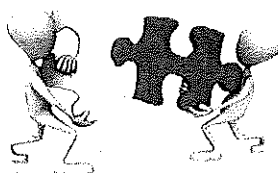


**BIG
IDEA**

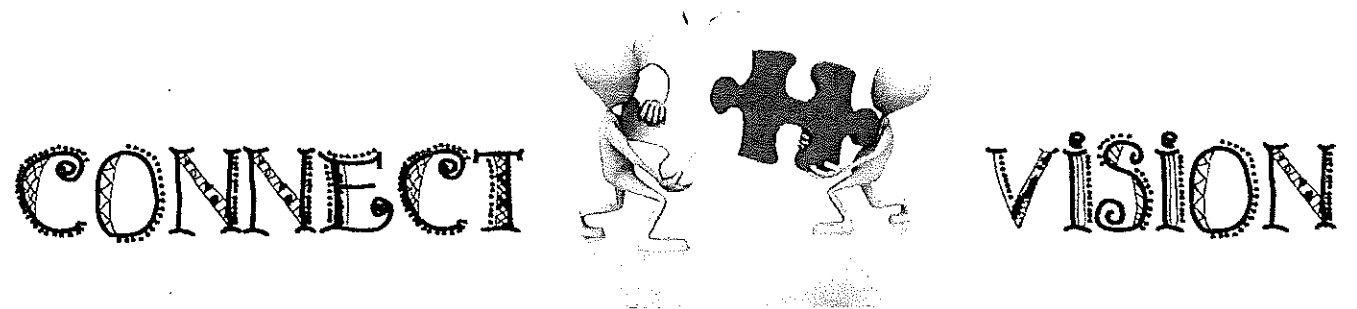
MAKE N' TAKE ACTIVITIES

CONNECT



VISION

1. BUILD RELATIONSHIPS
2. TEACH LIFE SKILLS
3. SET GOALS
4. TAKE PRIDE IN AUSTIN HIGH



1. BUILD RELATIONSHIPS

GENERAL KNOWLEDGE

STAND UP SHOUT OUT TRIVIA

1. On a standard traffic light, is the green on the top or bottom? **BOTTOM**
2. How many states are there? (don't laugh, some people don't know) **50**
3. In which hand is the Statue of Liberty's torch? **RIGHT**
4. What 6 colors are on the classic Campbell's soup label?
BLUE, RED, WHITE, YELLOW, BLACK, AND GOLD
5. What 2 letters don't appear on the telephone dial? (no cheating!) **Q & Z**
6. What 2 #'s don't have letters by them? **1 & 0**
7. When you walk does your left arm swing w/ your right or left leg? **LEFT**
8. How many matches are in a standard pack? **20**
9. On our flag, is the top stripe red or white? **RED**
10. What is the lowest # on the FM dial? **20**
11. Which way does water go down the drain, counter- or clockwise? **ACTUALLY, IT DEPENDS ON THE PLUMBING FIXTURE. THE NOTION THAT THE WATER DIRECTION VARIES WITH THE HEMISPHERE YOU ARE IN HAS BEEN DISPROVED!**
12. Which way does a "no smoking" sign's slash run? **TOWARDS BOTTOM RIGHT**
13. How many channels on a VHF TV dial? **12 (no #1)**
14. Which side of a women's blouse are the buttons on? **RIGHT**
15. On a NY license plate, is New York on the top or bottom? **TOP**
16. Which way do fans rotate? **CLOCKWISE**
17. Whose face is on a dime? **ROOSEVELT**
18. How many sides does a stop sign have? **8 OR 10 IF YOU INCLUDE FRONT AND BACK**
19. Do books have even # pages on the right or left side? **LEFT**
20. How many lug nuts are on a standard car wheel? **5**
21. How many sides are there on a standard pencil? **6**
22. Sleepy, Happy, Sneezy, Grumpy, Dopey, Doc. Who's missing? **BASHFUL**
23. How many hot dog buns are in a standard package? **6**
24. On which playing card is the cardmaker's trademark? **ACE OF SPADES**
25. On which side of a venetian blind is the cord that adjusts the opening between the slats? **LEFT**
26. On the back of a dollar bill, what is in the center? **ONE**
27. There are 12 buttons on a touch tone phone. What 2 symbols bear no digits? ***, #**
28. How many curves are in a standard paper clip? **3**
29. Does a merry-go-round turn clockwise or counterclockwise? **COUNTER CLOCKWISE**

MUSIC

AND UP SHOUT OUT TRIVIA

1. Who had a hit with Firework? **KATY PERRY**
2. Which female singer had a hit with Only Girl (In The World)? **RHIANNA**
3. Which famous male singer had a hit with Grenade? **BRUNO MARS**
4. Who had a hit with Dynamite? **TAIO CRUZ**
5. Who had a hit with Raise Your Glass? **PINK**
6. Who had a hit with On The Floor? **JENNIFER LOPEZ**
7. Who sang Rolling In The Deep? **ADELE**
8. Which famous female singer had a hit with Bad Romance? **LADY GAGA**
9. Who sang Poison? **NICOLE SCHERZINGER**
10. Who had a hit with Promise This? **CHERYL COLE**
11. Who sang Party In The U.S.A.? **MILEY CIRUS**
12. Who had a hit with Untouchable? **GIRLS ALOUD**
13. Who was the winner of the X Factor 2012? **JAMES ARTHUR**
14. Who had a hit with Higher? **THE SATURDAYS, FLO RIDA**
15. Who sang Boys And Girls? **PIXIE LOTT**

