

Copeland Center
FOR WELLNESS AND RECOVERY



WELLNESS ACTIVITIES FOR KIDS

**Created by Copeland Center
Members**

**A Copeland Center
Membership Creation
2018**

Based on a Webinar by Gina Calhoun & Lori Young

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WELLNESS ACTIVITIES FOR KIDS

Welcome to the Copeland Center's Wellness Activity Guide for Kids.

This collection of activities was inspired by a membership webinar “WRAP® for Kids” by Gina Calhoun & Lori Young presented in 2018. Copeland Center members were asked to contribute their wonderful ideas to share with each other which resulted in this guide.

All ideas have been included and welcomed. If you are inspired to contribute, there is information on the last page.

Inclusion in this guide is based on Copeland Center's membership.

Please enjoy and be inspired.

The Copeland Center Membership Committee

WELLNESS ACTIVITIES FOR KIDS

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Growing Hope



Key Concepts Hope Support

When you plant a seed, you usually know what kind of seed it is and you hope under the right conditions it will grow and give you food in the case of vegetables, beauty in the case of flowers.

Engagement question:

What are the conditions that plants need to thrive?

- P Place
- L Light
- A Air
- N Nutrients
- T Thirst; i.e. water

Activity:

Give kids a small planter in which to plant their favorite flower or vegetable

Materials: Planter, potting soil, seed, water sprayer

Additional Info: Participants will need regular support from someone to water regularly and yet not over water. Regular check in to observe the progress of their plant. Seeds which germinate quickly include beans, radishes, carrots, seed potatoes, pumpkins....



Submitted by Jim L

My Plan for the Day



Key Concepts: Personal Responsibility

Personal responsibility is doing what is expected of you—your self care, behavior, and chores. Consequences for your actions either good or bad.

Engagement question:

What do you do for yourself on a daily basis? (brushing teeth, combing hair, shower or bath, coloring drawing, listening to music etc.) What do you do for others? (feeding pets, taking care of younger siblings, etc.) What are your chores at home? (dishes, cleaning your room, laundry, vacuuming etc.) What happens if you do not do them? (playing with electronic devices, no treats, grounded, etc.)

Activity:

Divide into two groups. One group will be focusing on basic daily care and chores that they do. Make a daily chart with what your responsibilities are. The other group will be focusing on what they do for themselves that is good for their mind what makes them happy and relaxed. This group is brainstorming the things they do for fun. After some work time switch groups so each group gets to do both activities. Ending with both groups , have them share why they feel its important to do their daily responsibilities and also take the self care time?

Materials

Construction paper, crayons, paint, markers, stickers, scissors glue magazines, chart with days of the week with enough space to fill in their duties. Large sheets of paper to write ideas.

Additional Info:

Remind the kids that everyday they might not have compete success with their plan and there is always a new day to begin.

A Interaction Lesson in Personal Responsibility

Key Concepts: Personal Responsibility

It's your job. If you don't do your job it won't get done. If you don't do your job some of the kids your group won't be able to join in the fun

Engagement question:

- ♦ Assign or ask for 7 volunteers to do a job for the day and explain what they are supposed to do.
Example:
- ♦ Today it is your day to hand out the coloring books.
- ♦ Today it is your day to hand out the crayons.
- ♦ Today it is your job to make sure everyone got a coloring book.
- ♦ Today it is your job to make sure everyone got crayons.
- ♦ Today it is your job to collect all the coloring books.
- ♦ Today it is your job to collect all the crayons.
- ♦ Today it is your job to put the coloring books back on the shelf so they will be there for the next class.
- ♦ Today it is your job to put all the crayons back in the cabinet so they will be there for the next class.
- ♦ Questions: Ask each child, "If you don't do your job what will happen?"
- ♦ Possible answers:
- ♦ If I don't give everyone a coloring book they can't color.
- ♦ If I don't give everyone crayons they can't color.
- ♦ If I don't collect all the coloring books there won't be enough for the next class.
- ♦ If I don't collect all the crayons there won't be enough for the next class.
- ♦ If I don't put the coloring books back on the shelf the next class can't color.
- ♦ If I don't put the crayons back in the cabinet the next class can't color.

Activity:

Assign 7 children in your group a job for the day and explain what they are supposed to do and ask them what will happen if they don't do their job.

Materials

Coloring books and crayons

Additional Info:

There are several good children's books on responsibility. One in particular is called *The Emperor's Egg: Read and Wonder* by Martin Jenkins. It is a true story about how a male penguin that has to stand in the cold for two months with an egg on his feet until it is hatched. There is also a book called *The Pigsty* by Mark Teague about keeping your room clean. One of my favorites is the *Boxcar Children* by Gertrude Chandler Warner which my children loved to read that tells the story of four children who live in a boxcar and the responsibilities the older children had taking care of the younger children.

