We offer extraordinary immersive experiences committed to a Mind | Body | Connection | Digital Consciousness approach to human development.

Presented by Julia Gabor & Jeffrey L. Jordan
Mindful Founders
Welcome to kid-grit!

In response to our partners’ request we have created a soulful guide filled with lessons, reflections, questions, and extended activities in response to the pandemic crisis that is happening around the world. We developed this document in hopes that its content will provide relief and support for our students and their families, educators, staff, and administrators.

In Gratitude,

Julia Gabor

Jeffrey L. Jordan
kid-grit is a holistic approach to creating a well-rounded student. The curriculum is focused and committed to a developmental approach promoting the nourishment of a child’s intellect, emotion and intuition, along with conditioning his/her body through delicious, nutrient-dense food, movement, and breathing. In this way, we can holistically impact the whole child. By developing the mind through mindfulness and mindset, strengthening the body through nutrition and exercise, fueling connectivity through community involvement and teamwork, and nurturing skills around social media and technology usage, we will increase students’ awareness, connection to others, and commitment to the mental, physical, emotional, and communal aspects of their growth. Our concepts and activities will help students build their personal resilience and grit to become positive and productive contributors in their personal and professional lives. All of these elements are integrated to create a holistic model for today’s youth. This approach focused on the whole child has a variety of well-documented and researched impacts including seminal research on the Building Blocks for Learning (Stafford-Brizard, K., 2016). Students will build necessary life skills in the following areas: stress-management, self-control, increased productivity and improved attention span in academic classes, sports, and the arts. They will develop a stronger sense of self and a ‘groundedness’ — all resulting in increased school attendance, higher academic performance, and a more thoughtful and intentional young person.

"For small creatures such as we, the vastness is bearable only through love."
~Carl Sagan, Scientist

WHAT?

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WHY?
The great majority of students are tasked with hours of academic rigor, focusing on result-driven content. Their minds are overloaded by technology, and there is a growing amount of research that shows there can be significant negative clinical and neurological effects on kids' brains and behaviors (Kardaras, Nicholas, 2016), such as nutrient-deficient lunches or skipping important meals, reduced physical activity, and less and less time for creative expression. Students are functioning on high stress levels; unable to sustain their focus; socially and emotionally disconnected; undernourished or hyped up on poor food choices. Students, especially from low-income backgrounds, are often deprived of basic resources they need in order to navigate school and life successfully, this is a major contributor to the Achievement Gap (Stafford-Brizard, K. Brooke, 2016). At the other end of the spectrum, students from privileged backgrounds are often acting out with entitlement behaviors; they are disconnected and become isolated from their own families. In addition, most students have an unhealthy attachment to social media and digital devices — this is beginning to have a negative impact on their behavior, causing them to make unhealthy and poor decisions due to: low energy, lack of focus, irritable or even volatile behavior, disinterest in their studies and their own personal growth, and a complacency towards school and their futures.

WHAT CAN WE DO?
Use this curriculum! When implementing a holistic youth development program, students become more secure, more self-aware, and more empathetic. They develop positive and resilient mindsets, resulting in stronger character and the ability to use ‘grit - like’ skill sets in their day-to-day lives. They become positive contributors to their communities and develop a greater understanding of themselves and the world they live in. While we understand and are aware that we cannot completely change a student’s belief system without acknowledging that their circumstances may be challenging or undesirable, we believe that if we instill self-awareness and expose them to new perspectives, they have a higher chance of navigating their own personal situations with success.

HOW DO WE DO IT?
Use this curriculum! All the lessons in this program have been designed to engage students in areas of personal development, social-emotional learning, character education, 21st century skill-based inquiry, and global consciousness. These lessons are built to have students think critically and share perspectives — focusing on topics such as: tolerance, personal development, cyber-bullying, healthy screen time, crisis situations, building positive communities, gratitude, self-regulation, empathy, using breathing as a form of stress release. Students will be challenged to think outside the box and drive their own learning — they will learn by doing. They will take on new ways of problem solving and, in the process, create their own prescription for healthier mindsets, building resilience and grit.
The Holistic Wellness Wheel has 10 sections. Look at each section and place a dot on the line marking how satisfied you are with each area of your life.

