time carefully. If check-ins go on too long they will take valuable time away from important agenda items and can seem too "touchy-feely."

MYSTERY MAZE WALK (30 MINUTES)

Explain to the students that they will be doing a fun activity that requires a bit of maturity. Successful facilitation of this team builder will set the stage for future activities. It is therefore important to establish your authority as the group leader. Now is time for you to become comfortable being "in charge". Don't forget your training on ways to be a successful facilitator. Tell students that they will be completing an obstacle course that you have previously set up for them, *pause for dramatic effect*, and then tell them they will be blindfolded. Allow time for the groans and moans☺. There are four rules in this game and they need to be made very clear.

1. *"This is a silent game so we will be completing the entire activity in silence. Once you complete the maze you will be asked to stay quiet until everyone is done."*
2. *"Removing your blindfold, or cheating in anyway will result in disqualification."*
3. *"Once you make contact with the rope you must remain in contact with it the entire time. You may switch hands but one hand must be holding it at all times."*
4. *"If at any time you need help, just raise your hand and wait silently."*

Get a verbal buy in from every student asking, *"Is everyone capable of following these four rules?"* Explain to students that failure to abide by one or any combination of the above will result in being removed from the game. The students will walk toward the obstacle course but stop short, prior to seeing it, in order to put on blindfolds. Once everyone is blindfolded, have students stand in a single file line with their right hand on the right shoulder of the person in front of them. The facilitator will slowly lead the first person to the course. One at a time the students will be entered into the course by taking their hand and putting it on the rope. Once everyone is "on the rope" restate the four rules then say, "Go". Remember that you are watching for students to raise their hand; removing their blindfold and putting your finger over your lips as you do it as if to say, "SHHHH". Without their blindfold the student is now free to leave the maze and watch as his or her peers struggle to complete the task. Remember that it is extremely important to remain quiet, even after finishing. Once everyone is finished, walk students back to their classroom to debrief the activity, or weather permitting, debrief outside. The processing afterward is where the activity becomes more than just a game. **Remember** the ground rules you previously established stating that one person talks at a time. Ask students why we played that activity. Ask how this activity can relate to their new high school experience. The ultimate metaphor in this game is that students need to feel comfortable asking for help. Now that they are in high school it is important for them to recognize their needs and to be pro-active before it is too late. Explain that one of the biggest problems freshmen experience at Poudre is falling behind because the workload is so much greater than they are used to. It is okay to ask for help from ones teacher!

POSSIBLE PROCESS QUESTIONS:

- 🕒 *Why did we do this activity?*
- 🕒 *Why is it important to ask for help?*
- 🕒 *What did it feel like when you learned that others had completed the maze and you were still stuck?*
- 🕒 *How does the previous question relate to life?*
- 🕒 *When have you asked for help in your life? What was the outcome?*
- 🕒 *Think of a time you wish you would or could have asked for help. How would that have changed things?*
- 🕒 *How have you asked for help in school before? How could you ask for help at Poudre?*

UPCOMING EVENTS (5 MINUTES)

Go over upcoming school events for the next two weeks, using the upcoming events highlights sheet. This will clearly take some homework on your part. One student will be responsible for being all knowing regarding upcoming events and will give updates during Ambassador time. Don't allow yourself to lose credibility by showing up unprepared!

BEACH BALL QUESTION AND ANSWER TIME (15 MINUTES)

Show the students the beach ball and explain that they will be playing a question and answer game. It is important to first establish a few ground rules. This is not a Lady Gaga concert and therefore the beach ball should not be batted around the classroom. The ball should be lightly tapped toward someone in the circle, who must catch the ball, (not tap it toward someone else). Without moving their hands the person who catches the ball should look at what number lies beneath, **(or closest to)** their right thumb. You, as the facilitator, will read the question that corresponds to that number. Once the question is answered that student then taps the ball toward someone who hasn't answered a question. Continue this way until all group members have answered a question. 15 minutes is a long time if each person is giving a 5 second answer so.... **Remember**, the students will take this activity as serious as you do and will therefore put as much thought into their answer as you require. If one question in particular is read, and it seems to be getting an emotional response from the group, **STOP** and have everyone in the group answer the question. **YOU ARE THE FACILITATOR... SO... FACILITATE!**

WRAP-UP & EVALUATION (5 MINUTES)

It is always very important to wrap up the session. Briefly summarize how you felt about the session. Try to be honest but constructive and from a positive place. Be sure to tell students how good it was to meet them and express your excitement for your next session. Remind your students that they all have at least one upper class friend and encourage them to say *"Hi"* should they see you in the hall. Say goodbye and tell them you will see them in a couple of weeks.

You have just completed your first week of facilitation! **Great job!** Reflect honestly on the job you did. What did you do well? What do you need to work on?



STUDENTS MENTORING STUDENTS

BEACH BALL QUESTION & ANSWER

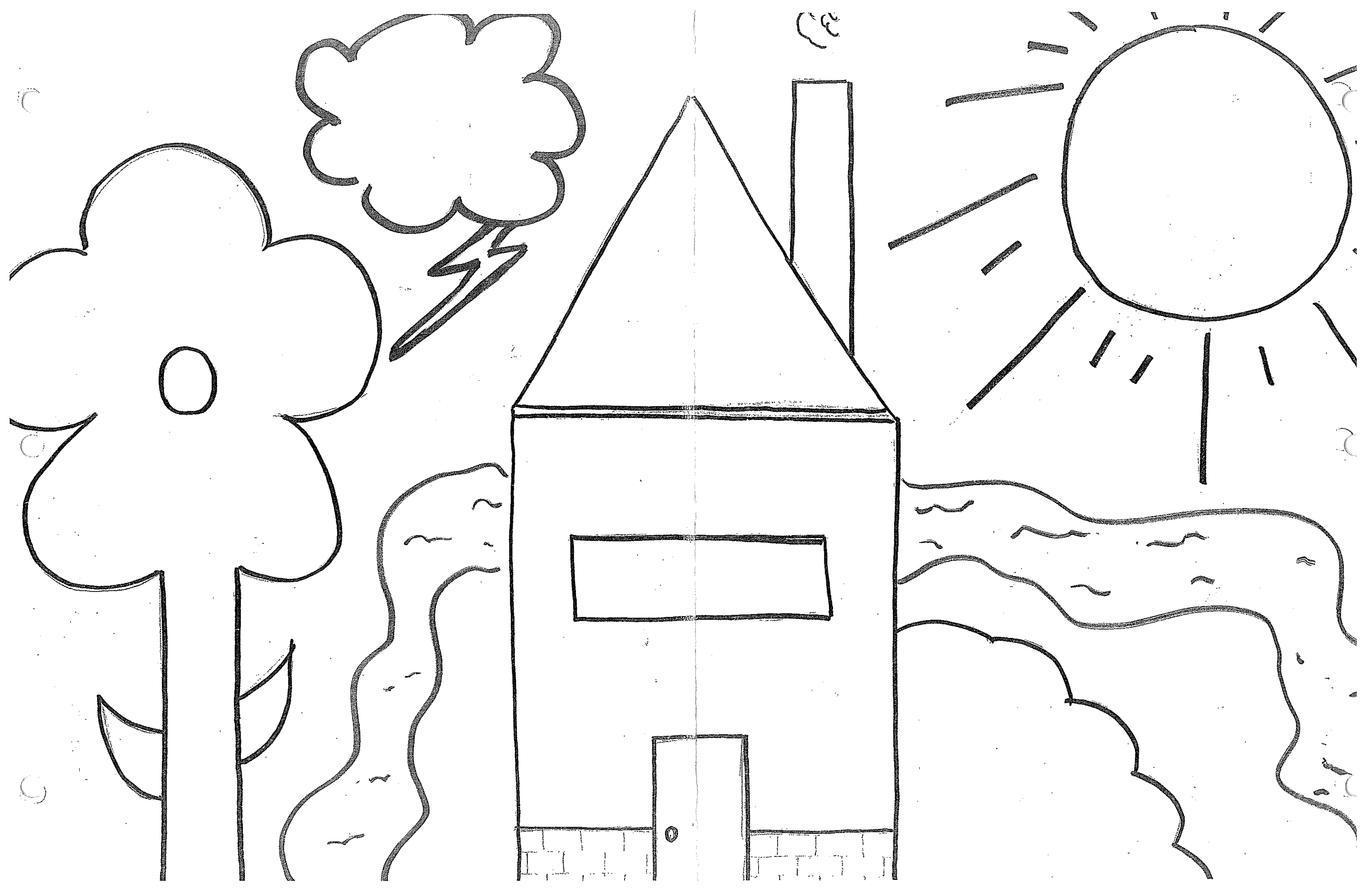


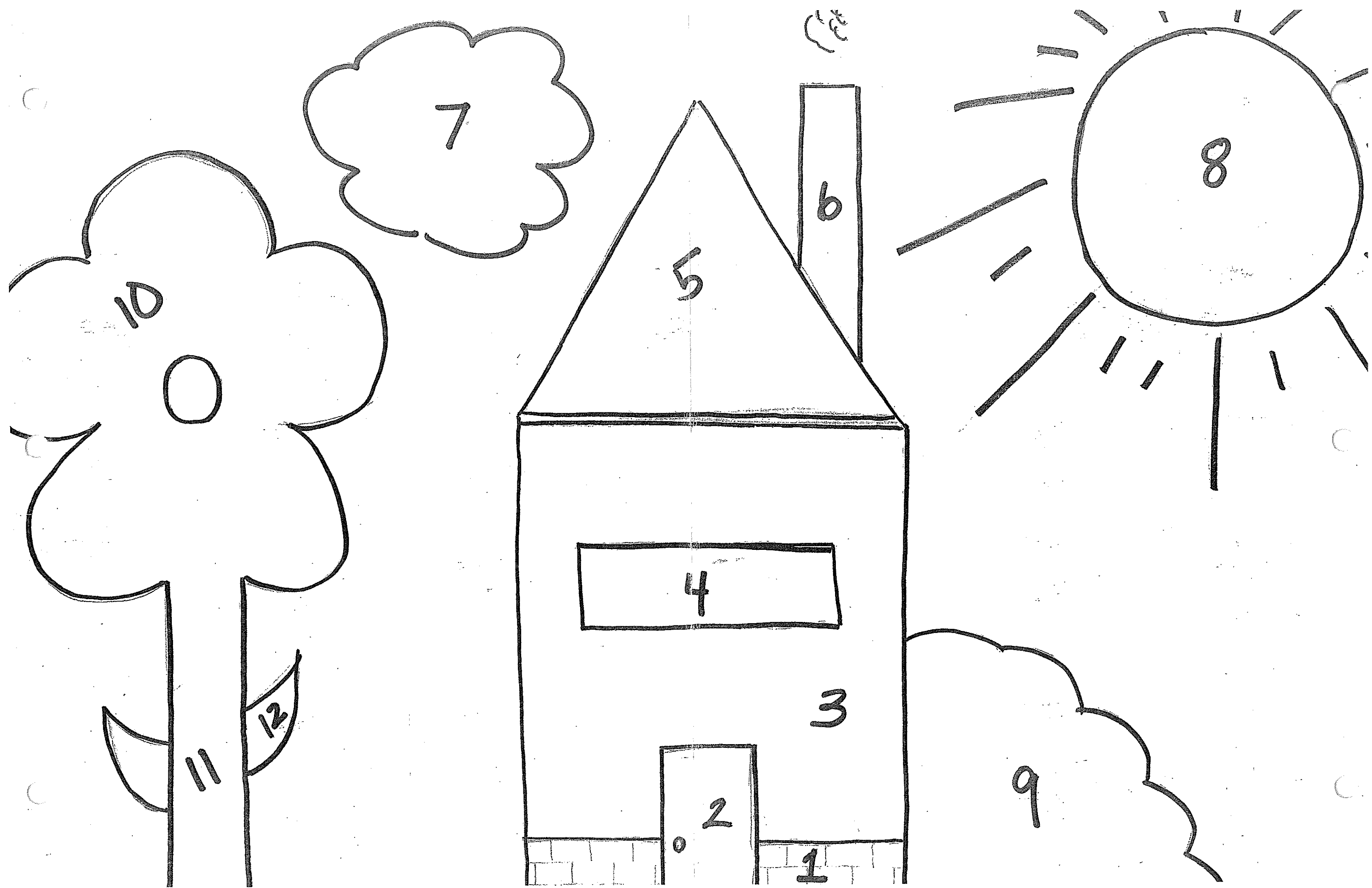
1. If you were talking in your sleep, what would you say?
2. What is the first thing that you do when you get out of bed?
3. What is your favorite movie? What is your favorite movie line?
4. Approximately how many jokes do you know by heart? Tell us an appropriate one.
5. What do Martians do to have fun on Mars?
6. If you were to treat yourself to “the finer things in life”, what would they be?
7. If your life was being turned into a movie, who would play you and why?
8. Where is the worst place you have ever been stuck waiting?
9. What is your 15 minutes of fame?
10. If you were invisible, where would you go?
11. If you could invent a jelly belly flavor what would it be?
12. What is something you are embarrassed owning?
13. What is something you couldn't live without?
14. If you were on TV, and theme music played when you walked in, what song would play?
15. What was the last book you read for fun?
16. Fill in the blank: When I dance, I look like _____.
17. Who is one person you wish you could meet?
18. If you could be a famous actor/writer/athlete/musician/artist, who would you choose? Why?
19. What is the worst occupation in the world?
20. What two TV shows do you watch most frequently?
21. What is a phobia you possess?
22. If you were given a canvas and water paint, what would you paint?
23. What celebrity irritates you the most?
24. Other than the standard items, what interesting items do you keep in your wallet/purse?
25. If you owned an enormous yacht, what would you name it?
26. What is one lifelong dream you have?
27. If you could ask the President of the US one question, what would it be?
28. What have you tried in your life and simply were not good at?
29. What is the scariest movie you have ever seen?
30. On a scale of 1-10, how hip are you?
31. What is the biggest advantage of being tall? Short?
32. How many minutes does it take you to get ready this morning?
33. What hobby have you always wanted to pick up?
34. If you could be a member of a sitcom family, what one would it be?

35. What is it about you that people find irresistible?
36. If you were an animal, what would it be?
37. What store is most represented in your wardrobe?
38. What event or technological breakthrough do you think will revolutionize the future?
39. What do you need more of right now?
40. What is the most beautiful word you can think of?
41. What beverage do you find nauseating?
42. What three adjectives best describe you?
43. If you were on a desert island, what two books would you want with you?
44. What is the first thing you notice when you meet someone?
45. If you were running for mayor of Fort Collis, what would be your campaign slogan?
46. What was your favorite book growing up? If you don't have one, what about a movie?
47. What American city does not deserve a place on the map and why?
48. What is the most common compliment you receive?
49. What is the best purchase you have ever made?
50. If you could add a word to the dictionary, what would it be?
51. What commercial product would you refuse to endorse?
52. What is your favorite pet name?
53. What word describes your internet knowledge?
54. If you were flying in a plane that was about to crash, who would you want next to you?
55. What two American Presidents do you know the most about?
56. What is the longest period of time you have spent in a car?
57. What is the best costume you ever wore for Halloween?
58. If you were a teacher, what subject would you teach?
59. What is the latest trend that simply baffles you?
60. If you were an evil dictator, where would you rule?
61. What is the worst grade you have ever received, and what class was it for?
62. What would you like your nickname to be?
63. If you could bathe in a vat of any food or beverage, what would you choose?
64. What is the last song that was stuck in your head?
65. What are you most proud of?
66. What is the worst piece of clothing someone can wear?
67. How many keys do you have on your key ring?
68. What age were you when you had your most embarrassing hairstyle and what was it?
69. What is the best advice you ever received?



70. What is the grossest thing you have ever done in public?
71. What song reminds you most of the 90's?
72. What do you regard as the most repulsive form of music?







The greatest
discoveries are
those that shed
light unto
ourselves.

Ralph Waldo
Emerson

HOUSE METAPHOR (25 MINUTES)

This activity is to be done in your small groups. Explain to everyone that they will be doing an activity that requires them to think about their life a little bit. Tell them that they can be personal as they want, but let them know that they will be sharing these with their group and turning them in to you at the end of class. The activity is meant to be fun but also to be taken seriously. Make markers available because many students will add color to their house, and it allows them to doodle as opposed to distract others.

Begin by handing out a drawing to each person. Instruct them to write their answers to the questions you are about to read, in the space of the drawing the question pertains to. ***Please ask the following questions in your own words.***

1. Who are your supports? Who in your life do you consider to be your “foundation”?
2. Who are the important people that you let into your life? Who are your best friends?
3. What does “HOME” mean to you? Are there certain traditions that are unique to your family? Are there certain smells, foods, music, etc., that are unique to your family?
4. When you look out the “window”, where do you see yourself immediately after graduating? How about 10 years from now, when you are 25?
5. What makes you angry? What “sends you to the roof”?
6. How do you “blow off steam”?
7. What are things that bring you down? What are the “rain clouds” over your life?
8. What “brightens your day”? What makes you happy?
9. What do you “hide behind”? What are some masks that you/other people wear to get through life?
10. What do you hope to “bloom into” one day? What is your ultimate goal?
11. How do you get there? What steps are necessary to see that you bloom completely?
12. What are the thorns in your side? What are the roadblocks holding you back from your goal?
13. Where would you swim, if you could swim anywhere in the world? (Think Vacation!!!)

After completing this project ask for people to share. Please use your facilitation skills here and remember; SILENCE is okay! Don't allow your students to force you to move on before you would otherwise be ready! Continue to practice pulling information out! In this role, you are a teacher, channel your favorite teacher and ask yourself... “What would Mr./Ms. ____ do?” Go in order, begin with number 1, and ask questions like, “Someone share who their supports are and what they do that supports you?” Try to ask a few people per question, but spend the majority of time focusing on the deeper questions. Try to ask probing questions to keep the activity exciting and not monotone! It is okay to ask follow ups as you feel necessary!

Once you have completed the entire facilitation collect the papers and hold on to them. Inform students that you will be moving on to a new activity.....

PEACE RAGS (30 MINUTES)

THIS NEXT ACTIVITY IS MEANT TO FURTHER FACILITATE THE SENSE OF COMMUNITY AND TOGETHERNESS THAT HAS BEEN CREATED THUS FAR IN EACH SMALL GROUP.

PLEASE READ: Today, each of you will pick out and design your own “Peace Rag.” The idea is adapted from the Himalayan version of Prayer Flags that one might see hanging from the summit of Mount Everest.