Of course nothing takes the place of modeling personal responsibility. A picture is worth a thousand words.



Submitted by Sue E.

Pebble People

Key Concepts: Support

Things/people that help you, things/people that make you feel good or better. People that you go to when you feel sad or upset, or when you want to share good news.

Engagement question:

We all need things, activities or people to help us . For example: I had to call my son to help me with my computer. I also needed help when I was feeling unwell and I needed someone to walk my dog. Who would be someone you could talk to if you needed help or just needed someone to talk to? What are some of things that you do that make you feel good?

Activity:

Naming things/people that support you. Writing these onto pebbles: for example Mom and dad, Toby the dog, Mrs. Jones, my friend Sally, soccer. Creating a person (themselves) out of toilet paper tube and filling up the tube with the pebble supports. The tubes can be decorated to look like them and the pebbles can be painted or varnished. For older children or even adults you could use the pebble idea but have a glass bowl or dish.



Materials

Pebbles, toilet paper inner roll, markers/paints, yarn for hair, craft supplies for stickers or eyes, cardboard for the bases, scissors, glue.

Additional Info:

This is a good activity for children to visually see how many supports they have even if they did not realize it. At the end of the session, ask kids to share some of their supports - this will give others ideas of who could be a support for them.

Submitted by Alison and Christine

What I Need!?

Key Concepts: Self Advocacy

Letting people know what you need in a way that is kind.

Engagement question:

I feel good when other people care about what is important to me. I like when other people listen that what I have to say without just telling me "No, you can't think that way."

- What does it feel like when someone makes all the choices for you?
- What would you choose? Why?
- How might you like to be treated?
- What makes you feel important?
- How do you decide what you need? (or want)
- Sometimes I feel very small when I have to ask for something. When someone wants me to do too many things, it makes me feel shaky inside. Then I feel bigger and stronger when I say, "that's just too much, I need a break."



Activity:

This activity relates to self-advocacy and a wellness toolbox. Thinking about what is important to us and what makes us feel good, we will create a physical wellness toolbox with all sorts of pictures and small items to represent these things. As we work on this, we can talk about ways to learn about ourselves and what we need, and ways to ask for what we need (based on above engagement questions).

Materials:

Magazines with many pictures; construction paper, glue, scissors, markers, old shoe boxes, wrapping paper, stickers, small craft items like mini play-doh containers, etc.

Submitted by: JA

Making it to the Top

Key Concepts: Hope

The feeling that something good might happen, even if things seem bad right now.

Engagement question:

What helps you stay positive when you're having a hard time?

Activity:

Have pre-teen/adolescent climb to the top of a climbing wall with a backpack full of rocks (alternate: use mountain of foam blocks and a backpack filled with foam "rocks")



Materials:

Rock-climbing wall/mountain of foam blocks; backpack appropriate to age group; and rocks or foam "rocks"

Additional Info:

Have other pre-teens/adolescents shout encouragement and/or have one or more group members beside them to help them make it up to the top. Tie into the concept of support: self-support ("I can do this") or support from others.

Submitted by GS

I Know Me Best

Key Concepts: Self-Advocacy

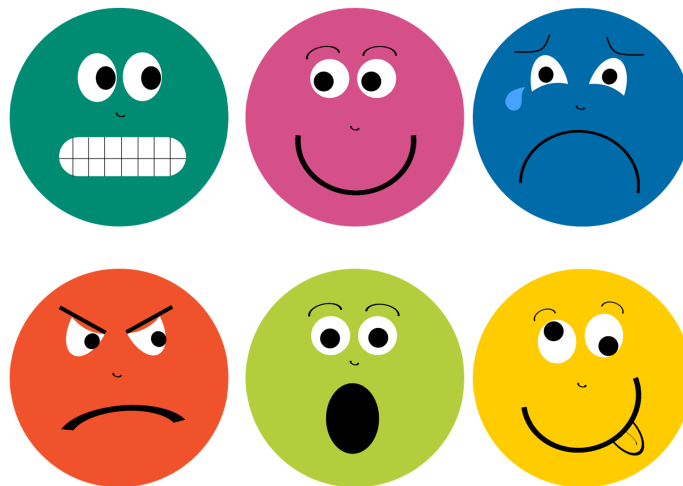
Being able to speak up for yourself so that others can understand how you feel.

Engagement question:

How do you let others know you're upset? If something is bothering you, how would you let other people know?