Sloan Smith's

Paper Basketball Toss

1. Have students get out a piece of paper and write 4 things about themselves. If the students have already had time to get to know each other, have them write down new things about themselves that haven't been shared with each other yet.
2. Have students crumple their paper into a paper basketball shape. Ask students to arrange themselves in a circle around the room and put a garbage can in the middle of the circle. When you start a timer, have students shoot their paper basketball until they make it in the basket (AKA clean garbage can). You could do several rounds of baskets and have prizes for the first made shot etc.
3. When everyone has made the basket, toss each person a paper basketball making sure that they don't get their own ball. Have each student read the characteristics written on the paper and try to all guess who wrote the contents of each ball.
4. Each student should learn something new about each other and get to shoot paper in the garbage can with permission!!!! ☺

ICEBREAKERS

Beach Ball Tell All

This icebreaker game is one of my favorites for breaking the tension in group of kids that don't know each other well. The first time does require some preparation work, because you have to write all the questions down, but the ball can be reused in the future.

Buy a large inflatable beach ball. Before the youth activity, write a variety of questions all over it with a permanent marker. Use open-ended questions that require teens to give more than a yes or no response.

Have the group of kids scatter around the room, and toss the ball. The person who catches the ball gives his or her name, and then answers the question found under his or her right thumb. Once the response is given, the teen throws the ball into the crowd and the game continues.

Show and Tell.

Don't forget about this old time favorite part of class. Instruct students to bring in something that they cherish, or just want to share with the class. Give each student a turn to come up and tell about the item that they brought in. This way the class will get to know each other and something that makes each student happy.

The Snowball Activity.

Have students write three things about themselves on a piece of paper. Then have them crumple up the paper to resemble a snowball. Let the students have a snowball fight for about one minute. Now everyone grabs one of the snowballs and has to try and find the person who wrote on it. Once they find their partner, they have to bring that person up in front of the class and explain what they learned about their new friend with the three facts written on the piece of paper.

Candy Colors

Make a list of questions and attribute each question to a certain color. Make the questions goal-related, such as "What job do you want to have?" "What kind of family would you like to have?" or "Name one thing on your bucket list." Do not reveal the questions to the group. Distribute a handful of jelly beans to each teenager and instruct them to eat all but one color. After everyone has eaten, go around the room and ask each teen to answer whatever question their remaining jelly beans relate to.

Would You Rather Questions

Playing "would you rather...?" is a fun way to break the ice among students. It's also ideal for introducing concepts and topics covered in the course. Come up with a question related to the course and give the students few minutes to think about their answer. For instance, if the class is reading a novel, you can have students choose which character they'd like to be. Be sure to ask them why they chose their answer. This activity works not as only as a daily icebreaker but also as a way to review.

Share a Story

Use this game to divide a larger group into several smaller groups. Use a characteristic to divide the group up, such as those wearing shorts, having brown hair, or wearing sneakers. Try to divide cliques so everyone has a chance to meet new people. Once the groups are established, tell them to tell each other specific stories. The stories could include a favorite childhood memory, a funny thing that happened to them recently, something silly that they have said. Do three or four rounds of this before beginning a meeting.

Most Prized Possessions

This game helps teens learn what they all value the most. To play, ask them if they were going to be deserted on an island, what three things would they want to bring with them and why.

What Would You Buy?

Tell the teenagers that they just won a certain amount of money. Each person has to tell the group what they would buy with it.

Physical Pinterest Board

Things required: 5 pins per student, 5 sheets of colored paper (400*400) each, felt pens

How to go about: Distribute the sheets of paper, felt pens and pins amongst the students.

The idea is to get the students make a pictorial presentation of themselves and pin it up on the soft board/sheet of paper.

The rule: On the same lines as Pinterest, the Online pinboard, every picture should be given an attractive caption. Students can create stick diagrams or animated cartoons to depict their interests.

Crossword Connection

This activity includes visual symbols of connection and self-introductions.

The teacher prints her own name on the board, leaving some space between each letter. She then tell the class something about herself. Next, she picks a student to come to the board, tell something about themselves, and print their name crossing the teacher's as in a crossword puzzle. Students take turns telling something about themselves and adding their names. Volunteers copy the completed puzzle as a poster. To save time, the puzzle could be written on paper taped to the board and left up in first draft form.

each sheet. This activity can be extended by asking each student to write their name and a statement about themselves on a sheet of paper. The teacher can then use the statements as clues for a class-names crossword .

TP Surprise

Students will know you are full of fun with this one.

The teacher welcomes students at the door while holding a roll of toilet paper. He instruct

tudents to take as many sheets as they need refusing to explain the purpose. Once class begins, students are instructed to write one interesting thing about themselves on each sheet. When students are finished, they introduce themselves by reading their TP. Variation: Students write one thing they hope or expect to learn in the course this year on each sheet.

