



# Mission: Resilience

## *Challenge Course*

GOAL Academy (Beta Version/May 2021)





**ON THIS PAGE**  
Fruita Middle School 6th graders on a field trip at Colorado National Monument  
Photography by: Casey Hawley

**ON THE COVER**  
*Mission: Resilience* logos  
Logos by: Brad Sutton

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# Mission: Resilience

## *Challenge Course*

National Park Service  
Beta Version  
May 2021

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# Introduction

To help with life's hurdles, we designed an in-park adventure experience for middle schoolers to develop resiliency skills. This mission will strengthen students' mastery of six resiliency tenets while leveraging the power of your unique park resources to foster mental health. Completing *Mission: Resilience* will reveal students' own superpowers, giving them tools to thrive in the face of challenges. Help the next generation of stewards view your park as a place of healing.

## Background

Mission: Resilience! was developed using the six tenets of resiliency created by University of Pennsylvania-Positive Psychology Center: self-awareness, self-regulation, mental agility, strengths of character, connection, and optimism. This catalog contains eight challenge course activities that highlight each of the six tenets of resiliency in a fun and interactive way. The catalog was designed to be adaptable, affordable, and accessible to all park units. Even

if a specific activity does not directly connect to your park resource, we hope that it might spark an idea that would work for your circumstances.

## How to Use this Catalog

Depending on your park resources, there are many ways to use this catalog.

- If you have a Teacher Ranger Teacher or a gateway community with a local school district, you can partner with the schools to teach the curriculum during the school year. Their in-class learning can culminate with a visit to your park at the end of the school year.
- If following a year-long curriculum isn't feasible, you can still host an amazing field trip for students at your park. To prepare students and enhance learning, the field trip can be accompanied by a pre-site at the school.
- You can treat our framework as a catalog of activities and use several of them for a stand-alone Jr. Ranger Day or a Healthy Parks Healthy People day.



Fruita Middle School 6th graders at Colorado National Monument, photo: Casey Hawley

The budget is also scalable, depending on how you use the framework. A bare bones version of this framework can be executed with very little investment. (See each activity for suggested materials.) Using a more robust version of the framework provides a great opportunity to partner with your Friend's Group or Association so they can contribute to this meaningful work.

Regardless of how this framework works for your park, the end result is the same. This framework builds skills useful for all humans – kids and adults – and highlights that parks can be a place of renewal and refuge for healing. It also has the potential to bring underserved communities to your park, strengthen the community, and inspire the next generation of stewards.

## Six Resiliency Tenets

These activities are built around the six tenets of resiliency as defined by the University of Pennsylvania Positive Psychology Center (<https://ppc.sas.upenn.edu/resilience-programs/resilience-skill-set>).



**Self-Awareness** – The ability to pay attention to your thoughts, emotions, behaviors, and physiological reactions.



**Self-Regulation** – The ability to change one's thoughts, emotions, behaviors, and physiology in the service of a desired outcome.



**Mental Agility** – The ability to look at situations from multiple perspectives and to think creatively and flexibly.



**Strengths of Character** – The ability to use one's top strengths to engage authentically, overcome challenges, and create a life aligned with one's values.



**Connection** – The ability to build and maintain strong, trusting relationships.



**Optimism** – The ability to notice and expect the positive, to focus on what you can control, and to take purposeful action.

# Station 1

## Resiliency Rappel

### Resiliency Strengths

Self-Awareness, Self-Regulation, Strengths of Character, & Optimism

### Objectives

Students will:

- Test their own self-awareness, self-regulation, strengths of character, and optimism while rappelling down a rock cliff.
- Reflect on strengths of character and how they leveraged trust and connection during the activity with the instructor, leader, belayer, and knots.
- Express how they showed tenets of trustworthiness as a partner to other students.
- Have an opportunity to reflect on what they have learned throughout the day and apply those skills to a real-life adversity.

### Materials

- Static Climbing Rope
- Belay devices
- Trained belayers
- Harnesses in adult and youth sizes
- Helmets
- Gloves
- Materials for belay station anchors

### Pre-visit suggestion

Discuss with students about challenge by choice. This activity is optional for students that want to challenge themselves and their resiliency.

### Set-up

Students would be lowered down by a trained belayer that is secured to an anchor point. While students are waiting for their turn to rappel one instructor would teaching kids important climbing knots they will use for the activity such as the figure eight follow through.



Climbing rope, photo: Jean Mottershead via [Creative Commons](#)

Please note: This activity is designed to be adapted and modified for your unique park site. It is crucial to have trained rock climbing instructors to facilitate a rappel station. It's suggested to partner with a trusted local climbing gym, guide service, or park SAR team to ensure safety.

Resources on belaying kids:

- [Rock Climbing with Kds | The Climbing Guy](#)
- [How to Rappel: Climbing Skills | REI Co-op](#)

## Activity

### Introduction

*Welcome to the rappel station!*

*Our first order of business is to discuss safety for this station:*

B.R.A.K.E.S. from [Climbing.com](#)

*Prior to rappelling, you should check every aspect of your system.*

**B – Buckles:** Check the buckles on your harness. Make sure they are snug and that all appropriate straps are doubled-back.

**R – Rappel Device/Ropes:** Check that the carabiner attached to your device is locked, both strands of the rope have been loaded correctly in the device, and the rope is properly threaded through the rappel anchor.

**A – Anchor:** Confirm that the anchor is strong. If it's a tree, make sure it's alive, large enough to hold your weight, and that it has a good root base. If it's a boulder, ensure that it is not going to move. If rappelling off bolts or gear, confirm that they are suitably strong enough. Double-check that any webbing or cord isn't damaged or too faded.

**K – Knots:** Check all the knots in the system. Make sure that knots adjoining two ropes in a double-rope rappel are correctly tied with enough tail.

**E – Ends:** Confirm that the ends of your ropes are on the ground or that they reach the next anchor. Confirm that your system is closed with knots at the end of your rappel lines.

**S – Safety Backup/Sharp Edges:** Use an autoblock backup and check to make sure that you aren't going to rappel over any sharp edges.



Rock climbing,  
photo:  
Littlefield

*You will need to lean on all the resiliency skills that you have learned during the school year and throughout the challenge course today as you successfully navigate this rappel. You will need to trust your belayer and the equipment that they will safely get you to the bottom of the rappel.*

*Consider how being prepared for a stressful situation can make it easier and less stressful. If you are confident in your knot tying ability and you have a partner double check your work that could reduce fear or anxiety around trusting that the knot will hold.*

### **Procedure**

- Lower students with a trained belay instructor that is secured to an anchor point. Another instructor would teach kids important climbing knots used during the rappel such as the figure eight follow through while students wait to rappel.

- Knot tying instructional videos can be found here [How to Tie a Figure 8 Knot for Climbing - Everything You Need to Know || REI - Bing video](#)
- Knot instructor will be conducting a safety check on each student prior to going to the belay station.

### **Reflection**

Reflection can happen with a smaller group at the base of the rappel or can wait until the end for a larger debrief.

- *How did it feel to back off the edge of the cliff and trust your rope and belayer?*
- *How did you overcome any fear that you felt before or during the rappel?*
- *What did you do to regulate your fear / anxiety?*
- *What did it feel like to put your feet back on the ground?*
- *How did you stay positive and optimistic during the activity?*
- *What role did trust play in the activity?*



Climbing down, photo: Eric Fischer

## Station 2

# The Power of Presence Mindfulness Hike

### Resiliency Strengths

Self-awareness, Self-regulation, Optimism, Connection

### Objectives

Students will:

- Understand what mindfulness is and practice being mindful in nature.
- Use their senses to connect to the present moment.
- Reflect on how to incorporate mindfulness into their daily lives.

### Materials

- Mindfulness Bingo Sheets
- Clipboards and Pencils
- Nature Journals

### Pre-visit suggestion

Classroom lessons “Active Listening: Mindfulness in Nature” and “Mindfulness Activities” (see classroom curriculum in appendix).

If possible, it is suggested to introduce and practice some of these activities (ex. Collective Breaths; Mindful Movement) in the classroom with the students prior to the hike.

### Set-up

Depending on number of students, group is split in half and hike is staggered with a ranger leading each group. The ranger guides the mindfulness bingo and other activities with the students at each stop of the hike.

These activities are designed to be adapted for your unique park site:

- Pick and choose the activities that work for your group size, hiking trail, time limits, etc.
- Use the example mindfulness bingo sheet on the hike or design your own!



Santa Monica Mountains National Recreation Area, photo: Connor L'Ecuyer

## Activity

### Introduction and Settle In

\*This strategy is inspired by the [Breathe for Change Settle In](#) activity, 3 Collective Breaths. For students who aren't comfortable participating in the breathing exercise, allow them the option to just observe.

- As students gather, distribute supplies (ex. pencil/clipboard with mindfulness bingo sheet and/or nature journal).
- Welcome students to their mindfulness nature hike.
- *Mindfulness means paying attention to what is happening right now or in the present moment, in a non-judgmental, curious way.*
- *I know we are all excited to be here together and to get started! Before we begin our hike, I want to take a few moments to settle in and prepare our bodies and minds to be in the present moment for our experience together.*
- *I invite you all to come together in circle. Bring both hands to your heart or rest your hands comfortably on your thighs or by your sides.*
- *Once you are there, choose an object to focus your gaze on or you can close your eyes, whatever feels most comfortable for you.*
- *As you settle in, begin to pay attention to your breath. Notice how each inhale, and each exhale moves through your body.*
- *Let's take 3 collective breaths together. Inhale, exhale. Breathe in; breathe out. Inhale, biggest breath of the day; exhale, sigh it on out.*
- *Feel the bottoms of your feet on the earth and listen to your surroundings.*

- *Take a moment to check in and notice how you are feeling. Are you excited, calm, or neutral about going on this hike?*
- *If your eyes are closed, gently open them and if you'd like, share one word with the group about how you are feeling in this moment.*
- Ask students to share other ways to pay attention to the present moment during the hike. Some prompts could be: *"How do you notice the world around you? What tools do you have to observe what is happening right now?"*
- Encourage students to focus on the five senses during the hike. (For example, *"We look around. We use our eyes. We listen. We use our ears."*)

### Transition

*As we start our hike and walk to our first stop, use your senses to mindfully notice your surroundings and look for items to complete on your bingo sheet\*.*

\*Option to use each stop to complete a ranger-guided mindfulness activity on bingo sheet.

### Stop 1

*What did you notice as you were walking?* (share out)

### Ranger-Guided Mindful Movement

For students who aren't comfortable participating, allow them the option to just observe.

*To come into the present moment: let's take a moment to pause, feel your feet and listen to the sounds around you.*

*Now I invite you to do some mindful movement to get in touch with our bodies while we are in nature.*

Invite students to find a spot and pick a mindful movement pose: (model

poses for students and/or use image of pose on the bingo sheet)

- Mountain Pose
- Tree Pose
- Get creative! Allow students to invent their own pose inspired by their surroundings.
- Hold poses and breathe naturally for two minutes.

Facilitator instructions for poses:

Poses can be practiced in a standing or seated or lying down position.

Whatever is most comfortable for the students.

- *Plant your feet flat onto the ground, hips width distance apart.*
- *Lift your chest and relax your shoulders down your back.*
- **Mountain Pose:** *Bring your arms to your sides with your fingers spread wide.*
- **Tree Pose:** *Bring your arms to your sides with your fingers spread wide.*
  - *Plant one foot firmly on the ground, opposite foot can rest against inner ankle or thigh (to protect the knee joint, avoid resting foot on the knee). Both feet can also stay planted on the ground.*
  - *Bring your hands to heart center or if you are feeling steady, you can raise your arms out to your sides or above your head and grow your branches.*
- *Choose an object to focus your gaze on or you can close your eyes, whatever feels most comfortable for you.*
- *We will be in our poses for approximately 2 minutes.*
- *Take a deep breathe in. Deep breathe out. Inhale, exhale.*
- *Continue to naturally connect to your breath and perhaps feel your feet or body grounding down growing your mountain or tree roots, deep*

*into the earth. Bring your shoulders back and down, chin slightly lifted, your eyes can be focused on one spot for balance.*

- *Deep breath in, deep breath out.*
- *Mountains reach tall through your peak!*
- *Trees, perhaps grow your branches and sway them in the breeze.*
- *Body is strong, breathing deep.*
- *Now, release your pose and slowly bring your hands to your heart or by your sides, keeping your eyes focused or closed. Take 3 breaths, gently open your eyes, and take a moment to notice how you feel.*
- Invite students to silently reflect on how they feel, share with a partner, or the whole group.

