



# POWER

## Reflection Piece #1

Level One	Level Two	Level Three	Level Four
<ul style="list-style-type: none"> <li>* Can explain in simple terms the difference between healthy and unhealthy relationships</li> <li>* Did not answer all of the questions</li> </ul>	<ul style="list-style-type: none"> <li>* Can identify some of the characteristics of healthy and unhealthy relationships</li> <li>* Answered all of the questions, but no detail given</li> </ul>	<ul style="list-style-type: none"> <li>* Can identify most of the characteristics of healthy and unhealthy relationships</li> <li>* Answers all of the questions but only provided detailed answers to half of the responses</li> </ul>	<ul style="list-style-type: none"> <li>* Can identify all of the characteristics of healthy and unhealthy relationships,</li> <li>* Answers all of the questions and gives detailed answers to all of the responses.</li> </ul>
<ul style="list-style-type: none"> <li>* Is starting to analyze a relationship to see if it is healthy or not</li> </ul>	<ul style="list-style-type: none"> <li>* Can form an opinion about whether a relationship is healthy or not</li> </ul>	<ul style="list-style-type: none"> <li>* Can determine correctly if a relationship is healthy or not</li> </ul>	<ul style="list-style-type: none"> <li>* Can determine and explain if a relationship is healthy or not</li> </ul>

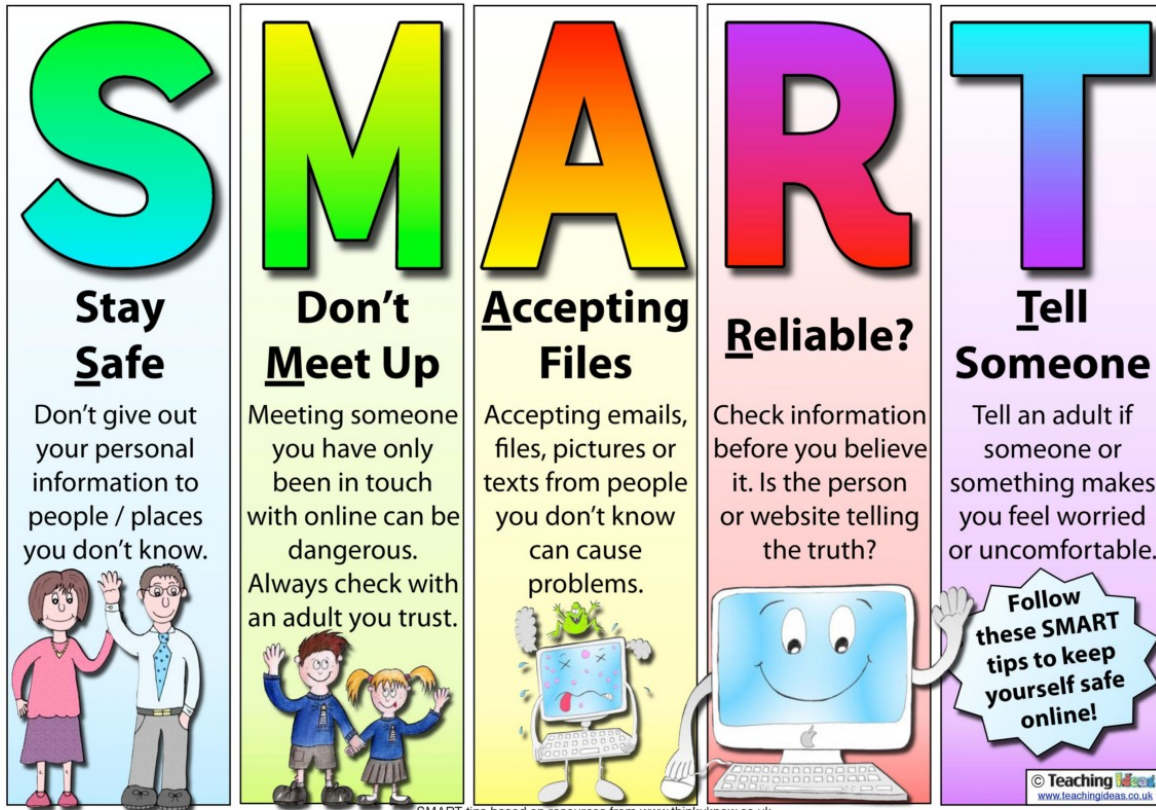
1. Define what a relationship is. Describe the difference between a "healthy" and an "unhealthy" relationship. Please ensure you list a minimum of 7 differences.
  
