

Educating Kids About Guns (EKG)

Curriculum Expansion and Pilot Proposal

Executive Summary

Overview

In May of 2024, Njeri Fikes, Fayetteville Police Department (FPD) Community Engagement Coordinator and Crystal Bennett, NC Division of Juvenile Justice and Delinquency Prevention, Community Programs Area Consultant met to strategize potential expansion of the FPD's Educating Kids About Guns (EKG) Program into a 16-week skill building program. The purpose of expansion was to (1.) utilize an existing concept to build out an acute response to elevated youth violence with firearms; (2.) provide local stakeholders with comprehensive programmatic guidance and tools to deploy in local communities; and (3.) reduce and prevent firearm related injuries or deaths among the juvenile population.

A collaborative team of state and local stakeholders was identified to support strategic planning and shared delegation of curriculum expansion development tasks:

1. Njeri Fikes – Fayetteville Police Department;
2. Mark Gooden – Cape Fear Valley Medical Center;
3. Dr. Shannon Shuey – Lee County Schools Bragg Street Academy;
4. Shanita Peterson – NCDJJD/Cumberland County Juvenile Justice;
5. Angela Nunn – Durham County Youth Home;
6. Courtney Banks McLaughlin – City of Fayetteville Council Member; Governor's Crime Commission (Committees Criminal Justice Improvement, Crime Victim Services, Juvenile Justice);
7. Fon Dockery – Live Like Jenesis Project;
8. Kevin Brooks – Thegroup Theory Build Your Self and PROOVE Project;
9. Kahlya Hunter – Thegroup Theory Build Your Self and PROOVE Project;
10. Tamika Bryant – Thegroup Theory Build Your Self and PROOVE Project;
11. Eddie Crews – NCDJJD JCPC Area Consultant;
12. Megan Webster – NCDJJD JCPC Area Consultant;
13. Daniel Sevigny – NCDJJD JCPC Area Consultant;
14. Lance Britt – NCDJJD Community Programs Area Manager;
15. Megan Perrault – NCDJJD Community Programs Compliance and Quality Assurance Manager;
16. Demetrius Vick – NCDJJD State Contracts Manager;
17. Cindy Porterfield – NCDJJD Director of Community Programs;
18. Crystal Bennett – NCDJJD JCPC Area Consultant.

Statement of Need

Over the last 5 years, the state of North Carolina has experienced marked increase in firearm-related offenses, injuries and deaths among the juvenile population. The NC Department of Public Safety (NCDPS) and NC Division of Juvenile Justice and Delinquency Prevention (NCDJJD) has been proactive in the development and distribution of North Carolina Store All Firearms Effectively (N.C.S.A.F.E.) prevention materials, gun locks and safes to generate dialogue that prompts North Carolinians to safely secure their firearms to decrease deaths, injuries and thefts and increase firearm safety planning for citizens and communities across the state. Since its 2023 initial campaign launch, the N.C.S.A.F.E. initiative has driven thousands of gun locks, safes and educational materials into North Carolinian homes and communities.

Even so, communities across the state are navigating the traumas of preventable injuries and deaths and often look to state agencies for guidance and solutions. From 2019 – 2023, 496 youth ages 17 and younger died from firearm-related injuries compared to 246 youth in the prior 5-year timeframe. In 2021, there were 682 Possession of a Handgun by a Minor complaints involving 575 distinct juveniles. In 2022, there were 810 complaints involving 686 distinct juveniles. In 2023, continued elevation was observed with 999 complaints involving 825 distinct juveniles. There is an urgent need for an organized programmatic response to interrupt firearm-related deaths, injuries and complaint trajectories to enhance public safety and protect youth and North Carolina communities.

Project Overview

The 16-week proposed curriculum centers around “The Crux”, a short film featuring competing themes impacting adolescents and teens as they navigate choices and consequences. One of the themes highlights how accessible firearms are to the juvenile population. The curriculum incorporates podcast exposure to dually immerse program participants in media arts as a potential career readiness pathway.

Lesson Plan Title	Building Our Foundation: Introduction to 'The Crux' and Teamwork"		
Week: 1			
	Date (s)	Grade Level (s)	Time Frame: 120 Minutes
Standards	This lesson aligns with the 5 Core SEL Competencies NC Healthful Living Education Standards: 8.MEH.1.3, 8.MEH.2.1, 9-12.MEH.1.1, 9-12.MEH.2.2 NC ELA Standards: SL.7.1 / SL.8.1 / SL.9-10.1, SL.7.3 / SL.8.3 / SL.9-10.3		
Keywords/Vocabulary	Conflict Resolution, Effective Communication, Peer Pressure, Violence Prevention, Delinquency, Accountability		
Learning Objective (s) & Level (s) of Bloom's	Learning Objective (s) Build rapport among participants, facilitators, and parents; introduce the program structure and goals; establish group rules and a safe, collaborative environment for learning.	Level of Bloom's Taxonomy of DOK DOK Level 1: Recall and Reproduction ● Activity: Watching "The Crux" video. ● Example: Youth recall details and content from the video. DOK Level 2: Skill/Concept ● Activity: Team-building activity and group rule creation. ● Example: Youth begin to apply communication and collaboration skills to establish group norms. DOK Level 3: Strategic Thinking ● Activity: Reflection Circle and Parking Lot analysis. ● Example: Youth use reasoning to connect themes in the video to their personal lives or the purpose of the program.	

Anticipatory Set & Closure	Anticipatory Set Activity: Watch Full “The Crux” Short Film / Spaghetti Tower Challenge	Closure Activity: “One Thing I Learned, One Thing I’m Excited About”
	After covering introductions, “Parking Lot / “SHARE LINKS” information and watching the full short film as a group (covering any goals and guiding questions for the curriculum, facilitator will begin team building activity. Steps: Explain the Challenge: ● Briefly explain the goal: the students will build the tallest free-standing tower they can using only spaghetti and marshmallows (or other provided materials). ● Emphasize that the tower needs to stand on its own without any external support. Introduce the Materials: ● Show the students the materials they’ll be using: spaghetti and marshmallows (or connectors) and make sure everyone understands how to handle the materials. (For example, don’t eat the marshmallows during the activity!)	Time: 5–7 minutes 1. Reflection: ○ Ask participants to think about and share: ■ “What’s one thing you learned today?” ■ “What’s one thing you’re looking forward to in this program?” ○ If they prefer, they can write their answers on a sticky note or just share verbally. 2. Closing Words: ○ Thank everyone for their participation: ■ “You’ve all made a great start today! Each of you is an important piece of this group, and I can’t wait to see what we’ll accomplish together in the weeks ahead.” ○ Briefly mention the next session: ■ “Next time, we’ll start learning how to handle conflict and work as a team.”

Anticipatory Set & Closure	Brainstorm and Plan: • Before starting, encourage the students to briefly brainstorm and plan. They can sketch out ideas for their tower, considering balance, stability, and height. • Discuss basic concepts like how to create a strong base (wide and stable) and how to stack or connect spaghetti in ways that provide strength. Building Time: • Set a time limit for building the tower (e.g., 15-20 minutes). Give each group the same amount of spaghetti and marshmallows to work with. • Encourage collaboration, problem-solving, and trying different strategies. It's okay if their first design doesn't work—this is all about trial and error! Measure the Towers: • After time is up, measure the height of each group's tower to see who built the tallest tower. • If you want to add more complexity, you can also measure the stability (e.g., how long the tower can stand without falling). Reflect and Discuss:	
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Anticipatory Set & Closure	● After the activity, hold a brief discussion where students reflect on the process. Ask questions like: ○ What strategies worked well? ○ What did you learn about balance and stability? ○ What would you do differently next time? ● Encourage the kids to think critically about the design process and how small changes in materials or structure affected their towers	
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Essential/Guiding Questions	1. What challenges do young people face today, and how can we work together to overcome them? 2. Why is it important to learn skills like conflict resolution and effective communication? 3. How can understanding the impact of our choices help us in the future? 4. What role do you think parents, mentors, or other trusted adults play in helping us succeed? 5. What does “The Crux” mean to you, and how can it guide us through this program?	
Materials Needed	For Student:	For Teacher: ● Snacks and beverages ● Name tags and markers ● Sticky notes, markers, and a board for the "Parking Lot" ● Stress ball or similar talking object ● Uncooked spaghetti (about 20–25 sticks per group) ● Marshmallows (or other soft materials like gumdrops or tape) to act as connectors ● Scissors (optional, for cutting spaghetti to size) ● Measuring tape or ruler (to measure height or width of the tower) ● Timer (optional, to add a time challenge) ● Video playback equipment (laptop, projector, or TV) ● Tower-building materials (spaghetti, marshmallows, tape, string, etc.)
Technology Used	Projector or TV, Computer and Speakers. Link to the video	
Student Arrangement	Student Arrangement 1. Initial Gathering ● Arrangement: Large Group Circle or Semicircle ○ Purpose:	

	■ Creates an inclusive and welcoming environment where everyone can see and hear each other during introductions and the initial overview. ■ Fosters a sense of equality and connection.
	2. Team-Building Activity ● Arrangement: Small Groups (2–4 students per group) ○ Purpose: ■ Encourages collaboration and trust-building among participants. ■ Allows for more active participation and interaction. ○ Implementation: ■ Arrange tables or clusters of chairs for small groups. ■ Ensure supplies for the activity are easily accessible to all groups.
	3. "The Crux" Video Viewing ● Arrangement: Theater-Style Seating or Group Circle ○ Purpose: ■ Ensures everyone has a clear view of the screen and can focus on the video. ■ Maintains group cohesion for the transition to the reflection discussion.
	4. Reflection and Rule Creation ● Arrangement: Large Group Circle or Tables in U-Shape ○ Purpose: ■ Encourages open communication and participation during the reflection circle. ■ Supports collaborative brainstorming for group rules. ○ Implementation:

	■ Provide a central space (e.g., a whiteboard or chart paper) for recording ideas.
	5. Parking Lot Activity ● Arrangement: Flexible Movement ○ Purpose: ■ Allows students to move to a designated “Parking Lot” area (e.g., a wall or board) to post sticky notes without feeling confined.
	6. Parent Involvement (if applicable) ● Arrangement: Mixed Groups or Side-by-Side with Youth ○ Purpose: ■ Encourages interaction between parents and students during activities. ■ Facilitates family engagement in the program.
Learners Needs	Learners Needs/Exceptionalities 1. Cognitive and Learning Needs ● Strategies: ○ Break down instructions into small, manageable steps. ○ Use visuals (e.g., charts, pictures, or icons) to supplement verbal instructions, especially during group rule creation and activities. ○ Provide clear examples or demonstrations for tasks like the team-building activity or how to use the “Parking Lot.” ○ Offer opportunities for repetition and clarification to reinforce understanding of key concepts.

2. Behavioral and Emotional Needs

- **Strategies:**

- Create a predictable structure and routine (e.g., clear agenda, transition cues between activities, brief breaks).
- Use a calm and encouraging tone to foster a supportive environment.
- Offer positive reinforcement to acknowledge participation and effort.
- Provide stress ball or other fidget tools for students who may need to self-regulate during discussions.

3. Communication Needs

- **Strategies:**

- Allow alternative ways to participate in discussions (e.g., writing responses on sticky notes for the Parking Lot instead of speaking aloud).
- Use the “talking object” (e.g., stress ball) to create a safe and structured turn-taking environment during group discussions.
- Pair students who may need communication support with peers or facilitators during team-building activities.

4. Physical Needs

- **Strategies:**

- Ensure the seating arrangement is accessible for all students, including those who use mobility aids.
- Provide adapted materials if needed (e.g., larger puzzle pieces for the activity, or a digital option for reflections).
- Allow flexible seating or standing options during activities to accommodate comfort and mobility needs.

Lesson Sequence	1. Arrival and Welcome (10 minutes) - Youth and parents are greeted, served snacks, and given name tags. - Casual conversation and introductions as participants settle in.
	a. Facilitator Introductions (5 minutes): - Share names, roles, and a short story or reason for being involved with the program. b. Youth Introductions (10 minutes): - Share name, a personal strength or interest, and one thing they hope to learn from the program. C. Tower Building Challenge: (15 minutes) - Briefly explain the goal: the students will build the tallest free-standing tower they can using only spaghetti and marshmallows (or other provided materials). - Emphasize that the tower needs to stand on its own without any external support. Introduce the Materials: - Show the students the materials they'll be using: spaghetti and marshmallows (or connectors) and make sure everyone understands how to handle the materials. (For example, don't eat the marshmallows during the activity!) Brainstorm and Plan:

- Before starting, encourage the students to briefly brainstorm and plan. They can sketch out ideas for their tower, considering balance, stability, and height.
- Discuss basic concepts like how to create a strong base (wide and stable) and how to stack or connect spaghetti in ways that provide strength.

Building Time:

- Set a time limit for building the tower (e.g., 15-20 minutes). Give each group the same amount of spaghetti and marshmallows to work with.
- Encourage collaboration, problem-solving, and trying different strategies. It's okay if their first design doesn't work—this is all about trial and error!

Measure the Towers:

- After time is up, measure the height of each group's tower to see who built the tallest tower.
- If you want to add more complexity, you can also measure the stability (e.g., how long the tower can stand without falling).

Reflect and Discuss:

- After the activity, hold a brief discussion where students reflect on the process. Ask questions like:
 - What strategies worked well?
 - What did you learn about balance and stability?
 - What would you do differently next time?
- Encourage the kids to think critically about the design process and how small changes in materials or structure affected their towers.

	3. Establishing the “Parking Lot” and Group Rules (15 minutes) a. Introduce the “Parking Lot” (5 minutes): ● Explain its purpose: a board for anonymous questions, concerns, or “aha” moments. ● Encourage youth to use sticky notes throughout the session. b. Group Rule Creation (15 minutes): ● Collaboratively create rules for the group, using prompts like: ○ What does respect look like? ○ How can we ensure everyone feels heard? ● Examples: ○ Use a talking item to avoid interruptions. ○ No phone use unless part of an activity. ○ Maintain confidentiality.
	4. Screening of "The Crux" Video (25 minutes) ● Play the full 25-minute video. ● Encourage youth to jot down questions or comments on sticky notes for the "Parking Lot."
	5. Overview of Program Goals and Discussion (10 minutes) a. Facilitator Explanation (5 minutes):

	● Break down the 16-week structure and topics: ○ Conflict resolution ○ Effective communication ○ Navigating peer pressure ○ Violence prevention ○ Legal consequences and family impact ● Emphasize the importance of collaboration and parental engagement. b. Group Discussion (5 minutes): ● Prompt youth and parents to share their thoughts or initial reactions to the video.
	6. Parental Engagement Activity (5 minutes) ● Facilitator Address to Parents: ○ Outline ways parents can support their child’s learning and participate in future sessions. ● Interactive Discussion: ○ Invite parents to share their expectations or concerns about the program.
	7. Reflection Circle & Closing “One thing I Learned and One thing I am excited about.” (10 minutes) ● Reflection Activity (15minutes): ○ Each participant shares one takeaway or goal for the program. ● Closing Remarks (5 minutes): ○ Thank participants and parents for their time and energy. ○ Distribute program schedules and encourage use of the "Parking Lot" between sessions.

Forms of Assessment/Evaluation	Description Exit Tickets: ● Ask youth to write or draw one thing they learned, a question they still have, or a personal goal for the program on a notecard before leaving. Parental Goals: ● Ask parents to articulate their hopes for their child's participation and use this to measure alignment with the program's outcomes over time. Tracking Participation: ● Monitor who is contributing actively and who may need additional support to feel comfortable participating.
Safety Considerations	Activity Space: ● Ensure the area for activities like the "Tower Challenge" or "Human Knot" is free of obstacles or tripping hazards. ● Use sturdy, safe materials for the Tower Challenge (e.g., avoid sharp objects or unstable setups). Supervision: ● Adequate supervision by facilitators is essential to prevent rough play or misuse of materials. Emergency Preparedness: ● Have a first aid kit accessible. ● Know the location of emergency exits and ensure they are unobstructed.

	● Be aware of any medical conditions (e.g., allergies) among participants, especially when serving snacks. Food Safety: ● Ensure snacks are allergen-free or clearly labeled. ● Provide alternatives for common allergens (nuts, dairy, gluten, etc.).
Post Lesson/ Comments/Reflection	

Lesson Plan Title	Breaking Down 'The Crux' Week Two and Three <i>(Beginning of Video to 8 Minutes, 50 Seconds, covering scenarios of Zoe and Jayden sexting and Marcus and his friends leaving his home without permission while his mother is at work)</i>		
Week: 2 – 3	Week 2 ‘The Crux’ Breakdown		Week 3 Panel Discussion
	Date (s)	Grade Level (s)	Time Frame: 120 Minutes
Standards	This lesson aligns with the 5 Core SEL Competencies NC Healthful Living Education Standards: 8.MEH.1.3, 8.MEH.2.1, 9-12.MEH.1.1, 9-12.MEH.2.2 NC ELA Standards: SL.7.1 / SL.8.1 / SL.9-10.1, SL.7.3 / SL.8.3 / SL.9-10.3		
Keywords/Vocabulary	Accountability, Consequences of Choice, Peer Pressure, Trusting Positive Parental Influences		
Learning Objective (s) & Level (s) of Bloom’s	Learning Objective (s) Develop an understanding of choices and consequences of choice in decision making; Discuss family dynamics and how they influence teen choices; Discuss peer relationship dynamics and their effect on teen choices; Develop understanding of how some choices may have lasting negative impact on the youth and family unit. Note about short film for facilitator: “Educating Kids About Gun Violence, The Crux” will explore various issues facing teens and their families. From sexting and gun violence, to peer pressure and familial grief, the film takes a hard look at the choices we make in these situations and the effect on the future.	Level of Bloom’s Taxonomy of DOK DOK Level 1: Recall and Reproduction - Week 2 Initial Activity: What is “The Crux”? 5 Minute discussion of recall of prior week’s viewing. Facilitator assist with defining: 1. A Puzzling or difficult question; 2. An essential point requiring resolution or resolving and outcome; 3. A Decision Point. - Week 2 Initial Activity: Watching "The Crux" video beginning 0 seconds to 8 minutes 50 seconds, covering scenarios of Zoe and Jayden sexting and Marcus and his friends leaving his home without permission while his mother is at work. After viewing, allow 5 minute general reflection time to engage youth in film segments themes and emotions. Small group breakouts for peer to peer processing of scenario questions and activity SWITCHING to recreate scenes from the film using better choices - Week 3 Initial Activity: Mobile Device Share and Privacy	

		with statistical supplemental data and follow up panel to cover legal ramifications of behavior. ● Example: Youth recall details and content from the video. Youth begin to consider that there may be more than one pathway to choice and many consequences along the way. DOK Level 2: Skill/Concept ● Activity: Open ended discussion questions and mobile phone activity. ● Examples: Youth begin to apply communication and collaboration skills with peers; Youth begin to think on consequences of private content being exposed in a public forum. DOK Level 3: Strategic Thinking ● Activity: Role Playing. ● Example: Youth use reasoning to connect themes in the video to their personal lives and participate in experiential learning by mapping out decisions that would produce more positive outcomes.
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Anticipatory Set & Closure	Anticipatory Set Week 2 Activity: Small Group Break Out Session Time: 15-20 minutes	Anticipatory Set Week 3 Welcoming activity: Upon students arrival, request that they conduct an independent gallery walkabout, reviewing prior weeks' questions and sticky note group responses. After 5 minutes, prompt students to join the full group. To introduce next activity.
	Steps: Explain the Challenge: Briefly explain the goal: Facilitator will count off students to assign to 4 small groups. Students will find assigned numbered table and join their small group. Facilitator will share that relationships are important in 'The Crux', from peer groups to relationships with adults and withing their own family unit. Each small group will be tasked with identifying a member of their group to take notes of key concepts emerging from discussion (on sticky notes) and a speaker who will share with the group at large. Facilitator will move youth through the following questions allowing for 2 minutes discussion for each question. Facilitator will let youth know that they will be visiting each table during their group work to observe their engagement or for brief lean ins to redirect activity if youth have challenges with some of the scenario content: 1. What are some words that describe Marcus and Zoe's	Activity: "My Phone, My Business. REALLY?!?!?" Time: 5–7 minutes 1. Decision Points: - Ask participants to take out their phones if they have them and unlock the devices. Ask participants if they are willing to share ALL contents on their phone with their peers, parents or other pro-social adults. Allow for time for participants to process that concept, applying redirection when needed. Once processed, move the group at large through questions: "We get the sense that Zoe is a "good girl", makes good grades and is in a loving family, yet she still sends Jayden inappropriate pictures. What would make a "good girl" make such a decision?" - Provide participants with current Sexting definition and statistics. - Sexting – Sending, receiving and forwarding sexually explicit photos, videos, primarily through mobile phones