### Transition

*As we walk to our next stop, use your senses to continue to mindfully notice your surroundings and look for items to complete on your bingo sheet.*

### Stop 2

*What did you notice as you were walking? (share out)*

### Solo stop option A

*Find a comfortable special spot to sit by yourself.*

Guide students or allow them to choose their own solo activity:

- Getting in touch with my senses: 5, 4, 3, 2, 1:
- Notice: 5 things I see, 4 things I hear, 3 things I feel, 2 things I smell, 1 thing I taste.
- Watch the clouds. Sit or lie down on the ground. *Breathe in and out as you watch the clouds roll by.*
- Just “be” not “do” anything.

After the activity, have students write in their journal about the experience, with prompts:



Mountain pose, Mount Rainer National Park, photo: NPS



Tree pose, Mount Rainer National Park, photo: NPS

- *I notice, I wonder? It reminds me of...*

### Solo stop option B

This activity is based on Joseph Bharat Cornell's Sound Map strategy: [Sound Map \(sharingnature.com\)](http://sharingnature.com).

### Guided Sound Map

- *In your journal, find a blank page and mark an X in the middle – the X represents where you are sitting.*
- *When you hear a sound, mark on the paper to represent the sound. The location of the mark should indicate the direction and distance of the sound from your seat.*
- Tell students not to draw a detailed picture for each sound, but to make just a simple mark. Making simple marks keeps the focus on listening rather than on drawing.
- Invite students to focus their gaze or close their eyes while listening for sounds.
- After completion, have students share their map with a partner and reflect.

### *Transition*

*As we continue on our hike, we are going to do a **silent sharing hike**\* with*

*a partner or groups of three. We will challenge each other to hike in silence and complete items on our bingo sheets or just observe our surroundings. When one hiker in your group sees something interesting, instead of speaking aloud about it, they can gently tap the shoulder of one or more teammates, then point to the object and silently share the enjoyment.*

\*This activity is based on Joseph Bharat Cornell's Silent Sharing Walk strategy: [Silent Sharing Walk \(sharingnature.com\)](http://sharingnature.com).

### *Closing at Trailhead*

\*This strategy is inspired by the [Breathe for Change](#) Closing activity, Seal the Connection.

### Guided "Seal the Connection" Circle

- Invite students to come together in a circle. *Softly focus your gaze or close your eyes, whatever is most comfortable for you.*
- *To close our mindfulness nature hike, we are going to take a moment to connect to our breath, as you breathe, think about a time you felt present or connected to nature,*



Santa Monica Mountains National Recreation Area, photo: Flickr public domain

*yourself or others during our experience together today. Visualize that moment in your mind. Reconnect to how this experience made you feel.*

- *When you have this clear vision in your mind, look up to signal you are ready.*
- *Let's seal this connection with a collective, energizing clap together.*
- *Reach one arm up and the other down. Take a deep breath in together; 1...2...3...clap! (or "pass the clap" - each student claps around the circle).*
- *Invite students to share what they visualized with the entire group. Popcorn style or go around the circle and take turns. Students are allowed to say "pass" if they don't want to share.*

## Reflection

- *How did it feel to use your senses in nature?*
- *How is being mindful in nature similar or different to being mindful in your daily life?*
- *When did you feel present or connected to nature, yourself or others today?*
- *What did you learn about yourself through this experience?*
- *How can you incorporate mindfulness practices at home, with your school, or in your community?*

Santa Monica Mountains, photo: Steven Friedman



# MINDFULNESS BINGO

**Touch the  
Bark of a  
Tree**

**Observe your  
Breathing**

**Find  
Something  
Red**

**Observe  
an  
Insect**



**Practice  
Mountain  
Pose**



**Count the  
Sounds  
you Hear**

**Find a  
Flower**

**Watch  
Clouds in  
the Sky**

**Quietly  
Observe  
a Bird**

**Smell a  
Flower or  
Plant**

**Take  
3 Deep  
Breaths**

**Look for  
Animal  
Tracks**



**Practice  
Tree  
Pose**

**Stop and  
Feel the  
Wind on  
your Skin**

**Touch a  
Rock and  
Feel it's  
Texture**

## Station 3

# Super Hero Self-Portrait for Self-Awareness



This strategy is inspired by the Art of Education's Social-Emotional Learning activity, ["I am" Self-Portrait](#).

## Resiliency Strengths

Self-Awareness

## Objectives

Students will:

- Gain self-awareness of what makes them unique
- Identify at least two of their strengths or character traits
- Compare their personal strengths to strengths found in nature

## Materials

- Art supplies (ex. colored pencils, markers)
- Optional: additional art supplies (paint, feathers, buttons, etc.)
- Blank pieces of paper or super hero templates
- Clipboards
- Completed self-portrait example
- Printed list of unique strengths found in nature for reference
- Plant/animal pictures and props

## Pre-visit suggestion

As a class, have each student write a compliment (this can be anonymous) for each of their classmates. These compliments should be based on each student's strengths, what they like about them, and what makes them unique.

Consider prompts such as:

- You are...
- You are good at...
- I like how you...

Once finished, collect the compliments and distribute to each student to read and keep. If completed prior to the self-portrait activity, students can draw on these compliments when completing their "I am" statements.

## Activity

### Introduction

*Here at (your park), many plants and animals possess unique adaptations that help them to survive. You might even call them superpower strengths. Animal and plants instinctively use these strengths in their everyday lives.*

Briefly discuss examples of different plant and animal adaptations through the use of props and visuals. (Ex. Bighorn Sheep, Mountain Lion, Coyote, Utah Juniper)

Super hero self-portrait, photo: Adeline Sutton



*Each of you also possess amazing traits and strengths that make you unique!*

*By recognizing your unique strengths, you will start to become self-aware and develop the superpower of understanding yourself.*

## Procedure

Distribute art supplies and paper or self-portrait templates to students.

Facilitator shares completed self-portrait as an example.

Students can choose to use the superhero outline template or using their own creativity, draw an outline of their face.

## Time Constraints

If time is limited, facilitator can time each section so the activity is completed on time. Ex. *Students, you have two minutes to brainstorm “I am” statements, now you have two minutes to draw your self-portrait, etc.*

Using “I am” statements, have students write a list of the things they like about themselves, strengths, and what they think makes them unique and amazing.

If they need a nudge, suggest something like “I am cheerful,” or “I am creative.”

Students can also partner with another student, each student then brainstorms their partner’s strengths.

If students are still struggling to identify their own strengths, invite them to draw on nature’s strengths.

- Preempt students calling animals their “spirit animal.” Ex. *It’s wonderful to identify with an animal’s strengths as a simile or metaphor, but we need to be culturally sensitive and realize that “spirit animals” have deep*

*significance to some cultures, and we need not appropriate that practice.*

- Some ideas: I am courageous like the mountain lion, I am adaptable like the bighorn sheep, I am rooted like the Utah juniper, I am clever like the coyote.

When time is up, encourage students that haven’t completed their self-portrait to continue to work on it at school or home.

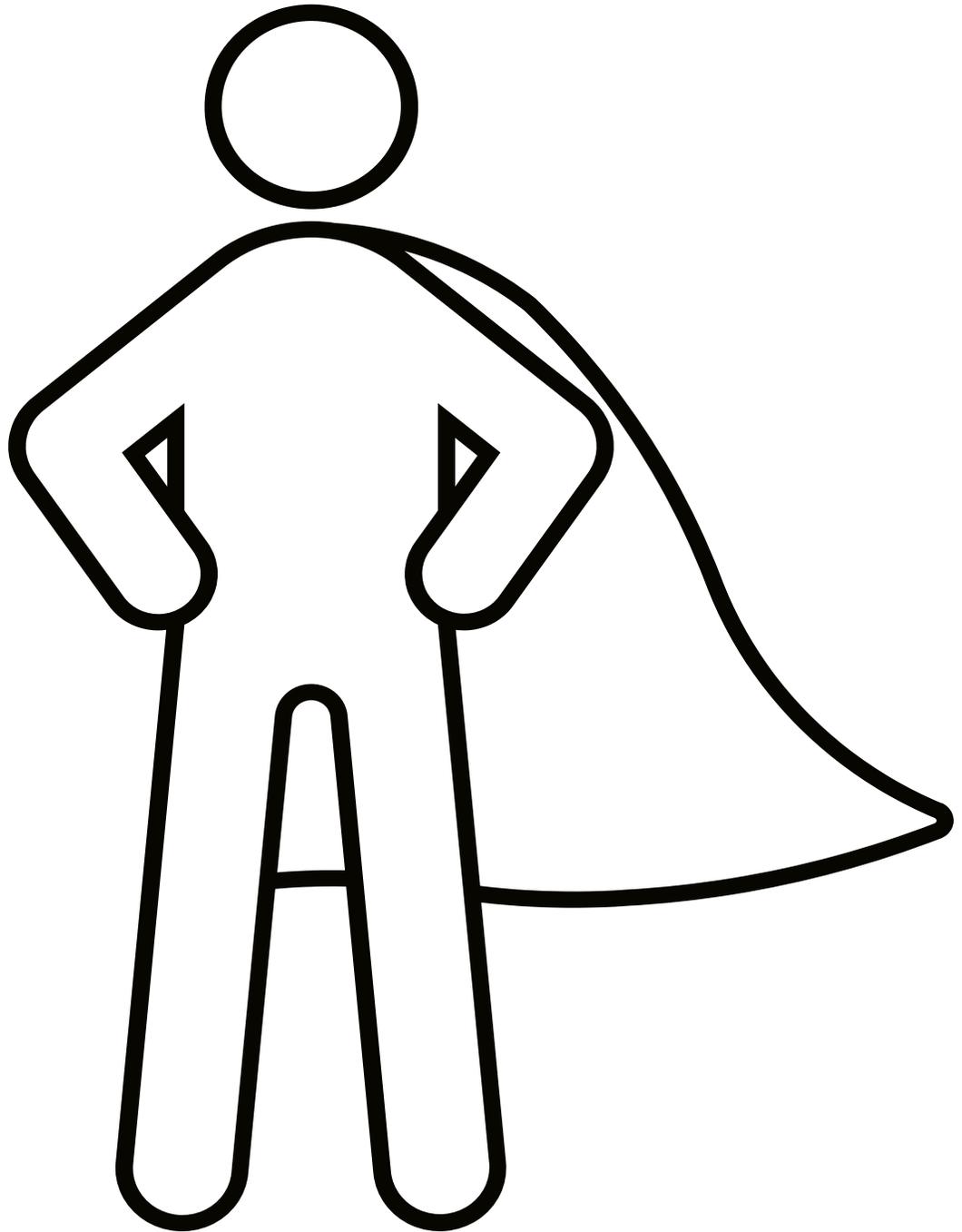
## Reflection

- *How did it feel to identify your unique strengths and traits?*
- *What are the benefits of knowing your strengths and unique traits?*
- *What, if any, plant/animal strengths did you identify with?*
- Invite students to share their self-portrait with the group and/or invite students to share one of their “I am” statements.
- Gallery walk: students walk around and view everyone’s self-portrait.
- Encourage students to put their self-portrait in a place where they’ll often see it to reinforce the positives they see in themselves.