- A dot placed at the center of the circle or close to the middle indicates dissatisfaction, while a dot placed on the periphery indicates Ultimate happiness.

- When you have placed a dot on each of the lines, connect the dots to see your Holistic Wellness Wheel.
SELF-AWARENESS: The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

FAMILY COMMUNICATION: How are you communicating with your household members? Is there open communication? Do you enjoy chatting with each other?

BREATHING: Breathing (or ventilation) is the process of moving air into and out of the lungs to facilitate gas exchange with the internal environment, mostly by bringing in oxygen and flushing out carbon dioxide. Breathing has other important functions. It provides a mechanism for speech, laughter and similar expressions of the emotions. It is also a major factor in self-regulation and reducing stress and anxiety.

WASHING HANDS: Hand washing (or hand hygiene), also known as hand hygiene, is the act of cleaning hands for the purpose of removing soil, dirt, and microorganisms. Hand washing with soap consistently at certain "critical moments" during the day prevents the spread of many diseases. People can also become infected with respiratory diseases such as influenza or the common cold, for example, if they do not wash their hands before touching their eyes, nose, or mouth (i.e., mucous membranes)

TAKING CARE OF OTHERS: Be generous and empathetic of those, especially seniors and children, who may need assistance through troubling times. ALWAYS protect your self first but be generous with your gifts, blessings, and resources to help others. A few examples can be: Call a relative—just to say hello, video chat with a friend who is feeling isolated or lonely and ask a friend to take a walk while keeping a safe distance apart.

SOCIAL DISTANCING: Social distancing is a set of nonpharmaceutical infection control actions intended to stop or slow down the spread of a contagious disease. The objective of social distancing is to reduce the probability of contact between persons carrying an infection, and others who are not infected, so as to minimize disease transmission. Social distancing is most effective when the infection can be transmitted via droplet contact (coughing or sneezing); direct physical contact, indirect physical contact (e.g. by touching a contaminated surface, or airborne transmission (if the microorganism can survive in the air for long periods)

SELF-CARE: the practice of taking an active role in protecting one’s own well-being and happiness, in particular during periods of stress.

UNDERSTANDING THE CRISIS: Educating yourself and your loved ones about what’s going on and how to unpack news so that knowledge becomes powerful and helps you feel informed.

SELF-MANAGEMENT: The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

RESPONSIBLE DECISION MAKING: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of the consequences of various actions, and a consideration of the well-being of oneself and others.
HOLISTIC WELLNESS WHEEL REFLECTION

• Review the Holistic Wellness Wheel. What did you learn about yourself?

• Is there anything you’d like to change or improve on?

• What areas of the Holistic Wellness Wheel make you uncomfortable? Why?

• Are there any areas where you see yourself as having strengths?

• What area of the Holistic Wellness Wheel will you start to focus on?

• Is there anyone with whom you can share this activity? If so, who? Or if so, why?
EDUCATING MYSELF FOR PEACE OF MIND

**OBJECTIVE:** To help students manage stress by teaching them how to educate themselves with information.

**MATERIALS:** None

1. Ask students: What's been going on in school or with their families based on the most recent crisis events?

2. Let the kids speak on a regular basis. It helps to have students share aloud each day when there are traumatic events occurring — helping them to express themselves and understand how they’re managing their feelings and actions.

3. Break students into groups of 5 to 8.

4. Ask them to write out the following questions:
   - What are they hearing about the Coronavirus / COVID-19?
   - Where did they get this information? Do they think it's true or false?

