

**STEP UP.
IF NOT YOU, WHO?**

**BELIEVE IN
YOU**®

EPISODE ONE - KEVIN ATLAS
LESSON PLAN AND ACTIVITY GUIDE

BROUGHT TO YOU BY

Varsity  **BRANDS™**



JOURNAL/OPENER (5-10 MINUTES)

- Pose the questions and have students write answers privately:
 - Why is it important to believe in yourself?
 - Why is it important to have others believe in themselves?
- Have volunteers share answers and have a brief class discussion

EPISODE ONE – KEVIN ATLAS

(FILM: 8 MINUTES/30 SECONDS; TOTAL WITH QUESTIONS 15 MINUTES)

- Play episode one.

GALLERY WALK (20-25 MIN)

- Print the Gallery Walk and place papers on walls around the room (or you can have students stay in their desks and they can pass papers from group to group.)
- Place students in groups of four.
 - Have them number one–10 on the same sheet of paper as their journal/opener. Have students skip lines between numbers.
 - Instruct students that they will be answering questions posed at the different locations and writing answers on their paper. They will spend 1.5 minutes at each location and will travel together with their group. (If students are staying at desks then after 1.5 minutes they are to rotate papers per your direction)
 - Once students have completed rotation they can return to seats (10 locations).
- Show PDF on screen and choose a few students to share answers.

CLOSING: TICKET OUT THE DOOR (5 MIN)

- On a small sheet of paper have students write their names and respond to the following quote:
 - “We need to be part of something bigger than ourselves. We need to step up and lead.” - Kevin Atlas
 - Teacher can call on students to share if desired, but not necessary.
 - Collect papers as students walk out the door. Review papers to check for understanding.

EPISODE ONE
GALLERY WALK **1**



What was most
interesting about this
episode to you?

EPISODE ONE
GALLERY WALK 2



What challenges has
Kevin Faced in his
life? How did those
aspects affect him?

EPISODE ONE
GALLERY WALK **3**



Who was someone
that believed in
Kevin? How did they
demonstrate it?

EPISODE ONE
GALLERY WALK **4**



What are some
questions that you
have about the
episode?

EPISODE ONE
GALLERY WALK 5



What scene or line in the episode impacted you the most? Why?

EPISODE ONE
GALLERY WALK **6**



After watching the
episode, how can
you relate your life to
Kevin's?

EPISODE ONE
GALLERY WALK **7**



Who is someone that
believes in you? Why do
you think they believe
in you?

EPISODE ONE
GALLERY WALK **8**



How did the episode
relate to leadership?

EPISODE ONE
GALLERY WALK 9



What are some
underlying themes
from this episode?

EPISODE ONE
GALLERY WALK 9



Right now, do you
believe in yourself?
Why or why not?



DAILY MINI-LESSONS

EPISODE ONE – WEEK ONE

STEP UP: IF NOT YOU, WHO?

DAY ONE

MAKE A DIFFERENCE MONDAY

Discuss or journal: What was most interesting about this episode to you?

DAY TWO

TAKE TIME FOR YOU TUESDAY

Mindful Mantras. Have each student create a daily affirmation.

After 5 minutes to think about the affirmation or mantra, have each student share.

It only takes one or two courageous voices to ignite this conversation.

DAY THREE

WE STAND TOGETHER WEDNESDAY

Create a class motto about unity and facing adversity together.

Use the example of Step Up: If not you, who?

DAY FOUR

THOUGHTFUL THURSDAY

Discuss or journal: Who is someone that believes in you?

Why do you think they believe in you?

DAY FIVE

FUN FRIDAY

Create a class road map of fun ideas and activities you would like to see your school support to help all students overcome adversity.



DAILY MINI-LESSONS

EPISODE ONE – WEEK TWO

STEP UP: IF NOT YOU, WHO?

DAY ONE

MAKE A DIFFERENCE MONDAY

What challenges has Kevin faced in his life? How did those experiences affect him?

DAY TWO

TAKE TIME FOR YOU TUESDAY

Ten minute silent time. Have students use this time to focus on a personal task or catching up on an assignment.

DAY THREE

WE STAND TOGETHER WEDNESDAY

What's my name game? Have each student come up with a positive adjective to use before their partner's name. Creative Craig, Kindness Karen, etc.

DAY FOUR

THOUGHTFUL THURSDAY

Provide each student a notecard. Ask them to write a thoughtful message for someone who has helped them within the last month. It can be a student, faculty, or staff.

DAY FIVE

FUN FRIDAY

Create your personal leadership slogan or motto and share with the class. Use the idea that you are running for student council, a club president, or a team captain position.



DAILY MINI-LESSONS

EPISODE ONE – WEEK THREE

STEP UP: IF NOT YOU, WHO?

DAY ONE

MAKE A DIFFERENCE MONDAY

Class discussion: If you had a magic wand, what would you change in the world?

DAY TWO

TAKE TIME FOR YOU TUESDAY

What are some questions that you have about the episode? How can you, personally, make changes to ensure you Step Up?

DAY THREE

WE STAND TOGETHER WEDNESDAY

Divide students into groups of five and have them write a script for a 90-second "commercial" for standing together as one class, one school. The commercial is a 90-second video that can be created using a phone or classroom technology.

DAY FOUR

THOUGHTFUL THURSDAY

Stand up and say one positive thing about someone in the class, something about the school or a positive aspect of the community.

DAY FIVE

FUN FRIDAY

Create a Slogan/Mnemonic reflecting the power of unity.

DAILY MINI-LESSONS

EPISODE ONE – WEEK FOUR

STEP UP: IF NOT YOU, WHO?

DAY ONE

MAKE A DIFFERENCE MONDAY

Give students the word cues of leader, influencer, difference-maker. Give them 3 minutes to write down who comes to mind when considering these words. Ask all the students to stand if they wrote at least 5...10...15.... names. Ask them to share a few people and why they chose them.

DAY TWO

TAKE TIME FOR YOU TUESDAY

Take 10 minutes to complete SMART Goals. What are your goals for the next year?

DAY THREE

WE STAND TOGETHER WEDNESDAY

Film the 90-second commercial from the previous week. Allow students to edit, put music to the video and be prepared to show the video the following week.

DAY FOUR

THOUGHTFUL THURSDAY

Class Discussion: Be Kind to Human Kind. What changes can you make to ensure your school and community are better places for others?

DAY FIVE

FUN FRIDAY

Paper Airplane Game – Everyone makes a paper airplane and writes their name and two questions to ask someone else. On cue, everyone throws their airplane around the room, picks up others' airplanes and keeps throwing them. The leader says stop after one or two minutes. Everyone must have one paper airplane. They must find the owner of the airplane they have and answer the questions on the airplane. Each person then introduces the owner of the airplane they have to the group.

DAILY MINI-LESSONS

EPISODE ONE – WEEK FIVE

STEP UP: IF NOT YOU, WHO?

DAY ONE

MAKE A DIFFERENCE MONDAY

Discuss your plan to ensure that no one is sitting alone at lunch. Everyone deserves someone.

Take time to implement the lunch bunch.

DAY TWO

TAKE TIME FOR YOU TUESDAY

Mindful breathing provides students with a skill that they can use forever. Complete a 10-minute breathing exercise. Guide students in taking three slow deep breaths in and out, using their diaphragm. You may count “1, 2, 3” for each breath in and “1, 2, 3” for each breath out. Encourage students to focus on breathing and clearing their mind. Can you feel the air moving in through your nose and out through your mouth? Can you feel it filling your lungs and abdomen? Can you hear your breath?

DAY THREE

WE STAND TOGETHER WEDNESDAY

Show the 90-second video from previous week’s activity

DAY FOUR

THOUGHTFUL THURSDAY

Journal prompt: Take ten minutes to write the answer to the question: Why do people deserve kindness?

DAY FIVE

FUN FRIDAY

Play a classic game of musical chairs or hot potato. Everyone in the class must participate.



SUGGESTED WRITING TOPICS

Use the following topics as prompts for weekly writing opportunities. Students should complete a one-page journal entry based on the topics below. At the end of the academic year, the students' journals should provide reflection and motivation to continue developing the very best version of themselves.

- How can we make every day count?
- How can you change your game from the inside out?
- Describe your character. Why is discipline so important?
- Why is accountability important?
- How can you inspire others?
- How can you improve your communication skills?
- What is your favorite song? How does it motivate you?
- What would you do if you witnessed an student being bullied?
- What would you do if you did very poorly on a test?
- How can you help others in your community?
- Chase the goal, chase your dreams. What does this mean to you?
- How would you respond if you were being bullied?
- What would you do if you found a magic wand?
- If you were principal of this school, what is the most important thing you would do?
- If you could break the Guinness Book of World Records, what would it be for?
- What would you do if you just won the lottery?
- If you could go back in time and change one thing in your life, what would you change?
- What do you consider your greatest accomplishment to date and why?