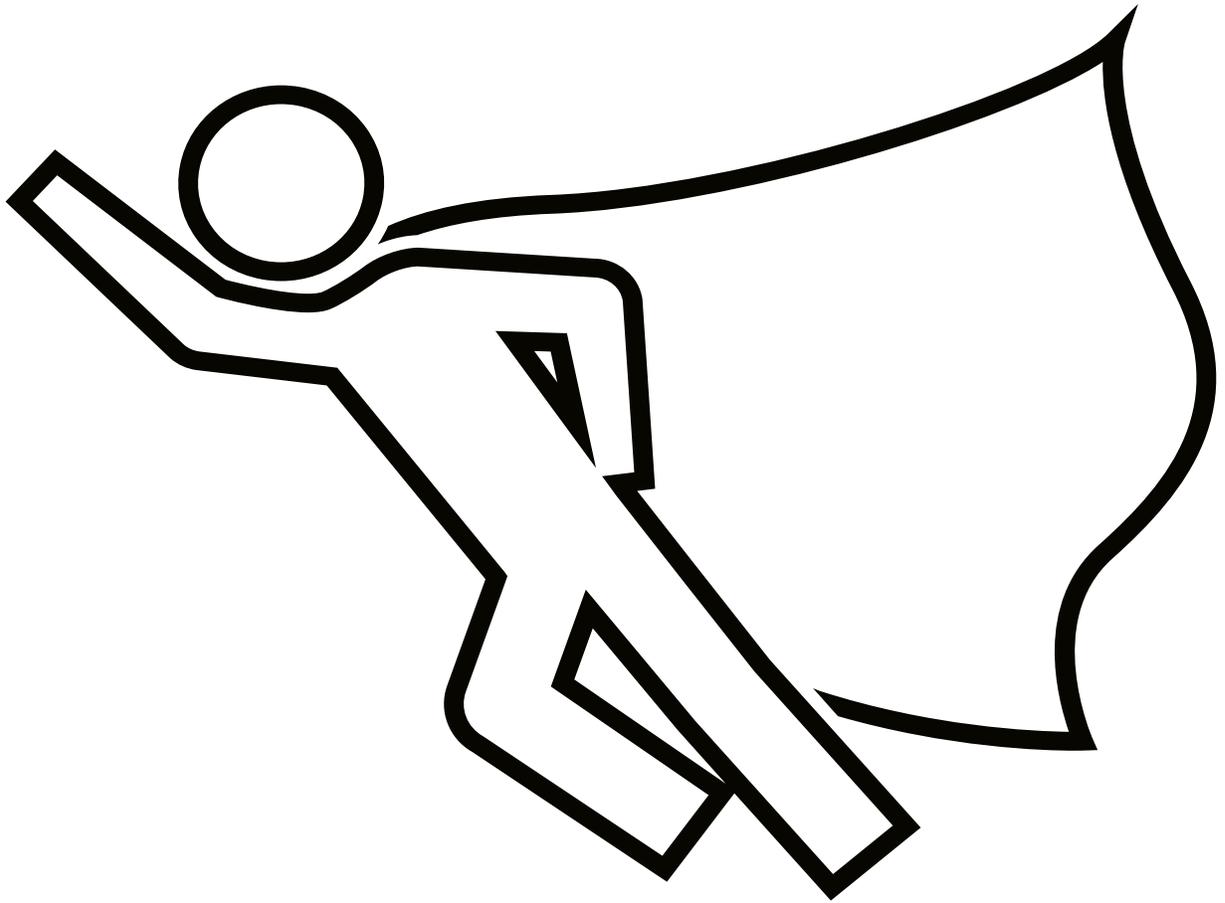


Super hero self-portrait, photo: Oliver Simpson

# Template 1



# Template 2



## Station 4

# Strengths Through Hardship



### Resiliency Strengths

Strengths of Character

### Objectives

Students will:

- Understand the role of strengths of character in an individual's success.
- Learn about historical figures connected to park sites and draw inspiration from them.
- Reflect on their own strengths of character

### Materials

- Typed historical narrative, divided into short paragraphs and numbered in order
- Historical photos
- Sticky notes
- Worksheet with inquiry questions [see included example]
- Typed list of character strengths

### Set-up

Select an individual or group connected to your park site. Ex: Civilian Conservation Corps, the Buffalo Soldiers. (If possible, hold this activity in a location specifically tied to the history being shared.)

Using resources from NPS webpages, print a brief historical narrative, divided into short paragraphs. Include supporting photos.

Except for Part 1, place the story sections in different areas around the activity site. These can be well-hidden for increased challenge.

Place a sticky note on each paragraph with a clue to where the next one is located.



Masonry work at Colorado National Monument by the Civilian Conservation Corps, photo: NPS

## Activity

### Introduction

Engage in a brief discussion with students: *What can we learn from people of the past?*

Explain the role of national parks in preserving diverse human histories, with emphasis on your park site.

### Procedure

As a group, students receive activity worksheet and Part 1 of the written historical narrative, including photo(s). A student reads the paragraph out loud.

The clue included with the paragraph leads students to find the next hidden text and photos.

Each text is read out by a different group member to complete the story.

Once the story is completed, students

- Review list of character strengths to pick out those demonstrated by the story subject(s).
- Come up with their own written definition or symbol for each character strength.

The group decides which strengths were demonstrated by the historical figure(s).

Students then pick from the same list strengths of character they identify with.

## Reflection

- *What were the difficulties experienced by the person/people in the story?*
- *What made them successful?*
- *How can we use our strengths of character to be successful?*

# Strengths through Hardship

Read each part of the story to uncover the lives and work of the CCC members. Answer each question in the box below before reading the next parts.



## Part 1

Location found: \_\_\_\_\_

Why was the CCC program important for American families?

\_\_\_\_\_  
\_\_\_\_\_

## Part 2

Location found \_\_\_\_\_

What are some emotions you think the young men of the CCC may have felt when they first arrived at Colorado National Monument?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Part 3

Location found \_\_\_\_\_

Describe the types of skills the CCC may have needed to work at Colorado National Monument.

\_\_\_\_\_  
\_\_\_\_\_

## Part 4

Location found \_\_\_\_\_

What were some of the hazards of working in the CCC program?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Part 5

Location found \_\_\_\_\_

Write one question you would ask a member of the CCC.

\_\_\_\_\_

## Station 5

# Geology Giant Jenga



## Resiliency Strengths

Self-Regulation

### Objectives

Students will:

- Learn the different layers of rock at the park and connect that to the layers inside themselves.
- Identify several people who support them.
- Give examples of ways to regulate their thoughts, behaviors, emotions, and physiology.
- Discuss foundations of health and wellness - mental, emotional, physical, spiritual strengths - and how they give us stability and balance.

### Materials

- Giant Jenga blocks - option to write self-regulation techniques on the side of each block to use during reflection
- Different rock types to touch and feel and see (Ex. a piece of granite, gneiss, schist)
- Picture showing layers of rock under the ground

### Pre-visit suggestion

Classroom lesson “Geology and Identity – Our Layers” (see classroom curriculum in appendix).

### Activity

#### Introduction

Discuss the different types of rocks and layers at the park. *Some are on the surface and some we can't see. Rock layers go down very deep, creating layers of support for everything on top. This Jenga set also depends on layers of support.*

*Some layers of rock are harder than others and over time erosion has worn away layers to create rock formations, canyons, sandy washes, etc. The landscape is changing and it has overcome hardships— just like our lives change and we overcome hardships. It might look different over time, but it persists.*

### Procedure

Players take turns removing a block from the base of the tower and placing it on top.

Continue removing blocks until the tower topples.

Giant Jenga, photo: Sara Sutton



As the tower becomes unsteady, take a quick break to discuss how life can sometimes become difficult. We need balance and support in different aspects of our lives – mental, emotional, physical, and spiritual – so we don't topple. Have participants identify how they might be able to get that support.

Play multiple rounds, if time allows.

## Reflection

- *Layers of rocks at the park are like layers of ourselves. Some layers are on the surface for anyone to see and some are deeper down. These layers can change over time, like rock formations.*
- *We might have layers that make us react strongly to some situations. When we have strong feelings, we decide how to respond to them.*
- Brainstorm tools for self-regulation. Examples: Go outside on a walk to calm down, talk to a trusted person to unpack a situation. Listen to a favorite song. Deep breathing changes your physiology – exhaling decreases blood pressure and heartbeat.
- Option to practice “4-7-8 breathing” technique to lower blood pressure and relax. Take a deep breath in for 4 seconds, hold it for 7 seconds, and breathe out for 8 seconds. Do three rounds twice a day or whenever you're feeling stressed.
- Time allowing, reflect on four types of wellness (mental, emotional, physical, and spiritual) and brainstorm how to strengthen them. (Examples: mental – journal, listen to your favorite song; emotional – laugh/cry, cuddle with a pet; physical – take a walk, get more sleep; spiritual – spend time in nature, volunteer to help others)
- Option to make reflection more active: Have each student find a Jenga block that has a tool for self-regulation they like. Students bring their chosen blocks back to the group, and share what they chose and why.



Visible layers of rock at Dinosaur National Monument, photo: NPS

# Station 6

## Web of Life



This activity was adapted from <https://www.amnh.org/explore/ology/biodiversity/web-of-life/activity-instructions>

### Resiliency Strengths

Connection

### Objectives

Students will:

- Create a web of life illustrating how closely organisms in an ecosystem interact with one another.
- Understand that when something happens to part of the web, it has an effect on the whole system.
- Connect the web of life activity to their community. When something happens to a member of our community, it can affect others.
- Link resilience in an ecosystem to resilience in our community. Having support from people in our lives helps us be more resilient.

### Materials

- Ball of yarn or twine
- Pictures of 12 parts in the ecosystem with yarn attached so students can wear them around their necks: sun, human, rain, bumblebee, flower, rabbit, soil, earthworm, grass, bird, tree, deer.
- Cheat sheet with possible linkages for facilitator.

### Activity

#### Introduction

Each player gets two pictures of an organism in the ecosystem to wear around their neck (yarn is attached to each picture to form a necklace). Note: if group size is larger, each student should only get one organism picture.



Web of Life Activity,  
photo: Casey Hawley

## Procedure

Stand in a circle. Have the player with the sun picture start with the ball of yarn.

Have the player identify a picture held by someone else that uses the sun. Toss the ball of yarn to that person and explain how that picture interacts with the sun.

The next player passes the yarn to another student with a picture that interacts with them (depends on or is dependent on them). If the player gets stuck, anyone in the game can make a guess.

Optional: have players get into character when they have the ball of yarn and act like their picture (bees can buzz, rabbits can hop, grass can sway in the breeze).

Continue until all pictures have been linked in the web.