Take A Stand

The purpose of this activity is for students to get a feel about their peers' positions on various matters. Unless you make the survey aspect of the exercise clear, students may think it is ridiculous despite their enjoyment of the physical activity.

The teacher puts one long line of tape down the center of the room, pushing desks out of the way so that students can stand on either side of the tape. The teacher reads statement with "either-or" answers such as, "I prefer night or day," "Democrats or Republicans," "lizards or snakes." Statements can range from silly trivia to serious content.

After hearing each statement, students agreeing with the first response move to one side of the classroom and those agreeing with the second, to the other. Undecided or middle-of-the-roads, straddle the line.

Human Scavenger Hunt.

Give a list of clues relating to different people around campus. Have them go find someone who meets the description and take a group picture with that person.

CONNECT BEGINNING OF YEAR GOODY BAG

*This bag was assembled with all of the love that I had before I knew you, and my prayer is that together we can help our love of Austin and each other grow into an amazing CONNECTION.

Pencil – To remember that you will WRITE your own story here at Austin and in life.

Eraser – Part of the time you will write your story in pencil; however, if you see you are making a wrong turn and headed down the wrong path then you can ERASE that future and start a new, improved one.

Pen – A reminder that once you act and once things are said they cannot be erased; they become permanent. Hurtful words and actions cannot be taken back. No matter how hard we try and want them to.

Note cards – A visual to help provide you with a good start in the development of study skills so that you will be successful in school.

Rubber band – A reminder that sometimes we have to be flexible (understanding, patient, and tolerant)

Post – its (large and small) – A reminder that we have to make priorities and take care of the big and most important things first (yellow) and the smaller, lesser important, and perhaps more fun stuff last (colorful)

Highlighter – A reminder that high school should be ONE the highlights of your life, but should not be THE highlight of your life.

Blow-Pop – A reminder that every lick (or choice) may be a lot of fun at the time, but it can still “blow up in your face” in the end if you are not careful.

Smarties – A reminder that each day represents something that could be either sweet or bitter and that you must decide which one it will be.

Sticker – A reminder of how worthwhile you are no matter what anyone outside this classroom may say or think. I THINK YOU ARE FABULOUS!

Crayon – perhaps the most important aspect of your bag. It reminds us that we may represent different ethnicities, backgrounds, or beliefs outside of this classroom, but inside we are ALL THE SAME.

ALL ABOUT ME

Name: _____

Date: _____

1. Which is your favorite TV show?
2. Which is your most liked TV Character?
3. What are your hobbies?
4. What do you like to read?
5. Which is your favorite book?
6. Do you like to eat pizzas?
7. Which food do you like the most?
8. Which is your favorite film?
9. Who is your favorite actor/actress?
10. Which ice cream flavor you like the most?
11. What kind of music do you listen to?
12. Which is your favorite musical artist?
13. Which all places have you traveled to?
14. Who is your closest friend in school?
15. How many cities have you lived in?
16. Are you an "outdoor" or an "indoor" person?
17. How do you spend your Sundays?
18. If you could have any one super-power, which one would you choose and why?
19. What's your least favorite sound in the world?
20. List all of the cities you have lived in, and how long / what ages you lived there.
21. If you had an unlimited gift card to any one restaurant, which one would you choose?
22. If you had a theme song (one that played every time you entered a room), which song would you choose? Ex. Baseball walkout/up-to-bat song?
23. What is your favorite animal?
24. Where were you born (hospital, state, city)?
25. Where is your favorite place to eat?
26. If one of your 5 senses could have supernatural abilities, which one sense would you choose?
27. If you could have any animal in the world as a pet, what animal would you choose?
28. What is one motor vehicle that you would love to drive for the day?
29. What's your dream car?
30. If you could be on any Reality TV Show, which one would you choose?

Connect Activity:

Grade level: 12th

Number of sessions: 3

Prep time: No

Category: _____

Supplies needed: None

Instructions:

Speed Like speed dating.

Peer Pair off and put back face to face.

Inactive Take 3 minutes and tell each other

Training about your family history.

Lesson provided by:

Philip M. Grov

Connect Activity: Thoughtful Thankful
Thankful Thursday

Grade level: Any - 10th-11

Number of sessions: 1

Prep time: None

Category: Services

Supplies needed: Cell Phone

Instructions: ~~Text~~ ^{More than one person} Someone that you have not
talked to in a while and tell them you
are thankful for them and that you love
them. See how long it will take them
to text you back. You will be amazed
at the text you get back from them.

Vana Small
Lesson provided by:

Connect Activity:

Grade level: 9th - 12th

Number of sessions:

Prep time: none

Category: Talent Tuesdays

Supplies needed: hoola hoops, skittles, etc.

Instructions: Give the students an index card at the beginning of the year and have them write down any special talents (hoola hooping, catching skittles in their mouths, hanging spoons on their noses, etc.) Keep the needed supplies on hand, and when in need of an activity, choose a talent and have a contest. Every child likes to be the best at something, and the competition is always fun.