ASPIRE TO EXCELLENCE

BELIEVE IN YOU[®]

EPIISODE TWO - MARK HENRY LESSON PLAN AND ACTIVITY GUIDE

BROUGHT TO YOU BY

VARSITY  **BRANDS[™]**



JOURNAL/OPENER (5-10 MINUTES)

- Pose questions and have students write answers privately
 - What is an important goal in your life?
 - What will it take to achieve your goal?
- Teacher should begin discussion by sharing their own personal goal they have with the students along with what it will take to achieve his/her goal. Allow students to share their answers and have brief class discussion.

EPISODE TWO - MARK HENRY

(FILM: 9 MINUTES/16 SECONDS; TOTAL WITH QUESTIONS 15 MINUTES)

- Post video discussion questions
 - Do you think Mark Henry could be considered a leader? How and Why?
 - What did it take for Mark Henry to aspire to excellence.....what goals did he make and meet?
 - What were some of Mark Henry's weakness that could have hindered him achieving his goals?

STRENGTH FINDERS/SMART GOAL(20 MIN)

Students will identify their strengths and weaknesses and identify how those qualities can help them become successful as leaders in their everyday lives as well as help them achieve their goals....AKA "Aspire to Excellence"

- Student will complete the Strength/Weakness Organizer
 - Students may be paired or placed in small group for brief discussion
 - Guide students to discuss how their strengths and weakness can help them achieve their goals and to become better leaders.
- Student will complete 2 SMART goals on the organizer.

CLOSING (5 MIN)

Mark Henry stated that his focus and desire as well as his determination not to fail was based on "one half, showing up, and the other half, how much work do I need to put in to make it happen." Explain how determining your strengths and weaknesses will allow you to achieve your goals and become a leader?

- Students may answer individually on handout or on their own paper



STRENGTHS

(Things you are good at and can contribute)

Things you do when you are focused on strengths

WEAKNESS

(Things you struggle with)

Things you do when you struggle

Based on the things you are good at and not so-good at, and your overall goal, create two SMART goals that you hope to achieve. (SMART Goals are: Specific, Measurable, Achievable, Realistic, Timely.)

1.

2.



DAILY MINI-LESSONS

EPISODE TWO – WEEK ONE

ASPIRE TO EXCELLENCE

DAY ONE

MAKE A DIFFERENCE MONDAY

Discuss or journal: What was most interesting about this episode to you?

DAY TWO

TAKE TIME FOR YOU TUESDAY

Mindful Mantras. Have each student create a mantra if they do not have one. After 5 minutes to think about the mantra or creating one, have each student share their personal mantra. Share the examples listed below to help prompt the students.

1. Don't wait for opportunity. Create EXCELLENCE.
2. Why be good when you can be GREAT.
3. All in.
4. Go be GREAT.

DAY THREE

WE STAND TOGETHER WEDNESDAY

Create a class motto about Excellence. Use the motto all month long as the class aspires to reach excellence.

DAY FOUR

THOUGHTFUL THURSDAY

Discuss or journal: What does Aspire to Excellence?

DAY FIVE

FUN FRIDAY

Create a class roadmap of fun ideas and activities you would like to see your school support to help all students reach excellence both in and out of the classroom.



DAILY MINI-LESSONS

EPISODE TWO – WEEK TWO

ASPIRE TO EXCELLENCE

DAY ONE

MAKE A DIFFERENCE MONDAY

How can complaining and whining be replaced with goals of achieving excellence.

DAY TWO

TAKE TIME FOR YOU TUESDAY

10-minute silent time: Have students use this time to focus on a personal task or catching up on an assignment or focusing on changing from complaining and whining about things to showing a passion for all things.

DAY THREE

WE STAND TOGETHER WEDNESDAY

Unity. Passion. Excellence. Students should unite and hold each other accountable for not complaining and showing passion and compassion for all students, staff, and faculty.

DAY FOUR

THOUGHTFUL THURSDAY

Provide each student to a post-it note and ask them to write a thoughtful message for someone who has helped them strive for excellence within the last month. It can be a student, faculty, or staff.

DAY FIVE

FUN FRIDAY

Create your personal excellence slogan or motto and share with the class. Use the idea that you are running for or trying to obtain a Student Council, a Club President, or a Team Captain position.



DAILY MINI-LESSONS

EPISODE TWO – WEEK THREE

ASPIRE TO EXCELLENCE

DAY ONE

MAKE A DIFFERENCE MONDAY

Class discussion: What have you accomplished where you feel you achieved excellence? Share your passion and determination with the class.

DAY TWO

TAKE TIME FOR YOU TUESDAY

What are some questions that you have about the episode? How can you, personally, make changes to ensure you Aspire for Excellence?

DAY THREE

WE STAND TOGETHER WEDNESDAY

Divide students into groups of five and have them write a script for 90 second “commercial” for Aspiring to Excellence as one class, one school. The commercial is a 90 second video that can be created using a phone or classroom technology.

DAY FOUR

THOUGHTFUL THURSDAY

Standup and say one positive thing about someone in the class, something about the school, or a positive attribute about the community in which you live.

DAY FIVE

FUN FRIDAY

Create a Slogan/Mnemonic Using=EXCELLENCE

DAILY MINI-LESSONS

EPISODE TWO – WEEK FOUR

ASPIRE TO EXCELLENCE

DAY ONE

MAKE A DIFFERENCE MONDAY

Students take out their whiteboards or some scratch paper and then give them the assignment to define EXCELLENCE. They should share their individual definitions with the class.

DAY TWO

TAKE TIME FOR YOU TUESDAY

Identify some things that cause you (the student) to whine and complain? How can you make a change?

DAY THREE

WE STAND TOGETHER WEDNESDAY

Film the 90 commercial from the previous week. Allow students to edit, put music to the video etc. and be prepared to show the video the following week

DAY FOUR

THOUGHTFUL THURSDAY

Class Discussion: When people around you whine and complain, how can you help refocus the conversation? What changes can you make to ensure your school and community are better places for others?

DAY FIVE

FUN FRIDAY

Song Day: What song motivates you (the student) to work harder? Share a song with clean lyrics with the class.



DAILY MINI-LESSONS

EPISODE TWO – WEEK FIVE

ASPIRE TO EXCELLENCE

DAY ONE

MAKE A DIFFERENCE MONDAY

How hard are you willing to work for excellence and make a difference in your life? What is your passion?

DAY TWO

TAKE TIME FOR YOU TUESDAY

Ten minutes of quiet time. Play a song and encourage students to completely decompress.

DAY THREE

WE STAND TOGETHER WEDNESDAY

Show the 90 second video from previous week's activity

DAY FOUR

THOUGHTFUL THURSDAY

Journal Prompt: Take ten minutes to write the answer to the question. I Aspire for Excellence by doing...

DAY FIVE

FUN FRIDAY

Have students take turns playing "Pictionary" using the following words: Passion, Excellence, Kindness, Achievement, Goals



SUGGESTED WRITING TOPICS

Use the following topics as writing prompts for weekly writing opportunities. Students should complete a one page journal entry based on the topics below. At the end of the academic year, the students' journals should provide reflection and motivation to continue being the best person they can be.

- Make every day count.
- Change your game from the inside out.
- Walk louder than you speak.
- Describe your character.
- Why is discipline so important?
- Why is accountability important?
- How can you inspire others?
- Communication...how can you improve your communication skills?
- What is your favorite song? How does it motivate you?
- What would you do if a bully bothered you on your way home?
- What would you do if you did very poorly on a test?
- How can you help others in your community?
- Chase the goal, chase your dreams.
- Make memories, what have you done to help promote your school?
- What would you do if you found a magic wand?
- If you were principal of this school, what would you do?
- If you could break the Guinness Book of Records, what would it be for?
- What would you do, if you just won the lottery?
- If you could go back in time and change one thing in your life, what would you change?
- What do you consider your greatest accomplishment to date and why?

BE NICE

BELIEVE IN YOU[®]

EPISODE THREE - DUDE. BE NICE.
LESSON PLAN AND ACTIVITY GUIDE

BROUGHT TO YOU BY

VARSITY  **BRANDS[™]**



JOURNAL/OPENER (5-10 MINUTES)

- Prompt student thinking by asking what it means to make an impact on someone or something. Explain that we can make positive and negative impacts in a variety of ways.
- Pose questions and have students write answers privately
 - How can you impact someone? (Remind students that it can be positive or negative)
 - How can you impact your school and/or community? (Again, remind students it can be positive or negative)
- Allow a variety of responses from the students and chart them on an overhead or on a board for the students to view.

EPISODE THREE - DUDE BE NICE

(FILM: 8 MINUTES/16 SECONDS; TOTAL WITH QUESTIONS 15 MINUTES)

- Following the video ask students what kind of impacts were made and how did it affect people, schools, and communities from what they viewed. Students may be paired or placed in small groups.

HELPFUL OR HURTFUL

This can be facilitated with students in pairs, small groups, or individually.