## Reflection

- Choose one of the organisms in the game. *Can anyone predict what would happen if it was removed from the web? Which other organisms would be affected?*

- *Humans play a role in this web of life. We also have our own webs of relationships that support us. When something happens in our community, it can affect other people, just like in the web of life. How could we be affected if something happened to someone in our community? (Give example: someone got sick, moved away, etc)*
- *An ecosystem is more resilient if there is more than one organism that it depends on for survival. (Example: a bird can eat a worm or a spider). People are also more resilient if we have a strong community. Who can support us when things are hard? Brainstorm as a group. (Teachers, friends, bus driver etc.)*
- *These connections to each other are as important as the water we drink and the food we eat.*



Web of Life Activity,  
photo: BLM

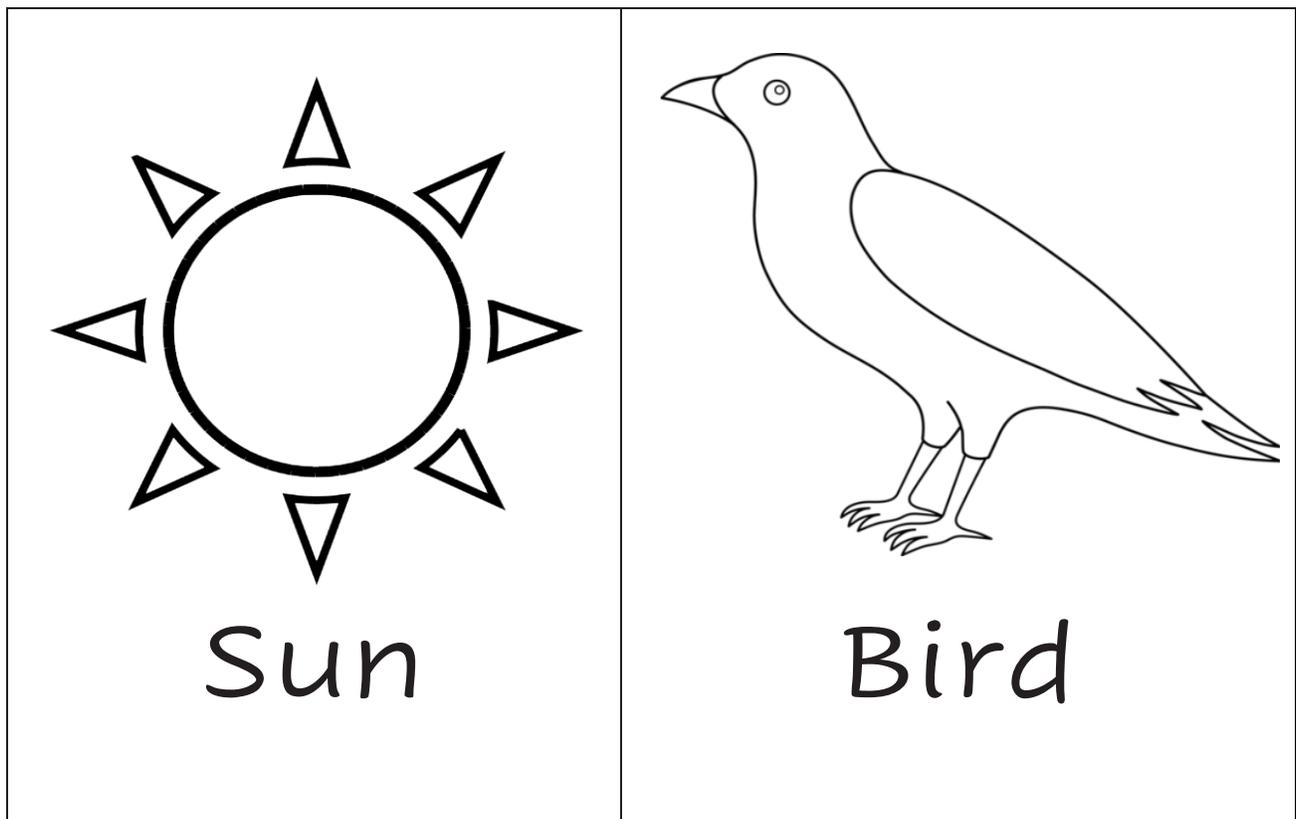
# Web of Life

*Examples of web of life linkages:*

Sun – linked to everything  
Human – linked to everything  
Rain – linked to everything  
Worm – bird, soil  
Soil – flower, worm  
Bird – worm, tree

Grass – deer, rabbit  
Flower – soil, bee  
Deer – grass, tree  
Rabbit – grass, soil  
Tree – bird, soil  
Bee – flower, soil

*Example of cards for activity:*





Human



Soil



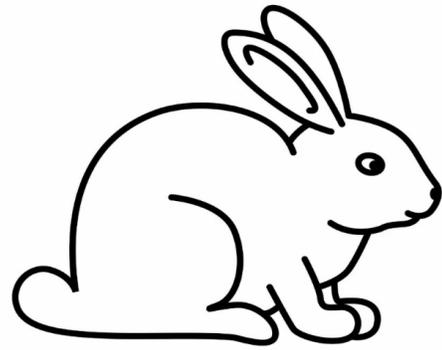
Rain



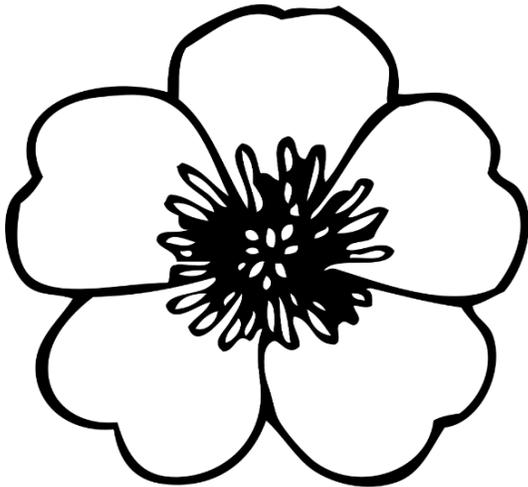
Grass



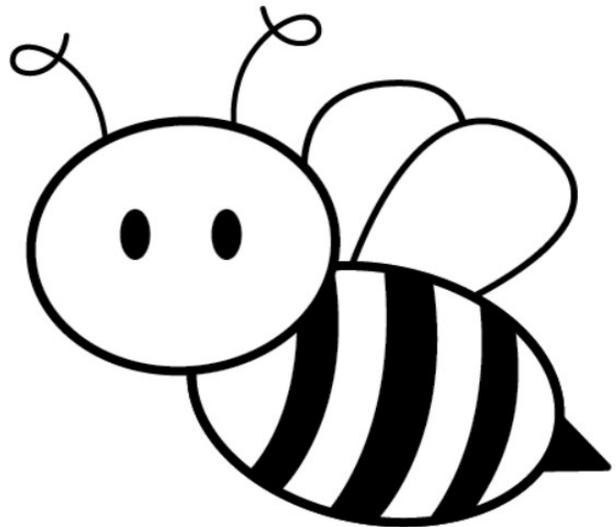
Worm



Rabbit



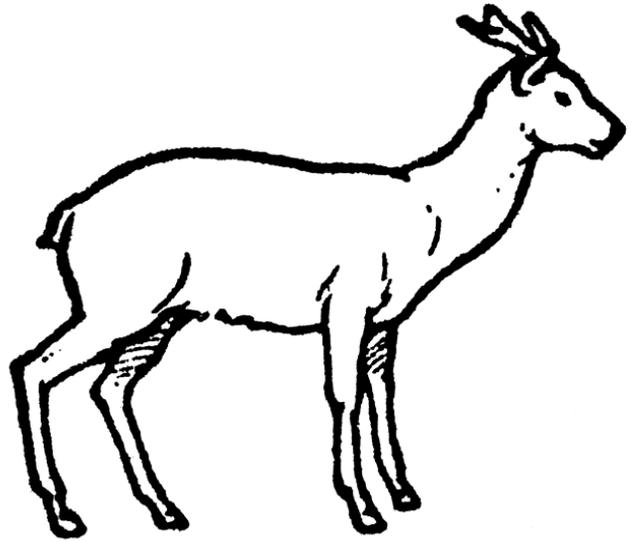
Flower



Bee



Tree



Deer

# Station 7

## Adversity Maze

### Resiliency Strengths

Mental Agility, Strengths of Character

### Objectives

Students will:

- Understand how being flexible and looking at things from different perspectives can help to overcome adversity in any situation.
- Learn to rely on others for assistance and direction to navigate through adversities of life.
- Work together as a team to safely navigate the adversity maze to save a plant or animal from extinction.

### Materials

- PA Pathway Mats with numbered spots. <https://www.flaghouse.com> page 190 in the digital catalog.
- Masking Tape (if you chose to not purchase PA Pathway Mats)

### Set-up

Please find a description of the game at [The Maze play14.org](http://TheMazeplay14.org)

This game can be made to be rather hard, and thus potentially very frustrating. It's important to be conscious of the team's stress level. Should the team become overly frustrated, pause the game and allow them additional time to rethink their plan.

- You will need a large, empty space for students to play.
- Draw a grid that is 5 squares, by (team's size - 2). Ex. for a team of 9, that would be a 5x7 grid.
- Plot a path by numbering consecutive connected squares from one end of the grid to

another. This is an example grid for a team of 9-12 people. Note how it snakes forwards and backwards to increase complexity.

- Recreate the grid on the floor with PA Pathway Mats or masking tape (squares only). Make each square about 18" x 18" (big enough for a person to stand in).
- Position an elevated box or chair at the finishing end of the labyrinth for the facilitator to stand on.
- This is a team building game that challenges teams to solve a problem very collaboratively. The team needs to discover a hidden path through a labyrinth. The labyrinth is represented by a grid on the floor. The path is a series of connected squares traveling from one end of the grid to the other. When a team member steps off the path, they will need to start again. To make this suitably challenging, the labyrinth is solved in silence. It requires the team to support each other to succeed. Ultimately, it will create feelings of euphoric success demonstrating what the team can achieve when members work together.
- The team will have time before starting to solve the labyrinth to collaborate and produce a strategy.
- When the team begins to solve the labyrinth, no further talking is allowed.
- The team may not use any tools or implements to solve the maze (Ex. no breadcrumbs).
- While the labyrinth is being solved, only one team member may enter at a time.
- When a team member steps on an incorrect square, they must return to the beginning by FOLLOWING



THE PATH that they have discovered so far. Should they go wrong, they must stop and try again to retrace their steps to the beginning.

- When a team member exits the grid at the beginning (following stepping on an incorrect square) they are not allowed to be the next person to enter grid.
- When a team member successfully completes the labyrinth, everyone from the team must go through one at a time.
- The game is won when EVERY team member completes the hidden path.

## Activity

### Introduction

You may choose any animal or plant that has a history of adversity to serve as the backstory. Desert bighorn sheep is used as an example.

*The desert bighorn sheep (Ovis canadensis) of the Colorado Plateau have had to navigate a maze of adversity throughout its existence. Once*

*in danger of becoming extinct, the desert bighorn sheep have made a comeback in parts of western Colorado.*

*A small population was reintroduced to Colorado National Monument in 1979. While more than 230 sheep have been sighted and monitored across the public lands of the Grand Valley, about 40 bighorn sheep thrive in and around Colorado National Monument (2010).*

*The sheep have had to navigate not only a hot and dry climate with little water available but also predators like mountain lions, diseases like scabies and anthrax, hunting from early explorers and more recently, an increase in human activities and development within their habitat.*

*Your mission is to safely navigate the Adversity Maze to bring your entire herd to safety. There is only one way across the labyrinth with its knife edge ridges and steep rock cliffs. Use the perspective of your entire herd to your advantage.*



Desert Bighorn sheep, photo: Rob DeGraff

## Procedure

- Position the team at the start end of the grid.
- Explain the rules as described in Set-up section above.
- Give the team 10 minutes to discuss and collaborate on a plan to solve the labyrinth.
- When this time is up, remind the team that the game will now be played in silence.
- Stand on a chair at the finishing end of the grid, facing the grid and the team.
- Tell the team they may begin to solve it.
- When a team member steps on a correct square, state: “CONTINUE”.
- When a team member steps on an incorrect square, state: “STOP, GO BACK”.
- When a team member is going back and steps on an incorrect square, state: “STOP, GO BACK”.
- When a team member attempts to enter the grid two times in a row state: “STOP, GO BACK”.
- It’s possible to make mistakes which will prevent the team from progressing. This can lead to a situation where the team feels they’ve tried all available options and are stuck. If frustration and stress is high, and they believe they’ve exhausted all options, give them a hint to unblock them.
- Please note: To make the game easier you may: simplify the path, reduce the grid size, or allow talking.
- Tips for success: The students that are not in the maze can direct anyone in the maze with non-verbal communication, the students can talk while developing their game plan before anyone steps into the maze, and having each student not in the maze keep track of one

successful square or one row of the maze.

## Reflection

- *What was your strategy and how did you create it?*
- *How did it feel when you were told to stop and to go back?*
- *What was it like working in silence?*
- *How did you change your perspective or rely on the perspectives of others to lead you to success?*
- *What was it like to be in the labyrinth and how did you fight back on uncertainty while in that moment?*
- *How supported did you feel from the team?*
- *What did it feel like to complete the labyrinth?*

# Station 8

## Adapting Optimism



### Resiliency Strengths

Optimism

### Objectives

Students will:

- Uncover the importance of optimism in the face of challenging situations.
- Learn about adaptations that help park wildlife to thrive.
- Practice employing optimism while completing a task.

