

# wellness activity guide

Unit 3: The World Through  
My Eyes (Social/Emotional)

ages

**13-15**

**Oregon ASK**  
Afterschool & Summer for Kids Network



## BALLOON SCAVENGER HUNT

**ACTIVITY DESCRIPTION AND PURPOSE:** To encourage students to have a discussion about emotions and their link with facial expressions

**SUPPLIES:**

- Non-latex balloons
- Marker

**STEPS:**

1. Gather 15 balloons and blow them up to a medium size
2. Using a marker, draw a facial expression on each balloon
3. Scatter the balloons across the floor
4. When everything is ready, ask the students to find a certain facial expression. Whoever finds the expression first, gets 10 points.
5. Next, the student who has found the balloon has to share what they know about the emotion correlated to that facial expression. Must do so to receive points.
6. Next, you can pop the balloon found and continue to search for a different emotion until all of the balloons/emotions have been discussed

**ADAPTATIONS:**

This activity can be done at home, using balloons and a marker as well.

**HOW TO EXPAND:**

1. [“Are there universal expressions of emotions?” Video by Ted Ed](#)
2. [Reading Facial Expressions of Emotion](#)

**DISCUSSION QUESTIONS:**

1. If someone is feeling sad or anxious, what can they do to feel better?
2. What are some things that may make someone feel excited? Sad?

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## 3. Why is it important to express our emotions?

Emotions that can be used:

- Happiness
- Sadness
- Confusion
- Surprised
- Content
- Angry
- Adoration
- Joy
- Amusement
- Worry

Suggestions for facial expressions to draw on the balloons:



## SOCIAL IDENTITY WHEEL

**ACTIVITY DESCRIPTION AND PURPOSE:** This activity gives participants the opportunity to reflect on their social identities and how they affect their interactions with others. Furthermore, it encourages empathy among participants with different backgrounds.

**SUPPLIES:**

- Social Identity Wheel Handout - provided
- Pen or Pencil

**STEPS:**

1. Students will be given time to reflect and complete the handout
2. Once students have finished, they will share their responses with the other students
3. They can break into small groups or if the class is small enough, they can present to their peers

**ADAPTATIONS:**

If students are not with peers, they can complete the activity at home and discuss with their relatives. If they do not have a printer at home, they can write down the questions on a sheet of paper and answer them.

