



wellness activity guide

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

ages

16-18

Oregon ASK
Afterschool & Summer for Kids Network



CONVEY CONFIDENCE THROUGH BODY LANGUAGE

PURPOSE: Studies have shown that body language can have an impact on the way you interact with others, whether it is positive or negative. This activity is designed to help students build confidence through empowering body language.

LIST OF MATERIALS:

- Mirror (optional)
- Sheet of paper
- Pen or pencil

INSTRUCTIONS:

1. Write down 5 words that describe the way you are feeling right now
2. Think about three poses that make you feel empowered and involve you stretching wide or tall
3. Participants will practice doing each power pose for 30 seconds each.
4. On the other side of the paper write down 5 words that describe how they are feeling now that they have practiced all 3 poses
5. Volunteers will share their notes about how they felt before and after.

ADAPTATIONS:

If students are not with other peers, they may practice the poses at home in front of a mirror. They can write down how they felt before and after on a sheet of paper, and share with neighbors if they would like.

EXTENSIONS:

1. [Watch the Video "Power Posing"](#)
2. [Read this short article about body language](#)

DISCUSSION QUESTIONS:

1. What thoughts did you have while you practiced these poses?
2. Did you find a connection between your body and the way you felt?
3. Do you see yourself doing this before an interview?

HELPING MY COMMUNITY

PURPOSE: This activity is designed to motivate participants to volunteer in their community more than once each month by maintaining a “Volunteer Hours Log.” This will also help participants accumulate volunteer experience for their college application.

LIST OF MATERIALS:

- Volunteer Log Handout - provided
- Pen or pencil
- Laptop or cell phone with Internet Access

INSTRUCTIONS:

1. Using your laptop or phone, search for upcoming volunteering events and opportunities in your community. Decide which ones you would like to attend and write them down on a sheet of paper or a planner if you have one.
2. When it is time for you to attend the volunteer event, take the Community Service Log Sheet with you so that a supervisor can write their signature as a form of approval that you attended for a specific amount of hours.
3. At the end of the month, see how many hours you collected.

ADAPTATIONS:

If students do not have access to a printer for the Volunteer Hours worksheet, they can also create an hour log on a sheet of paper using a ruler and pencil.

EXTENSIONS:

1. [Read this article on how the benefits of volunteering](#)
2. [Why be a Volunteer?](#)
3. [How volunteerism can change the world](#)

DISCUSSION QUESTIONS:

1. What did you enjoy most about volunteering?
2. How can volunteering impact your life?

Unit 3: The World Through My Eyes (Social/Emotional) Ages 16-18

VOLUNTEER HOURS

Organization	Date	Hours	Supervisor Signature

Unit 3: The World Through My Eyes (Social/Emotional) Ages 16-18

DETERMINING YOUR VALUES

PURPOSE: The purpose of this activity is to help participants identify their values and help them realize what kind of leader they want to be.

LIST OF MATERIALS:

- List of Values Handout - provided
- Pen or pencil
- Highlighter (optional)
- Sheet of paper

INSTRUCTIONS:

1. Introduce the concept of values to the participants by asking them questions such as, "What is a value?" and "Do you know what a value is?"
2. Allow the students to think about what they value in their life
3. Introduce the participants to the List of Values handout and allow time for them to circle or write down the ones they resonate the most with.
4. Once all of the participants appear to have finished identifying their values from the handout, ask participants to identify the 5 most important ones to them
5. Participants may voluntarily share their values with everyone else or they may break into pairs and share among themselves

ADAPTATIONS:

If participants are at home during this activity and they do not have a printer, they may write down the values that stand out to them on a separate sheet of paper. They may also share their top beliefs with someone in their household or with a neighbor.

EXTENSIONS:

1. [Video by Mackenzie Guzman, a motivational Speaker](#)
2. [Living by your values video](#)

DISCUSSION QUESTIONS:

1. Did anything surprise you?
2. Do any of your values overlap?
3. How do you live by these values on a daily basis? Can you provide an example?
4. Do you think it's challenging to live by your values?

Unit 3: The World Through My Eyes (Social/Emotional) Ages 16-18

list of values

Accountability
Achievement
Adaptability
Adventure
Altruism
Ambition
Authenticity
Balance
Beauty
Being the best
Belonging
Career
Caring
Collaboration
Commitment
Community
Compassion
Competence
Confidence
Connection
Contentment
Contribution
Cooperation
Courage
Creativity
Curiosity
Dignity
Diversity
Environment
Efficiency
Equality
Ethics
Excellence
Fairness
Faith
Family
Financial stability

Forgiveness
Freedom
Friendship
Fun
Future generations
Generosity
Giving back
Grace
Gratitude
Growth
Harmony
Health
Home
Honesty
Hope
Humility
Humor
Inclusion
Independence
Initiative
Integrity
Intuition
Job security
Joy
Justice
Kindness
Knowledge
Leadership
Learning
Legacy
Leisure
Love
Loyalty
Making a difference
Nature
Openness
Optimism
Order
Parenting
Patience
Patriotism
Peace
Perseverance

Personal fulfillment
Power
Pride
Recognition
Reliability
Resourcefulness
Respect
Responsibility
Risk taking
Safety
Security
Self-discipline
Self-expression
Self-respect
Serenity
Service
Simplicity
Spirituality
Sportsmanship
Stewardship
Success
Teamwork
Thrift
Time
Tradition
Travel
Trust
Truth
Understanding
Uniqueness
Usefulness
Vision
Vulnerability
Wealth
Well-being
Wholeheartedness
Wisdom

Write your own:

Copyright © 2018 by
Brené Brown, LLC.

