



Shine On

YMCA of Regina Mentorship

Curriculum Samples





Inside this document you will find a few sample activities of the curriculums that the YMCA of Regina draws from in our Shared Services Mentorship program in Moose Jaw.

These resources were chosen as the majority of our referrals are for friendships skills, self esteem, social skills, and emotional regulation.

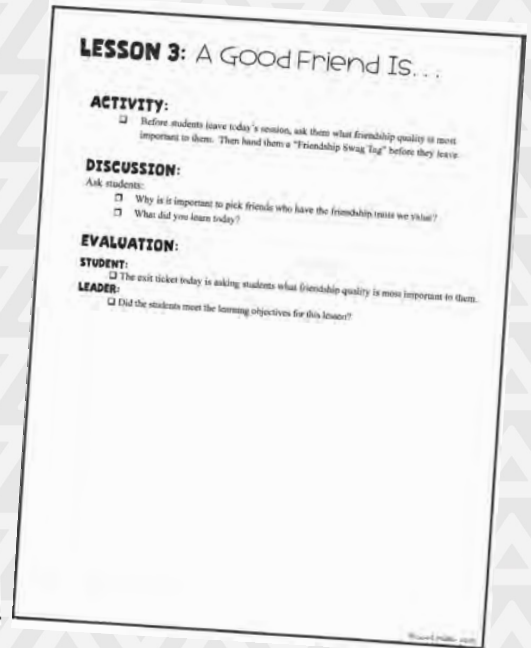
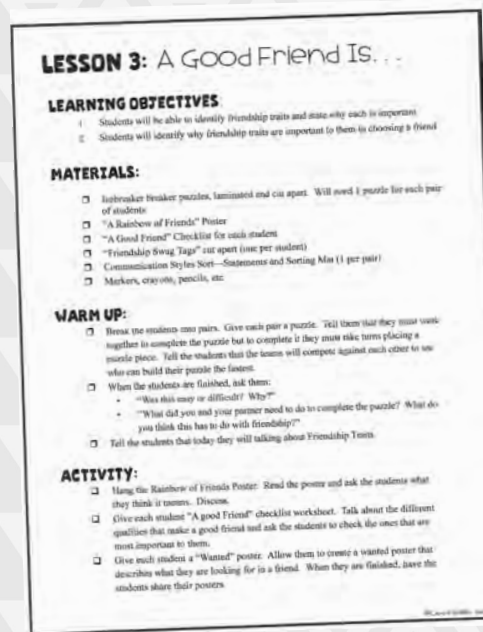


FRIENDSHIP

A Good Friend Is

Students will be able to identify friendship traits and state why each is important.

Students will identify what friendship traits are important to them in choosing a friend.



A Good Friend (Continued)

Students will continue to discuss friendship traits and select the traits they would like to see in a friend.

Students will create a "Wanted Good Friend" poster where they will select their interests and then show case them to the group. Then watch the friendships form! The group will then play a game to demonstrate their new knowledge of their friendship traits.



FRIENDSHIP

BEST
FRIENDS



Friendship Booklet

Students will receive a Friendship workbook.

Each week the small group will go through a couple of pages together. These pages will create great group conversations around different topics such as, self esteem, coping strategies, and personal understandings of ways they can be kinder to the ones around them.



SOCIAL SKILLS

Strengths and Areas to Grow

Following the lesson plan, the mentor will create group conversations regarding their strengths and areas to grow. The mentor will help them develop skills and interests, which overtime will help create higher self esteem levels for the students.

Guys Group • Educator Guide

Lesson #3	My Strengths & Areas to Grow
Objective	Students will identify individual strengths and weaknesses.
Lesson Plan	<ol style="list-style-type: none">Tell students one thing you're really good at. Explain it in detail. Make yourself sound like a pro! Then, share something you're not good at. I like to pick something I'm not good at that I know one of the kids will be a pro at (like biking, athletics, or history knowledge). This helps kids recognize that we all have individual strengths and weaknesses, and that's okay.Have students fill out the worksheet. Give examples and talk about them as you go. Some examples for academics might be: math, science, history, English, reading, writing, taking notes, studying skills, and so on. Examples for behavior might be: being a good listener, working hard, and my turn, being kind, being helpful, positive attitude, working hard, and so on. Finally, examples for social skills and friends might be: working well with partners, being dependable, being a good listener, being able to cheer a friend up, and so on.Go ahead and share those responses and the final question: Why is it important to identify our strengths and weaknesses? Do you think "weakness" is a bad word? Why or why not? How can we use our strengths to help us in life?
Closing Discussion Questions	
Notes	