Activity:

In this activity, the children choose an emotion or feeling and use pictures, either drawn or from books/magazines, to create a vision board of what that emotion or feeling looks like for them. I would explain to them that for me, happy means comfy clothes, reading a book or enjoying playing with my dog. Sadness to me is gloomy days or dark colors. The kids could then share their boards, if they would like, and explain what their board means to them.



Materials

11/17 cardstock or poster boards, glue, tape, scissors, old magazines, internet photos, cards, etc.

Submitted by: JS

Hope Garden

Key Concepts: Hope

Hope is wishing for something to happen or something that is important to you.

Engagement question:

What is something that you hope for? What is your wishes or what is important to you? When I was a child I hoped that I would make friends. That was very important to me. Let's go around the room and share what we hope for. If you would not like to share just say pass and we will go on to the next person.

Activity:

We will make flowers putting the child's face as the flower and use a leaf to write down what that child hopes for. They can choose any color of flower they would like to make. They will put their flower together and I will have everything cut out for them. They will have different color of petals to choose from.

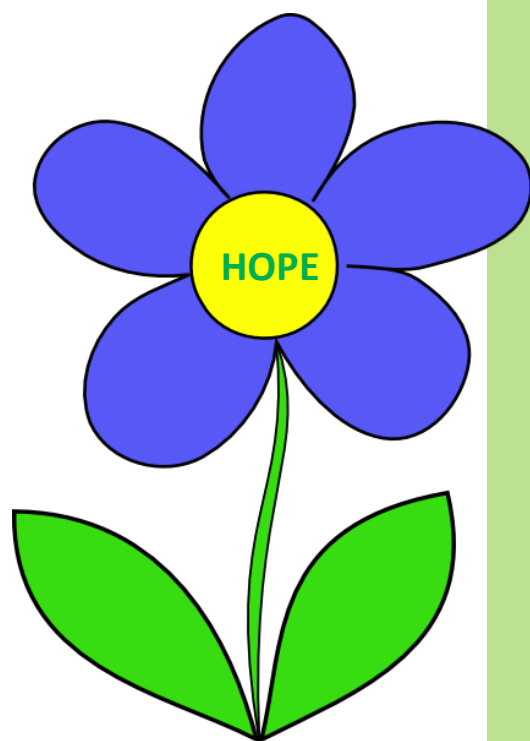
Materials:

Construction paper, printer to print off their pictures, glue, marker

Additional Info:

We will then place the flowers in a planter and after class they can take their flower home with them. Also as everyone is sharing what they hope for we will list them on the board.

Submitted by: Shari



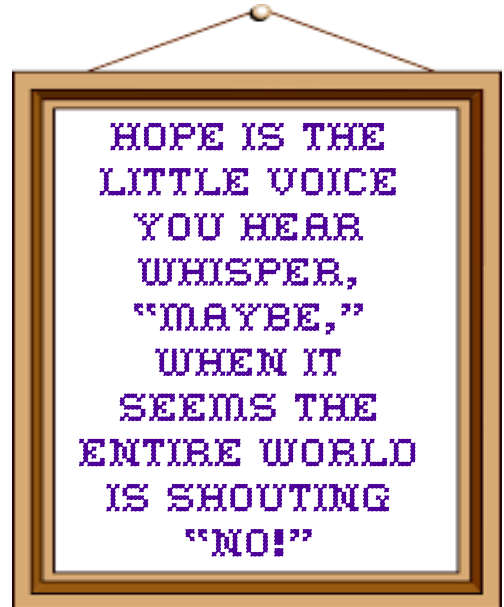
Hope Quote Signs

Key Concepts: Hope

Knowing that you can feel healthy and happy and stay that way.

Engagement question:

What are some things that give you hope?
Give examples such as meeting a goal.



Activity:

Create hope quote signs using a favorite quote that gives you hope or making up your own and decorating the sign.

Materials:

Card stock, preprinted quotes, blank paper to create own quote, markers, stickers, gems, scissors, glue, etc....

Additional Info:

Hang your hope quote sign where you can see it everyday to give you hope!

Submitted by: Lori

"Once you choose Hope, anything is possible." (C. Reeve)

Self-Advocacy: Role Playing

Key Concepts: Self-Advocacy

Telling people what you need clearly and calmly to get your needs met.

Engagement question:

How do you stick up or help your friends get what they need? Then turn it around and ask "do you do that for yourself too?"

Activity:

We give the children roles and act out/ role play the self-advocacy skills. Many times we can use scenarios that were brought out in the discussion part or we have canned scenarios such as "when you are frustrated and need to do your homework after dinner instead of before, how do you convey that to your parents" or "you want to play with the neighbor but you are afraid of their dog"

Materials:

Scripted role playing scenarios.