- Have students complete Chart A, using words or phrases that can make a positive impact and considering the possible effects they can have, as well as what words or phrases can make a negative impact and the possible effects they can also have.
- Allow students to share what they came up with and compare using an overhead or on a board for all students to view.
- Using a variety of resources including magazines, newspapers, social media, etc. Allow students to find examples of words or phrases which can help or hurt (this can include people, communities, schools, etc.) Students can write their findings on Chart B.
- Allow students to share what they discovered and compare using an overhead or on a board for all students to view.
- Once students gain the idea that positive impacts and kindness is imperative have them choose one word or phrase that can empower someone else without the expectation of receiving anything in return. Students can write on an index card, special cut out or on a poster to display.

CHART A

Words or phrases that can make a positive impact on someone else:

How could each of these have a positive impact on someone?

Actions that can make a positive impact on a school and/or community:

How could each of these have a positive impact on a school or community?

Words or phrases that can make a negative impact on someone else:

How could each of these have a negative impact on someone?

Actions that can make a negative impact on a school and/or community:

How could each of these have a negative impact on a school or community?

CHART B (USE RESOURCES INCLUDING MAGAZINES, NEWSPAPERS, SOCIAL MEDIA, NEWS CLIPS)

Kind words or phrases that made a positive impact:

What was the effect(s)

Words or phrases that had a negative impact:

What was the effect(s)

1. What kind of impact do you want to make on someone else, your school or community?

2. Work with your class on creating a positive impact. Choose a word or phrase that will encourage and recognize others. Write it on a card or cutout and display.

DAILY MINI-LESSONS

EPISODE THREE – WEEK ONE

BE NICE

DAY ONE

MAKE A DIFFERENCE MONDAY

Discuss or journal: What was most interesting about this episode to you?

DAY TWO

TAKE TIME FOR YOU TUESDAY

Mindful Mantras. Have each student create a mantra if they do not have one. After 5 minutes to think about the mantra or creating one, have each student share their personal mantra. Share the examples listed below to help prompt the students.

1. Being nice is free and easy.
2. It is easier to be nice than mean.
3. Nice is a four letter word.

DAY THREE

WE STAND TOGETHER WEDNESDAY

Create a class motto about being Nice to each other. Use the motto all month long as the class aspires to reach excellence.

DAY FOUR

THOUGHTFUL THURSDAY

A Kindness Jar is a great way to get students thinking about how they can show kindness and be nice to others in their class, school, home, or community. Give each student a small square of paper and have them write one random act of kindness that they could do to help or be nice to someone else.

DAY FIVE

FUN FRIDAY

Create a class roadmap of fun ideas and activities you would like to see your school support to help all students treat each other with respect.

DAILY MINI-LESSONS

EPISODE THREE – WEEK TWO

BE NICE

DAY ONE

MAKE A DIFFERENCE MONDAY

Discuss or journal: What do you do to ensure you are nice to everyone?

DAY TWO

TAKE TIME FOR YOU TUESDAY

10-minute silent time: Have students use this time to focus on a personal task or catching up on an assignment or focusing on changing from complaining and whining about things to showing respect for all things.

DAY THREE

WE STAND TOGETHER WEDNESDAY

Have your class work together to write a communal story. Start with one sentence on the board. Have your students take turns coming up to the board and adding one sentence to the story. Each person will be able to use his or her creativity to further the story. Focus on how being nice can make a difference for people.

DAY FOUR

THOUGHTFUL THURSDAY

Provide each student to a post-it note and ask them to write a thoughtful message for someone who has been nice to them and the actions shown made a difference for them. It can be a student, faculty, or staff.

DAY FIVE

FUN FRIDAY

Create your personal excellence slogan or motto and share with the class. What is your motto similar to Dude Be Nice?



DAILY MINI-LESSONS

EPISODE THREE – WEEK THREE

BE NICE

DAY ONE

MAKE A DIFFERENCE MONDAY

Class discussion: What can you change or do to ensure you are being nice to others and being inclusive?

DAY TWO

TAKE TIME FOR YOU TUESDAY

What are some questions that you have about the episode? How can you, personally, make changes to ensure you are nice and respect your friends, family, and faculty?

DAY THREE

WE STAND TOGETHER WEDNESDAY

Divide students into groups of five and have them write a script for 90 second “commercial” for Dude Be Nice as one class, one school. The commercial is a 90 second video that can be created using a phone or classroom technology.

DAY FOUR

THOUGHTFUL THURSDAY

Standup and say one positive thing about someone in the class, something about the school, or a positive attribute about the community in which you live.

DAY FIVE

FUN FRIDAY

Create a Slogan/Mnemonic Using=Nice

DAILY MINI-LESSONS

EPISODE THREE – WEEK FOUR

BE NICE

DAY ONE

MAKE A DIFFERENCE MONDAY

Students take out their whiteboards or some scratch paper and then give them the assignment to define Nice. They should share their individual definitions with the class.

DAY TWO

TAKE TIME FOR YOU TUESDAY

Sit and reflect for ten minutes on how you will make a difference for someone today

DAY THREE

WE STAND TOGETHER WEDNESDAY

Film the 90 commercial from the previous week. Allow students to edit, put music to the video etc. and be prepared to show the video the following week

DAY FOUR

THOUGHTFUL THURSDAY

Share with you class how you have changed your ways of thinking and made being nice and respectful a more important part of your day.

DAY FIVE

FUN FRIDAY

Compliment Circle: Everyone should sit or stand in a circle and share one compliment about every person in the room. Have them give a compliment to the person directly across from them or to their right. This will ensure that no one is left out.



DAILY MINI-LESSONS

EPISODE THREE – WEEK FIVE

BE NICE

DAY ONE

MAKE A DIFFERENCE MONDAY

What do you do for others that may be nice? What is a random act of kindness that you have done recently?

DAY TWO

TAKE TIME FOR YOU TUESDAY

Ten minutes of quiet time. Play a song and encourage students to completely decompress.

DAY THREE

WE STAND TOGETHER WEDNESDAY

Show the 90 second video from previous week's activity

DAY FOUR

THOUGHTFUL THURSDAY

Journal Prompt: Take ten minutes to write the answer to the question. I am nice when I ...

DAY FIVE

FUN FRIDAY

Write a thank you note to someone who has done something nice to help you recently.



SUGGESTED WRITING TOPICS

Use the following topics as writing prompts for weekly writing opportunities. Students should complete a one page journal entry based on the topics below. At the end of the academic year, the students' journals should provide reflection and motivation to continue being the best person they can be.

- Make every day count.
- Change your game from the inside out.
- Walk louder than you speak.
- Describe your character.
- Why is discipline so important?
- Why is accountability important?
- How can you inspire others?
- Communication...how can you improve your communication skills?
- What is your favorite song? How does it motivate you?
- What would you do if a bully bothered you on your way home?
- What would you do if you did very poorly on a test?
- How can you help others in your community?
- Chase the goal, chase your dreams.
- Make memories, what have you done to help promote your school?
- What would you do if you found a magic wand?
- If you were principal of this school, what would you do?
- If you could break the Guinness Book of Records, what would it be for?
- What would you do, if you just won the lottery?
- If you could go back in time and change one thing in your life, what would you change?
- What do you consider your greatest accomplishment to date and why?

HOW CAN I HELP?
ASK SOMEONE TODAY.

BELIEVE IN
YOU®

EPISODE FOUR - ST. JUDE
LESSON PLAN AND ACTIVITY GUIDE

BROUGHT TO YOU BY

VARSLITY  **BRANDS™**



JOURNAL/OPENER (5-10 MINUTES)

- Pose the questions and have students write answers privately:
 - What are you passionate about?
 - What are you doing daily to cultivate that passion?
- Have volunteers share answers and have a brief class discussion.

EPISODE FOUR - ST. JUDE

(FILM: 10 MINUTES/57 SECONDS)

- Post video discussion questions

THINK-PAIR-SHARE (5-10 MINUTES)

- Students think to themselves, share with a partner, then volunteers share answers out loud.
- Kevin spoke about making every day count and doing two things per year to challenge yourself. Specifically creating a "Bucket Life" not a "Bucket List."
 - What is one item on your "Bucket Life?"
 - How are you going to accomplish this item?

WHAT MATTERS TO YOU? (20 MINUTES)

- Instructions on next page.
- Technology (phones, computers, etc.) might be needed.

CLOSING (5 MINUTES)

- Pair students and have them share their non-profit ideas.
- Call on various students to share ideas, discuss logistics.



WHAT MATTERS TO YOU? (20 MINUTES)

This episode was focused on St. Jude Children's Research Hospital, but that doesn't have to be the only place to benefit from your action. Complete the following:

What was your passion from the journal?

How can you relate that passion to helping others?

What are some actions you can take?

Research local or national non-profit organizations that match your passion, write down names of a few.

What are some ways you can connect your passion, this non-profit, and your school?

