

## Week 1 Topic: Friday Folder Creation

Learning Target: Students are introduced to mental health benefits of nature

Materials:

- Class set of folders

Craft supplies

- Tennis ball (or something easy to toss)
- Magazines or pictures

Opening and Welcoming: Welcome and/or greet one another; Introduce target or goal; Review agenda; Set tone.

### 5 min. Opening Circle: Time Bomb Name Game:

1. Have students form a standing circle, with at least an arms length between them.
2. Students will go around the circle and say their name.
3. Then, saying a student's name, pass them a tennis ball (or a stuffed animal, or whatever you have). They have two seconds to say another student's name and pass it to them. If they do not pass it in enough time, they must sit.
4. Rules:
  - a. You must say the name of the person you are passing to.
  - b. No passbacks.
  - c. You only have 2 seconds to pass the object before you are out.

Reading: Meaningful excerpt, poem, song, riddle, etc. tied to purpose of crew session.

### 20 min. Teacher Led Discussion

Have students find a partner. Tell them to brainstorm a list of activities people do outside. Then, create a class list on the board for students to refer to.

Then watch the following video on the benefits of mental health in regards to nature:

<https://youtu.be/RV5MEP3Bgkc>

Then, have students add any other nature activities to the list you already created. Have them vote on which activities they think have provided them a sense of calm or activities they would want to try for bringing a sense of calm to them.

Introduce what Fridays will look like for the students. Tell them that a couple of Fridays a month, they will be participating in activities that will prepare them for an opportunity to have a deeper sense of connection to nature. They will take an End of the Year field trip to the Monument.

Join the virtual meeting with the NPS to be introduced to the park ranger that will be in and out of your classrooms (virtually) this year as they prepare for the EOY field trip. Teachers will hand out folders for students to keep that they will use to store Friday materials.

### Community Initiative/Main Activity/Discussion: 15 min. Student Activity:

After the ranger introduction, have students decorate their “Friday Folders”. They can hand draw these, or if you have magazines available, they can create a collage. Have them stick to a natural theme, or decorate the folder with activities that bring them “calm”. The list on the board should give them inspiration. Make sure their names are on the folders and that you have a safe place to store them (lockers, classroom).

Debrief/Reflection: Check-in on how the session went, including our collaboration, individual work, progress toward the target or goal and ideas for improving our next session.

### Closing Circle:

If time, have students who are willing share what they decorated their folders with.

Next Steps: Teacher/student(s) review important upcoming events and agenda items. Identify next steps for Crew (assign next crew leader, if students are taking turns).

Finish decorating folder for homework, or during another advisory day when there is time.

## Week 2 Topic: Resiliency and The Cognitive Triangle

Learning Target: Students become aware of their ability to monitor and regulate their thoughts, feelings, and actions

Materials: Construction paper, scissors, glue

Opening and Welcoming: Welcome and/or greet one another; Introduce target or goal; Review agenda; Set tone.

### Opening Circle:

1. Have students form a standing circle, with at least an arms length between them.
2. Define resiliency: the ability to cope with whatever life throws at you.
3. Tell students you want them to reflect on the word for a moment then they will have the opportunity to share what they think it means. Have an object ready for students to toss around to each other as you explore some of the following questions:

- a. What does it mean to be resilient?
- b. What are some character traits of people who are resilient?
- c. When is being resilient more challenging?
- d. Who do we know who shows resilience?

Reading: Meaningful excerpt, poem, song, riddle, etc. tied to purpose of crew session.

### 10-15 minute Teacher Led Discussion:

1. Tell students that we are going to watch a video that will help us learn more about how our brains help us process our thoughts, feelings and actions
2. Show <https://www.youtube.com/watch?v=PcFmrVZ0e-I>
3. Open PPT on cognitive triangle use slides 2-4 to reinforce what was discussed in video.
4. Tell students that we will be focusing on 2 resiliency skill areas today that have to do with self-awareness and self-regulation. Say that we will explore the other areas over time, and that all of these skills help build resiliency.
5. Use a flower vs. weed analogy to frame a discussion on the power of our thoughts.
  - a. No matter what is happening in the world around us. We have the power to choose the way we respond to situations.
  - b. Research shows us that if we can identify and name those negative thoughts that are triggered by uncomfortable events, then we have a better chance of regulating the feelings and actions that naturally follow those thoughts.
  - c. The flower pot in the analogy is an event or situation. The seed is your thought in response. The stem/leaves are your feelings. The flower/fruit is your action or behavior.
6. Review the negative thinking example about the social event (slide 4). Then ask students to offer examples for an alternatively positive outcome (slide 5)
7. Chart responses for whole class to see.
8. Nature connection: sometimes when we get outside and into nature that can help us re-frame our thinking. There is research that shows that time spent in nature can help clear your mind and reduce anxiety.