Caki Thibodeaux

Lesson provided by:

Connect Activity:

Grade level: 12

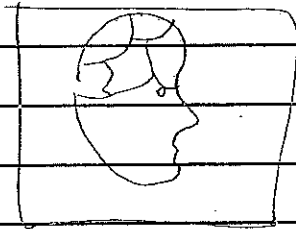
Number of sessions: 1

Prep time: 5 min

Category: Identity (Art)

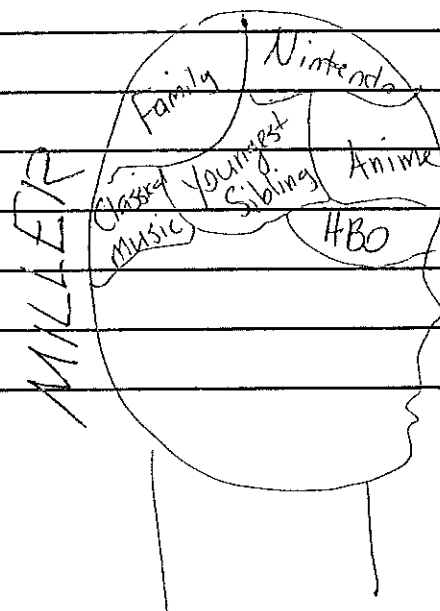
Supplies needed: Colored paper, empty head template, copier, Sharpies, teacher example to project on whiteboard
Instructions:

Copy and paste an empty head template from google images. Try and find one that has the brain/head w/ sections.
aka:



Decorate and complete your own. Show kids "what defines me" Be specific, honest. Then, ask them to make theirs and decorate. Cut out and post in room

EX:



This is ex!
I don't even have cable!!

Lesson provided by:

Connect Activity:

Grade level: 9-12

Number of sessions: How many
you want
but can
be done in 1

Prep time: _____

Category: _____

Supplies needed: You Tube - Soul Pancake
Give a compliment, Get a compliment

Instructions:

- Talk about compliments (85% have one of seven
words; nice, good, beautiful, pretty, great, like, love)
- Simple act but hard to do.
- Watch You Tube Video and discuss
- Give a compliment
- ① Use the "You Inspire Me" sheet to give a
compliment to a person to your right
and left ~~and give~~ Give 2, Get 2

Extension: Give a compliment to a teacher
and the student gets one back from
teacher.

Lesson provided by:

Schley

Connect Activity:

Grade level: All Grades

Number of sessions: 1

Prep time: 20 min. at most

Category: Getting To Know
Each Other

Supplies needed: 6 Different strips of construction paper
per student, markers

Instructions: Cut 6 strips of different colors per student.
Student should write a word to describe himself
or herself on each strip - can be adjectives or it
could be something you like. Make a chain to
decorate the room. We are connected!
Each link makes us stronger and connected.

Sabrina Smith

Lesson provided by:

Connect Activity:

Grade level: 9-12

Number of sessions: As many as you want

Prep time: _____

Category: _____

Supplies needed: You Tube - Take a Seat, Make a Friend

Instructions:

① Show YouTube video

② Questions

- | | |
|----------------------------------|------------------------------|
| - Bucket List | - Favorite Movie / TV show |
| - Someone Who Inspires You | - Favorite Activity @ Recess |
| - Something You Love | - Life Changing Experience |
| - Favorite Music / Band / Artist | - Something in Common |

③ Reflection

- How to connect to new people?
- Easy or difficult to talk to new people?
- What person was easiest to talk to?
- Surprised about things in common?
- What connection from the video stood out to you?
- Which topics could you relate or "connect" with

Lesson provided by:

Schley ☺

Connect Activity: Bullying

Grade level: Any

Number of sessions: 1

Prep time: 0

Category: Bullying

Supplies needed: white copy paper

- Instructions:
- Give each student one piece of copy paper.
 - Have students wad up paper, stamp on it, etc.
 - This represents ~~the~~ bullying.
 - Have students smooth paper out as smooth as possible. Even though you smooth paper out the "scars" still remain.
 - Bullying leaves scars that can't be removed.

Lesson provided by: Monica Hutchison

Connect Activity: Austin Expedition / Safari

Grade level: 9th grade

Number of sessions: 1

Prep time: 2 hrs.

Category: Orientation

Supplies needed: bright paper, clue pages,
signs @ locations

Instructions: Pair up kids & give them the
clue cards. Each pair needs @ least
1 phone w/ a camera. They will locate
the areas & take a "selfie" w/ their
partner @ the location. When they finish
all the locations go back to classroom.
All groups get a prize.

Lesson provided by:

Sabrina Green

Connect Activity: Two truths / One lie

Grade level: all

Number of sessions: 1

Prep time: none

Category: Get to know you

Supplies needed: paper / pencil

Instructions: Each person in the group
writes three facts (two are the truth - one
is a lie). Each person shares their
facts and the group has to try and
decide which fact is the lie.

Lesson provided by: Joy Dixon

Connect Activity: Tie-Dye

Grade level: Any

Number of sessions: 2-3

Prep time: 15 min.