A Prayer Flag is a colorful panel of rectangular cloth, often found strung along mountain ridges and peaks high in the Himalayas. They are used to bless the surrounding countryside and for other purposes. Prayer flags are believed to have originated prior to Buddhism's arrival in Tibet. Traditionally, prayer flags are used to promote peace, compassion, strength, and wisdom. The flags do not carry prayers to gods, a common misconception; rather, it is believed that the mantras will be blown by the wind to spread good will and compassion into all-pervading space. Therefore, prayer flags are thought to bring benefit to all.

By hanging flags in high places it is believed that the wind, as it passes over the surface of the flags, will carry the blessings depicted on them to all beings.

The prayers of a flag become a permanent part of the universe as the images fade from exposure to the elements. Just as life moves on and is replaced by new life, Tibetans renew their hopes for the world by continually mounting new flags alongside the old. This act symbolizes a welcoming of life's changes and an acknowledgment that all beings are part of a greater ongoing cycle.

Please instruct students to refrain from designing anything offensive and ask them not to write their name on it. Once everyone has completed the Peace Rags, collect them and bring them to Mr. Searle's office. There you can put them in a plastic bag with your group's name of it. Eventually the flags will be strewn together and hung in a common area of the school where they will live and be added to by next year's incoming freshmen class.

BY THIS TIME IN THE YEAR, STUDENTS ARE TYPICALLY STARTING TO BECOME COMFORTABLE WITH LITTERING. IF IT IS APPROPRIATE, MAKE A PUBLIC PLEA TO STUDENTS TO PLEASE PICK UP THEIR TRASH, ESPECIALLY AT LUNCH. ENCOURAGE THEM TO PICK UP AT LEAST ONE PIECE OF TRASH PER DAY (IF 2,000 KIDS ALL PICKED UP ONE PIECE OF TRASH, THERE WOULDN'T BE A PROBLEM). LET THEM KNOW THAT YOU CARE ABOUT THIS SCHOOL AND THAT THEY SHOULD AS WELL. WE HAVE TO START CHANGING THE CULTURE OF POUDRE.

UPCOMING EVENTS (5 MINUTES)

Go over upcoming school events for the next two weeks, using the upcoming events highlights sheet. This will clearly take some homework on your part. We will discuss weekly happenings during Ambassador time so keep your eyes and ears peeled! Don't allow yourself to lose credibility by showing up unprepared!

WRAP-UP & EVALUATION (5 MINUTES)

Give students an honest but constructive feedback. As you continue to build a relationship, the kids will respond more and more to your requests! Ask students what they enjoyed about today and remind them that you will see them NEXT WEEK!

You have just facilitated your second week! Great job! Reflect honestly on the job you did. What did you do well? What do you need to work on? What suggestions will you bring to Ambassadors next week?





BE AN ALLY

TAKE ACTION. STOP BULLYING.

Here are some simple things you can do to be an ally to targets of name-calling and bullying. And remember—always think about your safety first when deciding the best way to respond.

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1. Support targets, whether you know them or not.

Show compassion and encouragement to those who are the targets of bullying behavior by asking if they're okay, going with them to get help and letting them know you are there for them. Ask what else you can do and make sure they know they're not alone.



2. Don't participate.

This is a really easy way to be an ally because it doesn't require you to actually do anything, just to not do certain things—like laugh, stare or cheer for the bad behavior. By refusing to join in when name-calling and bullying occur, you are sending a message that the behavior is not funny and you are not okay with treating people that way. The next step is to speak up and try to put a stop to the hurtful behavior.

3. Tell aggressors to stop.

If it feels safe, stand tall and tell the person behaving badly to cut it out. You can let them know you don't approve on the spot or later during a private moment. Whenever you do it, letting aggressors know how hurtful it is to be bullied may cause them to think twice before picking on someone again.

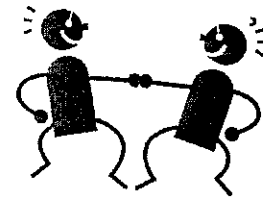
4. Inform a trusted adult.

Sometimes you may need extra help to stop the bullying. It's important to tell an adult who you trust so that this person can be an ally to you as well as the target. Getting someone out of trouble is never "tattling" or "snitching." So don't think twice—reach out to a parent, teacher, guidance counselor, coach or someone else who will get involved.

5. Get to know people instead of judging them.

Appreciate people for who they are and don't judge them based on their appearance. You may even

find that they're not so different from you after all.



6. Be an ally online.

Bullying happens online, too, and through the use of cell phones. Looking at mean Web pages and forwarding hurtful messages is just like laughing at someone or spreading rumors in person. It is just as hurtful, even if you can't see the other person's face. All the rules above are just as important to follow when texting or emailing. So online and offline—do your part to be an ally to others.

Other Resources

[Taking A Stand: A Student's Guide to Stopping Name-Calling and Bullying](#)

[Internet Safety Strategies for Youth](#)

For more information about the Anti-Defamation League's efforts to combat bullying, go to www.adl.org/combatbullying.

10 Ways to Respond to Bullying

If you've experienced bullying, you're not alone. There are people who can help and actions you can take to make things better. Bullying is when a person or a group makes someone feel hurt, afraid or embarrassed on purpose and repeatedly. Whether it's physical, verbal or emotional, bullying hurts. If you've experienced bullying, it's not your fault. So don't go it alone—reach out and try taking these steps to improve the situation.

In the Moment...

1. **Walk Away:** If possible, remove yourself from the situation immediately.
2. **Say "Stop:"** If it feels safe, tell the aggressor to stop in a firm but calm way. If you feel confident to do so, use humor or a clever response to weaken the effect of the mean behavior.
3. **Keep Cool:** Try to control your emotions in the moment. Showing fear or anger may egg on the aggressor.
4. **Don't Fight:** Try not to fight or bully back in response—this may just continue the cycle of bad behavior.

After the Incident...

5. **Tell a Friend:** Don't keep the bullying a secret. Tell a friend and ask for support. You will feel better, and your friend can help you decide what to do next and go with you to get assistance.
6. **Report to an Adult:** Tell a trusted adult what has happened. Remaining silent will not make things better and may worsen the situation. Reporting a serious problem is not the same as "tattling." Adults need to know about bullying behavior so they can support you and take action to stop it.

Over Time...

7. **Find Safe Spaces:** Try to avoid "danger zones" where bullying is likely to take place and where there are few adults who can help. Try to surround yourself with supportive friends or classmates whenever you can.
8. **Practice Responding:** Reflect on how you might react to bullying in the future and rehearse those responses with a trusted friend or adult. Think about what strategies have worked or fallen short, and don't give up if your first response is not successful.
9. **Express Your Feelings:** Keep a diary or journal—written, electronic or video—where you can record your private thoughts and feelings. It is important to express yourself, especially when you are going through a tough time.
10. **Reach Out:** Find new friends, hobbies or interests that occupy your time in positive ways and make you feel good about yourself. Avoid spending too much time on your own.

Bullying can also happen online or electronically. If you are the target of cyberbullying:

- **Don't Retaliate** Keep copies or take screen shots of bullying texts, emails and other communications.
- **Don't Respond** Do not communicate with aggressors. If necessary, an adult can reply with a strongly worded message warning them to stop.
- **Tell an Adult** Tell an adult about the incident and, if necessary, contact the Web site, Internet service provider and/or law enforcement officials.
- **Guard Against Future Bullying** Guard against future bullying by blocking aggressors from your social networking pages and email, and by changing your email address, screen name, phone number and passwords as needed.
- **Find Supportive Groups** Find new online groups and games in which the people are friendly, positive and supportive; quit groups in which mean or aggressive behavior occurs often.

Taking a Stand

A Student's Guide to Stopping Name-Calling and Bullying

Incidents of name-calling and bullying can be complicated. Whenever you are a bystander and feel you want to do something to help, consider the following guidelines:

1. Decide if you need to respond immediately or if action can wait until later.

Sometimes immediate involvement is necessary. Other times, waiting to talk with the aggressor can prevent possible embarrassment of all students involved. Consider alternate strategies and take time to calm down. Talk with targeted students about what would be helpful to them. If you wait to take action, make sure that the targeted students know that you support them and tell them what you intend to do.

2. Assess the potential safety risks if you take action right away.

When intervening in incidents of name-calling or bullying, never jeopardize your own safety or the safety of others. If you don't feel comfortable or are unsure of the safety of addressing an incident, tell an adult who can intervene either immediately or at a later time. Always consider the impact on the targeted student if you confront students who are engaging in bullying or name-calling their peers. Immediate intervention can attract the attention of those nearby, and may cause embarrassment and a safety risk for targeted students.

3. Determine if the situation requires adult assistance,

When a targeted student is in immediate danger or the situation cannot otherwise be resolved

among classmates, seek out the assistance of an adult. A teacher, nurse, guidance counselor, administrator, parent, etc., can assist in taking consistent and appropriate action against aggressors.

4. Assess the targeted student's needs, including physical and emotional safety.

Whenever possible, take time to talk privately with students who have been the targets of name-calling and bullying. Determine their feelings and ask what you can do to help and support them. If they feel uncomfortable with the assistance of a classmate, suggest they ask an adult to intervene.

5. Commit to providing support to targeted student after the incident.

The effects of repeatedly being the target of name-calling and bullying can last long after the incident is forgotten by other students. Whatever action you choose to take, commit to offering support to students who are the targets of name-calling and bullying. These behaviors have a negative impact on all students. The presence of allies who are willing to provide support is an effective means to promote a more respectful school environment.

Remember that immediate intervention is not always the best course of action. You must assess the safety of the situation and comfort level of the targeted student. Once you have determined the situation is safe, consider the following suggestions for interrupting name-calling and bullying:

Stop the Behavior Immediately

"Cut it out! Using language like that is no joke."

"That's not cool."

"Please keep your hands to yourself."

Ask Questions that Cause Aggressors to Consider their Actions

"What did you mean by what you said?"

"I'm sorry, I don't understand why you would say that."

"That was really mean. Why did you say that?"

Communicate the Impact of the Behavior on You by Sharing Your Feelings

"I'd appreciate it if you didn't say that word around me because I think it's offensive."

Ask an Adult (Teacher, Nurse, Guidance Counselor, Administrator, Parent, etc.) to Intervene by:

- asking the aggressor to stop the behavior and apologize to the targeted student
- communicating and reinforcing the school policies or class ground rules on bullying and harassment
- taking appropriate action and enforcing procedures outlined in school policies or class ground rules
- creating a learning opportunity in which students learn the harmful impact that bullying and harassment has on individuals and the school community



WEEK 3

Poudre Freshman Transition Activities

THEME OF THE WEEK: AWARENESS AND ACCEPTANCE

There are a lot of ways to bully. Today we will focus on the experience of LGBT youth. Heterosexism is one of the most significant realities of adolescents' daily school experience, which can lead to disempowerment, psychological problems, high risk behaviors such as drug and alcohol abuse, homelessness, and suicide. Today we will look at ways to combat the social norms of the dominant society in an effort to make Poudre a more hospitable, safe, and inclusive environment. Why? Because it is always the right time to do the right thing (MLK)!

TIME: 75 minutes

CLASSROOM TEACHER/STUDENT PREPARATION: None

ACTIVITIES:

Small group..... Check In/How Was Your Week? (5 minutes)

Small group discussion – “Is there a difference between tolerance and acceptance? Why does it matter?” (5 Minutes)

Large group..... Matthew Shepherd Video (15 minutes)

Writing Assignment and Discussion (15-20 minutes)

That's So Gay videos and discussion (15 minutes)

Are You Ready To Be An Ally? (5 minutes)

SUPPLIES:

Prezi with videos

Handouts:

Why Focus on LGBT Students

That's So Gay Handout

Are You Ready to Be an Ally (laminated handout)

“Being an American
is about having the
right to be who you
are. Sometimes that
doesn't happen.”

~Herb Ritts

It is EXTREMELY important to make sure that students are being respectful, regardless of their opinion on this topic. Please utilize the teacher in your classroom to help with students who are being rude or disrespectful. Jokes are not acceptable!

“Remember, the change you want to see in the world, and in your school, begins with you.”

~Joseph Clementi

NAME REVIEW & CHECK-IN (10 MINUTES)

Could be a good time to ask about Homecoming. Did they go to the dance? Did they like the music? Did they go to any of the lunch-time games last week? Which was there favorite? If they could invent a lunch-time game, what would it be? **Be aware that not all students go to the dance, and for some, questions around the dance could bring up negative or embarrassed feelings. Someone may have been broken up with just before the dance, or maybe weren't asked to go and are dealing with feelings of rejection, etc... It is okay to talk about it just be sensitive to those who may not be as enthusiastic about it as you!

IS THERE A DIFFERENCE BETWEEN TOLERANCE AND ACCEPTANCE? (5 MIN)

Use the handouts and refer to the discussions we had during Ambassadors to help you with this conversation.

MATTHEW SHEPARD VIDEO (5 MIN)

PLEASE READ THE FOLLOWING PRIOR TO WATCHING THE VIDEO:

The following video was created in 2012 by a junior from Rocky Mountain High School named Selena Wellington. She created the video to earn her Gold Award for Girl Scouts which is equivalent to that of a Boy Scout's Eagle Project. The premise of the Gold Award is that she do a massive community service project based on an issue that she was passionate about. The issue she chose was genocide. During the course of her research she realized that her passion around ending genocide grew bigger and bigger and eventually encompassed basic human rights everywhere, because all genocides find their roots in basic intolerance. Her project was split into two components, first, speaking out against international genocide and local intolerance and hate in her community and more importantly how to stop it. The second part of her project was to create a video that could be shown in high schools around Fort Collins to demonstrate to a teenage audience how intolerance can lead to devastating consequences. Selena wrote the script for this video, wrote and played the background music, and filmed and edited the video herself. Her hope is that you will be as moved by this terrible issue as she is, and ultimately take action to end hate and intolerance both at home and abroad. ***BE sure to stress that this was made by a high school student, for high school students, in Fort Collins, about something that happened in Fort Collins.***

Watch the Video: http://www.youtube.com/watch?v=GOTRaRPH_ZM (12min)

WRITING ASSIGNMENT LARGE GROUP DISCUSSION (13-18 MIN)

After the video, **ask the students to write their reaction** and response to the video on a piece of paper (or half-sheet). Give them this prompt to help guide their writing. Head, Heart, Feet... What did the video make you think about (head), what did it make you feel (heart), and how will you take a stand now that you have seen it, (feet). Tell them **NOT** to put their names on it and that their papers will be anonymously read by their classmates. Collect the responses and mix them up. Next, pass the pieces of paper out randomly to the class and ask students to read the response they were given. Ask if anyone would be willing to share their *own personal reflection on the video*. If conversation is hard to come by, ask for volunteers to read the written response they were given. Do not allow others to share their opinion on these responses and **DO NOT** allow others to argue with the stance that was taken in the writing assignment. After several have been read ask the class to engage in a dialogue about what has been said.

(Admittedly, this will be the hardest part of the entire lesson, hang in there and do your best. As long as you approach the topic with love and sensitivity, and be sure to set a tone of respect and acceptance, you will be fine. Never doubt that a small group of thoughtful, committed citizens can change the world; indeed it's the only thing that ever has. – Margaret Mead).

At this point, move the focus back to small group discussion.

Next, ask the class: **“What is a hate crime?”** (A crime motivated by racial, sexual, or other prejudice, typically one involving violence. When a perpetrator targets a victim because of his or her perceived membership in a certain social group, whether that be racial, religious, sexual orientation, ethnicity, or gender identity. Hate crimes **MUST** involve an imbalance of power).

Then ask: **“What small acts of intolerance might lead to something like a hate crime?”**

Take some responses. If needed, lead the class to these ideas:

- Bullying
- Racist comments or derogatory terms or jokes
- Verbal or physical harassment

Move the conversation to this topic: **“What can we do to stop basic intolerance?”**

- Discuss Bullying, ask the class to define bullying and eventually share with them the state’s definition:
 - Any written or verbal expression, or physical or electronic act or gesture, or a pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental or emotional harm to any student.
 - Bullying is an imbalance of power, which differentiates it from normal conflict.

Reiterate that bullying is not a rite of passage but an issue of human rights. Bullies victimize their targets and often times dehumanize them; they put a label on their target that is other than human, and do not see the person beyond this label. This does not happen in all bullying situations. But dehumanization is how perpetrators of hate crimes justify their actions. They don’t seem to feel any compassion for their victims, any guilt for their actions. They might dismiss all of their actions with one phrase: “Yeah, but he was gay.”

- Point out that in most bully situations, there is a bully, a target, and a lot of people watching it happen.

Ask the class: **“Who has ever been in a situation where they saw someone being bullied?”**

Ask the class: **“If you saw a bully situation, how might you respond?”**

Ask the class: **“Have you ever used the word “Gay” in a derogatory manner, or heard of others at Poudre using it in a negative way. Next ask: “Do you think this could be considered bullying?”**

ARE YOU READY TO BE AN ALLY? (10MINUTES)

READ THE FOLLOWING:

Everyone knows that we all need to do our part to put an end to bullying but it’s not always as easy to know how and when to get involved. Here you will find some ideas of how to guide your actions and efforts.

Be sure to keep the following three goals in mind every time you consider getting involved.

- *Be sure that your intention is to always attempt to de-escalate the situation. Don’t ever try to engage in behavior that could also be considered bullying.*
- *Always support the target.*
- *Keep yourself and others safe from harm*
- Keys to keeping yourself safe and defending a target:
 - Never put yourself in danger; if it is a case of physical bullying, get an adult!
 - Make sure everyone keeps their dignity; if the bully is ridiculing the target, don’t ever agree with him or her!
 - Don’t bully back, just keep the bully safe!
 - **DOING NOTHING IS NOT AN OPTION!!!**
- Have the class brainstorm things to say in a bully situation:
 - In the case of verbal bullying (i.e. derogatory comments, or verbal harassment).
 - Social bullying (i.e. exclusion from friend groups or social situations, ostracizing someone).

Show the two videos titled “That’s So Gay!” (30 seconds each)

<http://www.youtube.com/watch?v=sWS0GVOQPs0>

http://www.youtube.com/watch?v=b_Mlb3mYznE

BE AN ALLY HANDOUT (10 MINUTES)

Read the header of the handout aloud, then pass the handout around your small group and ask each person to read one of the sections, and then have a short conversation about what was just read. Try to leave the conversation with a sense of hope. Hope for ways we, at Poudre High School, can combat bullying and hatred! Together we can achieve more!