Is there way to utilize resources from this non-profit and plan a school-wide event? What type of event would be the most practical at your school?

DAILY MINI-LESSONS

EPISODE FOUR – WEEK ONE

HOW CAN I HELP? ASK SOMEONE TODAY

DAY ONE

MAKE A DIFFERENCE MONDAY

Discuss or journal: What was most interesting about this episode to you?

DAY TWO

TAKE TIME FOR YOU TUESDAY

Mindful Mantras. Have each student create a mantra if they do not have one. After 5 minutes to think about the mantra or creating one, have each student share their personal mantra. Share the examples listed below to help prompt the students.

1. Helping others is healthy.
2. Help one; help all.
3. Helping is healing.

DAY THREE

WE STAND TOGETHER WEDNESDAY

Create a class motto about helping others. Use the motto all month long as the class aspires to help others.

DAY FOUR

THOUGHTFUL THURSDAY

1. What does this expression mean: "A friend in need is a friend indeed?" 2. Name something that you did to help a friend? 3. Why do people give money to charities to help people that they don't even know? 4. What is a way that you can be helpful in your school?

DAY FIVE

FUN FRIDAY

Create a class road map/list of ways that your school can help St. Jude.



DAILY MINI-LESSONS

EPISODE FOUR – WEEK TWO

HOW CAN I HELP? ASK SOMEONE TODAY

DAY ONE

MAKE A DIFFERENCE MONDAY

What can you do individually to help others and the patients of St. Jude?

DAY TWO

TAKE TIME FOR YOU TUESDAY

10-minute silent time: Have students use this time to focus on a personal task or catching up on an assignment or focusing making a difference in their community.

DAY THREE

WE STAND TOGETHER WEDNESDAY

Have your class work together to write a communal story. Start with one sentence on the board. Have your students take turns coming up to the board and adding one sentence to the story. Each person will be able to use his or her creativity to further the story. Focus on the responsibility we have as a society to helping others.

DAY FOUR

THOUGHTFUL THURSDAY

Write letter, notes, or make cards to send to the patients of St. Jude.

DAY FIVE

FUN FRIDAY

Pay it forward Friday. Do something nice for someone using the Pay it Forward. Ensure students understand and can define serial reciprocity (paying it forward).



DAILY MINI-LESSONS

EPISODE FOUR – WEEK THREE

HOW CAN I HELP? ASK SOMEONE TODAY

DAY ONE

MAKE A DIFFERENCE MONDAY

Class discussion: How can we help others?

DAY TWO

TAKE TIME FOR YOU TUESDAY

What are some questions that you have about the episode? How can you, personally, help others and make our world a better place?

DAY THREE

WE STAND TOGETHER WEDNESDAY

Divide students into groups of five and have them write a script for 90 second “commercial” for helping others and making the world a better place as one class, one school. The commercial is a 90 second video that can be created using a phone or classroom technology.

DAY FOUR

THOUGHTFUL THURSDAY

Have students visit the St. Jude website and find a topic that is interesting to them.

DAY FIVE

FUN FRIDAY

View the St. Jude Health Living video The video is geared towards middle school students, but should stimulate conversation on all of the positive things that St. Jude does.



DAILY MINI-LESSONS

EPISODE FOUR – WEEK FOUR

HOW CAN I HELP? ASK SOMEONE TODAY

DAY ONE

MAKE A DIFFERENCE MONDAY

Students take out their whiteboards or some scratch paper and then give them the assignment to define HELP and ways that they can help others.

DAY TWO

TAKE TIME FOR YOU TUESDAY

Sit and reflect for ten minutes on how you will help others.

DAY THREE

WE STAND TOGETHER WEDNESDAY

Film the 90 second commercial from the previous week. Allow students to edit, put music to the video etc. and be prepared to show the video the following week

DAY FOUR

THOUGHTFUL THURSDAY

Finding Cures. Saving Children. What is an idea or project that you think would help children suffering from cancer?

DAY FIVE

FUN FRIDAY

Have students list all of the things they have done thus far this month to help others? Try and reach 100 examples of helping others using everything everyone in the class has done.



DAILY MINI-LESSONS

EPISODE FOUR – WEEK FIVE

HOW CAN I HELP? ASK SOMEONE TODAY

DAY ONE

MAKE A DIFFERENCE MONDAY

How have you helped someone recently and what type of impact did you help have on the person?

DAY TWO

TAKE TIME FOR YOU TUESDAY

Ten minutes of quiet time. Play a song and encourage students to completely decompress.

DAY THREE

WE STAND TOGETHER WEDNESDAY

Show the 90 second video from previous week's activity

DAY FOUR

THOUGHTFUL THURSDAY

Journal Prompt: Take ten minutes to write the answer to the question. I enjoy helping others by...

DAY FIVE

FUN FRIDAY

Find a video of St. Jude hospital and share it with the class.



SUGGESTED WRITING TOPICS

Use the following topics as writing prompts for weekly writing opportunities. Students should complete a one page journal entry based on the topics below. At the end of the academic year, the students' journals should provide reflection and motivation to continue being the best person they can be.

- **Make every day count.**
- **Change your game from the inside out.**
- **Walk louder than you speak.**
- **Describe your character.**
- **Why is discipline so important?**
- **Why is accountability important?**
- **How can you inspire others?**
- **Communication...how can you improve your communication skills?**
- **What is your favorite song? How does it motivate you?**
- **What would you do if a bully bothered you on your way home?**
- **What would you do if you did very poorly on a test?**
- **How can you help others in your community?**
- **Chase the goal, chase your dreams.**
- **Make memories, what have you done to help promote your school?**
- **What would you do if you found a magic wand?**
- **If you were principal of this school, what would you do?**
- **If you could break the Guinness Book of Records, what would it be for?**
- **What would you do, if you just won the lottery?**
- **If you could go back in time and change one thing in your life, what would you change?**
- **What do you consider your greatest accomplishment to date and why?**

CHOOSE COURAGE

BELIEVE IN
YOU®

EPISODE FIVE - ALLISON SCHMITT
LESSON PLAN AND ACTIVITY GUIDE

BROUGHT TO YOU BY

VARSITY  **BRANDS™**



OPENER (10 MINUTES)

- Hand out a copy of Web of Courage to the students to complete.
- Allow students to work in pairs or small groups to discuss their responses and allow for several students to share openly with the class.

EPISODE 5 - ALLISON SCHMITT

(FILM: 10 MINUTES/26 SECONDS)

- Post video discussion questions
 - In what ways did Allison Schmitt demonstrate courage?
 - In what ways are these demonstrations of courage similar or different?
 - Think of how you have demonstrated courage in the past. How do your examples compare to the courage Allison demonstrated?

RISK TAKERS LESSON (20-25 MIN)

- Working in pairs or groups of four, have students develop two separate lists of good and bad risks. Have them record as many as they can. Give age-appropriate examples to help prompt student thinking and discussions. Bad risks: accepting a dare from a friend, lying, cheating, stealing, smoking, drinking alcohol, taking prescription drugs, taking illegal drugs; Good risks: volunteering, making new friends, participating in sports, not sharing homework with peers, public speaking, asking for help when needed, etc.
- After creating each list, have pairs/groups rank the good risk and bad risk lists separately. The ranking needs to be based on the amount of courage required to take each one of the risks (1 = least amount of courage required and 10 = most amount of courage required).
- Once students create their lists, hang them up around the room and have students walk around in their pairs/groups.
- Discuss the different lists that students developed by talking about why certain risks are either good or bad and why certain types of risks require more courage than others. If groups ranked the same risk differently, ask why and how they assigned these rankings.



CLOSING (5 MIN)

Use the following as possible discussion questions:

- What role does courage play in taking risks? Is more courage required to take good risks or bad risks? Why?
- What are some potential outcomes of good risks? What are the possible consequences of bad risks?
- Which risks are most popular or most common with students today?
- Does peer pressure influence your "risk-taking behavior"?
- Do some students believe that it takes courage to take a bad risk?

WEB OF COURAGE: Complete as many boxes as you can.

Book or Movie about courage:	Fictional characters who display courage:	Real people who display courage:
Synonyms for courage:	DEFINE COURAGE	Antonyms for courage:
A time that I had courage was....	I can help someone gain courage by....	A time I wish I had more courage....



DAILY MINI-LESSONS

EPISODE FIVE – WEEK ONE

CHOOSE COURAGE

DAY ONE

MAKE A DIFFERENCE MONDAY

Discuss or journal: What was most interesting about this episode to you?

DAY TWO

TAKE TIME FOR YOU TUESDAY

Mindful Mantras. Have each student create a mantra if they do not have one. After 5 minutes to think about the mantra or creating one, have each student share their personal mantra. Share the examples listed below to help prompt the students.