My Strengths & Areas to Grow

It's always important to think about our own strengths and weaknesses. Strengths are clear: that you are already pretty good at, while weaknesses are areas that you usually need to improve upon. Everyone has their own individual strengths and weaknesses. It's so important to consider your own strengths and weaknesses so that you can really figure out ways to grow for the future.

Read the categories below. For each category, identify at least one strength (something you're already good at) and one way you could still improve.

Academics	
Strength	Areas to grow

Behavior	
Strength	Areas to grow

Friends & Social Skills	
Strength	Areas to grow

Let's Think

What do you think is the most important area or skill for you to improve?

Having a Growth Mindset

Students will develop an understanding of what a growth mindset is, and why it is important to have a positive mindset. Students will work together to change the negative thought bubbles into a positive mindset. Then set personal goals for themselves to grow into. Finish off by creating bookmarks with positive mindset quotes to remind them of the positive growth they can make in their lives.

Guys Group • Educator Guide

Lesson #6	Having a Growth Mindset
Objective	Students will explain what a growth mindset is. Students will change "fixed mindset" statements to "growth mindset" statements.
Lesson Plan	<ol style="list-style-type: none">Explain to kids that having a growth mindset is a very powerful tool. It means knowing that your skills and abilities can grow or change over time. "You're not a math person" or "You're not a writer" are just born with it, so we can't ever be better. However, years later, researchers and scientists who study the brain realize that's not true. We can grow our brains and intelligence by working at skills, developing discipline, working through challenges, and persevering until we meet our goals. Do over the worksheet with the group.Have students fill in some activities that they would like to do or learn how to do. Discuss the importance of the word "yet" and "I can't do it yet." Just the difference in adding that one word helps you realize that you will be able to do it someday!Use the second worksheet to help kids retrain their brain with words. By changing the words in your head, you are helping yourself feel more confident and driven to push forward and work towards your goals.Some examples for the answers include: #1 "I will never be able to finish this project. It's too long." #2 "I could never be as good at soccer as he is. I'm terrible." #3 "I can't believe the mistake I made. I'm an idiot." #4 "This test is just too hard. I'm going to give up now." #5 "I've never been good at writing and I just never will."
Closing Discussion Questions	
Notes	

Having a Growth Mindset

A huge part of developing a growth mindset is being able to change your words and thinking. Instead of thinking negatively, work to see the possibilities and opportunities in everything that you do. Using the words below, rephrase each blurb into a more positive growth mindset approach.

Changing Our Words to Change Our Mindsets

#1 "I will never be able to finish this project. It's too long."	
#2 "I could never be as good at soccer as he is. I'm terrible."	
#3 "I can't believe the mistake I made. I'm an idiot."	
#4 "This test is just too hard. I'm going to give up now."	
#5 "I've never been good at writing and I just never will."	

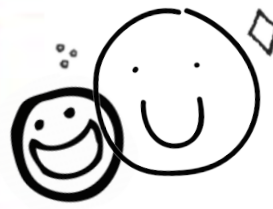
Having a Growth Mindset

Having a growth mindset is recognizing that your skills and abilities can grow and change over time. It means embracing the fact that you can accomplish even the most challenging of tasks if you work hard, develop strong habits, and don't give up. The opposite of a growth mindset is a fixed mindset. It's the difference between saying "I'm going to give it my best effort and do as much as I can" and "I'm going to give it my best effort and do as much as I can" and "I'm going to give it my best effort and do as much as I can".

Elements of having a growth mindset include:
- Recognizing that your skills and abilities can grow and change over time.
- Embracing the fact that you can accomplish even the most challenging of tasks if you work hard, develop strong habits, and don't give up.
- The opposite of a growth mindset is a fixed mindset. It's the difference between saying "I'm going to give it my best effort and do as much as I can" and "I'm going to give it my best effort and do as much as I can".

