

MASK⁺4 Teachers

MASK⁺ Academy Lesson Book

Y1 ✶ V.2

Biblically Integrated Version



engage ✶ educate ✶ empower

Lesson Book Guide

Year 1: Grades 4-6 (v2)

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).

Each lesson has 13 accompanying activities.

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. Teaching Standards and ESSA (Every Student Succeed Act) alignments are provided for your reference at the end of this guide.

MASK+ Keys 2 Success



This icon indicates the 3 lesson videos to watch before lesson book activities.



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.



MASK+Extra Credit

Each Activity has an optional activity which we call MASK Extra Credit.

You will find these on the bottom of each page:

- ACT 1 (Take 5) Stand up or raise your hand
- ACT 2 MASK Otter do 4 This Week
- ACT 3 Pawsitive Pals Coloring Sheet
- ACT 4 MASK Prayerfulness Printout
- ACT 5 Pawsitive Posters
- ACT 6 MASK Science Lab
- ACT 7 Mash & Move Contest
- ACT 8 Conversation Starters
- ACT 9 MASK Role Play Activity
- ACT 10 Conversation Starters
- ACT 11 MASK Recess Game
- ACT 12 Conversation Starters
- ACT 13 Take 5 (Recap) Stand up or raise your hand



★ Actions & Accountability: 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

- ★ Bothering versus Bullying
- ★ Positive versus Negative Actions
- ★ Prosocial skills-building

Overall Biblical Truth

- ★ Love God, Love Others
- ★ Main Verse: Colossians 3:14
- ★ Character Trait: Accountability



Masen'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.

Masen loves to skateboard. He is part of a skateboarding team and has many friends at the skatepark. Masen's brother Trevor is in a wheelchair because he was born with a spinal cord condition that affects his ability to move his legs. Even though Trevor can't skate, he and Masen love to design new tricks together. They get inspiration for tricks from his fish Elmer when he does his flips! Masen and his friends always include Trevor when they play video games and talk about skateboarding. One day, a group of kids from Masen's school started saying mean things about Trevor. When Masen stood up for his brother, the kids started bothering Masen for hanging out with Trevor. At first, Masen just walked away from the kids that were bothering him. He tried to ignore the kids, but one of the kids would not leave him alone. Masen didn't know what to do because it kept happening **over and over** again. Masen knew he was being bullied. The kid even stole Masen's skateboard and started following Masen home. Eventually, Masen was able to talk to his teammates at the skatepark about what was happening to him. Masen's friends wanted to show the kid that Masen was not alone. Masen's friends helped him **stand up, speak up** to the kid who was acting like a bully. They all made the decision to **bind together to be positive social forces**. They were **Upstanders**!

★ Cyber-Safety: Lesson 2

Lesson 2 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

- ★ Protecting Personal Information
- ★ #i·mtechsmart
- ★ Involving Trusted Adults

Overall Biblical Truth

- ★ Guard Your Heart and Your Mind
- ★ Main Verse: Philippians 4:8
- ★ Character Trait: Discernment



Kendrik's Story (Page 18)

- This story can be found in your students' Lesson Book on page 18. 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.

Kendrik enjoys playing games online. Recently he found a new game and started playing with one of his friends from school. Kendrik and his friend like to team up and play together. Kendrik's friend went out of town over winter break, so Kendrik decided to play the game by himself. Kendrik quickly realized that the game was harder without his friend and that it was not as much fun to play alone. While playing, Kendrik received a message from someone he didn't know. The player who sent the message told Kendrik that he and Kendrik went to school together. Thinking that this new player went to the same school and that they could become friends, Kendrik teamed up with the new player to play the game. Kendrik really liked playing the game with his new "friend", so he started to rush through his chores, stopped playing basketball, and spent less time with his dog T-Bone so he could spend more time playing the online game. After a few days, the player started asking Kendrik for **personal information** like Kendrik's phone number and said he wanted to hang out with Kendrik in person. Kendrik started to feel nervous and wondered if he had shared too much personal information. He knew sharing his phone number with someone he didn't know was dangerous. Kendrik decided he should tell a **trusted adult** about what was going on. By talking to his parents, Kendrik learned that this new player did not go to his school and was not his friend, but was instead an **online stranger**. Kendrik and his parents created a new game profile together and went over a list of **cyber safety rules** that would limit Kendrik's **screen time** and keep him safe. Kendrik's decision helped him guard his heart and his mind.



Lesson Review (Pages 17-20)



- Estimated time: 20 minutes
- Ask your students if they remember the “Mash & Move” (*page 17*).
- Play the video and ask students to stand up and follow along.
- Review Kendrik’s story (*page 18*) with your students. Read aloud, silently, or in small groups. Read Philippians 4:8 together.
- Ask your students to take some time to answer the questions on *page 19*.
- 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 make choices that match with Philippians 4:8.”
 - “I pledge to be safe online.”
 - “I pledge to tell my parents before trying something new online.”
 - “I pledge to never talk to online strangers.”
 - “I pledge to limit my screen time.”
- Ask your students to write down their pledges in their Lesson Books (*page 20*).



i-messages (Page 21)

- Estimated time: 10 minutes
- Utilize the story (*page 18*) to review what your students learned in the lesson.
- Read through the i-messages with your students.
 - “I will never share my personal information.”
 - “I will always ask a trusted adult before trying something new online.”
 - “I will limit screen time.”
- Ask your students to list three of their trusted adults on the lines provided.