Category: Team Building

Supplies needed: Tie Dye kit - buy @ Hobby Lobby (use a 40% off coupon) or order online from Dharma Trading; Water, plastic bags, Plastic tablecloth

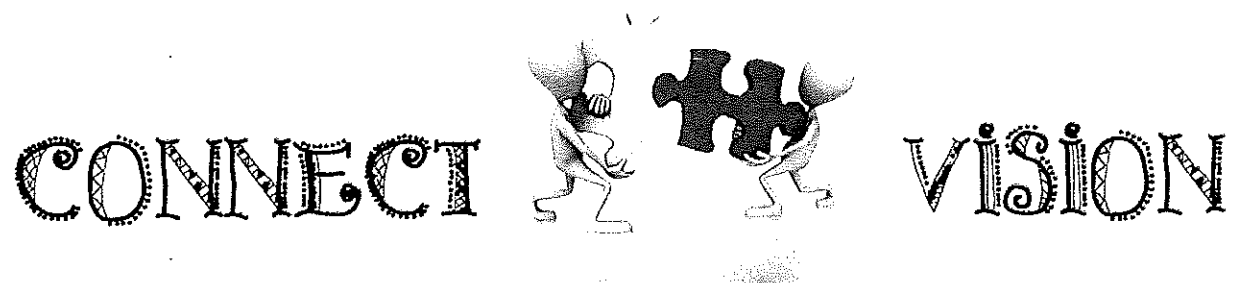
Instructions: Prep: Follow instructions to add water to dye, pull up online (or print) instructions for different tie-dye patterns (spiral, dots, etc.)

I had the kids bring in one white item - t-shirt (printed or plain), socks, pillow case, etc.) I had a few extras in case someone forgot. It now can buy t-shirts cheap @ Dharma Trading.

Day 1 - show instructions for several effects + help the kids rubber band them. Put in plastic shopping bags with their names on them.

Day 2 - spread a plastic tablecloth outside on a table or the ground. Have 'stations' for each color, follow instructions in kit. Put back in bags + send home with washing instructions, or put in bag + rinse out on day 3 + send home.

Lesson provided by: B. Backus



2. TEACH LIFE SKILLS

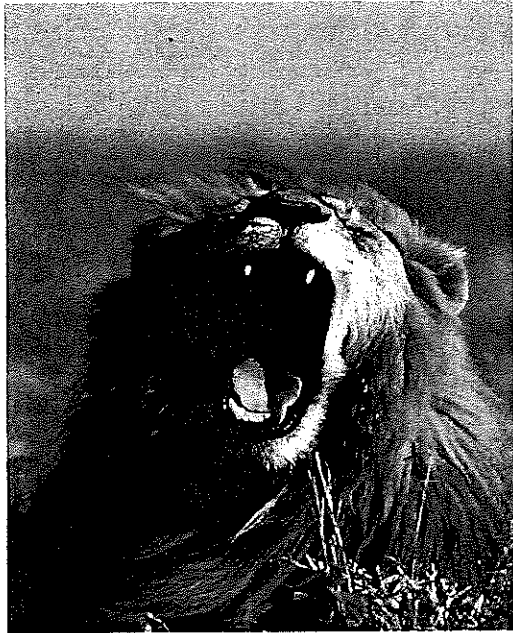
Personality Inventory:

In each box, circle the traits that you feel best describe you.

Count up the number of traits in each box and double that number.

Likes authority Takes charge Determined Confident Firm Enterprising Competitive Enjoys challenges Problem solver Productive Bold Purposeful; goal driven Decision maker Adventurous Strong willed Independent; self- reliant Controlling Persistent Action oriented Score:	Enthusiastic Takes risks Visionary Motivator Energetic Very verbal Promoter Friendly; mixes easily Enjoys popularity Fun loving Likes variety Spontaneous Enjoys change Creative; goes for new ideas Group oriented Optimistic Initiator Infectious laughter Inspirational Score:
Sensitive feelings Loyal Calm; even keeled Non-demanding Avoids confrontations Enjoys routine Dislikes change Warm and relational Gives in Accommodating Cautious humor Adaptable Sympathetic Thoughtful Nurturing Patient Tolerant Good listener Peacemaker Score:	Reads all instructions Accurate Consistent Controlled Reserved Predictable Practical Orderly Factual Conscientious Perfectionistic Discerning Detailed Analytical Inquisitive Precise Persistent Scheduled Sensitive Score:

Lion: "Let's Do It Now!"



Leaders, decisive, bottom line, problem solvers, not conversational

Be softer and more gentle and include others when making decisions

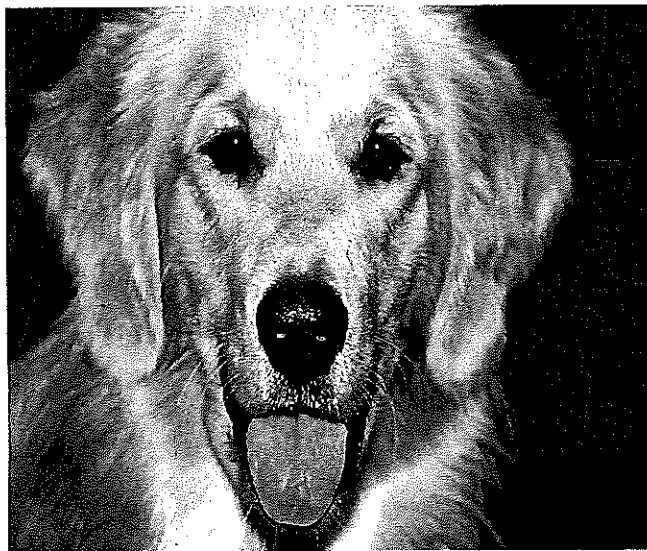
Otter: "Trust Me! It will work out!"