1. Choose courage.
2. I can do anything.
3. Fear not.

DAY THREE

WE STAND TOGETHER WEDNESDAY

Create a class motto about helping others. Use the motto all month long as the class aspires

to help others. **DAY FOUR**

THOUGHTFUL THURSDAY

1. What does this expression mean: "Find courage?" 2. Name something that you do to display your courage? 3. Why do people have fears? 4. What is a way that you work to overcome your fears?

DAY FIVE

FUN FRIDAY

Create a class road map/list of ways that your school can help and motivate others.

DAILY MINI-LESSONS

EPISODE FIVE – WEEK TWO

CHOOSE COURAGE

DAY ONE

MAKE A DIFFERENCE MONDAY

What can you do individually to help others? Affirmation day: Share your affirmations with the class:

1. I am beautiful.
2. I am strong.
3. I am kind.
4. I am successful.

DAY TWO

TAKE TIME FOR YOU TUESDAY

10-minute silent time: Have students use this time to focus on a personal task or catching up on an assignment or focusing on ways to overcome fear.

DAY THREE

WE STAND TOGETHER WEDNESDAY

Have your class work together to write a communal story. Start with one sentence on the board. Have your students take turns coming up to the board and adding one sentence to the story. Each person will be able to use his or her creativity to further the story. Focus on ways to overcome obstacles.

DAY FOUR

THOUGHTFUL THURSDAY

Create signs to post in the classroom or around the school hallways that promote positivity.

DAY FIVE

FUN FRIDAY

Pay it forward Friday: Do something nice for someone using the Pay it Forward. Ensure students understand and can define serial reciprocity (paying it forward).



DAILY MINI-LESSONS

EPISODE FIVE – WEEK THREE

CHOOSE COURAGE

DAY ONE

MAKE A DIFFERENCE MONDAY

Class discussion: What stands between you and success?

DAY TWO

TAKE TIME FOR YOU TUESDAY

What are some questions that you have about the episode? How can you, personally, help others and make our world a better place? Fear is scary and the ability to help others is important.

DAY THREE

WE STAND TOGETHER WEDNESDAY

Divide students into groups of five and have them write a script for 90 second “commercial” for helping others and mentorship. The commercial is a 90 second video that can be created using a phone or classroom technology.

DAY FOUR

THOUGHTFUL THURSDAY

Have students make a list of the qualities that they should look for in a mentor.

DAY FIVE

FUN FRIDAY

If you could medal in the Olympics Like Allison did, what would your sport be. Share your ideas as a class.

DAILY MINI-LESSONS

EPISODE FIVE – WEEK FOUR

CHOOSE COURAGE

DAY ONE

MAKE A DIFFERENCE MONDAY

Students take out their whiteboards or some scratch paper and then give them the assignment to define DEPRESSION and ways that they can help others.

DAY TWO

TAKE TIME FOR YOU TUESDAY

Sit and reflect for ten minutes on yourself and others that may need an extra bit of encouragement.

DAY THREE

WE STAND TOGETHER WEDNESDAY

Film the 90 second commercial from the previous week. Allow students to edit, put music to the video etc. and be prepared to show the video the following week.

DAY FOUR

THOUGHTFUL THURSDAY

Choose Courage. What is an idea or project that you think would be helpful in your school?

DAY FIVE

FUN FRIDAY

Have students list all of the things they have done thus far this month to help others? Try and reach 100 examples of helping others using everything everyone in the class has done.



DAILY MINI-LESSONS

EPISODE FIVE – WEEK FIVE

CHOOSE COURAGE

DAY ONE

MAKE A DIFFERENCE MONDAY

Be kind or offer a hand to someone that is not one of your friends.

DAY TWO

TAKE TIME FOR YOU TUESDAY

Ten minutes of quiet time. Play a song and encourage students to completely decompress.

DAY THREE

WE STAND TOGETHER WEDNESDAY

Show the 90 second video from previous week's activity.

DAY FOUR

THOUGHTFUL THURSDAY

Journal Prompt: Take ten minutes to write the answer to the question. Fear, depression, and anxiety can be challenging, but I know ... helps me.

DAY FIVE

FUN FRIDAY

All school challenge: represent your favorite Olympic Activity. Class activity ideas: basketball, soccer, curling, etc.



SUGGESTED WRITING TOPICS

Use the following topics as writing prompts for weekly writing opportunities. Students should complete a one page journal entry based on the topics below. At the end of the academic year, the students' journals should provide reflection and motivation to continue being the best person they can be.

- Make every day count.
- Change your game from the inside out.
- Walk louder than you speak.
- Describe your character.
- Why is discipline so important?
- Why is accountability important?
- How can you inspire others?
- Communication...how can you improve your communication skills?
- What is your favorite song? How does it motivate you?
- What would you do if a bully bothered you on your way home?
- What would you do if you did very poorly on a test?
- How can you help others in your community?
- Chase the goal, chase your dreams.
- Make memories, what have you done to help promote your school?
- What would you do if you found a magic wand?
- If you were principal of this school, what would you do?
- If you could break the Guinness Book of Records, what would it be for?
- What would you do, if you just won the lottery?
- If you could go back in time and change one thing in your life, what would you change?
- What do you consider your greatest accomplishment to date and why?

EXPRESS GRATITUDE



EPISODE SIX - TIVY HIGH

LESSON PLAN AND ACTIVITY GUIDE

BROUGHT TO YOU BY



JOURNAL/OPENER (5-10 MINUTES)

- Explain briefly what gratitude is. Example: Being thankful and ready to show appreciation and return kindness.
- Explain to students briefly what self-gratitude is. Self-gratitude is sometimes difficult to have especially when most of us learn to think of others before ourselves. While putting others first is a great quality to have, it can also hinder you from being self-aware. It's important to practice self-gratitude so that you can gain the confidence and leadership to reach out to others.
- Have students think of a few things about themselves that they are grateful for. Allow them to share their thoughts with their classmates.
- Share with students that they are going to watch a video displaying gratitude. Prompt them in thinking of how practicing self-gratitude can enable them to help others and to watch to those examples to discuss following the video.

EPISODE SIX - TIVY HIGH

(FILM: 10 MINUTES/58 SECONDS)

- Post video discussion question:
 - There were a lot of examples of gratitude displayed in this video. What ways did Zack express his gratitude, and what were some examples the students at Tivy High expressed their gratitude?

THANK YOU (15-20 MIN)

- Ask students to think of someone (can be 1 or 2 people) in the school (student, teacher, guidance counselor, support staff, etc.) who has been helpful to them in some way and who they would like to thank.
- Have the students write and/or draw a card that communicates their appreciation.
- After completed, allow students to discuss in groups how it felt to express their gratitude then allow to share openly to whole class.
- Ask students if they could think of a time when they wished they had showed more gratitude.
- Ask the students how this small project of great appreciation and gratitude can affect their school climate. Encourage the students to reach out expressing gratitude in some way several times a week and challenge them to reach out to other students to do the same.

CLOSURE/REFLECTIONS (5 MIN)

- Have students think about the act/gesture they wrote thank you notes about.
- Have students respond to the following questions:
 - Why did this act/gesture happen?
 - What does this mean to you?
 - What can you do tomorrow to enable more of this?
 - What did you learn about taking time to express your gratitude?
 - What ways can you or others contribute?
- Distribute or post thank you notes. In a few days, ask students what kind of feedback they received from the gesture.

DAILY MINI-LESSONS

EPISODE SIX – WEEK ONE

EXPRESS GRATITUDE

DAY ONE

MAKE A DIFFERENCE MONDAY

Discuss or journal: What was most interesting about this episode to you?

DAY TWO

TAKE TIME FOR YOU TUESDAY

Mindful Mantras. Have each student create a mantra if they do not have one. After 5 minutes to think about the mantra or creating one, have each student share their personal mantra. Share the examples listed below to help prompt the students.

1. Attitude of gratitude.
2. Go Be Great.
3. Make a difference: share a smile.

DAY THREE

WE STAND TOGETHER WEDNESDAY

Create a class motto about helping others. Use the motto all month long as the class aspires

to help others. **DAY FOUR**

THOUGHTFUL THURSDAY

1. What does this expression mean: "Express Gratitude?" 2. Who do you know that deserves some appreciation or a gift of service? 3. How do you express your personal gratitude? 4. What is a way that you can make wishes for others come true?

DAY FIVE

FUN FRIDAY

Create a class road map/list of ways that your school can constantly show gratitude.



DAILY MINI-LESSONS

EPISODE SIX – WEEK TWO

EXPRESS GRATITUDE

DAY ONE

MAKE A DIFFERENCE MONDAY

What can you do individually to help others? Unity Day, Plan an anti-bullying or hazing day on your campus.

DAY TWO

TAKE TIME FOR YOU TUESDAY

10-minute silent time: Have students use this time to focus on a personal task or catching up on an assignment or focusing on ways to overcome fear.

DAY THREE

WE STAND TOGETHER WEDNESDAY

Have your class work together to write a communal story. Start with one sentence on the board. Have your students take turns coming up to the board and adding one sentence to the story. Each person will be able to use his or her creativity to further the story. Focus on ways to support others.