Submitted by: Lori Y.



Brainstorm/ Worksheet

Key Concepts: Education

Learning as much about yourself as possible

Engagement question:

What do you want to do as a job when you grow up? Do the Activity below as a group and then each child can develop their own.

Activity:

Take one career they mention (I usually pick an outlandish one) and then have everyone brainstorm on all the things they need to learn to do that job and post on easel pad. Then with each item they need to learn, think of where they can get that information. Then give each child a handout with the words: I want to learn _____ about myself....at the top. The person then will think of ways and resources like library, internet that they can use to learn that.

Materials:

Easel pad, markers, handout, pens/ pencils

Additional Info:

We combine the discussion and the activity into one big conversation here.

Submitted by: Lori Y.

Color Wellness Book

Key Concepts: Hope; Personal Responsibility; Education

Hope-Thomas the train always reach to the top of the hills because he believes he will.

Personal Responsibility- Even Cinderella had chores to do to keep her house clean for step mother and sisters.

Education- Lion King Mufasa always learn about the support to himself, and the kingdom he ruled. To pass to his son the knowledge of the kingdom he will inherent.

Engagement question:

What toys do you like? Why? Where do get them from? Asking these questions can support all 5 key concepts and there roles they play with there imagination.

Activity:

Who's you favorite cartoon? Who do you want to be if you were a cartoon?

Materials:

Kids hats, sunglasses, funny hats, coloring crayons, lots different stickers



Additional Info:

I would use toys in my presentation.

Submitted by: Jeff Reynolds

What does Hope look like in your Heart?

Key Concept: Hope

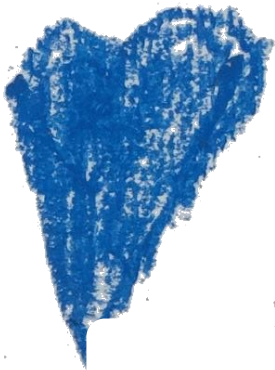


Engagement question:

Describe in words what hope will look like. How much hope would you like to keep in your heart?

Activity:

Have child draw a heart of any color, cut it out and have them write words to fill it.



Materials:

Construction paper, scissors, markers, etc.

Additional Info:

Use easel pad and let each child attach their heart where they want it then post it on the wall.

Submitted by: Miss Rhonda



WISHING & HOPING

Key Concept: Hope

Do you remember wishing for a certain toy, book, adventure for your birthday? Then we can say you were HOPING for it to be true.



Engagement question:

What are some other things we hope for?

Activity:

List 2 or 3 things you have or still are hoping for. You will not need to share this with the class if you do not want to.

Materials:

Crayons, pens, 12X18" paper

Additional Info:

on your paper draw a line down in the middle, turn the paper and put a line doing down so the lines cross to make 4 sections. It should look like this, show the example sheet. Number each box 1. 2. 3 .4. Now write or draw something you hoped for when you were younger, list something you hope for 1 year ago, something you are hoping for now, in #4 write or drawl something you wish for when you are scared.

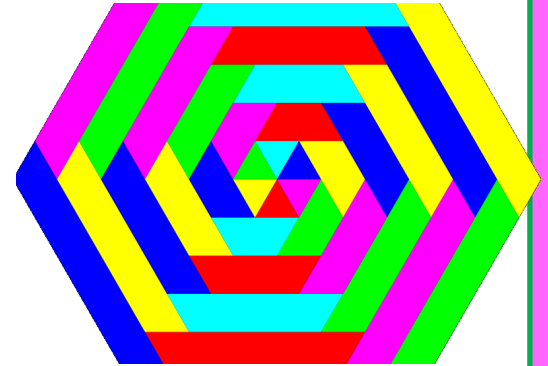


Would someone like to share one of the things you hope for and give us the box number for that wish/hope?

Submitted by: Wendy S.

My Feelings in Color

Key Concept: Personal Responsibility My Feelings



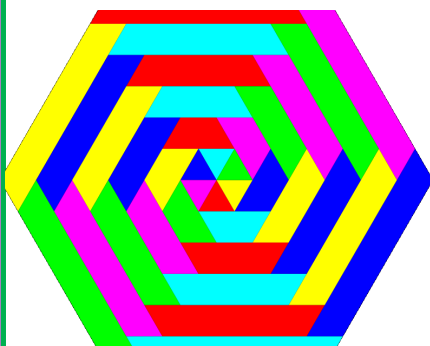
Today I am feeling happy because I am able to be here with all of you and because I have this bright yellow balloon TELL SOME MY SAY RED, BLUE, ETC. BECAUSE THE ARE OUR FEELINGS. Yesterday I was not feeling very good and i lost my favorite bracelet. I kind of felt like I had a dark brown cloud following me around. We all have feelings.