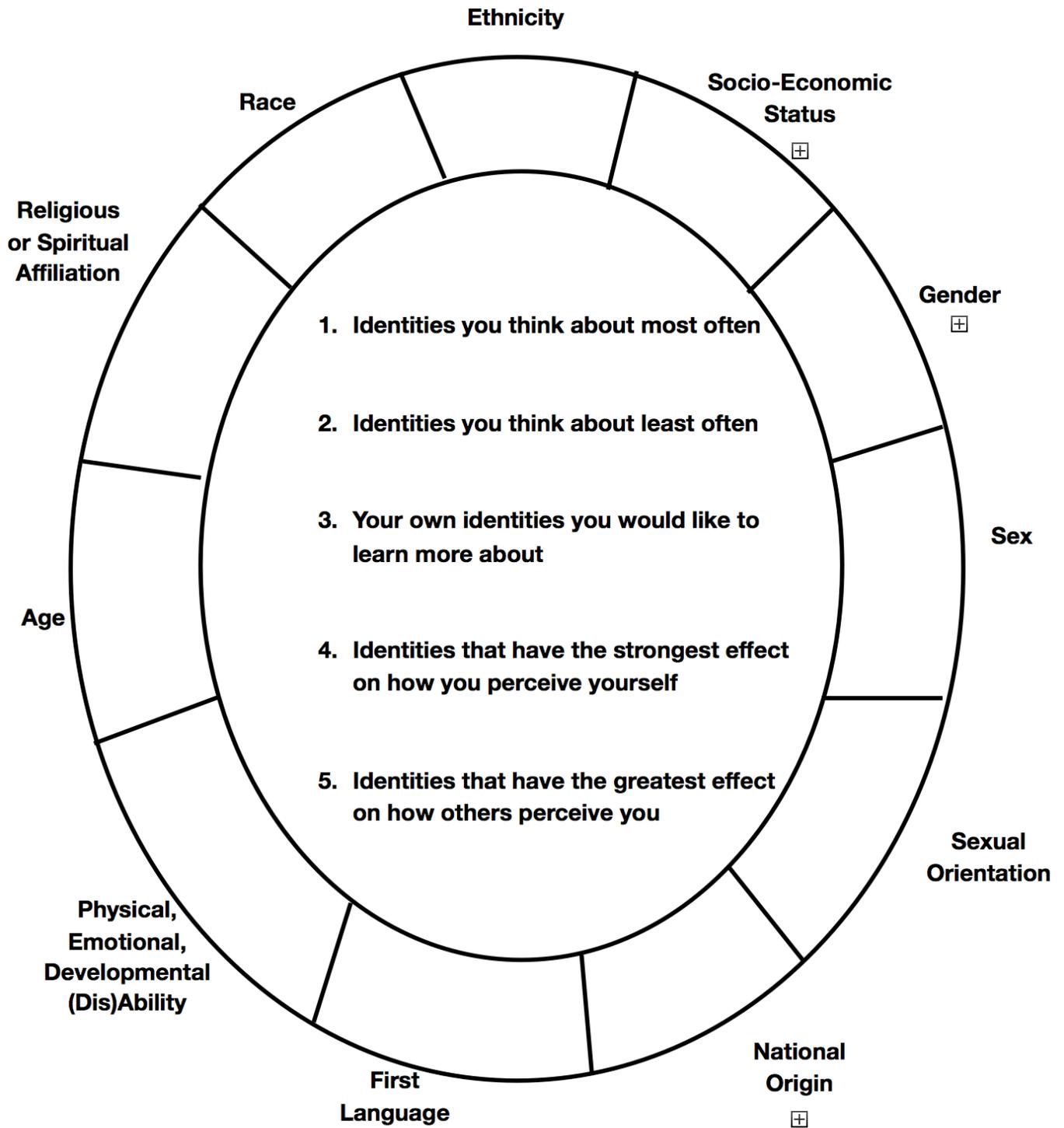
**HOW TO EXPAND:**

1. [American Association of University Women Activity Guide](#)
2. [Identity and Values Video](#)

**DISCUSSION QUESTIONS:**

1. Were any of the components hard to fill out?
2. How did completing this wheel make you feel?
3. Which identities do you think about most often?

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## IS THIS REAL LIFE?

**ACTIVITY DESCRIPTION AND PURPOSE:** To demonstrate real life scenarios of unhealthy relationships to students and discuss the best ways to navigate these scenarios

**SUPPLIES:**

- Healthy vs Unhealthy Relationships Handout
- Pen or pencil

**STEPS:**

1. Read the Healthy vs Unhealthy Relationships Handout
2. Allow the students time to complete the handout
3. Discuss and share answers with peers or relatives

**ADAPTATIONS:**

If students are not with peers, they can complete the activity at home and discuss with their relatives.

**HOW TO EXPAND:**

1. <https://www.loveisrespect.org/resources/ending-unhealthy-relationships/>
2. <https://kidshealth.org/en/teens/healthy-relationship.html>
3. <https://counseling.sa.ua.edu/resources/healthy-vs-unhealthy-relationships/>

**DISCUSSION QUESTIONS:**

1. After completing the handout, what do you think about unhealthy relationship behavior?
2. What is the difference between unhealthy and healthy relationship behavior?
3. What are your biggest takeaways?

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## HEALTHY VS UNHEALTHY RELATIONSHIPS

1. What types of relationships can we have? Family, friends, etc.

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2. What are some constituents of a healthy relationship?

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3. Red flags are indicators that something in the relationship is questionable.  
What are some examples of red flags? Lack of communication, trust, etc.

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4. What are some examples of green flags?

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5. What are some ways we can help our friends if they are in an unhealthy relationship?

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6. How can you get out of an unhealthy relationship?

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## WHAT DOES MY NAME MEAN?

**ACTIVITY DESCRIPTION AND PURPOSE:** A person’s name can hold ample amounts of significance, such as culture, values, or beliefs. For some, it may be as little as a pleasant sound. Nevertheless, when you have the opportunity to ask someone about the meaning of their name, it is an opportunity to get an insight into their world. In this activity, you will write down what your name means and why your parents decided to name you what they did.