Anticipatory Set & Closure	home life?; 2. How would you characterize Marcus’ relationship with his friends?; 3. In the film, Jason talks to Marcus about manhood several times. How does owning a gun equate to manhood from his perspective? 4. How does loyalty show up in the ‘The Crux’? Is it good or bad? How so? • Next, ask the group to choose a partner at their table for one-on-one role playing to recreate a scene from the film using better choices. Allow 1-2 minutes for each question. 1. What role did the adults play in the teens’ decisions? 2. Ask the youth to describe to their partner their first reaction to the adult’s behaviors. 3. Ask youth to take on the role of the mother in “The Crux and explain why she works so many hours. 4. Request students to have one pair member play the role of the mother and the other Marcus or Zoey. What advice would you give? • After time is up, allow team speakers to share themes that arose from the group discussion for each of the questions. Provide positive affirmations or redirections when applicable. Request students place sticky notes on applicable questions around the room.	of one’s self to others. Inform participants that even forwarding a message is sexting. ■ Have panel member/guest speaker ready to discuss legal consequences of Sexting. Recommend Juvenile Court Counselor, District Court Judge or Juvenile Defense Attorney. Panel can be delivered virtually or in person. 2. Closing Words: • Thank everyone for their participation: ■ “You’ve all spent the last two weeks working together to process some very serious scenarios. It was exciting to hear your insights! Each of you is an important piece of this group and trusting your peers and partners in the small group breakout sessions today and as we move forward will provide you with much information to consider choices and consequences when you’re faced with peer pressure. I look forward to watching you all grow together and all that you accomplish in the weeks ahead.” • Briefly mention the next session: ■ “Next time, we’ll continue learning ways to respond to peer pressure and improving teamwork and communications skills in
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Anticipatory Set & Closure	● ACTIVITY CLOSURE: Challenge youth to proactively observe their peer and family relationships over the next week. Remind them of how they moved through scenarios today, bringing forth potential for positive decision making. Challenge them to “challenge themselves” to respond in a way to ONE situation that may produce more positive consequences or outcomes. Invite them to bring that scenario back to the group next week to share if they would like whether directly or anonymously through “SHARE LINKS” (Ipad journal stations or “parking lot” sticky notes).	your group breakout sessions.”
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Essential/Guiding Questions	1. What challenges do young people face today, and how can we work together to overcome them? 2. Why is it important to learn skills like conflict resolution and effective communication? 3. How can understanding the impact of our choices help us in the future? 4. What role do you think parents, mentors, or other trusted adults play in helping us succeed? 5. What does “The Crux” mean to you, and how can it guide us through this program?	
Materials Needed	For Student:	For Teacher/Facilitator: ● Snacks and beverages ● Name tags and markers ● Sticky notes, markers, and a board for the "Parking Lot" ● Large sticky note taking paper (write each question on 1 sheet and place along room walls for youth to place feedback responses from small group work. ● Timer (optional, to add a time challenge) ● Video playback equipment (laptop, projector, or TV)
Technology Used	Projector or TV, Computer and Speakers. Link to the video. 8 Ipads or comparable tablet to collect survey entries, journal entries, anonymous homework feedback, confidential requests for additional supportive services from participants.	
Student Arrangement	Student Arrangement 1. Initial Gathering ● Arrangement: Large Group Circle or Semicircle ○ Purpose: ■ Creates an inclusive and welcoming environment where everyone can see and hear each other during introductions and the initial overview. ■ Fosters a sense of equality and connection.	

	2. Team-Building Activity ● Arrangement: Small Groups (2–4 students per group) ○ Purpose: ■ Encourages collaboration and trust-building among participants. ■ Allows for more active participation and interaction. ○ Implementation: ■ Arrange tables or clusters of chairs for small groups. ■ Ensure supplies for the activity are easily accessible to all groups.
	3. "The Crux" Video Viewing ● Arrangement: Theater-Style Seating or Group Circle ○ Purpose: ■ Ensures everyone has a clear view of the screen and can focus on the video. ■ Maintains group cohesion for the transition to the reflection discussion.
	4. Reflection and Rule Creation ● Arrangement: Large Group Circle or Tables in U-Shape ○ Purpose: ■ Encourages open communication and participation during the reflection circle. ■ Supports collaborative brainstorming for group rules. ○ Implementation: ■ Provide a central space (e.g., a whiteboard or chart paper) for recording ideas.

	5. Parking Lot Activity ● Arrangement: Flexible Movement ○ Purpose: ■ Allows students to move to a designated “Parking Lot” area (e.g., a wall or board) to post sticky notes without feeling confined. 6. Parent Involvement (if applicable) ● Arrangement: Mixed Groups or Side-by-Side with Youth ○ Purpose: ■ Encourages interaction between parents and students during activities. ■ Facilitates family engagement in the program.
Learners Needs	Learners Needs/Exceptionalities 1. Cognitive and Learning Needs ● Strategies: ○ Break down instructions into small, manageable steps. ○ Use visuals (e.g., charts, pictures, or icons) to supplement verbal instructions, especially during group rule creation and activities. ○ Provide clear examples or demonstrations for tasks like the team-building activity or how to use the “Parking Lot.” ○ Offer opportunities for repetition and clarification to reinforce understanding of key concepts.

	2. Behavioral and Emotional Needs ● Strategies: ○ Create a predictable structure and routine (e.g., clear agenda, transition cues between activities, brief breaks). ○ Use a calm and encouraging tone to foster a supportive environment. ○ Offer positive reinforcement to acknowledge participation and effort. ○ Provide stress ball or other fidget tools for students who may need to self-regulate during discussions. 3. Communication Needs ● Strategies: ○ Allow alternative ways to participate in discussions (e.g., writing responses on sticky notes for the Parking Lot instead of speaking aloud). ○ Use the “talking object” (e.g., stress ball) to create a safe and structured turn-taking environment during group discussions. ○ Pair students who may need communication support with peers or facilitators during team-building activities. 4. Physical Needs ● Strategies: ○ Ensure the seating arrangement is accessible for all students, including those who use mobility aids. ○ Provide adapted materials if needed (e.g., larger puzzle pieces for the activity, or a digital option for reflections). ○ Allow flexible seating or standing options during activities to accommodate comfort and mobility needs.
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Lesson Sequence	1. Arrival and Welcome (10 minutes) a. Youth are greeted, served snacks, and given name tags. Youth are reminded of “Parking Lot” and Group Rules set in initial session. b. Casual conversation and address any “Parking Lot” content left by students the prior week. 2. Preparation for Week’s Activities. a. Screening of “The Crux” breakdown for applicable week. b. Facilitator Explains Activities and Allows Time for Clarification of Directions (5 minutes). c. Youth are Transitioned to Breakout Sessions Back to Larger Group as Needed. 3. Reflection Circle & Closing “One thing I Learned and One thing I am excited about.” (10 minutes) ● Reflection Activity (15minutes): ○ Each participant shares one takeaway or goal for the program. ● Closing Remarks (5 minutes): ○ Thank participants for their time and energy. ○ Distribute program schedules and encourage use of the "Parking Lot" between sessions.
Forms of Assessment/Evaluation	Description Exit Tickets: ● Ask youth to write or draw one thing they learned, a question they still have, or a personal goal for the

	program on a notecard before leaving. Tracking Participation: ● Monitor who is contributing actively and who may need additional support to feel comfortable participating.
Safety Considerations	Activity Space: ● Ensure the area for activities is free of obstacles or tripping hazards. Supervision: ● Adequate supervision by facilitators is essential to all activities. Emergency Preparedness: ● Have a first aid kit accessible. ● Know the location of emergency exits and ensure they are unobstructed. ● Be aware of any medical conditions (e.g., allergies) among participants, especially when serving snacks. Food Safety: ● Ensure snacks are allergen-free or clearly labeled. ● Provide alternatives for common allergens (nuts, dairy, gluten, etc.).
Post Lesson/ Comments/Reflection	

Lesson Plan Title	Breaking Down 'The Crux' Week Four and Five (Start Video at 8 Minutes, 50 Seconds and end at 10 minutes 35 seconds, covering scenarios of Marcus and his friends breaking into cars)		
Week: 4 – 5	Week 4 'The Crux' Breakdown		Week 5 Panel Discussion
	Date (s)	Grade Level (s)	Time Frame: 120 Minutes
Standards	This lesson aligns with the 5 Core SEL Competencies NC Healthful Living Education Standards: 8.MEH.1.3, 8.MEH.2.1, 9-12.MEH.1.1, 9-12.MEH.2.2 NC ELA Standards: SL.7.1 / SL.8.1 / SL.9-10.1, SL.7.3 / SL.8.3 / SL.9-10.3		
Keywords/Vocabulary	Accountability, Consequences of Choice, Peer Pressure, Trusting Positive Parental Influences		
Learning Objective (s) & Level (s) of Bloom's	Learning Objective (s) 1. Fully understand the potential <i>legal consequences</i> of impulse decisions. 2. Develop strategies to resist peer pressure when it involves bad decisions that could lead to significant consequences. 3. Understand what it is like to be the victim of a property crime (to have something stolen from you) 4. Negative consequences that possessing a stolen firearm can bring. Note about short film for facilitator: "Educating Kids About Gun Violence, The Crux" will explore various issues facing teens and their families. From sexting and gun violence, to peer pressure and familial grief, the film takes a hard look at the choices we make in these situations and the effect on the future.	Level of Bloom's Taxonomy of DOK DOK Level 1: Recall and Reproduction - Week 4 Initial Activity: What is "The Crux"? 5 Minute discussion of recall of prior week's viewing. Facilitator reminds of definition: 1. A Puzzling or difficult question; 2. An essential point requiring resolution or resolving and outcome; 3. A Decision Point. - Week 4 Activity: Watching "The Crux" video beginning 8 minutes 50 seconds, covering scenarios of Marcus and his friends breaking into cars. After viewing, allow 5 minute general reflection time to engage youth in film segments themes and emotions before sharing the relevant juvenile offenses committed in this scene and how common they are in today's juvenile court. For example, how many complaints are received for breaking and entering motor vehicle, larceny, and possession of handgun "Never Have I Ever" Activity.	

		● Week 5 Activity: In Person or Virtual Panel. ● Example: Youth recall details and content from the video. Youth begin to consider that there may be more than one pathway to choice and many consequences along the way. DOK Level 2: Skill/Concept ● Activity: Open ended discussion questions and “Never Have I Ever” activity. ● Examples: Youth recall communication and collaboration skills with peers; Youth explore legal consequences of delinquent acts the offender and by peer association. DOK Level 3: Strategic Thinking ● Activity: Never Have I Ever. ● Example: Youth use reasoning to connect themes in the video to their personal lives and participate in experiential learning by mapping out decisions that would produce more positive outcomes.
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Anticipatory Set & Closure	Anticipatory Set Week 4 Welcoming activity: Upon students' arrival, request that they contribute to "SHARE LINKS" if they choose. After 5 minutes, prompt students to join the full group for brief sharings. Activity: Never Have I Ever Time: 20-30 minutes Steps: Explain the Challenge: Briefly explain the goal: Facilitator direct students' attention to two containers on a table, one marked "I HAVE" and one marked "I HAVE NOT". Facilitator will provide each student 6-8 checkers or other object to drop into containers in response to questions. Each question will be written on large sticky note, displayed around the room. After each question, students will individually walk to the table to discretely drop their checker into the applicable container. Students will be encouraged not to vocally respond to the questions as to maintain an anonymous response from all. After each question, Facilitator will count the responses in the "I HAVE" container, writing the number on the corresponding wall sticky sheet and empty both containers. This will	Anticipatory Set Week 5 Welcoming activity: Upon students' arrival, request that they contribute to "SHARE LINKS" if they choose and then conduct an independent gallery walkabout, reviewing prior weeks' questions on wall sticky notes. After 5 minutes, prompt students to join the full group for brief sharings. Activity: "Under Pressure" Time: 5–7 minutes 1. Decision Points: - Provide participants with sticky notes of the same color for anonymity: - Ask each participant to reflect and write down a time they were affected by peer pressure and how they got to their "The Crux" or Decision Point. Ask them to write down if they regretted the decision. Ask them if someone was victimized as a result of the decision. - Invite youth to share their decision if they feel compelled to do so either by reading from their note or dropping their note into a container. - Notes dropped in the container will be read by the Facilitator. After reviewing, ask participants to share if they choose how the decision affected them and if it still does in any way.
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Anticipatory Set & Closure	continue until all questions asked. ● Potential Facilitator Prompts: Never Have I Ever 1. Left my home without my parent or guardian’s permission. 2. Broken curfew rules set by my parent or guardian. 3. Entered someone’s vehicle or home without permission. 4. Taken something from someone’s vehicle or home without permission. 5. Been with peers who have pressured me to do things I didn’t want to do that could get me in trouble. 6. Been the peer who influenced others to do things that had or could have had legal consequences. 7. Handled a stolen firearm. 8. Possessed a stolen firearm. Facilitator asks students if they are surprised by the number of “HAVE” answers. Facilitator transitions to next part of activity. ● Facilitator will ask for a student volunteer to write bullet points on wall sticky notes from the group responses to the prompts (can ask for a new volunteer for each prompt): 1. How are we affected by peer pressure? 2. How can we avoid making decisions that can cause harm to ourselves or others? 3. How can we mitigate or make things right even when a bad decision has been made? It’s never too late to do the right thing! 4. What ways could legal	■ Have panel member/guest speaker ready to discuss legal consequences of breaking and entering into motor vehicles or homes and possession of a stolen firearm or other goods. Recommend Juvenile Court Counselor, District Court Judge or Juvenile Defense Attorney. Panel can be delivered virtually or in person. 2. Closing Words: ● Thank everyone for their participation: ■ “You’ve all spent the last two weeks working together to process some very serious scenarios. We love how you all are working so well together! Each of you is an important piece of this group and trusting your peers in sharing your lived experiences and insights continues to add to your tool box of information to consider choices and the impact of those choices.” ● Briefly mention the next session: ■ “Next time, we’ll continue learning ways to respond to peer pressure and improving teamwork and communications skills in your group breakout sessions.”
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Anticipatory Set & Closure	consequences of the acts committed impact the future of young people? 5. What are some negative consequences of possessing a stolen firearm? ● ACTIVITY CLOSURE: Challenge youth to proactively observe their peer and family relationships over the next week. Remind them of how they moved through activities today, bringing forth potential for positive decision making. Challenge them to “challenge themselves” to respond in a way to ONE situation that may produce more positive consequences or outcomes. Invite them to bring that scenario back to the group next week to share if they would like whether directly or anonymously through “SHARE LINKS” (iPad journal stations or “parking lot” sticky notes).	
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Essential/Guiding Questions	1. What challenges do young people face today, and how can we work together to overcome them? 2. Why is it important to learn skills like conflict resolution and effective communication? 3. How can understanding the impact of our choices help us in the future? 4. What role do you think parents, mentors, or other trusted adults play in helping us succeed? 5. What does “The Crux” mean to you, and how can it guide us through this program?	
Materials Needed	For Student:	For Teacher/Facilitator: ● Snacks and beverages ● Name tags and markers ● Sticky notes, markers, and a board for the "Parking Lot" ● Large sticky note taking paper (write each question on 1 sheet and place along room walls for youth to place feedback responses from youth during activities. ● Timer (optional, to add a time challenge) ● Video playback equipment (laptop, projector, or TV)
Technology Used	Projector or TV, Computer and Speakers. Link to the video. 8 Ipads or comparable tablet to collect survey entries, journal entries, anonymous homework feedback, confidential requests for additional supportive services from participants.	
Student Arrangement	Student Arrangement 1. Initial Gathering ● Arrangement: Large Group Circle or Semicircle ○ Purpose: ■ Creates an inclusive and welcoming environment where everyone can see and hear each other during introductions and the initial overview. ■ Fosters a sense of equality and connection.	

	2. Team-Building Activity ● Arrangement: Small Groups (2–4 students per group) ○ Purpose: ■ Encourages collaboration and trust-building among participants. ■ Allows for more active participation and interaction. ○ Implementation: ■ Arrange tables or clusters of chairs for small groups. ■ Ensure supplies for the activity are easily accessible to all groups.
	3. "The Crux" Video Viewing ● Arrangement: Theater-Style Seating or Group Circle ○ Purpose: ■ Ensures everyone has a clear view of the screen and can focus on the video. ■ Maintains group cohesion for the transition to the reflection discussion.
	4. Reflection and Rule Creation ● Arrangement: Large Group Circle or Tables in U-Shape ○ Purpose: ■ Encourages open communication and participation during the reflection circle. ■ Supports collaborative brainstorming for group rules. ○ Implementation: ■ Provide a central space (e.g., a whiteboard or chart paper) for recording ideas.

	5. Parking Lot Activity ● Arrangement: Flexible Movement ○ Purpose: ■ Allows students to move to a designated “Parking Lot” area (e.g., a wall or board) to post sticky notes without feeling confined. 6. Parent Involvement (if applicable) ● Arrangement: Mixed Groups or Side-by-Side with Youth ○ Purpose: ■ Encourages interaction between parents and students during activities. ■ Facilitates family engagement in the program.
Learners Needs	Learners Needs/Exceptionalities 1. Cognitive and Learning Needs ● Strategies: ○ Break down instructions into small, manageable steps. ○ Use visuals (e.g., charts, pictures, or icons) to supplement verbal instructions, especially during group rule creation and activities. ○ Provide clear examples or demonstrations for tasks like the team-building activity or how to use the “Parking Lot.” ○ Offer opportunities for repetition and clarification to reinforce understanding of key concepts.