### Community Initiative/Main Activity/Discussion:

20 Minute Student Activity: Modified from the binder

1. Distribute flower cut outs
2. Ask students to build positive thought flowers that represent a time they responded to an uncomfortable situation with resiliency.

Debrief/Reflection: Check-in on how the session went, including our collaboration, individual work, progress toward the target or goal and ideas for improving our next session.

### Closing Circle:

1. Invite students to share-out examples
2. Display examples or build a resiliency garden in your classroom or in the hallway.

Next Steps: Teacher/student(s) review important upcoming events and agenda items. Identify next steps for Crew (assign next crew leader, if students are taking turns).

We will revisit the idea of resiliency and how nature can help us be more resilient in the next session.

## Week 3 Topic: Resiliency Continued: Your Brain on Nature

Learning Target: Students consider ways that they can leverage the healing power of nature to improve their outlook.

Materials: Chromebooks if you choose for students to explore parks individually

Opening and Welcoming: Welcome and/or greet one another; Introduce target or goal; Review agenda; Set tone.

### 5-10 minute opening Circle:

1. Have students form a circle, with at least an arms length between them.
2. Revisit resilience definition and clarify: the ability to cope with whatever life throws at you.
3. Facilitate opener. It's recommended that a peer advisor lead the following opener.
  - a. Can someone volunteer to share an example of resilience they witnessed over the last few weeks?
  - b. Follow-up questions for facilitator
    - a. What did it look like?
      - i. Who showed resilience?
      - ii. What lessons can we learn from noticing when people persist through difficulty?

Reading: Meaningful excerpt, poem, song, riddle, etc. tied to purpose of crew session.

### 10-15 Minute teacher Led Discussion:

1. Ask students to think about the cognitive triangle activity and pose this questions: Are there certain activities we can do or places we can go to that might help us to shift our perspective from a negative place to a positive place?
2. Generate lists to capture brainstorm
3. Sometimes when we get outside and into nature that can help us reframe our thinking. Explain what you mean by reframe: the perspective shift helps you see your problem differently. There is research that shows that time spent in nature can help clear your mind

- by improving cognitive function. It's easier to feel present in the moment and not attached to distractions like our screens or issues are causing negative thinking.
4. While you are watching this video consider how spending time in natural places might help us reframe negative thinking?
  5. How can nature help us be more resilient?

Community Initiative/Main Activity/Discussion: 10 minutes

Student Activity: Modified from the binder

1. Distribute chromebooks or lead a whole class exploration of a national park site at this website.
2. Think about ways you could explore that place to "clear your mind".

Debrief/Reflection: Check-in on how the session went, including our collaboration, individual work, progress toward the target or goal and ideas for improving our next session.

5 minute Closing Circle:

1. Join google meeting with ranger Sam at 7:55 where she will tell kids about the ways they can explore Colorado NM. Here is the link: Google Meet
2. She will invite students to visit the park with their families, and to consider how our special location here in western colorado surrounded by all the natural beauty can help us be more resilient.
3. Every student participating gets a one-time voucher for their family. They just need to tell the person at the entrance station their name.

Next Steps: Teacher/student(s) review important upcoming events and agenda items. Identify next steps for Crew (assign next crew leader, if students are taking turns).

## Week 4 Topic: Growth Mindset

Learning Target: Students gain deeper understanding of growth mindset and it's positive benefits.

Materials:

[https://www.youtube.com/watch?v=KUWn\\_TJTrnU](https://www.youtube.com/watch?v=KUWn_TJTrnU) from 1:27 - 2:02

<https://www.youtube.com/watch?v=ru0K8uYEZWw> - Can't Stop the Feeling!