2. What can you do on a daily basis to show the people in your classroom that you value them?
  
3. How does knowing yourself help you make healthy decisions when you are in a relationship?
  
4. If you or someone you know thinks they may be in an unhealthy relationship, what could be done to address the situation?

# POWER

## Reflection Piece #2

Level One	Level Two	Level Three	Level Four
* Poster seems incomplete or sloppy	* Poster uses very simple images to show one way people can protect themselves from being cyber bullied	* Poster uses clear images to show ways to protect people from cyber bullying	* Poster uses clear and creative images to show ways to protect people from cyber bullying and offers minimum two numbers people can call if they need help

Create a poster that educates youth how they can protect themselves online. Include at least 2 resources (phone numbers/ideas) people can call for help if they are being harassed online. Below is an example.



The poster is divided into five vertical panels, each representing a letter of the word SMART. Each panel has a large, colorful letter at the top, followed by the letter's meaning, a brief explanation, and an illustration.

- S (Stay Safe):** Don't give out your personal information to people / places you don't know. Illustration: A man and a woman standing together.
- M (Don't Meet Up):** Meeting someone you have only been in touch with online can be dangerous. Always check with an adult you trust. Illustration: A boy and a girl holding hands.
- A (Accepting Files):** Accepting emails, files, pictures or texts from people you don't know can cause problems. Illustration: A computer monitor with a sad face and a virus icon.
- R (Reliable?):** Check information before you believe it. Is the person or website telling the truth? Illustration: A smiling computer monitor with arms.
- T (Tell Someone):** Tell an adult if someone or something makes you feel worried or uncomfortable. Illustration: A starburst graphic with the text 'Follow these SMART tips to keep yourself safe online!' and a small logo for Teaching Ideas.

SMART tips based on resources from [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

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# POWER

## Reflection Piece #3

Level One	Level Two	Level Three	Level Four
* Not able to provide responses to all of the situations.	* Provides responses to each situation but the responses are not all assertive	* Provides assertive responses to the different situations. Statements show some signs of passive or aggressive communication.	* Provides clear assertive responses for all of the scenarios. Able to complete an assertive statement without the use of the word "you".
* Is not complete or able to provide assertive responses	* Is complete but not able to communicate assertively	* Assertive communication is seen in some but not all of the scenarios.	* Assertive communication is evident in all of the scenarios.

Fill in the responses below with assertive communication. Remember, do not blame the person, avoid the use of "you", and focus on how you feel and want to change.

Situation:	Assertive Response
Your sibling has taken something out of your room <b>AGAIN</b> without asking.	I feel  Because  I need/want
Your classmate is pressuring you to do something you don't want to do.	I feel  Because  I need/want
You are feeling stressed about a school project and the deadline is tomorrow.	I feel  Because  I need/want



# POWER

## Reflection Piece #4

Level One	Level Two	Level Three	Level Four
*Attempts to answer the questions but not able to provide own personal reflection to complete reflection piece	* Can explain in simple terms the importance of understanding emotions, triggers, body cues and healthy release strategies * Not able to provide 3 examples for all questions	* Can explain why it is important to identify emotions, triggers, body cues and healthy release strategies * Able to provide 3 unique responses to more than half of the questions	* Can explain in detail why it is important to identify their emotions, personal triggers, body cues, and healthy release strategies. *Able to provide 3 unique answers to all of the questions

1. Why is it important to identify your personal anger triggers? Identify at least 3 of your own personal triggers.

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2. Why is it important to know your body cues? Identify at least 3 of your own body cues

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3. Describe a time when you (or someone you know) released your anger in an unhealthy way. How did this impact the person you were angry with? What could you have done differently to have had a more positive result?

