

More From Awkward to Amazing



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Lightbulb Experiences



- ▶ Connect every lesson with something teenagers would understand
- ▶ Help them or have them make the connections
- ▶ Tie it into the lesson: beginning, middle, or end
- ▶ Visualize this scenario, Everyone participates, or Demonstration in front of class
- ▶ Good visualizations involve the senses. Tell them what to picture, descriptive words, feeling words, use details!

Mind Powers

- ▶ Prepare yarn lengths before class (could even tie washers, or have TA)
- ▶ Hand students washer on a string.
- ▶ Tell them to hold very still.
- ▶ Only using their mind powers, get the washer swaying sideways, then get it to stop. Now get it going front to back. Now stop it. Now get it going in a circle.
 - ▶ **YOUR MIND IS SO POWERFUL!**
- ▶ Connections: Uncontrolled Emotions, Critical Thinking
- ▶ Standard 1 Objective 1a, Standard 1 Objective 2a
- ▶ Standard 1 Objective 4a, b- Critical Thinking
- ▶ Standard 1 Objective 5- Influence of media



Personality Hotel



- ▶ 6 student participants
- ▶ 1 bell hop, 1 desk clerk, 4 guests to check in
- ▶ Match up with Color Code Personality Types
- ▶ Red, White, Blue, Yellow
- ▶ Have students act out checking into a hotel and finding out their reservation has been canceled/ given away because they were late...I have the desk clerk adlib...guest reaction matches the personality color of the scarf they are wearing.
- ▶ Desk clerk, bell hop keep calm—try to react normally
- ▶ Connections: Emotions & Behavior/ Personality Types
- ▶ Standard 1 Objective 1a, Standard 1 Objective 2a

That Makes Me Feel...

- ▶ Connections: Emotions
- ▶ Number #1-25 on your paper.
- ▶ Prepare items, sound clips, pictures, etc. to have students experience how they feel about something. Involve all 5 senses!
- ▶ Talk about WHY!
- ▶ Memories= Emotional Connection
- ▶ Standard 1 Objective 2a



Where's the cream filling?

- ▶ 3 volunteers to race eating a Twinkie blindfolded.
- ▶ Have Twinkies already open and prepared. (place in plastic bags so they don't dry out for periods later in the day)
- ▶ Doctor the Twinkies by cutting pieces of hot dog and slitting the bottom of the Twinkie to insert the hot dog. Do not tell the students! See who notices.
- ▶ Connections: Influence of media (positive or negative), Role Models
- ▶ Standard 1 Objective 5



The Drain

- ▶ Have 2 students come up and help. Each has a cup of water.
- ▶ Talk them through experiences where one decided to stay away from pornography, while the other participated. Each time the one participates, have them drink some of their water. The other doesn't.
- ▶ They start dating. He/ She needs water. The other starts to share. They aren't receiving any in return. How healthy is this relationship? They will drain that relationship, then look for water somewhere else. Drain that one, then move on, etc.
- ▶ Connections: Pornography/ Addictions
- ▶ Completely changes your mindset and understanding of what love is and how to feel real love—Selfish
- ▶ Standard 3 Objective 2d



A Slippery Slope

- ▶ Visualize: Riding down a water slide, then imagine the pressure behind you on your favorite water slide is 50 times more powerful than you have experienced. All of a sudden you shoot out. Try to stop...impossible.
- ▶ Hot Wheels Track: Catch the car before it falls.
- ▶ Connections: Controlling Emotions, Progression to Physical Intimacy
- ▶ Standard 4 Objective 4a



Duct Tape Intimacy



- ▶ Object Lesson on SEX Still Has A Pricetag
- ▶ Have 5-6 students come up.
- ▶ Have a brave student hold out their forearm. Stick masking tape to their arm. Tell them to rip it off and place it on the forearm of the person standing next to them. Pass it down the line.
- ▶ By the end of the row, it should be having a very hard time actually sticking.
- ▶ Connections: Abstinence & STI's
- ▶ Standard 4 Objective 4a,b, c, d

The Smashed Cake Analogy

- ▶ Dish up first piece of cake really carefully, fancy. Gradually get less fancy, more sloppy, casual, don't care...until you smash the last piece in front of a student. Then show the students what you have left for your future mate...
- ▶ Connections: Controlling Emotions, Progression to Physical Intimacy, Peer Pressure, Emotional related consequences to early physical intimacy
- ▶ Standard 4 Objective 4a-d



Troubled Water

- ▶ One glass of water in front of class (actual glass goblet filled almost to the top)
- ▶ One plastic spoon, one box of food coloring
- ▶ Have one student come up and carefully put one tiny little drop of food coloring (they can choose the color) into the cup.
- ▶ Immediately after they put one drop in, pick up plastic spoon and say "never mind, I don't want it in there. Take it out." They say they can't. "Just the one drop, no don't mix it in..." conversation continues for a bit, student gets frustrated.
- ▶ "You should have thought about that before I put it in." Favorite student reaction!
- ▶ Standard 4 Objective 1, 4



“Love is an Open Door”



- ▶ I have them close their eyes and imagine they are in college and dating the perfect person. Imagine what their hair color is, their eyes, their height..etc
- ▶ Then explain they are waiting for them to come over and it is a nice spring day. They have the door open. They see them coming and turn to run to them. As they get to the door all of a sudden the door slams shut and they get a nose full of splinters. Ouch!
- ▶ Who would be wondering what happened? Maybe confused? Then you open the door and they are gone...just vanished! What would you be feeling now? Panic? Where did they go?
- ▶ This is like relationships. Breaking up needs to be done nicely...leave the door open for their closure. It takes time!
- ▶ Standard 4 Objective 1d

The Monkey Trap

- ▶ Get a pickle jar, wash it out, pull the label off.
- ▶ Purchase a chocolate orange or some other round object to place down in the jar.
- ▶ Have 1-2 volunteers come up and try to remove the orange without touching the jar at all!
- ▶ Pretty near impossible, but it is funny to watch them try.
- ▶ There are fabulous connections they make from this activity to addictions.
- ▶ Standard 3 Objective 2d- Addictions



Garden Gloves



- ▶ As students come in this day, everyone picks up a pair of garden gloves to wear for the entire class period. I have them put it on first thing, before picking up papers, etc.
- ▶ Throughout the class period we are talking about addictions and traps that teenagers can get stuck in.
- ▶ It is a noisy class because they complain about everything (itchy, too big, can't write, etc.)
- ▶ This is like addictions! Bingo!

The Candy Club

- ▶ 9 squares on board, 1 # it
- ▶ One student leaves the room
- ▶ Class chooses which # is it.
- ▶ Student comes back and teacher points to # one at a time (in the location of the number in each square)
- ▶ Hints: Don't think too hard about this and I give you the answer every time.
- ▶ If you get it right, you're in the club! You can't tell the answer!!
- ▶ Standard 3 Objective 2a-c Groups