Unit 3: The World Through My Eyes (Social/Emotional) Ages 16-18

MY SELF-CARE PLAN

PURPOSE: This activity will allow participants to explore the different domains of self-care and identify activities that can be done in each domain.

LIST OF MATERIALS:

- Sheet of paper
- Pen or pencil
- A cup (optional)
- Color pencils (optional)

INSTRUCTIONS:

1. Turn the sheet of paper horizontally.
2. Place the cup on the sheet of paper. If participants do not have a cup they can draw medium sized circles to the best of their abilities.
3. Using the object, outline 4 separate circles in each corner of the horizontal sheet of paper. Color pencils can be used for the separate circles.
4. On top of each circle write one of the domains of self care which are:
 - Mental/Emotional
 - Physical
 - Nutrition
 - Environmental
5. Participants will write down 2-3 activities in each domain and can draw pictures.
6. Participants may share with their peers or break into pairs and discuss among themselves.

ADAPTATIONS:

If participants do not have an object with a round bottom, they may draw medium-sized circles freely. If participants are not around other peers, they may share with friends, family, or neighbors.

EXTENSIONS:

1. [6 Self Care Steps for a Pandemic](#)
2. [Self Care: What It Really Is](#)

DISCUSSION QUESTIONS:

1. What do you think can be the hardest part about practicing self care?
2. Do you think self-care can help you reach your goals? Why or why not?

MY SUPPORT SYSTEM

PURPOSE: This activity is designed to help participants identify their support network in different domains such as: Friendship, workplace/ school, family, and romantic relationships.

LIST OF MATERIALS:

- Support Systems Handout - provided
- Writing Utensils

INSTRUCTIONS:

1. Introduce the concept of support and trust by asking participants questions such as, "How do you know when someone supports you?" or "How do you feel when you talk to this person?"
2. Allow participants to think about the different types of support systems they have such as: friends, workplace, school, family, and romantic relationships.
3. Have participants complete the handout
4. Participants may share with their peers

ADAPTATIONS:

You can print the worksheet and do this at home. If you don't have a printer, you can create a similar worksheet with a pen and a piece of paper.

EXTENSIONS:

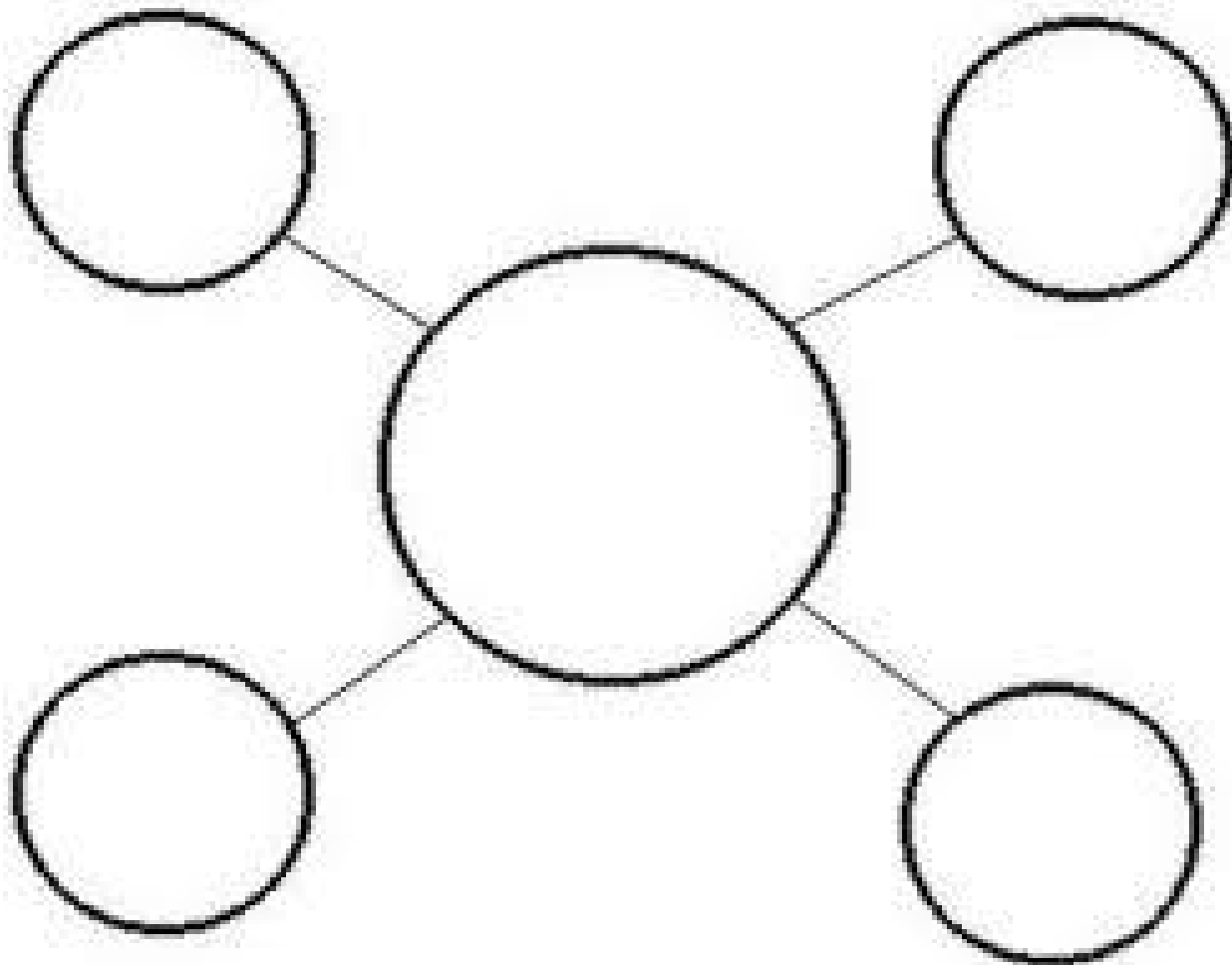
1. [The Importance of a Strong Support System](#)
2. [Social Support](#)