4. When at home or at school, if someone does something that makes you feel frustrated or disappointed, what can you do to manage these emotions? List 3 healthy strategies that you plan to use to help you release your emotions in a healthy way?

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# POWER

## Reflection Piece #5

Level One	Level Two	Level Three	Level Four
* Poster is incomplete or sloppy and does not give clear description of media vs reality.	* Poster is thought out and complete. No clear separation of media vs. reality.	* Poster is thought out and complete. Media vs. reality separation is clear. (Some creativity used, less than 5 positives on right side.)	* Picture is thought out and complete. Media vs. reality separation is clear. Creative pictures and words used. More than 6 items listed on right side.

The media projects standards of beauty for both males and females.

Divide a page in half. On the left half create a collage of what the media says you should look like and act like (include words on how these standards may affect how people may feel about themselves). On the right half create a collage about what you like about yourself and what you are proud of. Be creative (use drawings, create a wordle, or use magazine ads).





# POWER

## Reflection Piece #6

Level One	Level Two	Level Three	Level Four
* Cannot identify a stereotype *Not able to list impacts of stereotypes	* Can identify a stereotype *Not able to list impacts of stereotypes	* Can identify a gender stereotype *Lists some impacts of stereotypes	* Can identify a stereotype *Able to list many impacts of stereotypes on a society

Gender stereotypes in the media were discussed and examples were provided in today's lesson and the previous lesson (TV shows, movies, magazine ads). Stereotypes can have many negative impacts on people and their relationships. Cigarette packages warn people of the dangers of smoking. Create a poster warning people of the dangers of believing everything you see on TV (stereotypes). Make sure to include in your poster some of the stereotypes that exist in our society and the impacts they can have on people and their relationships.

List the impacts stereotypes have on our society.

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# POWER

## Reflection Piece #7

Level One	Level Two	Level Three	Level Four
* Attempts to work in the group, may be distracting or distracted; does not contribute to the group's goals	* Completes tasks as assigned by the group but does not contribute ideas to the group	* Works well in the group to achieve the groups goals	* Leads by example or action to help the group to achieve its goals
* Not able to complete the video and questions were not addressed.	* Video is complete, but questions were not addressed.	* Video complete. Questions answered. More creativity could have been used.	* Video complete. Questions answered. Creativity was used.

*"Acceptance and peace begins in our hearts and minds but must be fostered by the actions we take."*

In small groups:

1. Brainstorm some differences that exist in our community/world and the forms that discrimination can take.
2. Create a Public Service Announcement (PSA) about the differences that exist in your community and what people can do to do to be more empathetic and accepting about the differences that exist in your community.
3. In your PSA ensure you include how differences can make people and our community a better place.



# POWER

## Reflection Piece: Lesson #8

Level One	Level Two	Level Three	Level Four
* One brainstormed idea, letter is sloppy or incomplete, with many spelling and grammatical errors. Point of view is unclear.	* Two brainstormed ideas, and a completed letter with few spelling and grammatical errors. Point of view is clear, but no supporting examples are given.	* Three brainstormed ideas, and a completed letter with minimal spelling and grammatical errors. Point of view is clear, one supporting example is given.	* Four or more brainstormed ideas, with a completed letter with no spelling or grammatical errors. Point of view is clear, multiple supporting examples are given.

Brainstorm a list of things that you have learned during Power. Choose one of those brainstormed things/ideas that is most important to you. Write a letter to your teacher or parent(s) about what you learned during the program and why you selected the one thing as the most important to you.

To whom it may Concern:

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Sincerely: \_\_\_\_\_





# POWER

## Reflection Piece: Lesson #8

A mind map diagram consisting of five ovals connected by lines. The central oval is the largest and has a thick black border. It contains a rectangular box with the text "Learned...". Four lines radiate from the central oval to four other ovals: one to the top-left, one to the top-right, one to the bottom-left, and one to the bottom-right. Each of these four outer ovals also contains a rectangular box with the text "Learned...". The bottom-left oval is the largest of the four outer ones, while the top-left and bottom-right ovals are the smallest.