### Materials

- Art supplies—clay, feathers, pipe cleaners, paints, Legos, pencils etc.
- Clipboards
- Handheld timer
- Four printed scenarios with multiple choice options
- Photos of all species used as multiple choice options

### Set-up

Create four printed scenarios with multiple choice options related to behavioral or physical adaptations in park wildlife.

Sample Question: Colorado National Monument has red rock canyons and a hot desert climate. In order to thrive in this environment, what adaptation will you develop?

- A. Elastic hooves for rock climbing
- B. Rock-breaking taproot
- C. Spiky armor
- D. Crystal-like urine

Prepare a card for each species that includes the name and a photo.

Establish four separate stations where each scenario and accompanying photo cards are located.



Clay figurines depicting bighorn sheep and pinyon pine, photo: Alanna Smith

Place the photo cards face-down, with the corresponding multiple choice letter written on the back.

Supply stations with art materials. Materials can vary at each station.

## Activity

### Introduction

Have students share what optimism means to them.

*Optimism is one of the tools that can help us to thrive through difficult situations. We can think of it as an adaptation- much like the adaptations that plants and animals have here at the park to help them survive.*

### Procedure

With the facilitator as time keeper, the group moves through four mini stations, spending five minutes at each one.

At each station, the group reads out an environmental condition that requires an adaptation. The group will select an adaptation from a multiple choice list that will help them move forward, “choose-your-own-adventure” style. Each adaptation corresponds with a real plant or animal living at the park.

The group flips over the card labeled with their chosen multiple choice letter, revealing the name and photo of their species.

Students work quickly together to create a sculpture, drawing, poem or painting depicting the chosen species.

When the five minutes are up, the group moves on to the next station, until all are completed.

## Reflection

- *What was your strategy and how did you create it?*
- *Which adaptation surprised/ interested you the most?*
- *What can we learn from the adaptations of these plants and animals?*
- *Is there a time where you took a tough situation and found a way to stay optimistic through it?*
- *What are some ways that you can remind yourself to maintain optimism in tough situations moving forward?*

# Appendix A

## Example Summary of Day

### Logistics

The challenge course was designed to host about 70-75 students per day. From there they can be split into groups A and B of about 36 students each.

Group A starts with the long station. Students can opt-in and choose either the rappel or the hike.

Group B starts with the short stations. They are split into groups of about 6 (if doing 6 stations of 20 minutes each) or 9 (if doing 4 stations of 30 minutes each). Option for students to present/teach each activity to their peers back in the classroom so all students experience all activities in some manner.

### Timeline

The timeline for this challenge course is flexible. Longer stations could be 1-2 hours long while shorter stations could be 20-30 minutes, depending on the depth of content covered. Below is an example of how the day could be organized.

- 10:00 – 10:15: meet, intro, divided into groups A and B
- 10:15 – 12:15: rotate through shorter stations (group B) or longer station (group A)
- 12:15 – 12:45: lunch
- 12:45 – 2:45: rotate through shorter stations (group A) or longer station (group B)
- 2:45 – 3:00: wrap-up

### Long stations

1. Resiliency Rappel
2. Power of Presence Mindfulness Hike

### Short stations

1. Superhero Self-Portrait (Self Awareness)
2. Strengths through Hardships (Strengths of Character)
3. Geology Giant Jenga (Self-Regulation)
4. Web of Life (Connection)
5. Adversity Maze (Mental Agility)
6. Adapting Optimism (Optimism)



Swag options,  
photo: NPS

## Reflection ideas after each activity

- Stand in a circle and students answer popcorn style if they are comfortable sharing
- Have students write their answer on a post-it and put it on the wall to be displayed
- Students can answer with their body (if you liked this activity stomp your feet; how did you like this activity - thumbs, up, down, or sideways?)
- Students independently journal

## Swag

The *Mission: Resilience* logo and 6 related logos representing each tenet of resiliency can become stickers earned by students at the successful completion of each station and could be put on journals (see Wellness Hike activity), t-shirts, hats, or water bottles.

Swag options,  
photo: NPS



## Appendix B

### Example Teacher Ranger Teacher Curriculum

**Topic:** Friday Folder Creation

**Date:**

**Learning Target:** Students are introduced to mental health benefits of nature

**Materials:** Class set of folders, and craft supplies

Tennis ball (or something easy to toss), magazines or pictures

Elements	Time	Detailed Steps and Materials
<p><b>Opening and Welcoming:</b> Welcome and/or greet one another; Introduce target or goal; Review agenda; Set tone.</p>	5 min.	<p><b>Opening Circle:</b></p> <p>Time Bomb Name Game:</p> <ol style="list-style-type: none"> <li>1. Have students form a standing circle, with at least an arms length between them.</li> <li>2. Students will go around the circle and say their name.</li> <li>3. Then, saying a student's name, pass them a tennis ball (or a stuffed animal, or whatever you have). They have two seconds to say another student's name and pass it to them. If they do not pass it in enough time, they must sit.</li> <li>4. Rules:               <ol style="list-style-type: none"> <li>a. You must say the name of the person you are passing to.</li> <li>b. No passbacks.</li> <li>c. You only have 2 seconds to pass the object before you are out.</li> </ol> </li> </ol>
<p><b>Reading:</b> Meaningful excerpt, poem, song, riddle, etc. tied to purpose of crew session.</p>	20 min.	<p><b>Teacher Led Discussion</b></p> <p>Have students find a partner. Tell them to brainstorm a list of activities people do outside. Then, create a class list on the board for students to refer to.</p> <p>Then watch the following video on the benefits of mental health in regards to nature: <a href="https://youtu.be/RV5MEP3Bgkc">https://youtu.be/RV5MEP3Bgkc</a></p> <p>Then, have students add any other nature activities to the list you already created. Have them vote on which activities they think have provided them a sense of calm or activities they would want to try for bringing a sense of calm to them.</p> <p>Introduce what Fridays will look like for the students. Tell them that a couple of Fridays a month, they will be participating in activities that will prepare them for an opportunity to have a deeper sense of connection to nature. They will take an End of the Year field trip to the Monument.</p> <p>Join the virtual meeting with the NPS at <b>7:50 am.</b> Use the following Google Meet Link: <a href="#">Google Meet</a> They will be introduced to Sam, the park ranger that will be in and out of your classrooms (virtually) this year</p>

		as they prepare for the EOY field trip. Teachers will hand out folders for students to keep that they will use to store Friday materials.
<b>Community Initiative/Main Activity/Discussion:</b>	15 min.	<b>Student Activity:</b>  After Sam’s introduction, have students decorate their “Friday Folders”. They can hand draw these, or if you have magazines available, they can create a collage. Have them stick to a natural theme, or decorate the folder with activities that bring them “calm”. The list on the board should give them inspiration. Make sure their names are on the folders and that you have a safe place to store them (lockers, classroom).
<b>Debrief/Reflection:</b> Check-in on how the session went, including our collaboration, individual work, progress toward the target or goal and ideas for improving our next session.		<b>Closing Circle:</b>  If time, have students who are willing share what they decorated their folders with.
<b>Next Steps:</b> Teacher/student(s) review important upcoming events and agenda items. Identify next steps for Crew (assign next crew leader, if students are taking turns).		<b>Finish decorating folder for homework, or during another advisory day when there is time.</b>

**Topic: Resiliency and The Cognitive Triangle**

**Date:**

**Learning Target:** Students become aware of their ability to monitor and regulate their thoughts, feelings, and actions

**Materials:** Construction paper, scissors, glue

Elements	Time	Detailed Steps and Materials
<p><b>Opening and Welcoming:</b> Welcome and/or greet one another; Introduce target or goal; Review agenda; Set tone.</p>	<p>5</p>	<p><b>Opening Circle:</b></p> <ol style="list-style-type: none"> <li>1. Have students form a standing circle, with at least an arms length between them.</li> <li>2. <b>Define resiliency: the ability to cope with whatever life throws at you.</b></li> <li>3. Tell students you want them to reflect on the word for a moment then they will have the opportunity to share what they think it means. Have an object ready for students to toss around to each other as you explore some of the following questions:               <ol style="list-style-type: none"> <li>a. What does it mean to be resilient?</li> <li>b. What are some character traits of people who are resilient?</li> <li>c. When is being resilient more challenging?</li> <li>d. Who do we know who shows resilience?</li> </ol> </li> </ol>
<p><b>Reading:</b> Meaningful excerpt, poem, song, riddle, etc. tied to purpose of crew session.</p>	<p>10-15</p>	<p><b>Teacher Led Discussion:</b></p> <ol style="list-style-type: none"> <li>1. Tell students that we are going to watch a video that will help us learn more about how our brains help us process our thoughts, feelings and actions</li> <li>2. Show <a href="https://www.youtube.com/watch?v=PcFmrVZ0e-I">https://www.youtube.com/watch?v=PcFmrVZ0e-I</a></li> <li>3. Open <a href="#">PPT</a> on cognitive triangle use slides 2-4 to reinforce what was discussed in video.</li> <li>4. Tell students that we will be focusing on 2 resiliency skill areas today that have to do with self-awareness and self-regulation. Say that we will explore the other areas over time, and that all of these skills help build resiliency.</li> <li>5. Use a flower vs. weed analogy to frame a discussion on the power of our thoughts.               <ol style="list-style-type: none"> <li>a. No matter what is happening in the world around us. We have the power to choose the way we respond to situations.</li> <li>b. Research shows us that if we can identify and name those negative thoughts that are triggered by uncomfortable events, then we have a better chance of regulating the feelings and actions that naturally follow those thoughts.</li> <li>c. The flower pot in the analogy is an event or situation. The seed is your thought in response. The stem/leaves are your feelings. The flower/fruit is your action or behavior.</li> </ol> </li> </ol>

Teacher Ranger Teacher Curriculum Example

		<ol style="list-style-type: none"> <li>6. Review the negative thinking example about the social event (slide 4). Then ask students to offer examples for an alternatively positive outcome (slide 5)</li> <li>7. Chart responses for whole class to see.</li> <li>8. <b>Nature connection:</b> sometimes when we get outside and into nature that can help us re-frame our thinking. There is research that shows that time spent in nature can help clear your mind and reduce anxiety.</li> </ol>
<b>Community Initiative/Main Activity/Discussion:</b>	20	<p><b>Student Activity: Modified from the binder</b></p> <ol style="list-style-type: none"> <li>1. Distribute flower cut outs</li> <li>2. Ask students to build positive thought flowers that represent a time they responded to an uncomfortable situation with resiliency.</li> </ol>
<b>Debrief/Reflection:</b> Check-in on how the session went, including our collaboration, individual work, progress toward the target or goal and ideas for improving our next session.	5	<p><b>Closing Circle:</b></p> <ol style="list-style-type: none"> <li>1. Invite students to share-out examples</li> <li>2. Display examples or build a resiliency garden in your classroom or in the hallway.</li> </ol>
<b>Next Steps:</b> Teacher/student(s) review important upcoming events and agenda items. Identify next steps for Crew (assign next crew leader, if students are taking turns).		<b>We will revisit the idea of resiliency and how nature can help us be more resilient in the next session.</b>