DAY FOUR

THOUGHTFUL THURSDAY

Create signs to post in the classroom or around the school hallways to promote a unity project. Bullying is nothing to cheer about is a great slogan.

DAY FIVE

FUN FRIDAY

Pay it forward Friday. Create a letter writing campaign or collection of notes that can be shared with those in need.



DAILY MINI-LESSONS

EPISODE SIX – WEEK THREE

EXPRESS GRATITUDE

DAY ONE

MAKE A DIFFERENCE MONDAY

Class discussion: What stands between you and giving back? How can you give back?

DAY TWO

TAKE TIME FOR YOU TUESDAY

What are some questions that you have about the episode? How can you, personally, help others and ensure that other students are not being bullied or are not part of a hazing experience?

DAY THREE

WE STAND TOGETHER WEDNESDAY

Divide students into groups of five and have them write a script for 90 second “commercial” for helping others and mentorship. The commercial is a 90 second video that can be created using a phone or classroom technology.

DAY FOUR

THOUGHTFUL THURSDAY

What is a unity project that your school can implement? How can you, your class, or group start a project that includes many students working together?

DAY FIVE

FUN FRIDAY

Take the first steps. Share ways to change the way people think about others.

DAILY MINI-LESSONS

EPISODE SIX – WEEK FOUR

EXPRESS GRATITUDE

DAY ONE

MAKE A DIFFERENCE MONDAY

Students take out their whiteboards or some scratch paper and then give them the assignment to define Bullying and Hazing. What are some ways that you can help others to ensure they know where to find help?

DAY TWO

TAKE TIME FOR YOU TUESDAY

Sit and reflect for ten minutes on yourself and others that may need an extra bit of encouragement.

DAY THREE

WE STAND TOGETHER WEDNESDAY

Film the 90 second commercial from the previous week. Allow students to edit, put music to the video etc. and be prepared to show the video the following week.

DAY FOUR

THOUGHTFUL THURSDAY

Express Gratitude. What is an idea or project that you think would be helpful in your school?

DAY FIVE

FUN FRIDAY

Watch a video on the Make a Wish foundation.



DAILY MINI-LESSONS

EPISODE SIX – WEEK FIVE

EXPRESS GRATITUDE

DAY ONE

MAKE A DIFFERENCE MONDAY

Write a few gratitude notes. Fold the note where it can be placed in an inconspicuous spot. Hide the notes around campus for others to find.

DAY TWO

TAKE TIME FOR YOU TUESDAY

Ten minutes of quiet time. Play a song and encourage students to completely decompress.

DAY THREE

WE STAND TOGETHER WEDNESDAY

Show the 90 second video from previous week's activity

DAY FOUR

THOUGHTFUL THURSDAY

Journal Prompt: Take ten minutes to write the answer to the question. I express gratitude through...

DAY FIVE

FUN FRIDAY

All school challenge find a way that your school can offer a wish for a student that is part of the Make a Wish program.



SUGGESTED WRITING TOPICS

Use the following topics as writing prompts for weekly writing opportunities. Students should complete a one page journal entry based on the topics below. At the end of the academic year, the students' journals should provide reflection and motivation to continue being the best person they can be.

- Make every day count.
- Change your game from the inside out.
- Walk louder than you speak.
- Describe your character.
- Why is discipline so important?
- Why is accountability important?
- How can you inspire others?
- Communication...how can you improve your communication skills?
- What is your favorite song? How does it motivate you?
- What would you do if a bully bothered you on your way home?
- What would you do if you did very poorly on a test?
- How can you help others in your community?
- Chase the goal, chase your dreams.
- Make memories, what have you done to help promote your school?
- What would you do if you found a magic wand?
- If you were principal of this school, what would you do?
- If you could break the Guinness Book of Records, what would it be for?
- What would you do, if you just won the lottery?
- If you could go back in time and change one thing in your life, what would you change?
- What do you consider your greatest accomplishment to date and why?

LEAD WITH LOVE

BELIEVE IN YOU[®]

EPISODE SEVEN - NOELLE TSUNAMI
LESSON PLAN AND ACTIVITY GUIDE

BROUGHT TO YOU BY

Varsity  **BRANDS[™]**



JOURNAL/OPENER (5-10 MINUTES)

- Pose questions and have students write answers privately
 - When things get tough in your life or you are facing hardships, how do you react?
 - Is your reaction making a positive or negative impact on your life?
- Allow opportunities for students to share their responses.

EPISODE SEVEN - NOELLE TSUNAMI

(FILM: 9 MINUTES/16 SECONDS)

- Post video discussion questions
 - What hardships did Noelle face in life and how did those hardships impact her life?
 - Did she make negative or positive impacts on others? Explain.

RISE ABOVE WITH CIVIC RESPONSIBILITY (20-25 MIN.)

- Explain to the students that Noelle didn't allow her hardships to bring her down. She worked hard to rise above and one of the things she did to help her rise above was to take leadership roles in a variety civic organizations.
- Guide students in thinking about their own hardships they have faced and how they can rise above them by taking leadership roles to others in their community.
- Use the Rise Above with Civic Responsibility template to guide student thinking and ideas.

CLOSING (5 MIN)

- Allow students to display their ideas and share their plan of action with others.



RISE ABOVE WITH CIVIC RESPONSIBILITY

- **Think about the needs in your community and make a list of those needs.**

- **Identify what you know:**

Select one community need:

What is the cause?

Who is helping?

What are some ways you can help?

- **What do we need to know about this community need and who is helping? How can we find out?**



DAILY MINI-LESSONS

EPISODE SEVEN – WEEK ONE

LEAD WITH LOVE

DAY ONE

MAKE A DIFFERENCE MONDAY

Discuss or journal: What was most interesting about this episode to you?

DAY TWO

TAKE TIME FOR YOU TUESDAY

Mindful Mantras. Have each student create a mantra if they do not have one. After 5 minutes to think about the mantra or creating one, have each student share their personal mantra. Share the examples listed below to help prompt the students.

1. Lead with love.
2. Love unconditionally.
3. Love, care, and compassion.

DAY THREE

WE STAND TOGETHER WEDNESDAY

Create a class motto about Leading with Love. Use the motto all month long as the class aspires to help others.

DAY FOUR

THOUGHTFUL THURSDAY

1. What does this expression mean: "Lead with Love?" 2. What do you do when your plan takes a detour? 3. How important is in-person acts of love and compassion to you?

DAY FIVE

FUN FRIDAY

Google your name. See what you can find about yourself online. What is your online brand?



DAILY MINI-LESSONS

EPISODE SEVEN – WEEK TWO

LEAD WITH LOVE

DAY ONE

MAKE A DIFFERENCE MONDAY

Lead with love. Making a difference and making change can be empowering. What is something you wish to change?

DAY TWO

TAKE TIME FOR YOU TUESDAY

10-minute silent time: Have students use this time to focus on a personal task or catching up on an assignment or focusing on ways to overcome fear.

DAY THREE

WE STAND TOGETHER WEDNESDAY

Have your class work together to write a school social media guide. Social media can be detrimental to students when trying to apply for colleges. Your social media presence makes a difference.

DAY FOUR

THOUGHTFUL THURSDAY

Have compassion for yourself before you have compassions for others. How do you ensure you put yourself first?

DAY FIVE

FUN FRIDAY

Count how many posts you have made on all of your social media outlets in the past week.

DAILY MINI-LESSONS

EPISODE SEVEN – WEEK THREE

LEAD WITH LOVE

DAY ONE

MAKE A DIFFERENCE MONDAY

Questions to ask before you post on social media:

Would you want your parents/grandparents to see your post?

How would you view someone who posted this?

Is there a possibility that you shouldn't be posting this?

Listen to your instincts

DAY TWO

TAKE TIME FOR YOU TUESDAY

What are some questions that you have about the episode? Positivity can guide you and remember to try new things.

DAY THREE

WE STAND TOGETHER WEDNESDAY

Divide students into groups of five and have them write a script for 90 second "commercial" for helping others and mentorship. The commercial is a 90 second video that can be created using a phone or classroom technology.

DAY FOUR

THOUGHTFUL THURSDAY

What is a social media awareness project that your school can implement? How can you, your class, or group start a project that includes many students working together?

DAY FIVE

FUN FRIDAY

Take the first steps. Share ways to change the way people use social media, especially in a negative light.

DAILY MINI-LESSONS

EPISODE SEVEN – WEEK FOUR

LEAD WITH LOVE

DAY ONE

MAKE A DIFFERENCE MONDAY

What is “Inappropriate”?

What should you avoid when posting on social media or in electronic communication?

- Illegal substances/activities (alcohol, drugs, etc.)
- Swearing
- Bashing another team/school/program
- Anything that reflects poorly on you, your team, and your school

DAY TWO

TAKE TIME FOR YOU TUESDAY

Sit and reflect for ten minutes on your social media use. Do you use social media for personal validation? If so, change your way of thinking.

