

GOALS of SAP

At SAP, C5 teens will have the opportunity to...

1. learn and become aware of social issues
2. share ideas, experiences and feelings with each other
3. appreciate one another's differences
4. think about pressures on each of us from media, friends and society.
5. develop tools to use in positive and constructive ways



SAP

Year 4

Session 1

SAP Mission:

The Social Awareness Program will increase participant's awareness of issues and how they impact their perception of themselves, of others and of the world.

Through the SAP program we strive to help participants understand themselves, appreciate those who are different from themselves and develop skills for dealing with issues related to peers, families, their communities and the world.

Pressures and Fears: What to Expect Next!

GENERAL INFORMATION

C5 Outcomes:

- Respects human diversity and is capable of living in a diverse community
- Forms and maintains positive relationships
- Develops leadership and navigation skills in the areas of: self-awareness, communication and group effectiveness

Materials Needed:

*Lesson Plan (3 copies)

CD and DVD Player and Screen

White Board and Markers

Skit: *Needs to be created during SAP Orientation*

Large Group Discussion

*Clown Glasses!

*DVD: Degrassi High: The Next Generation, Season 6 (in SAP YR.3 FILES)

*CD: Mary, Mary's "Get Up" and *Bicycle Horn

36 "Recipe" Cards

24 Cups

Large Group Activity: *Prepare for this activity at Staff Orientation*

Small Group Discussion Activity: *Prepare at Staff Orientation*

Prepare an example of a "Life Map"

Prepare "Support Systems" examples

Prepare 3-5 "Pressure" Situations

Post-its

Large white paper and markers

White Board and markers

*Lesson Plan for Group Counselors

Personal Journals and pens

***Items in File Box**

Required Time: 60-90 Minutes

COMPLETE LEARNING EXPERIENCE

Introduction:

Director and non-cabin staff have set up SAP YR 4 area before teens arrive.

Play Music Video: Chris Daughtry's "What About Now"? Video is playing and selected staff is performing. Students sing along as they enter the room.

Skit: *To be created during Staff Orientation*

Perform a skit of a student who wakes up and is asked by several people, throughout the day what he/she is planning to do, ending with the student having more questions than answers. The skit should be quick and exaggerated for effect.

Feel free to use humor in the skit to help the students deal with this potentially, heavy topic for some of them.

End this portion of the session with all the participating staff members coming out to Ask: **And you?! Do you know what's next?**

This should take no more than ten (10) minutes in total. This portion is to usher in the idea of planning for the future.

Large Group Discussion

View Video

Show the DVD Degrassi High: The Next Generation. Play the beginning (**about two minutes**) of the scene where Spinner is taking a career assessment and is slated to work as a clown.

Disc 2: Episode 607: Working for the Weekend ***The storyline begins when Spinner walks into the class. You only are showing the beginning, before the credits.*

After viewing the video, have a staff member (with a clown glasses) come up and ask:
And you?! Do you know what's next?

Finally, play "Get Up," by Mary Mary. As the song plays, have staff members act out the potential next steps after graduation.

After the song, have a staff member (with a bicycle horn) come up and ask:
And you?! Do you know what's next?

LARGE GROUP ACTIVITY

Let students know that the topic for this session is "Looking at the Future" to begin planning for the changes that are about to occur. Ask students to think about life now and all the ingredients that make up the recipe to describe a "high-schooler's" life.

With students, begin to write the recipe. Remind the students to be generic and not too specific. Their lives may involve something unique to them, but you all are trying to hit the main parts of what makes up a high-schooler's daily life. (Examples: friends, homework, sports, etc.) Brainstorm with the students for five (5) minutes. Then pass out recipe cards. And ask the students to condense the list that you all have created, while adding their specifics that make up their lives. Also ask that they begin to think about time in terms of number of cups. For example, determine how much time they would spend with their friends within 24 hours and how many cups that would equal. For example, the normal teenager would spend 8 cups sleeping, 8 cups in school, 2 cups participating in a school activity, 4 cups hanging out with friends, etc. The cups equate to hours. Provide a visual for the students to understand what you are looking for.

****This is important to the overall conversation of how life will change for the students after graduation and how it might seem like they are drifting from important parts of their lives, but it is just reconfiguring.***

Once they have completed their recipes. Ask them to compare with at least two people.

View Video

Let the students know that you are going to take a look at Paige, from “**Degrassi High: The Next Generation**” and how her life changes once she decides to go to college. Let them know that they are looking to see how...