Opening and Welcoming: Welcome and/or greet one another; Introduce target or goal; Review agenda; Set tone.

10 min. Opening Circle:

Watch the growth mindset vs. fixed mindset video

[https://www.youtube.com/watch?v=KUWn\\_TJTrnU](https://www.youtube.com/watch?v=KUWn_TJTrnU) : from 1:27 - 2:02

And the “Can’t Stop the Feeling” video: <https://www.youtube.com/watch?v=ru0K8uYEZWw>

Have students share: Do the people in the Justin Timberlake video have a growth mindset or a fixed mindset? How do you know?

Reading: Meaningful excerpt, poem, song, riddle, etc. tied to purpose of crew session.

### 15 min. Teacher Led Discussion:

Have students read the article titled “Courage and Vulnerability Part 1”, pgs 1-2

[https://drive.google.com/file/d/15V58rN9e6S5aCdMBH2v15Pel9ejJTf\\_i/view?usp=sharing/](https://drive.google.com/file/d/15V58rN9e6S5aCdMBH2v15Pel9ejJTf_i/view?usp=sharing/)

As they read, have them create a venn diagram where they compare and contrast vulnerability and courage to growth mindset.

### Community Initiative/Main Activity/Discussion:

15 min. Student Activity: Modified from the binder

Have students share out their compare and contrast of vulnerability vs. growth mindset. Have groups record it on the board or a piece of chart paper.

Tell students we are going to practice being vulnerable together and do the following:

Create a list of 5-10 things that are courageous for 12-14 year olds and have students rank the activities from being least to most courageous. Ask students why they are ranking things the way they are.

○ Possible Ideas:

- Who you sit next to in the lunchroom
- Dancing like no one is watching
- Exercising with someone
- Standing up to a bully
- Disagreeing with someone
- Meeting new people
- Sharing personal stories
- Playing sports
- Giving a concert or a solo
- Giving something your all
- Helping someone they are in need

- Reading out loud
- Saying no

Debrief/Reflection: Check-in on how the session went, including our collaboration, individual work, progress toward the target or goal and ideas for improving our next session.

### 5 min. Closing Circle:

As an advisory, what can we commit to doing for one another that will encourage vulnerability?

\*You might record this so students can remember this “social contract” for later.

Next Steps: Teacher/student(s) review important upcoming events and agenda items. Identify next steps for Crew (assign next crew leader, if students are taking turns).

### Extension (optional):

Have students practice being vulnerable together by doing the Cupid Shuffle

- Cupid Shuffle (line dance) : Cupid Shuffle Music Video

## Week 5 Topic: How Active Listening Applies to Empathy

Materials: Friday Folders

Opening and Welcoming: Welcome and/or greet one another; Introduce target or goal; Review agenda; Set tone.

### 5- 10 Minute Opening (to be facilitated in a circle):

Begin in a standing circle. Explain to students that they are going to participate in a game of telephone with the goal of this lesson being to better understand what it means to be a good listener.

Ask one student to first explain how to play telephone. Then, begin the game by whispering the following sentence into a student’s ear: “I want to know what it feels like to listen and what it feels like to be heard”.

The last student to hear the phrase will then repeat it out loud for the class. It will likely be a very different sentence from the beginning.

Have students then sit in the circle. Facilitate a short discussion with the students using the prompts:

1. What happened to the original message?
2. Was it easy or difficult to hear the original message? Why do you think it might have been difficult? Responses may include things like:
  - a. It was hard to hear because the student whispered.

- b. It was hard because we didn't make eye contact.
- c. It was hard to hear because others were talking and laughing.

Reading: Meaningful excerpt, poem, song, riddle, etc. tied to purpose of crew session.

### 10-15 Minute Discussion:

1. Explain to students that today they will be exploring the power of listening to others as well as the power of being heard by others. They are going to listen to a teacher named Celeste Davis and her student, Aaron having a conversation. Aaron, had told Celeste he was homeless. This is the interview they had after that conversation.
2. Play the following audio clip using this link (You will have to scroll down the website until you reach the section titled "Activity: Celeste Davis and Aaron". You will notice the audio clip under that section): <https://storycorps.org/discover/education/lesson-the-power-of-active-listening/>
3. After listening, have 1 student summarize the interview. Then, facilitate a discussion with the group on:
  - a. Why was it powerful for Celeste to listen to Aaron?
  - b. How did Celeste show Aaron that she was really listening to him?
  - c. Why do you think it was important to Aaron that Celeste listened to him? How do you know it was important?
4. Explain to students that the conversation between Aaron and Celeste is an example of active listening. Display the definition of "Active Listening" using this link: Active Listening and Empathy. Go over the definition and then give students about 5 minutes to do the personal journal questions individually on their own piece of paper (this can be stored in their Friday Folders).