Some things you haven't accomplished YET but someday would like to?

SOCIAL SKILLS



SESSION 7: ACCEPTING OTHERS

OBJECTIVES:

- Student will interview partner
- Student will verbalize how he/she can show acceptance to others

OUTLINE:

- Welcome: Welcome students back to group! Begin check-in by sharing one thing during the past week when we were a good friend to someone or when someone was a good friend to us.
- Discuss: "Last week, we talked about expressing our feelings and needs to our friends. Did anything have a chance to do that this week? How did it go?" Allow responses.
- "Today we're going to talk about accepting others. This week, I want to introduce you to the Accepting Others Octopus." Read poem.
- Review: "What does it mean to accept others?" Allow responses, recording if desired.
- "Great, so accepting others means that even when we have differences, we are okay with it because we know that these differences are what make us unique. If we were all the same, life would be really boring! Having different, unique qualities is what makes our school and community a beautiful place. When we accept others for who they are, they know that we really care about them because we show them that the things that make us different are okay! How can you show someone that you accept them?" Allow responses, recording if desired.
- "Now this is a great list! We can show others that we respect them by inviting people who are different from us to sit with us at lunch, asking people about their families or backgrounds, or trying to learn more about the things that make us different. Showing others that we are interested in the things that make us different can show them that we care and accept them no matter the differences!"
- Partner activity: Students will complete Partner Interview sheet.
- Share: Partners share the things that were similar and different.
- Debrief:
 - Were you and your partner more the same or more different?
 - Do the answers to this interview change the way you feel about your partner? Why or why not?
 - What did you learn about your partner that you didn't already know?
 - How did you show your partner that you accept the differences between you? If you didn't do this, how can you do it?
- Group Activity: Give each student 2-3 fish scales, depending on number of students in group. Students will decorate the scales however they like (i.e. favorite colors, with pictures of things they like, etc.). As a group, students will use all of their scales to decorate the fish.
- Debrief:
 - What is it like to see all of our different scales on the fish?
 - How is it like our community?
 - How would this fish be different if all of his scales were exactly the same?
 - What would our school or community be like if we were all the same?
 - How can we encourage one another to accept others for who they are?
 - How does it feel to not be accepting for who you are?
 - How does it feel to be accepted for who you are?
 - What is it like to be in a friendship where others accept you?
 - How can you make sure you are accepting your friends?
- Wrap-up: Thank students for their willingness to share and participate today. Encourage students to look for ways to accept others and respect differences among friends this week. Let students know that we only have 2 more group sessions. Allow students to share how they are feeling about this if necessary. Remind students of next meeting time and let them know you can't wait to see them then!

MATERIALS:

- Accepting Others Octopus poem
- Accepting Others Octopus visuals
- Accepting others brainstorming sheet
- Fish printable
- Fish scales
- Coloring utensils
- Writing utensils
- Glue

ASCA STANDARDS ALIGNMENT:

- Mindsets: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- Mindsets: Sense of belonging in the school environment
- Behavior: Social Skills: Use effective oral and written communication skills and listening skills
- Behavior: Social Skills: Create positive and supportive relationships with other students
- Behavior: Social Skills: Create relationships with adults that support success

Accepting Others

Students will interview a partner. Students will verbalize how they can be more accepting of others.

Students will then come back together after the interview and share the information, whether they were different or similar in interests, etc and how could they be more accepting of the things that were different than one another.

Students will then receive 2-3 fish scales, which they will decorate these scales to reflect themselves. Once finished the scales will be placed onto the fish, to create a community fish. They will go through why it's important that everyone accepts our differences.

Think it or Say it

Students will understand why it is important for them to learn the difference between complimenting others or putting others down. Mentor will create conversations and examples as to why we are to lift each other up. This might be to be kinder to others around us, boost self esteem, or create new friendships. Student will take the Scenario Slips and decided if it should stay in the brain, or should move to the lips to share.