	2. Behavioral and Emotional Needs ● Strategies: ○ Create a predictable structure and routine (e.g., clear agenda, transition cues between activities, brief breaks). ○ Use a calm and encouraging tone to foster a supportive environment. ○ Offer positive reinforcement to acknowledge participation and effort. ○ Provide stress ball or other fidget tools for students who may need to self-regulate during discussions. 3. Communication Needs ● Strategies: ○ Allow alternative ways to participate in discussions (e.g., writing responses on sticky notes for the Parking Lot instead of speaking aloud). ○ Use the “talking object” (e.g., stress ball) to create a safe and structured turn-taking environment during group discussions. ○ Pair students who may need communication support with peers or facilitators during team-building activities. 4. Physical Needs ● Strategies: ○ Ensure the seating arrangement is accessible for all students, including those who use mobility aids. ○ Provide adapted materials if needed (e.g., larger puzzle pieces for the activity, or a digital option for reflections). ○ Allow flexible seating or standing options during activities to accommodate comfort and mobility needs.
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Lesson Sequence	1. Arrival and Welcome (10 minutes) a. Youth are greeted, served snacks, and given name tags. Youth are reminded of “Parking Lot” and Group Rules set in initial session. b. Casual conversation and address any “Parking Lot” content left by students the prior week. 2. Preparation for Week’s Activities. a. Screening of “The Crux” breakdown for applicable week. b. Facilitator Explains Activities and Allows Time for Clarification of Directions (5 minutes). c. Youth are Transitioned to Breakout Sessions Back to Larger Group as Needed. 3. Reflection Circle & Closing “One thing I Learned and One thing I am excited about.” (10 minutes) ● Reflection Activity (15minutes): ○ Each participant shares one takeaway or goal for the program. ● Closing Remarks (5 minutes): ○ Thank participants for their time and energy. ○ Distribute program schedules and encourage use of the "Parking Lot" between sessions.
Forms of Assessment/Evaluation	Description Exit Tickets: ● Ask youth to write or draw one thing they learned, a question they still have, or a personal goal for the

	program on a notecard before leaving. Tracking Participation: ● Monitor who is contributing actively and who may need additional support to feel comfortable participating.
Safety Considerations	Activity Space: ● Ensure the area for activities is free of obstacles or tripping hazards. Supervision: ● Adequate supervision by facilitators is essential to all activities. Emergency Preparedness: ● Have a first aid kit accessible. ● Know the location of emergency exits and ensure they are unobstructed. ● Be aware of any medical conditions (e.g., allergies) among participants, especially when serving snacks. Food Safety: ● Ensure snacks are allergen-free or clearly labeled. ● Provide alternatives for common allergens (nuts, dairy, gluten, etc.).
Post Lesson/ Comments/Reflection	

Lesson Plan Title	Breaking Down 'The Crux' Week Six and Seven <i>(Start Video 10 minutes 36 seconds, ending at 14 minutes 12 seconds (covering scenarios of Marcus and his friends in the café past curfew/without parental permission; interface with law enforcement; unsafe handling of weapon; paying for order with stolen credit card)</i>		
Week: 6 – 7	Week 6 'The Crux' Breakdown		Week 7 Panel Discussion
	Date (s)	Grade Level (s)	Time Frame: 120 Minutes
Standards	This lesson aligns with the 5 Core SEL Competencies NC Healthful Living Education Standards: 8.MEH.1.3, 8.MEH.2.1, 9-12.MEH.1.1, 9-12.MEH.2.2 NC ELA Standards: SL.7.1 / SL.8.1 / SL.9-10.1, SL.7.3 / SL.8.3 / SL.9-10.3		
Keywords/Vocabulary	Accountability, Consequences of Choice, Peer Pressure, Effective Communication with Law Enforcement		
Learning Objective (s) & Level (s) of Bloom's	Learning Objective (s) 1. Fully understand the potential <i>legal consequences</i> of impulse decisions. 2. Develop strategies to resist peer pressure when it involves bad decisions that could lead to significant consequences. 3. Understand what it is like to be the victim of a property crime (to have something stolen from you) 4. Negative consequences that possessing a stolen firearm can bring. Note about short film for facilitator: "Educating Kids About Gun Violence, The Crux" will explore various issues facing teens and their families. From sexting and gun violence, to peer pressure and familial grief, the film takes a hard look at the choices we make in these situations	Level of Bloom's Taxonomy of DOK DOK Level 1: Recall and Reproduction - Week 6 Initial Activity: What is "The Crux"? 5 Minute discussion of recall of prior week's viewing. Facilitator reminds of definition: 1. A Puzzling or difficult question; 2. An essential point requiring resolution or resolving and outcome; 3. A Decision Point. - Week 6 Activity: Watching "The Crux" video beginning 8 minutes 50 seconds, covering scenarios of Marcus and his friends in the café past curfew/without parental permission; interface with law enforcement; unsafe handling of weapon; paying for order with stolen credit card. After viewing, allow 5 minute general reflection time to engage youth in film segments themes and emotions vehicle, larceny, and possession of handgun - Week 6 Activity: " The Crux Crew Productions"	

	and the effect on the future.	• Week 7 Activity: In Person or Virtual Panel. • Example: Youth recall details and content from the video. Youth begin to consider that there may be more than one pathway to choice and many consequences along the way. DOK Level 2: Skill/Concept • Activity: Introduction to Media Production. • Examples: Youth learn content creation skills; Youth are empowered to explore legal consequences of delinquent acts as the offender and by peer association. Youth are empowered to improve communication and listening skills through podcast or video technology. DOK Level 3: Strategic Thinking • Activity: Introduction to Media Production. • Example: Youth use reasoning to connect themes in the video to their personal lives and participate in experiential learning by mapping out decisions that would produce more positive outcomes.
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Anticipatory Set & Closure	Anticipatory Set Week 6 Welcoming activity: Upon students’ arrival, request that they contribute to “SHARE LINKS” if they choose. After 5 minutes, prompt students to join the full group for brief sharings. Activity: “The Crux Crew Productions” Time: 55 minutes Steps: Explain the Activity and Demonstration of Use of Media Productions Studio Equipment (a good resource to use to learn more about an established media arts program is https://dunnpal.org/media-arts/ Dunn PAL Voices of Youth Series covers a youth forum with law enforcement. Play small clips as an example of flow of discussion and set design https://www.youtube.com/live/Qc7iTd8Kwyc?si=KNOO3Miqvt1IjtDv • Briefly explain the goal: Facilitator direct students’ attention to media productions studio equipment that has been set up in an area of the room (facilitator should have working knowledge of all equipment) and shows them how to use the equipment. Facilitator counts off students into small groups (3-4). At each	Anticipatory Set Week 7 Welcoming activity: Upon students’ arrival, request that they contribute to “SHARE LINKS” if they choose and then conduct an independent gallery walkabout, reviewing prior weeks’ questions on wall sticky notes. After 5 minutes, prompt students to join the full group for brief sharings. Activity: “The Crux Crew Productions” Time: 5–7 minutes 1. Decision Points: • Have youth work together under direction of facilitator to set up podcasting equipment and organize the podcast area, testing equipment and ensuring that film area aesthetics are comfortable, such as small table with bottled water for guests • In the larger group, have youth watch “No Debate Debate / Youth Gun Violence Prevention” https://youtu.be/chbELtuBAHQ?si=EeAy8vmoF2y_9JZQ After viewing, Have youth join their same podcast group from the prior week with podcast script templates at their planning station: ■ Each group will begin planning a panel mock podcast for week 9 by identifying one question or topic on how adults can better educate youth about gun violence prevention. Have the youth practice interviewing/discussion within their group. Each group should identify a notetaker to
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Anticipatory Set & Closure	station, the youth will have a podcast script template. Each group should assign a notetaker to capture their content. Each group will have 10 minutes to brainstorm a podcast style discussion analyzing the behavior of the peer group, identifying one decision point, and providing alternative choice options that may prevent further escalation of negative consequences. ● Sample script flow: 1. Introduction – introduce yourselves, the name of the podcast (“The Crux Crew Productions”), (any guests if role-playing such as “Marcus”) and briefly summarize the episode content (Today we’re meeting up with Marcus to discuss what he was experiencing as his night out with friends unfolded); Topic or Point 1; Topic or Point 2; Brief episode recap; Episode closure. ● After 10 minutes, each group will take turns delivering their podcasts using the equipment and the script they developed. Youth are encouraged to actively listen and observe podcasting efforts by their peers without interrupting. Students should take 5-7 minutes moving through the content they created for their podcast. After all youth have completed their mock podcasting, they will join the group	capture content and a speaker to share the groups talking points. Allow 15 minutes for planning and then bring youth back to larger group setting. ■ As youth are sharing their content, inform them that they will have to scale down their content by selecting questions or talking points for week 9’s panel. ■ Using the Dunn PAL Voices of Youth panel example, have youth begin to practice their discussions/questions with each other respectfully as if it were a Judge, Police Officer, Juvenile Court Counselor or Parent (assigning some youth to the adult role). ■ After all youth have had the opportunity to participate if they desire to have a forward facing presence for mock podcasting, then move into the closure phase. 2. Closing Words: ● Thank everyone for their participation: ■ “I’m really impressed with the way you all organized your podcast planning. Next week, we’ll continue preparing you to welcome panel members to “The Crux Crew Productions” mock podcast, develop the flow of your episode and show our panel members that even though you are teens, your voice is still important,
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Anticipatory Set & Closure	at large. The facilitator and group will discuss repeating themes that arose from the each groups podcast episode. Request a student volunteer document write key points for each prompt on wall sticky note paper. Potential Facilitator Prompts for Podcast development: 1. If Marcus felt pressured by peers to leave home without his mom’s permission, what would you guide him to say that would have set boundaries with his peers. 2. What thoughts would you process if a friend handed you a stolen credit card to pay for an item in a store. 3. Give Marcus and his peer group tips on respectful communication with law enforcement if they would have gotten caught using a stolen credit card; 4. What thoughts would you process if your best friend asked you to look at, hold or hide a firearm for them. ACTIVITY CLOSURE: Youth assist with disassembling and packing up podcast equipment in an organized manner. Challenge youth to proactively research podcast development and bring back ONE suggestion on how to improve a podcast experience during the group’s planning phase to the point where the intended audience is listening to the	especially when it comes to issues that are impacting the safety of you and your peers.” Briefly mention the next session: “Next time, we’ll continue learning ways to respond to peer pressure and improving teamwork and communications skills in your podcast planning work. “The Crux” can have some sensitive topics that may stir up some deep emotions for you all. Please know that we are here to support you in navigating that. Use Share Links to let us know if you need to talk with a team member in private.”
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	content. Challenge them to watch the full Dunn PAL panel example before returning to next session. Continue to remind group of sharing directly or anonymously through “SHARE LINKS” (iPad journal stations or “parking lot” sticky notes).	
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Essential/Guiding Questions	1. What challenges do young people face today, and how can we work together to overcome them? 2. Why is it important to learn skills like conflict resolution and effective communication? 3. How can understanding the impact of our choices help us in the future? 4. What role do you think parents, mentors, or other trusted adults play in helping us succeed? 5. What does “The Crux” mean to you, and how can it guide us through this program?	
Materials Needed	For Student:	For Teacher/Facilitator: ● Snacks and beverages ● Name tags and markers ● Sticky notes, markers, and a board for the "Parking Lot" ● Large sticky note taking paper (write each question on 1 sheet and place along room walls for youth to place feedback responses from youth during activities. ● Timer (optional, to add a time challenge) ● Video playback equipment (laptop, projector, or TV) ● Podcast Equipment https://www.schooloutfitters.com/catalog/product_info/pfam_id/PFAM84497/products_id/PRO97279?sc_cid=Google_HAM-MPSK-INT3&adtype=pla&kw=&utm_term=&utm_campaign=S hopping%2010%20-%20New%20Products&utm_source=google&utm_medium=cpc&hsa_acc=4310561740&hsa_cam=21316771625&hsa_grp=162890942819&hsa_ad=700424229056&hsa_src=g&hsa_tgt=pla-2307830670850&hsa_kw=&hsa_mt=&hsa_net=adwords&hsa_ver=3&gad_source=1&gclid=CjwKCAiA5pq-BhBuEiwAvkzVZWG9ai2XnoJguNTHYg-QfoVq9GpJ100bi0alic0fTV9TQYURhLq8XR0CsrAQA vD_BwE

Technology Used	Projector or TV, Computer and Speakers. Link to the video. Podcast equipment. 8 Ipads or comparable tablet to collect survey entries, journal entries, anonymous homework feedback, confidential requests for additional supportive services from participants.
Student Arrangement	Student Arrangement 1. Initial Gathering ● Arrangement: Large Group Circle or Semicircle ○ Purpose: ■ Creates an inclusive and welcoming environment where everyone can see and hear each other during introductions and the initial overview. ■ Fosters a sense of equality and connection. 2. Podcast Activity ● Arrangement: Small Groups (2–4 students per group) ○ Purpose: ■ Encourages collaboration and trust-building among participants. ■ Allows for more active participation and interaction. ○ Implementation: ■ Arrange tables or clusters of chairs for small groups. ■ Ensure supplies for the activity are easily accessible to all groups. 3. "The Crux" Video Viewing ● Arrangement: Theater-Style Seating or Group Circle ○ Purpose: ■ Ensures everyone has a clear view of the screen and can focus on the video.

- Maintains group cohesion for the transition to the reflection discussion.

4. Reflection and Rule Creation

- **Arrangement:** Large Group Circle or Tables in U-Shape
 - **Purpose:**
 - Encourages open communication and participation during the reflection circle.
 - Supports collaborative brainstorming for group rules.
 - **Implementation:**
 - Provide a central space (e.g., a whiteboard or chart paper) for recording ideas.

5. Parking Lot Activity

- **Arrangement:** Flexible Movement
 - **Purpose:**
 - Allows students to move to a designated “Parking Lot” area (e.g., a wall or board) to post sticky notes without feeling confined.

6. Parent Involvement (if applicable)

- **Arrangement:** Mixed Groups or Side-by-Side with Youth
 - **Purpose:**
 - Encourages interaction between parents and students during activities.
 - Facilitates family engagement in the program.

Learners Needs	Learners Needs/Exceptionalities 1. Cognitive and Learning Needs ● Strategies: ○ Break down instructions into small, manageable steps. ○ Use visuals (e.g., charts, pictures, or icons) to supplement verbal instructions, especially during group rule creation and activities. ○ Provide clear examples or demonstrations for tasks like the team-building activity or how to use the “Parking Lot.” ○ Offer opportunities for repetition and clarification to reinforce understanding of key concepts. 2. Behavioral and Emotional Needs ● Strategies: ○ Create a predictable structure and routine (e.g., clear agenda, transition cues between activities, brief breaks). ○ Use a calm and encouraging tone to foster a supportive environment. ○ Offer positive reinforcement to acknowledge participation and effort. ○ Provide a stress ball or other fidget tools for students who may need to self-regulate during discussions. 3. Communication Needs ● Strategies: ○ Allow alternative ways to participate in discussions (e.g., writing responses on sticky notes for the Parking Lot instead of speaking aloud). ○ Use the “talking object” (e.g., stress ball) to create a safe and structured turn-taking environment during group discussions.
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	○ Pair students who may need communication support with peers or facilitators during team-building activities. 4. Physical Needs ● Strategies: ○ Ensure the seating arrangement is accessible for all students, including those who use mobility aids. ○ Provide adapted materials if needed (e.g., larger puzzle pieces for the activity, or a digital option for reflections). ○ Allow flexible seating or standing options during activities to accommodate comfort and mobility needs.
Lesson Sequence	1. Arrival and Welcome (10 minutes) a. Youth are greeted, served snacks, and given name tags. Youth are reminded of “Parking Lot” and Group Rules set in initial session. b. Casual conversation and address any “Parking Lot” content left by students the prior week.
	2. Preparation for Week’s Activities. a. Screening of “The Crux” breakdown for applicable week. b. Facilitator Explains Activities and Allows Time for Clarification of Directions (5 minutes). c. Youth are Transitioned to Breakout Sessions Back to Larger Group as Needed.

	3. Reflection Circle & Closing “One thing I Learned and One thing I am excited about.” (10 minutes) ● Reflection Activity (15minutes): ○ Each participant shares one takeaway or goal for the program. ● Closing Remarks (5 minutes): ○ Thank participants for their time and energy. ○ Distribute program schedules and encourage use of the "Parking Lot" between sessions.
Forms of Assessment/Evaluation	Description Exit Tickets: ● Ask youth to write or draw one thing they learned, a question they still have, or a personal goal for the program on a notecard before leaving. Tracking Participation: ● Monitor who is contributing actively and who may need additional support to feel comfortable participating.
Safety Considerations	Activity Space: ● Ensure the area for activities is free of obstacles or tripping hazards. Supervision: ● Adequate supervision by facilitators is essential to all activities. Emergency Preparedness: ● Have a first aid kit accessible. ● Know the location of emergency exits and ensure they are unobstructed.

	● Be aware of any medical conditions (e.g., allergies) among participants, especially when serving snacks. Food Safety: ● Ensure snacks are allergen-free or clearly labeled. ● Provide alternatives for common allergens (nuts, dairy, gluten, etc.).
Post Lesson/ Comments/Reflection	

Lesson Plan Title	Breaking Down 'The Crux' Week Eight and Nine <i>(Start Video 14 minutes 13 seconds, ending at 18 minutes 26 seconds (covering scenarios of Marcus and his friends shoplifting in convenience store; use of firearm in commission of robbery; exchanges of firearm and exchanges of gunfire between store owner and youth; decisions in alleyway))</i>		
Week: 8 – 9	Week 8 ‘The Crux’ Breakdown		Week 9 Panel Discussion
	Date (s)	Grade Level (s)	Time Frame: 120 Minutes
Standards	This lesson aligns with the 5 Core SEL Competencies NC Healthful Living Education Standards: 8.MEH.1.3, 8.MEH.2.1, 9-12.MEH.1.1, 9-12.MEH.2.2 NC ELA Standards: SL.7.1 / SL.8.1 / SL.9-10.1, SL.7.3 / SL.8.3 / SL.9-10.3		
Keywords/Vocabulary	Accountability, Consequences of Choice, Peer Pressure, Effective Communication with Law Enforcement		
Learning Objective (s) & Level (s) of Bloom’s	Learning Objective (s) 1. Fully understand the potential <i>legal consequences</i> of impulse decisions. 2. Develop strategies to resist peer pressure when it involves bad decisions that could lead to significant consequences. 3. Understand what it is like to be the victim of a property crime (to have something stolen from you) 4. Negative consequences that possessing a stolen firearm can bring. Note about short film for facilitator: “Educating Kids About Gun Violence, The Crux” will explore various issues facing teens and their families. From sexting and gun violence, to peer pressure and familial grief, the film takes a hard	Level of Bloom’s Taxonomy of DOK DOK Level 1: Recall and Reproduction • Week 8 Initial Activity: What is “The Crux”? 5 Minute discussion of recall of prior week’s viewing. Facilitator reminds of definition: 1. A Puzzling or difficult question; 2. An essential point requiring resolution or resolving and outcome; 3. A Decision Point. • Week 8 Activity: Watching "The Crux" video beginning 14 minutes 13 seconds, ending at 18 minutes 26 seconds (covering scenarios of Marcus and his friends shoplifting in convenience store; use of firearm in commission of robbery; exchanges of firearm and exchanges of gunfire between store owner and youth; decisions in alleyway). After viewing, allow 5 minute general reflection time to engage youth in film segments themes and emotions.	