Journal Prompts (Pages 22-25)

- 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 *before* completing the writing activity.
- Utilize the story (*page 18*) to review what your students learned.
- Ask your students to write a response for each Journal Prompt.
 - ❑ **Activity 3:** (*Page 22*)
 - ❑ **Activity 4:** (*Page 23*): MASK Mindfulness
 - ❑ **Activity 5:** (*Page 24*): Read Proverbs 3:5-6
 - ❑ **Activity 6:** (*Page 25*): MASK Science Lab

Activity Time



“Mash & Move” Video (Page 26)



- Estimated time: 5 minutes
- Utilize the story (page 18) to review what your students learned in the lesson.
- Ask your students if they remember the “MASK Mash & Move”.
- Play the video and let the MASK Mentors lead your students through this activity.
- Have students fill in the missing words on page 26.
 - “No way, at no time, should you meet with anyone you met online!”

Activity Time



“#i·mtechsmart” Video (Page 27)



- Estimated time: 15 minutes
- Ask your students to take out their Lesson Books.
- Play the video and let the MASK Mentors lead your students through this 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.



Activity Time



Journal Prompts (Pages 28-31)

- Estimated time for each: 15 minutes
- There are a total of four Journal Prompts in this section.
- Review the story (page 18) to remind your students what they learned.
- Ask your students to write a response for each Journal Prompt.
 - **Activity 9:** (Page 28)
 - **Activity 10:** (Page 29): Read Romans 12:2 together
 - **Activity 11:** (Page 30)
 - **Activity 12:** (Page 31): Read Ephesians 5:11 together

Activity Time



“MASK Mind” Video (Page 32).



- Estimated time: 25 minutes
- Ask your students to take out their Lesson Books.
- Play the video and let the MASK Mentors lead your students through this activity.

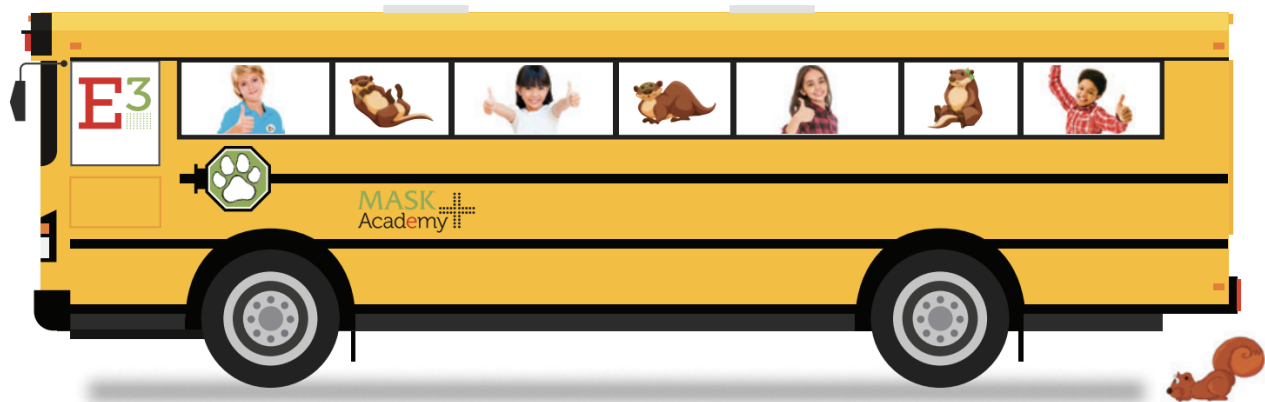
MANDATORY pause: When you see an otter paw with a PENCIL on the screen, please pause the video to allow for student work time.



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.

- **4th Grade:**
 - Why is it so important to be careful of what personal information we provide to internet sites, video games, or social media sites?
 - How would you resolve a situation like the one Kendrik experienced?
 - Do you think it will get harder to limit screen time as you grow up? Why or why not? What can you do to limit your screen time?
- **5th Grade:**
 - If you started talking to someone online and you shared personal information with them, how can you resolve this problem?
 - What are some things you should do before doing anything new online? Why is this important?
- **6th Grade**
 - At what age do you think it is appropriate to start adding to your digital imprint? Why do you think that is a good age? What can happen if you start adding to your digital imprint before that age?
 - Discuss location services through cellular devices and why this is important to turn them off or on private. Teach students to turn off their location if they do have cell phones with them (e.g. applications such as Snapchat, Instagram, Facebook, etc.).
- **Biblically Integrated Essential Questions:**
 - Why is it important to trust God's way more than your own way or other people's?
 - How can you guard your heart and use discernment when using the internet?
 - What does the Bible say about unsafe choices, and how you can recognize unsafe choices



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MOTHERS AWARENESS ON SCHOOL-AGE KIDS