

Student Health & Human Services  
**Human Relations, Diversity & Equity**

# Make A Choice

## TO TRAIN THE TRAINER



### The Why

Humans make thousands of choices a day. Some choices can feel like BIG choices. Other choices we make so often they become routine. Some choices we are making for the first time. Other choices we have been making since we were small.

Make a Choice is a series of teacher-led lessons aimed at helping students make healthy and wellinformed choices.

These lessons are easy to implement and engage students in thoughtful discussions and reflections about the choices they make in their day-to-day lives.



### Facilitator Requirements

The Make a Choice series was designed for easy implementation by any educator. Ideal facilitator candidates would be those who are:

- Certificated staff
- Present at the school site of implementation at least 3 days a week for the full duration of the Make A Choice series
- Prepared to follow up with student participants for progress monitoring upon completion of Make a Choice series
- Open minded
- Familiar with group dynamics
- Skilled at engaging youth in dialogues
- Willing to encourage group participation



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### Facilitator FAQ

**Q** What grade levels would this be appropriate for?

**A** The lessons were created with middle school students in mind, and can be easily adapted to meet the needs of your students.

**Q** Do the lessons need to be taught in order?

**A** The lessons can be taught in any order based on the needs of your class/students.

**Q** Do we have to teach all of the lessons?

**A** Each lesson has value but educators may pick which lessons they would like to share.

**Q** Who can teach these lessons?

**A** These lessons have been created to be facilitated by any certificated staff (e.g., teachers, counselors, PSWs, PSAs, psychologists). It's recommended that at least one of the facilitators be on the campus three or more days per week in the event that a student may wish to follow up with that staff.

**Q** Where can we locate the lessons?

**A**

**Q** Is this a drug resistance program?

**A** The Make A Choice series is not a drug resistance program.

**Q** Do I need to have the same students in each lessons?

**A** The series is designed to work best with the same group of students in each lesson. This is highly encouraged to review student outcomes and progress.

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### Participant Selection

The Make a Choice series will ideally be implemented with an entire class (i.e. home room, advisory, leadership) but can also be done in a small group modality.



### Consent

If the Make a Choice series is implemented with an entire class or during non-instructional time, no consent form is needed.

Parent consent is required if the series will be implemented as a pull-out with select students during instructional time.



### Facilitation

# of sessions: 12

Approx. Time:

- 10 minute prep
- 30-40 minute lesson

The lessons can be executed in any order, but the ideal order would be:

- MAC to Make a Choice
- MAC to Build Healthy Relationships
- MAC to Resist Peer Pressure
- MAC to Support Friends Having a Hard Time
- MAC to Be an Upstander
- MAC to Practice Non Violence
- MAC to Ask for Help
- MAC to Think Critically about Social Media Challenges
- MAC to Understand Consent
- MAC to Set Goals
- MAC to Get Involved in Your Community
- MAC to Learn about Intersectionality
- MAC to Find Life Balance

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### Surveys

Facilitators must complete a Pre-Implementation Survey before conducting the series and a Post-Implementation Survey upon completion.

Students must also complete a Pre and Post survey for this series. Best practice would be for the facilitator to provide class/group time to complete the survey.



### Support

Facilitators are invited to join a drop in/office hours session during implementation for additional support.



### Lesson Format

Every lesson follows the same standardized format.

- A. Check In Question
- B. Objectives

- C. Content, Videos, Discussion Questions
- D. Self Care Check Out



### Check In

The check-ins provide a quick “ice breaker” to get the students warmed up and ready to engage.

Check-ins should take less than 5 minutes and are meant to remain light.



### The Objectives

The objectives provide the students with an idea of what the lesson will cover.

Most of the objectives follow the same format: learn, discuss, reflect.

Objectives can be reviewed quickly as a way to introduce the lesson.

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### Content

The make-up of each lesson is unique, but will include content, videos, and opportunities for reflection.

Preparation time will be useful to:

- Review the content for the lesson
- Test the videos to ensure proper playback (e-mail [humanrelations@lausd.net](mailto:humanrelations@lausd.net) with any issues)
- Review reflection questions for the lesson and brainstorm answers you would give.



### Self Care Check Out

Every lesson ends with a unique opportunity for the students to articulate one way they will choose to take care of themselves that day.

The self-care check out encourage students to learn helpful tools to cope with stress, even if they aren't stressed.

Practicing self-care when we are in a calm state can make those tools more accessible when we are stressed.



**Have me-time**



**Eat healthy meals**



**Go outside**



**Do your hobby**



**Read a help book**



**Talk with your friends**