**FUN FACT:** In Spanish, “Como te llamas?” is equivalent to, “What’s your name?” You can also say, “Cual es tu nombre?”

### **SUPPLIES:**

Pen or pencil  
Sheet of paper

### **STEPS:**

1. Reflect on the meaning of your name and why your parents named you that way.
2. Write down everything that comes to mind when you think about this
3. Share with peers or relatives

### **ADAPTATIONS:**

If students are not around other peers, they may share with their relatives or neighbors if they feel comfortable doing so.

### **HOW TO EXPAND:**

1. [Your Name is Key! Video by Huda Essa](#)

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## **DISCUSSION QUESTIONS:**

1. When you asked your parents why they named you, were you surprised at their answer?
2. Would you change your name?
3. Do you feel it accurately reflects who you are?

## I AM, BUT I AM NOT (ADAPTED FROM MIT)

**ACTIVITY DESCRIPTION AND PURPOSE:** This activity encourages participants to engage in the process of identifying what they consider to be the most important dimensions of their identity. It will also introduce participants to harmful stereotypes and the opportunity to dismantle those stereotypes.

### SUPPLIES:

- Sheet of paper
- Pen or pencil

### STEPS:

1. Participants will be asked to draw a vertical line down the middle of the sheet of paper to create 2 columns. On one side, the heading will be “I am.” On the other side, the heading will be “I am not.” Instruct participants to write the word “but” in the middle of the two columns.
2. Students will be asked to write at least five “I am, but, I am not” statements on their paper. Demonstrate one example to the group, such as, “I am Asian, but I am not good at math.”
3. Allow time for everyone to write at least five statements.
4. Allow participants to share their own after emphasizing listening skills and respect.

### ADAPTATIONS:

This activity can be done at home with a pen or pencil and a sheet of paper.

### HOW TO EXPAND:

1. [MIT Icebreakers and Activities for Inclusion](#)
2. [Racial Stereotypes Ted Talk by Kira Sincock](#)

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## **DISCUSSION QUESTIONS:**

1. Did anything surprise you?
2. Why is it important to dismantle stereotypes?
3. How can you respond when someone assumes that a stereotype applies to you?

## DIFFERENT DIMENSIONS OF ME

**ACTIVITY DESCRIPTION AND PURPOSE:** This activity underlines the different dimensions of our identities. It addresses the importance of individuals self-defining their identities and challenging stereotypes.

**SUPPLIES:**

- Worksheet provided
- Pen or pencil

**STEPS:**

1. Write your name in the center circle on the worksheet provided
2. Write a significant part of your identity in each of the surrounding circles. For example, father, Native American, student, Muslim, etc.
3. Share with friends and peers emphasizing listening and respect.

**ADAPTATIONS:**

If you have a printer, you can print the worksheet and work on it at home. If you don't have a printer, you can create the worksheet with a pen or pencil and a sheet of paper.