Engagement Question:

Let's see what you think a feeling is, take responses and list them with a 2nd person writing them on board. What feeling do you like to have? Can we feel a bunch of different feelings in one day?

Activity:

Have precut circles in various colors and shades when possible also a paper approx. at least 8X10" divided in 4ths. this can be down prior to handing out for younger children or the kids can do it. Ask the kids to take the color that makes them FEEL the happiest, then the color that makes them some bit happy. then one that reminds then of feeling sad and finally the color that feels like them when they are very sad. Ask the kids to report what they used for the happiest and record with hash marks. Continue for all the other boxes. Hopefully show the varies colors selected for certain feelings, etc.



Materials:

Round balloon with helium tied off

Submitted by: Wendy S.

I DO WITH MY GRANDKIDS 4-8 YO AND THEY LOVE IT.

The Hopeful Gardner

Key Concept: Hope

Define: Hope is looking forward to a surprise. Discuss: what are some things you do or have done that turned out great? Have you ever surprised someone with a gift? Do: We are going to plant some vegetable seeds and see what comes up. Share: These are plants we planted in our house. What do you think they might become?

Engagement Question:

This bag has something in it just for you. It doesn't have to fit in the bag. What do you hope it will be? Could you share what's in your bag with someone whose bag has room?

Activity:

Kids will be given the materials for a tiny garden and will be read a book about a kid gardener.

Materials:

Small growing containers, potting soil, variety of seeds, yogurt containers with a few holes for watering, popsicle sticks to measure growth and hold a picture the kid drew of the vegetable., poster board , colored pens, glue.



Additional Info:

Transplanting their plants into a garden which they can all observe would be a great ongoing follow up activity.

Submitted by:
Jalapeño Jim

Responsibility

Key Concept: Personal Responsibility

What does personal mean? I am a person and what I think or feel is personal to me, because they are mine. What does responsibility mean? it can mean take care of, do, set up to do, etc. What are some responsibilities do you have to do. List. So if I feel sad, my family or teacher can help, but I can also be personally responsible to make myself feel better by playing with my dog or listening to or sing music that makes me smile.

Engagement Question:

How do you currently keep yourself well? Do you have any ideas of things that have helped you and might help others?

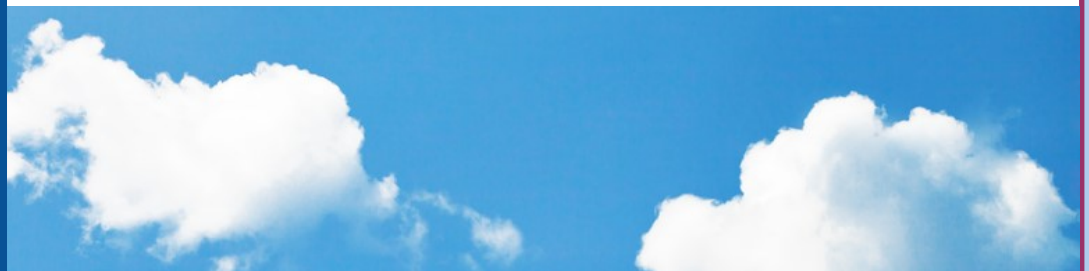
Activity:

After steps above are completed, give paper and crayons and ask them to draw what they can do to feel better on days you are sad, scared, etc. Ask if anyone would like to share what they drew and explain what it means to them. If not show yours and explain. So what is PERSONal Responsibility. and who does what needs to be done?

Materials:

WRITING BOARD, PAPER, CRAYONS

Submitted by: Wendy S.



Creating Connection

Key Concept: Education—Support

Learning more about yourself and ways to feel good.

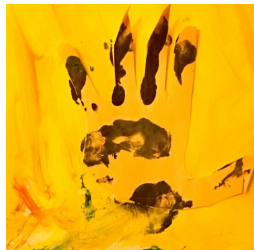


Engagement Question:

How do you currently keep yourself well? Do you have any ideas of things that have helped you and might help others?

Activity:

A painting where everyone adds a hand print that has been put in paint and writ their name next to. We take a picture of the canvas abd send it to everyone. Then it hangs on our office wall.



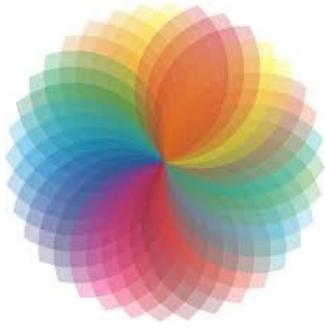
Materials:

Canvas, paint, hands

Submitted by:

Barbara F.