	look at the choices we make in these situations and the effect on the future.	• Week 8 Activity: “ The Crux Crew Productions” • Week 9 Activity: In Person or Virtual Panel. • Example: Youth recall details and content from the video. Youth begin to consider that there may be more than one pathway to choice and many consequences along the way. DOK Level 2: Skill/Concept • Activity: Continue Media Production Exploration. • Examples: Youth learn content creation skills; Youth are empowered to explore legal consequences of delinquent acts as the offender and by peer association. Youth are empowered to improve communication and listening skills through podcast or video technology. DOK Level 3: Strategic Thinking • Activity: Introduction to Media Production. • Example: Youth use reasoning to connect themes in the video to their personal lives and participate in experiential learning by mapping out decisions that would produce more positive outcomes.
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Anticipatory Set & Closure	Anticipatory Set Week 8 Welcoming activity: Upon students’ arrival, request that they contribute to “SHARE LINKS” if they choose. After 5 minutes, prompt students to join the full group for brief sharings from their research on podcasting assigned the prior week and to provide a list of their potential questions for Week 9 Panel. Activity: “The Crux Crew Productions” Time: 60 minutes Steps: Explain the Activity: Briefly explain the goal: Facilitator direct students’ attention to media productions area and lets them know that they will all be setting up the studio equipment together, testing it out and ensuring everything is in working order. Facilitator counts off students into small groups (3-4) (may keep same group or challenge students to work with a different group of peers). At each station, the youth will have a podcast script template. Each group should assign a notetaker to capture their content. Each group will have 10 minutes to brainstorm a podcast style discussion analyzing the behavior of the peer group for their assigned portion of the video,	Anticipatory Set Week 9 Welcoming activity: Upon students’ arrival, request that they contribute to “SHARE LINKS” if they choose and then conduct an independent gallery walkabout, reviewing prior weeks’ questions on wall sticky notes. After 5 minutes, prompt students to join the full group for brief sharings. Activity: “The Crux Crew Productions – Panel Edition” Time: 75 minutes 1. Decision Points: • Have youth work together under direction of facilitator to set up podcasting equipment and organize the podcast area, testing equipment and ensuring that film area aesthetics are comfortable, such as small table with bottled water for guests. Youth identify 3-4 peers to serve as panel members who will dialog with panel guests. Youth identify one peer who will facilitate dialogue between youth and panel guests by reading questions aloud (use Dunn PAL panel episode as a guide). Other youth are assigned to roles such as filming the scene, ensuring that equipment is functioning, time-keeping. • Youth facilitator introduces Law Enforcement Officer and Juvenile Court Counselor (these community members should be accessible in urban and rural communities). Panel youth
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Anticipatory Set & Closure	identifying one decision point, and providing alternative choice options that may prevent further escalation of negative consequences. ● Sample script flow: 1. Introduction – introduce yourselves, the name of the podcast (“The Crux Crew Productions”), (any guests if role-playing such as “Marcus”) and briefly summarize the episode content (Today we’re meeting up with Marcus to discuss what he was experiencing when his brain caught up to real time events as the convenience store scenario unfolded); Topic or Point 1; Topic or Point 2; Brief episode recap; Episode closure. ● After 10 minutes, each group will take turns delivering their podcasts using the equipment and the script they developed. Youth are encouraged to actively listen and observe podcasting efforts by their peers without interrupting. Students should take 5-7 minutes moving through the content they created for their podcast. After all youth have completed their mock podcasting, they will join the group at large. The facilitator and group will discuss repeating themes that arose from each groups podcast episode. Request a student volunteer write key points for	introduce themselves. Youth facilitator directs the panel team to watch the week’s scene. When completed, youth facilitator asks LEO and JCC to provide a brief overview of legal consequences of shoplifting, armed robbery, discharging a firearm in an occupied building; accessory impact (for youth who were trying to interrupt the escalation of how the event unfolded). Identify potential incarceration terms for all offenses on the night of this event. Youth Facilitator asks LEO to analyze the handling of the firearm in the scene and point out specific times when the firearm was not handled in a safe manner that could have resulted in weapon discharge and injury to the youth or bystanders. In addition to questions youth developed during week 7, additional examples of guiding questions that youth facilitator may ask to prompt dialogue: ■ Questions to youth from adult perspective: 1. What are your concerns about gun safety in your community; 2. What do you think can be done about gun violence; 3. What are your thoughts on how easy it is to gain access to a firearm; 4. What are some reasons that youth your age may be influenced to carry a firearm. ■ Questions to adults from the youth perspective: 1. What role can youth in our community play in preventing gun violence; 2. What are ways that youth can
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Anticipatory Set & Closure	each prompt on wall sticky note paper. ● Potential Facilitator Prompts for Podcast development: 1. There are several decision points in the convenience store scene. If you could give Marcus advice making different decisions, what would you share with him. 2. Marcus’ friend pressured him to “be a man” when influencing him to take the gun in the convenience store. Discuss why young people would associate accessing a firearm with adulthood. 3. Two of Marcus’ friends left the alley after the gunfire exchange in the convenience store because they didn’t want to be involved any longer. Discuss consequences they may still face even though they left the scene of the crime. 4. Give Marcus and those two peers tips on how they could have stood up to their friend who was influencing a night of decisions that led to a shoot out with a convenience store owner. What thoughts would you process if your best friend asked you to look at, hold or hide a firearm for them. ● ACTIVITY CLOSURE: Have a separate wall sticky note titled “Resolving Conflict without a Weapon”. Ask the larger group to identify ways they believe non-violent conflict	contribute to making our communities safer; 3. What are your thought experiences when you are responding to calls involving a firearm? 4. How do you comfort families and communities when gun violence has occurred in their neighborhood. ■ After question/discussion time is completed, the youth facilitator will thank all youth and adult guests for their mindful discussions and students operating equipment will end recording. 2. Closing Words: ● Thank everyone for their participation: ■ “What a wonderful effort in working together to coordinate your this informative panel. Each of you contributed so much to make this a successful effort.” ● Briefly mention the next session: ■ “Next time, we’ll continue learning ways to respond to peer pressure and improving teamwork and communications skills in your podcast planning work. “The Crux” can have some sensitive topics that may stir up some deep emotions for you all. Please know that we are here to support
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	resolution can occur without the use of weapons or aggressive communication. Be prepared with conflict resolution strategies to prompt youth brainstorming. Youth assist with disassembling and packing up podcast equipment in an organized manner.	you in navigating that. Use Share Links to let us know if you need to talk with a team member in private.”
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Essential/Guiding Questions	1. What challenges do young people face today, and how can we work together to overcome them? 2. Why is it important to learn skills like conflict resolution and effective communication? 3. How can understanding the impact of our choices help us in the future? 4. What role do you think parents, mentors, or other trusted adults play in helping us succeed? 5. What does “The Crux” mean to you, and how can it guide us through this program?	
Materials Needed	For Student:	For Teacher/Facilitator: ● Snacks and beverages ● Name tags and markers ● Sticky notes, markers, and a board for the "Parking Lot" ● Large sticky note taking paper (write each question on 1 sheet and place along room walls for youth to place feedback responses from youth during activities. ● Timer (optional, to add a time challenge) ● Video playback equipment (laptop, projector, or TV) ● Podcast Equipment https://www.schooloutfitters.com/catalog/product_info/pfam_id/PFAM84497/products_id/PRO97279?sc_cid=Google_HAM-MPSK-INT3&adtype=pla&kw=&utm_term=&utm_campaign=S hopping%2010%20-%20New%20Products&utm_source=google&utm_medium=cpc&hsa_acc=4310561740&hsa_cam=21316771625&hsa_grp=162890942819&hsa_ad=700424229056&hsa_src=g&hsa_tgt=pla-2307830670850&hsa_kw=&hsa_mt=&hsa_net=adwords&hsa_ver=3&gad_source=1&gclid=CjwKCAiA5pq-BhBuEiwAvkzVZWG9ai2XnoJguNTHYg-QfoVq9GpJ100bi0alic0fTV9TQYURhLq8XR0CsrAQA vD_BwE

Technology Used	Projector or TV, Computer and Speakers. Link to the video. Podcast equipment. 8 Ipads or comparable tablet to collect survey entries, journal entries, anonymous homework feedback, confidential requests for additional supportive services from participants.
Student Arrangement	Student Arrangement 1. Initial Gathering ● Arrangement: Large Group Circle or Semicircle ○ Purpose: ■ Creates an inclusive and welcoming environment where everyone can see and hear each other during introductions and the initial overview. ■ Fosters a sense of equality and connection. 2. Podcast Activity ● Arrangement: Small Groups (2–4 students per group) ○ Purpose: ■ Encourages collaboration and trust-building among participants. ■ Allows for more active participation and interaction. ○ Implementation: ■ Arrange tables or clusters of chairs for small groups. ■ Ensure supplies for the activity are easily accessible to all groups. 3. "The Crux" Video Viewing ● Arrangement: Theater-Style Seating or Group Circle ○ Purpose: ■ Ensures everyone has a clear view of the screen and can focus on the video.

- Maintains group cohesion for the transition to the reflection discussion.

4. Reflection and Rule Creation

- **Arrangement:** Large Group Circle or Tables in U-Shape
 - **Purpose:**
 - Encourages open communication and participation during the reflection circle.
 - Supports collaborative brainstorming for group rules.
 - **Implementation:**
 - Provide a central space (e.g., a whiteboard or chart paper) for recording ideas.

5. Parking Lot Activity

- **Arrangement:** Flexible Movement
 - **Purpose:**
 - Allows students to move to a designated “Parking Lot” area (e.g., a wall or board) to post sticky notes without feeling confined.

6. Parent Involvement (if applicable)

- **Arrangement:** Mixed Groups or Side-by-Side with Youth
 - **Purpose:**
 - Encourages interaction between parents and students during activities.
 - Facilitates family engagement in the program.

Learners Needs	Learners Needs/Exceptionalities 1. Cognitive and Learning Needs ● Strategies: ○ Break down instructions into small, manageable steps. ○ Use visuals (e.g., charts, pictures, or icons) to supplement verbal instructions, especially during group rule creation and activities. ○ Provide clear examples or demonstrations for tasks like the team-building activity or how to use the “Parking Lot.” ○ Offer opportunities for repetition and clarification to reinforce understanding of key concepts. 2. Behavioral and Emotional Needs ● Strategies: ○ Create a predictable structure and routine (e.g., clear agenda, transition cues between activities, brief breaks). ○ Use a calm and encouraging tone to foster a supportive environment. ○ Offer positive reinforcement to acknowledge participation and effort. ○ Provide a stress ball or other fidget tools for students who may need to self-regulate during discussions. 3. Communication Needs ● Strategies: ○ Allow alternative ways to participate in discussions (e.g., writing responses on sticky notes for the Parking Lot instead of speaking aloud). ○ Use the “talking object” (e.g., stress ball) to create a safe and structured turn-taking environment during group discussions.
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	○ Pair students who may need communication support with peers or facilitators during team-building activities. 4. Physical Needs ● Strategies: ○ Ensure the seating arrangement is accessible for all students, including those who use mobility aids. ○ Provide adapted materials if needed (e.g., larger puzzle pieces for the activity, or a digital option for reflections). ○ Allow flexible seating or standing options during activities to accommodate comfort and mobility needs.
Lesson Sequence	1. Arrival and Welcome (10 minutes) a. Youth are greeted, served snacks, and given name tags. Youth are reminded of “Parking Lot” and Group Rules set in initial session. b. Casual conversation and address any “Parking Lot” content left by students the prior week.
	2. Preparation for Week’s Activities. a. Screening of “The Crux” breakdown for applicable week. b. Facilitator Explains Activities and Allows Time for Clarification of Directions (5 minutes). c. Youth are Transitioned to Breakout Sessions Back to Larger Group as Needed.

	3. Reflection Circle & Closing “One thing I Learned and One thing I am excited about.” (10 minutes) ● Reflection Activity (15minutes): ○ Each participant shares one takeaway or goal for the program. ● Closing Remarks (5 minutes): ○ Thank participants for their time and energy. ○ Distribute program schedules and encourage use of the "Parking Lot" between sessions.
Forms of Assessment/Evaluation	Description Exit Tickets: ● Ask youth to write or draw one thing they learned, a question they still have, or a personal goal for the program on a notecard before leaving. Tracking Participation: ● Monitor who is contributing actively and who may need additional support to feel comfortable participating.
Safety Considerations	Activity Space: ● Ensure the area for activities is free of obstacles or tripping hazards. Supervision: ● Adequate supervision by facilitators is essential to all activities. Emergency Preparedness: ● Have a first aid kit accessible. ● Know the location of emergency exits and ensure they are unobstructed.

	● Be aware of any medical conditions (e.g., allergies) among participants, especially when serving snacks. Food Safety: ● Ensure snacks are allergen-free or clearly labeled. ● Provide alternatives for common allergens (nuts, dairy, gluten, etc.).
Post Lesson/ Comments/Reflection	

Lesson Plan Title	Breaking Down 'The Crux' Week Ten and Eleven <i>(Start Video 18 minutes 27 seconds, ending at 22 minutes 5 seconds (covering scenarios of Marcus' mom confronting him about leaving home without permission while she is at work; curfew; and interaction with Zoe as Marcus is hiding the firearm))</i>		
Week: 10 – 11	Week 10 'The Crux' Breakdown		Week 11 Panel Discussion
	Date (s)	Grade Level (s)	Time Frame: 120 Minutes
Standards	This lesson aligns with the 5 Core SEL Competencies NC Healthful Living Education Standards: 8.MEH.1.3, 8.MEH.2.1, 9-12.MEH.1.1, 9-12.MEH.2.2 NC ELA Standards: SL.7.1 / SL.8.1 / SL.9-10.1, SL.7.3 / SL.8.3 / SL.9-10.3		
Keywords/Vocabulary	Accountability, Consequences of Choice, Peer Pressure, Effective Communication with Adults		
Learning Objective (s) & Level (s) of Bloom's	Learning Objective (s) 1. Understand the impact that youth decisions have on their household. 2. Develop strategies to resist peer pressure when it involves negative decisions that could lead to significant consequences. 3. Improving communication in familial relationships. 4. Negative consequences that possessing a stolen firearm can bring. Note about short film for facilitator: "Educating Kids About Gun Violence, The Crux" will explore various issues facing teens and their families. From sexting and gun violence, to peer pressure and familial grief, the film takes a hard look at the choices we make in these situations and the effect on the future.	Level of Bloom's Taxonomy of DOK DOK Level 1: Recall and Reproduction • Week 10 Initial Activity: What is "The Crux"? 5 Minute discussion of recall of prior week's viewing. Facilitator reminds of definition: 1. A Puzzling or difficult question; 2. An essential point requiring resolution or resolving and outcome; 3. A Decision Point. • Week 10 Activity: Watching "The Crux" video beginning 18 minutes 27 seconds, ending at 22 minutes 5 seconds (covering scenarios of Marcus' mom confronting him about leaving home without permission while she is at work; curfew; and interaction with Zoe as Marcus is hiding the firearm). After viewing, allow 5 minute general reflection time to engage youth in film segments themes and emotions. • Week 11 Activity: "The Crux Crew Productions"	

		● Week 11 Activity: In Person or Virtual Panel. ● Example: Youth recall details and content from the video. Youth begin to consider that there may be more than one pathway to choice and many consequences along the way. DOK Level 2: Skill/Concept ● Activity: Continue Media Production Exploration. ● Examples: Youth learn content creation skills; Youth are empowered to explore legal consequences of delinquent acts as the offender and by peer association. Youth are empowered to improve communication and listening skills through podcast or video technology. DOK Level 3: Strategic Thinking ● Activity: Introduction to Media Production. ● Example: Youth use reasoning to connect themes in the video to their personal lives and participate in experiential learning by mapping out decisions that would produce more positive outcomes.
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Anticipatory Set & Closure	Anticipatory Set Week 10 Welcoming activity: Upon students’ arrival, request that they contribute to “SHARE LINKS” if they choose. After 5 minutes, prompt students to join the full group for brief sharings from the observations over prior week, particularly if they found themselves in encounters where they had to recall non-violent communication techniques shared in the last session and use them to guide positive communication outcomes with peers, family members or others in their home, school or community. Activity: “The Crux Crew Productions” Time: 60 minutes Steps: Explain the Activity: Briefly explain the goal: Facilitator direct students’ attention to media productions area and lets them know that they will all be setting up the studio equipment together, testing it out and ensuring everything is in working order. Facilitator counts off students into small groups (3-4) (may keep same group or challenge students to work with a different group of peers). At each station, the youth will have a podcast script template. Each group should assign a notetaker to capture their	Anticipatory Set Week 11 Welcoming activity: Upon students’ arrival, request that they contribute to “SHARE LINKS” if they choose and then conduct an independent gallery walkabout, reviewing prior weeks’ questions on wall sticky notes. After 5 minutes, prompt students to join the full group for brief sharings. Activity: “The Crux Crew Productions – Panel Edition” Time: 75 minutes 1. Decision Points: Have youth work together under direction of facilitator to set up podcasting equipment and organize the podcast area, testing equipment and ensuring that film area aesthetics are comfortable, such as small table with bottled water for guests. Youth identify 3-4 peers to serve as panel members who will dialog with panel guests (try to use different youth from last week and instill in them that each role is important to the process even if they are assigned to a role that is not their preference). Youth identify one peer who will facilitate dialogue between youth and panel guests by reading questions aloud (use Dunn PAL panel episode as a guide). Other youth are assigned to roles such as filming the scene, ensuring that equipment is functioning, time-keeping.
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Anticipatory Set & Closure	content. Each group will have 10 minutes to brainstorm a podcast style discussion analyzing the behavior of the peer group for their assigned portion of the video, identifying one decision point, and providing alternative choice options that may prevent further escalation of negative consequences. ● Sample script flow: 1. Introduction – introduce yourselves, the name of the podcast (“The Crux Crew Productions”), (any guests if role-playing such as “Zoey”) and briefly summarize the episode content (Today we’re meeting up with Zoey to discuss what he was experiencing when she saw her big brother hiding a firearm that he was holding for a friend); Topic or Point 1; Topic or Point 2; Brief episode recap; Episode closure. ● After 10 minutes, each group will take turns delivering their podcasts using the equipment and the script they developed. Youth are encouraged to actively listen and observe podcasting efforts by their peers without interrupting. Students should take 5-7 minutes moving through the content they created for their podcast. After all youth have completed their mock podcasting, they will join the group at large. The facilitator and group will	● Youth facilitator introduces parent panel (connect with the Juvenile Justice office to assist in identifying 1-2 parents or caregivers who have had youth go through the Juvenile Justice process). Panel youth introduce themselves. Youth facilitator shares that kids don’t often think of the impacts of their behavior on the family as a whole and begins to address questions to the panel: ■ Questions to youth from adult perspective: 1. Sometimes parents have to work multiple jobs to bring in enough money to meet basic needs for the family like shelter, utilities, food and clothing costs. How could it impact the family for a parent to take time off of work to attend a court hearing for a youth who has committed a delinquent offense; 2. Parents often trust older siblings to care for younger siblings due to childcare being unaffordable. What consequences do you think a parent would face if a neighbor called social services to report that a young sibling was left at home without age-appropriate supervision after they saw the older sibling leaving the home with their friends after the parent left for work; 3. If you’ve had to care for a younger sibling while your parent was at work, what were some challenges you experienced that you don’t feel you were
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Anticipatory Set & Closure	discuss repeating themes that arose from each groups podcast episode. Request a student volunteer write key points for each prompt on wall sticky note paper. Potential Facilitator Prompts for Podcast development: 1. If you could give Marcus advice on improving his communication with his mother, what would you share with him. 2. Marcus’ has a lot of responsibility taking care of Zoey while their mother works. What challenges do you think Marcus experiences in being in a caregiver role for his sibling? 3. Marcus and Zoey appear to be great kids with a loving mom who wants them to be safe and to succeed in their high school journey. She is unaware of the challenges that each is experiencing. What guidance would you give to Marcus and Zoey to prompt them to ask their mom for support that could change the trajectory of their choice consequences so far. 4. Zoey looks up to her big brother Marcus. When she saw her brother’s exchange with their mom and then saw him hiding the firearm, what do you think Zoey was experiencing in her thought process. 5. There seems to be a lot left unsaid and grief held inside by the family unit in regards to their dad. If Marcus or Zoey was your best friend, what guidance would you	ready to navigate as a teen; 4. What are some reasons that youth your age may be influenced to carry a firearm. Questions to adults from the youth perspective: 1. When you were our age, how did you decide what the right choice was when you were faced with a tough decision that your peers were pressuring you to make; 2. What did you learn from mistakes you made as a teenager; 3. When there are too many responsibilities placed on a teen by their parent, how can the teen let them know without feeling that they are letting them down? 4. What are some ways that that teens can connect better with their parent so that they feel comfortable going to their parent with tough conversations or decision points they are facing. - After question/discussion time is completed, the youth facilitator will thank all youth and adult guests for their mindful discussions and students operating equipment will end recording. 2. Closing Words: - Thank everyone for their participation: “ We are so grateful for your contributions to this panel. It is always great to be able to sit down together to talk about topics
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	give them to support them in processing the absence or loss of a parent? ● ACTIVITY CLOSURE: Have a separate wall sticky note titled “Advice for the Little Brother or Sister in Me”. On sticky notes, ask the group to write down advice they would give their younger self in a situation that led to negative consequences for them. Challenge them to write down their very best advice that could have produced a more positive outcome. After youth have placed sticky notes on the sheet if they desire to do so, begin podcast breakdown. As youth are assisting with disassembling and packing up podcast equipment in an organized manner, share with them that you know it’s easier to just leave the podcast set up for the next week, but every time they set up and break down, they are gaining experiencing in taking care of equipment resources that are costly to replace and they are strengthening their skillset in a organization, time management and preparation and planning a podcast.	that may help youth connect better with adults in their lives but also for adults to hear the challenges they face in their lived experiences. Each of you contributed so much to make this a successful effort.” ● Briefly mention the next session: ■ “Next time, we’ll continue learning ways to respond to peer pressure and improving teamwork and communications skills in your podcast planning work. “The Crux” can have some sensitive topics that may stir up some deep emotions for you all. Please know that we are here to support you in navigating that. Use Share Links to let us know if you need to talk with a team member in private.”
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Essential/Guiding Questions	1. What challenges do young people face today, and how can we work together to overcome them? 2. Why is it important to learn skills like conflict resolution and effective communication? 3. How can understanding the impact of our choices help us in the future? 4. What role do you think parents, mentors, or other trusted adults play in helping us succeed? 5. What does “The Crux” mean to you, and how can it guide us through this program?	
Materials Needed	For Student:	For Teacher/Facilitator: ● Snacks and beverages ● Name tags and markers ● Sticky notes, markers, and a board for the "Parking Lot" ● Large sticky note taking paper (write each question on 1 sheet and place along room walls for youth to place feedback responses from youth during activities. ● Timer (optional, to add a time challenge) ● Video playback equipment (laptop, projector, or TV) ● Podcast Equipment https://www.schooloutfitters.com/catalog/product_info/pfam_id/PFAM84497/products_id/PRO97279?sc_cid=Google_HAM-MPSK-INT3&adtype=pla&kw=&utm_term=&utm_campaign=S hopping%2010%20-%20New%20Products&utm_source=google&utm_medium=cpc&hsa_acc=4310561740&hsa_cam=21316771625&hsa_grp=162890942819&hsa_ad=700424229056&hsa_src=g&hsa_tgt=pla-2307830670850&hsa_kw=&hsa_mt=&hsa_net=adwords&hsa_ver=3&gad_source=1&gclid=CjwKCAiA5pq-BhBuEiwAvkzVZWG9ai2XnoJguNTHYg-QfoVq9GpJ100bi0alic0fTV9TQYURhLq8XR0CsrAQA vD_BwE