### Community Initiative/Main Activity/Discussion: 10-15 Minutes

1. Explain that students are now going to practice 2 active listening skills called: Short Silences and Not Interrupting
2. Pair students by counting off. For example, if there are 20 students, have students count from 1-10, and then the 1s would be a pair, the 2s would be a pair, etc.
3. They are going to partner with someone and interview them using the prompt: Tell me something about yourself that would surprise me.
4. Give students some think time. Then:
5. As students ask their partners the question, they must practice "Short Silences". Which means, whenever their partner stops talking, the interviewer must count to 6 in their head before they try to fill the silence. If their partner begins speaking again, then the interviewer will have to wait for another opportunity before asking their follow up question.
6. The interviewer must also not interrupt. So even if the story is crazy, they must wait for the speaker to stop talking before asking a question.

Debrief/Reflection:



Check-in on how the session went, including our collaboration, individual work, progress toward the target or goal and ideas for improving our next session.

### 5-10 minute closing circle:

Have students share out how being an active listener allows us to better empathize with others. Why is that powerful?

Next Steps: Teacher/student(s) review important upcoming events and agenda items. Identify next steps for Crew (assign next crew leader, if students are taking turns).

If time, you can have students watch the video from the last slide in the powerpoint.

## Week 6 Topic: Active Listening: Mindfulness in Nature

Learning Target: students recognize self-awareness and regulation tools available to them through mindfulness exercises outdoors - students learn more about healthy activities and natural resources that are available to them.

Materials: Something to chart student share-outs on (chart paper, erase boards), Markers

Resources

Sound Preservation

Why Sound Matters

<http://www.soundandlightecologyteam.colostate.edu/recordings.html>

<https://nps.maps.arcgis.com/apps/Cascade/index.html?appid=9f33fa32af394a129b0b548429dced01>

Opening and Welcoming: Welcome and/or greet one another; Introduce target or goal; Review agenda; Set tone.

### 5-10 minute Opening:

Have students generate a list of sounds that fall under the following categories: soothing, uplifting, draining, etc. Clarify terms before generating list

Then have students share out and describe an experience in nature where the sound of a place contributed to them feeling one of the three feelings: soothing, uplifting, draining etc..

Reading: Meaningful excerpt, poem, song, riddle, etc. tied to purpose of crew session.

### 10 minute Teacher/Ranger Led Discussion:

1. Define soundscape
2. What is a soundscape?

3. "A soundscape is the human perception of the acoustic environment. It's the combination of sounds you hear around you, including sounds made by animals, people, and the earth"
4. The natural sounds composing soundscapes are important for both animals and people.
5. Animals make sounds to communicate, establish territories, and court potential mates. They must listen to sounds to find food and avoid predators.

People come to parks to experience natural quiet and the sounds of nature, which connect them to the park environment.

There are scientists who study soundscapes at national parks, because National Parks offer some of the most protected sound experiences. There is less activity from "built environment" and more natural processes at work. They inventory and monitor sounds and how they respond to natural and human influence.

From the following resources, choose some soundscapes to play for students:

Share soundscape video: <http://www.soundandlightecologyteam.colostate.edu/recordings.html>

Other interesting sounds:

Owl - Yosemite

Avalanche - Denali

Singing Sands Video/Sound - Great Sand Dunes

Wolf - Denali

Humpback Whale - Glacier Bay

Alligator - Everglades

Community Initiative/Main Activity/Discussion:      10-15 minute Student Activity:

Take class outside. Have group silently listen to the environment for a few moments.