After you discuss how to be an ALLY tell the class that you will be watching one more video, not to change anyone's mind, but to encourage students to see things from multiple perspectives. This video deals with whether or not students believe that being gay is a choice. Tell them that this video was made by a high school student and filmed in her Media Center, somewhere in the United States.

"Teenagers just like us!"

Watch the video, "Is homosexuality a choice?" (6:30)

<http://www.youtube.com/watch?v=85GDKuNevv8>

Explain to students that the Ambassadors are not trying to tell people what to think or believe, we are just trying to offer a new perspective, to get students to consider an alternative to their traditionally held beliefs.

End with encouraging words about how with a collective effort we can make Poudre High School a more safe, inclusive, and inviting place to go to school!

Phew, that was a tough one! Congratulations! You have just facilitated your THIRD week! How has your facilitation style changed? What do you still need to work on? How are you growing as a leader, a facilitator, and more importantly, as a person? What advice will you share with groups who have not yet presented?



**STUDENTS MENTORING STUDENTS****WAYS TO COMBAT HATEFUL LANGUAGE:
THINGS TO SAY WHEN YOU HEAR “THAT’S SO GAY”**

1. ASK, “WHAT DOES THAT EVEN MEAN?” OR SAY, “THAT’S SO WHAT?”
TYPICAL RESPONSE ~ “IT’S WEIRD, STUPID, UGLY, LAME...”
YOUR RESPONSE ~ “THAT’S THE SAME THING AS SAYING, “GAY
PEOPLE ARE STUPID, WEIRD, UGLY, OR LAME AND I FIND THAT
OFFENSIVE!”
2. ASK, “HOW CAN AN ASSIGNMENT, AN IDEA, OR A SONG HAVE A SEXUAL
ORIENTATION?” IF THE PERSON IS REFERRING TO AN INANIMATE OBJECT BY
USING THE SLUR.
3. SAY, “YOU MIGHT BE SURPRISED TO KNOW THAT WHAT YOU JUST SAID
COULD HURT SOMEONE’S FEELINGS.”
4. SAY, “WHEN YOU USE THAT WORD IT MAKES ME UNCOMFORTABLE”, OR
“THE WAY YOU ARE USING THAT WORD IS HURTFUL.”
5. SAY, “THIS IS A HOMOPHOBIA FREE ZONE” OR “THAT’S HOMOPHOBIC AND I
DON’T TOLERATE HOMOPHOBIA.”
6. SAY, “GAY IS OK, DON’T BE A JERK.”
7. SAY, “IT’S PERFECTLY FINE TO USE GAY OR LESBIAN WHEN REFERRING TO
PEOPLE WHO ARE GAY OR LESBIAN, BUT NOT ACCEPTABLE AS A WAY TO
DESCRIBE SOMETHING SILLY OR STUPID.”
8. SAY, “DO YOU EVEN KNOW WHAT YOU’RE SAYING.”
9. SAY, “OH, COME ON, PICK A NEW WORD, YOU DON’T NEED TO USE GAY TO
MAKE YOUR POINT!”
10. SAY, “HAVE YOU SERIOUSLY NEVER HEARD THAT YOU’RE NOT SUPPOSED TO
USE THAT WORD?”
11. WHAT DO YOU SAY??? WHAT COULD YOU SAY???



STUDENTS MENTORING STUDENTS

Why Focus on LGBT students?

More than any other students, lesbian, gay, bisexual, and transgendered (LGBT) are at risk for bullying, name calling, harassment, isolation, and physical assault. Research indicates that schools are often hostile environments for LGBT students (or those perceived to be LGBT).

A 2009 National Climate Survey, which sampled more than 7000 students in all 50 states, begins to quantify the torment LGBT young people experience.

The following stats are from the same 2009 Survey from the state of Colorado:

87% of LGBT students were verbally harassed in school because of their sexual orientation.

90% of LGBT students regularly heard homophobic remarks or language such as, “gay”, “fag”, or “dyke”.

40% of LGBT students were physically harassed and 33% were physically assaulted-meaning punched, kicked or injured with a weapon because of their sexual orientation.

89% of LGBT students felt deliberately excluded by their peers; 86% had mean rumors or lies told about them; 69% were sexually harassed; and 62% had property deliberately damaged or stolen.

****Although most LGBT students have been victimized in school. Many of these incidents were not reported to an adult or a school official. *** *Why might LGBT students fail to report being victimized?***

30% of LGBT students missed at least one school day per month because they were afraid to attend.

14% of LGBT students didn't plan to pursue postsecondary education, compared to only 9% who didn't experience high levels of victimization.

The reported grade point average of students who were more frequently harassed because of their sexual orientation or gender expression was almost half a grade point average lower than for students who were less often harassed.

Students who are bullied frequently are more likely to smoke, abuse drugs and alcohol. And attempt suicide.

This is not an original document. The preceding information was adapted directly from “That’s So Gay; Ending Bullying and Harassment Against LGBT Students in Colorado Schools” – A Resource Guide for Educators, Parents, and Community Members

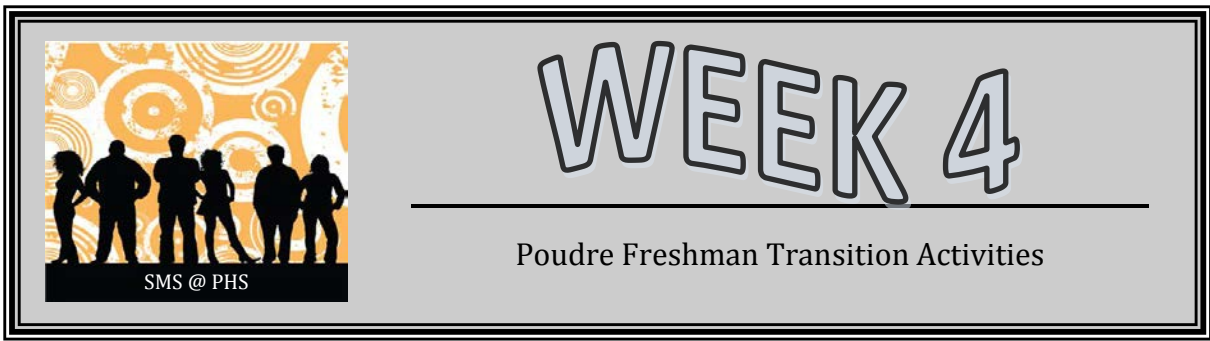
Schools that have high rates of bullying of LGBT students are far more likely to have high incidences of bullying toward non-LGBT students, the two are inextricably connected.



6 FACTS ABOUT GOAL SETTING

These practical tips on goal setting can help make it easier to set and reach goals:

1. **Specific, realistic goals work best.** When it comes to making a change, the people who succeed are those who set realistic, specific goals. "I'm going to recycle all my plastic bottles, soda cans, and magazines" is a much more doable goal than "I'm going to do more for the environment." And that makes it easier to stick with.
2. **It takes time for a change to become an established habit.** It will probably take a couple of months before any changes — like getting up half an hour early to exercise — become a routine part of your life. That's because your brain needs time to get used to the idea that this new thing you're doing is part of your regular routine.
3. **Repeating a goal makes it stick.** Say your goal out loud each morning to remind yourself of what you want and what you're working for. (Writing it down works too.) Every time you remind yourself of your goal, you're training your brain to make it happen.
4. **Repeating a goal makes it stick.** Say your goal out loud each morning to remind yourself of what you want and what you're working for. (Writing it down works too.) Every time you remind yourself of your goal, you're training your brain to make it happen.
5. **Pleasing other people doesn't work.** The key to making any change is to find the desire within yourself — you have to do it because you want it, not because a girlfriend, boyfriend, coach, parent, or someone else wants you to. It will be harder to stay on track and motivated if you're doing something out of obligation to another person.
6. **Roadblocks don't mean failure.** Slip-ups are actually part of the learning process as you retrain your brain into a new way of thinking. It may take a few tries to reach a goal. But that's OK — it's normal to mess up or give up a few times when trying to make a change. So remember that everyone slips up and don't beat yourself up about it. Just remind yourself to get back on track.



THEME OF THE WEEK: GOAL SETTING!!!

Goal setting is something that is used by young and old people alike. It is used by athletes at the top of their game, the most successful business men and women, and achievers in all fields. Setting goals helps give long-term vision, and short-term motivation. By setting sharp, clearly defined goals, you can measure and take pride in the achievement of those goals, and you'll see forward progress in what might previously have seemed a long pointless grind. You will also raise your self-confidence, as you recognize your own ability and competence in achieving the goals that you've set.

TIME: 75 minutes

CLASSROOM TEACHER/STUDENT PREPARATION: None

ACTIVITIES:

Small group..... Check In/How Was Your Week? (10 minutes)

Saturn's Ring (35 minutes)

Goal Setting (25 minutes)

Upcoming Events/Wrap-up (5 minutes)

SUPPLIES:

Your Binder (ALWAYS)

Rope (2 per class)

6 Envelopes containing one goal each to be read out loud by students

Handouts:

SMART goal worksheet

*If you don't know
where you're going,
you'll end up
somewhere else!*

-Yogi Berra

NAME REVIEW & CHECK-IN (10 MINUTES)

CHANGE THINGS UP! Whatever you have done for check-in, up to this point, do something different! Set the tone early, and the rest of your session should follow. If your group is struggling to have energy, YOU have to increase your energy level. If you have a group who is struggling to stay on task, it should be addressed during check-in.

*By recording your dreams and goals on paper, you set in motion the process
of becoming the person you most want to be.
-Mark Victor Hansen*

SATURN'S RING (35 MINUTES)

Saturn's Ring is a team builder designed to get students to set a goal and then work together to achieve it. It is supposed to appear nearly impossible and without teamwork it is impossible. This activity requires the facilitators to utilize a lot of discipline by staying quiet once clear instructions have been given. The less the facilitator says during this type of initiative, the more the participants have to figure out on their own, enhancing their experience.

- 🕒 Explain to students that today's activities will focus on Goal Setting. On one piece of paper, instruct each student to write down a goal that he or she has for him or herself.
- 🕒 Once everyone is finished ask each student to stand up and make a circle, standing toe to toe.
- 🕒 Each student will hold the rope and eventually set it down at their feet, forming a rope circle on the ground.
- 🕒 Have students lay down on their back, with their heels touching the rope.
- 🕒 Students crumple up their paper and set it on the floor, on "top of their head".
- 🕒 After everyone's goal is successfully placed on the floor, have students stand inside the circle.
- 🕒 Explain to them that they now CANNOT step outside of the circle, in fact they cannot even touch the floor outside of the circle or they will "lose the body part" that touches the floor.
- 🕒 Each student must use the others to retrieve his or her individual goal, without using any object (hat, pencil, lasso, etc.).
- 🕒 Once everyone has retrieved his or her own goal, ask students to sit down in a circle to process what they have just done.

PROCESSING QUESTIONS:

- 🕒 What was challenging about that activity?
- 🕒 What were your initial impressions of the activity?
- 🕒 How were people able to be successful?
- 🕒 What happens if people were unwilling to use support of others?
- 🕒 Why did we do this activity?
- 🕒 How does this activity pertain to high school?
- 🕒 Who is willing to read his or her goal?
- 🕒 In order to achieve our goals sometimes we must rely on each other for support!
- 🕒 At first, it may seem impossible to reach our goals but with dedication and determination anything is possible!

HARVARD BUSINESS SCHOOL GOAL STORY (10 MINUTES)

- 🕒 In 1979 a group of Harvard Business School students were part of a study in which they were asked, "**Have you set clear, written goals for your future and made plans to accomplish them?**"
- 🕒 Only 3% of the graduates had written goals and plans; 13% had goals, but they were not in writing; and a whopping 84% had no specific goals at all.
- 🕒 Ten years later, the members of the class were interviewed again, and the findings, while somewhat predictable, were nonetheless astonishing.
- 🕒 **The 13% of the class who had goals were earning, on average, twice as much as the 84% who had no goals at all.**
- 🕒 The 3% who had clear, written goals were earning, on average, **ten times as much as the other 97% put together.**

PROCESS QUESTIONS:

- 🕒 Why do you think this is so?
- 🕒 Who does it look like when you set goals?
- 🕒 When was the last time you set a goal and what was it?

FOUR REASONS WHY PEOPLE DON'T SET GOALS:

1. **They don't realize about the importance of goals.** If the people with whom you spend the most time, family, friends, colleagues, and so forth are not clear and committed to goals, there is a chance that you will not be, either.
2. **They don't know how to set goals.** Some set goals that are too general. These are, in reality, fantasies common to everyone. Goals, on the other hand, are clear, written, specific, and measurable.
3. **They fear failure.** Failure hurts, but it is often necessary to experience failure in order to achieve the greatest success. Do not unconsciously sabotage yourself by not setting any goals in which you might fail.
4. **They fear rejection.** People are often afraid that if they are unsuccessful at achieving a goal, others will be critical of them. This is remedied by keeping your goals to yourself at the outset; let others see your results and achievements once you've accomplished your goals.

Talk, as a group, about each of these and figure out why students in your group don't set goals.

GOAL SETTING (15 MINUTES)

Often times the goals we set are unrealistic and therefore not attainable. Today we are going to work on setting goals that are SMARTT, (Specific, Measurable, Attainable, Realistic, Timetable, Teammates)!

As a large group, pass out the 6 envelopes and ask for students to read them out loud, in chronological order, one at a time. Remember, goals 3 and 4 are the same, having to do with repeating goals. It may take students a second or two to realize that it's a joke!

Get back into your small groups and ask the students to come up with at least one goal that pertains to school, and fill out the SMARTT Worksheet. After all students finish, go over them in your small groups.

*When it is obvious that the goals cannot be reached, don't adjust the goals,
adjust the action steps.
-Confucious*

UPCOMING EVENTS (3 MINUTES)

Go over upcoming school events for the next two weeks, using the upcoming events highlights sheet. This will clearly take some homework on your part. We will discuss weekly happenings during Ambassador time so keep your eyes and ears peeled! Don't allow yourself to lose credibility by showing up unprepared!

WRAP-UP & EVALUATION (2 MINUTES)

Give students an honest but constructive feedback. As you continue to build a relationship, the kids will respond more and more to your requests! Ask students what they enjoyed about today and remind them that the quarter is almost over! REMIND STUDENTS THAT ALL OF THEIR GRADES ARE A PERMANENT PART OF THEIR TRANSCRIPT and although they might not seem important now, they will be a crucial part of graduating and more importantly getting into college!!! TURN IN MISSING ASSIGNMENTS!

Congratulations! You have just facilitated your THIRD week! How has your facilitation style changed? What do you still need to work on? What advice will you share with groups who have not yet presented?





SMARTT Goal Worksheet

Magic happens when
we write stuff down!

Name: _____

Today's Date: _____ Target Date: _____ Start Date: _____

Date Achieved: _____

Goal: _____

Verify that your goal is SMARTT

Specific: *What exactly will you accomplish?*

Measurable: *How will you know when you have reached this goal?*

Achievable: *Is achieving this goal realistic with effort and commitment? Have you the resources to achieve this goal? If not, how will you get them?*

Relevant: *Why is this goal significant to your life?*

Timely: *When will this goal be achieved?*

Teammates: *Who specifically do you need on your team? Who will help you achieve your goal?*

SMS @ PHS

STUDENTS MENTORING STUDENTS

[illegible]

SMS @ PHS

POUDRE IMPALAS

STUDENTS MENTORING STUDENTS

[illegible]

VALUES

- Leading and influencing people/policies
- Financial security
- Life of great adventure
- Athletic excellence
- Deep religious/spiritual beliefs
- Being liked and appreciated by others
- Freedom to travel
- Satisfying relationship with partner
- Creativity
- Freedom of lifestyle/personal independence
- Right to bear arms
- Freedom of speech
- Genius intelligence
- Great personal attractiveness
- Long and healthy life
- Time with nature
- A great sense of humor
- Service to others
- A capacity to give and receive love
- The pursuit of knowledge, truth, and understanding
- Satisfying and complete education
- Close and loyal friends
- A life of leisure
- Power and authority
- Worry free life
- Life of personal recognition, fame, and fortune
- Unlimited access to music, art, theatre, literature
- Social status
- Justice and equality in the world
- Contributing to the betterment of the world
- Moral responsibility and fulfillment
- Self-understanding
- Personal achievement
- Satisfying family life with children
- Living according to my beliefs
- Job satisfaction
- Connectedness to ones community
- Openness and honesty among people

VALUES

Acceptance

Alertness

Awareness

Beauty

Belonging

Bravery

Care

Carefulness

Clarity

Commitment

Compassion

Confidence

Cooperation

Courage

Creativity

Daring

Dependability

Determination

Discipline

Drive

Effectiveness

Empathy

Enthusiasm

Fairness

Flexibility

Forgiveness

Humor

Generosity

Gratitude

Helpfulness

Heroism

Honesty

Imagination

Individuality

Integrity

Inventiveness

Kindness

Love

Open-mindedness

Passion

Perseverance

Power

Pride

Reliability

Respect

Responsibility

Self-control

Selflessness

Sharing

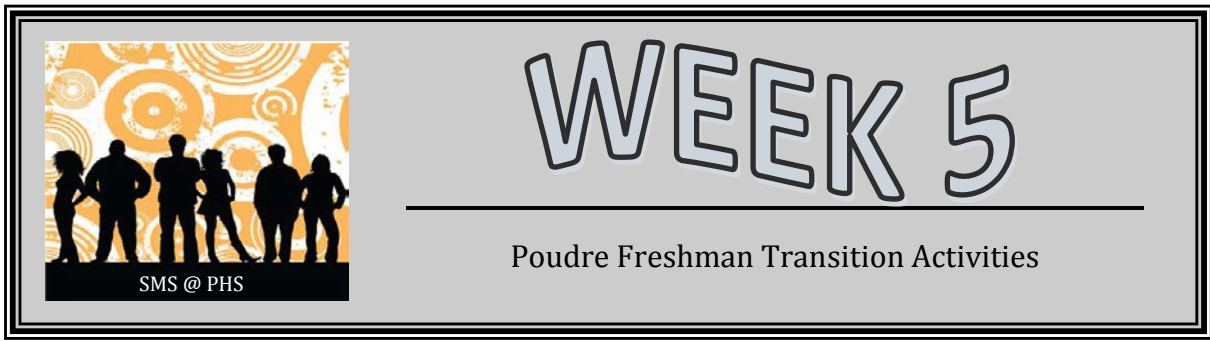
Simplicity

Strength

Trust

Understanding

Freedom



THEME OF THE WEEK: VALUES. THIS WEEK WE WILL FOCUS ON FIRST, IDENTIFYING STUDENT’S CORE VALUES, THEN RANKING THEM IN ORDER OF IMPORTANCE IN THEIR LIFE. THE ACTIVITIES TODAY ARE DESIGNED TO ELICIT A STRONG EMOTIONAL RESPONSE FROM STUDENTS AS THEY WRESTLE WITH THE IDEA OF WHAT IS MOST IMPORTANT TO THEM. STUDENTS WILL LEAVE THIS CLASS PERIOD WITH A BETTER UNDERSTANDING ON WHAT THEIR CORE VALUES ARE.