Technology Used	Projector or TV, Computer and Speakers. Link to the video. Podcast equipment. 8 Ipads or comparable tablet to collect survey entries, journal entries, anonymous homework feedback, confidential requests for additional supportive services from participants.
Student Arrangement	Student Arrangement 1. Initial Gathering ● Arrangement: Large Group Circle or Semicircle ○ Purpose: ■ Creates an inclusive and welcoming environment where everyone can see and hear each other during introductions and the initial overview. ■ Fosters a sense of equality and connection. 2. Podcast Activity ● Arrangement: Small Groups (2–4 students per group) ○ Purpose: ■ Encourages collaboration and trust-building among participants. ■ Allows for more active participation and interaction. ○ Implementation: ■ Arrange tables or clusters of chairs for small groups. ■ Ensure supplies for the activity are easily accessible to all groups. 3. "The Crux" Video Viewing ● Arrangement: Theater-Style Seating or Group Circle ○ Purpose: ■ Ensures everyone has a clear view of the screen and can focus on the video.

- Maintains group cohesion for the transition to the reflection discussion.

4. Reflection and Rule Creation

- **Arrangement:** Large Group Circle or Tables in U-Shape
 - **Purpose:**
 - Encourages open communication and participation during the reflection circle.
 - Supports collaborative brainstorming for group rules.
 - **Implementation:**
 - Provide a central space (e.g., a whiteboard or chart paper) for recording ideas.

5. Parking Lot Activity

- **Arrangement:** Flexible Movement
 - **Purpose:**
 - Allows students to move to a designated “Parking Lot” area (e.g., a wall or board) to post sticky notes without feeling confined.

6. Parent Involvement (if applicable)

- **Arrangement:** Mixed Groups or Side-by-Side with Youth
 - **Purpose:**
 - Encourages interaction between parents and students during activities.
 - Facilitates family engagement in the program.

Learners Needs	Learners Needs/Exceptionalities 1. Cognitive and Learning Needs ● Strategies: ○ Break down instructions into small, manageable steps. ○ Use visuals (e.g., charts, pictures, or icons) to supplement verbal instructions, especially during group rule creation and activities. ○ Provide clear examples or demonstrations for tasks like the team-building activity or how to use the “Parking Lot.” ○ Offer opportunities for repetition and clarification to reinforce understanding of key concepts. 2. Behavioral and Emotional Needs ● Strategies: ○ Create a predictable structure and routine (e.g., clear agenda, transition cues between activities brief breaks). ○ Use a calm and encouraging tone to foster a supportive environment. ○ Offer positive reinforcement to acknowledge participation and effort. ○ Provide a stress ball or other fidget tools for students who may need to self-regulate during discussions. 3. Communication Needs ● Strategies: ○ Allow alternative ways to participate in discussions (e.g., writing responses on sticky notes for the Parking Lot instead of speaking aloud). ○ Use the “talking object” (e.g., stress ball) to create a safe and structured turn-taking environment during group discussions.
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	○ Pair students who may need communication support with peers or facilitators during team-building activities. 4. Physical Needs ● Strategies: ○ Ensure the seating arrangement is accessible for all students, including those who use mobility aids. ○ Provide adapted materials if needed (e.g., larger puzzle pieces for the activity, or a digital option for reflections). ○ Allow flexible seating or standing options during activities to accommodate comfort and mobility needs.
Lesson Sequence	1. Arrival and Welcome (10 minutes) a. Youth are greeted, served snacks, and given name tags. Youth are reminded of “Parking Lot” and Group Rules set in initial session. b. Casual conversation and address any “Parking Lot” content left by students the prior week. 2. Preparation for Week’s Activities. a. Screening of “The Crux” breakdown for applicable week. b. Facilitator Explains Activities and Allows Time for Clarification of Directions (5 minutes). c. Youth are Transitioned to Breakout Sessions Back to Larger Group as Needed.

	3. Reflection Circle & Closing “One thing I Learned and One thing I am excited about.” (10 minutes) ● Reflection Activity (15minutes): ○ Each participant shares one takeaway or goal for the program. ● Closing Remarks (5 minutes): ○ Thank participants for their time and energy. ○ Distribute program schedules and encourage use of the "Parking Lot" between sessions.
Forms of Assessment/Evaluation	Description Exit Tickets: ● Ask youth to write or draw one thing they learned, a question they still have, or a personal goal for the program on a notecard before leaving. Tracking Participation: ● Monitor who is contributing actively and who may need additional support to feel comfortable participating.
Safety Considerations	Activity Space: ● Ensure the area for activities is free of obstacles or tripping hazards. Supervision: ● Adequate supervision by facilitators is essential to all activities. Emergency Preparedness: ● Have a first aid kit accessible. ● Know the location of emergency exits and ensure they are unobstructed.

	● Be aware of any medical conditions (e.g., allergies) among participants, especially when serving snacks. Food Safety: ● Ensure snacks are allergen-free or clearly labeled. ● Provide alternatives for common allergens (nuts, dairy, gluten, etc.).
Post Lesson/ Comments/Reflection	

Lesson Plan Title	Breaking Down 'The Crux' Week Twelve and Thirteen (Start Video 22 minutes 6 seconds ending at 34 minutes Zoe learning that Jayden shared private images; Marcus retaliating by fighting Jayden; Mom being called to the school to discuss Marcus expulsion and potential criminal charges; Zoe accessing/discharging the firearm; Zoe's meeting with detective)		
Week: 12– 13	Week 12 'The Crux' Breakdown		Week 13 Panel Discussion
	Date (s)	Grade Level (s)	Time Frame: 120 Minutes
Standards	This lesson aligns with the 5 Core SEL Competencies NC Healthful Living Education Standards: 8.MEH.1.3, 8.MEH.2.1, 9-12.MEH.1.1, 9-12.MEH.2.2 NC ELA Standards: SL.7.1 / SL.8.1 / SL.9-10.1, SL.7.3 / SL.8.3 / SL.9-10.3		
Keywords/Vocabulary	Accountability, Consequences of Choice, Peer Pressure, Effective Communication with Adults		
Learning Objective (s) & Level (s) of Bloom's	Learning Objective (s) 1. Analyze the choices made by characters in a specific scene of <i>The Crux</i> . 2. Discuss the potential alternative choices that could have been made and the consequences of those choices. 3. Reflect on the idea that the choices people make can lead to either positive or negative outcomes. Note about short film for facilitator: "Educating Kids About Gun Violence, The Crux" will explore various issues facing teens and their families. From sexting and gun violence, to peer pressure and familial grief, the film takes a hard look at the choices we make in these situations and the effect on the future.	Level of Bloom's Taxonomy of DOK DOK Level 1: Recall and Reproduction - Week 12 Initial Activity: What is "The Crux"? 5 Minute discussion of recall of prior week's viewing. Facilitator reminds of definition: 1. A Puzzling or difficult question; 2. An essential point requiring resolution or resolving and outcome; 3. A Decision Point. - Week 12 Activity: Watching "The Crux" video beginning 22 minutes 6 seconds ending at 34 minutes Zoe learning that Jayden shared private images; Marcus retaliating by fighting Jayden; Mom being called to the school to discuss Marcus expulsion and potential criminal charges; Zoe accessing/discharging the firearm; Zoe's meeting with detective). After viewing, allow 5 minute general reflection time to engage youth in film segments themes and emotions. - Week 13 Activity: "The Crux Crew Productions"	

		● Week 13 Activity: In Person or Virtual Panel. ● Example: Youth recall details and content from the video. Youth begin to consider that there may be more than one pathway to choice and many consequences along the way. DOK Level 2: Skill/Concept ● Activity: Continue Media Production Exploration. ● Examples: Youth learn content creation skills; Youth are empowered to explore legal consequences of delinquent acts as the offender and by peer association. Youth are empowered to improve communication and listening skills through podcast or video technology. DOK Level 3: Strategic Thinking ● Activity: Introduction to Media Production. ● Example: Youth use reasoning to connect themes in the video to their personal lives and participate in experiential learning by mapping out decisions that would produce more positive outcomes.
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Anticipatory Set & Closure	Anticipatory Set Week 12 Welcoming activity: Upon students’ arrival, request that they contribute to “SHARE LINKS” if they choose. After 5 minutes, prompt students to join the full group for brief sharings from the observations over prior week. Activity: “The Crux Crew Productions” Time: 60 minutes Steps: Explain the Activity: Briefly explain the goal: Facilitator direct students’ attention to media productions area and lets them know that they will all be setting up the studio equipment together, testing it out and ensuring everything is in working order. Facilitator counts off students into small groups (3-4) (may keep same group or challenge students to work with a different group of peers). At each station, the youth will have a podcast script template. Each group should assign a notetaker to capture their content. Each group will have 10 minutes to brainstorm a podcast style discussion analyzing the behavior of characters for their assigned portion of the video, identifying one decision point, and providing alternative choice options that	Anticipatory Set Week 13 Welcoming activity: Upon students’ arrival, request that they contribute to “SHARE LINKS” if they choose and then conduct an independent gallery walkabout, reviewing prior weeks’ questions on wall sticky notes. After 5 minutes, prompt students to join the full group for brief sharings about their experiences with “STOP” strategy. Activity: “The Crux Crew Productions – Panel Edition” Time: 75 minutes 1. Decision Points: • Have youth work together under direction of facilitator to set up podcasting equipment and organize the podcast area in a town hall format instead of past few weeks panel model. Test equipment and ensure that film area aesthetics are comfortable, such as small table with bottled water for guests. Youth identify one peer who will facilitate dialogue between youth and panel guests by inviting youth up to a mock podium to ask their assigned question to the panel. With the sensitive nature of this week’s panel topics, facilitator should be mindful of observing verbal and non-verbal cues of youth fatigue or distress and take small breaks 2-4 minute intermissions if needed. • This will be the final panel and will focus on impacts of gun violence. Youth facilitator introduces panel (connect with a local therapists, Juvenile Justice office, medical professionals, victim of gun violence, violence interruption
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Anticipatory Set & Closure	may prevent further escalation of negative consequences. ● Sample script flow: 1. Introduction – introduce yourselves, the name of the podcast (“The Crux Crew Productions”), (any guests if role-playing such as “Marcus”) and briefly summarize the episode content (Today we’re meeting up with Marcus to discuss what he was experiencing when he learned that Jayden had shared private images of Zoey); Topic or Point 1; Topic or Point 2; Brief episode recap; Episode closure. ● After 10 minutes, each group will take turns delivering their podcasts using the equipment and the script they developed. Youth are encouraged to actively listen and observe podcasting efforts by their peers without interrupting. Students should take 5-7 minutes moving through the content they created for their podcast. After all youth have completed their mock podcasting, they will join the group at large. The facilitator and group will discuss repeating themes that arose from each groups podcast episode. Request a student volunteer write key points for each prompt on wall sticky note paper. ● Potential Facilitator Prompts for Podcast development after assigning	or prevention specialist – try to have a panel of 4-6 members). Panel youth introduce themselves. Youth facilitator shares that kids don’t often think of the far-reaching impacts that their behavior will have on others in their community. Our guests will help us deepen our understanding of how our decisions have consequences beyond ourselves: List of Panel Questions from a Team Perspective (questions could be placed in a bowl at the mock podium for youth to select): 1. Medical Professional (Doctor/ER Physician): • Can you walk us through the physical consequences of gun violence, particularly when victims arrive at the emergency room? • What are some of the long-term physical and psychological effects of gunshot wounds on survivors? • In your experience, how do gunshot injuries affect the healthcare system and hospital resources? • From a medical standpoint, what is the most effective way to prevent gun-related injuries and deaths? 2. Victim of Gun Violence: • How has your life changed since the incident? Could you describe the emotional, physical, and social impact gun violence has had on you? • What kind of support did you receive, or wish you had received, during your recovery process?
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Anticipatory Set & Closure	each group to a specific scene: 1. What choices did the character(s) make in your assigned scene? Describe them. 2. Do you think they were good or bad choices? Why or why not? 3. What could have been an alternative course of action, and how might it have impacted the situation differently? 4. What were the immediate consequences of the choices made in the scene? 5. Looking at the long-term consequences (even if not fully revealed in the clip, how do you think the choices will affect the characters' futures? ● ACTIVITY CLOSURE: Have a separate wall sticky note split in three sections titled "Good Choices, Bad Choices, Consequences". 1. Move through reflection questions a. Ask students to think of a time when they made a decision that led to either a positive or negative outcome. Ask them to reflect on the "Crux" or choice and what happened as a result. b. Ask them what other choices could have been made and to think of potential consequences of those choices. c. Ask them to consider how this relates to the decision-making process of the character(s) in The Crux and what they could learn from them. d. After a couple of minutes of reflection, have the students place a blank sticky note under either the Good Choice or Bad	• From your experience, what do you think could have been done to prevent the situation or reduce the impact of the violence? • How do you feel about the public's awareness of the effects of gun violence on victims and their families? 3. Juvenile Court Counselor: • In your work with young people, how often do you see gun violence as a contributing factor to delinquent behavior or criminal activity? • What role does gun violence play in the court decisions and outcomes for juveniles? Are there patterns or common factors you observe in these cases? • How do you approach counseling young people who are either involved in or at risk of being involved in gun violence? • What steps do you think the justice system could take to better address the root causes of youth involvement in gun violence? 4. Therapist (Mental Health Professional): • Gun violence, whether experienced directly or witnessed, can have profound mental health effects. Can you speak to the psychological consequences of such trauma, especially in children and teens? • How does the trauma from gun violence manifest in patients you see, and what treatment approaches are most effective?
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	Choice area of the wall sticky to indicate the category of choice they processed in their reflection time. 2. Discuss how making good or bad choices can sometimes have far-reaching consequences, not just for the individual, but also for those around them. On sticky notes, challenge youth to write down one far reaching consequence that any character in The Crux will have experience because of their decision. Place sticky notes in the Consequence section of the wall sticky. • After youth have placed sticky notes on the sheet if they desire to do so, begin podcast breakdown. As youth are assisting with disassembling and packing up podcast equipment in an organized manner, share with them that you know it's easier to just leave the podcast set up for the next week, but every time they set up and break down, they are gaining experiencing in taking care of equipment resources that are costly to replace and they are strengthening their skillset in a organization, time management and preparation and planning a podcast. • Homework: Challenge youth to "STOP" when faced with a decision in the upcoming week that could potentially produce a negative consequence – STOP,	• What are the barriers that prevent individuals from seeking help or receiving the mental health care they need after experiencing gun violence? • How do you help individuals or families heal from the psychological scars of gun violence, and what role does community support play in that healing? 5. Violence Interruption/Prevention Specialist: • From a violence prevention standpoint, what are the most effective strategies or programs you've seen in reducing gun violence in communities? • How do you engage individuals who are at the highest risk of becoming involved in gun violence, and what approaches have you found to be most successful? • What role does the community play in interrupting cycles of violence, and how can local organizations or residents help break that cycle? • What do you believe are the most critical policies or community interventions that can be implemented to reduce gun violence in both urban and rural areas? Cross-Panel Questions: 1. To all panelists: What do you think is the root cause of gun violence, and how can we as a society address this problem at its source? 2. To all panelists: In your work, do you see any common misconceptions or gaps in understanding when it comes to gun violence?
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	TAKE a breath, OBSERVE, PROCEED mindfully. Challenge them to document one instance of this strategy and place in the following week’s “Parking Lot”.	3. To all panelists: What role do you think education, both in schools and communities, plays in preventing or addressing the effects of gun violence? 4. To all panelists: What would you say to lawmakers or policymakers regarding gun violence prevention, based on your expertise or experience in your field? 5. To all panelists: Can you share a hopeful story or instance where an intervention or preventative measure was successful in reducing gun violence or helping a victim recover? These questions aim to draw on each expert’s unique perspective while fostering an interdisciplinary discussion about the complex issue of gun violence and its far-reaching impact. • After question/discussion time is completed, the youth facilitator will thank all youth and adult guests for their mindful discussions and students operating equipment will end recording. 2. Closing Words: • Briefly mention the next session: • “Next time, we’ll be “Taking a Walk in Our Parent’s Shoes”. Over the next week, practice the STOP strategy in response to a scenario that may typically lead to family conflict with your parent or caregiver. Consider how it feels to process outcomes mindfully before responding and how it could improve parent/caregiver/teen communication patterns.
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Essential/Guiding Questions	1. What challenges do young people face today, and how can we work together to overcome them? 2. Why is it important to learn skills like conflict resolution and effective communication? 3. How can understanding the impact of our choices help us in the future? 4. What role do you think parents, mentors, or other trusted adults play in helping us succeed? 5. What does “The Crux” mean to you, and how can it guide us through this program?	
Materials Needed	For Student:	For Teacher/Facilitator: ● Snacks and beverages ● Name tags and markers ● Sticky notes, markers, and a board for the "Parking Lot" ● Large sticky note taking paper (write each question on 1 sheet and place along room walls for youth to place feedback responses from youth during activities. ● Timer (optional, to add a time challenge) ● Video playback equipment (laptop, projector, or TV) ● Podcast Equipment https://www.schooloutfitters.com/catalog/product_info/pfam_id/PFAM84497/products_id/PRO97279?sc_cid=Google_HAM-MPSK-INT3&adtype=pla&kw=&utm_term=&utm_campaign=S hopping%2010%20-%20New%20Products&utm_source=google&utm_medium=cpc&hsa_acc=4310561740&hsa_cam=21316771625&hsa_grp=162890942819&hsa_ad=700424229056&hsa_src=g&hsa_tgt=pla-2307830670850&hsa_kw=&hsa_mt=&hsa_net=adwords&hsa_ver=3&gad_source=1&gclid=CjwKCAiA5pq-BhBuEiwAvkzVZWG9ai2XnoJguNTHYg-QfoVq9GpJ100bi0alic0fTV9TQYURhLq8XR0CsrAQA vD_BwE