Option 1 - guide group through a nature listening meditation (handout in Teacher's Lounge)

OR

Option 2 - have group listen and journal about one of these prompts:

- Compare how you felt before, during, after listening/meditating.
- Where do you go to find peace and quiet?
- What's the value of quiet in our lives?
- There are only a few "natural sound" refuges in the world - should we care or do anything about protecting those places?

Debrief/Reflection: Check-in on how the session went, including our collaboration, individual work, progress toward the target or goal and ideas for improving our next session.

### 5-10 minute Closing Circle:

What did you hear or think about today that affects the way you feel about natural sound or the role of sound in your life?

Other possible guiding questions to facilitate discussion:

- If you used the guided technique, reflect on how that felt.

Next Steps: Teacher/student(s) review important upcoming events and agenda items. Identify next steps for Crew (assign next crew leader, if students are taking turns).

## Week 7 Topic: Positive Effect of Nature on Veterans

Learning Target:

Materials:

- Something to chart student share-outs on (chart paper, erase boards)
- Markers
- Resources (found in Teacher's Lounge)
- Copies of the needed article (enough for every 2 students to share 1)
- Nature Postcards (1 postcard for each student)

Opening and Welcoming: Welcome and/or greet one another; Introduce target or goal; Review agenda; Set tone.

### 5-10 minute Opening (to be facilitated in a circle):

Put the definition of PTSD on the board and explain it to students.

Definition of PTSD: Post Traumatic Stress Disorder can occur when a person has a difficult time processing through a memory or memories of terrifying events.

Facilitate a discussion with students on hardships they believe veterans face when being deployed and the hardships veterans face when coming back from deployment.

Have students brainstorm a list of "terrifying events".

Explain to students that one way to combat the memories of these terrifying events is being outside.

Reading: Meaningful excerpt, poem, song, riddle, etc. tied to purpose of crew session.

10-15 minutes: Have students partner up and read the article (copies in the teacher's lounge along with postcards):

<https://calmatters.org/commentary/vets-understand-the-healing-power-of-nature-and-the-need-to-protect-public-lands/>

Ask them to write a “\$2 summary” of the article with their partner. If you want, give them a list of possible words they might use in their summary.

● \$2 Summary: Write a summary that is \$2. Each word is worth 10 cents. There are 10 dimes in a dollar - so the summary should be 20 words. Some words students may use in this summary include:

- Trauma
- Outdoors
- Healing
- Public Lands
- Protection

### Community Initiative/Main Activity/Discussion: 10–15-minute Student Activity:

Have students write a postcard to a veteran. These can be to a veteran they know or just a general note to be dropped off at the VA. If you are able, take students outside to write the letter.

Drop the completed Veteran postcards off in the “Hawley” mailbox and I will bring them to the VA.

Debrief/Reflection: Check-in on how the session went, including our collaboration, individual work, progress toward the target or goal and ideas for improving our next session.

### 5-10 minute Closing Circle:

Have students share about the power they think nature can have in healing.

Next Steps: Teacher/student(s) review important upcoming events and agenda items. Identify next steps for Crew (assign next crew leader, if students are taking turns).

## Week 8 Topic: Mindfulness Activities

Materials: Friday Folders

Opening and Welcoming: Welcome and/or greet one another; Introduce target or goal; Review agenda; Set tone.

### 10-15 min Opening:

Explain to students they are going to participate in a meditation. It takes being vulnerable with one another. Have students spread out and away from each other. They can meditate sitting, or lying down.

Start with a mindfulness exercise. In the background of your classroom, play the following video: Mindfulness Background Music. You're going to have students tense parts of their bodies for 5 seconds and then slowly release. If you aren't comfortable leading this meditation, here is a video that students can follow : Progressive Muscle Relaxation. Otherwise, in your calming voice:

1. Start by having students clench their fists for 5 seconds. Count out loud and then have students. Then have students completely relax their clenched fists, releasing the pressure for about 5 seconds.
2. Have students then flex their arms. Have them squeeze their biceps and forearms close to their bodies and then clench their fists Hold for 5 seconds and release. Both arms should be positioned like this:
3. Have students push their shoulders up to their ears. Hold for 5 seconds and then release.
4. Have students clench their face muscles. Have them wrinkle their foreheads, squeeze their eyes shut and purse their lips. Hold for 5 seconds and then release.
5. Then, have students take a deep breath. Breathe in for 6 seconds, hold for 5 and then release completely.