**Topic: Resiliency Continued: Your Brain on Nature**

**Date:**

**Learning Target:** Students consider ways that they can leverage the healing power of nature to improve their outlook.

**Materials:** Chromebooks if you choose for students to explore parks individually

Elements	Time	Detailed Steps and Materials
<p><b>Opening and Welcoming:</b> Welcome and/or greet one another; Introduce target or goal; Review agenda; Set tone.</p>	5-10	<p><b>Opening Circle:</b></p> <ol style="list-style-type: none"> <li>1. Have students form a circle, with at least an arms length between them.</li> <li>2. Revisit resilience definition and clarify: the ability to cope with whatever life throws at you.</li> <li>3. Facilitate opener. <b>It's recommended that a peer advisor lead the following opener.</b> <ol style="list-style-type: none"> <li>a. Can someone volunteer to share an example of resilience they witnessed over the last few weeks?</li> <li>b. Follow-up questions for facilitator                             <ol style="list-style-type: none"> <li>i. What did it look like?</li> <li>ii. Who showed resilience?</li> <li>iii. What lessons can we learn from noticing when people persist through difficulty?</li> </ol> </li> </ol> </li> </ol>
<p><b>Reading:</b> Meaningful excerpt, poem, song, riddle, etc. tied to purpose of crew session.</p>	10-15	<p><b>Teacher Led Discussion:</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about the cognitive triangle activity and pose this questions:             <ol style="list-style-type: none"> <li>a. Are there certain activities we can do or places we can go to that might help us to shift our perspective from a negative place to a positive place?</li> </ol> </li> <li>2. Generate lists to capture brainstorm</li> <li>3. Sometimes when we get outside and into nature that can help us reframe our thinking. Explain what you mean by reframe: the perspective shift helps you see your problem differently. There is research that shows that time spent in nature can help clear your mind by improving cognitive function. It's easier to feel present in the moment and not attached to distractions like our screens or issues are causing negative thinking.</li> <li>4. While you are watching this <a href="#">video</a> consider how spending time in natural places might help us reframe negative thinking?</li> <li>5. How can nature help us be more resilient?</li> </ol>
<p><b>Community Initiative/Main Activity/Discussion:</b></p>	10	<p><b>Student Activity: Modified from the binder</b></p> <ol style="list-style-type: none"> <li>1. Distribute chromebooks or lead a whole class exploration of a national park site at this <a href="#">website</a>.</li> </ol>

		<ol style="list-style-type: none"> <li>2. Think about ways you could explore that place to “clear your mind”.</li> </ol>
<p><b>Debrief/Reflection:</b> Check-in on how the session went, including our collaboration, individual work, progress toward the target or goal and ideas for improving our next session.</p>	5	<p><b>Closing Circle:</b></p> <ol style="list-style-type: none"> <li>1. Join google meeting with ranger Sam at <b>7:55</b> where she will tell kids about the ways they can explore Colorado NM. Here is the link: <a href="#">Google Meet</a></li> <li>2. She will invite students to visit the park with their families, and to consider how our special location here in western colorado surrounded by all the natural beauty can help us be more resilient.</li> <li>3. Every student participating gets a one-time voucher for their family. They just need to tell the person at the entrance station their name.</li> </ol>
<p><b>Next Steps:</b> Teacher/student(s) review important upcoming events and agenda items. Identify next steps for Crew (assign next crew leader, if students are taking turns).</p>		

**Topic: Growth Mindset**

**Date:**

**Learning Target:** Students gain deeper understanding of growth mindset and it's positive benefits.

**Materials:**

[https://www.youtube.com/watch?v=KUWn\\_TJTmU](https://www.youtube.com/watch?v=KUWn_TJTmU) from 1:27 - 2:02

<https://www.youtube.com/watch?v=ru0K8uYEZWw> - Can't Stop the Feeling!

Elements	Time	Detailed Steps and Materials
<p><b>Opening and Welcoming:</b> Welcome and/or greet one another; Introduce target or goal; Review agenda; Set tone.</p>	10 min.	<p><b>Opening Circle:</b></p> <p>Watch the growth mindset vs. fixed mindset video  <a href="https://www.youtube.com/watch?v=KUWn_TJTmU">https://www.youtube.com/watch?v=KUWn_TJTmU</a> : from 1:27 - 2:02                      And the “Can’t Stop the Feeling” video:  <a href="https://www.youtube.com/watch?v=ru0K8uYEZWw">https://www.youtube.com/watch?v=ru0K8uYEZWw</a></p> <p>Have students share:</p> <ul style="list-style-type: none"> <li>● Do the people in the Justin Timberlake video have a growth mindset or a fixed mindset? How do you know?</li> </ul>
<p><b>Reading:</b> Meaningful excerpt, poem, song, riddle, etc. tied to purpose of crew session.</p>	15 min.	<p><b>Teacher Led Discussion:</b></p> <p>Have students read the article titled “<i>Courage and Vulnerability Part 1</i>”, pgs 1-2  <a href="https://drive.google.com/file/d/15V58rN9e6S5aCdMBH2v15Pel9eijTfi/view?usp=sharing">https://drive.google.com/file/d/15V58rN9e6S5aCdMBH2v15Pel9eijTfi/view?usp=sharing</a>                      /</p> <p>As they read, have them create a venn diagram where they compare and contrast vulnerability and courage to growth mindset.</p>
<p><b>Community Initiative/Main Activity/Discussion:</b></p>	15 min.	<p><b>Student Activity: Modified from the binder</b></p> <p><b>Have students share out their compare and contrast of vulnerability vs. growth mindset. Have groups record it on the board or a piece of chart paper.</b></p> <p><b>Tell students we are going to practice being vulnerable together and do the following</b></p> <ul style="list-style-type: none"> <li>● Create a list of 5-10 things that are courageous for 12-14 year olds and have students rank the activities from being least to most courageous. Ask students why they are ranking things the way they are.                         <ul style="list-style-type: none"> <li>○ Possible Ideas:</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>■ Who you sit next to in the lunchroom</li> <li>■ Dancing like no one is watching</li> <li>■ Exercising with someone</li> <li>■ Standing up to a bully</li> <li>■ Disagreeing with someone</li> <li>■ Meeting new people</li> <li>■ Sharing personal stories</li> <li>■ Playing sports</li> <li>■ Giving a concert or a solo</li> <li>■ Giving something your all</li> <li>■ Helping someone they are in need</li> <li>■ Reading out loud</li> <li>■ Saying no</li> </ul>
<p><b>Debrief/Reflection:</b> Check-in on how the session went, including our collaboration, individual work, progress toward the target or goal and ideas for improving our next session.</p>	5 min.	<p><b>Closing Circle:</b></p> <p>As an advisory, what can we commit to doing for one another that will encourage vulnerability?</p> <p>*You might record this so students can remember this “social contract” for later.</p>
<p><b>Next Steps:</b> Teacher/student(s) review important upcoming events and agenda items. Identify next steps for Crew (assign next crew leader, if students are taking turns).</p>		<p><b>Extension (optional):</b></p> <p><b>Have students practice being vulnerable together by doing the Cupid Shuffle</b></p> <ul style="list-style-type: none"> <li>● Cupid Shuffle (line dance) : <a href="#">Cupid Shuffle Music Video</a></li> </ul>

**Topic: How Active Listening Applies to the ability to practice Empathy**

**Date:**

**Learning Target Goal & Outcome:**

**Materials:**

Friday Folders

Elements	Time	Detailed Steps and Materials
<p><b>Opening and Welcoming:</b> Welcome and/or greet one another; Introduce target or goal; Review agenda; Set tone.</p>	<p>5-10</p>	<p><b>Opening (to be facilitated in a circle):</b></p> <p>Begin in a standing circle. Explain to students that they are going to participate in a game of telephone with the goal of this lesson being to better understand what it means to be a good listener.</p> <p>Ask one student to first explain how to play telephone. Then, begin the game by whispering the following sentence into a student’s ear: <b>“I want to know what it feels like to listen and what it feels like to be heard”</b>.</p> <p>The last student to hear the phrase will then repeat it out loud for the class. It will likely be a very different sentence from the beginning.</p> <p>Have students then sit in the circle. Facilitate a short discussion with the students using the prompts:</p> <ol style="list-style-type: none"> <li>1. <b>What happened to the original message?</b></li> <li>2. <b>Was it easy or difficult to hear the original message? Why do you think it might have been difficult?</b> <ol style="list-style-type: none"> <li>a. <b>Responses may include things like:</b> <ol style="list-style-type: none"> <li>i. <b>It was hard to hear because the student whispered.</b></li> <li>ii. <b>It was hard because we didn’t make eye contact.</b></li> <li>iii. <b>It was hard to hear because others were talking and laughing.</b></li> </ol> </li> </ol> </li> </ol>
<p><b>Reading:</b> Meaningful excerpt, poem, song, riddle, etc. tied to purpose of crew session.</p>	<p>10-15</p>	<ol style="list-style-type: none"> <li>1. Explain to students that today they will be exploring the power of listening to others as well as the power of being heard by others. They are going to listen to a teacher named Celeste Davis and her student, Aaron having a conversation. Aaron, had told Celeste he was homeless. This is the interview they had after that conversation.</li> <li>2. Play the following audio clip using this link (You will have to scroll down the website until you reach the section titled <b>“Activity: Celeste Davis and Aaron”</b>. You will notice the audio clip under that section): <a href="https://storycorps.org/discover/education/lesson-the-power-of-active-listening/">https://storycorps.org/discover/education/lesson-the-power-of-active-listening/</a></li> <li>3. After listening, have 1 student summarize the interview. Then, facilitate a discussion with the group on:</li> </ol>

		<ol style="list-style-type: none"> <li>a. Why was it powerful for Celeste to listen to Aaron?</li> <li>b. How did Celeste show Aaron that she was <i>really</i> listening to him?</li> <li>c. Why do you think it was important to Aaron that Celeste listened to him? How do you know it was important?</li> </ol> <p>4. Explain to students that the conversation between Aaron and Celeste is an example of active listening. Display the definition of “<b>Active Listening</b>” using this link: <a href="#">Active Listening and Empathy</a>. Go over the definition and then give students about 5 minutes to do the personal journal questions individually on their own piece of paper (this can be stored in their Friday Folders).</p>
<b>Community Initiative/Main Activity/Discussion:</b>	10-15	<ol style="list-style-type: none"> <li>1. Explain that students are now going to practice 2 active listening skills called:             <ol style="list-style-type: none"> <li>a. Short Silences and Not Interrupting</li> </ol> </li> <li>2. Pair students by counting off. For example, if there are 20 students, have students count from 1-10, and then the 1s would be a pair, the 2s would be a pair, etc.</li> <li>3. They are going to partner with someone and interview them using the prompt: <b>Tell me something about yourself that would surprise me.</b></li> <li>4. Give students some think time. Then:</li> <li>5. As students ask their partners the question, they must practice “Short Silences”. Which means, whenever their partner stops talking, the interviewer must count to 6 in their head before they try to fill the silence. If their partner begins speaking again, then the interviewer will have to wait for another opportunity before asking their follow up question.</li> <li>6. The interviewer must also not interrupt. So even if the story is crazy, they must wait for the speaker to stop talking before asking a question.</li> </ol>
<b>Debrief/Reflection:</b> Check-in on how the session went, including our collaboration, individual work, progress toward the target or goal and ideas for improving our next session.	5-10	<p><b>Closing Circle:</b></p> <p>Have students share out how being an active listener allows us to better empathize with others. Why is that powerful?</p>
<b>Next Steps:</b> Teacher/student(s) review important		If time, you can have students watch the video from the last slide in the powerpoint.

Teacher Ranger Teacher Curriculum Example

upcoming events and agenda items. Identify next steps for Crew (assign next crew leader, if students are taking turns).		
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**Topic: Active Listening: Mindfulness in Nature**

**Date:**

**Learning Target:** students recognize self-awareness and regulation tools available to them through mindfulness exercises outdoors - students learn more about healthy activities and natural resources that are available to them.

