**Monday (Triple Play Social Recreation):**

Triple Play Social Recreation Session 1: Impulse Control and Stress Management

Session Objective: Youth will practice controlling the impulse to immediately react and develop healthy responses to stress.

Community Builder *(15 minutes)*

*SPUD*

• Line youth up and give them a number from one up.

• With everyone standing close to you, throw the ball straight into the air while shouting one of the member’s numbers.

• The youth whose number has been called quickly gets the ball and shouts “SPUD” as soon as they touch it.

• All other youth run away until they hear “SPUD.” When they hear “SPUD,” the players freeze exactly where they are.

• The player with the ball may then take four steps, spelling one letter of S, P, U, D with each step toward any other player. They may roll or throw the ball at a player, trying to hit below the waist.

• The frozen youth cannot move their feet, but may try to catch the ball or evade it with their upper body.

• If the player is hit with the ball, they get a letter (S). If they catch it or the thrower misses, the thrower gets a letter.

• The player who gets the letter gets to begin the next round by throwing the ball up and shouting a new number.

• If a player gets all four letters (SPUD), they are out and must to do a task (10 jumping jacks) to get back into the game.

Main Activity: Hand Tap *(20 minutes)*

*Preparation*

* Clear off space on a table or on the floor where youth can gather.

*Step-by-Step Directions*

*Step 1*

• Have youth sit around a table or in a circle on the floor.

• Each youth should place both hands on the table, palms down and cross each of their hands with the youth next to them.

• Explain the following rules:

› We will pass the tap around the circle in a clockwise direction. Tap your hand when it’s your turn.

› Don’t lift your hand when it’s not your turn.

› To reverse the order, double tap.

› To skip the person next to you, close your fist to tap.

› If you miss a tap, or tap when you’re not supposed to, you lose a hand.

› You are eliminated from the game when you lose both hands.

• Demonstrate how to pass the tap around the circle in a practice round.

*Step 2*

• Add in the other rules one at a time until youth get the hang of it before entering elimination mode.

• Ensure that players who are eliminated have an alternate activity to play, or a role in officiating the remainder of the game.

Youth Reflection *(5 minutes)*

• Was there a time in the game when you weren’t able to stop yourself from tapping when it wasn’t your turn?

• When has there been a time when you weren’t able to stop yourself from doing something you knew you weren’t supposed to do (e.g., at home, in the classroom, etc.)?

• What can you do to try to stop yourself from breaking rules in the future?

Recognition *(5 minutes)*

Ask youth to publicly recognize a peer who did any of the following things during the game. Ask them to be specific about how the peer did it.

• Stayed calm and patient

• Showed good sportsmanship

• Helped a peer

• Managed their anger or competitiveness positively

**Tuesday (Nature Week Themed Activity):**

Viewing Nature

Items needed: Hula hoop or yarn, magnifying glass, paper pencil, insect book if

available, search online for what you see

1. PLACE HULA HOOP or USE A 3 FT SECTION OF ROPE OR YARN ON GROUND, MEMBER EXPLORES GROUND INSIDE HOOP WITH MAGNIFYING GLASS
2. Take notes &/or sketch what you see to research online

**Wednesday (Torch Club):**

 Torch Club Session 8: Making a Move(ment)

Session Objective: In this session, youth practice a process they will use over and over in Torch Club. They identify problems or needs in their own community, they formulate potential solutions to the problems and they explore potential project ideas.

Community Builder *(5 minutes)*

*Destination Imagination*

• Tell each youth to think of a city or country they would like to visit or have visited and then come up with three clues to help other members accurately guess their destination.

• Make sure members know they cannot say any words or clues out loud. They have to act them out. For example, if their chosen place is Hawaii, they could do a hula dance.

• The person who guesses the most destinations wins.

Main Activity: *(30 minutes)*

*Preparation*

• Have all materials ready and set aside space for Club members to work.

• Have “Youth Solving Problems Globally.”, which is listed below

1. Lead out Loud

When Justin was 13, he was disqualified from a middle school cross-country meet because officials were ignorant about the symptoms of his illness, which was Tourette Syndrome. Justin created an organization called “Honor Good Deeds” that aims to fight ignorance and intolerance by talking about and embracing differences. He coined the phrase “Live Loud,” which means accepting and being proud of oneself and sharing that attitude with others. It doubles as the title of a speech he’s given in 10 states to more than 50,000 students.