5. What Can they Do?
   - Follow the CDC information and stay up to date
   - Not panic and spread false information to each other
   - Bring the information home to their parents and families
   - Maintain a positive attitude

**REFLECTION QUESTION:** How can educating yourself help you to manage stress?

**EXTENDED ACTIVITY:** What are the steps to take from the CDC? List them and share them with someone who doesn't know them. Then report back to the class about who you shared this information with. Sharing is caring.
**STUDENT AWARENESS:** Ask students to sit in circle groups of 10 or less. Ask them to review the 10 sections of the Holistic Wellness Wheel and identify which section they are exploring in this lesson. Once they have identified the area of focus, ask them how it applies to them in real life. Have students hold one symbolic object of choice in their hand. It can be a pen, a scarf, a ball, a personal belonging or anything else they all agree on. Pass the object around the circle and let each student share until everyone had shared.

**HOME ACTIVITY:** Ask students to share their new knowledge with their family. They can also watch or listen to a news program as a family — and discuss whether they think the information they just heard is true or false. If students are not staying with their own family, ask them to complete this activity with another friendly family or any other group they feel comfortable with.

**BODY**

**GROTESQUE GERMS**

**OBJECTIVE:** To help students learn how and when to protect themselves from germs.

**MATERIALS:** Paper, pens/pencils, bars of soap

**TEACHER TALK:** This lesson may take up to two days to complete, since the research and the discussion time may take an entire class session.

**TEACHER TALK:** But not all bacteria are bad. Some bacteria are good for our bodies — they help keep things in balance. For example, good bacteria live in our intestines and help us absorb the nutrients in the food we eat and make waste from what's left over. We couldn't digest a healthy meal without these important helper germs! Some bacteria are also used by scientists in labs to produce medicines and vaccines (say: VAK-seens).
1. Show a photo of a germ, using the one in this guide, see Appendix 1a. (or another you may prefer).

2. Ask students what they see? Ask them to describe the image: color, possible texture Do they think it has a smell?

3. Ask students if they know how many kinds of germs there are?

4. Using the definitions below, assign and break up the class into four groups, each taking on the challenge of researching the different types of germs. You can copy and paste the definitions, then create cut-up handouts of the definitions.

   a. **Bacteria (say: bac-TEER-ee-uh)** are tiny, one-celled creatures that get nutrients from their environment in order to live. In some cases that environment is a human body. Bacteria can reproduce outside of the body or within the body, causing infections. Some bacterial conditions include ear infections, sore throats (tonsillitis or strep throat), tooth cavities, and pneumonia (say: new-MO-nyuh).

   b. **Viruses (say: VY-rus-iz)** need to be inside other living cells in order to grow and reproduce. Most viruses can’t survive very long if they’re not inside a host — a plant, animal, or person. When viruses get inside human bodies, they can spread and make people sick. Viruses cause chickenpox, measles, flu, and many other diseases. Because some viruses can live for a short time on something like a doorknob or countertop, be sure to wash your hands regularly!

   c. **Fungi (say: FUN-guy)** are multi-celled plant-like organisms. Unlike other living things, fungi cannot make their own food from soil, water, and air. Instead, they get their nutrition from plants, people, and animals. They love to live in damp, warm places and are usually not dangerous to healthy people. An example of something caused by a fungus is athlete’s foot — that itchy rash that teens and adults sometimes get between their toes.

   d. **Protozoa (say: pro-toh-ZOH-uh)** are one-cell organisms that love moisture and often spread diseases through water. Some protozoa cause intestinal infections that lead to diarrhea, nausea, and belly pain.

5. After students have researched their respective germ, tell them they will be debating against each other as to what germ is the most serious/damaging. To prepare for their arguments, they should figure out:

   a) which diseases are attached to which germs?
   
   b) which diseases are the most harmful?
   
   c) which diseases are the most curable?

6. YOU will host the debate, sharing the rules and organizing the seating in the classroom.

   The format of the debate will be 3 minutes to make their point; then 2 minute to refute their opponents’ positions. Let them know that the rest of the class will have an opportunity to vote on each other’s positions. Repeat this process until one team is left.

7. Celebrate the winning team by giving each team member a bar of soap!

**Reflection Question:** Ask students: What have you learned about the four kinds of germs? And, when and how often will you now wash your hands?

