

Lesson 1- Generational Trauma

Ice Breakers:

- Ask student names, grade, and one interest/hobby that is unique to them
- Have students go around and remember everyone's name
- Snowball fight- <https://everydayteacherstyle.com/2017/08/08/fun-non-embarrassing-ice-breakers-for-high-school-middle-school-students/>

Hand out Pre-assessment forms to students (Give them 5-10 minutes to fill out)

Definition of Generational Trauma: Is a theory which states that trauma can be transferred from the first generation of trauma survivors to the second and further generations of offspring of the survivors via complex post-traumatic stress disorder mechanisms.

Discussion:

- What does this mean to you?
- What are your expectations for this group?
- What rules should the group have? (these will be the group rules)

Next Session: School Importance

Lesson 2- School Importance

Intro Video: <https://www.youtube.com/watch?v=RwlhUcSGqgs>

Discussion: What does school mean to you? Your family? Your future?

Activity: Worksheet on short-term and long term goals (both academically and personally)

- Have students share what they put

Video: <https://www.youtube.com/watch?v=eoOmrhdDYW8>

Discussion:

- When thinking about college, does it stress you out? How come?
- What pressures do you experience about finishing high school?
- What advice would you give others about school?

Next lesson: Poverty

Lesson 3 - Poverty

Initial Question: What does poverty look like to you? What is generational poverty?

Video: <https://www.youtube.com/watch?v=tXpm7xDRWk4>

Activity: <http://www.usccb.org/about/justice-peace-and-human-development/stack-of-the-deck.cfm>

(Modify as needed)

Discussion:

- What did you learn from this activity?
- How does last weeks lesson relate to this one?
- Do you think once a person lives in poverty, they will always live in poverty?
- How did this lesson change, or not change, your initial thoughts on poverty?
- What are some simple things we can begin doing in order to try and break the cycle of poverty?

Next lesson: Budgeting

* additional resources:

- a. <https://www.povertyusa.org/adult-education-activity-1>
- b. <http://www.usccb.org/about/justice-peace-and-human-development/stack-of-the-deck.cfm>
- c. <https://www.povertyusa.org/grades-6-12>
- d. <http://www.usccb.org/about/justice-peace-and-human-development/stack-of-the-deck.cfm>

Lesson 4 - Budgeting

Video: <https://www.youtube.com/watch?v=j1Vwth0B8I8>

Activity: Teach budgeting skills (utilize spreadsheets or everydollar app). If time allows, have students make their own budget based on fictional income

- <https://www.everydollar.com/blog/how-to-close-out-your-monthly-budget>)
- <https://www.wisebread.com/11-budgeting-skills-everyone-should-master>

Discussion:

- Is this something you have ever discussed with your family?
- Why do you think this is?
- Do you feel comfortable creating your own budget?
- What made this lesson helpful or not helpful?
- Do you see yourself implementing these skills?

Next lesson: Time Management

Lesson 5- Time Management

Intro Video: <https://www.youtube.com/watch?v=VUk6LXRZMMk>

Activity: Work on worksheet with students on how they use their days and how this planner can help them organize themselves better

https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.papertraildesign.com%2Fweekly-planner-template-free-printable%2F&psig=AOvVaw0eItn_Ti4qPY30ghZJguCQ&ust=1576598579775000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCMCAorjFuuYCFQAAAAAdAAAAABAD

Then have students break into pairs and discuss what they have written in their planner and what changes they want to add to their schedule/time management.

Discussion:

- How would managing your time better help with your day to day life?
- How did this activity help you realize how much you waste on things that do not matter or help with your stress?

Next lesson: Stress

Lesson 6- Stress

Question:

- What are the things that cause you stress?
- What are some ways that you have handled the stress or stressful situations?

Video: <https://www.youtube.com/watch?v=4KbSRXP0wik>

Coping skills for dealing with stress: <https://www.webmd.com/balance/stress-management/stress-management>

Discussion:

- After discussing these coping skills, what are some ways that you NOW will handle stressful events and emotions?

Quote to end session with: You cannot control everything, but you can control how YOURSELF and you REACT to things.

Next Lesson: Anxiety and Depression

Lesson 7 - Anxiety and Depression

Activity: Have a large, dark bag with miscellaneous items and select a volunteer. Ask for 5 volunteers (Depending on group size), to put their hand in the bag without looking and select something out of the bag. Explain that this bag contains many different items inside (try to include different textured items). Once the volunteer selects something out of the bag, ask him/her to look at it but not tell anyone. After the activity, discuss how they felt having to dig around the bag without knowing what was in it. Relate this to the anxiety unknown events can cause.

Questions:

- How many of you know what Anxiety is?
- How many of you know what Depression is?
- How many of you know some ways to deal with Anxiety and Depression?

Video: <https://www.youtube.com/watch?v=E35O0nxOUy4> *Explain that if they are experiencing some of these symptoms, it does not mean they have an anxiety disorder, they must be diagnosed for this to hold true.

Lesson: Coping skills for dealing with Anxiety and Depression

- CBT Concept
- <https://adaa.org/tips>

Discussion:

- Do you think being in a country other than your native country could cause these feelings?
- Could these feelings be passed on to those who surround you?
- How much has your knowledge changed on Anxiety and Depression?
- What do you think of these coping skills?
- Can you think of a situation where these skills might be useful?

Next Lesson: Relationships

Lesson 8- Relationships

Activities: Play would you rather with students and 2 truths and a lie. Also play if your life were a musical.

<https://www.tansquaredyouthministry.com/2016/03/favourite-ice-breakers-build-relationship/>

Discussion: Let's talk about different types of relationships.

Videos:

https://www.youtube.com/watch?v=3A_4GCAozVk

Discussion:

- What do your relationships mean to you? Parents, siblings, boyfriend/girlfriend, mentors/trusted adults, teachers, etc.
- What makes relationships important?
- How can we build these relationships and make them healthy?

Tips on building healthy relationships

<https://trainingmag.com/content/8-tips-developing-positive-relationships/>

Next lesson: Self-care

Lesson 9 - Self-Care

Activity: When students come in, having calming music playing in the background. Ask them all to lay their heads down for 5 minutes.

Discussion:

- Ask students to describe how they felt being able to simply relax for 5 minutes.
- Explain the importance of self-care - <https://www.youtube.com/watch?v=gEHPTjMv4F0>
- Discuss what their point of view is on self-care (Discuss family values)
- Share some examples of self-care for different likes, dislikes, personalities, etc. - <https://www.goodtherapy.org/blog/134-activities-to-add-to-your-self-care-plan/>
- Ask students to make a list of 5 things they can do to practice self-care.

Next Lesson: Closing

Lesson 10 - Closing

Activity: Ask for two volunteers. Blind fold one of the volunteers and have the other one stand next to him. Clear a path from the back of the room to the front of the room, but place chairs in random places along the way. Spin the blind folded student 5 times, and inform them that the other student is there to assist, but they have to ask the student for help if they want it. Let this play out until they get to the front together.

Discussion:

- Ask blindfolded student how they felt to not know much about the room set up or where they were going.
- Assuming they asked for help, ask them how helpful it was to have someone guiding them.
- Discuss the importance of asking for help if they ever feel lost, confused, or unsure where to go.
- Explain that we all need some sort of guidance and help from others.

Thank students for being part of these groups sessions and handout post assessment.