**Materials:**

Something to chart student share-outs on (chart paper, erase boards)

Markers

**Resources**

[Sound Preservation](#)

[Why Sound Matters](#)

<http://www.soundandlightecologyteam.colostate.edu/recordings.html>

<https://nps.maps.arcgis.com/apps/Cascade/index.html?appid=9f33fa32af394a129b0b548429dced01>

Elements	Time	Detailed Steps and Materials
<p><b>Opening and Welcoming:</b> Welcome and/or greet one another; Introduce target or goal; Review agenda; Set tone.</p>	<p>5-10</p>	<p><b>Opening:</b></p> <p>Have students generate a list of sounds that fall under the following categories: soothing, uplifting, draining, etc. <i>Clarify terms before generating list</i></p> <p>Then have students share out and describe an experience in nature where the sound of a place contributed to them feeling one of the three feelings: soothing, uplifting, draining etc..</p>
<p><b>Reading:</b> Meaningful excerpt, poem, song, riddle, etc. tied to purpose of crew session.</p>	<p>10</p>	<p><b>Teacher/Ranger Led Discussion:</b> Define <b>soundscape</b> <b>What is a soundscape?</b></p> <p>“A soundscape is the human perception of the acoustic environment. It's the combination of sounds you hear around you, including sounds made by animals, people, and the earth”</p> <p>The natural sounds composing soundscapes are important for both animals and people.</p> <p><b>Animals</b> make sounds to communicate, establish territories, and court potential mates. They must listen to sounds to find food and avoid predators.</p>

		<p><b>People</b> come to parks to experience natural quiet and the sounds of nature, which connect them to the park environment.</p> <p>There are scientists who study soundscapes at national parks, because National Parks offer some of the most protected sound experiences. There is less activity from “built environment” and more natural processes at work. They inventory and monitor sounds and how they respond to natural and human influence.</p> <p>From the following resources, choose some soundscapes to play for students:</p> <p>Share soundscape video:  <a href="http://www.soundandlightecologyteam.colostate.edu/recordings.html">http://www.soundandlightecologyteam.colostate.edu/recordings.html</a></p> <p>Other interesting sounds:  <a href="#">Owl</a> - Yosemite  <a href="#">Avalanche</a> - Denali  <a href="#">Singing Sands Video/Sound</a> - Great Sand Dunes  <a href="#">Wolf</a> - Denali  <a href="#">Humpback Whale</a> - Glacier Bay  <a href="#">Alligator</a> - Everglades</p>
<p><b>Community Initiative/Main Activity/Discussion:</b></p>	<p>10-15</p>	<p><b>Student Activity:</b>          Take class outside. Have group <i>silently</i> listen to the environment for a few moments..</p> <p>Option 1 - guide group through a <a href="#">nature listening meditation</a> (handout in Teacher’s Lounge)</p> <p style="text-align: center;"><b><i>OR</i></b></p> <p>Option 2 - have group listen and journal about one of these prompts:</p> <ul style="list-style-type: none"> <li>● Compare how you felt before, during, after listening/meditating.</li> <li>● Where do you go to find peace and quiet?</li> <li>● What’s the value of quiet in our lives?</li> <li>● There are only a few “natural sound” refuges in the world - should we care or do anything about protecting those places?</li> </ul>
<p><b>Debrief/Reflection:</b> Check-in on how the session went, including our collaboration, individual work,</p>	<p>5-10</p>	<p><b>Closing Circle:</b></p> <p>What did you hear or think about today that affects the way you feel about natural sound or the role of sound in your life?</p> <p>Other possible guiding questions to facilitate discussion:</p>

Teacher Ranger Teacher Curriculum Example

<p>progress toward the target or goal and ideas for improving our next session.</p>		<ul style="list-style-type: none"> <li>● If you used the guided technique, reflect on how that felt.</li> </ul>
<p><b>Next Steps:</b> Teacher/student(s) review important upcoming events and agenda items. Identify next steps for Crew (assign next crew leader, if students are taking turns).</p>	<p>5</p>	<p>Return to class</p>

**Topic: Positive Effect of Nature on Veterans**

**Date:**

**Learning Target:**

**Materials:**

Something to chart student share-outs on (chart paper, erase boards)

Markers

**Resources (found in Teacher’s Lounge)**

Copies of the needed article (enough for every 2 students to share 1)

Nature Postcards (1 postcard for each student)

Elements	Time	Detailed Steps and Materials
<p><b>Opening and Welcoming:</b> Welcome and/or greet one another; Introduce target or goal; Review agenda; Set tone.</p>	<p>5-10</p>	<p><b>Opening (to be facilitated in a circle):</b></p> <p>Put the definition of PTSD on the board and explain it to students.</p> <p><b>Definition of PTSD:</b></p> <p><b>Post Traumatic Stress Disorder can occur when a person has a difficult time processing through a memory or memories of terrifying events.</b></p> <p>Facilitate a discussion with students on hardships they believe veterans face when being deployed and the hardships veterans face when coming back from deployment.</p> <p>Have students brainstorm a list of “terrifying events”.</p> <p>Explain to students that one way to combat the memories of these terrifying events is being outside.</p>
<p><b>Reading:</b> Meaningful excerpt, poem, song, riddle, etc. tied to purpose of crew session.</p>	<p>10-15</p>	<p>Have students partner up and read the article (copies in the teacher’s lounge alone with postcards):</p> <p><a href="https://calmmatters.org/commentary/vets-understand-the-healing-power-of-nature-and-the-need-to-protect-public-lands/">https://calmmatters.org/commentary/vets-understand-the-healing-power-of-nature-and-the-need-to-protect-public-lands/</a></p> <p>Ask them to write a “\$2 summary” of the article with their partner. If you want, give them a list of possible words they might use in their summary.</p> <ul style="list-style-type: none"> <li>● <b>\$2 Summary:</b> Write a summary that is \$2. Each word is worth 10 cents. There are 10 dimes in a dollar - so the summary should be 20 words. Some words students may use in this summary include:             <ul style="list-style-type: none"> <li>○ Trauma</li> <li>○ Outdoors</li> <li>○ Healing</li> <li>○ Public Lands</li> <li>○ Protection</li> </ul> </li> </ul>

<p><b>Community Initiative/Main Activity/Discussion:</b></p>	<p>10-15</p>	<p><b>Student Activity:</b></p> <p>Have students write a postcard to a veteran. These can be to a veteran they know or just a general note to be dropped off at the VA. If you are able, take students outside to write the letter.</p> <p>Drop the completed Veteran postcards off in the “Hawley” mailbox and I will bring them to the VA.</p>
<p><b>Debrief/Reflection:</b> Check-in on how the session went, including our collaboration, individual work, progress toward the target or goal and ideas for improving our next session.</p>	<p>5-10</p>	<p><b>Closing Circle:</b></p> <p>Have students share about the power they think nature can have in healing.</p>
<p><b>Next Steps:</b> Teacher/student(s) review important upcoming events and agenda items. Identify next steps for Crew (assign next crew leader, if students are taking turns).</p>		<p>None</p>

**Topic: Mindfulness Activities**

**Date:**

**Learning Target Goal & Outcome:**

**Materials:**

Friday Folders

Elements	Time	Detailed Steps and Materials
<p><b>Opening and Welcoming:</b>                      Welcome and/or greet one another; Introduce target or goal; Review agenda; Set tone.</p>	<p>10-15 min.</p>	<p><b>Opening:</b></p> <p>Explain to students they are going to participate in a meditation. It takes being vulnerable with one another. Have students spread out and away from each other. They can meditate sitting, or lying down</p> <p>Start with a mindfulness exercise. In the background of your classroom, play the following video: <a href="#">Mindfulness Background Music</a>. You're going to have students tense parts of their bodies for 5 seconds and then slowly release. If you aren't comfortable leading this meditation, here is a video that students can follow : <a href="#">Progressive Muscle Relaxation</a>. Otherwise, in your calming voice:</p> <ol style="list-style-type: none"> <li>1. Start by having students clench their fists for 5 seconds. Count out loud and then have students. Then have students completely relax their clenched fists, releasing the pressure for about 5 seconds.</li> <li>2. Have students then flex their arms. Have them squeeze their biceps and forearms close to their bodies and then clench their fists Hold for 5 seconds and release. Both arms should be positioned like this:                             <div data-bbox="691 1163 1143 1608" data-label="Image"> </div> </li> <li>3.</li> <li>4. Have students push their shoulders up to their ears. Hold for 5 seconds and then release.</li> <li>5. Have students clench their face muscles. Have them wrinkle their foreheads, squeeze their eyes shut and purse their lips. Hold for 5 seconds and then release.</li> <li>6. Then, have students take a deep breath. Breathe in for 6 seconds, hold for 5 and then release completely.</li> </ol>

		<p>Explain to students that one way people find relaxation throughout the day is through being “Mindful”, which really means being able to check in with yourself in the moment. It means pressing pause on whatever is going on and seeing how our bodies are feeling. The exercise we just did was a way of being mindful. Pressing pause and checking in with our bodies.</p> <p>Ask students to share out how that exercise affected them. Do they feel calmer? Was it stressful to do it in front of others? Have they ever done something similar?</p>
<p><b>Community Initiative/Main Activity/Discussion:</b></p>	<p>20 minutes</p>	<ol style="list-style-type: none"> <li>1. Students are now going to participate in some more mindfulness activities. The activities can be found in their Friday Folders. At the end of this activity, students will choose 5 exercises they like to have in their Mindfulness “Toolbox”. Students can sit or lie down for any of these exercises unless it says otherwise.</li> </ol> <p><b>Mindfulness Technique 1: Getting In Touch with My 5 Senses</b></p> <ol style="list-style-type: none"> <li>1. Tell students they are going to check in with their 5 senses : Seeing, Hearing, Feeling, Smelling and Tasting.</li> <li>2. Have students begin by taking 3 deep breaths. Preferably, in through the nose, out through the mouth.</li> <li>3. Then, have students (all at the same time, but whispering) state five 5 things they see.</li> <li>4. Then, have students shut their eyes and (whispering, at the same time) state 4 things they hear. Students should keep their eyes shut for the remainder of the time.</li> <li>5. Have students state 3 things they can feel.</li> <li>6. Have students state 2 things they can smell.</li> <li>7. Have students state 1 thing they can taste.</li> <li>8. End with 3 deep breaths.</li> </ol> <p><b>Mindfulness Technique 2: The Balloon</b></p> <ol style="list-style-type: none"> <li>1. Have students stand up.</li> <li>2. Have them roll their shoulders back and relax them away from the ears. Eyes closed, palms facing outwards.</li> <li>3. In your calming voice say, “Relax your body and take 3 long inhales and exhales in and out through the nose.”</li> <li>4. “Start to take a slow, deep breath. Fill your belly up as much as you can, like you are filling up a big balloon.”</li> <li>5. Encourage your kids to feel their entire body relax each time they exhale, each time air is slowly being released from the balloon. You can even make a “hissing” noise to encourage them to slow down the exhale even more, “Like letting air out of the balloon.”</li> <li>6. Continue for several minutes.</li> </ol> <p><b>Mindfulness Technique 3: Body and Sound Check In</b></p>

		<ol style="list-style-type: none"> <li>1. Now tell students they are going to do a sound and body check in.</li> <li>2. Play the following audio recording: <a href="#">Sound and Body Meditation</a></li> </ol> <p><b>Mindfulness Technique 4: Checking my Heartbeat</b></p> <ol style="list-style-type: none"> <li>1. To begin, tell your kids to jump up and down in place or do jumping jacks for one minute.</li> <li>2. When they have finished, have them sit down and put a hand over their heart. Instruct them to close their eyes and pay attention only to their heartbeat and, perhaps, their breath as well.</li> </ol> <p><b>Mindfulness Technique 5: 5 Finger Starfish</b></p> <ol style="list-style-type: none"> <li>1. This breathing technique has kids holding up one hand in a starfish position (fingers spread wide) while they gently trace up and down each finger with the other hand, focusing on regular breathing at the same time. As they trace up their finger, they breathe in. As they trace back down their finger, they breathe out.</li> <li>2. Repeat twice.</li> </ol>
<p><b>Debrief/Reflection:</b> Check-in on how the session went, including our collaboration, individual work, progress toward the target or goal and ideas for improving our next session.</p>	<p>10 minutes</p>	<p>Have students turn to page __ of their Friday Folders and begin to complete their “Mindfulness Toolbox”. Have them choose 3 exercises they liked from today to have in their toolbox. They will write down the name on the left, and then put the directions for the exercise on the right. For the recordings, still have them summarize the technique.</p> <p>Have students share out which mindfulness techniques they put in their toolbox and why.</p>
<p><b>Next Steps:</b> Teacher/student(s) review important upcoming events and agenda items. Identify next steps for Crew (assign next crew leader, if students are taking turns).</p>		<p>Feel free to start off a lesson with a mindfulness exercise in the future. It’s a great way to ground your students.</p>

**Topic: Build a team that will participate in the End of Year challenge Date:**

**Learning Target:** Students will be able to identify the characteristics of a strong team while building connection in their teams.