Color Your Hope

Key Concept: Hope

Hope is a nice thing to have to look forward to in the future. It is something you can dream about or want for yourself. It is yours and no one can take your hope away from you.

Engagement Question:

- How do you know what hope is?
- What colour would your hope be? Why?
- What is your hope for yourself?

Activity:

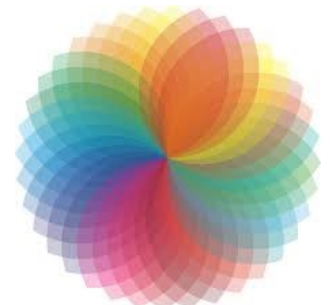
Paint or draw a picture of what hope is to you. It can be a colour or a vision. Full picture or one thing. Use the materials to show or say what hope means to you. What is your hope for yourself.

Materials:

Paper, crayons or pencil crayons. Paint and brushes (if choose to use paint). Newspaper for under the paint and papers. Paper plates for the paint and paper towels to clean up. I like activities that are easy to setup and clean up.

Additional Info:

I would give the kids the choice to do more than one (time permitting) and to display their work or not. Some kids are hands on and creative and others are more quiet and may choose to do a single stroke of color. This activity would lend itself to the differences in the children. I would have a drawing I did and one from a kids. I would probably try to blend in and do another drawing while talking with the kids as they do theirs. I would also be walking around sharing encouraging positive praise.



Submitted by: Amy L.



Beach Ball Buzz

Key Concept: Self Advocacy

Self-advocacy allows you to tell your teachers, parents, and friends what you need to feel happy, learn, and helps them understand how you feel. Using Self Advocacy, you kindly talk with respect to have your feelings or needs understood. Example: You love honey. You want honey. What should you do to get bees to make honey in your back yard? Yell for them, trap them with a net, or plant flowers? Discuss consequences of each action.

Which action do you think will get you the most honey?

Engagement Question:

Allow the children to talk first about the differences between wants and needs. Which is more important? A need might be to be on time for school, go to the bathroom, or tell your mom about an important thing. You might want to have pizza for dinner, stay up late to watch a show, or go out with friend. Using self advocacy, you will have a better chance of getting what you want and need without an argument.

Start with a physical problem.. Imagine you are really thirsty in the middle of class and your water bottle is empty. What could you do? Walk out of class, raise your hand, wait until school gets out. Discuss consequences of choice

Ask a family related question: Your little brother just dumped a messy cereal bowl on your bedroom rug. What could you do? Yell and hit him, tell your mom, ask your brother to help you clean it up. Discuss consequences

Add more complicated questions... You are really sad because your dad can't take you to the park. He got sick. What can you do?

Activity:

Engage children in circle and pose one age appropriate question. Taking turns, throw the ball and whoever catches it can answer the question or pass. Using self advocacy, how do you tell mom you want pizza for dinner? How do you tell dad you need help with homework tonight? How do you tell a friend you need her not to call you names? How do you tell your brother you want to play outside? How do you tell a teacher you need to understand what she is saying? Facilitator repeats exactly what the child says and asks child to throw the ball to someone else. If the child passes, the facilitator offers an answer.



Materials: Beach Ball.

Additional Info: This exercise could cover one topic each session



Submitted by: Debbie Dillon

Building a Butterfly

Key Concept: Education

What is education? Education is a bunch of ideas and facts in your head that grows and grows. We get educated by our parents, teachers, friends, animals, plants, and we learn things all by ourselves. The bigger the bunch of ideas that gets collected in your brain, the easier it is to do things you want and make good decisions as you grow up.

Engagement Question:

Suppose you wanted to make a butterfly. What would you need? Could you make a real one? Could you make one out of paper? What do you need to know about a butterfly (it has wings, eyes, a symmetric "twin" body on both sides , antennae. How do you know this? Books, parks, teachers?

Activity:

Imagine you wanted to make a snack in the shape of a butterfly. What kind of education might you need to do it? Seeing one at a park? Reading a recipe? Going to a cooking school? Watching someone else make one?

Materials:

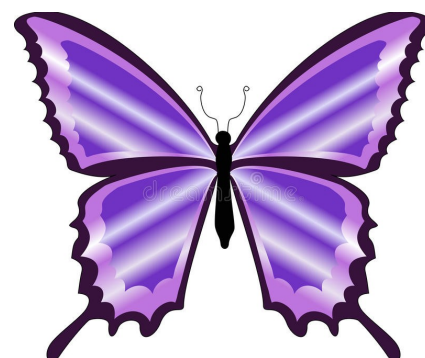
A fun snack recipe of celery with peanut butter, pretzel 'wings' and decorations to look like a butterfly for 6 kids (2 medium ribs celery 1/3 cup Creamy Peanut Butter 12 tiny pretzel twists 12 mini semisweet chocolate morsels 18 dried cranberries) (NUTRITION INFORMATION: 113 calories, 7g Carbs)

STEP ONE Cut each celery rib into thirds. Fill centers with peanut butter.