**Extended Activity:** Ask students to research how other students should use soap and other antibacterial materials to disinfect themselves and their families. What new information can they share about germs? How will this help their knowledge in the future?

**Student Awareness:** Ask students to sit in circle groups of 10 or less. Ask them to review the 10 sections of the Holistic Wellness Wheel and identify which section they are exploring in this lesson. Once they have identified the area of focus, ask them how it applies to them in real life. Have students hold one symbolic object of choice in their hand. It can be a pen, a scarf, a ball, a personal belonging or anything else they all agree on. Pass the object around the circle, and let each student share until everyone had shared.

**Home Activity:** Print out the handout on page 21 for students to share with their family or guardians about germs and hand-washing. If students are not staying with their own family, ask them to complete this activity with another friendly family or any other group they feel comfortable with.
CONNECTION AND COMMUNITY

THE SECRET TO SUCCESSFUL SOCIAL DISTANCING

**OBJECTIVE:** To help students gain a deeper understanding of the term ‘social distancing’ and let them play out anticipated challenges via role playing.

**MATERIALS:** Wi-Fi, access to recording videos for the extended activity (optional)

1. Ask students if they know what social distancing is.

2. **Explain or provide this as the definition from the Santa Clara Office of Public Health, or use the CDC information page at this link.**

   Social distancing is a term applied to certain actions that are taken by Public Health officials to stop or slow down the spread of a highly contagious disease. The Health Officer has the legal authority to carry out social distancing measures. Since these measures will have considerable impact on our community, any action to start social distancing measures would be coordinated with local agencies such as cities, police departments and schools, as well as with state and federal partners.

3. Or have students research it themselves.

4. Ask students to share in what physical areas can they use social distancing.

   **TEACHER TALK:** You’re looking for answers like concerts, public events, religious gatherings, sports venues, airports, and any other location where lots of people gather in one place. Usually events for over 250 people in one area.

5. Break students into groups of 4 to 5.

6. Ask students to create short-role play scenarios of where and when they might have to consider social distancing.

7. Give students 5 to 10 minutes to create the role-play.
8. Afterward, ask the class:

   a. What did you see?

   b. How did it make you feel?

   c. Can you do this with people in your own life?

   d. How can it help you stay away from dangerous situations?

**Reflection Question:** Ask students in what new circumstances would social distancing need to be executed?

**Extended Activity:** Have students watch this video from the RB Music Department High School and have them create their very own public service announcement (PSA) about social distancing. Then present the videos to the head of the school to be presented at a school-wide assembly.

**Student Awareness:** Ask students to sit in circle groups of 10 or less. Ask them to review the 10 sections of the Holistic Wellness Wheel and identify which section they are exploring in this lesson. Once they have identified the area of focus, ask them how it applies to them in real life. Have students hold one symbolic object of choice in their hand. It can be a pen, a scarf, a ball, a personal belonging or anything else they all agree on. Pass the object around the circle, and let each student share until everyone had shared.

**Home Activity:** Ask students to chat with their family or guardian about social distancing. How is the local community handling it? What do students observe in a supermarket, at a bank, at the post office, or any other public interaction? Are people being careful? Or not? If students are not staying with their own family, ask them to complete this activity with a friendly family or any other group they feel comfortable with.
DIGITAL AND SOCIAL MEDIA AWARENESS
STOP THE MADNESS!

**OBJECTIVE:** Students learn to distinguish fake news from real news on the internet.

**MATERIALS:** Wi-Fi, laptops or phones, poster paper, and markers

**TEACHER TALK:** Web-based information and content can definitely be false. It is always important to be an educated participant of information on the internet. How can we ourselves — and then our students — learn how to decipher what is true or false? In this lesson, we will ask students to do their own research about internet ‘information’ and how to examine it with a critical eye.

1. Write the word “RUMOR” on the board.

   a. Ask students to define what a rumor is.

2. Ask the class how rumors may impact people and communities.

3. Ask the class if the impact is either positive or negative — and why?

4. In small groups, ask them to share how cyber-bullying and/or false information has hurt someone they know, or hurt themselves.