TIME: 75

CLASSROOM TEACHER/STUDENT PREPARATION: None

ACTIVITIES:

- Small group..... Check In/How Was Your Week? (10 minutes)
- Large group..... What are VALUES (5 minutes)
 - Where do our VALUES come from (5 minutes)
 - Why do VALUES matter? (10 minutes)
 - Values activity (35 minutes)
 - Upcoming Events (5 minutes)
 - Wrap-up/Evaluation (5 minutes)

SUPPLIES:

- Your Binder (ALWAYS)
- Copies of the “VALUES” lists

Handouts:

- Values Worksheet

CHECK-IN/HOW WAS YOUR WEEK? (10 MINUTES)

Pick a NEW way to check-in with your students. Try to make this time MORE CONVERSATIONAL and LESS QUESTION AND ANSWER. This is a huge opportunity to connect with your students and a successful check-in will make your life much easier for the rest of the session. Please see me if you need ideas for check-in.

*It's easier to make
decisions when
you know what
your values are!*

WHAT ARE VALUES AND WHERE DO THEY COME FROM? (10 MINUTES)

Our values are those beliefs that we possess that help us to make decisions such as right from wrong, good from bad, or normal from not normal. These values come into play each time we interact with others, and are the source of rich discussions or significant conflict.

Our values reflect our teachings from our family, friends, schools, mentors, and media. When we form teams, we must understand that each team member brings a unique value system to the table. These learned insights on life add important information to team discussions, but their differences are frequently the source of conflict. So understanding how values affect team member relationships is a critical piece of the team building puzzle.

WHY DO VALUES MATTER? (10 MINUTES)

The main benefit of knowing your values is that you will gain tremendous clarity and focus, but ultimately you must use that newfound clarity to make consistent decisions and take committed action. So the whole point of discovering your values is to improve the results you get in those areas that are truly most important to you.

Values are priorities that tell you how to spend your time, right here, right now. There are two reasons that priorities are important for our lives.

The first reason is that time is our most limited resource; time does not renew itself. Once we spend a day, it's gone forever. If we waste that day by investing our time in actions that don't produce the results we want, that loss is permanent. We can earn more money, improve our physical bodies, and repair broken relationships, but we cannot redo yesterday. If we had infinite time, then values and priorities would be irrelevant. But at least here on earth, we appear to be mortal with limited life spans, and if we value our mortal lives, then it's logical to invest them as best we can.

The second reason priorities matter is that we human beings tend to be fairly inconsistent in how we invest our time and energy. Most of us are easily distracted. It's easy for us to fall into the trap of living by different priorities every day. One day you exercise; the next day you slack off. One day you work productively, the next day you're stricken with a bout of laziness. If we don't consciously use our priorities to stick to a clear and consistent course, we'll naturally drift off course and shift all over the place. And this kind of living yields poor results. Imagine an airplane that went wherever the wind took it – who knows where it would eventually land? And the flight itself would likely be stressful and uncertain.

VALUES WORKSHEET (35 MINUTES)

Hand out a Values Worksheet to each student and a few lists of values to every small group. Explain to the students that for the purpose of this activity, they are only allowed to live by 10 values. Have them pretend that once they select their values they cannot change them so to be sure they have selected the right ones. On the worksheet, they are to write 10 values, define them, and then give an example of a supportive behavior for each particular value. *(This should take a while).*

Once everyone has completed their list, lead a short discussion on what that process was like for people. Questions you may want to consider are:

- 🗣️ *"What was that like for people?"*
- 🗣️ *"What was challenging about that activity?"*
- 🗣️ *"Was it hard to limit yourself to just ten values?"*
- 🗣️ *"Did anyone discover that they don't really know what their values are?"*
- 🗣️ *"Often times, our values come from our parents. Does anyone want to share a personal value that their parents don't value?"*

After a brief conversation, tell students that they have to cross off one value, and for the rest of their life they will have to live without that particular value. Get a few people to talk about whether that was hard or not, and why.

Now inform students that each one of them must cross off two values from their list. Continue this way, having students cross 1, 2, or 3 values off at a time (depending on time left in class), until they have narrowed their list to two values. **THIS ACTIVITY WILL GET NOISY AND SHOULD BE FUN! REMEMBER THAT CHAOS CAN BE ORGANIZED, IF FACILITATED WELL.**

UPCOMING EVENTS (5 MINUTES)

Go over upcoming school events for the next two weeks, using the upcoming events highlights sheet. This will clearly take some homework on your part. We will discuss weekly happenings during Ambassador time so keep your eyes and ears peeled! Don't allow yourself to lose credibility by showing up unprepared!

WRAP-UP & EVALUATION (5 MINUTES)

Give students an honest but constructive feedback. As you continue to build a relationship, the kids will respond more and more to your requests! Ask students what they enjoyed about today and remind them that you will see them in two weeks.

Great job! Reflect honestly on the job you did. What did you do well? What do you need to work on? What suggestions will you bring to Ambassadors next week?





POUDRE IMPALAS

POUDRE IMPALAS

STUDENTS MENTORING STUDENTS

101 WAYS TO REDUCE STRESS

- | | | | | |
|---|--|--|----------------------------|-----------------------------|
| 1. BREATHE DEEPLY FOR 3, 5, OR 10 BREATHS | 21. GET SOME ICE CREAM | 43. ROCK IN A CHAIR | 64. GIVE A HUG | 87. MAKE SOMEONE SMILE |
| 2. TALK TO A FRIEND | 22. DRAW | 44. SQUEEZE A STRESS BALL | 65. HAVE A PICNIC | 88. SURPRISE SOMEONE |
| 3. TALK TO YOUR FAMILY | 23. COUNT TO 101 | 45. DO SOME PUSH UPS | 67. GO FISHING | 89. WATCH A HAPPY VIDEO |
| 4. EAT FRUIT | 24. TELL FUNNY JOKES | 46. SMILE! | 68. DO YOUR BEST | 90. LEARN SOMETHING NEW |
| 5. GET PLENTY OF SLEEP | 25. GO FOR A RUN | 47. GO TO A RELIGIOUS SERVICE OR GATHERING | 69. WATCH THE OCEAN | 91. GO CAMPING |
| 6. GET FRESH AIR | 26. PLAY A COMPUTER GAME | 48. GO TO A CONCERT | 70. PLAY CATCH | 92. RUN THROUGH A SPRINKLER |
| 7. THINK POSITIVE THOUGHTS | 27. PLAY A BOARD GAME | 49. TAKE A SHOWER | 71. JOIN A CLUB | 93. DO A PUZZLE |
| 8. WATCH A MOVIE | 28. GO FOR A WALK | 50. TAKE A BATH | 72. WHISTLE A TUNE | 94. MEMORIZE A SONG |
| 9. PET A FRIENDLY ANIMAL | 29. GO FOR A RUN | 51. COOK | 73. CLIMB A TREE | 95. CHEER SOMEONE UP |
| 10. TAKE A DRIVE | 30. WRITE A LETTER | 52. LIFT WEIGHTS | 74. LEARN A LANGUAGE | 96. DRINK SOME LEMONADE |
| 11. STARE AT THE SKY | 31. READ A BOOK | 53. GO HIKING | 75. PLAY AN INSTRUMENT | 97. DEVELOP A DAILY ROUTINE |
| 12. STARE AT THE STARS | 32. PLAY A SPORT | 54. VOLUNTEER | 76. TAKE PICTURES | 98. SIMPLIFY YOUR LIFE |
| 13. JOURNAL | 33. MEDITATE | 55. DRINK WATER | 77. GO BOWLING | 99. PLAY AN INSTRUMENT |
| 14. LISTEN TO MUSIC | 34. PRACTICE YOGA | 56. PLAY IN THE SAND | 78. SKIP ROCKS INTO A LAKE | 100. MAKE A GIFT |
| 15. PLAY VIDEO GAMES | 35. DO SOMETHING NICE FOR SOMEONE ELSE | 57. SMELL SOME FLOWERS | 79. DO CARTWHEELS | 101. LAUGH! |
| 16. SING A SONG | 36. GARDEN | 58. EAT SOME CHOCOLATE | 80. GO BIRD WATCHING | |
| 17. WRITE POETRY | 37. TAKE A NAP | 59. STRETCH | 81. ROLL IN THE GRASS | |
| 18. WRITE A LETTER | 38. SIT IN THE SUN | 60. DANCING | 82. BLOW BUBBLES | |
| 19. CLEAN | 39. GET A MASSAGE | 61. WATCH FUNNY YOUTUBE VIDEOS | 83. WRITE A SKIT | |
| 20. DO HOMEWORK | 40. PLAY IN THE SNOW | 62. WORK IN THE YARD | 84. BUILD A SAND CASTLE | |
| | 41. TAKE A VACATION | 63. JUMP ROPE | 85. SOLVE A RIDDLE | |
| | 42. VISUALIZE A MINI-VACATION | | 86. GO TO THE ZOO | |

21 Habits of Happy People

“Happiness is a habit – cultivate it.” ~ Elbert Hubbard

Happiness is one aspiration all people share. No one wants to be sad and depressed.

We’ve all seen people who are always happy – even amidst agonizing life trials. I’m not saying happy people don’t feel grief, sorrow or sadness; they just don’t let it overtake their life. The following are 21 things happy people make a habit of doing:

- 1. Appreciate Life** Be thankful that you woke up alive each morning. Develop a childlike sense of wonder towards life. Focus on the beauty of every living thing. Make the most of each day. Don’t take anything for granted. Don’t sweat the small stuff.
- 2. Choose Friends Wisely** Surround yourself with happy, positive people who share your values and goals. Friends that have the same ethics as you will encourage you to achieve your dreams. They help you to feel good about yourself. They are there to lend a helping hand when needed.
- 3. Be Considerate** Accept others for who they are as well as where they are in life. Respect them for who they are. Touch them with a kind and generous spirit. Help when you are able, without trying to change the other person. Try to brighten the day of everyone you come into contact with.
- 4. Learn Continuously** Keep up to date with the latest news regarding your career and hobbies. Try new and daring things that has sparked your interest – such as dancing, skiing, surfing or sky-diving.
- 5. Creative Problem Solving** Don’t wallow in self-pity. As soon as you face a challenge get busy finding a solution. Don’t let the set backs affect your mood, instead see each new obstacle you face as an opportunity to make a positive change. Learn to trust your gut instincts – it’s almost always right.
- 6. Do What They Love** Some statistics show that 80% of people dislike their jobs! No wonder there’s so many unhappy people running around. We spend a great deal of our life working. Choose a career that you enjoy – the extra money of a job you detest isn’t worth it. Make time to enjoy your hobbies and pursue special interests.
- 7. Enjoy Life** Take the time to see the beauty around you. There’s more to life than work. Take time to smell the roses, watch a sunset or sunrise with a loved one, take a walk along the seashore, hike in the woods etc. Learn to live in the present moment and cherish it. Don’t live in the past or the future.
- 8. Laugh** Don’t take yourself – or life too seriously. You can find humor in just about any situation. Laugh at yourself – no one’s perfect. When appropriate laugh and make light of the circumstances. (Naturally there are times that you should be serious as it would be improper to laugh.)
- 9. Forgive** Holding a grudge will hurt no one but you. Forgive others for your own peace of mind. When you make a mistake – own up to it – learn from it – and FORGIVE yourself.
- 10. Gratitude** Develop an attitude of gratitude. Count your blessings; All of them – even the things that seem trivial. Be grateful for your home, your work and most importantly your family and friends. Take the time to tell them that you are happy they are in your life.
- 11. Invest in Relationships** Always make sure your loved ones know you love them even in times of conflict. Nurture and grow your relationships with your family and friends by making the time to spend with them. Don’t break your promises to them. Be supportive.
- 12. Keep Their Word** Honesty is the best policy. Every action and decision you make should be based on honesty. Be honest with yourself and with your loved ones.
- 13. Meditate** Meditation gives your very active brain a rest. When it’s rested you will have more energy and function at a higher level. Types of meditation include yoga, hypnosis, relaxation tapes, affirmations, visualization or just sitting in complete silence. Find something you enjoy and make the time to practice daily.

14. Mind Their Own Business Concentrate on creating your life the way you want it. Take care of you and your family. Don't get overly concerned with what other people are doing or saying. Don't get caught up with gossip or name calling. Don't judge. Everyone has a right to live their own life the way they want to – including you.

15. Optimism See the glass as half full. Find the positive side of any given situation. It's there – even though it may be hard to find. Know that everything happens for a reason, even though you may never know what the reason is. Steer clear of negative thoughts. If a negative thought creeps in – replace it with a positive thought.

16. Love Unconditionally Accept others for who they are. You don't put limitations on your love. Even though you may not always like the actions of your loved ones – you continue to love them.

17. Persistence Never give up. Face each new challenge with the attitude that it will bring you one step closer to your goal. You will never fail, as long as you never give up. Focus on what you want, learn the required skills, make a plan to succeed and take action. We are always happiest while pursuing something of value to us.

18. Be Proactive Accept what can not be changed. Happy people don't waste energy on circumstances beyond their control. Accept your limitations as a human being. Determine how you can take control by creating the outcome you desire – rather than waiting to respond.

19. Self Care Take care of your mind, body and health. Get regular medical check ups. Eat healthy and work out. Get plenty of rest. Drink lots of water. Exercise your mind by continually energizing it with interesting and exciting challenges.

20. Self Confidence Don't try to be someone that you're not. After all no one likes a phony. Determine who you are in the inside – your own personal likes and dislikes. Be confident in who you are. Do the best you can and don't second guess yourself.

21. Take Responsibility Happy people know and understand that they are 100% responsible for their life. They take responsibility for their moods, attitude, thoughts, feelings, actions and words. They are the first to admit when they've made a mistake.

Begin today by taking responsibility for your happiness. Work on developing these habits as you own. The more you incorporate the above habits into your daily lifestyle – the happier you will be.

Most of all: BE TRUE TO YOURSELF.

DEFINING STRESS

How do you know if you or someone is stressed? Everyone defines stress differently. Some people explain it as an uncomfortable emotion, some people experience it physically and some focus on how it affects their thinking.

Here are some words that are used to define stress in emotional terms:

Apprehensive	Overwhelmed	Depressed
Unhappy	Nervous	Anxious
Uncomfortable	Worried	Frustrated
Freaking out	Lost or confused	Overcommitted
Out of control	Wound up	Stretched too thin

Here are some words that are used to define stress in physical terms:

Tension	Headaches	Stomachaches
Panic	Jitteriness	Dizziness
Aches and pains	Trouble breathing	Excessive appetite
Chest pains	Trouble sleeping	No appetite

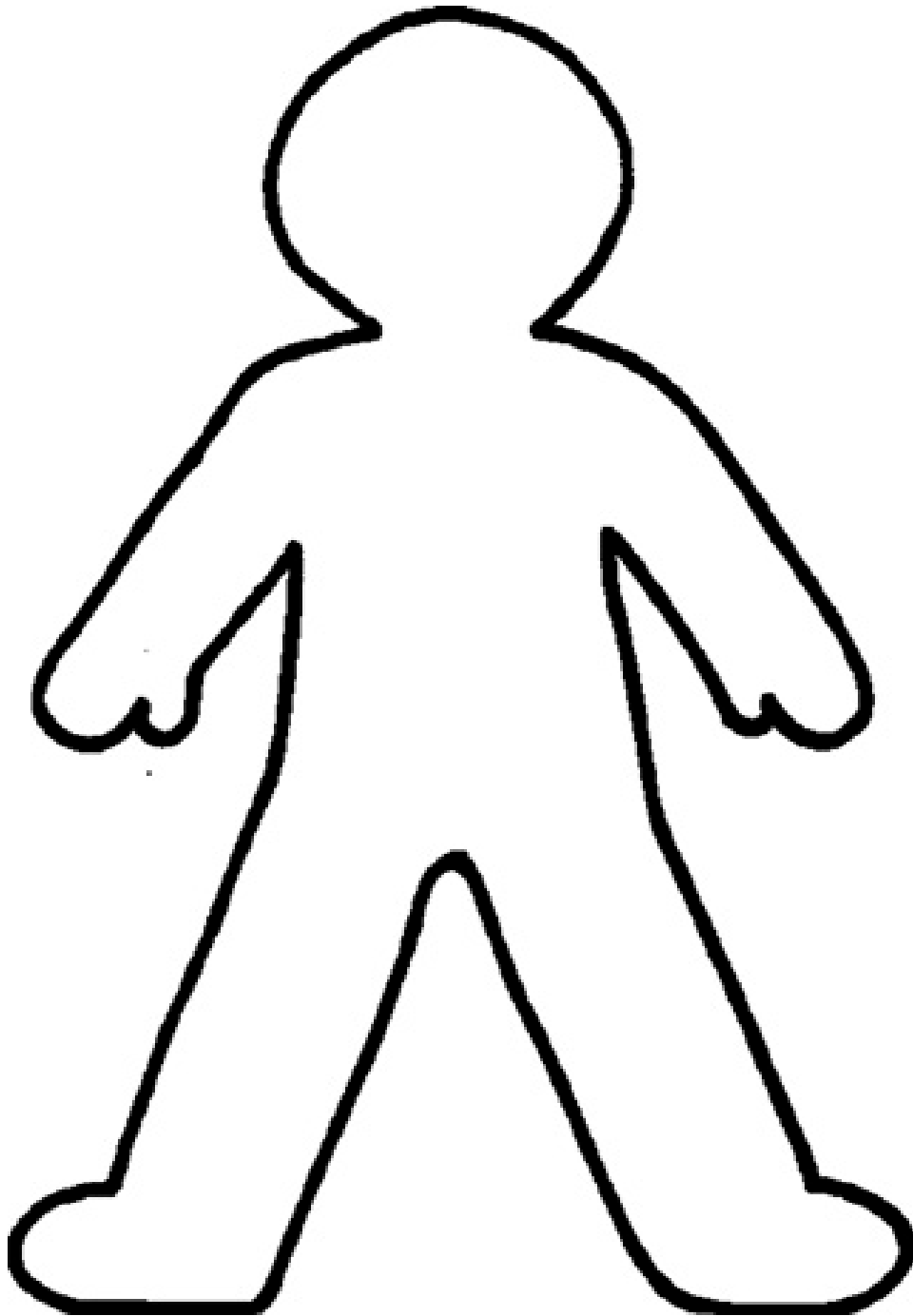
Here are some words that are used to define stress in terms of thoughts:

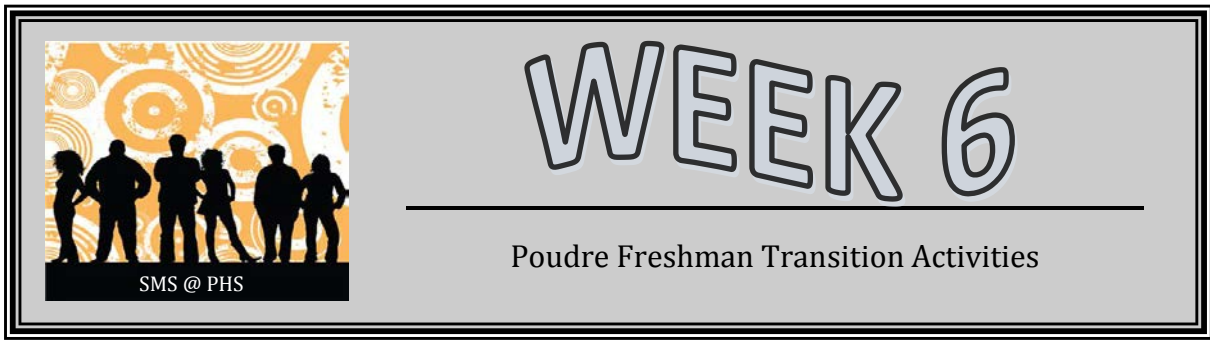
Overthinking	Blanking out on things	Too much to think about
A negative state of mind	Constantly thinking	Having trouble thinking
Unable to focus	Having bad thoughts	Having too many things to do
Not being able to concentrate		

Others? What is missing?