Fun loving, entertainers, net workers, motivators, creative, talkers

Think before you speak, and consider consequences before you act.

Golden Retriever: "Let's Keep things the way they are."



Loving, nurturing, loyal, good listeners, encouragers

Practice saying no and making firm decisions.

Beaver: "How was it done in the past?"



Hard working, detailed, accurate, focused on quality

Learn to relax and don't expect others to do things just like you.

Sloan Smith's Connect Activity

Stomp out Stereotypes

Day 1 Activity: Tape pieces of paper on each student's back with an occupation written on it (ex: President of the U.S.A., drug dealer), have students walk around the classroom using only non-verbal language to react to each other based solely on the occupation that they have. After all students have had the opportunity to "see" and each other and respond, have one student at a time come to the front of the class. Still not knowing the occupation that they are according to their sign, each student will ask the rest of the class questions about their occupation based on the non-verbal language that they received earlier. After several minutes, if the student is still having trouble deciding what their occupation is, guide their questioning until they get it right.

After each student has guessed their occupation, discuss how we stereotype people based on their occupation/race/socioeconomic status etc. without ever attempting to get to know the person.

Day 2 Activity: Have students blow up balloons and tie strings to the balloons. The strings need to be long enough to tie around their ankles. Supply sharpies for students to write on their balloons. After reflecting on yesterday's activity, write down some words, phrases, names, etc. that represent the negative aspects of stereotypes that you are going to stomp out of your life today. Students can share what they write down or keep it to themselves. Some of the words in my class were hate, jealousy, prejudice, etc. Go outside and tie the balloons to each student's ankle. Allow students to run around trying to stomp out each other's balloon. This part could be modified to standing on only the foot with the balloon tied to it and trying hopping and stomping simultaneously. After all balloons are stomped/popped, discuss the meaning of letting go of the negativity that is associated with stereotypes!

This was a lot of fun!!

LIFESKILLS 101

TIPS FOR MAKING A GREAT INTRODUCTION

- **Look at the person** you are speaking to first, then turn to the other person as you complete the introduction.
- **Speak clearly.** Mumbling defeats the purpose of the introduction.
- **Use courteous language.** "I'd like to introduce...", "May I introduce...", "I'd like you to meet..." are all good options. "May I present..." is the formal version.
- **Use preferred names and titles.**
 - In more formal situations, or when there's an obvious age difference, it's best to use courtesy titles and last names: "Mrs. Samson, I'd like you to meet Mr. Jacobs." This lets Mrs. Sampson invite Mr. Jacobs to use her first name, or not.
 - Even in informal situations or with contemporaries, it's helpful to use first and last names: "Judy, this is Sam Jacobs. Sam, this is Judy Samson." You can use a nickname if you know the person prefers it.
- **Teach children to use adults' titles,** unless an adult specifically requests using his or her first name: "Mrs. Samson, this is my nephew, Benji Rose. Benji, this is Mrs. Samson."
- **It's fine to skip last names when introducing your spouse and children,** unless they have a different last name than yours.
- **Introduce other family members by their full names,** unless they request otherwise. It's also a good idea to mention the family relationship: "Uncle Arthur, may I introduce Mark Weston. Mark, this is my great-uncle, Arthur Pearson."
- **When introducing someone to a small group,** it's practical to name the group members first, primarily to get their attention: "Sara, Kathy, Dan, I'd like to introduce Curtis Tyler. Curtis, I'd like you to meet Sara Rocher, Kathy Henley, and Dan Quinn."
- **Start a conversation.** Try to find some topic the two people have in common: "Sam, I think you and Jake share a passion for Italian wine. Jake might enjoy hearing about your wine tour in northern Italy."

Connect Activity: Tying Knots

Grade level: any

Number of sessions: 2-3

Prep time: 10-30 minutes

Category: outdoors

Supplies needed: lengths of rope, instructions on how to tie knots from internet

Instructions:

- practice tying them yourself first! 😊
- walk students thru how to tie knots (demonstrate)
- allow students to practice
- tell them uses of the different knots

Lesson provided by:

Sandra Sandlin

Connect Activity:

Grade level: any

Number of sessions: 1

Prep time: very little

Category: _____

Supplies needed: a long table, the Visiting Wizard
from 3M supplies everything else

Instructions: Email 3M well in advance &
ask the Visiting Wizard to come.

I invited two other Connect groups to join
us. The Visiting Wizard asked for a long
table where he could set up his experiments.
We all enjoyed it.