5. Have the groups share with the whole class.

6. Now ask the class to think bigger! Ask them how false information on the internet can impact larger communities using the Coronavirus as an example.

7. Ask the groups to research online (either with their phones or with laptops/computers) three false facts about the Coronavirus and three true facts.

8. Have each group to present their findings to the class.

**REFLECTION:** After students have completed sharing the information, ask them how this activity has impacted the way they feel about the information they watch and read online.
EXTENDED ACTIVITY: Ask the class to create a fact-sheet to distribute around the school (or within your organization) to help others feel more secure and educated. Then ask them how they themselves feel now that they have moved into action.

STUDENT AWARENESS: Ask students to sit in circle groups of 10 or less. Ask them to review the 10 sections of the Holistic Wellness Wheel and identify which section they are exploring in this lesson. Once they have identified the area of focus, ask them how it applies to them in real life. Have students hold one symbolic object of choice in their hand. It can be a pen, a scarf, a ball, a personal belonging or anything else they all agree on. Pass the object around the circle, and let each student share until everyone had shared.

HOME ACTIVITY: Have students work with their family and find an article online (or in print) about the coronavirus. Tell them to research the source, the author, and any other pertinent references they find in the article. Ask them to decide if they think these resources are trustworthy — why or why not? Ask the students to return to class with their findings and ask what it was like to do that with their family members. If students are not staying with their own family, ask them to complete this activity with a friendly family or any other group they feel comfortable with.

BONUS BODY ACTIVITY

FIGHT OR FLIGHT?

OBJECTIVE: Students will learn the difference between responding and over reacting.

MATERIALS: Chairs, mats, YouTube and/or music is optional.
**TEACHER TALK:** When there is a stressful event, or when something painful is occurring, or you’re in an uncontrollable situation, the brain provides something called a “fight- or-flight” response. This is triggered by a cascade of stress hormones that actually produce physiological changes. Being able to identify if you are in fight-or-flight mode can help you manage the situation. Further, long-term and short-term stress can have negative impacts on your mind, body, and energy. In this lesson we will examine how to use breath and breathing to de-escalate stressful situations. There is a huge difference between reacting and responding. A reaction is typically quick, without much thought, tense, and aggressive. A response is thought out, calm and non-threatening. A reaction typically provokes more reactions – perpetuating a pattern of hatefulness with nothing accomplished.

1. Ask students to call out stressful situations.

2. List them on the board or ask a student to list them on the board. (Do not erase them).

3. Next, ask students to call out what they have done to manage themselves when they are stressed out.

4. List these responses on the board or ask a student to list them.

5. Ask students to review and compare the two lists.

6. Emphasize that none of these stressful situations are wrong and that everyone has different ways of dealing with stress. Make sure students are not judging each other. Help them understand that judgment is harmful to others.

7. Ask them if they understand the long- or short-term effects on the body when they’re experiencing a lot of stress. Ask them to talk it out. Possible responses can be overeating, heart attack, short temper, depression, anxiety, self-harm, not bathing, and so on.

8. Share the flight or flight background in the ‘Teacher Talk’ section of this activity. Ask them if they are a flight or fight person.

9. Tell students that we are going to explore new ways to calm down when there is something stressful happening to them. And we can do this in the moment by using breathing techniques.
10. Ask students to sit straight up in their chairs and close their eyes. If they don’t want to close their eyes, they can find a spot on the ground about 3 feet in front of them and focus there.

11. Tell them to begin to breathe normally. You can use soft music in the background if you think it will help with the activity. Use the following script in a soft voice:

Say “Begin to clear out your mind. Try to empty your brain. Let go of everything else — homework, school, or other responsibilities. Take this time to be kind to yourself and just breathe.”

Say “Take advantage of this space and time to find calm, whatever ‘calm’ means to you. Think of something you love — a sunset, a person, a color, a sound.”

“If you are finding this difficult, try to focus only on breathing. Don’t interrupt anyone else who is concentrating. Take care of yourself in this moment and keep breathing.”