How Stress Affects You

Spend a few minutes thinking about a stressful situation that you have recently experienced. Try to think about exactly how that made you feel, where in your body you felt it, and what exactly did it feel like and what were some of your thoughts? Draw and color below your experience.





THEME OF THE WEEK: THE FOLLOWING IS AN ADAPTATION FROM “STRESS BUSTING” COMPILED BY GRACE WILHELM, M.A., AND THE STRESS REDUCTION WORKBOOK FOR TEENS BY GINA M. BIEGEL, M.A., LMFT

STRESS MANAGEMENT AND REDUCTION. EVERYONE HAS STRESS, BUT IT’S NOT ALWAYS BAD. STRESS IS THE REASON WE GET OUT OF BED IN THE MORNING BECAUSE WE HAVE THINGS TO DO AND PEOPLE TO SEE. STRESS MOVES US THROUGH OUR MORNING ROUTINES SO WE DON’T EXPERIENCE UNDESIRABLE STRESS, LIKE MISSING THE BUS. STRESS IS WHY WE STUDY FOR A TEST AND WHY WE DO OUR HOMEWORK. IT’S WHAT MAKES US WASH OUR FACE IN THE MORNING, BRUSH OUR TEETH, AND PUT ON DEODORANT.

TIME: 75 minutes

CLASSROOM TEACHER/STUDENT PREPARATION:

ACTIVITIES:

Small group..... Check In/How Was Your Week? (10 minutes)
What is stress? (5 minutes)





Large group..... How Stress Affects You (15 minutes)
Good vs. Bad Stress (10 minutes)
Managing Stress BBC Video (5 minutes)
Ways to Manage Stress (10 minutes)
Health Risks of Stress (10 minutes)
Pulse Check Deep Breathing Exercise (10 minutes)

Don't underestimate the value of Doing Nothing, of just going along, listening to all the things you can't hear, and not bothering. ~Pooh's Little Instruction Book, inspired by A.A. Milne

SUPPLIES:

How Stress Affects You worksheet
Defining Stress laminated copies
101 Ways to Manage Stress laminated copies

CHECK-IN (10 MINUTES)

-  Does your family celebrate Thanksgiving?
-  What are your plans for Thanksgiving?
-  What is your favorite Thanksgiving dish? Do you like leftovers?
-  What traditions are unique to your family?

WHAT IS STRESS? (5 MINUTES)

Stress is defined as a state of mental or emotional strain or tension resulting from adverse or very demanding circumstances. Stress looks and feels different to everyone. Some people thrive in stressful situations, and others shut down. Take a minute to think about how stress looks and feels to you. Use the laminated **Defining Stress** handouts to help identify how stress feels to you, emotionally, physically, and mentally. Encourage students to think about what else should be included on the handout.

HOW STRESS AFFECTS YOU (15 MINUTES)

Fill out the **How Stress Affects You** worksheet. Encourage students to use color, and to put thought and hard genuine effort into completing this. Ask for some students to share their experiences if comfortable.

Process questions:

- *What areas did students' noticed stress show up the most in their lives? Mentally, Emotionally, Physically?*
- *Out of these three, which is the most challenging to manage?*
- *What affect do these three areas have on one another, if any? Is it possible to just be stressed in one area and not others?*
- *Summarize common themes: Ex: "Sounds like a lot of people feel stress in their bodies; shoulders," "Everyone has mentioned worrying about doing well in school" or "Everyone has reported feeling overwhelmed is connected to stress."*

GOOD STRESS VS. BAD STRESS (10 MINUTES) THE STRESS REDUCTION WORKBOOK FOR TEENS BY GINA M. BIEGEL, M.A., LMFT

Lead a discussion on GOOD and BAD stress. Say, ***"Many of you may think of stress as solely a negative thing, but there are times when stress actually helps you!"***

Travis plays soccer for Poudre. He tends to get really nervous before a game, and his stomach often feels a little queasy. At the same time, his adrenaline increases and that helps him perform better.

If you go beyond that perfect point, the balance tips; the stress gets too great. It begins to decrease your ability to do well and starts to hurt you.

Diana tends to put her assignments off until the very last minute. Sometimes waiting close to the deadline works in her favor; she gets her homework done, and the pressure helps her do it well. At other times, she waits too long and the stress is so great that she can't finish her homework and she gives up altogether.

Say, ***"As you can see, sometimes stress is a good thing"***.

Here are a few other examples to help you see how the balance can tip.

You get named the captain of the basketball team.

Good Stress: You are proud of this position and work harder and do better on the team because of it.

Bad Stress: You get so nervous that it actually makes you play worse.

You get a really difficult homework assignment.

Good Stress: You feel challenged by this assignment and spend extra effort on it because you want to do well and are interested in the topic.

Bad Stress: You are so overwhelmed that you give up and don't even do the assignment.

DISCUSSION:



Tell about a time when stress helped you perform better or increased your motivation.



Can you think of a time when you passed that perfect point of stress so that it actually began to hurt you? Describe what happened.

RISKS (10 MINUTES)

Think of a time when stress negatively impacted your life. What did that impact look like? Often times we think stress is just emotional or mental. When stress completely compromises our system, we can get sick. Can you remember a time when you were stressed out, maybe not getting enough sleep, exercising, or eating right and then landed a cold? Stress affects us all differently; some people lean on food and tend to overeat, while others just aren't hungry. Some people just need to sleep and can't even get out of bed, while others can't sleep at all. When we are not regulating our bodies, i.e. eating and sleeping regularly, we cannot regulate our emotions, there is a direct correlation. When our emotions are in dysregulation everything suffers, from our relationships with other people, to our ability to handle stress, to our quality of work. These are just some of the examples of how stress can turn into serious issues like obesity, heart diseases, headaches, depression, anxiety, etc. What examples do you have?

MANAGING STRESS (5 MINUTES)

Watch the Video: *Managing Stress -BBC*: <http://www.youtube.com/watch?v=hnpQrMqDoqE> (2min35sec)

WAYS TO MANAGE STRESS (15 MINUTES)

Instruct everyone to take out a piece a paper and compile, as a group, as many ways to manage stress as possible. Call on specific students to get ideas. Refer to the 101 handout for more ideas. Encourage students to be creative and think about what really works for them or an idea they may have but haven't tried yet.

As we go through these next couple of months, think about this time of the year. At the end of the semester all of your projects and assignments are due. Finals come and go, and grades get recorded forever! Additionally, the holidays are such a great time of the year but for many of you and your parents, this can be a very stressful time.

Poudre High School offers a lot of ways and resources for students to combat stress! Remember your Ambassadors, peers, teachers, counselors, social worker, etc. they are here to help! Check out all the cool sports and clubs that are offered, get involved and stay active!

Spring sports: Baseball, Girls' Tennis, Boys' Lacrosse. Track & Field, Girls' Soccer, Boys' Swimming and Girls' Golf.

Clubs: Gay-Straight-Alliance, Yoga Club (Starting Dec.), Environmental Club, Poudre Liners (Indoor Soccer), World Diversity Club, Writer's Club, Fellowship of Christian Teens (FCT), Yearbook, Service Club, Science Olympiad, Science Bowl, SAVA Club, Robotics Team (Starting Jan.), River Watch, Poudre Book Club, Poetry Club, Poudre Pals, National Honor Society, Mock Trial Team, Math Club, Link Crew, Leadership Council, Knowledge Bowl, HYPE (Hispanic Youth Promoting Excellence), Freshmen Class Council, French Club, FOR: Friends of Rachel, FCCLA, FBLA (Future Business Leaders of America), Drama Club/Thespians, DECA (Distributive Education Clubs of America) and Ambassadors.



What other clubs or sports do you play that weren't on this list?

Last week to sign up for canning for the Feed Our Families food drive! Sign up in room 205 or see a Stu-Co member to go canning this weekend!

LARGE GROUP PULSE DEEP BREATHING EXERCISE (10 MINUTES)

This will challenge a lot of students. Many of them will struggle to find their pulse and will need to be helped. **It may also be a challenge to get the students to be silent, (which is necessary during pulse check).** Have one person in the group take time. Once everyone has located their pulse time the group for 30 seconds and then write down that number. Next, multiply that number by two and that number is your **resting heart rate**.

Resting Heart Rate



For teenagers (age 13 to 19), a normal resting heart rate is anywhere between 50 and 90 beats per minute. Because of differences in teens' bodies and physiology, the range for an acceptable resting heart rate is much greater than for other age groups. People who experience a lot of anxiety tend to have higher heart rates than others; use of nicotine or caffeine also increases the resting heart rate.

Now ONE Ambassador will lead the entire class in a deep breathing exercise. *Try hard to keep students on-task and taking this seriously (while I recognize this might be hard ☺).*

“Equal Breathing”

How it’s done: Balance can do a body good, beginning with the breath. To start, inhale for a count of four, then exhale for a count of four — all through the nose, which adds a natural resistance to the breath. We will do this for one full minute. More advanced people can aim for six to eight counts per breath with the same goal in mind: calm the nervous system, increase focus, and reduce stress.

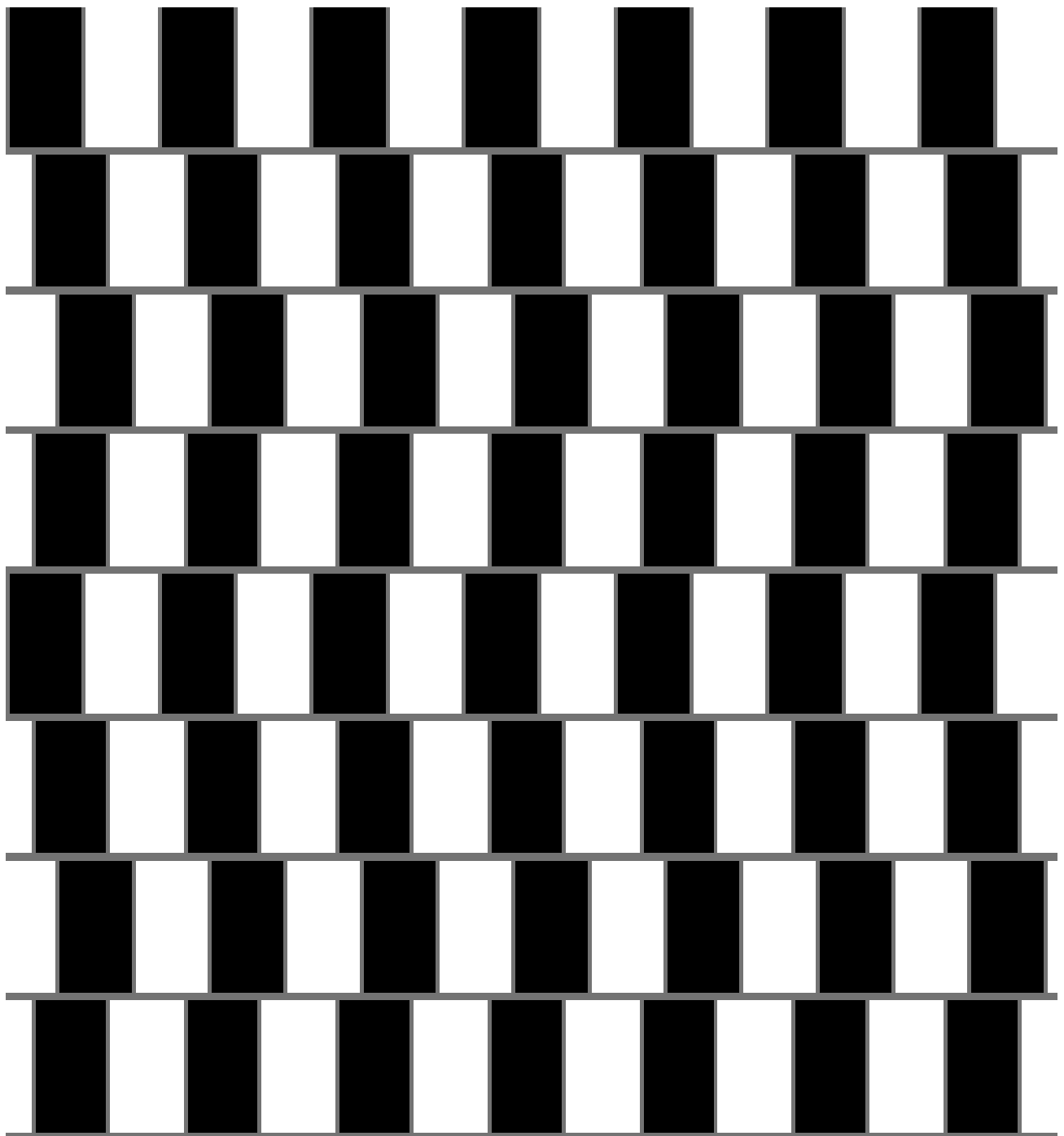
This exercise works best anytime and anyplace — but it’s especially effective as your lying in bed trying to sleep. Instead of counting endless sheep, try deep breathing instead, this will hopefully help take your mind off of your overactive brain, or whatever else might be keeping you from getting your zzzzz’s.”

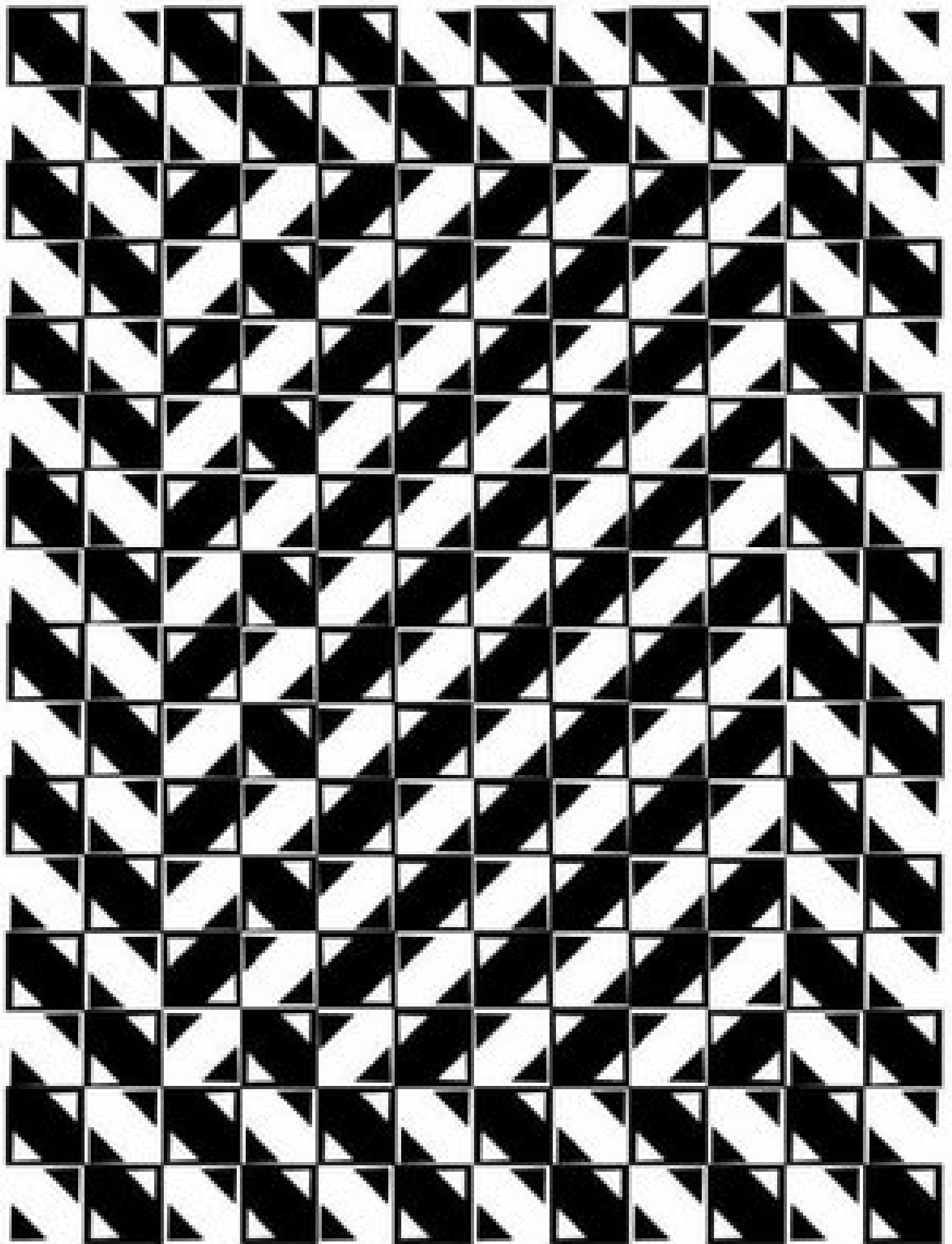
Now lead everyone through a second pulse check and compare that new number to their resting heart rate... Did it work?

