

# MASK<sup>+</sup>4Teachers

## Lesson Book Guide

MASK<sup>+</sup>  
Academy<sup>+</sup>

Y2 ★ V.1



engage 💡 educate 💡 empower

## **Lesson Book Guide**

### **Session 2: Grades K-3 (v1)**

#### Overview

There are 3 main lesson topics which are laid out for the school year: Fall (Relational Development), Winter (Digital Solutions) and Spring (Health & Wellness).

We suggest incorporating these activities into your designated **MASK Day** (i.e. “MASK Monday” or “MASK Mid-week”) schedule, but you are welcome to incorporate them whenever you have time in your day. Remember, these activities are not meant to add to your plate, but instead to replace other similar learning activities. Each activity was designed to meet Teaching Standards to ensure that you can embed them into your current teaching plan.

## **MASK+**Keys 2 Success

This digital platform is a turn key approach. The platform bookmarks where you are in program. The topics are meant to complete each week. There are optional (Extra Credit) included at the bottom of each activity.



**MANDATORY** pause: When you see an otter paw with a PENCIL on the screen, please pause the video to allow for student work time.

#### **MASKMatters App**

The MASKMatters app has been designed to give students, parents, and teachers tools and resources to complement all the topics MASK addresses. This information is age-appropriate and is available in Spanish. Getting quick and current information about these issues has never been easier or more convenient. Download the MASKMatters App today, and have modern-day parenting solutions right at your fingertips.



# E3 RELATIONAL DEVELOPMENT

## ★ Peer Pressure: Lesson 1

### Lesson 1 Overview

This lesson has 13 accompanying activities. Learning Outcomes are listed below for you to review with your students before and after the lesson.

### Learning Outcomes

- ★ Positive and Negative Pressure
- ★ Self-Awareness
- ★ Refusal Behaviors



6:41 (min)



8:42 (min)



10:05 (min)

### Aimee's Story (Page 2)

- ➔ This story can be found in your students' Lesson Book on *page 2*. The story is meant to be a reference for you and your students. We encourage you to refer back to this story page at the beginning of each activity to help engage your students and review the lesson.

Aimee and her group of friends loved doing the same activities. Some of her friends were going to try out for the soccer team and Aimee wasn't sure she wanted to join. Aimee's friends used **positive peer pressure** to encourage Aimee to try something new by trying out for the soccer team. During tryouts, Aimee really started to enjoy playing soccer, especially with her friends. When the tryout results were posted, Aimee learned she made the team! She was excited to be on the soccer team, but was sad to see that two of her friends didn't make the team. One day after practice, Aimee's teammates started laughing and making fun of those who didn't make the team, including Aimee's friends. Aimee felt pressured to make fun of them too. Afterwards, Aimee felt bad about making fun of the people who didn't make the team. She used **empathy** and realized that she wasn't being a good friend when she made fun of them. Instead of continuing to be a **negative peer**, she was assertive and **took a stand** for her friends. Aimee learned that by listening to what her body was telling her and standing up for herself, she was able to be a **positive peer**.



## Lesson Review (Pages 1-4)



- Estimated time: 20 minutes
  - **Click on Activity 1**
- Feel free to play the video and ask students to stand up and follow along to help reinforce this message during the Peer Pressure Lesson.
  - ➔ **Click on “Mash & Move”**
- Ask your students to think of something they would like to pledge to do based on what they learned in the lesson. Some examples could be:
  - “I pledge to stand up for those experiencing negative peer pressure.”
  - “I pledge to give positive peer pressure.”
- Ask your students to **write, draw, or discuss** their pledges (*page 4*).



## i-messages (Page 5)



- Estimated time: 10 minutes
  - **Click on Activity 2**
- Utilize the story (*page 2*) to review what your students learned in the lesson.
- Read through the i-messages with your students.
  - “I will be a positive peer.”
  - “I will listen to what my body is telling me.”
  - “I will stand up to negative peers.”
- Ask your students to list or draw three of their trusted adults on the lines provided.



## Journal Prompts (Pages 6-9)



- Estimated time for each: 15 minutes
- There are a total of four Journal Prompts in this section. **Activity 4 and Activity 6** have **accompanying** videos to watch *after* completing the writing activity.
- Utilize the story (*page 2*) to review what your students learned.
- Ask your students to write or draw a response for each Journal Prompt.

**Activity 3:** (*Page 6*)



**Activity 4:** (*Page 7*)



**MASK Mindfulness**

**Activity 5:** (*Page 8*)



**Activity 6:** (*Page 9*)



**& MASK Science Lab**



### **“Mash & Move” Video (Page 10)**



- Estimated time: 5 minutes
- Play the video and let the MASK Mentors lead your students through this activity.  
➔ **Click on Activity 7 “Mash & Move” Video**
- Have students fill in the missing words on *page 10*.
  - Pressure, pressure, good or bad, take a stand, you’ll be glad!”



### **“Handling Peer Pressure” Video (Page 11)**



- Estimated time: 15 minutes
  - Ask your students to take out their Lesson Book.
  - Play the video and let the MASK Mentors lead your students through this activity.  
➔ **Click on Activity 8 “Handling Peer Pressure”**
- \*Note:** There are optional and mandatory pauses incorporated throughout this video.



### **Journal Prompts (Pages 12-15)**



- Estimated time for each: 15 minutes
- There are a total of four Journal Prompts in this section.
- Review the story (*page 2*) to remind your students what they learned.
- Ask your students to write or draw a picture to respond to each Journal Prompt.

**Activity 9:** (*Page 12*)



**Activity 10:** (*Page 13*)



**Activity 11:** (*Page 14*)



**Activity 12:** (*Page 15*)






### **“Sole 2 Sole: Ways to be a Positive Peer” Video (Page 16).**

- Estimated time: 25 minutes
- Ask your students to take out their Lesson Book.
- Play the video and let the MASK Mentors lead your students through this activity.  
➔ **Click on Activity 13 “Sole 2 Sole: Ways to be a Positive Peer” Video Link:**

### Optional Talking Points

We recommend having students talk with a shoulder partner first, then proceeding with a class discussion. These questions were designed to facilitate class discussions based on your students' cognitive level.

- **Kindergarten:**
  - Have you ever experienced something similar to what Aimee was going through?
  - In the story, what does the word empathy mean?
  - How can we show empathy to our friends?
- **1st Grade:**
  - What does negative peer pressure look like? Can we see it on the playground?
  - What does the word empathy mean in the story? How can we show empathy to our friends?
- **2nd Grade:**
  - What are differences between positive and negative peer pressure?
  - How can positive peer pressure help our self-esteem?
- **3rd Grade:**
  - How can we use peer pressure in a positive way?
  - If a friend tries to pressure you to do something negative, what could you do?

MASK Academy   YOU  


"The Perfect Concoction"