STEP TWO Carefully break bottom loop off each pretzel twist. Insert 2 broken pieces next to each other at one end of each piece of celery to resemble antennae. Place 2 mini morsels under pretzels on each piece of celery to resemble eyes.

STEP THREE Place the remaining pretzel pieces behind the antennae to resemble wings. Arrange 3 cranberries between the wings.

Additional Info: Give the kids the ingredients (already prepared or not) all messed up on a paper plate along with this recipe and a picture of the completed project. Have them assemble as you assemble one or at their own speed. As they eat, discuss what educational skills (math, reading, plastic knife skills) they have already learned that helped them and new ones they may acquired. Is education important in making a butterfly? Can they think of any other animals they could make with pretzels, celery and peanut butter?



Submitted by: Debbie Dillon

Hoping for a Prize—Musical Chairs

Key Concept: Hope

Hope is something that you want to happen. Do you want to win the prize?

Engagement Question:

What hopes do you have? Brainstorm on easel. Repeat each child's hope as you write it with their name alongside it.

Activity:

(At least 4 people, but more people make for more fun.)

Arrange a circle of chairs numbering one less than the number of players participating in the game. Players line up outside the ring of chairs while one non-player is in charge of



playing music (recorded music is easier, but if there are any musicians in the group, have them play their instruments. When the music begins, the players move, shake, and shimmy in a circle around the chairs, but as soon as the music stops, the players must immediately find a chair. One player will not find a seat and is

thus eliminated, and one chair is removed from the circle for the next round. The game continues until one player remains.

After the game, discuss that although not everyone got what they hoped for, one person did. If we played the game again, what is the likelihood of that person winning again? Ask which children hoped and believed they could have won the prize? Give all children a prize for never giving up hope.

Materials:

Chairs, one fewer than the number of people playing, a music player

Submitted by: Debbie Dillon

Internet Safety

Key Concept: Personal Responsibility, Education,

Helping your parents to keep you SAFE while using the internet

Engagement Question:

Can using the internet/world-wide be an exciting playground for kids?

Activity:

The internet world is like a city jammed with information, resources and games. But there is also predators, abductions and murders. Designing a puzzle game with pieces that come together like a city that illustrates the good and the bad. no parent would allow their child to wander in a city alone unprepared and unsupervised, and as children we want them to take personal responsibility, be educated and advocate for their own SAFETY.



Materials:

Taking pictures of internet activity and cutting the pieces to create puzzle pieces that are required to be put together creating an internet city of resources, museums, games but also pics of dangerous areas.

Additional Info:

Another Title could be: Putting the pieces together about Internet Safety

Submitted by: Carole William Hayes

My Hidden Sun

Key Concept: Hope,

The sun will always shine even though we may not see it. My granny used to tell me this.

Engagement Question:

Have you ever played hide and seek? Since you can't see your friends that are hiding from you, does that mean that they are not there? It's the same thing with the sun. It may be hiding behind the clouds or the night sky, but it is always there.

Activity:

Children can create a sun, clouds and perhaps some stars made with any type of material to manipulate to demonstrate that the sun can hide behind the cloud or stars in the night sky.

Materials:

Yellow (sun), white (clouds), grey (clouds), and gold/silver (stars, moon) clay, play dough, cardstock, construction paper, glue, crayons, gel pens, markers, etc. and velcro dots and/or sheets to place the objects in different places to describe the way they are feeling about hope at different times during their journey to demonstrate that even though they can't always see the sun (HOPE), they can know that it is always there.



Submitted by: Margaret B.

Hot Potato with the Key Concepts

Key Concepts: Hope, Personal Responsibility, Education, Self-Advocacy, Support

What does Hope mean? getting really excited when you want something to happen. Its like that feeling when you really want to go to McDonalds for a cheeseburger!!! Or asking for a gift for Christmas and wishing that it happens. What is Personal Responsibility? these are things that I am suppose to do to help myself make safe good choices to help myself be health and feel good about myself. What is Education? Its about learning things like riding my bike, playing four square, learning to swim and what things keep me safe. What is Self Advocacy? This is a way I can talk about what I need and when I need help. It can be like when I don't feel well, who do I go to and what do I say to them to get help. What is Support? When I don't feel well or when I'm scared who or what can help me feel better. Its best to give examples of each while you are explaining the definitions.



