

# THE COLLECTIVE

STUDENT EMPOWERMENT MONTH

## LESSON 1 TEACHER PLANNING MAP

### LETTING THE LIGHT IN IDENTIFYING SAFE PEOPLE/SPACES

#### OBJECTIVE:

Students will be able to define mental health, as well as identify people and safe spaces in their communities.

On your own review the Vocabulary Cards 1 & 2. Reflect in a journal or digital notebook: What does mental health mean to you? What communities or circles do you belong to? Watch the *Letting the Light In* video. Respond to one of the following questions: What part of the video stood out to you? Why is it important to talk about mental health?

#### Material for Students:

Vocabulary Cards 1 & 2  
Scenario Cards 1 & 2  
Access to Video:  
"Letting the Light In"

### I DO...

Optional: Students can bring in one written sentence or image that represents a community they are a part of.

Start class with the question: What does mental health mean to you? Invite students to turn and talk with a partner to share their responses from the pre-class reflection. Review the vocabulary term community. Create a class list of shared circles (e.g., school, sports teams, family). Discussion Prompt: Is our classroom a community? Why or Why not? In groups or pairs have students use the Team Empowerment Packet to identify and document their communities.

#### In-Class Materials:

"Here You Go"  
Activity Card  
Team Empowerment  
Packet  
Chart Paper or  
Whiteboard

### WE DO...

Management Tip: Use chart paper to write key takeaways so they can be references during future lessons.

Facilitate the "Here You Go" Activity Card 1, followed by group discussion using the prompts. Introduce the Varsity Brands Empowerment Rights. As a class, reflect on what rules help create a safe and caring classroom environment. Students propose and discuss rules in the groups and then share with the class. Narrow down to approximately four class agreements/rules.

### YOU DO...

Management Tip: Record the agreed-upon rules visibly in the classroom for ongoing reference.