**Materials:** White Board, Dry Erase Markers, Paper for a Poster

Elements	Time	Detailed Steps and Materials
<p><b>Opening and Welcoming:</b> Welcome and/or greet one another; Introduce target or goal; Review agenda; Set tone.</p>	5 min.	<p><b>Opening:</b> Begin in a circle. On the board, have a student record the pros/cons of having to work in a team. As you go around the circle, students should share either 1 positive or 1 negative of having to work in a team.</p>
<p><b>Community Initiative/Main Activity/Discussion:</b></p>	20-30 minutes	<ol style="list-style-type: none"> <li>1. Students are now going to participate in a teamwork challenge. Explain that the teams they choose today will be the teams they work with when they participate in the End of the Year Field Trip. Teams should be 3-4 people.</li> <li>2. First Challenge:             <ol style="list-style-type: none"> <li>a. In this game, divide into multiple groups. One person from each group is selected to view a hidden object. Take students out into the hall and show them a random object. They only have 10 seconds at a time to peek at the object and must relay the information that they see to the rest of their group, without giving it away. They can ONLY describe what they see. The group must try to guess the object based on the peek person’s description.</li> <li>b. After this activity, have group members discuss what was difficult and what would have made the group more successful.</li> </ol> </li> <li>3. Second Challenge: Story Teller             <ol style="list-style-type: none"> <li>a. One person is the storyteller while the others are the word givers. The word givers start off by giving a title that the storyteller must start talking about.</li> <li>b. Then, as they are speaking, word givers yell random words that storytellers must incorporate. The key is that the words should be unrelated to the topic to make it more challenging and interesting. For instance, in a story about, “Visiting the City,” word givers should avoid relevant words like, “taxi”, “skyscrapers”, and “subway”. Instead, they shout out unrelated words like, “coconuts”, “T-Rex”, “Big Foot”, or “lumberjacks”.</li> <li>c. Give each student a turn to be the story teller. They will each have 3 minutes to tell their story.</li> <li>d. After this activity, have group members discuss what was difficult and what would have made the group more successful.</li> </ol> </li> <li>4. Third Challenge: Reverse Charades</li> </ol>

		<p>a. In a normal game of charades, one person from the group stands up and acts out a word or phrase while the rest of the team tries to guess. However, in reverse charades, it is flipped. One person has to guess while the rest of the team must work together and act it out. Give the actors 30 seconds-minute to decide secretly on what they will act out. Then, give them two minutes to act it out together while their partner guesses.</p>
<p><b>Debrief/Reflection:</b> Check-in on how the session went, including our collaboration, individual work, progress toward the target or goal and ideas for improving our next session.</p>	<p>10 minutes</p>	<p>Gather in a circle and discuss what makes a good teammate based on those activities. Make a classroom poster that has to do with being a good teammate. What qualities/skills does a team have to have? What about individuals within that team? On the back of the poster, record which students are in which groups. That way, with future teamwork challenges, students will be in the same team.</p>
<p><b>Next Steps:</b> Teacher/student(s) review important upcoming events and agenda items. Identify next steps for Crew (assign next crew leader, if students are taking turns).</p>		<p>Participate in one of the teamwork challenges as an entire class!</p>

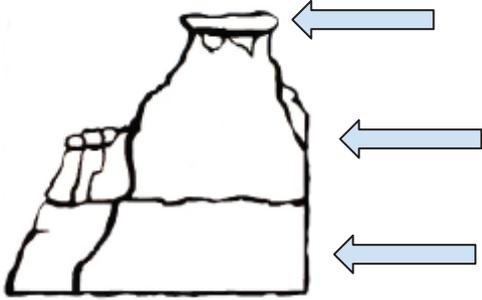
**Topic: Geology and Identity - Our Layers**

**Date:**

**Learning Target:** Students will explore how the world sees them vs. how they see themselves, and practice self-awareness by identifying their own personal characteristics.

**Materials:** Independence Monument Outline (in Friday Folder)

Elements	Time	Detailed Steps and Materials
<p><b>Opening and Welcoming:</b> Welcome and/or greet one another; Introduce target or goal; Review agenda; Set tone.</p>	<p>5-10</p>	<p><b>Opening Circle:</b></p> <p>Define the word <b>identity</b> for the class - <i>it's what makes you who you are</i>. Ask students to brainstorm the things that DO make us who we are. <b>Examples:</b> values, beliefs, thoughts, actions, family, culture, home, community</p> <ol style="list-style-type: none"> <li>1. Have students form a circle, with at least an arms length between them.</li> <li>2. Facilitate opener. <b>It's recommended that a peer advisor lead the following opener.</b> <ol style="list-style-type: none"> <li>a. Discussion questions for facilitator                             <ol style="list-style-type: none"> <li>i. When you first meet someone, what can you tell about their identity by looking at them?</li> <li>ii. What <b>can't</b> you tell by just looking at them?</li> <li>iii. How do you think others see your identity when they look at you?</li> <li>iv. How does it feel when people assume to know you based on your appearance?</li> <li>v. How can we avoid making assumptions about people?</li> </ol> </li> </ol> </li> </ol>
<p><b>Reading:</b> Meaningful excerpt, poem, song, riddle, etc. tied to purpose of crew session.</p>	<p>5</p>	<p><b>Teacher Led Discussion:</b></p> <p>People and rocks are alike in the sense that they both have <b>layers</b>. Some layers are more seen while others are buried beneath our skin or soil. Geologists study earth materials like rocks, soils, minerals and land formations to understand the history of our planet. Earth's surface is made up of rock layers, that, like chapters in a book, tell us stories about earth's history (show photo of <a href="#">rock layers at Colorado NM</a>). At CNM, there are three major rock layers that form the towers and monoliths like independence monument. Those three different layers show observers evidence of earth's past. There is a mudstone on the bottom, a sandstone in the middle, and a hard river stone on top. The surface of earth has undergone massive changes over time, and these different rocks reflect that. These three rock types are proof that there has been major changes on earth - what was once a muddy swamp, became a dry desert, then river valley. Today we live in a high desert ecosystem.</p>
<p><b>Community Initiative/Main</b></p>	<p>15</p>	<p><b>Student Activity: Found in Friday Folder</b></p>

<p><b>Activity/Discussion:</b></p>		<p>Just like the rock formations of Colorado National Monument we have layers that tell our story - some are more recognizable and known to the world whereas others are more hidden.</p> <p>Show students the Independence Monument outline and tell them they will be creating an Identity Tower just like the rock.</p> <ol style="list-style-type: none"> <li>1. In the capstone of their identity tower they should put the trait or quality that they feel the world sees most when they look at them.</li> <li>2. In the middle section students should list things that their friends and family know about them.</li> <li>3. At the foundation of their tower they should list things that they know about themselves that others might not.</li> </ol> 
<p><b>Debrief/Reflection:</b> Check-in on how the session went, including our collaboration, individual work, progress toward the target or goal and ideas for improving our next session.</p>	<p>10-15</p>	<p><b>Closing Circle:</b> Discussion questions for teacher or student facilitator:</p> <ul style="list-style-type: none"> <li>- What are the benefits of having and knowing our layers?</li> <li>- How do our “layers” help make us more <b>resilient</b> in tough times?</li> <li>- Is it harmful to only be known or to only know people by their “capstone” or most easily seen layer?</li> <li>- What are some things we can do to honor and celebrate the multiple layers of people in a community?</li> <li>- Is there anything in your root layer that you would prefer to be more seen?</li> </ul>
<p><b>Next Steps:</b> Teacher/student(s) review important upcoming events and agenda items. Identify next steps for Crew (assign next crew leader, if students are taking turns).</p>		<p>Consider having students share some of their identity towers aloud or make space for them to be shown around the class.</p>

**Topic: Connection and Resilience Lesson 11**

**Date:**

**Learning Target:** Students will explore and recognize the network of resources that are available to them to form trusted relationships and connections.

**Materials:** Friday Folders, paper to create a “web-of-resilience”

Elements	Time	Detailed Steps and Materials						
<p><b>Opening and Welcoming:</b> Welcome and/or greet one another; Introduce target or goal; Review agenda; Set tone.</p>	<p>5-10</p>	<p><b>Opening Circle:</b> One of the <a href="#">main ingredients of resilience</a> is “connection”. What do you think it means to be “connected”? Let’s make a chart to track ways that we can build relationships within each of these categories. Another way to frame the question might be - What sources of strength or resources can we seek out through each of these groups?</p> <p>Teacher or peer facilitator can annotate a chart like this on a white board or flip chart based on student responses.</p> <table border="1" data-bbox="597 806 1513 1058"> <thead> <tr> <th data-bbox="597 806 902 869">Friends/Family</th> <th data-bbox="902 806 1208 869">Community</th> <th data-bbox="1208 806 1513 869">World</th> </tr> </thead> <tbody> <tr> <td data-bbox="597 869 902 1058"></td> <td data-bbox="902 869 1208 1058"></td> <td data-bbox="1208 869 1513 1058"></td> </tr> </tbody> </table>	Friends/Family	Community	World			
Friends/Family	Community	World						
<p><b>Reading:</b> Meaningful excerpt, poem, song, riddle, etc. tied to purpose of crew session.</p>	<p>10</p>	<p><b>Teacher Led Discussion:</b> When we look at the natural world we see that all life is connected through what is known as a <a href="#">web-of-life</a>. Watch this <a href="#">video</a> with the class to explore how biodiversity makes the “web of life” stronger. A web of life is important to the strength of an ecosystem.</p> <p>In every corner of the earth there are specialized ecosystems that have complex webs of life that support the plants and animals that call that place home. Colorado NM preserves some of the most natural habitat in our community. This <a href="#">photo</a> shows examples of some of the species that depend on each other for survival in their web.</p> <p>Much like the web-of-life in an ecosystem - we are all part of “webs” of connection beyond just food chains. Our connections to the world around us give us strength and help build resiliency.</p>						
<p><b>Community Initiative/Main Activity/Discussion:</b></p>		<p><b>Student Activity: Modified from the binder</b> Think of the connections you have with the world around you that give you strength to be resilient. These things can help</p>						

		<p>make your web strong to support you when you are going through a difficult time.</p> <p>Using the template in this <a href="#">slide and in the Friday Folder</a> - create a web of resilience showing all your connections.</p>
<p><b>Debrief/Reflection:</b> Check-in on how the session went, including our collaboration, individual work, progress toward the target or goal and ideas for improving our next session.</p>		<p><b>Closing Circle:</b></p> <p><b>Discussion questions for teacher of peer facilitator:</b></p> <ul style="list-style-type: none"> <li>- When do you feel most connected?</li> <li>- Describe a time when you felt disconnected?</li> <li>- Who or what can people who feel disconnected reach out to in our community to find strength and build-up their “web”?</li> <li>- What do we take good care of relationships to maintain a strong web?</li> </ul>
<p><b>Next Steps:</b> Teacher/student(s) review important upcoming events and agenda items. Identify next steps for Crew (assign next crew leader, if students are taking turns).</p>		<p><b>Consider sharing or displaying student webs</b></p>

**Topic: Leave No Trace**

**Date:**

**Learning Target:** Familiarize students with the principles and practices of leave no trace in preparation for the field trip.

**Materials:** Friday Folders, printed images from activity guide

Elements	Time	Detailed Steps and Materials
<p><b>Opening and Welcoming:</b> Welcome and/or greet one another; Introduce target or goal; Review agenda; Set tone.</p>	5-10	<p><b>Opening Circle:</b> Ask students what they think “Leaving No Trace” in nature means.</p>
<p><b>Community Initiative/Main Activity/Discussion:</b></p>	10-20	<p><b>Student Activity:</b> Choose one of the activities from the following link to do with your students: <a href="#">Leave No Trace Training</a></p>
<p><b>Debrief/Reflection:</b> Check-in on how the session went, including our collaboration, individual work, progress toward the target or goal and ideas for improving our next session.</p>		<p><b>Closing Circle:</b></p> <p><b>Discussion questions for teacher of peer facilitator:</b></p> <ul style="list-style-type: none"> <li>- What did those activities teach us about “Leave No Trace”? What does it mean to “Leave No Trace” when we spend time outdoors?</li> </ul>

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