1. Empowering Others

When Sanah was in the seventh grade, she woke up one morning to discover that her hair was falling out. Soon, alopecia had left her completely bald. Initially, she managed the crisis. She wore uncomfortable wigs and battled insecurity. Then she decided to take a different approach. She abandoned the fake hair, donned fashion-forward headbands instead, and launched International Natural Day, which takes place annually on February 13, the day before Valentine’s Day, and promotes the idea that we need to love ourselves before we can love others. This year, #NaturalDay had more than 3,000 mentions from 28 different countries.

3. Awareness and Acceptance

Siddhi, 16, lives in India, which is a country where conversations about sexuality are still taboo in many communities. Yet, she has become a passionate advocate for LGBT rights, setting up Breaking Barriers, an organization that encourages gay and straight students in Indian schools to use artwork, videos, protests, presentations and workshops to spread awareness of LGBT issues. Now in five schools, it plans to establish a presence across India, including on college campuses.

1. Small Steps Make a Difference

At the age of 13, Ruchita traveled from the U.S. to India, where she met Asha, a 27-year-old widow who was struggling to support her family. Asha’s young children had left school so they could work and earn money. Back at her own school, Ruchita was determined to raise enough money for Asha to buy a sewing machine. She did, and within a year, Asha had a steady source of income, which allowed her kids to return to their studies. Buoyed by this success story, Ruchita founded Sew-A-Future, an organization that has now helped 182 widows with young children become self-sufficient.

5. Technology Solution

Horrified by stories of teens driven to suicide by cyber-bullying, Trisha decided to put her technological skills to work to solve the problem. She was 13 when she developed ReThink, an online software program that gives young people a chance to reconsider posting offensive messages on social media. Across 1,500 trials, ReThink reduced incidents of cyber-bullying by about 93 percent. Trisha has a patent for the program and is now in the process of making it compatible with all social-media sites.

 *Step-by-Step Directions*

• Invite five volunteers to each read a story aloud on “Youth Solving Problems Globally.”

• Ask members for their reactions to these stories, what they think about the movements started by these young people and what motivated or inspired them to begin them.

• Ask participants to form small teams. Give each group markers and flipchart paper and instruct them to talk about, and then agree on a topic they feel strongly about. It could be something like animals, nature or sports (passion).

• Tell teammates to then come up with an idea for a problem or need related to their area of interest. It could be something like animals being mistreated, the need for more people to recycle or too many athletes being injured during games (problem).

• Ask youth to come up with one idea they could do to respond to the problem or need. The idea should be something to make their community a safer, cleaner and better place to live (project). If you have extra time, you may want to show the group the video Passionate Speech by Stoneman Douglas Student Emma Gonzalez at Anti-Gun Rally (12:05), which highlights the passion these students drew on to fuel their gun-control movement Available on YouTube.

• Encourage youth to choose one idea they agree on and then come up with a two- or three-minute pitch to “sell” it to the rest of the group.

• Invite teams to present their ideas to the larger group.

Youth Reflection *(10 minutes)*

• What? – What happened in your small group? How did you feel about it?

• So What? – Why do you think it is important to start a project or a change movement based on something we feel passionate about?

• Now What? – How does exploring your passions influence the way you will be involved in community-service projects in the future and in Torch Club?

Recognition *(10 minutes)*

• Ask members to sit in a circle on the ground and clap in a rhythm using a pattern you design and demonstrate.

• Ask them to stop at the designated time to say the name of someone in the group who help

**Thursday (Nature Week Themed Activity):**

Nature Photography

TALK ABOUT WHAT IT TAKES TO CREATE A GOOD NATURE PHOTO- BRAINSTORM PEOPLE, ANIMALS, LANDSCAPES, ETC.

improve the quality of the nature photos you take, start by composing a great scene to photograph. Then, use the natural light conditions to your benefit to get the best possible shot. You can also include additional elements to your photos.

1. Choose an interesting subject or scene to photograph.

2. Identify the most important element in your scene.

3. Get closer to your subject if you want to focus on its details.

4. Change your perspective by getting down lower or up higher.

5. Plan to take photos at dawn, dusk in bad or unusual weather for better lighting.

**Friday (Kids Choice Friday):**

Nature Scavenger Hunt

TAKE A NATURE WALK AND GATHER ITEMS THAT YOU FIND ON THE GROUND. USE

THESE ITEMS TO HAVE S SCAVENGER HUNT.  PHOTO THE ITEMS OR MAKE A LIST OF THE

ITEMS TO FIND. —EASIER FOR YOUNGER—HARDER FOR OLDER AGES.