

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

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# MASK<sup>+</sup> 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



## ★ Self-Esteem: Lesson 3

### Lesson 3 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

- ★ Understanding Self-Esteem
- ★ Internal versus External qualities
- ★ Filling your bucket

#### Overall Biblical Truth

- ★ Know that You Are Fearfully and Wonderfully Made
- ★ Main Verse: Psalm 139:14
- ★ Character Trait: Identity, Image Bearer



#### Aimee's Story (Page 34)

- This story can be found in your students' Lesson Books on page 34. 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 has always filled her **self-esteem bucket** with a lot of different qualities, such as being a good friend and a respectful student, volunteering through Girl Scouts, and taking care of her cat, Oreo. Aimee's self-esteem bucket was strong and full. A year ago, one of Aimee's friends introduced her to playing the guitar. Aimee really liked it, and soon playing the guitar started taking up all of her time. Aimee stopped spending as much time with her friends, missed Girl Scout meetings, and was not as helpful with Oreo as she used to be. Aimee's self-esteem bucket that was once full, now held only the guitar. Her bucket was not as strong or full anymore. One day, Aimee fell off her bike and broke her arm. Aimee's doctor told her that she couldn't play guitar for six weeks. She was very sad because she wasn't able to audition for the school talent show. Aimee started to think she was not good at anything. Then, one of Aimee's teachers reminded her that she **was fearfully and wonderfully made by God, and that she** has many **amazing qualities** like being a good friend and a respectful student. Aimee realized that she needed to keep her self-esteem bucket strong and full by filling it with a lot of different things. Aimee learned to not let the knocks knock her down, and that it is important to **fill her bucket** with the qualities she can control, like being **kind** and **respectful**. **She was reminded that her identity is not things she can't control, but in Christ.**

**Lesson Review (Pages 33-36)**

- Estimated time: 20 minutes
- Review the “Mash & Move” with your students (*page 33*).
- Play the video and ask students to stand up and follow along.  
→ **Click on “Mash & Move” Video:**
- Review Aimee’s story (*page 34*) with your students. Read aloud, silently, or in small groups. Read Psalm 139:14 together.
- Ask your students to take some time to answer the questions on *page 35*.
- 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 know God made and chose me.”
  - “I pledge to fill my bucket.”
  - “I pledge to try new things”
  - “I pledge to not let the knocks knock me down.”
  - “I pledge to build my healthy self-esteem.”
- Ask your students to write down their pledges in their Lesson Books (*page 36*).

**i-messages (Page 37)**

- Estimated time: 10 minutes
- Utilize the story (*page 34*) to review what your students learned in the lesson.
- Read through the i-messages with your students.
  - “I will fill my bucket.”
  - “I will not let the knocks, knock me down.”
  - “I am me.”
- Ask your students to list three of their trusted adults on the lines provided.

**Journal Prompts (Pages 38-41)**

- Estimated time for each: 15 minutes
- There are a total of four Journal Prompts in this section. Activity 4 has an accompanying video to watch *before* completing the writing activity.
- Utilize the story (*page 34*) to review what your students learned.
- Ask your students to write a response for each Journal Prompt.
  - ❑ **Activity 3:** (*Page 38*)
  - ❑ **Activity 4:** (*Page 39*): *MASK Prayerfulness*
  - ❑ **Activity 5:** (*Page 40*): Read John 1:12 together
  - ❑ **Activity 6:** (*Page 41*)

**“Mash & Move” Video (Page 42)**

- Estimated time: 5 minutes
- Utilize the story (*page 34*) 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 42).
  - “Filling my bucket is up to me, for building my healthy self-esteem!”



### “Bucket Challenge” Video (Page 43)

- 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.



### Journal Prompts (Pages 44-47)

- Estimated time for each: 15 minutes
- There are a total of four Journal Prompts in this section. Activity 9 has an accompanying video to watch *before* completing the writing activity.
- Review the story (page 34) to remind your students what they learned.
- Ask your students to write a response for each Journal Prompt.
  - **Activity 9:** (Page 44): MASK Science Lab
  - **Activity 10:** (Page 45): Read John 15:16 together
  - **Activity 11:** (Page 46)
  - **Activity 12:** (Page 47)

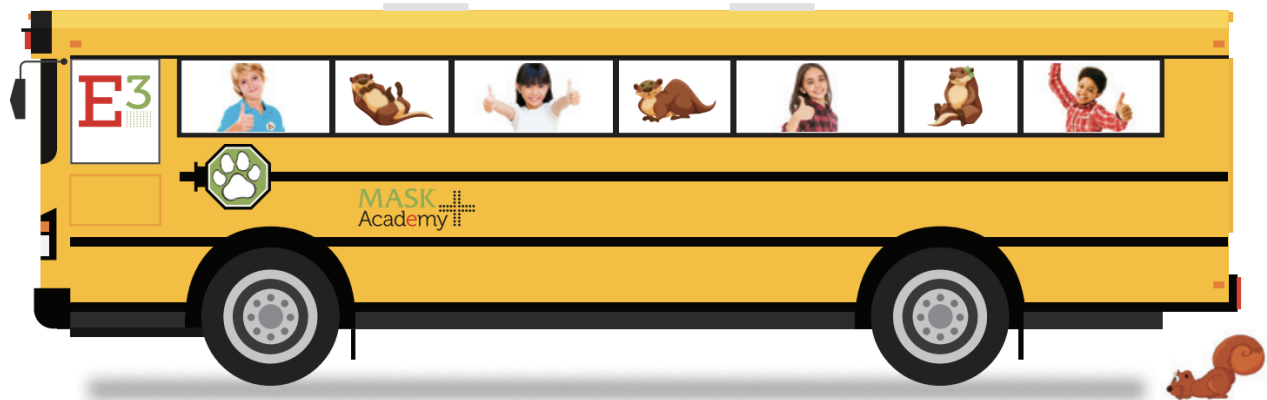


### “E3 Recap” Video (Page 48)

- 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.





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