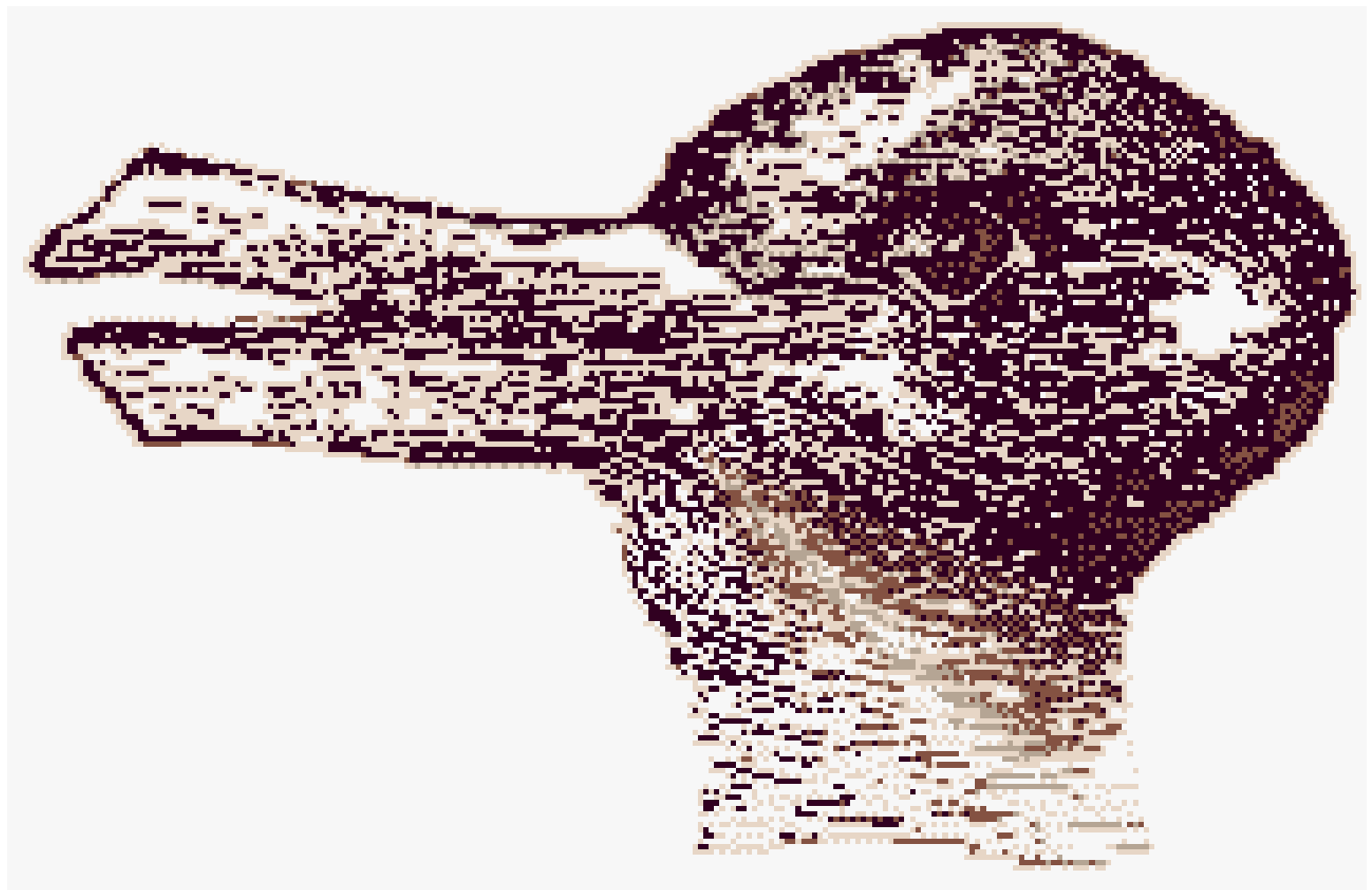
The Last page, “Plan for Handling Stress”, was created by Poudre’s own, Freshman, Aiyana Hanford-Smith

***If you finish and still have run out of time, please have freshmen pull up their email and read the email from Mr. Fontana, where they will be instructed on an additional activity.



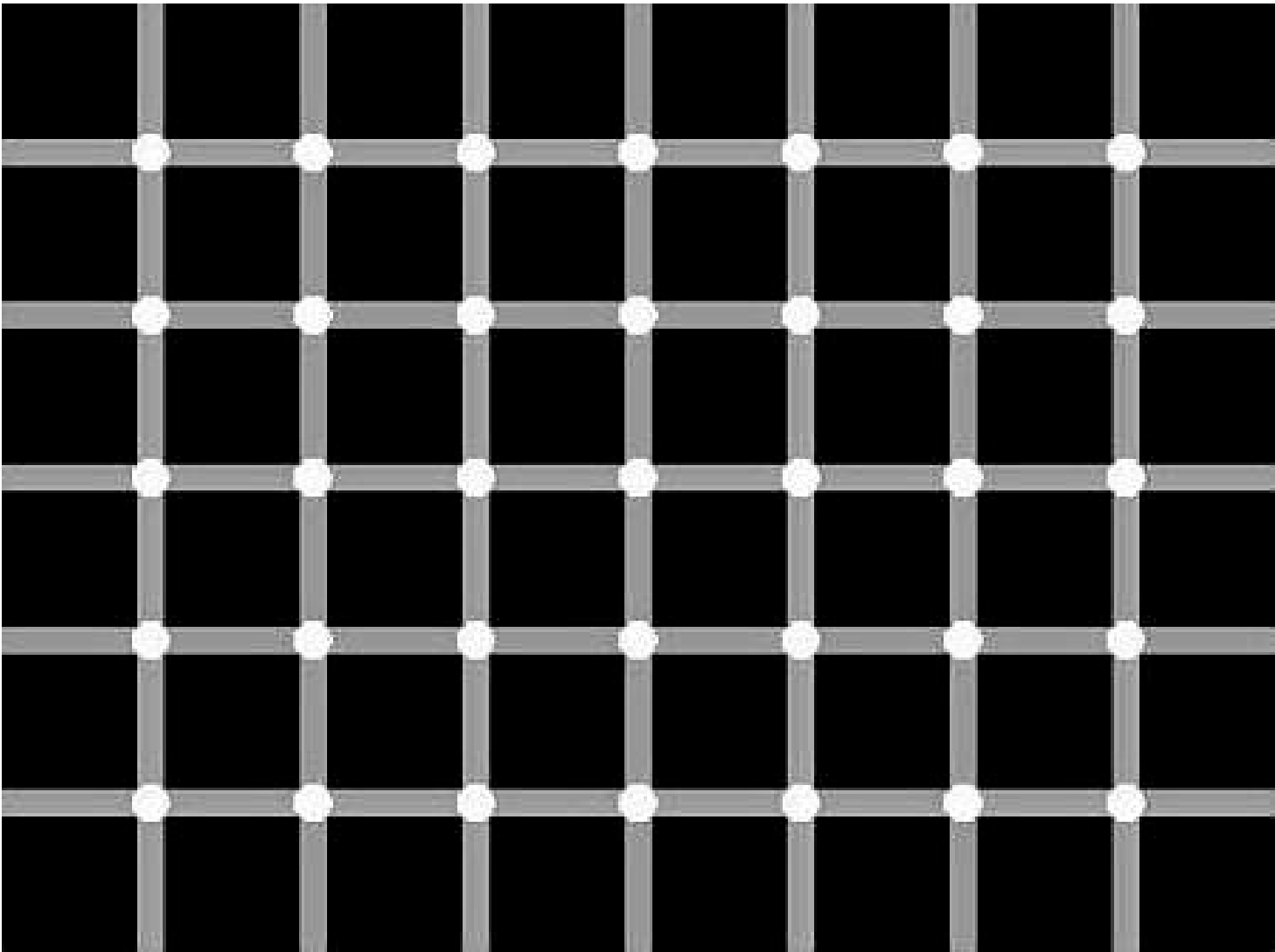


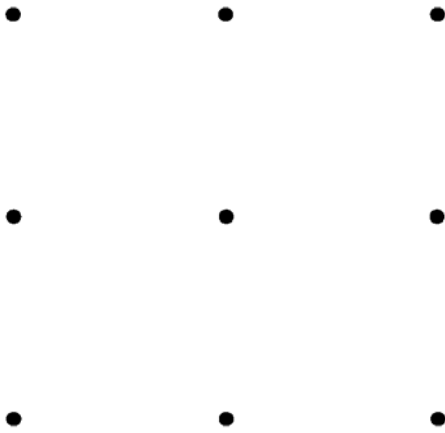




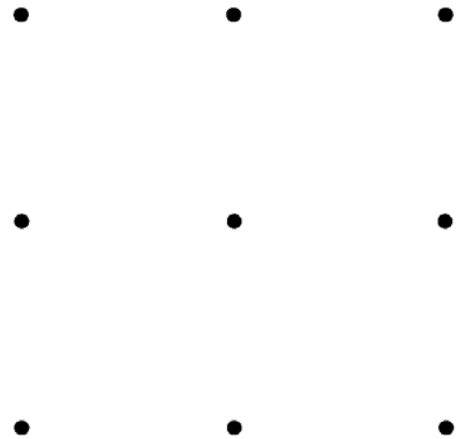




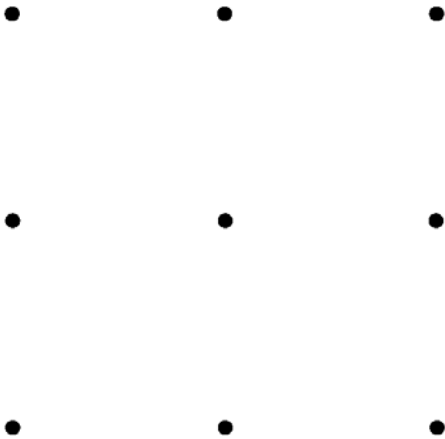




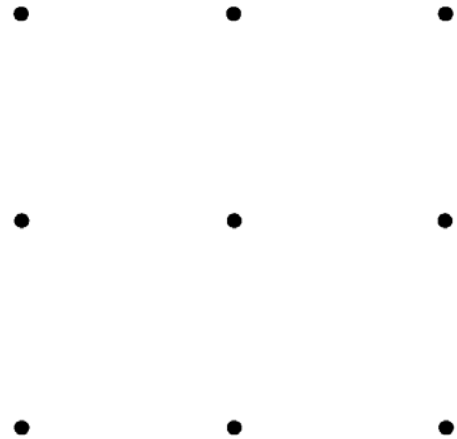
Connect all of the dots with four straight lines. Do not lift your pencil off the paper. Do not retrace any line. Lines may cross if necessary.



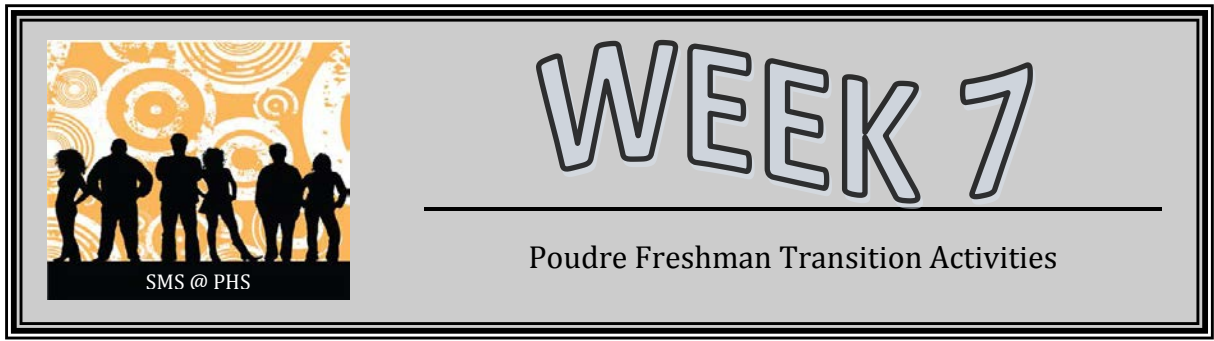
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Connect all of the dots with four straight lines. Do not lift your pencil off the paper. Do not retrace any line. Lines may cross if necessary.



Connect all of the dots with four straight lines. Do not lift your pencil off the paper. Do not retrace any line. Lines may cross if necessary.



THEME OF THE WEEK: PERCEPTIONS! Many problems or misunderstandings arise because of confusion between facts and opinions (perceptions). Logically, if you can differentiate between facts and opinions, you will be able to avoid or overcome many of these problems. What is even more important is that often our perception is more influential than fact, or reality, in shaping our future. This does not mean we can ignore facts, but we must realize that a person's perception of reality rather than the reality itself is more potent in determining the outcome of an event. Failure to appreciate this often results in problems and misunderstandings, which can be avoided or overcome if we have clear perception.

TIME: 75 minutes

CLASSROOM TEACHER/STUDENT PREPARATION: None

ACTIVITIES: (NO LARGE GROUP TODAY)

Small group..... Review Names (5 minutes)

Check In/How Was Your Week? (5 minutes)

Perceptions... What are they? (5 minutes)

Connect The Dots (15 minutes)

First Impressions (20 minutes)

Proverbs (20 minutes)

Upcoming Events (5 minutes)

Wrap-up/evaluation (5 minutes)

CAUTION!

Discussions about diversity, perception, stereotypes, etc can produce passionate feelings and misunderstandings that lead to hurt feelings and/or worse. Please be conscious and sensitive of these issues and be sure your mentees adhere to the ground rules you set up last week!

SUPPLIES:

Your Binder (ALWAYS)

Handouts: Connect The Dots, Proverbs, First impressions, Illusions, Evaluation

NAME REVIEW & CHECK-IN (10 MINUTES)

Spend time reviewing names. It is important for you to learn everyone's name as quickly as possible, so the sooner that happens, the better! As a group spend a couple of minutes learning and re-learning names and completing a short check-in. A good check-in activity at this point may be, "Tell one story, or share one experience, from your first month of school that made you enjoy being a high school student, or ask one question that I can help you answer relating to Poudre or to high school in general." Remember, each student is expected to share but may require a little facilitation work on your part to get information out.

PERCEPTIONS... WHAT ARE THEY? (5 MINUTES)

As human beings, we all have our own world-view, our own way of seeing things. Perception is how we make sense of the world around us. Two people may look at the exact same object and perceive an entirely different image. Everything we see, hear, taste, touch, smell, etc. is perceived in vastly different ways depending on our prior experience, knowledge, and exposure.

Explain to students that you will be doing several activities that measure their perception of things. Mention to them that some of them may have done these activities before and ask that they not reveal the secret for others.

CONNECT THE DOTS (15 MINUTES)

GOAL:

Students will discover that, in many ways, people from different backgrounds and cultures hold similar values and beliefs.

PROCEDURE:

Begin the activity by telling students that you'd like to challenge their thinking. Pass out copies of the "Connect the Dots" handout. Ask them to try to complete the puzzle while following the instructions on the paper. Ask participants who already know the solution, or figure out the solution before time is called to please turn over their paper and allow the others to figure out the solution themselves. Give participants 3-5 minutes to work on the problem.

At the end of time, have participants put down their pencils. Ask if anyone has found the solution. If so, ask that person to explain to the rest of the group how he or she solved it. If no one figured it out, draw the correct solution for the group.

DISCUSSION:

Why is it that most of us didn't think of going outside the boundaries to solve the problem?

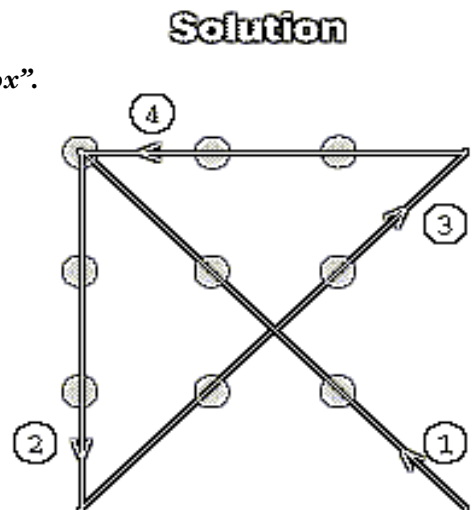
To solve the problem, we had to get outside of our usual way of thinking — outside of the box we put ourselves in. We had to literally draw outside the lines. This is what is required of us when we interact with people who are different from us. We have to look at other ways of "thinking about thinking". Our perceptions must change in order to succeed.

Drawing outside of the lines is very difficult because we are so used to our own way of thinking and our own point of view that it is hard to see other points of view. In order to successfully interact with people from different backgrounds and different cultures, we must learn to look at the world from many points of view, often times from viewpoints we can't even understand.

Ask students to share examples of situations when finding a good solution to a problem required thinking "outside of the box".

Social norms and societal structures restrict our way of thinking and prevent us from **perceiving** outside of the box solutions. Our **perception** of this image tells us that we must stay in the lines but nowhere in the directions were there any such restrictions.

How can our perceptions lead to unhealthy stereotypes?



FIRST IMPRESSIONS (20 MINUTES)

GOAL:




Students will discover that their first impressions of people are not always accurate.

PROCEDURE:

Pass out copies of “The Herman Grid.” Allow students time to stare at the image. Ask students to share their *first impressions*. Ask if they see gray dots in the white spaces.

DISCUSSION:

Are the grey dots really there? This is an example of how we sometimes see things that do not exist. Sometimes this happens when we see people, too. Ask students to think about the following questions:

-  *Have you ever had a wrong first impression of someone who had a different background or came from another culture?*
-  *Has someone from a different background or another culture ever had the wrong first impression of you?*
-  *Let's talk about being a teenager. It is very common for people to misperceive teenagers. What are some common misperceptions of teens? Do you fit the stereotype?*

Ask students to share and discuss their examples. This discussion should be the central focus of the next 15 minutes or so. This is where you should focus the conversation in each illusion activity below. You don't need to beat a dead horse but keep coming back to how our perceptions influence our thoughts and behaviors.