Paige is handling her recipe and how the desire to keep things the same is stopping her from discovering what’s next.

Instruct the students to think over how life will change for them as they enter the next stage of their lives.

Play the DVD.

Disc 1: Episode 606- Eyes without a Face ***The story line of Ellie and her editor is the one relevant to this session. Feel free to fast forward through the storyline that is not relevant to the discussion.*

Large Group Discussion Resumes

Ask student to share in what ways Paige handled the situation poorly. Take only a few responses.

After responses, let the students know that one of the main problems is Paige did not want things to change. And that is impossible. After graduating high school, things begin to look very different, and each person has to assume different roles.

Let the students know that they are going to go to three different centers to look at the three new roles they will need to take on after graduating high school.

The three centers or expected changes are:

- Career Coach: Creating a Life Map for the first five years after high school
- System Support: Defining your support system after high school
- Guardian: Transitioning into adult decisions after high school

Speak to each of the new roles that the students will need to play in their post-graduation. Let them know that no matter what their decision, they have to remain mindful that things change and be able to welcome what’s next.

Now divide into three (3) groups. Use a creative way to divide into the three (3) groups.

Small Group Discussion Activity

The staff members will facilitate the activities around the three areas of change, post-graduation. The students will spend ten (10) minutes at each area. Here is an opportunity to engage additional staff members in leading SAP. Choose one staff member to man each station. Twelve (12) students work at each of the three (3) stations for ten (10) minutes and then rotate to the next station until they have all been to all three (3) stations.

Group One: Creating a Life Map

Using visual images, the facilitator will work through the next five (5) years of the students' life. This activity will help them answer critical questions about livelihood, career choices, and location choices. Feel free to be as creative as possible, and have an example of a personal life map for the students to model.

Reminder: Have the students think through the changes and how it will impact their relationships with others and themselves. How will these changes change them?

Group Two: Defining a Support System

The facilitator will work through the type of support systems that the student will need to maintain, regardless of their choices. We always need someone to share our emotions with; not a name, a system. This activity will help them answer critical questions about what they need to be happy. Feel free to be as creative as possible, having an example for the students to model.

Reminder: Have the students think about the type of support they need and not necessarily who provides it. For example, I need someone to relax with on the weekend. Since I might move away from home, then my best friend can no longer be that for me. I still have the need, but the person has changed; not a name, a system. As a student thinks of an idea, have him/her write it on a post-it and put it up on the White Board.

Group Three: Parenting Self (Guardian)

Using scenarios, work through possible solutions for how to deal with the potential pressures that come after graduation. Pressures include drugs, drinking, sexual activity, etc. The facilitating staff should come up with three to five scenarios. Allow the student to talk it out.

Reminder: Have the students think through how their parents/guardian/mentor would handle it and the best way for them to do it in their absence. Help them identify also the best way to get feedback for that situation once it is done, making sure they share their decisions with their parents/guardian/mentors.

Conclusion

Congratulate the students on beginning to welcome in what's next for them. Remind them that change is undeniable and that the best way to deal with it is to prepare for it.

Have the group share some of the ideas that they plan to use over the next five (5) years that they heard at the three (3) stations:

Creating a Life Map

Defining a Support System

Parenting Self (Guardian)

Use Michael Brandwein's technique of asking the students to tell the group about an idea that was suggested that SOMEONE ELSE offered in the small group discussions.

Have them write the three (3) categories above in their journals, leaving space under each category. Then ask them to think about the ideas that they REALLY think will help them, personally, as they move forward in their lives. Have them write these in their journals.

If there is time ask if there are any questions?

Session developed by:

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References:

DVD: Degrassi High: The Next Generation, Season 6

Music Video: Chris Daughtry's "What About Now?"

CD: Mary, Mary's "Get Up"



Title: What to Expect Next

SAP Lesson Plan for Group Counselors

Insight

Tell the students about your transition from high school to college. Explain in detail how your systems changed. Give examples of your needs that remained the same when you went away to college and what new systems you found to support your needs.

Journal Entry

Tell the students that you want to take time now to allow each of them to write a letter to themselves in their journal, dated five (5) years from now. In the letter they should write a few lines about what they want out of life and who they want to become. Tell them to list the systems they need to be happy and maybe even wishes for themselves; some things that they hope for regardless of their current situation.

Then give the students five (5) minutes to write their reflection. Let them know that they will not be asked to share, so feel free to be as honest as possible.