Explain to students that one way people find relaxation throughout the day is through being "Mindful", which really means being able to check in with yourself in the moment. It means pressing pause on whatever is going on and seeing how our bodies are feeling. The exercise we just did was a way of being mindful. Pressing pause and checking in with our bodies.

Ask students to share out how that exercise affected them. Do they feel calmer? Was it stressful to do it in front of others? Have they ever done something similar?

### Community Initiative/Main Activity/Discussion: 20 minutes

Students are now going to participate in some more mindfulness activities. The activities can be found in their Friday Folders. At the end of this activity, students will choose 5 exercises they like to have in their Mindfulness "Toolbox". Students can sit or lie down for any of these exercises unless it says otherwise.

#### Mindfulness Technique 1: Getting In Touch with My 5 Senses

1. Tell students they are going to check in with their 5 senses : Seeing, Hearing, Feeling, Smelling and Tasting.
2. Have students begin by taking 3 deep breaths. Preferably, in through the nose, out through the mouth.
3. Then, have students (all at the same time, but whispering) state five 5 things they see.
4. Then, have students shut their eyes and (whispering, at the same time) state 4 things they hear. Students should keep their eyes shut for the remainder of the time.
5. Have students state 3 things they can feel.
6. Have students state 2 things they can smell.

7. Have students state 1 thing they can taste.

8. End with 3 deep breaths.

### Mindfulness Technique 2: The Balloon

1. Have students stand up.
2. Have them roll their shoulders back and relax them away from the ears. Eyes closed, palms facing outwards.
3. In your calming voice say, "Relax your body and take 3 long inhales and exhales in and out through the nose."
4. "Start to take a slow, deep breath. Fill your belly up as much as you can, like you are filling up a big balloon."
5. Encourage your kids to feel their entire body relax each time they exhale, each time air is slowly being released from the balloon. You can even make a "hissing" noise to encourage them to slow down the exhale even more, "Like letting air out of the balloon."
6. Continue for several minutes.

### Mindfulness Technique 3: Body and Sound Check In

1. Now tell students they are going to do a sound and body check in.
2. Play the following audio recording: Sound and Body Meditation

### Mindfulness Technique 4: Checking my Heartbeat

1. To begin, tell your kids to jump up and down in place or do jumping jacks for one minute.
2. When they have finished, have them sit down and put a hand over their heart. Instruct them to close their eyes and pay attention only to their heartbeat and, perhaps, their breath as well.

### Mindfulness Technique 5: 5 Finger Starfish

1. This breathing technique has kids holding up one hand in a starfish position (fingers spread wide) while they gently trace up and down each finger with the other hand, focusing on regular breathing at the same time. As they trace up their finger, they breath in. As they trace back down their finger, they breathe out.
2. Repeat twice.

Debrief/Reflection: Check-in on how the session went, including our collaboration, individual work, progress toward the target or goal and ideas for improving our next session.

### 10 minute Closing Activity:

Have students turn to page \_\_ of their Friday Folders and begin to complete their "Mindfulness Toolbox". Have them choose 3 exercises they liked from today to have in their toolbox. They will

write down the name on the left, and then put the directions for the exercise on the right. For the recordings, still have them summarize the technique.

Have students share out which mindfulness techniques they put in their toolbox and why.

Next Steps: Teacher/student(s) review important upcoming events and agenda items. Identify next steps for Crew (assign next crew leader, if students are taking turns).

Feel free to start off a lesson with a mindfulness exercise in the future. It's a great way to ground your students.

## **Week 9 Topic: Build a team that will participate in the End of Year challenge**

Learning Target: Students will be able to identify the characteristics of a strong team while building connection in their teams.

Materials: White Board, Dry Erase Markers, Paper for a Poster

Opening and Welcoming: Welcome and/or greet one another; Introduce target or goal; Review agenda; Set tone.

### **5 min. Opening Circle:**

Begin in a circle. On the board, have a student record the pros/cons of having to work in a team. As you go around the circle, students should share either 1 positive or 1 negative of having to work in a team.

### **Community Initiative/Main Activity/Discussion: 20-30 minutes**

1. Students are now going to participate in a teamwork challenge. Explain that the teams they choose today will be the teams they work with when they participate in the End of the Year Field Trip. Teams should be 3-4 people.