ILLUSIONS... AREN'T THEY JUST A MATTER OF PERSPECTIVE?

Pass out each image, one at a time, and allow time for students to wrap their brain around the illusion. **Get in the habit of asking for information rather than giving information. Say, “What do you see?”** Instead of explaining what they should see. It is okay for students to get a little noisy during this time, and remember, **THE MORE FUN YOU MAKE IT THE MORE FUN THEY WILL HAVE!** Please try to go in order so that you are on track with the other groups.

PERCEPTION ACTIVITIES

1. Do the dots disappear and reappear?
2. Are the lines straight or crooked?
3. Do you see a DUCK or a RABBIT?
4. Jazz Musician or a Ladies Face?
5. Three faces in one... Old lady, young lady, little girl... What do you see?

PERCEPTION ACTIVITY REFLECTION IDEAS

-  What did you see? How was that image different from what others saw?
-  Is what you saw the correct image? Is it the only way?
-  Are you able to see through someone else's glasses?
-  Did anyone help you see their perspective? How?
-  How does this activity relate to real life?
-  How does this activity relate to life at PHS?
-  What will you take away from this activity?
-  Each time you see another perspective it becomes harder and harder to *NOT* see it, eventually it becomes impossible to see through your old lenses.
-  Discuss perceptions of PHS prior to coming this year. Were they true?
-  Discuss perceptions of teenagers in Fort Collins. Are they all true?

PROVERBS (20 MINUTES)

GOAL:

Students will discover that, in many ways, people from different backgrounds, and cultures hold similar values and beliefs.

PROCEDURE:

Explain that proverbs have been used to teach lessons since the beginning of time. Give an example of what a proverb is (students WON'T know), "A penny saved is a penny earned."

A proverb is a short saying that is generally known by most people. The saying contains words of wisdom, truths or morals that are based on common sense. It is often a description of a basic rule that all people should generally follow. Proverbs can be found in all languages and all countries throughout the world...

Count the number of students in the group and select enough cards to equal that number. If there are an uneven number of students, one of the mentors will need to participate in the activity. Make sure that the cards are selected in matching pairs (one proverb from the U.S. and a matching proverb from another country).

Mix up the cards and pass out one card to each student. When all cards have been distributed, ask participants to read their card and attempt to make sense of it. They will next have to move around the room and find the person who has a card with a similar proverb, but from a different country. Ask partners to stand together when they have found each other. For each set of partners, one person should have a proverb from the U.S. and the other person should have a proverb from another country.

After most people have found their partner, ask those who have not found their partner to raise their hands. Ask those with raised hands to search among themselves for partners. When everyone has found their partner, ask each pair to read their proverbs out loud to the group. Ask the person with the proverb from the other country to read first, followed by the person with the proverb from the United States. After the foreign country has been read, ask students if they have ever heard of that before, (very few will have heard of it or will understand its meaning). Next ask their partner to read the proverb from the U.S. Ask again, "Now who has heard of that?" Ask students what it means. Do this several times (3-4 depending on time) and then wrap it up.

Close by leading a group discussion.

DISCUSSION:

This activity shows that although we have many differences when we compare ourselves to other kinds of people, we also have many similarities. We may have different ways of talking and different behavior patterns, but many of our most basic needs and interests are similar. It doesn't matter where we come from, what color our skin, where our mother was born, what language we speak, whom we chose to love, or to what God we pray. We all have the same basic human needs.

A SMILE IS A SMILE, REGARDLESS OF RACE, RELIGION, SOCIOECONOMIC STATUS, OR
NATIVE TONGUE, WE ARE MORE SIMILAR THEN DIFFERENT!

UPCOMING EVENTS (5 MINUTES)

Go over upcoming school events for the next two weeks, using the upcoming events highlights sheet. This will clearly take some homework on your part. We will discuss weekly happenings during Ambassador time so keep your eyes and ears peeled! Don't allow yourself to lose credibility by showing up unprepared!

WRAP-UP & EVALUATION (5 MINUTES)

Give students an honest but constructive reflection of how you felt the day went. It is important to always end on a positive note. Complement the group, offer insightful criticism, and end with another positive. Ex: *"I really liked how open minded people and how you all worked to see other perspectives. Next week I would really like work on staying focused during activities. But overall I had a great time and it is clear that if we keep working at it we can have a great semester."* Ask for verbal feedback about each activity. Go around in a circle so that everyone participates. *"What was your favorite and least favorite activity today/why?"*

Great job! Reflect honestly on the job you did. What did you do well? What do you need to work on? What suggestions will you bring to Ambassadors next week?



PROVERBS

He makes a wine cellar from one raisin.
(Lebanon)

He makes a mountain out of a molehill.
(United States)

*A person that arrives early to the spring never
gets dirty drinking water. (Zaire)*

The early bird gets the worm. (United States)

He who is not in sight is not in mind. (Tanzania)

Out of sight, out of mind. (United States)

I will not cry over a mishap and injure my eyes. (Tanzania)

It is no use to cry over spilt milk. (United States)

Where something is thin, that is where it tears. (Russia)

A chain is only as strong as its weakest link. (United States)

From the rain, into the gutter. (Germany)

From the frying pan, into the fire. (United States)

My house burned down but it was a relief the bedbugs died. (Korea)

Every cloud has a silver lining. (United States)

Two captains sink the ship.
(Japan)

Too many cooks spoil the soup.

By trying often, the monkey learns to jump from the tree. (Zaire)

If at first you don't succeed, try, try again (United States)

Even a tiger will appear if you talk about him.
(Korea)

Speak of the devil and he will appear. (United States)

A little in your own pocket is better than much in another's purse. (Spain)

One bird in the hand is better than two in the bush. (United States)

If you climb up a tree, you must climb down the same tree. (Ghana)

What goes up must come down. (United States)

Trust in God but tie your camel. (Iran)

God helps those who help themselves. (United States)

God is a good worker, but he loves
to be helped. (Spain)

God helps those who help
themselves. (United States)

As you cook the porridge, so must you
eat it. (Russia)

You reap what you sow. (United States)

Every seed knows its time. (Russia)

All in good time. (United States)

You can force a man to shut his eyes but you can't make him sleep. (Denmark)

You can lead a horse to water but you can't make him drink. (United States)

STUDENTS MENTORING STUDENTS

DIVERSITY NECKLACE:

_____	Mentor
_____	Doctor
_____	Athlete
_____	Coach
_____	Teacher
_____	Best friend
_____	Movie Star
_____	Yourself
_____	Family friend
_____	Neighbor
_____	Smartest kid you know
_____	One person from history
_____	Last person not in your family to babysit you
_____	Last musician you listened to
_____	Last crush or bf/gf (initials, or a fake name is okay)

KEY

White/Caucasian.....	Blue
Latino/Hispanic.....	Red
African American/Black.....	Yellow
Asian/Pacific Islander.....	Green
Middle Eastern/Arabic.....	White
American Indian/Native American...	Black
Eastern Indian.....	Pink

Race relates to a person's appearance - chiefly the color of their skin. It is determined biologically, with genetic traits such as skin color, eye color, hair color, bone/jaw structure etc.

Ethnicity, on the other hand, relates to cultural factors such as nationality, culture, ancestry, language and beliefs.

For example, a person from Russia is Caucasian but their Ethnicity is Russian.

*****This is the Ambassador copy** and should not be shared with the students prior to completing the activity. Ask students to take out a blank sheet of paper and number it from 1-15. Inform the students that we will be doing an activity that requires them to write the first person's name that comes to their mind after you read each statement. One at a time, read each line and allow time for students to write a name. Here is where it gets difficult... Please say in your own words or read the following, ****(Hang the KEY now)****

“For the purpose of this exercise, we have identified 7 Ethnicities but by no means is this a exhaustive list, there are MANY other Ethnic groups that people identify with. We are essentially going to ask you to stereotype the people in the list you created, based on what you think, our culture would perceive the persons race to be. For example, if someone were to ask what President Obama’s race is, most

would say African American, although we know he is multi-racial.” After identifying and writing down each person’s race, next, take one corresponding colored bead for each individual. Be sure students know that the color of the bead does not correspond to the race, i.e. Caucasian/White gets a blue bead. Each student should end up with 15 beads when all is said and done.

***This necklace represents of each student’s circle of influence.** Whether your necklace is all one color or multi-colored, it is neither good nor bad, nor is it right or wrong; it just simple is what it is. This activity is designed to help you see who you spend the most time with, who has the greatest influence on your life, and/or who you most identify with.*

PROCESS QUESTIONS:

- 👤 What do you notice about your necklace? (Allow for several people in your group to respond)
- 👤 What, if anything, surprised you about this activity?
- 👤 What patterns do you see in your necklace?
- 👤 Why does this activity matter? Why are we doing this activity? Why should we learn more about our **Circle of Influence**?
- 👤 Does anyone wish to change their **Circle of Influence**?
- 👤 How would one go about changing their **Circle of Influence**?
- 👤 What have you learned today that may influence how you “show up” at Poudre? (How you contribute to an accepting, non-judgmental atmosphere at Poudre)?
- 👤 What will you take away from this activity?

With regard to DIVERSITY, often times, conflict stems from a lack of understanding. This is not necessarily anyone’s fault, however. When we look around the room at ours, and other student’s **Circle of Influence**, they tend to be largely homogenous, (similar to our own race).

WHAT ARE SOME WAYS WE CAN INCREASE OUR MULTICULTURAL IQ?







- 👤 Learn factual info about other cultures and groups with different backgrounds.
- 👤 Read an article or book about a culture and compare your views with the author’s.
- 👤 See a movie about other cultural lifestyles and compare your life to the lives of those on film.
- 👤 Attend a cultural event, celebration, or holiday program of a different culture that you have never experienced before. For example: Pow Wow, MLK march, Cinco De Mayo celebration, Take Back The Night March, etc.
- 👤 Learn a new language
- 👤 Eat at an authentic ethnic food restaurant (not Panda Express for example).
- 👤 Interview a person from a different culture.
- 👤 Explore your own family history and background. Trace your ancestry.

SMS @ PHS

STUDENTS MENTORING STUDENTS

Poudre High School seeks to create a culture of respect that honors the rights, safety, dignity, and worth of every individual. By choosing to be part of this community, we pledge our respect for the standards of the community and for the rights and well being of all its members.

As a member of Poudre High School, I pledge that:

-  I will respect the dignity and essential worth of all individuals.
-  I will promote a culture of respect throughout the Poudre High School community.
-  I will respect other student's personal property and freedom.
-  I will not tolerate, nor contribute to bigotry, discrimination, violence, bullying, or intimidation of any kind.
-  I will practice personal and academic integrity and expect it from others.
-  I will promote the diversity of thoughts, opinions, ideas, and backgrounds, which is the lifeblood of Poudre High School.

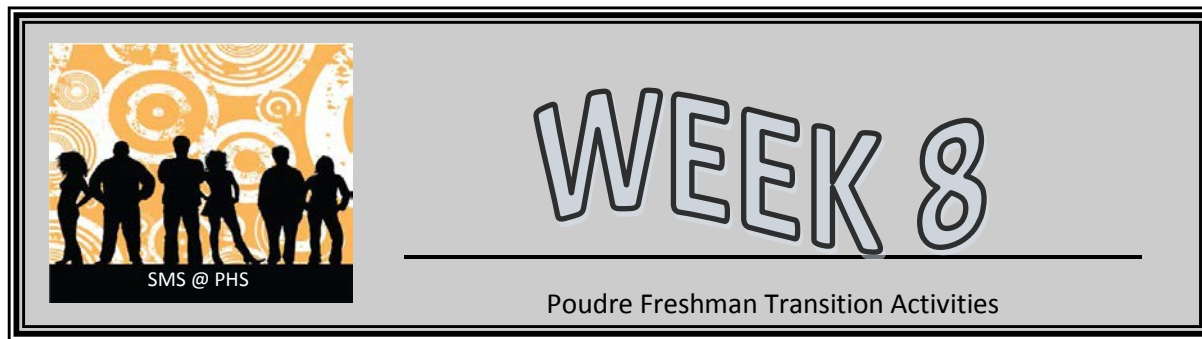
(SIGNATURE OF STUDENT)

(DATE)

(SIGNATURE OF PEER MENTOR)

(DATE)





THEME OF THE WEEK: DIVERSITY CONTINUES! The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. Most simply put, diversity is **what makes us different from one another**. These differences can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, and/or political beliefs.

It is the exploration of these differences in a **safe, positive, and nurturing environment** that helps us to both understand and appreciate others. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual. **Hate based on cultural differences is a learned behavior.**

TIME: 75 minutes

CLASSROOM TEACHER/STUDENT PREPARATION: None

ACTIVITIES:

Small group..... Check In/How Was Your Week? (5 minutes)

Why is diversity important? (10 minutes)

Diversity Necklace (25 minutes)

Global Village (10 minutes)

Large group..... Diversity Dot activity and discussion (25 minutes)

SUPPLIES: Your Binder (ALWAYS)

Beads/string/scissors for Diversity Necklace

Diversity Dots

Handouts:

Diversity Necklace Instructions

The Global Village

NAME REVIEW & CHECK-IN: (5 MINUTES)

Consider having a more serious check-in to set the mood for a serious activity.

“America is not like a blanket—one piece of unbroken cloth. America is more like a quilt—many patches, many pieces, many colors, and many sizes, all woven together by a common thread.”

WHY FOCUS ON CULTURAL DIVERSITY WITH TEENAGERS (FOR YOUR OWN LEARNING)?

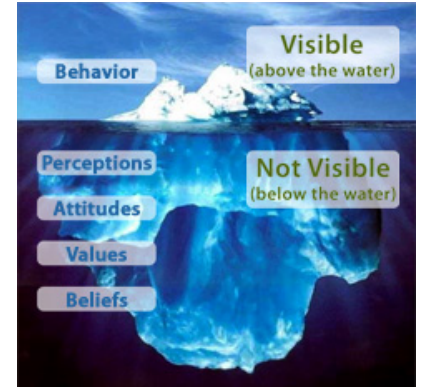
First, a quick definition of culture:

Whenever people form a group of any size, they develop, share, and teach social norms that help them carry on together. Most of these norms are unconscious “rules” that impact every level of each person’s life. While it can be a contributor, culture DOES NOT refer to one’s race or skin color. Culture will encompass:

- 🕒 Beliefs
- 🕒 Values
- 🕒 Attitudes
- 🕒 Perceptions
- 🕒 Behaviors

Our cultural training starts the moment we are born and continues throughout our life. For instance, pink and blue clothes on newborns cues everyone who interacts with the baby to treat the child as either a boy, or a girl, according to cultural norms.

Like an **iceberg**, most of the social programming is under the surface. Our perceptions, attitudes, values, and beliefs lie below the surface, or “below the water.” Only our behaviors, including our spoken thoughts, are evident to others, or “above the water.”



Many people, teens and adults alike, look only through the lens of their own cultural influences. They also believe that their culture is “the only one” or “the right one.” Tension arises whenever people hold rigidly to this notion. Reducing this tension can increase school harmony, stop prejudice, help avoid violence in schools, and reduce bullying.

- 🕒 Studying cultural diversity helps teens learn more about themselves as individuals, their family norms, and the cultures of their peers. This knowledge supports each student’s psychological and social growth. It also opens the conversations that break down cultural barriers, and:
 - Contributes to classroom, school, and community harmony
 - Eliminates prejudice
 - Stops potential hate and peer violence
 - Reduces bullying
- 🕒 The cognitive effort required for breaking through stereotypes and narrow attitudes enhances complex thinking and development of values, ethics, and character.
- 🕒 Studying cultural diversity is an opportunity for teachers and students to work together in instructional conversations. It also connects curriculum to kids’ experiences, home, and community and can provide a link to other curricular areas.
- 🕒 Lastly, studying cultural diversity can be intellectually satisfying and fun.

WHY IS APPRECIATING DIVERSITY IMPORTANT FOR POUDDRE HIGH? (10 MINUTES)

The face of the United States has changed and will continue to diversify over your lifetime. Poudre is the most diverse high school in Fort Collins, which adds to the richness of each student’s experience. With that richness, however, comes a greater opportunity for conflict and discrimination. It is through education and exposure that situations that once produced animosity can eventually lead to friendships and growth. A growing number of neighborhoods and communities contain a complex mix of races, cultures, languages, and religious affiliations. At the same time, the widening gap between the rich and the poor is creating greater social class diversity. In addition, the U.S. population includes 45 million people with physical and mental challenges, about 15% of the U.S. population. **Why should we be concerned about diversity? 3 simple reasons:**

1. The Global Market

Ask the following questions:

- We have all heard the expression that our world is shrinking. What exactly does that mean?
- What is “the global market” and where can it be found?

4 out of every 5 new jobs created are the result of foreign trade so to a large extent the strength of our economy depends largely on our ability to do business with other parts of the world. It is increasingly important that we learn not to just get along, but to understand and appreciate people from other cultures.

2. Changing Demographics

Just a few short decades ago 3 out of every 4 Americans were Whites. Today, over 30% of the U.S. population are people of color. By 2050 Caucasian Americans will be a minority. 1 in 5 Americans will be an immigrant. It was estimated that between 1998 and 2008 70% of new workers entering the workforce were women or people of color. For these reasons, today's teenagers and adults are more likely to face the prospect of interacting and working with people different from themselves. The ability to relate well to all types of people in the workplace is a leadership skill that is becoming more and more important.

3. Changing Concept of America

MELTING POT VS SALAD BOWL

As Americans, we have long thought of and referred to ourselves as a “melting pot”, suggesting the “melting together” of all people, into a harmonious whole with a common culture. It is most commonly used to describe the assimilation of immigrants to the USA, (*assimilate means to become similar to one's environment*). More recently however, proponents of multiculturalism assert that cultural differences within a society are valuable and should be preserved; where different cultures mix, but remain distinct. This more closely mirrors a “Salad Bowl”, where the carrots, lettuce, cucumbers, green peppers, and tomatoes maintain their individual shapes, color, and taste.

How does this notion of a “salad bowl” relate to people?”

The following activity is supposed to mimic the stereotyping and the inappropriate grouping of people into groups that fit the American model of assimilation and the idea of a melting pot.