Think It or Say It

Category: Social Skills

Grades: 1-8

Time: 1 hour

Materials: Think It or Say It Face worksheet, construction paper, scenario slips

Discussion: Have a discussion with the class about how sometimes when we say mean/rude things to other people we don't really think about if it's going to hurt their feelings or upset them. For example: "You smell funny" or "I don't like that shirt." Explain that it is okay to think these things, however, it is not polite to say them as they can hurt others. Discuss how our brains can be filters. They keep the mean and rude things stored in the brain for us to think about, and can let the nice and polite things slip down to our mouths. For example: "You smell nice" or "I love that shirt."

This activity can be done individually, in small groups or as a class. If you choose to do this individually, students would need to make their own think it or say it board. Small groups would need one board per group, and as a class you would only need one board.

Activity: Cut out the face, boy or girl version, and cut a slit just above the mouth. Next glue the face onto a coloured piece of construction paper. Make sure the slip you cut above the mouth does not get glued down. Glue just above the eyes creating a slit on the top of the head. Cut out the scenario slips. One set per individual/per group/per class. Have them discuss where each one should go. For example: "You smell funny" would go in the brain, as the filter would stop it from going into the mouth. "That shirt looks awesome" would go in the mouth, as it is a compliment and should be said.

Closure: Once all the groups have completed the activity, come back together and discuss. Were there any scenarios that anybody struggled with? "You have something in your teeth" might be tricky. Explain to the class that if they struggled with one put themselves in the others person shoes. Would you want to be told if you had something in your teeth? The answer is often yes, therefore, it would go in the mouth. If a group has one in the wrong spot go through it and explain why it would go in the mouth instead of the brain and vice versa.

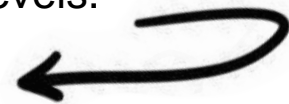
Scenario Slips	
You smell	I love that shirt
I don't like when you talk to me like that	I like your new haircut
Where did you get those weird looking shoes?	Thank you for helping me
That haircut doesn't look good on you	Your breath stinks
You sound funny when you talk	I can't believe you got that question wrong, it was so easy.
ath isn't my favorite subject	Your teeth aren't straight
You draw really well	You are really smart
You are awesome at sports	Good try that question can be confusing
This class is so boring	You are so nice

Building healthy communities

SELF ESTEEM

Developing Confidence

The groups will create a conversation surrounding confidence and why it's important to raise our confidence levels, and the benefits that come with having high self confidence levels.



Positive Affirmations

The mentor will talk about positive affirmations, speak to what they are and how to change the negative thoughts to positive thoughts by using affirmations. The group will then take the list of positive affirmations and create a collage, popsicle sticks jar, or positive affirmation rocks.

Lesson 3

Affirmations

Have girls begin with page 7 and check in on progress.

Give students a challenging puzzle or problem to solve and have them work as a group or pairs to solve it. (Here's a great one: Pinterest: <https://www.pinterest.com/pin/118289927693862217/>, or type in "the amazing stupendous impossible paper puzzle") Secretly walk around the room and document all of the statements that you hear them make while they're trying to solve it.

Most students will make negative statements throughout the project, while trying to re-create it. They often say things like "this is impossible", "I can't do it", etc. After the activity read aloud all of the statements you heard them make.

Have a discussion about how the statements they make affect their ability to do something. Ask students to listen to the difference between the two statements below and have them discuss how each one might influence their effort on a task.

Statement #1: This is so hard, I can't do it.
Statement #2: This is challenging, but I know I'll figure it out

Explain to students that the statements they make about themselves affect how they feel about themselves. Sometimes we make statements to ourselves that we don't even realize we're making because it's a habit. Have the girls complete pages 8 and 9 of their workbooks and encourage them to share some of their answers. They can ask for help from the group for page 9. Have a student read aloud the affirmations written on page 10.

Activity

Have one of the girls read page 11 (student workbook) aloud. Pass out popsicle sticks, stones, or sticky notes to each girl. Allow them to put affirmations on them (see pictures below), decorate them, and keep them as reminders. Following this activity have girls complete page 12.

At the end of each lesson moving forward, have each girl pull out a positive affirmation and read it aloud. To take it further, pull out a positive affirmation and read it aloud. To take it further, pull out a positive affirmation and read it aloud. To take it further, pull out a positive affirmation and read it aloud.