Say “I am going to ask you to breathe deeply.”

• For younger students, use the image of a balloon. Say “Breathe air onto your lungs, then breathe out like you are blowing into a balloon. With each breath, make the balloon bigger and bigger. Keep breathing and blowing up the balloon. Bigger and bigger. Now, let it out, let go of the air in the balloon, and feel the breath leave your body like a limp empty balloon. Now inhale and take a huge stretch, exhale, and slowly open your eyes.” (Repeat this process 3 or 4 times in a row, narrate, and lead them the whole way through.)

• For teens, say “When we breathe, we can choose where to send the air into our bodies: place your hands on your stomach, inhale and exhale, breath in for 4 counts, breath out for 4 counts, repeat this rhythm a few times. It’s normal to feel uncomfortable at first. Try not to judge yourself; instead just feel your emotions with each breath. You can laugh, make a sound of your own, or just breathe deeply. On the inhale, fill up your belly; on the exhale, send the breath to a part of your body where you feel tension. Then let out a sound. Maybe the sound is ‘ahhhhh’, maybe it’s ‘oooooh’, or maybe it’s your own sound.”
Repeat this breathing four times. Say “Your commitment to this kind of breathing will help you de-stress whenever you want to. It's your choice! Now, slowly find your normal pattern of breathing. Keeping your eyes closed, be aware of your body, notice how you are feeling. Sit with that for 30 seconds. And when you're ready, slowly open your eyes, try not to speak.

*For all ages, ask them how they are feeling.*

**TEACHER TALK:** If you want to further explore breathing techniques for stress, you can select from YouTube hundreds of free videos that the class follows along.

12. Quick Pair Share: Ask students what the difference is between reacting to a situation or responding to a situation.

**Which do they think is better? And why?**

Other ways to de-stress naturally: using visualization of tranquil scenes, doing tai chi, and practicing yoga.

**REFLECTION QUESTION:** Ask students where in your day can you find time to stop and breathe in order to help you cope with stress? How will you use this new technique to help with a flight-or-fight response?

**EXTENDED ACTIVITY:** Ask students to create a short video or movie with their smart phones about the way their body responds to stress. Tell them to use the brain as the place to begin the video, then show how it sends messages to the rest of the body. They should use the video to share the message for their peers and create a larger impact by sharing this information.

**STUDENT AWARENESS:** Ask students to sit in circle groups of 10 or less. Ask them to review the 10 sections of the Holistic Wellness Wheel and identify which section they are exploring in this lesson. Once they have identified the area of focus, ask them how it applies to them in real life. Have students hold one symbolic object of choice in their hand. It can be a pen, a scarf, a ball, a personal belonging or anything else they all agree on. Pass the object around the circle, and let each student share until everyone had shared.
HOME ACTIVITY: Ask students to interview a family member or guardian about how they respond in stressful situations. Record their responses by writing them down or filming them. If the interviewee is unaware of how they respond, ask students to share their new knowledge with their subject and then ask the question again (“How do you respond in stressful situations?”). Have students present their projects to the rest of the class or program. If students are not staying with their own family, ask them to complete this activity with a friendly family or any other group they feel comfortable with.
1a)
5 WAYS GERMS SPREAD AND HOW TO STOP THEM

Germs. They are nasty little creatures that can make us all very sick. In fact, Americans spend nearly $5 billion each year on illness caused by germs. Germs lie in wait on surfaces, having been left there by something or someone that is infected. Our hands come in contact with the surface and we then touch our eye, mouth or nose, allowing the germs to enter our bodies, making us ill. Here are five ways they can be spread:

• From your nose, mouth or eyes – Sneezing, coughing or rubbing the eyes can cause germs to spread to others.

• Food – Germs from raw foods can be transferred to uncooked foods, such as salads. While the raw food is cooked, killing the germs, the salad is not and can make you sick.

• Animals – We love them, but animals are very germy creatures.