Technology Used	Projector or TV, Computer and Speakers. Link to the video. Podcast equipment. 8 Ipads or comparable tablet to collect survey entries, journal entries, anonymous homework feedback, confidential requests for additional supportive services from participants.
Student Arrangement	Student Arrangement 1. Initial Gathering ● Arrangement: Large Group Circle or Semicircle ○ Purpose: ■ Creates an inclusive and welcoming environment where everyone can see and hear each other during introductions and the initial overview. ■ Fosters a sense of equality and connection. 2. Podcast Activity ● Arrangement: Small Groups (2–4 students per group) ○ Purpose: ■ Encourages collaboration and trust-building among participants. ■ Allows for more active participation and interaction. ○ Implementation: ■ Arrange tables or clusters of chairs for small groups. ■ Ensure supplies for the activity are easily accessible to all groups. 3. "The Crux" Video Viewing ● Arrangement: Theater-Style Seating or Group Circle ○ Purpose: ■ Ensures everyone has a clear view of the screen and can focus on the video.

- Maintains group cohesion for the transition to the reflection discussion.

4. Reflection and Rule Creation

- **Arrangement:** Large Group Circle or Tables in U-Shape
 - **Purpose:**
 - Encourages open communication and participation during the reflection circle.
 - Supports collaborative brainstorming for group rules.
 - **Implementation:**
 - Provide a central space (e.g., a whiteboard or chart paper) for recording ideas.

5. Parking Lot Activity

- **Arrangement:** Flexible Movement
 - **Purpose:**
 - Allows students to move to a designated “Parking Lot” area (e.g., a wall or board) to post sticky notes without feeling confined.

6. Parent Involvement (if applicable)

- **Arrangement:** Mixed Groups or Side-by-Side with Youth
 - **Purpose:**
 - Encourages interaction between parents and students during activities.
 - Facilitates family engagement in the program.

Learners Needs	Learners Needs/Exceptionalities 1. Cognitive and Learning Needs ● Strategies: ○ Break down instructions into small, manageable steps. ○ Use visuals (e.g., charts, pictures, or icons) to supplement verbal instructions, especially during group rule creation and activities. ○ Provide clear examples or demonstrations for tasks like the team-building activity or how to use the “Parking Lot.” ○ Offer opportunities for repetition and clarification to reinforce understanding of key concepts. 2. Behavioral and Emotional Needs ● Strategies: ○ Create a predictable structure and routine (e.g., clear agenda, transition cues between activities, brief breaks). ○ Use a calm and encouraging tone to foster a supportive environment. ○ Offer positive reinforcement to acknowledge participation and effort. ○ Provide a stress ball or other fidget tools for students who may need to self-regulate during discussions. 3. Communication Needs ● Strategies: ○ Allow alternative ways to participate in discussions (e.g., writing responses on sticky notes for the Parking Lot instead of speaking aloud). ○ Use the “talking object” (e.g., stress ball) to create a safe and structured turn-taking environment during group discussions.
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	○ Pair students who may need communication support with peers or facilitators during team-building activities. 4. Physical Needs ● Strategies: ○ Ensure the seating arrangement is accessible for all students, including those who use mobility aids. ○ Provide adapted materials if needed (e.g., larger puzzle pieces for the activity, or a digital option for reflections). ○ Allow flexible seating or standing options during activities to accommodate comfort and mobility needs.
Lesson Sequence	1. Arrival and Welcome (10 minutes) a. Youth are greeted, served snacks, and given name tags. Youth are reminded of “Parking Lot” and Group Rules set in initial session. b. Casual conversation and address any “Parking Lot” content left by students the prior week. 2. Preparation for Week’s Activities. a. Screening of “The Crux” breakdown for applicable week. b. Facilitator Explains Activities and Allows Time for Clarification of Directions (5 minutes). c. Youth are Transitioned to Breakout Sessions Back to Larger Group as Needed.

	3. Reflection Circle & Closing “One thing I Learned and One thing I am excited about.” (10 minutes) ● Reflection Activity (15minutes): ○ Each participant shares one takeaway or goal for the program. ● Closing Remarks (5 minutes): ○ Thank participants for their time and energy. ○ Distribute program schedules and encourage use of the "Parking Lot" between sessions.
Forms of Assessment/Evaluation	Description Exit Tickets: ● Ask youth to write or draw one thing they learned, a question they still have, or a personal goal for the program on a notecard before leaving. Tracking Participation: ● Monitor who is contributing actively and who may need additional support to feel comfortable participating.
Safety Considerations	Activity Space: ● Ensure the area for activities is free of obstacles or tripping hazards. Supervision: ● Adequate supervision by facilitators is essential to all activities. Emergency Preparedness: ● Have a first aid kit accessible. ● Know the location of emergency exits and ensure they are unobstructed.

	● Be aware of any medical conditions (e.g., allergies) among participants, especially when serving snacks. Food Safety: ● Ensure snacks are allergen-free or clearly labeled. ● Provide alternatives for common allergens (nuts, dairy, gluten, etc.).
Post Lesson/ Comments/Reflection	

Lesson Plan Title	Breaking Down 'The Crux' Week Twelve and Thirteen (Start Video 22 minutes 6 seconds ending at 34 minutes Zoe learning that Jayden shared private images; Marcus retaliating by fighting Jayden; Mom being called to the school to discuss Marcus expulsion and potential criminal charges; Zoe accessing/discharging the firearm; Zoe's meeting with detective)		
Week: 12– 13	Week 12 'The Crux' Breakdown		Week 13 Panel Discussion
	Date (s)	Grade Level (s)	Time Frame: 120 Minutes
Standards	This lesson aligns with the 5 Core SEL Competencies NC Healthful Living Education Standards: 8.MEH.1.3, 8.MEH.2.1, 9-12.MEH.1.1, 9-12.MEH.2.2 NC ELA Standards: SL.7.1 / SL.8.1 / SL.9-10.1, SL.7.3 / SL.8.3 / SL.9-10.3		
Keywords/Vocabulary	Accountability, Consequences of Choice, Peer Pressure, Effective Communication with Adults		
Learning Objective (s) & Level (s) of Bloom's	Learning Objective (s) 1. Analyze the choices made by characters in a specific scene of <i>The Crux</i> . 2. Discuss the potential alternative choices that could have been made and the consequences of those choices. 3. Reflect on the idea that the choices people make can lead to either positive or negative outcomes. Note about short film for facilitator: "Educating Kids About Gun Violence, The Crux" will explore various issues facing teens and their families. From sexting and gun violence, to peer pressure and familial grief, the film takes a hard look at the choices we make in these situations and the effect on the future.	Level of Bloom's Taxonomy of DOK DOK Level 1: Recall and Reproduction - Week 12 Initial Activity: What is "The Crux"? 5 Minute discussion of recall of prior week's viewing. Facilitator reminds of definition: 1. A Puzzling or difficult question; 2. An essential point requiring resolution or resolving and outcome; 3. A Decision Point. - Week 12 Activity: Watching "The Crux" video beginning 22 minutes 6 seconds ending at 34 minutes Zoe learning that Jayden shared private images; Marcus retaliating by fighting Jayden; Mom being called to the school to discuss Marcus expulsion and potential criminal charges; Zoe accessing/discharging the firearm; Zoe's meeting with detective). After viewing, allow 5 minute general reflection time to engage youth in film segments themes and emotions. - Week 13 Activity: "The Crux Crew Productions"	

		● Week 13 Activity: In Person or Virtual Panel. ● Example: Youth recall details and content from the video. Youth begin to consider that there may be more than one pathway to choice and many consequences along the way. DOK Level 2: Skill/Concept ● Activity: Continue Media Production Exploration. ● Examples: Youth learn content creation skills; Youth are empowered to explore legal consequences of delinquent acts as the offender and by peer association. Youth are empowered to improve communication and listening skills through podcast or video technology. DOK Level 3: Strategic Thinking ● Activity: Introduction to Media Production. ● Example: Youth use reasoning to connect themes in the video to their personal lives and participate in experiential learning by mapping out decisions that would produce more positive outcomes.
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Anticipatory Set & Closure	Anticipatory Set Week 12 Welcoming activity: Upon students’ arrival, request that they contribute to “SHARE LINKS” if they choose. After 5 minutes, prompt students to join the full group for brief sharings from the observations over prior week. Activity: “The Crux Crew Productions” Time: 60 minutes Steps: Explain the Activity: Briefly explain the goal: Facilitator direct students’ attention to media productions area and lets them know that they will all be setting up the studio equipment together, testing it out and ensuring everything is in working order. Facilitator counts off students into small groups (3-4) (may keep same group or challenge students to work with a different group of peers). At each station, the youth will have a podcast script template. Each group should assign a notetaker to capture their content. Each group will have 10 minutes to brainstorm a podcast style discussion analyzing the behavior of characters for their assigned portion of the video, identifying one decision point, and providing alternative choice options that	Anticipatory Set Week 13 Welcoming activity: Upon students’ arrival, request that they contribute to “SHARE LINKS” if they choose and then conduct an independent gallery walkabout, reviewing prior weeks’ questions on wall sticky notes. After 5 minutes, prompt students to join the full group for brief sharings about their experiences with “STOP” strategy. Activity: “The Crux Crew Productions – Panel Edition” Time: 75 minutes 1. Decision Points: • Have youth work together under direction of facilitator to set up podcasting equipment and organize the podcast area in a town hall format instead of past few weeks panel model. Test equipment and ensure that film area aesthetics are comfortable, such as small table with bottled water for guests. Youth identify one peer who will facilitate dialogue between youth and panel guests by inviting youth up to a mock podium to ask their assigned question to the panel. With the sensitive nature of this week’s panel topics, facilitator should be mindful of observing verbal and non-verbal cues of youth fatigue or distress and take small breaks 2-4 minute intermissions if needed. • This will be the final panel and will focus on impacts of gun violence. Youth facilitator introduces panel (connect with a local therapists, Juvenile Justice office, medical professionals, victim of gun violence, violence interruption
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Anticipatory Set & Closure	may prevent further escalation of negative consequences. ● Sample script flow: 1. Introduction – introduce yourselves, the name of the podcast (“The Crux Crew Productions”), (any guests if role-playing such as “Marcus”) and briefly summarize the episode content (Today we’re meeting up with Marcus to discuss what he was experiencing when he learned that Jayden had shared private images of Zoey); Topic or Point 1; Topic or Point 2; Brief episode recap; Episode closure. ● After 10 minutes, each group will take turns delivering their podcasts using the equipment and the script they developed. Youth are encouraged to actively listen and observe podcasting efforts by their peers without interrupting. Students should take 5-7 minutes moving through the content they created for their podcast. After all youth have completed their mock podcasting, they will join the group at large. The facilitator and group will discuss repeating themes that arose from each groups podcast episode. Request a student volunteer write key points for each prompt on wall sticky note paper. ● Potential Facilitator Prompts for Podcast development after assigning	or prevention specialist – try to have a panel of 4-6 members). Panel youth introduce themselves. Youth facilitator shares that kids don’t often think of the far-reaching impacts that their behavior will have on others in their community. Our guests will help us deepen our understanding of how our decisions have consequences beyond ourselves: List of Panel Questions from a Team Perspective (questions could be placed in a bowl at the mock podium for youth to select): 1. Medical Professional (Doctor/ER Physician): • Can you walk us through the physical consequences of gun violence, particularly when victims arrive at the emergency room? • What are some of the long-term physical and psychological effects of gunshot wounds on survivors? • In your experience, how do gunshot injuries affect the healthcare system and hospital resources? • From a medical standpoint, what is the most effective way to prevent gun-related injuries and deaths? 2. Victim of Gun Violence: • How has your life changed since the incident? Could you describe the emotional, physical, and social impact gun violence has had on you? • What kind of support did you receive, or wish you had received, during your recovery process?
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Anticipatory Set & Closure	each group to a specific scene: 1. What choices did the character(s) make in your assigned scene? Describe them. 2. Do you think they were good or bad choices? Why or why not? 3. What could have been an alternative course of action, and how might it have impacted the situation differently? 4. What were the immediate consequences of the choices made in the scene? 5. Looking at the long-term consequences (even if not fully revealed in the clip, how do you think the choices will affect the characters' futures? ● ACTIVITY CLOSURE: Have a separate wall sticky note split in three sections titled "Good Choices, Bad Choices, Consequences". 1. Move through reflection questions a. Ask students to think of a time when they made a decision that led to either a positive or negative outcome. Ask them to reflect on the "Crux" or choice and what happened as a result. b. Ask them what other choices could have been made and to think of potential consequences of those choices. c. Ask them to consider how this relates to the decision-making process of the character(s) in The Crux and what they could learn from them. d. After a couple of minutes of reflection, have the students place a blank sticky note under either the Good Choice or Bad	• From your experience, what do you think could have been done to prevent the situation or reduce the impact of the violence? • How do you feel about the public's awareness of the effects of gun violence on victims and their families? 3. Juvenile Court Counselor: • In your work with young people, how often do you see gun violence as a contributing factor to delinquent behavior or criminal activity? • What role does gun violence play in the court decisions and outcomes for juveniles? Are there patterns or common factors you observe in these cases? • How do you approach counseling young people who are either involved in or at risk of being involved in gun violence? • What steps do you think the justice system could take to better address the root causes of youth involvement in gun violence? 4. Therapist (Mental Health Professional): • Gun violence, whether experienced directly or witnessed, can have profound mental health effects. Can you speak to the psychological consequences of such trauma, especially in children and teens? • How does the trauma from gun violence manifest in patients you see, and what treatment approaches are most effective?
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Essential/Guiding Questions	1. What challenges do young people face today, and how can we work together to overcome them? 2. Why is it important to learn skills like conflict resolution and effective communication? 3. How can understanding the impact of our choices help us in the future? 4. What role do you think parents, mentors, or other trusted adults play in helping us succeed? 5. What does “The Crux” mean to you, and how can it guide us through this program?	
Materials Needed	For Student:	For Teacher/Facilitator: ● Snacks and beverages ● Name tags and markers ● Sticky notes, markers, and a board for the "Parking Lot" ● Large sticky note taking paper (write each question on 1 sheet and place along room walls for youth to place feedback responses from youth during activities. ● Timer (optional, to add a time challenge) ● Video playback equipment (laptop, projector, or TV) ● Podcast Equipment https://www.schooloutfitters.com/catalog/product_info/pfam_id/PFAM84497/products_id/PRO97279?sc_cid=Google_HAM-MPSK-INT3&adtype=pla&kw=&utm_term=&utm_campaign=S hopping%2010%20-%20New%20Products&utm_source=google&utm_medium=cpc&hsa_acc=4310561740&hsa_cam=21316771625&hsa_grp=162890942819&hsa_ad=700424229056&hsa_src=g&hsa_tgt=pla-2307830670850&hsa_kw=&hsa_mt=&hsa_net=adwords&hsa_ver=3&gad_source=1&gclid=CjwKCAiA5pq-BhBuEiwAvkzVZWG9ai2XnoJguNTHYg-QfoVq9GpJ100bi0alic0fTV9TQYURhLq8XR0CsrAQA vD_BwE

Technology Used	Projector or TV, Computer and Speakers. Link to the video. Podcast equipment. 8 Ipads or comparable tablet to collect survey entries, journal entries, anonymous homework feedback, confidential requests for additional supportive services from participants.
Student Arrangement	Student Arrangement 1. Initial Gathering ● Arrangement: Large Group Circle or Semicircle ○ Purpose: ■ Creates an inclusive and welcoming environment where everyone can see and hear each other during introductions and the initial overview. ■ Fosters a sense of equality and connection. 2. Podcast Activity ● Arrangement: Small Groups (2–4 students per group) ○ Purpose: ■ Encourages collaboration and trust-building among participants. ■ Allows for more active participation and interaction. ○ Implementation: ■ Arrange tables or clusters of chairs for small groups. ■ Ensure supplies for the activity are easily accessible to all groups. 3. "The Crux" Video Viewing ● Arrangement: Theater-Style Seating or Group Circle ○ Purpose: ■ Ensures everyone has a clear view of the screen and can focus on the video.

- Maintains group cohesion for the transition to the reflection discussion.

4. Reflection and Rule Creation

- **Arrangement:** Large Group Circle or Tables in U-Shape
 - **Purpose:**
 - Encourages open communication and participation during the reflection circle.
 - Supports collaborative brainstorming for group rules.
 - **Implementation:**
 - Provide a central space (e.g., a whiteboard or chart paper) for recording ideas.

5. Parking Lot Activity

- **Arrangement:** Flexible Movement
 - **Purpose:**
 - Allows students to move to a designated “Parking Lot” area (e.g., a wall or board) to post sticky notes without feeling confined.

6. Parent Involvement (if applicable)

- **Arrangement:** Mixed Groups or Side-by-Side with Youth
 - **Purpose:**
 - Encourages interaction between parents and students during activities.
 - Facilitates family engagement in the program.