Lesson provided by: Elizabeth English

Connect Activity:

Grade level: any

Number of sessions: 2

Prep time: none

Category: _____

Supplies needed: Computers (scheduled in Comp Lab or Library)

Instructions: * Complete a resume,
* Research the cost of the college of their choice
* Do a project where students (they are own their own. What are the cost?)
* Come to the library & learn a computer skill. Any, Kirby will help
* Explore the campus, visit other classes (Team up)

*

Kirby

Lesson provided by:

Connect Activity:

Grade level: 9th

Number of sessions: 2

Prep time: 15 - 20 minutes

Category: Stereotypes

Supplies needed: Copy paper, permanent marker, tape, balloons

Day 1
Instructions: Make a list of stereotypes that students often encounter - write them on the board as students suggest them
- Discuss some of the stereotypes (Let students lead this discussion but maintain control.)

Day 2
Activity - Pre-make career signs
On the copy paper write the names of various careers (ex: CEO, garbage man, drug dealer, etc.)
Not letting the students see, tape a different career on each student's back.
Tell the students to walk amongst themselves & treat each other with non-verbal by "stereotyping" them.
Let students discuss how they felt by others.

Students will take a minute to think about how they stereotype others & how they can change their mindsets.

Students will write stereotypes on balloons.
Lesson provided by: Take the balloons outside & stomp them out! (You can have them hop on one leg to stomp out?)
Sloan Smith

Connect Activity:

Grade level: 9

Number of sessions: 1

Prep time: none

Category: Character Building

Supplies needed: Youtube video - Dick & Rick Hoyt - The Story of Rick & Dick Hoyt - Team Hoyt

Instructions: Have the students watch the video. They will find out that this man with no use of his body graduated high school & college. He was concerned about others with disabilities, etc.

Then discuss with the students:

1. What they can do for others even if they don't have much money or may have health issues. (Service)
2. What can't they do if this young man can accomplish all that he has with his physical disabilities. (NO excuses)
3. Good parenting - using the father as the example
4. Making dreams reality through effort.

Lesson provided by: Kristi Love

Connect Activity:

Grade level: 9-12

Number of sessions: 1-2

Prep time: 15 min.

Category: Communication

Supplies needed: 1 sheet notebook paper per student,
"Love Language" youtube video, pencils, question

prompts

Instructions:

The point of discussion is communication.

We communicate with eyes, body language,
and words.

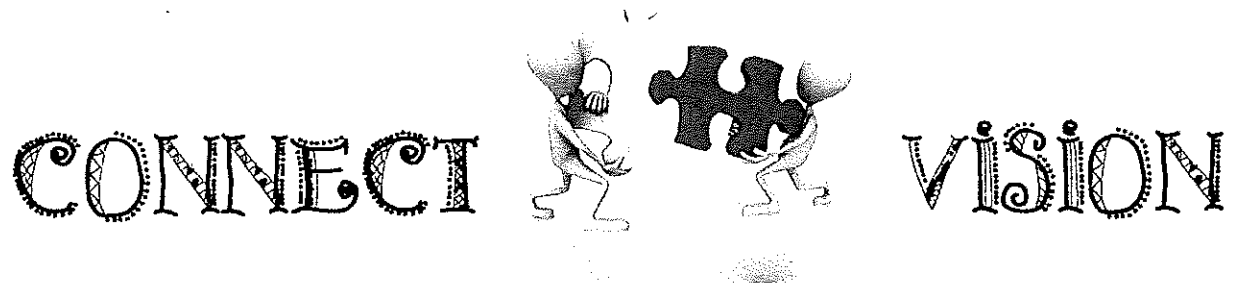
Watch the video in which boy and girl
communicate for three days on post-it
notes and become friends.

After short video, turn into pairs and provide
paper and pencil and prompt questions and
have silent conversation to get know one
another better.

Maple

Lesson provided by:

Love
Language
Knot
Session
Video
Language



3. SET GOALS

Connect Activity:

Grade level: 10-11th

Number of sessions: 1

Prep time: none ☺

Category: _____

Supplies needed: paper, pens & envelopes

Instructions: I had students write a letter to themselves for the end of the year. They wrote to their future selves about what our/their expectations were for the coming year. We sealed the letters into envelopes & I kept them in my desk until the last week of CORRECT. We opened them and reread our letters & talked about goals met, successes, disappointments, etc...

Lesson provided by: Wendy Duffey

Connect Activity: Bucket List

Grade level: 9-12

Number of sessions: Several

Prep time: small amount

Category: life skills/college career

Supplies needed: index cards - 1 per student

Instructions: on the front of the card the student writes:

During 1st (current) 9 weeks (what will it take)

personal goal: _____ How: _____

academic goal: _____ How: _____

By the end of 1st semester How: _____

personal goal: _____ How: _____

academic goal: _____ How: _____

On the Back of the card

Bigger Goals

By the end of this year

personal goal: _____ How: _____

academic goal: _____ How: _____

By the time I graduate

personal goal: _____ How: _____

academic goal: _____ How: _____

* Review: mid 9 (on track?) end of 9 wks (on track?)

Reflect - Evaluate - Refocus (post-it notes)

Lesson provided by: Deona Turner + Cindy Hunt

Connect Activity:

Grade level: 9-12

Number of sessions: 1

Prep time: 0

Category: Fun

Supplies needed: Colorful copy paper (or white

Instructions: Cut the copy paper into four
strips (this way) and date each one.
I did a different color for each
month.