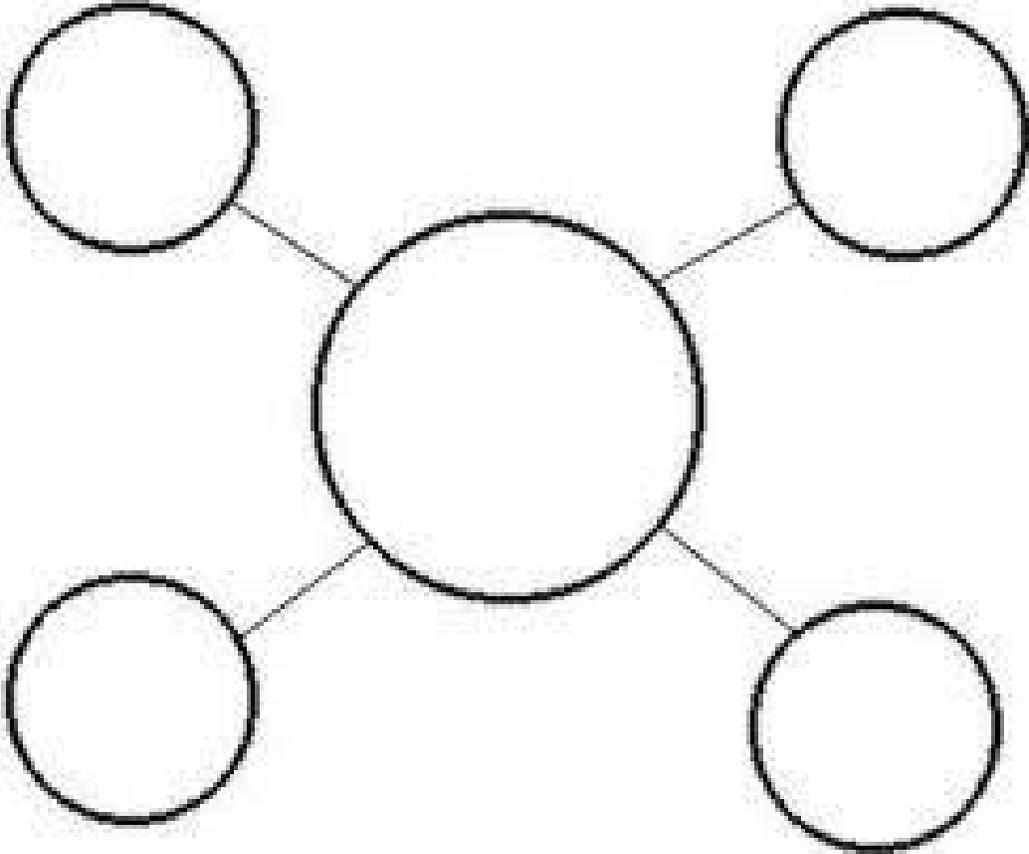
**HOW TO EXPAND:**

1. [https://uh.edu/cdi/diversity\\_education/resources/activities/pdf/diversity%20activities-resource-guide.pdf](https://uh.edu/cdi/diversity_education/resources/activities/pdf/diversity%20activities-resource-guide.pdf)

**DISCUSSION QUESTIONS:**

1. How did thinking about the different aspects of your identity make you feel?
2. Do you and others have something in common?

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## WHAT IS ACTIVISM?

**ACTIVITY DESCRIPTION AND PURPOSE:** This activity will encourage participants to identify themes in social and environmental justice that they consider could be improved. Participants will create their own protest poster as a way to express their voice about what matters to them.

### SUPPLIES:

- Poster board
- Pencil
- Markers
- Paint (optional)

### STEPS:

1. Introduce the concept of activism to the participants by asking questions like: “Why do people hold protests?” and “What do you think the hope will happen?”
2. Show some examples of protest posters
3. Allow students to reflect and decide themes in social or environmental justice that are important to them.
4. Participants will create an activism poster
5. Participants will share with their peers. Emphasize active listening and respect.

### ADAPTATIONS:

If students are not with peers, they may create a poster at home and share with their family or neighbors. If participants do not have a poster board, they may use cardboard instead.

### HOW TO EXPAND:

1. [https://www.rebekahgienapp.com/wp-content/uploads/2019/12/creative\\_justice\\_activities.pdf](https://www.rebekahgienapp.com/wp-content/uploads/2019/12/creative_justice_activities.pdf)
2. <https://www.tolerance.org/classroom-resources/tolerance-lessons/defining-activism>

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## **DISCUSSION QUESTIONS:**

1. What is activism?
2. How can you be an activist?

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## **CREDIT/SOURCES:**

### **SOCIAL IDENTITY WHEEL**

1. Adapted from the University of Michigan -  
<https://sites.lsa.umich.edu/inclusive-teaching/wp-content/uploads/sites/355/2018/12/Social-Identity-Wheel-3-2.pdf>
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### **WHAT IS ACTIVISM?**

1. Adapted from Rebekah Gienapp -  
[https://www.rebekahgienapp.com/wp-content/uploads/2018/02/kid\\_activists\\_101.pdf](https://www.rebekahgienapp.com/wp-content/uploads/2018/02/kid_activists_101.pdf) Rebekah Gienapp is the author of the book *Raising Antiracist Kids: An Age by Age Guide for Parents of White Children*.