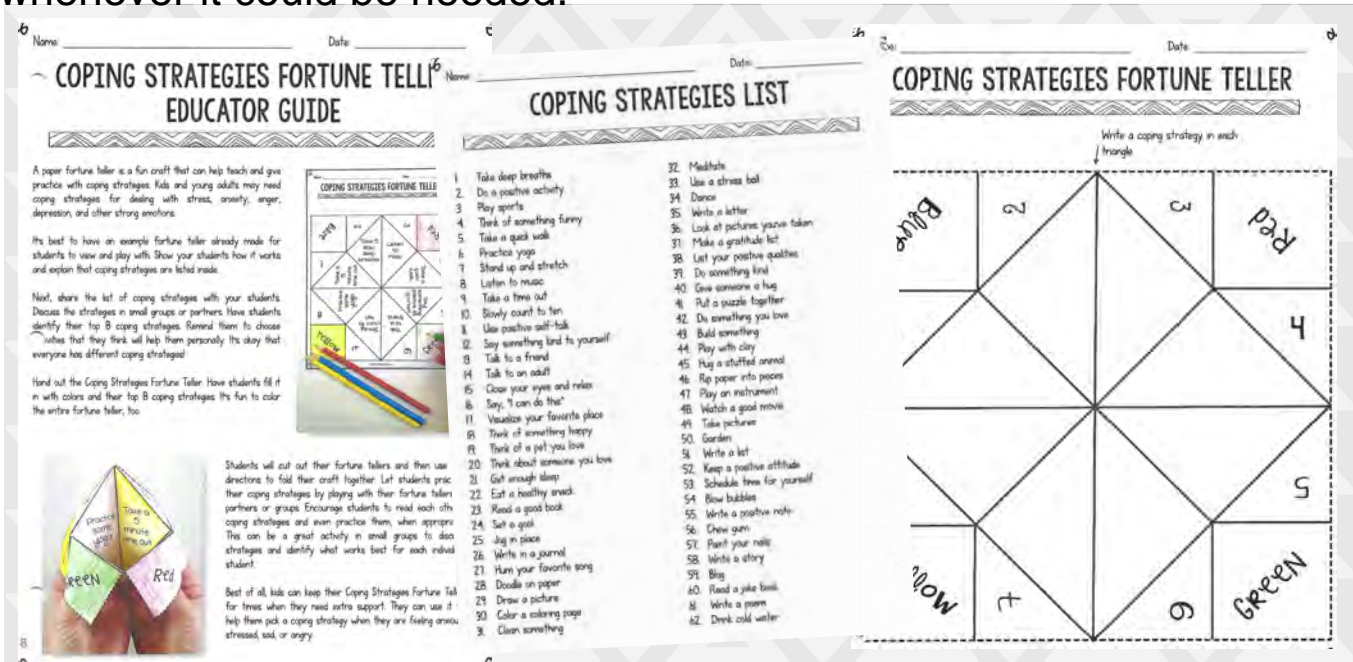
POSITIVE THOUGHTS & AFFIRMATIONS

- There is no one better to be than myself!
- I am enough.
- I get better every single day.
- I am an amazing person.
- All of my problems have solutions.
- Today I am a leader.
- I forgive myself for my mistakes.
- My challenges help me grow.
- I am perfect just the way I am.
- My mistakes help me learn and grow.
- Today is going to be a great day.
- I have courage and confidence.
- I have control my own happiness.
- I have people who love and respect me.
- I stand up for what I believe in.
- I believe in my goals and dreams.
- The days not to know everything.
- Today I choose to think positive.
- I can get through anything.
- I can do anything I put my mind to.
- I give myself permission to make choices.
- I can do better next time.
- I have everything I need right now.
- I am capable of so much.
- Everything will be okay.
- I believe in myself!
- I am proud of myself!
- I deserve to be happy.
- I am free to make my own choices.
- I deserve to be loved.
- I can make a difference.
- Today I choose to be confident.
- I am in charge of my life.
- I have the power to make my dreams true.
- I believe in myself and my abilities.
- Good things are going to come to me.
- I matter.
- My confidence grows when I step outside of my comfort zone.
- My positive thoughts create positive feelings.
- Today I will walk through my fears.
- I am strong and ready to learn.
- Every day is a fresh start!
- If I fail I will get back up again.
- I am whole.
- I only compare myself to myself.
- I can do anything.
- It is enough to do my best.
- I can be anything I want to be.
- I accept who I am.
- Today is going to be an awesome day.