2. First Challenge:

a. In this game, divide into multiple groups. One person from each group is selected to view a hidden object. Take students out into the hall and show them a random object. They only have 10 seconds at a time to peek at the object and must relay the information that they see to the rest of their group, without giving it away. They can ONLY describe what they see. The group must try to guess the object based on the peek person's description.

b. After this activity, have group members discuss what was difficult and what would have made the group more successful.

3. Second Challenge: Story Teller

- a. One person is the storyteller while the others are the word givers. The word givers start off by giving a title that the storyteller must start talking about.
- b. Then, as they are speaking, word givers yell random words that storytellers must incorporate. The key is that the words should be unrelated to the topic to make it more challenging and interesting. For instance, in a story about, "Visiting the City," word givers should avoid relevant words like, "taxi", "skyscrapers", and "subway". Instead, they shout out unrelated words like, "coconuts", "T-Rex", "Big Foot", or "lumberjacks".
- c. Give each student a turn to be the story teller. They will each have 3 minutes to tell their story.
- d. After this activity, have group members discuss what was difficult and what would have made the group more successful.

#### 4. Third Challenge: Reverse Charades

- a. In a normal game of charades, one person from the group stands up and acts out a word or phrase while the rest of the team tries to guess. However, in reverse charades, it is flipped. One person has to guess while the rest of the team must work together and act it out. Give the actors 30 seconds-minute to decide secretly on what they will act out. Then, give them two minutes to act it out together while their partner guesses.

Debrief/Reflection: Check-in on how the session went, including our collaboration, individual work, progress toward the target or goal and ideas for improving our next session.

#### 10 minutes Reflection:

Gather in a circle and discuss what makes a good teammate based on those activities. Make a classroom poster that has to do with being a good teammate. What qualities/skills does a team have to have? What about individuals within that team? On the back of the poster, record which students are in which groups. That way, with future teamwork challenges, students will be in the same team.

Next Steps: Teacher/student(s) review important upcoming events and agenda items. Identify next steps for Crew (assign next crew leader, if students are taking turns).

Participate in one of the teamwork challenges as an entire class!

## Week 10 Topic: Geology and Identity - Our Layers

Learning Target: Students will explore how the world sees them vs. how they see themselves, and practice self-awareness by identifying their own personal characteristics.

Materials: Independence Monument Outline (in Friday Folder)

Opening and Welcoming: Welcome and/or greet one another; Introduce target or goal; Review agenda; Set tone.



### 5-10 Minute Opening Circle:

Define the word identity for the class - it's what makes you who you are. Ask students to brainstorm the things that DO make us who we are. Examples: values, beliefs, thoughts, actions, family, culture, home, community

1. Have students form a circle, with at least an arms length between them.
2. Facilitate opener. It's recommended that a peer advisor lead the following opener.

Discussion questions for facilitator:

- When you first meet someone, what can you tell about their identity by looking at them?
- What can't you tell by just looking at them?
- How do you think others see your identity when they look at you?
- How does it feel when people assume to know you based on your appearance?
- How can we avoid making assumptions about people?
- Reading: Meaningful excerpt, poem, song, riddle, etc. tied to purpose of crew session.

### 5 Minute Teacher Led Discussion:

People and rocks are alike in the sense that they both have layers. Some layers are more seen while others are buried beneath our skin or soil. Geologists study earth materials like rocks, soils, minerals and land formations to understand the history of our planet. Earth's surface is made up of rock layers, that, like chapters in a book, tell us stories about earth's history (show photo of rock layers at Colorado NM). At CNM, there are three major rock layers that form the towers and monoliths like independence monument. Those three different layers show observers evidence of earth's past. There is a mudstone on the bottom, a sandstone in the middle, and a hard river stone on top. The surface of earth has undergone massive changes over time, and these different rocks reflect that. These three rock types are proof that there has been major changes on earth-- what was once a muddy swamp, became a dry desert, then river valley. Today we live in a high desert ecosystem.

### Community Initiative/Main Activity/Discussion: 15 minute Student Activity: Found in Friday Folder

Just like the rock formations of Colorado National Monument we have layers that tell our story - some are more recognizable and known to the world whereas others are more hidden.