Engagement Question:

Give an example of each Key Concept one at a time and a definition.



Activity:

After going over the 5 Key Concepts building them together with the youth on the walls on paper we begin the activity with a small beach ball. Explain that each time before we throw the ball we will say one of the Key Concepts then add what it means to you. Give a couple of examples so they understand and even let them practice. The co-facilitator starts by saying; “Hope— Rainbows give me Hope,” toss to another person. Next keep it going and have them even toss it back to a facilitator if they get stumped.



Materials:

Small beach ball with the names of the 5 Key concepts written in permanent black ink all around it. The wall will have the Concepts and the examples the youth have given on them so they will have help with examples while playing in the activity.

Submitted by: MaryAnn D. L. Haskell, ALWF

Your Safe Place

Key Concepts: Self Advocacy

Write the words “Your Safe Place” on the dry erase board and ask each child what they think it means. Write responses below the words.

You own the space around you and should protect it. You have the right to be safe and decide what and who are allowed into your Circle of Safety. You can take your circle everywhere you go and draw it just by extending your arms and spinning in a circle.

Engagement Question:

What does it mean to be unsafe? How does it feel to be unsafe? What does safe mean? How does it feel to be safe? Where do you feel unsafe? Where do you feel safe?

Activity:

Have the children identify their safe place that they can take with them wherever they go. Each child will stand a distance from the other children and spin in a circle, drawing an imaginary line around them (circle). The children will then draw a picture of them in their circle and draw or write what or who is allowed in and what or who is not allowed in. Their pictures will be posted in the group room as reminders.

Materials:

Dry erase board. Paper, makers, crayons, etc. (Art supplies)



Hope and Movement

Key Concepts: Education

How I feel



Engagement Question:

Recognize that things in are life can make me feel different. I loved to go to school, but i know some would not be happy it was a school day so you can see how we can feel differently with the same situation. Why do you think that is? List ideas. What if you REALLY like Art class, do you think I might be happier to go to schools on days they have art. What are some other things students might like in school that would make there mood or feelings about school Better? What about things that may make you less happy to go to school? List both.

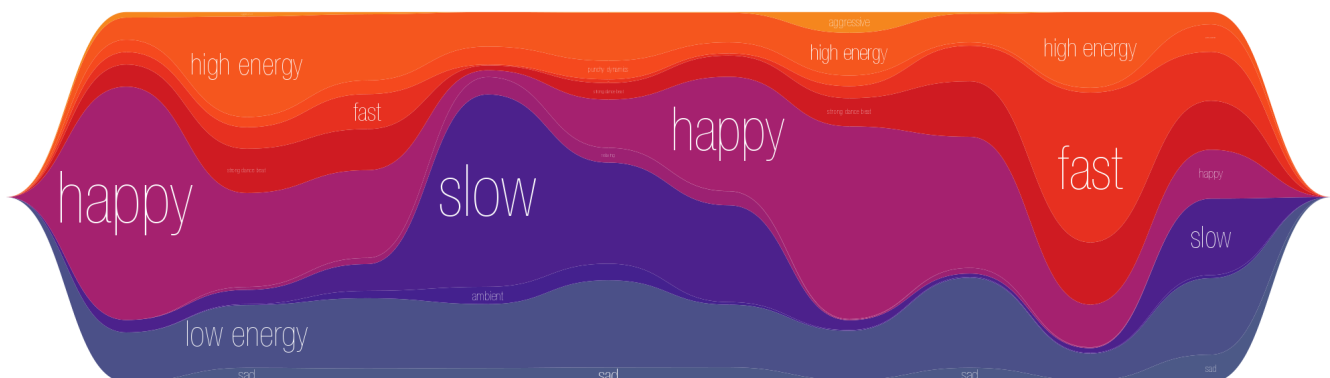
Activity:

If group is small enough use, 1 group which is BEST, if not count off by 2s Have group move to a slow tune to show how they are feeling now. Then a little a faster up beat tune and repeat process. Get seated again. As how many had their mood change? How many stayed. Use the different out come to discuss how wee are all unique individuals and even when we feel one way, we can find something that will change our moods. Sometime it means telling a teach, parent, minister/priest , etc. Sometimes just talking to someone we trust or for some talking to someone we do not know can find what you can do to improve our mood. Discuss.

Materials:

Music with slow beat and one that is up beat. Speakers if needed. White board or area to write response to questions.

Submitted by: Wendy S.





**Do you have an
activity you would like
to share:**

Click on this link:

<https://goo.gl/forms/pT4RHiCAfOYUsyf02>

Or contact rweiss@copelandcenter.com