Learners Needs	Learners Needs/Exceptionalities 1. Cognitive and Learning Needs ● Strategies: ○ Break down instructions into small, manageable steps. ○ Use visuals (e.g., charts, pictures, or icons) to supplement verbal instructions, especially during group rule creation and activities. ○ Provide clear examples or demonstrations for tasks like the team-building activity or how to use the “Parking Lot.” ○ Offer opportunities for repetition and clarification to reinforce understanding of key concepts. 2. Behavioral and Emotional Needs ● Strategies: ○ Create a predictable structure and routine (e.g., clear agenda, transition cues between activities, brief breaks). ○ Use a calm and encouraging tone to foster a supportive environment. ○ Offer positive reinforcement to acknowledge participation and effort. ○ Provide a stress ball or other fidget tools for students who may need to self-regulate during discussions. 3. Communication Needs ● Strategies: ○ Allow alternative ways to participate in discussions (e.g., writing responses on sticky notes for the Parking Lot instead of speaking aloud). ○ Use the “talking object” (e.g., stress ball) to create a safe and structured turn-taking environment during group discussions.
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	○ Pair students who may need communication support with peers or facilitators during team-building activities. 4. Physical Needs ● Strategies: ○ Ensure the seating arrangement is accessible for all students, including those who use mobility aids. ○ Provide adapted materials if needed (e.g., larger puzzle pieces for the activity, or a digital option for reflections). ○ Allow flexible seating or standing options during activities to accommodate comfort and mobility needs.
Lesson Sequence	1. Arrival and Welcome (10 minutes) a. Youth are greeted, served snacks, and given name tags. Youth are reminded of “Parking Lot” and Group Rules set in initial session. b. Casual conversation and address any “Parking Lot” content left by students the prior week. 2. Preparation for Week’s Activities. a. Screening of “The Crux” breakdown for applicable week. b. Facilitator Explains Activities and Allows Time for Clarification of Directions (5 minutes). c. Youth are Transitioned to Breakout Sessions Back to Larger Group as Needed.

	3. Reflection Circle & Closing “One thing I Learned and One thing I am excited about.” (10 minutes) ● Reflection Activity (15minutes): ○ Each participant shares one takeaway or goal for the program. ● Closing Remarks (5 minutes): ○ Thank participants for their time and energy. ○ Distribute program schedules and encourage use of the "Parking Lot" between sessions.
Forms of Assessment/Evaluation	Description Exit Tickets: ● Ask youth to write or draw one thing they learned, a question they still have, or a personal goal for the program on a notecard before leaving. Tracking Participation: ● Monitor who is contributing actively and who may need additional support to feel comfortable participating.
Safety Considerations	Activity Space: ● Ensure the area for activities is free of obstacles or tripping hazards. Supervision: ● Adequate supervision by facilitators is essential to all activities. Emergency Preparedness: ● Have a first aid kit accessible. ● Know the location of emergency exits and ensure they are unobstructed.

	● Be aware of any medical conditions (e.g., allergies) among participants, especially when serving snacks. Food Safety: ● Ensure snacks are allergen-free or clearly labeled. ● Provide alternatives for common allergens (nuts, dairy, gluten, etc.).
Post Lesson/ Comments/Reflection	

Lesson Plan Title	Group Activity “A Walk in My Parent/Caregiver’s Shoes” <i>(Students will navigate scenarios from the parent/caregiver perspective in order to navigate solutions to presenting problems and weigh the hardships and difficult decisions parents/caregivers must make that impact the family unit as a whole)</i>		
Week: 14	Week 14 Activity		
	Date (s)	Grade Level (s)	Time Frame: 120 Minutes
Standards	This lesson aligns with the 5 Core SEL Competencies NC Healthful Living Education Standards: 8.MEH.1.3, 8.MEH.2.1, 9-12.MEH.1.1, 9-12.MEH.2.2 NC ELA Standards: SL.7.1 / SL.8.1 / SL.9-10.1, SL.7.3 / SL.8.3 / SL.9-10.3		
Keywords/Vocabulary	Accountability, Consequences of Choice, Peer Pressure, Effective Communication with Adults		
Learning Objective (s) & Level (s) of Bloom’s	Learning Objective (s) 1. Analyze the choices that parents/caregivers have to make and how youth involvement in the Juvenile Justice System may add additional familial stressors in the household. 2. Understand from a parent/caregiver point of view how having a youth involved in the system affects parent/caregiver. 3. Reflect on the idea that the choices people make can lead to either positive or negative outcomes. 4. Weigh hardships and identify difficult decisions and effective solutions to presenting issues as a parent/caregiver. Note about short film for facilitator: “Educating Kids About Gun Violence, The Crux” will	Level of Bloom’s Taxonomy of DOK DOK Level 1: Recall and Reproduction • Week 14 Initial Activity: What is “The Crux”? 5 Minute discussion of recall of prior week’s viewing. Facilitator reminds of definition: 1. A Puzzling or difficult question; 2. An essential point requiring resolution or resolving and outcome; 3. A Decision Point. • Week 14 Activity: Small group break outs placing youth in the role of their parent/caregiver to navigate complex situations. • Example: Youth recall details and content from the video. Youth begin to consider that there may be more than one pathway to choice and many consequences along the way. Youth begin to see how their decision making may impact the family unit in a variety of ways.	

	explore various issues facing teens and their families. From sexting and gun violence, to peer pressure and familial grief, the film takes a hard look at the choices we make in these situations and the effect on the future.	DOK Level 2: Skill/Concept ● Activity: Continue Media Production Exploration. ● Examples: Youth learn content creation skills; Youth are empowered to explore legal consequences of delinquent acts as the offender and by peer association. Youth are empowered to improve communication and listening skills through podcast or video technology. DOK Level 3: Strategic Thinking ● Activity: Introduction to Media Production. ● Example: Youth use reasoning to continue to connect themes in “The Crux” to their personal lives and participate in experiential learning by mapping out decisions that would produce more positive outcomes.
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Anticipatory Set & Closure	Anticipatory Set Week 14 Welcoming activity: Upon students’ arrival, request that they contribute to “SHARE LINKS” if they choose. After 5 minutes, prompt students to join the full group for brief sharings from the observations over prior week Opening Statement: From a parent/caregiver's point of view, raising a child in the juvenile justice system can be an extremely trying and perplexing experience, characterized by feelings of shame, guilt, loneliness, and difficulty navigating a complicated legal system while also attempting to support their child's rehabilitation and general well-being. Many parent/caregivers believe the system undervalues their role and may even hold them accountable for their child's behavior, which exacerbates their distress. Activity: “The Crux Crew Productions – A Walk in My Parent/Caregiver’s Shoes” Time: 60 minutes Steps: Explain the Activity: Briefly explain the activity: Facilitator direct students’ attention to media productions area and lets them know that they will all be setting up the studio equipment together, testing it out and ensuring everything is	Week 14 Sample Scenarios Scenario 1: Josh’s mother has just been diagnosed with Cancer and is due to start Chemo next week. Josh has a first appearance court hearing the same day his mother starts Chemo. Scenario 2: Tiffany in currently in detention and her secure hearing starts at 2pm. Tiffany’s mother didn’t appear at the last hearing because she had to get her younger children off the school bus. A show cause was issued on Tiffany’s mother from the last hearing and she must show up because Tiffany will be released from detention. Tiffany’s mom still does not have anyone to pick up her kids and kids are not allowed in the courtroom. Scenario 3: Billy’s mother is new to the town and has yet to find employment. Billy has picked up some serious charges in which he denies, and mom has no money for attorney fees. Billy court appointed attorney is suggesting he take a plea and go to YDC. Mom believes Billy but can’t afford another attorney. Scenario 4: Lisa’s mom just started a new job last week and cannot miss any days until she has been there for 30 days. Lisa has a court date scheduled the very next week. Scenario 5: Johnny is a troubled teen, his mom (Tina) is married, and his stepfather (Robert) is looking into running for Commissioner of the town. Robert is threatening to leave Tina if Johnny does not straighten up his behavior. Scenario 6: Xavier’s dad let him use the family’s car to pick up supplies for a school project. He picked up is friend Chris on his way out of the neighborhood. Chris had a THC Vape pen in his
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Anticipatory Set & Closure	in working order. Facilitator counts off students into small groups (3-4) (may keep same group or challenge students to work with a different group of peers). At each station, the youth will have a podcast script template and scenario. Each group should assign a notetaker to capture their content. Each group will have 10 minutes to brainstorm a podcast style discussion analyzing their scenario, identifying one decision point, and providing alternative choice options that may prevent further escalation of negative consequences. ● Sample script flow: 1. Introduction – introduce yourselves, the name of the podcast (“The Crux Crew Productions”), (any guests for role-playing such as “Johnny”, “Tina” and “Robert”) and briefly summarize the episode content (Today we’re meeting up with Johnny, Tina and Robert to discuss how the family can navigate decision points to empower Johnny to understand how his behavior is impacting Robert and Tina’s relationship and the consequences Robert could have in the community if he runs for a political position). Topic or Point 1; Topic or Point 2; Brief episode recap; Episode closure. ● After 10 minutes, each group will take	possession. While chatting with Chris, Xavier failed to stop at a stop sign and was pulled over by an officer. The officer saw the pen and charged both Xavier and Chris with simple possession. Xavier has never been in trouble or let his dad down like this before and now he’s waiting for his dad to arrive at the scene to transport him and Chris home. Scenario 7: Nina and her little sister live with their disabled grandmother who is on a fixed income. Nina has a lot of responsibility at home, and the stress has been overwhelming at times. Nina’s sister confided in her that she was being bullied by a group of girls in the neighborhood. After school one day, Nina confronted the girls while they were boarding the bus and a physical fight broke out. When the bus driver tried to break up the fight, Nina accidentally hit them. She was suspended from school and charged with simple affray and assault on a public official. Nina’s grandmother doesn’t drive and is wheel chair bound. Nina doesn’t know how she will get to her court hearings. ● ACTIVITY CLOSURE: After all groups have presented their mock podcast and broken down podcast equipment, have them return to the group at large. 1. Have students share one positive attribute they admire about their parent. The facilitator can start the activity by recalling (as a teenager) one positive thing that they admired about their own parent. ● Homework: Challenge youth to “STOP” when faced with a decision in the upcoming week that could potentially produce a negative consequence when communicating with their parent/caregiver – STOP, TAKE a breath, OBSERVE, PROCEED mindfully.
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Anticipatory Set & Closure	turns delivering their podcasts using the equipment and the script they developed. Youth are encouraged to actively listen and observe podcasting efforts by their peers without interrupting. Students should take 5-7 minutes moving through the content they created for their podcast. After all youth have completed their mock podcasting, they will join the group at large. The facilitator and group will discuss repeating themes that arose from each groups podcast episode. Request a student volunteer write key points for each prompt on wall sticky note paper. ● Potential Facilitator Prompts for Podcast development after assigning each group to a specific scene: 1. Lisa’s mom will have to make a decision to attend work or her daughter’s court hearing. If she loses her job, how could this impact the family financially? 2. Billy’s mom is unable to afford an attorney and the court appointed attorney is suggesting that he plead guilty to the charges. Billy has been responsible for watching his little brother while his mom seeks employment. If he has to go to a Youth Development Center, how could this impact his mom’s ability to find a job to bring resources into the home? 3. Nina sounds like a protective big sister and support to her disabled grandmother	Challenge them to document one instance of this strategy and place in the following week’s “Parking Lot”.
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	in the home. Having court hearings will place a burden on the family. If Nina misses her court hearings or appointments with her court counselor, what are potential consequences for the family unit if Nina is placed in detention for failure to show for these appointments. 4. Xavier's dad trusted him to run an errand with the family car. What guidance would you give to Xavier on rebuilding trust with his dad?	
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Essential/Guiding Questions	1. What challenges do young people face today, and how can we work together to overcome them? 2. Why is it important to learn skills like conflict resolution and effective communication? 3. How can understanding the impact of our choices help us in the future? 4. What role do you think parents, mentors, or other trusted adults play in helping us succeed? 5. What does “The Crux” mean to you, and how can it guide us through this program?	
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Lesson Sequence	1. Arrival and Welcome (10 minutes) a. Youth are greeted, served snacks, and given name tags. Youth are reminded of “Parking Lot” and Group Rules set in initial session. b. Casual conversation and address any “Parking Lot” content left by students the prior week. 2. Preparation for Week’s Activities. a. Screening of “The Crux” breakdown for applicable week. b. Facilitator Explains Activities and Allows Time for Clarification of Directions (5 minutes). c. Youth are Transitioned to Breakout Sessions Back to Larger Group as Needed.

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Safety Considerations	Activity Space: ● Ensure the area for activities is free of obstacles or tripping hazards. Supervision: ● Adequate supervision by facilitators is essential to all activities. Emergency Preparedness: ● Have a first aid kit accessible. ● Know the location of emergency exits and ensure they are unobstructed.

	● Be aware of any medical conditions (e.g., allergies) among participants, especially when serving snacks. Food Safety: ● Ensure snacks are allergen-free or clearly labeled. ● Provide alternatives for common allergens (nuts, dairy, gluten, etc.).
Post Lesson/ Comments/Reflection	

Lesson Plan Title	Group Activity “Stop the Bleeding: The Full Journey of a Gunshot Victim”		
Week: 15	Week 15 Activity		
	Date (s)	Grade Level (s)	Time Frame: 120 Minutes
Standards	This lesson aligns with the 5 Core SEL Competencies NC Healthful Living Education Standards: 8.MEH.1.3, 8.MEH.2.1, 9-12.MEH.1.1, 9-12.MEH.2.2 NC ELA Standards: SL.7.1 / SL.8.1 / SL.9-10.1, SL.7.3 / SL.8.3 / SL.9-10.3		
Keywords/Vocabulary	Accountability, Consequences of Choice, Peer Pressure, Firearm Injuries and Impact		
Learning Objective (s) & Level (s) of Bloom’s	Learning Objective (s) 1. Participants will experience the full scope of a gunshot injury, from the 911 call to emergency response, medical treatment, emotional impact, and long-term rehabilitation. The goal is to enhance awareness, understanding, and preparedness across all levels of care and support. Note about short film for facilitator: “Educating Kids About Gun Violence, The Crux” will explore various issues facing teens and their families. From sexting and gun violence, to peer pressure and familial grief, the film takes a hard look at the choices we make in these situations and the effect on the future.	Level of Bloom’s Taxonomy of DOK DOK Level 1: Recall and Reproduction Week 15 Initial Activity: What is “The Crux”? 5 Minute discussion of recall of prior week’s viewing. Facilitator reminds of definition: 1. A Puzzling or difficult question; 2. An essential point requiring resolution or resolving and outcome; 3. A Decision Point. Week 15 Activity: “Stop the Bleeding: The Full Journey of a Gunshot Victim”. Example: Youth recall details and content from the video. Youth begin to consider that there may be more than one pathway to choice and many consequences along the way. Youth begin to see the impact of one instance of violence impacting multiple sectors of community. DOK Level 2: Skill/Concept ● Activity: Continue Media Production Exploration.	