Show students the Independence Monument outline and tell them they will be creating an Identity Tower just like the rock.

1. In the capstone of their identity tower they should put the trait or quality that they feel the world sees most when they look at them.
2. In the middle section students should list things that their friends and family know about them.

3. At the foundation of their tower they should list things that they know about themselves that others might not.

Debrief/Reflection: Check-in on how the session went, including our collaboration, individual work, progress toward the target or goal and ideas for improving our next session.

### 10-15 Minute Closing Circle:

Discussion questions for teacher or student facilitator:

- What are the benefits of having and knowing our layers?
- How do our “layers” help make us more resilient in tough times?
- Is it harmful to only be known or to only know people by their “capstone” or most easily seen layer?
- What are some things we can do to honor and celebrate the multiple layers of people in a community?
- Is there anything in your root layer that you would prefer to be more seen?

Next Steps: Teacher/student(s) review important upcoming events and agenda items. Identify next steps for Crew (assign next crew leader, if students are taking turns).

Consider having students share some of their identity towers aloud or make space for them to be shown around the class.

## Week 11 Topic: Connection and Resilience

Learning Target: Students will explore and recognize the network of resources that are available to them to form trusted relationships and connections.

Materials: Friday Folders, paper to create a “web-of-resilience”

Opening and Welcoming: Welcome and/or greet one another; Introduce target or goal; Review agenda; Set tone.

### 5-10 Minute Opening Circle:

One of the main ingredients of resilience is “connection”. What do you think it means to be “connected”? Let’s make a chart to track ways that we can build relationships within each of these categories. Another way to frame the question might be - What sources of strength or resources can we seek out through each of these groups?

Teacher or peer facilitator can annotate a chart like this on a white board or flip chart based on student responses.

Reading: Meaningful excerpt, poem, song, riddle, etc. tied to purpose of crew session.

### 10 Minute Teacher Led Discussion:

When we look at the natural world we see that all life is connected through what is known as a web-of-life. Watch this video with the class to explore how biodiversity makes the “web of life” stronger. A web of life is important to the strength of an ecosystem.

In every corner of the earth there are specialized ecosystems that have complex webs of life that support the plants and animals that call that place home. Colorado NM preserves some of the most natural habitat in our community. This photo shows examples of some of the species that depend on each other for survival in their web.

Much like the web-of-life in an ecosystem - we are all part of “webs” of connection beyond just food chains. Our connections to the world around us give us strength and help build resiliency.

### Community Initiative/Main Activity/Discussion:

Think of the connections you have with the world around you that give you strength to be resilient. These things can help make your web strong to support you when you are going through a difficult time.

Using the template in this slide and in the Friday Folder - create a web of resilience showing all your connections.

Debrief/Reflection: Check-in on how the session went, including our collaboration, individual work, progress toward the target or goal and ideas for improving our next session.

### Closing Circle:

Discussion questions for teacher or peer facilitator:

- When do you feel most connected?
- Describe a time when you felt disconnected?
- Who or what can people who feel disconnected reach out to in our community to find strength and build-up their “web”?
- What do we take good care of relationships to maintain a strong web?

Next Steps: Teacher/student(s) review important upcoming events and agenda items. Identify next steps for Crew (assign next crew leader, if students are taking turns).

Consider sharing or displaying student webs

## Week 12 Topic: Leave No Trace

Learning Target: Familiarize students with the principles and practices of leave no trace in preparation for the field trip.



# 6<sup>th</sup> Grade Resiliency Curriculum

Materials: Friday Folders, printed images from activity guide

Opening and Welcoming: Welcome and/or greet one another; Introduce target or goal; Review agenda; Set tone.

## 5-10 minute Opening Circle:

Ask students what they think “Leaving No Trace” in nature means.

## Community Initiative/Main Activity/Discussion: 10-20 Minute Student Activity:

Choose one of the activities from the following link to do with your students: [Leave No Trace Training](#)

Debrief/Reflection: Check-in on how the session went, including our collaboration, individual work, progress toward the target or goal and ideas for improving our next session.

## Closing Circle:

Discussion questions for teacher or peer facilitator:

What did those activities teach us about “Leave No Trace”? What does it mean to “Leave No Trace” when we spend time outdoors?