Pairs will connect the chain in
order of the date (one kid has tape,
the other links the chain)

Hang it in your classroom and
have (someone) take a link off
each day

Chain #1 - Christmas

Chain #2 - Graduation

Lesson provided by:

Alana Haugaboo

October 14

Connect Activity:

Grade level: 9

Number of sessions: 1

Prep time: _____

Category: _____

Supplies needed: paper, pens, envelopes,
~~scribbles~~

Instructions: I made the students write
letters to themselves as Seniors.
They talked about their academic
& social lives and where they thought
they would be in four years.
I kept them & sealed them in
envelopes w/ their names on it.
When they graduate I will send
the^{letters} to them.

S. Burghen

Lesson provided by:

Where Am I Going / How Do I Get There

Connect Activity:

Grade level: F

Number of sessions: 2-3

Prep time: _____

Category: ~~CAREER~~ MY FUTURE
College / Career

Supplies needed: INTERNET Access

Instructions: ASK STUDENT WHAT THEY WANT TO DO IN LIFE -

1. Where Am I - AHS - Classes

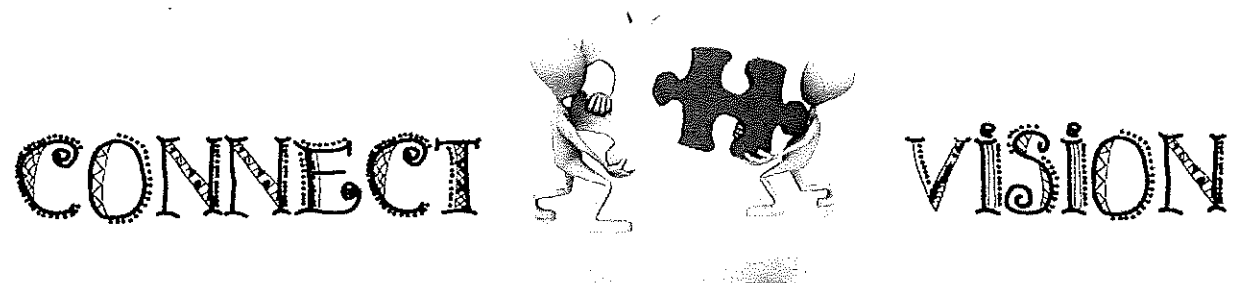
2. Where Am I Going - Tech. Field, Science Field, Nursing, Engineer, etc

3. How do I Get There - visit College web @ pages, etc. Find out what you will need to do after High School. What do I need to do to be successful in achieving this future.

What classes do I need to take in high school to be successful in this career.

Lesson provided by:

MR. Eckard



4. TAKE PRIDE IN AUSTIN HIGH

Past, Present, Future Autograph Scavenger Hunt - Connecting with AHS Team_____

Your team will be collecting information about AHS teachers. Remember to be polite and respectful.

Conduct your research at times that DO NOT INTEREFERE with class work! Remember getting info = getting points.

Find out...	Proof...get teacher's initials/signature to verify info.
Who has been teaching at AHS the longest time	
3 AHS teachers/AHS staff who graduated from AHS	
3 AHS teachers who have children who graduated from AHS	
3 former AHS cheerleaders (signatures required)	
3 former AHS Cheer Coaches/Sponsors (signatures required)	
Names of the former AHS Band Directors (No signature required. Just names)	
2 AHS teachers who were in the AHS band	
2 AHS teachers who were in AHS Chorus	
4 former AHS Track/Cross-Country	
1 former AHS Gymnast	
The number of sports state championships (Include the year, sport and head coach)	
2 AHS teachers who are All-State Award Winners (See wall in Jones Gym, Include Name, Sport(s)) (Meet them and get their signature)	
Names of Last 3 Principals at AHS (See photos in Main Office.No signature required)	
Name of Last year's Drama Production (See Auditorium Lobby. Meet Drama Teacher.)	
Who the robotics coach is(Meet and get signature)	
3 AHS teachers (not coaches) who played college sports	
3 AHS teachers who are runners	



AUSTIN PRIDE SCAVENGER HUNT

Use a smart phone to take a pic/video of yourself with the items below:

1. A Black Bear
2. The Bibliography section of the Library
3. A Black Bear chant for a teacher/Connect class
4. A teacher that was an ATHLETE at AUSTIN HIGH
5. An Austin High Administrator

(PRIZES, PRIZES, PRIZES)

WINNER = first group to return with all (5) pics/videos 😊



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Connect Activity:

Grade level: 12

Number of sessions:

Prep time: 2-3 sessions

Category: school spirit

Supplies needed: newspaper
crowns from Burger King
spray paint, glitter, paint, paintbrushes,
jewels

Instructions: Not all of my students
had access to materials for
making their senior crowns, so
I volunteered to get the materials
if they were willing to make
them. One day we spraypainted.
The next few days we "blinged" them
out even the boys. This was our first
bonding experience as they helped
one another and learned to depend
on one another and me. The ones
who wouldn't have participated
in this senior "rite of passage" were
able to do this, and everyone enjoyed
it.

Lesson provided by: Robin Clay