DIVERSITY DOTS: (30 MINUTES)

Each student will get a Diversity Dot placed on their cheek (NOT FOREHEAD). They are NOT to see the color or design of their dot. Once all the students have a dot on their cheek tell them that they must work together to form groups based on their dots. Once they are all in a group, have the students discuss why they chose the groups they did. Then, tell them that they are not quite right (even though we know there is no correct answer☺). Have the students re-think the idea and form new groups using the dots to decide who goes where. Some students will become frustrated with this activity so good facilitation will be important! Once the students have finished the second time, discuss as a group why they chose the groups that they did. Eventually you will inform them that there was no right and no wrong answer. Use the questions below to help guide your reflection on this activity.

The students will have a lot of questions about how to form groups but you are to provide no further instruction (beyond, “form groups solely based on the dots on your faces”).

PROCESS QUESTIONS:

- *What did we just do? Someone explain exactly what was asked of you.*
- *Who decided how you were going to form your group?*
- *How did you form your groups?*
- *Was this activity hard? Easy? Confusing?*
- *What was hard about it? Confusing? Etc.*
- *How did you feel during the forming of groups?*
- *Did anyone get put into a group without being allowed to give their own input?*
- *Does anyone feel like they wound up in the wrong group?*
- *Who didn't have a group?*
- *What groups are we placed into in our day-to-day lives? Are we ever placed into a group without our input? Are those group labels ever incorrect?*
- *Has anyone ever been placed in a group that wasn't entirely accurate? Talk about that...*
- *How does this activity relate to high school?*
- *What can we take from this activity that will make our school a better place?*

DIVERSITY NECKLACE: (25 MINUTES)

Please refer to the Diversity Necklace handout for this activity.

THE GLOBAL VILLAGE: (15 MINUTES)

Take out the handout titled "If the World Were A Village of 100 People". Start by reading the scenario at the top then check for understanding,

"If we could reduce the world's population to a village of precisely 100 people, with all existing human ratios remaining the same, the demographics would look something like this."

Then, go in a circle and have students take turns reading one stat each. After all statement have been read, lead a discussion on people's reactions using the following questions as guidance. This is not a time to argue the validity of the statistics; this should simply be used as a vehicle for creating discussion.

- *What shocked you about the stats?*
- *Which of these statistics do you find least surprising?*
- *Which of these statistics are hard for Americans to even comprehend?*
- *What are the implications of these stats on our society?*
- *Are there any stats that you have a hard time believing?*
- *Do these facts change the way you view the world? Why/Why not?*

UPCOMING EVENTS: (5 MINUTES)

Ask students what events they have been to this year. Ask them about their favorite ones? What events do they plan on attending this semester? Do any students in your group play sports? Which? Updates???

WRAP-UP & EVALUATION: (5 MINUTES)

Give students an honest but constructive feedback of how you felt the day went. It is important to always end on a positive note. Complement the group, offer insightful criticism, and end with another positive. Feedback is important and welcomed! Encourage it!

You have just finished Diversity... By far, the toughest lessons to teach! What new stuff did you learn today? Great job! Reflect honestly on the job you did. What did you do well? What do you need to work on? What suggestions will you bring to Ambassadors next week?



STUDENTS MENTORING STUDENTS

IF THE WORLD WERE A VILLAGE OF 100 PEOPLE...

If we could reduce the world's population to a village of precisely 100 people, with all existing human ratios remaining the same, the demographics would look something like this:

The village would have 60 Asians, 14 Africans, 12 Europeans, 8 Latin Americans, 5 from the USA and Canada, and 1 from the South Pacific.

51 would be male, 49 would be female

82 would be non-white; 18 white

67 would be non-Christian; 33 would be Christian

11 would be homosexual, 89 would be heterosexual

80 would live in substandard housing

67 would be unable to read

50 would be suffering from malnutrition

33 would be without access to a safe water supply

39 would lack access to sanitation

24 would not have electricity (of the 76 that does, vast majority is only used at night)

7 people would have access to the Internet

1 would have a college education

1 would own a computer

1 would have HIV

5 would control 32% of the entire world's wealth, and all of them are from the US

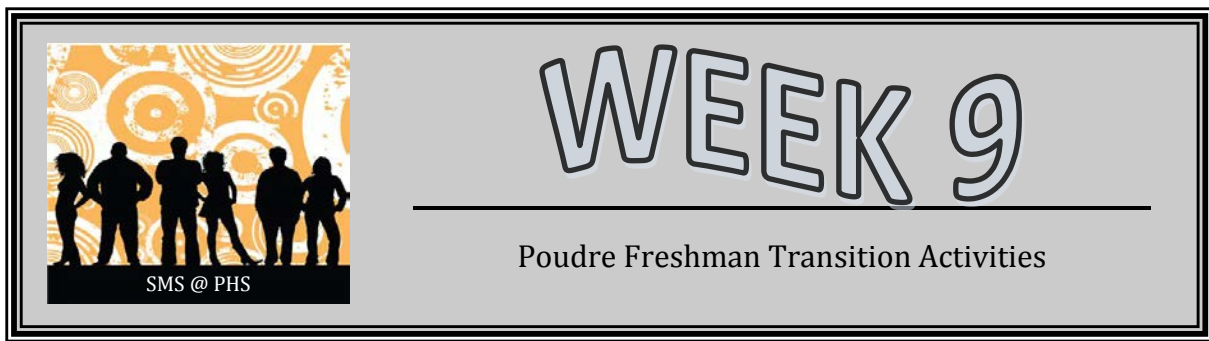
33 would be receiving – and attempting to live on – only 3% of the income of the village

If you woke up this morning with more health than sickness, you are luckier than the more than one million people who will die this week from a lack of health care.

If you are able to go to church, mosque, or synagogue without fear of harassment, arrest, torture, or death, you are luckier than over 3 billion people in this world.



*This version of The Global Village was last updated in 2005. It should be noted, however, that with so many new reports and constantly changing statistics, the above information is not meant to be totally accurate, it is more for the purpose of fostering understanding, so that we might better dialogue and understand the different cultures of the world.



THEME OF THE WEEK: Sexual Assault and Sexual Harassment Prevention

TIME: 90 minutes

CLASSROOM TEACHER/STUDENT PREPARATION: Ambassadors are expected to collect the Sexual Assault Presentation Box prior to presenting. Ambassadors should be in the classroom early and have the signs for the *Facts or Myths – Four Corners Exercise* and the *History of Violence Against Women* set before students come into the classroom. As students come in, pass out a Pre/Post-test to EVERY student, and randomly hand out the *Envelope Facts*. When students are settled, immediately start covering the Pre-test instructions.

ACTIVITIES:

Large group..... Pre Test (Should take no more than 5 minutes)

Sexual Assault Presentation (65 minutes)

Post Test (5 minutes)

SUPPLIES:

Sexual Assault Presentation Box

SART Peers Presentation Guide (1 per Ambassador)

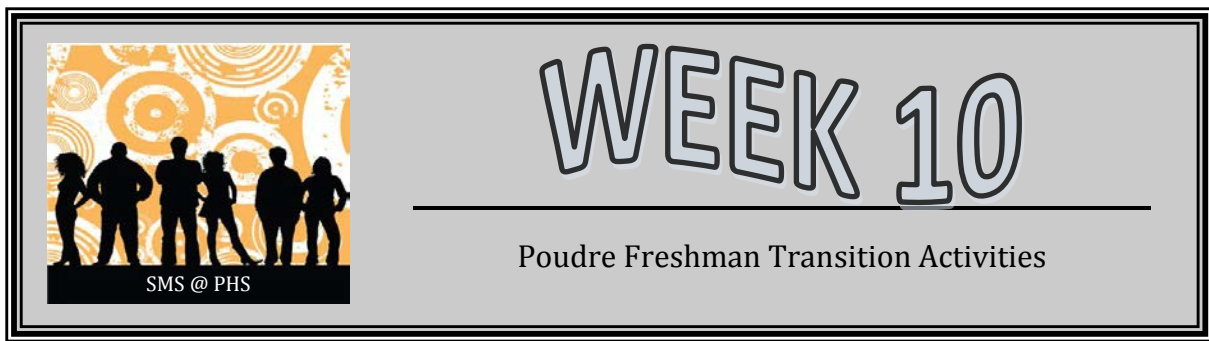
UPCOMING EVENTS (5 MINUTES)

This will be something you cover each time you meet as a group so it is important for you to be up to speed on all things Poudre! You will use the upcoming events highlights sheet in your group, but don't read it for the first time as the group is happening.

WRAP-UP & EVALUATION (ALREADY DONE!)

Your SART Curriculum will have taken care of the wrap-up and evaluation already. Wish your freshmen well, encourage them to say hello to you in the halls, and offer them parting words of wisdom (if the spirit moves you, i.e. don't forget to go to the dance...)





THEME OF THE WEEK: Teen Dating Violence & Intimate Partner Dating Violence

TIME: 75 minutes

CLASSROOM TEACHER/STUDENT PREPARATION:

ACTIVITIES:

Large group..... Pre Test (Should take no more than 5 minutes)

Teen Dating Violence Presentation (65 minutes)

Post Test (5 minutes)

SUPPLIES:

Presentation Box

Healthy Relationships Presentation Guide (1 per Ambassador)

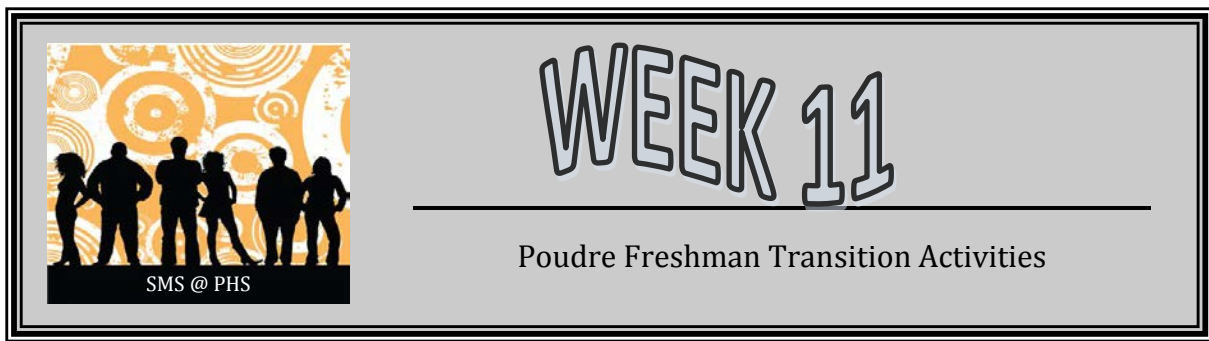
UPCOMING EVENTS (5 MINUTES)

This will be something you cover each time you meet as a group so it is important for you to be up to speed on all things Poudre! IF YOU HAVE TIME TODAY, use the upcoming events highlights sheet in your group, but don't read it for the first time as the group is happening.

WRAP-UP & EVALUATION (ALREADY DONE!)

Your Teen Dating Violence Curriculum will have taken care of the wrap-up and evaluation already. Wish your freshmen well, encourage them to say hello to you in the halls, and offer them parting words of wisdom (if the spirit moves you, i.e. don't forget to go to the dance...)





THEME OF THE WEEK: Suicide and Depression

TIME: 75 minutes

CLASSROOM TEACHER/STUDENT PREPARATION:

ACTIVITIES:

Large group..... Pre Test (Should take no more than 5 minutes)

Suicide & Depression Presentation (65 minutes)

Post Test (5 minutes)

SUPPLIES:

Presentation Box

Alliance for Suicide Prevention of Larimer County RAPP Presentation Guide (1 per Ambassador)

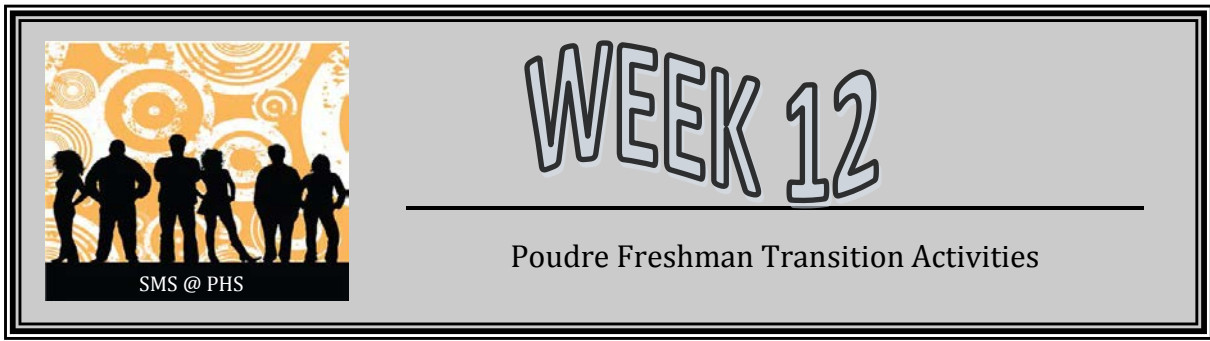
UPCOMING EVENTS (5 MINUTES)

This will be something you cover each time you meet as a group so it is important for you to be up to speed on all things Poudre! IF YOU HAVE TIME TODAY, use the upcoming events highlights sheet in your group, but don't read it for the first time as the group is happening.

WRAP-UP & EVALUATION (ALREADY DONE!)

Your RAPP Presentation Guide and the Suicide & Depression Curriculum will have taken care of the wrap-up and evaluation already. Wish your freshmen well, encourage them to say hello to you in the halls, and offer them parting words of wisdom (if the spirit moves you, i.e. don't forget to go to the dance...)





THEME OF THE WEEK: MAKE-UP DAY! HIGH SCHOOL IS A HUGE JUMP FROM JUNIOR HIGH OR MIDDLE SCHOOL AND WE HAVE FOUND THAT STUDENTS WHO FALL BEHIND EARLY TEND TO STRUGGLE THE REST OF THE YEAR. RESEARCH SHOWS THAT NINTH GRADE IS THE MOST PIVOTAL GRADE IN SCHOOL. IF STUDENTS FAIL THEIR FRESHMAN YEAR THEY ARE FAR MORE LIKELY TO DROP OUT OF HIGH SCHOOL THAN THEIR PEERS WHO PASS.

OBJECTIVE: TO ASSIST FRESHMAN IN FINISHING AS MANY LATE/MISSING ASSIGNMENTS AS POSSIBLE DURING THEIR FRESHMAN SEMINAR CLASS.

TIME: 60 minutes

CLASSROOM TEACHER/STUDENT PREPARATION: During the first 20 minutes of class, Freshmen will be afforded the opportunity to look up their missing assignments and gather necessary items needed to complete a certain number of assignments. Ambassadors will be available for the last 60 minutes of class and will act as tutors. The room will be set up in such a way that students can study with other students working on similar assignments. Math, English, History, Foreign Language, Science, etc. If students in their groups don't need help, Ambassadors will do their own homework and model good study habits. If a student does not have any missing work, or homework, and does not wish to study, it is up to the teacher what quiet activity he or she will engage in.

ACTIVITIES:

Small group..... Check In/How Was Your Week? (5 minutes)

Large group..... Nothing

SUPPLIES:

Your Binder (ALWAYS)

Please bring your own personal homework so that if your students don't need any help you can model good study behavior.

CHECK-IN – WHAT DO YOU HAVE TO WORK ON???? (5 MINUTES)

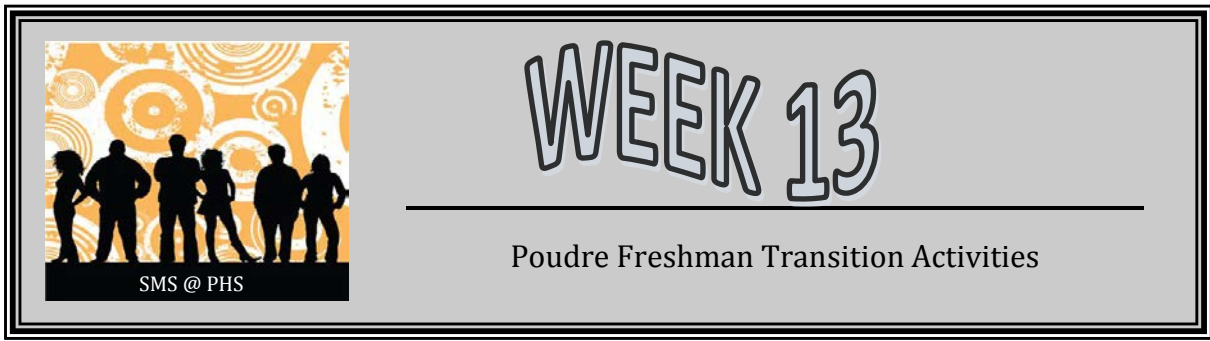
Check-in should be short today so we can maximize homework time. Check-in question should be *“What did you bring to work on?”*

WRAP-UP & EVALUATION (5 MINUTES)

Give students an honest but constructive feedback. As you continue to build a relationship, the kids will respond more and more to your requests! Ask students what they enjoyed about today and remind them that you will see them in two weeks.

ONLY ONE MORE SMS SESSION BEFORE THE END OF THE YEAR!





THEME OF THE WEEK: WRAP UP AND RELAXATION ☺. TODAY WE WILL PLAY A FEW GAMES WITH THE STUDENTS AND OFFER THEM A MUCH NEEDED STRESS REDUCER! THERE IS NO REAL TIME LIMIT WHEN PLAYING THE GAMES, SO DON'T FEEL LIKE YOU HAVE TO BE ON A TIGHT SCHEDULE. FEEL IT OUT AND MOVE ON WHEN THE TIME IS RIGHT!

TIME: 60-75 minutes

CLASSROOM TEACHER/STUDENT PREPARATION: None needed! Whew!

ACTIVITIES:

Small group..... Check In/How Was Your Week? (5-10 minutes)

Dice game (20-30 minutes)

Large group..... Impulse (20-30 minutes)

SUPPLIES:

TBD

CHECK-IN (10 MINUTES)

Your Mentee's Freshman year is almost over! Here are a few *ideas* for your check-in.

- ④ "What has been your favorite memory so far in high school?"
- ④ "What is one goal you have for your sophomore year?"
- ④ "What finals are you most worried about?"
- ④ "Now that you're all pros at this whole high school thing, what advice would you give to next years freshmen class?"

GAMES, GAMES, AND MORE GAMES!

TBD

Have FUN! The more fun you have, the more fun ALL of your students will have!

**CONGRATULATIONS, YOU'RE DONE FOR THE SEMESTER,
now go ace your finals!!**