DAY THREE

WE STAND TOGETHER WEDNESDAY

Film the 90 second commercial from the previous week. Allow students to edit, put music to the video etc. and be prepared to show the video the following week

DAY FOUR

THOUGHTFUL THURSDAY

How can you can be a source of positive connections and inspiration?

DAY FIVE

FUN FRIDAY

This month, delete one or more of your social media apps and replace it with in-person acts of love and compassion. What change will you make?



DAILY MINI-LESSONS

EPISODE SEVEN – WEEK FIVE

LEAD WITH LOVE

DAY ONE

MAKE A DIFFERENCE MONDAY

The real value in life is derived from unconditional, genuine and compassionate interactions. What can you do to make a difference for someone, today?

DAY TWO

TAKE TIME FOR YOU TUESDAY

10-minute of quiet time: Play a song and encourage students to completely decompress.

DAY THREE

WE STAND TOGETHER WEDNESDAY

Show the 90 second video from previous week's activity

DAY FOUR

THOUGHTFUL THURSDAY

Journal Prompt: Take ten minutes to write the answer to the question. Love is ...

DAY FIVE

FUN FRIDAY

All school challenge: Positive Posting. Encourage positive social media interactions and only positive and meaningful posts.



SUGGESTED WRITING TOPICS

Use the following topics as writing prompts for weekly writing opportunities. Students should complete a one page journal entry based on the topics below. At the end of the academic year, the students' journals should provide reflection and motivation to continue being the best person they can be.

- Make every day count.
- Change your game from the inside out.
- Walk louder than you speak.
- Describe your character.
- Why is discipline so important?
- Why is accountability important?
- How can you inspire others?
- Communication...how can you improve your communication skills?
- What is your favorite song? How does it motivate you?
- What would you do if a bully bothered you on your way home?
- What would you do if you did very poorly on a test?
- How can you help others in your community?
- Chase the goal, chase your dreams.
- Make memories, what have you done to help promote your school?
- What would you do if you found a magic wand?
- If you were principal of this school, what would you do?
- If you could break the Guinness Book of Records, what would it be for?
- What would you do, if you just won the lottery?
- If you could go back in time and change one thing in your life, what would you change?
- What do you consider your greatest accomplishment to date and why?

INCLUDE SOMEONE

BELIEVE IN YOU[®]

EPISODE EIGHT - SPECIAL KNEADS AND TREATS

LESSON PLAN AND ACTIVITY GUIDE

BROUGHT TO YOU BY

VARSITY  **BRANDS[™]**



JOURNAL/OPENER (5-10 MINUTES)

- Pose the questions and have students write answers privately:
 - What can you do on your campus to be more inclusive?
 - What does a positive environment look like and sound like?
- Have volunteers share answers and have a brief class discussion

EPISODE EIGHT - SPECIAL KNEADS AND TREATS

(FILM: 9 MINUTES/41 SECONDS)

- During the film have students complete a "3-2-1."
 - **3** Interesting concepts from film
 - **2** Ways the film relates to your life
 - **1** Question about the film
- Have volunteers share answers and have a brief class discussion

COMMUNITY OUTLINE (20 MIN)

- Instructions on next page
- Teachers have option of extended Community Outline into larger service projects, etc...

CLOSING (5 MIN)

- Think-Pair-Share (Students think to themselves, share with a partner, then volunteers share answers out loud)
 - In the film, Kevin stressed educating yourself to learn about others.
 - How can you relate what he said to your life?

3-2-1

3 Interesting concepts from film

2 Ways the film relates to your life

1 Question about the film

COMMUNITY OUTLINE

- » In your team, think about your classmates, campus, and how to get involved.
- » Come up with a school wide activity or program that helps foster a positive/inclusive school culture.

Include in your outline:

- The name & purpose of the activity
- Roles for everyone in your group
- Materials needed
- Logistics (dates, location, etc...)
- Staff members involved
- Action plan (How are you going to implement the activity/program?)
- Impact/Benefit (What is the potential impact/benefit on the school?)

DAILY MINI-LESSONS

EPISODE EIGHT – WEEK ONE

INCLUDE SOMEONE

DAY ONE

MAKE A DIFFERENCE MONDAY

Discuss or journal: What was most interesting about this episode to you?

DAY TWO

TAKE TIME FOR YOU TUESDAY

Mindful Mantras. Have each student create a mantra if they do not have one. After 5 minutes to think about the mantra or creating one, have each student share their personal mantra. Share the examples listed below to help prompt the students.

1. Ohana means family.
2. Family means no one left behind.
3. We are ONE.

DAY THREE

WE STAND TOGETHER WEDNESDAY

Create a class motto about Including Someone. Use the motto all month long as the class aspires to help others.

DAY FOUR

THOUGHTFUL THURSDAY

1. What does this expression mean: "Include Someone?"
2. What do you do to ensure no one is left out?

DAY FIVE

FUN FRIDAY

Discuss the importance of asking someone to sit with you for lunch. Who will you ask to sit with you today?

DAILY MINI-LESSONS

EPISODE EIGHT – WEEK TWO

INCLUDE SOMEONE

DAY ONE

MAKE A DIFFERENCE MONDAY

Include Someone. Making a difference and making change can be empowering. How can you include someone in your school activities?

DAY TWO

TAKE TIME FOR YOU TUESDAY

10-minute silent time: Have students use this time to focus on a personal task or catching up on an assignment or focusing on ways to overcome fear.

DAY THREE

WE STAND TOGETHER WEDNESDAY

Five minutes for friendship and fun. Share quotes about making school fun.

DAY FOUR

THOUGHTFUL THURSDAY

Have each student create a slogan or statement about inclusion. Use these slogans or statements to share with students daily. Encourage your school to make these announcements over the PA system.

DAY FIVE

FUN FRIDAY

Divide into groups of four or five students and discuss the two questions below.

- How can similarities draw us closer together?
- How can our differences draw us closer together?



DAILY MINI-LESSONS

EPISODE EIGHT – WEEK THREE

INCLUDE SOMEONE

DAY ONE

MAKE A DIFFERENCE MONDAY

Make their day. Make a Difference. What can you do to make someone's day?

DAY TWO

TAKE TIME FOR YOU TUESDAY

What are some questions that you have about the episode?

DAY THREE

WE STAND TOGETHER WEDNESDAY

Divide students into groups of five and have them write a script for 90 second "commercial" for inclusion. The commercial is a 90 second video that can be created using a phone or classroom technology.

DAY FOUR

THOUGHTFUL THURSDAY

A small gesture could make a big difference in the life of another person. Write a note, send an email, or call someone that you have been thinking about or want to thank.

DAY FIVE

FUN FRIDAY

Invite another class into your classroom and have a poster signing party. Have students work together on a poster showing inclusion.

DAILY MINI-LESSONS

EPISODE EIGHT – WEEK FOUR

INCLUDE SOMEONE

DAY ONE

MAKE A DIFFERENCE MONDAY

Reach out today. Include someone who is typically left out and often isolated

DAY TWO

TAKE TIME FOR YOU TUESDAY

Sit and reflect for ten minutes on how you would feel if you were left out of school activities and parties. Make a commitment to make a difference.

DAY THREE

WE STAND TOGETHER WEDNESDAY

Film the 90 second commercial from the previous week. Allow students to edit, put music to the video etc. and be prepared to show the video the following week

DAY FOUR

THOUGHTFUL THURSDAY

How can you can be a source of positivity and including others?

DAY FIVE

FUN FRIDAY

Have another class come sign and write messages on the poster created last week.

DAILY MINI-LESSONS

EPISODE EIGHT – WEEK FIVE

INCLUDE SOMEONE

DAY ONE

MAKE A DIFFERENCE MONDAY

Using inclusive terminology. Discuss reasons why it is important not to choose the incorrect words. A few common mistakes are the use of the word retarded, afflicted by, suffers from, victim of, midget, and dwarf.

DAY TWO

TAKE TIME FOR YOU TUESDAY

Ten minutes of quiet time. Play a song and encourage students to completely decompress.

DAY THREE

WE STAND TOGETHER WEDNESDAY

Show the 90 second video from previous week's activity

DAY FOUR

THOUGHTFUL THURSDAY

Journal Prompt: Take ten minutes to write the answer to the question. When I hear the word INCLUSION, I immediately think ...

DAY FIVE

FUN FRIDAY

Hang your poster somewhere on campus. With all classes participating, there should be several posters and a constant reminder of inclusion.



SUGGESTED WRITING TOPICS

Use the following topics as writing prompts for weekly writing opportunities. Students should complete a one page journal entry based on the topics below. At the end of the academic year, the students' journals should provide reflection and motivation to continue being the best person they can be.