		● Examples: Youth learn content creation skills; Youth are empowered to explore legal consequences of delinquent acts as the offender and by peer association. Youth are empowered to improve communication and listening skills through podcast or video technology. DOK Level 3: Strategic Thinking ● Activity: Introduction to Media Production. ● Example: Youth use reasoning to continue to connect themes in “The Crux” to their personal lives and participate in experiential learning by mapping out decisions that would produce more positive outcomes.
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Anticipatory Set & Closure	Anticipatory Set Week 15 – Stop the Bleeding: The Full Journey of a Gunshot Victim 1. Introduction & Scene Setup (10-15 minutes) Goal: Set the stage with an immersive 911 emergency call simulation. • Brief welcome and event objectives • Live 911 call simulation reporting a gunshot victim • Emergency tones/sirens play to create urgency 2. First Responder Response (15-20 minutes) Goal: Demonstrate how law enforcement, fire, and EMS respond to an active shooting victim. Law Enforcement Role (5 min) • Ensuring scene safety • Securing the area for EMS/Fire • Interactions with bystanders and suspect management Fire Department Role (5 min) • Quick assessment and assisting EMS • Providing bleeding control if EMS is delayed EMS Response & Prehospital Treatment (10 min) • Primary assessment (airway, breathing, circulation) • Applying tourniquets, wound packing, chest seals • Transport decisions and hospital pre-alert 3. Trauma Bay: Hospital Response & Procedures (30-40 minutes)	Week 15 Alternative Plans – (1.) Shortened Version for Limited Resources; (2.) Blended Version: Interactive and Panel-Based Approach For locations without access to full-scale emergency response teams, hospital facilities, or medical equipment, here are two adaptable options: 1. Shortened Version (1.5-2 hours) – Focus on Key Takeaways 2. Low-Resource Version – Classroom or Community Setting 1. Shortened Version: The Essentials (1.5-2 Hours) Best for: Schools, community centers, first responder meetings, or hospitals with limited simulation resources. 1. Opening Scenario: Gunshot Incident & 911 Call (10 minutes) • Play an audio recording of a real or simulated 911 call describing a gunshot wound. • Ask the audience: What do you do? What should responders do? • Discuss the first steps in trauma care from bystanders & EMS. 2. EMS & Trauma Response (30 minutes) • Live or video demonstration of: • Tourniquet placement & wound packing • Chest seals for gunshot wounds to the chest • Trauma team roles explained (no need for full simulation, just discussion) • Video or slideshow on advanced procedures (open thoracotomy, chest tubes, massive transfusion, bore holes) 3. Mental Health & Survivor Stories (30 minutes) • Psychological impact discussion led by a mental health professional. • Survivor testimonies (in person or via pre-recorded video). • Discussion on how gun violence affects families, first responders,
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Anticipatory Set & Closure	Goal: Show real-life trauma interventions in the emergency department. Trauma Team Activation (5 min) • Introduction to roles: Trauma surgeons, ER doctors, nurses, techs Critical Procedures (15 min – live demos) • Open Thoracotomy (simulated chest opening for internal bleeding) • Chest Tube Placement (draining air/blood from the lungs) • Tourniquet Application & Stop the Bleed Demo • Massive Transfusion Protocol Audience Interaction – Hands-on experience with wound-packing & tourniquets 4. The Aftermath: Psychological & Emotional Impact (30 minutes) Goal: Discuss the ripple effects of gun violence beyond the physical injury. Mental Health & Trauma Impact (10 min) • Psychiatry team on PTSD, survivor’s guilt, and coping strategies • Discussion on first responder & hospital staff mental health Survivor Stories Panel (15-20 min) • Gunshot survivors share their physical, emotional, and social struggles • Family members share their perspectives	and healthcare workers. 4. Rehabilitation & Life After Trauma (20 minutes) • PT/OT professionals (or video) demonstrating challenges post-injury: • Self-care with limited mobility • Mental health & support systems available • Discussion: What does life look like after a gunshot wound? 5. Q&A & Takeaways (15-20 minutes) • Open discussion • Call to action: How can the community prevent gun violence & support survivors? 2. Low-Resource Version: Classroom or Community-Based Approach Best for: Schools, community meetings, youth groups, and locations without medical training space. ◆ Format: Panel Discussion + Interactive Group Learning (60-90 minutes) ◆ Focus Areas: Gun violence prevention, mental health, & first aid skills 1. Introduction & Storytelling (15 minutes) • Icebreaker: Ask attendees: What do you think happens when someone is shot? • Case Study: Share a real-life survivor story (video or speaker). 2. Stop the Bleed Basics (20-30 minutes) • Hands-on training: How to apply a tourniquet & pack a wound. • If no supplies: Use household items like belts, shirts, or towels to simulate first aid.
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Anticipatory Set & Closure	5. Life After Trauma: Rehabilitation & Long-Term Recovery (30-40 minutes) Goal: Show the real-life challenges of survivors adapting to daily life. Physical & Occupational Therapy Demonstrations (20 min) • Learning how to transfer from floor to wheelchair • Self-catheterization & wound care • Adaptive tools for daily tasks Discussion on Disabilities & Support Services (10 min) • Employment, financial burdens, and long-term medical care • Resources available for survivors 6. Closing Discussion & Q&A (15-20 minutes) Goal: Encourage reflection and advocacy for gun violence prevention and trauma care. • Open discussion with speakers, first responders, and medical staff • Call to action: How participants can help promote trauma-informed care & safety • Provide mental health and community resources Materials & Logistics Venue Requirements: • Simulated 911 call setup • Trauma bay or simulation area • Gymnasium or open space for PT/OT activities	• Discuss: Why is bleeding control critical? 3. Mental Health & Emotional Impact (20 minutes) • Panel discussion: Invite a survivor, mental health professional, or first responder. • Talk about PTSD, survivor guilt, and coping strategies. • Discuss how gun violence affects communities long-term. 4. Call to Action & Prevention (15 minutes) • What can participants do to prevent gun violence? • Share local resources for mental health, violence prevention, and victim support. Blended Version: Interactive & Panel-Based Approach (90-120 minutes) This version combines key emergency response lessons, hands-on skills, and a survivor-centered panel discussion while staying adaptable to different settings. Best for: Schools, community centers, hospitals, or conferences with limited medical equipment but access to speakers and basic first aid training. 1. Opening: Gunshot Incident Simulation & Discussion (15-20 min) Audio or Video Presentation • Play a 911 call or video depicting a gunshot incident. • Ask the audience: • What do you think happens next? • Who responds first, and what do they do? Facilitator's Brief: • Walk through the chain of survival from bystanders → EMS → hospital → rehab → life after trauma. • Highlight common misconceptions (e.g., “a gunshot wound isn’t
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	Personnel Involved: • Law enforcement, fire, EMS • Trauma surgeons, ER staff, psychiatry team • Gunshot survivors, mental health advocates • PT/OT professionals Equipment & Supplies Needed: • Bleeding control training kits tourniquets, wound-packing) • Medical simulation tools (chest tubes, IV setups) • Adaptive equipment for rehabilitation activities ● Homework: Challenge youth to “STOP” when faced with a decision in the upcoming week that could potentially produce a negative consequence – STOP, TAKE a breath, OBSERVE, PROCEED mindfully. Challenge them to document one instance of this strategy and place in the following week’s “Parking Lot”. ● Homework: Preparation for Final Session: Challenge youth to think back over the course of curriculum delivery and identify 1 theme that was most impactful for them as individuals. For the Final session and “The Crux Crew Productions” mock podcast, youth will present and discuss their themes and offer guidance to their peers on strategies to continue to promote prosocial peer connections, resisting peer pressure and reducing reactionary or violent behavior as a response to conflict resolution.	always fatal, but immediate action is crucial”). 2. Stop the Bleed & First Response Basics (30 min) Goal: Teach simple but life-saving skills that anyone can use. Hands-on Training (if possible): • Tourniquet placement • Wound packing • Chest seals & recognizing critical injuries Alternative for locations without supplies: • Use a video demonstration of Stop the Bleed techniques. • Discuss how improvised tourniquets (belts, shirts, etc.) can be used. Emergency Response Discussion: • What do EMS and first responders do when arriving on the scene? • What should bystanders NEVER do? 3. Panel Discussion: Trauma, Survival & The Aftermath (40 min) Goal: Show the full impact of gun violence on survivors, families, and first responders. • Panelists (Recommended) • Gunshot survivor – Their journey, struggles, and what they wish people knew • First responder (EMS, Fire, Police) – What they see at crime scenes & how it affects them • Trauma physician/nurse – The medical side of treating gunshot wounds • Mental health professional – PTSD, depression, and coping for victims & responders • Family member of a survivor or victim – The long-term impact on loved ones
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		Guided Discussion Topics: • What is recovery really like for a gunshot victim? • How does it affect mental health, work, and family life? • What are the biggest challenges after leaving the hospital? • How can the community help prevent gun violence? 4. Life After Trauma: Adapting to a New Normal (20 min) Goal: Show what comes after a gunshot wound – the daily struggles & rehabilitation process. Short Demo or Discussion: • How do survivors relearn basic skills? • Challenges of wound care, mobility, and adapting to disabilities • The role of PT/OT & mental health support in recovery Takeaway Message: Surviving is just the beginning. 5. Closing Discussion & Q&A (10-15 min) Goal: Wrap up with a discussion on violence prevention, mental health, and community action. • Open Q&A for audience members • Provide local resources for trauma support, victim assistance, and mental health services • Call to action: How can we help reduce gun violence & support survivors? Setup & Logistics Venue Options: • Community centers, schools, churches, hospitals, or conference rooms • If no medical demo space → Use videos/slides instead of live simulations
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		Equipment Needed: • Mic for panelists • Projector or screen for videos • Tables for Stop the Bleed demo Recommended Speakers: • 1-2 healthcare professionals • 1-2 first responders • 1-2 survivors or family members • 1 mental health specialist Why This Works: • Hands-on Learning → Basic first aid skills save lives • Real-World Perspective → The panel discussion makes the impact personal & powerful • Adaptable Format → Can be done in a gym, classroom, hospital, or community space
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Essential/Guiding Questions	1. What challenges do young people face today, and how can we work together to overcome them? 2. Why is it important to learn skills like conflict resolution and effective communication? 3. How can understanding the impact of our choices help us in the future? 4. What role do you think parents, mentors, or other trusted adults play in helping us succeed? 5. What does “The Crux” mean to you, and how can it guide us through this program?	
Materials Needed	For Student:	For Teacher/Facilitator: ● Snacks and beverages ● Name tags and markers ● Sticky notes, markers, and a board for the "Parking Lot" ● Large sticky note taking paper (write each question on 1 sheet and place along room walls for youth to place feedback responses from youth during activities. ● Timer (optional, to add a time challenge) ● Video playback equipment (laptop, projector, or TV)
Technology Used	Projector or TV, Computer and Speakers. Link to the video. Podcast equipment. 8 Ipads or comparable tablet to collect survey entries, journal entries, anonymous homework feedback, confidential requests for additional supportive services from participants.	
Student Arrangement	Student Arrangement 1. Initial Gathering ● Arrangement: Large Group Circle or Semicircle ○ Purpose: ■ Creates an inclusive and welcoming environment where everyone can see and hear each other during introductions and the initial overview. ■ Fosters a sense of equality and connection. 2. Immersion Activity	

	● Arrangement: Semi-circle seating with full view of speakers and any medical equipment ○ Purpose: ■ Encourages collaboration and trust-building among participants. ■ Allows for more active participation and interaction. ■ Allows for more attentive experience ○ Implementation: ■ Arrange chairs in semi-circle format. ■ Ensure supplies for the activity are easily accessible to all groups. ■ Ensure no obstacles for youth to move through interactive activity. 3. Parking Lot Activity ● Arrangement: Flexible Movement ○ Purpose: ■ Allows students to move to a designated “Parking Lot” area (e.g., a wall or board) to post sticky notes without feeling confined. 5. Parent Involvement (if applicable) ● Arrangement: Mixed Groups or Side-by-Side with Youth ○ Purpose: ■ Encourages interaction between parents and students during activities. ■ Facilitates family engagement in the program.
Learners Needs	Learners Needs/Exceptionalities 1. Cognitive and Learning Needs ● Strategies: ○ Break down instructions into small, manageable steps. ○ Use visuals (e.g., charts, pictures, or icons) to supplement verbal instructions, especially during group

	rule creation and activities. ○ Provide clear examples or demonstrations for tasks like the team-building activity or how to use the “Parking Lot.” ○ Offer opportunities for repetition and clarification to reinforce understanding of key concepts. 2. Behavioral and Emotional Needs ● Strategies: ○ Create a predictable structure and routine (e.g., clear agenda, transition cues between activities, brief breaks). ○ Use a calm and encouraging tone to foster a supportive environment. ○ Offer positive reinforcement to acknowledge participation and effort. ○ Provide a stress ball or other fidget tools for students who may need to self-regulate during discussions. 3. Communication Needs ● Strategies: ○ Allow alternative ways to participate in discussions (e.g., writing responses on sticky notes for the Parking Lot instead of speaking aloud). ○ Use the “talking object” (e.g., stress ball) to create a safe and structured turn-taking environment during group discussions. ○ Pair students who may need communication support with peers or facilitators during team-building activities. 4. Physical Needs ● Strategies:
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	○ Ensure the seating arrangement is accessible for all students, including those who use mobility aids. ○ Provide adapted materials if needed (e.g., larger puzzle pieces for the activity, or a digital option for reflections). ○ Allow flexible seating or standing options during activities to accommodate comfort and mobility needs.
Lesson Sequence	1. Arrival and Welcome (10 minutes) a. Youth are greeted, served snacks, and given name tags. Youth are reminded of “Parking Lot” and Group Rules set in initial session. b. Casual conversation and address any “Parking Lot” content left by students the prior week. 2. Preparation for Week’s Activities. a. Screening of “The Crux” breakdown for applicable week. b. Facilitator Explains Activities and Allows Time for Clarification of Directions (5 minutes). c. Youth are Transitioned to Breakout Sessions Back to Larger Group as Needed. 3. Reflection Circle & Closing “One thing I Learned and One thing I am excited about.” (10 minutes) ● Reflection Activity (15minutes): ○ Each participant shares one takeaway or goal for the program. ● Closing Remarks (5 minutes): ○ Thank participants for their time and energy.

	○ Distribute program schedules and encourage use of the "Parking Lot" between sessions.
Forms of Assessment/Evaluation	Description Exit Tickets: ● Ask youth to write or draw one thing they learned, a question they still have, or a personal goal for the program on a notecard before leaving. Tracking Participation: ● Monitor who is contributing actively and who may need additional support to feel comfortable participating.
Safety Considerations	Activity Space: ● Ensure the area for activities is free of obstacles or tripping hazards. Supervision: ● Adequate supervision by facilitators is essential to all activities. Emergency Preparedness: ● Have a first aid kit accessible. ● Know the location of emergency exits and ensure they are unobstructed. ● Be aware of any medical conditions (e.g., allergies) among participants, especially when serving snacks. Food Safety: ● Ensure snacks are allergen-free or clearly labeled. ● Provide alternatives for common allergens (nuts, dairy, gluten, etc.).

Post Lesson/ Comments/Reflection	
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Lesson Plan Title	Group Activity “The Crux Crew Productions”		
Week: 16	Week 16 Activity		
	Date (s)	Grade Level (s)	Time Frame: 120 Minutes
Standards	This lesson aligns with the 5 Core SEL Competencies NC Healthful Living Education Standards: 8.MEH.1.3, 8.MEH.2.1, 9-12.MEH.1.1, 9-12.MEH.2.2 NC ELA Standards: SL.7.1 / SL.8.1 / SL.9-10.1, SL.7.3 / SL.8.3 / SL.9-10.3		
Keywords/Vocabulary	Accountability, Consequences of Choice, Peer Pressure, Firearm Injuries and Impact		
Learning Objective (s) & Level (s) of Bloom’s	Learning Objective (s) 1. Participants will finalize their experience by revisiting themes from “The Crux” and sharing insights on how to resolve conflict in non-reactionary, non-violent methods. Note about short film for facilitator: “Educating Kids About Gun Violence, The Crux” will explore various issues facing teens and their families. From sexting and gun violence, to peer pressure and familial grief, the film takes a hard look at the choices we make in these situations and the effect on the future.	Level of Bloom’s Taxonomy of DOK DOK Level 1: Recall and Reproduction Week 16 Initial Activity: What is “The Crux”? 5 Minute discussion of recall of prior week’s viewing. Facilitator reminds of definition: 1. A Puzzling or difficult question; 2. An essential point requiring resolution or resolving and outcome; 3. A Decision Point. Week 16 Activity: “The Crux Crew Productions: It’s a Wrap”. Example: Youth recall details and content from the video. Youth begin to consider that there may be more than one pathway to choice and many consequences along the way. Youth begin to consider accepting greater responsibility in reducing reactionary and violent behavior as a response to conflict resolution. DOK Level 2: Skill/Concept ● Activity: Continue Media Production Exploration.	

		● Examples: Youth learn content creation skills; Youth are empowered to explore legal consequences of delinquent acts as the offender and by peer association. Youth are empowered to improve communication and listening skills through podcast or video technology. DOK Level 3: Strategic Thinking ● Activity: Introduction to Media Production. ● Example: Youth use reasoning to continue to connect themes in “The Crux” to their personal lives and participate in experiential learning by mapping out decisions that would produce more positive outcomes.
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Anticipatory Set & Closure	Anticipatory Set Week 16 – Final Session and Wrap Up Activity: “The Crux Crew Productions” Time: 60 minutes Steps: Explain the Activity: Briefly explain the goal: Facilitator direct students’ attention to media productions area and lets them know that they will all be setting up the studio equipment together, testing it out and ensuring everything is in working order. Set up U shaped seating area so that all youth are at the discussion table. Challenge youth to begin to share 1 theme from “The Crux” that impacted them the most. Challenge youth to recall their Week 8 brainstorming activity where they identified ways they believe non-violent conflict resolution can occur without the use of weapons or aggressive communication. Have their viewpoints changed since that session? Have them discuss guidance to their peers on strategies to continue to promote prosocial peer connections, resisting peer pressure and reducing reactionary or violent behavior as a response to conflict resolution with their peers, family members and community at	
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Anticipatory Set & Closure	large. ● After 40 minutes, prompt youth to begin to wrap up “The Crux Crew Productions” mock podcast and reorganize equipment. ● Closing Activity: Have light refreshments available. If possible, have any panel members and parent/caregivers stop by to give encouraging words of support to youth and celebrate their successful navigation of the curriculum (also connects youth to community stakeholders who if seen in the community, could continue to be a prosocial adult influence). Conduct any final survey activities and potentially provide community resource materials to youth and their family to access should their family need support in navigating food/shelter/or other resource insecurity. Maintain a list of youth who may want to volunteer in future sessions.	
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Essential/Guiding Questions	1. What challenges do young people face today, and how can we work together to overcome them? 2. Why is it important to learn skills like conflict resolution and effective communication? 3. How can understanding the impact of our choices help us in the future? 4. What role do you think parents, mentors, or other trusted adults play in helping us succeed? 5. What does “The Crux” mean to you, and how can it guide us through this program?	
Materials Needed	For Student:	For Teacher/Facilitator: • Snacks and beverages • Name tags and markers • Sticky notes, markers, and a board for the "Parking Lot" • Large sticky note taking paper (write each question on 1 sheet and place along room walls for youth to place feedback responses from youth during activities. • Timer (optional, to add a time challenge) • Video playback equipment (laptop, projector, or TV) • Podcast Equipment https://www.schooloutfitters.com/catalog/product_info/pfam_id/PFAM84497/products_id/PRO97279?sc_cid=Google_HAM-MPSK-INT3&adtype=pla&kw=&utm_term=&utm_campaign=S hopping%2010%20-%20New%20Products&utm_source=google&utm_medium=cpc&hsa_acc=4310561740&hsa_cam=21316771625&hsa_grp=162890942819&hsa_ad=700424229056&hsa_src=g&hsa_tgt=pla-2307830670850&hsa_kw=&hsa_mt=&hsa_net=adwords&hsa_ver=3&gad_source=1&gclid=CjwKCAiA5pq-BhBuEiwAvkzVZWG9ai2XnoJguNTHYg-QfoVq9GpJ100bi0alic0fTV9TQYURhLq8XRoCsrAQA vD_BwE

Technology Used	Projector or TV, Computer and Speakers. Link to the video. Podcast equipment. 8 Ipads or comparable tablet to collect survey entries, journal entries, anonymous homework feedback, confidential requests for additional supportive services from participants.
Student Arrangement	Student Arrangement 1. Initial Gathering ● Arrangement: Large Group Circle or Semicircle ○ Purpose: ■ Creates an inclusive and welcoming environment where everyone can see and hear each other during introductions and the initial overview. ■ Fosters a sense of equality and connection. 2. Podcast Activity ● Arrangement: Small Groups (2–4 students per group) ○ Purpose: ■ Encourages collaboration and trust-building among participants. ■ Allows for more active participation and interaction. ○ Implementation: ■ Arrange tables or clusters of chairs for small groups. ■ Ensure supplies for the activity are easily accessible to all groups. 3. "The Crux" Video Viewing ● Arrangement: Theater-Style Seating or Group Circle ○ Purpose: ■ Ensures everyone has a clear view of the screen and can focus on the video.

- Maintains group cohesion for the transition to the reflection discussion.

4. Reflection and Rule Creation

- **Arrangement:** Large Group Circle or Tables in U-Shape
 - **Purpose:**
 - Encourages open communication and participation during the reflection circle.
 - Supports collaborative brainstorming for group rules.
 - **Implementation:**
 - Provide a central space (e.g., a whiteboard or chart paper) for recording ideas.

5. Parking Lot Activity

- **Arrangement:** Flexible Movement
 - **Purpose:**
 - Allows students to move to a designated “Parking Lot” area (e.g., a wall or board) to post sticky notes without feeling confined.

6. Parent Involvement (if applicable)

- **Arrangement:** Mixed Groups or Side-by-Side with Youth
 - **Purpose:**
 - Encourages interaction between parents and students during activities.
 - Facilitates family engagement in the program.

Learners Needs	Learners Needs/Exceptionalities 1. Cognitive and Learning Needs ● Strategies: ○ Break down instructions into small, manageable steps. ○ Use visuals (e.g., charts, pictures, or icons) to supplement verbal instructions, especially during group rule creation and activities. ○ Provide clear examples or demonstrations for tasks like the team-building activity or how to use the “Parking Lot.” ○ Offer opportunities for repetition and clarification to reinforce understanding of key concepts. 2. Behavioral and Emotional Needs ● Strategies: ○ Create a predictable structure and routine (e.g., clear agenda, transition cues between activities, brief breaks). ○ Use a calm and encouraging tone to foster a supportive environment. ○ Offer positive reinforcement to acknowledge participation and effort. ○ Provide a stress ball or other fidget tools for students who may need to self-regulate during discussions. 3. Communication Needs ● Strategies: ○ Allow alternative ways to participate in discussions (e.g., writing responses on sticky notes for the Parking Lot instead of speaking aloud). ○ Use the “talking object” (e.g., stress ball) to create a safe and structured turn-taking environment during group discussions.
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	○ Pair students who may need communication support with peers or facilitators during team-building activities. 4. Physical Needs ● Strategies: ○ Ensure the seating arrangement is accessible for all students, including those who use mobility aids. ○ Provide adapted materials if needed (e.g., larger puzzle pieces for the activity, or a digital option for reflections). ○ Allow flexible seating or standing options during activities to accommodate comfort and mobility needs.
Lesson Sequence	1. Arrival and Welcome (10 minutes) a. Youth are greeted, served snacks, and given name tags. Youth are reminded of “Parking Lot” and Group Rules set in initial session. b. Casual conversation and address any “Parking Lot” content left by students the prior week. 2. Preparation for Week’s Activities. a. Screening of “The Crux” breakdown for applicable week. b. Facilitator Explains Activities and Allows Time for Clarification of Directions (5 minutes). c. Youth are Transitioned to Breakout Sessions Back to Larger Group as Needed.

	3. Reflection Circle & Closing “One thing I Learned and One thing I am excited about.” (10 minutes) ● Reflection Activity (15minutes): ○ Each participant shares one takeaway or goal for the program. ● Closing Remarks (5 minutes): ○ Thank participants for their time and energy. ○ Distribute program schedules and encourage use of the "Parking Lot" between sessions.
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	● Be aware of any medical conditions (e.g., allergies) among participants, especially when serving snacks. Food Safety: ● Ensure snacks are allergen-free or clearly labeled. ● Provide alternatives for common allergens (nuts, dairy, gluten, etc.).
Post Lesson/ Comments/Reflection	