• Dirty hands – You can become sick when someone is preparing food with dirty hands, typically from not washing them after using the restroom.

• Children – Dirty diapers, coughs that aren’t covered, and runny noses spread many germs, especially if the child is ill.

So what are we to do? It’s really quite simple. Washing our hands with regular soap under warm running water is one of the best ways to prevent illness and the spread of germs to others. The U.S. Centers for Disease Control and Prevention recommend the following steps:

• Wet your hands with running water and soap.

• Rub your hands together to make a lather and scrub well for 20 seconds.

• Remember to clean your wrists, backs of your hands, between your fingers and under your fingernails.
• Rinse your hands well under running water.

• Dry your hands with a clean towel or air dryer. It is recommended that you should always:

• Wash your hands often during cold and flu season.

• Wash your hands while preparing food. Be especially careful to wash before and after preparing poultry, raw eggs, meat or seafood.

• Wash your hands after going to the bathroom or changing a diaper.

• Wash your hands often while caring for someone who is sick.

• Wash your hands before and after you treat a cut or wound.

• Wash your hands before you eat.

• Hand washing is one of the best ways to keep yourself from getting being sick. It is especially helpful during cold and flu season when we are more likely to be around others who are spreading germs. Take the time and wash your hands regularly. You, and those around you, deserve it.

About the Author, Katherine Tabori, MD, Katherine Tabori, MD specializes in Family Medicine at LeBauer Healthcare Summerfield
CASEL ALIGNMENT

MIND: EDUCATING MYSELF FOR SANITY

**SELF-AWARENESS**
- Identifying emotions
- Recognizing strengths
- Self-confidence

**SELF-MANAGEMENT**
- Impulse control
- Stress management

**SOCIAL AWARENESS**
- Perspective-taking

**RELATIONSHIP SKILLS**
- Communication
- Social engagement
- Relationship-building
- Teamwork

**RESPONSIBLE DECISION-MAKING**
- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

BODY: GROTESQUE GERMS

**SELF-MANAGEMENT**
- Impulse control
- Organizational skills
SOCIAL AWARENESS
- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

RELATIONSHIP SKILLS
- Communication
- Social engagement
- Relationship-building
- Teamwork

RESPONSIBLE DECISION-MAKING
- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting

COMMUNITY/CONNECTION: SOCIAL DISTANCING

SELF AWARENESS
- Identifying emotions

SELF-MANAGEMENT
- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

SOCIAL AWARENESS
- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others
RELATIONSHIP SKILLS
- Communication
- Social engagement
- Relationship-building
- Teamwork

RESPONSIBLE DECISION-MAKING
- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

DIGITAL AND SOCIAL MEDIA CONSCIOUSNESS: STOP THE MADNESS

SELF AWARENESS
- Identifying emotions
- Self-confidence
- Self-efficacy

SELF-MANAGEMENT
- Impulse control
- Stress management
- Self-discipline

SOCIAL AWARENESS
- Perspective-taking
- Empathy

RELATIONSHIP SKILLS
- Communication
- Social engagement
- Relationship-building
- Teamwork
RESPONSIBLE DECISION-MAKING
• Identifying problems
• Analyzing situations
• Solving problems
• Evaluating
• Reflecting
• Ethical responsibility

BONUS BODY ACTIVITY: FIGHT OR FLIGHT?

SELF AWARENESS
• Identifying emotions
• Accurate self-perception
• Recognizing strengths
• Self-confidence

SELF-MANAGEMENT
• Impulse control
• Stress management
• Self-discipline
• Goal-setting

SOCIAL AWARENESS
• Perspective-taking
• Empathy

RELATIONSHIP SKILLS
• Communication
• Social engagement
• Relationship-building
• Teamwork

RESPONSIBLE DECISION-MAKING
• Identifying problems
• Analyzing situations
• Solving problems
• Evaluating
• Reflecting
• Ethical responsibility
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Professional Development & On-Going Coaching

Educator Grit & Wellness Retreats and Workshops

Student Workshops Designed By Request
Youth Mentoring & Coaching