EMOTIONAL REGULATION

Coping Strategies

The mentor will open up a conversation on what emotional regulation is, and ways to cope with their struggles. Students will go through the Coping Strategies List and choose 8 strategies that would work for them, and transfer them to the fortune teller, then fold up, following the directions. The students now have an on the go, coping strategy whenever it could be needed.



Expressing Feelings and Needs

Students will learn to identify feeling and their needs through group conversations, following the lesson plan. Students will then play a scoot game. With a partner, the groups will find the scenarios around the room, and discuss the feeling, and what would be an appropriate way to express each feeling. Come back together as a group and discuss some of the scenarios and what ideas for expression the groups had.



SESSION 6: EXPRESSING FEELINGS AND NEEDS

OBJECTIVES:

- Student will identify how he/she would feel in given scenario
- Student will identify what he/she would need when feeling identified emotion

OUTLINE:

- Welcome: Welcome students back to group! Begin check-in by sharing one time during the past week when we were a good friend to someone or when someone was a good friend to us.
- Discuss: "Last week, we talked about winning and losing. Did anyone have a chance to show others how to be a good winner this week?" Allow responses. "Today we're going to talk about telling others how we are feeling and what we need. This week, I want to introduce you to the Say What You Need Seahorse." Read poem.
- Review: "When we tell our friends how we are feeling, it's easier for them to understand who we are as people. When we each have certain feelings, we might need different things. For example, when I am sad, I like to be by myself for a little while to think about my feelings. When other people are sad, they might need to be with friends to cheer us up. We all need different things, and that's okay! Being able to tell our friends what we need can help our friendships grow."
- Group practice: Give each student a set of frog emoji cards. Review each emotion and discuss what it means as needed. Read first prompt from handout. Each student will raise the card that indicates how they would feel in the given situation. Ask students to share what they might need from their friends when they feel that way in the moment. Continue for all prompts.
- Discuss: "Great, so some of us need a friend to give us a hug when we feel embarrassed and some of us need a friend to give us a little space when we feel embarrassed. All of those feelings and needs are OKAY! Practicing saying what we feel and what we need will help us be read for those situations."
- Independent Activity: Students participate in Scoot Activity. Each student begins at a different Scoot Promptable (labeled around the room/on tables). Once students have had time to read each scenario and respond, say, "Scoot!" and students will rotate to next scenario. Continue until students have responded to all scenarios.
- Review: Discuss each scenario and allow students to share what they have written.
- Debrief:
 - What is it like to think about what you need when you feel a certain way?
 - How easy or hard do you think it will be for you to share how you're feeling and what you need with your friends?
 - How do you think your friends will respond when you share how you're feeling and what you need?
- Wrap-Up: Thank students for their willingness to share today. Encourage students to share their feelings and needs with friends this week. Invite students to share final thoughts. Remind students of next meeting time and let them know you can't wait to see them then!

MATERIALS:

- Say What You Need Seahorse poem
- Say What You Need Seahorse visuals
- Group practice frog face emotion cards
- Group practice frog face emotion cards
- Scoot handouts
- Writing utensils
- Optional: craft sticks

ASCA STANDARDS ALIGNMENT:

- Mindsets: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- Mindsets: Positive attitude towards work and learning
- Behavior: Social Skills: Use effective oral and written communication skills and listening skills
- Behavior: Social Skills: Create positive and supportive relationships with peers
- Behavior: Social Skills: Create relationships with adults that support success
- Behavior: Social Skills: Demonstrate advocacy skills and ability to assert self, when necessary

CONFLICT RESOLUTION

Conflict Resolution

The students will understand that conflict is okay to have with one another, it's how we deal with the conflict that's what is important. Students will create a flip book on the steps to resolving conflict. As the students are creating their books, the mentor will debrief by asking questions regarding the steps. This will create a great conversation in which most ideas will be added to their own flip books.



Points of View During Conflict

Students will learn to see both side of a conflict. And why it is important to see both perspectives.

Once the students identify the two sides of each conflict in the examples, students will use a venn diagram to decide the best way to solve the conflict.