DISCUSSION QUESTIONS:

1. Do the people who support you celebrate your triumphs with you?
2. Have they opened possibilities for you that you didn't realize?
3. Do they motivate you to challenge yourself?

Unit 3: The World Through My Eyes (Social/Emotional) Ages 16-18

**MY SUPPORT SYSTEM
PLACE YOUR NAME IN THE CENTER CIRCLE.**



ELIMINATING THE STIGMA

PURPOSE: Mental health issues are common and should not be treated as a taboo. We can eliminate the stigma by talking openly about mental health issues, as well as checking up on our friends and family. In this activity, participants will explore creative ways to reach out to their friends who may struggle with mental health issues.

LIST OF MATERIALS:

Ways to Reach Out Handout
Writing utensils
Color pencils (optional)

INSTRUCTIONS:

1. Introduce the concept of mental health issues to participants by asking them questions like, "What is mental health stigma?" and "What are ways we can eliminate the stigma?"
2. Show participants a [Ted Talk video](#) to help them understand mental health stigma
3. Present the handout and allow the students to pair up and collaborate to fill out the handout.
4. Ask participants in a sporadic manner to share what they came up with

ADAPTATIONS:

You can print the worksheet and do this at home. If you don't have a printer, you can create a similar worksheet with a pen and a piece of paper.

EXTENSIONS:

1. [Mental Health: Overcoming the Stigma](#)
2. [Breaking the Shame and Stigma of Mental Illness](#)

DISCUSSION QUESTIONS:

1. How do you think talking openly about mental health issues will eliminate stigma?
2. What are some of the effects of mental health stigma?

Unit 3: The World Through My Eyes (Social/Emotional) Ages 16-18

30 WAYS TO REACH OUT TO SOMEONE

1. Ask if they have listened to a good song lately
2. -----

3. Ask them to join you for coffee
4. -----

5. Invite them to go for a walk
6. -----

7. -----

8. -----

9. Remind them they are loved
10. Express gratitude for having them in your life
11. Send them funny Tik Toks
12. -----

13. Tell a joke
14. -----

15. -----

16. -----

17. Ask if they have been following sports events
18. Wish them a great day

Unit 3: The World Through My Eyes (Social/Emotional) Ages 16-18

19. Send them a gift

20. Recommend a movie they might like based on something you know about them

21. _____

22. _____

23. _____

24. _____

25. _____

26. _____

27. Compliment them on their outfit

28. _____

29. _____

30. _____

Unit 3: The World Through My Eyes (Social/Emotional) Ages 16-18

WISH TREE

PURPOSE: When you write down your goals, you have more clarity about what you want to accomplish. In this activity, students will write down their goals and wishes and create a 'wish tree.'

LIST OF MATERIALS:

2 Pieces of paper
Scissors
Pen
Markers
Glue or tape

INSTRUCTIONS:

1. Allow participants to think about goals, whether short or long-term, and wishes they would like to become reality.
2. Participants will write down several of their goals and wishes on one piece of paper.
3. Using the second sheet of paper, students will draw a tree that takes up most of the paper. Next, color it in with markers.
4. With scissors, have participants cut around the goals and wishes they documented in the first paper.
5. Paste the cutouts onto the tree, creating a 'wish tree.'
6. Participants are encouraged to share their wish tree with their peers.

ADAPTATIONS:

This activity can be done at home with the materials and using a real tree!

EXTENSIONS:

1. https://www.huffpost.com/entry/the-power-of-writing-down_b_12002348

DISCUSSION QUESTIONS:

1. Why do you want to achieve these goals?
2. What does a successful outcome look and feel like?
3. What are your values?
4. What is your motivation?