- Make every day count.
- Change your game from the inside out.
- Walk louder than you speak.
- Describe your character.
- Why is discipline so important?
- Why is accountability important?
- How can you inspire others?
- Communication...how can you improve your communication skills?
- What is your favorite song? How does it motivate you?
- What would you do if a bully bothered you on your way home?
- What would you do if you did very poorly on a test?
- How can you help others in your community?
- Chase the goal, chase your dreams.
- Make memories, what have you done to help promote your school?
- What would you do if you found a magic wand?
- If you were principal of this school, what would you do?
- If you could break the Guinness Book of Records, what would it be for?
- What would you do, if you just won the lottery?
- If you could go back in time and change one thing in your life, what would you change?
- What do you consider your greatest accomplishment to date and why?

CHOOSE STRENGTH, PERSEVERE

BELIEVE IN YOU®

EPISODE NINE - SEASON 1 FINALE
LESSON PLAN AND ACTIVITY GUIDE

BROUGHT TO YOU BY

VARSITY  **BRANDS™**





JOURNAL/OPENER (5-10 MINUTES)

- Have students think about all the areas discussed in prior lessons.
- Allow students to write a sentence about what stood out to them the most and have them share in pairs or small groups. Students should have the opportunity to share aloud with the class.

EPISODE NINE - SEASON 1 FINALE

(FILM: 10 MINUTES/11 SECONDS)

- Post video discussion questions
 - Remind students that the overall focus on Believe In You videos and lessons is adversity; to stand up and face challenges that helps us find our calling and success; helps us determine what steps are needed to achieve our goals; and to influence you to be a part of something bigger than yourself.
- Ask the following discussion questions:
 - What video/lesson do you most often demonstrate in your life
 - What do you stand for as an individual and what do we stand for as a school?

"CIRCLE OF STRENGTH AND PERSEVERANCE" MURAL (20-30 MINS.)

- Using large, circles cut out of colored paper or poster board, each student will use one to express or represent personal thoughts and ideas of what character trait from the videos/ lessons that they stand for, admire, or believe in. Students may choose a written reflection, visual image, or combine the two. The mural should be displayed in the school with the heading "Circle of Strength and Perseverance". Once completed and displayed it will be filled with color, personal thoughts and reflections. Use the prompts on the following page that may be helpful for students to develop their thoughts and ideas.



"CIRCLE OF STRENGTH AND PERSEVERANCE" MURAL (CONTINUED)

- Which is the most important quality you look for in a friend and why?
- Which is the most important quality or strength you bring to your friendships or relationships?
- Which character trait (from videos/lessons) do you most often demonstrate (or try to demonstrate) in your life?
- Think about and brainstorm important qualities and character traits that are important to you (Example: gratitude, courage, kindness, excellence)
- How do these qualities and characteristics help to make our school or community a better place?
- Share your thoughts about why it's important to stand for something.
- Think about which character trait you admire most in others and explain why.

CLOSING (5 MIN)

- Allow students to share their thoughts and reflections from the circle they created.
- Remind students that the purpose for the display is to continuously remind us all to choose strength, persevere, stand up and face challenges and to always remember the steps needed to achieve our goals, as well as to always be a part of something bigger than ourselves.

DAILY MINI-LESSONS

EPISODE NINE – WEEK ONE

CHOOSE STRENGTH, PERSEVERE

DAY ONE

MAKE A DIFFERENCE MONDAY

Discuss or journal: What was most interesting about this episode to you?

DAY TWO

TAKE TIME FOR YOU TUESDAY

Mindful Mantras. Have each student create a mantra if they do not have one. After 5 minutes to think about the mantra or creating one, have each student share their personal mantra. Share the examples listed below to help prompt the students.

1. Make every day count.
2. I have the power to change.
3. Persevere with passion.

DAY THREE

WE STAND TOGETHER WEDNESDAY

Create a class motto about Choose Strength and Persevere. Use the motto all month long as the class aspires to help others.

DAY FOUR

THOUGHTFUL THURSDAY

1. What does this expression mean: "Choose Strength and Persevere?"
2. How do you ensure you are making a positive impact in your society?

DAY FIVE

FUN FRIDAY

What is one activity that you enjoy that has a positive impact on your life? Share your experiences with your class.



DAILY MINI-LESSONS

EPISODE NINE – WEEK TWO

CHOOSE STRENGTH, PERSEVERE

DAY ONE

MAKE A DIFFERENCE MONDAY

Believe in YOU. Make a list of words as a class and then challenge everyone to use them throughout the week when speaking with teachers, friends, and classmates. Help others

create strength and a sense of belief. **DAY TWO**

TAKE TIME FOR YOU TUESDAY

10-minute silent time: Have students use this time to focus on a personal task or catching up on an assignment or focusing on ways to overcome fear.

DAY THREE

WE STAND TOGETHER WEDNESDAY

Take a moment to think about someone who has extreme strength. Be prepared to discuss about someone in your life who demonstrates perseverance.

DAY FOUR

THOUGHTFUL THURSDAY

Have each student create a slogan or statement about Strength and Perseverance. Use these slogans or statements to share with students daily. Encourage your school to make these announcements over the PA system.

DAY FIVE

FUN FRIDAY

Choose Strength and Persevere. Have a planking or wall squat contest in class. Have students encourage each other to make it a full two minutes.



DAILY MINI-LESSONS

EPISODE NINE – WEEK THREE

CHOOSE STRENGTH, PERSEVERE

DAY ONE

MAKE A DIFFERENCE MONDAY

How has Kevin Atlas been influential in making a difference? How can you use your life to make a difference?

DAY TWO

TAKE TIME FOR YOU TUESDAY

What are some questions that you have about the episode?

DAY THREE

WE STAND TOGETHER WEDNESDAY

Divide students into groups of five and have them write a script for 90 second “commercial” for Strength and Perseverance. The commercial is a 90 second video that can be created using a phone or classroom technology.

DAY FOUR

THOUGHTFUL THURSDAY

Think of a movie or television show that has a character or characters that persevere through tough times. Write all of the different movies or television shows on the whiteboard. Remember your show or character for discussion next week.

DAY FIVE

FUN FRIDAY

Never, never, never give up. - Winston Churchill

What is your favorite quote on strength and perseverance?



DAILY MINI-LESSONS

EPISODE NINE – WEEK FOUR

CHOOSE STRENGTH, PERSEVERE

DAY ONE

MAKE A DIFFERENCE MONDAY

Define the words listed below in the context of success, strength, and perseverance.

- Persistence
- Determination
- Steadfastness
- Constancy
- Tenacity
- Purpose

DAY TWO

TAKE TIME FOR YOU TUESDAY

Identify three things that you are grateful for each day. Stop and reflect on those things and how different things could be in your life.

DAY THREE

WE STAND TOGETHER WEDNESDAY

Film the 90 second commercial from the previous week. Allow students to edit, put music to the video etc. and be prepared to show the video the following week

DAY FOUR

THOUGHTFUL THURSDAY

Follow-up from last week. Discuss the movie or television show and characters that you identified last week. Share why you chose the show and how it reminds you of strength.

DAY FIVE

FUN FRIDAY

Identify your favorite athlete, singer, or actor/actress who has shown strength in their pursuit of excellence.



DAILY MINI-LESSONS

EPISODE NINE – WEEK FIVE

CHOOSE STRENGTH, PERSEVERE

DAY ONE

MAKE A DIFFERENCE MONDAY

Never Give Up. What can you do when you see someone that is struggling in the classroom or their personal life? What and who are some resources that you can share with a person that may be struggling? What opportunities are available for help at your school?

DAY TWO

TAKE TIME FOR YOU TUESDAY

Ten minutes of quiet time. Play a song and encourage students to completely decompress.

DAY THREE

WE STAND TOGETHER WEDNESDAY

Show the 90 second video from previous week's activity

DAY FOUR

THOUGHTFUL THURSDAY

Journal Prompt: Take ten minutes to write the answer to the question. Strength and perseverance help me...

DAY FIVE

FUN FRIDAY

As the BIU season comes to a close, visit www.varsitybrands.com for more ideas and information about how to improve the climate and culture on your campus.



SUGGESTED WRITING TOPICS

Use the following topics as writing prompts for weekly writing opportunities. Students should complete a one page journal entry based on the topics below. At the end of the academic year, the students' journals should provide reflection and motivation to continue being the best person they can be.

- Make every day count.
- Change your game from the inside out.
- Walk louder than you speak.
- Describe your character.
- Why is discipline so important?
- Why is accountability important?
- How can you inspire others?
- Communication...how can you improve your communication skills?
- What is your favorite song? How does it motivate you?
- What would you do if a bully bothered you on your way home?
- What would you do if you did very poorly on a test?
- How can you help others in your community?
- Chase the goal, chase your dreams.
- Make memories, what have you done to help promote your school?
- What would you do if you found a magic wand?
- If you were principal of this school, what would you do?
- If you could break the Guinness Book of Records, what would it be for?
- What would you do, if you just won the lottery?
- If you could go back in time and change one thing in your life, what would you change?
- What do you consider your greatest accomplishment to date and why?