

# Slam Dunk

## Skills for Success

### Teacher Instructions

**Objective:** Students will be able to define Total Health by making a connection between mind and body wellness. Students will develop the skills to practice Total Health in their daily lives.

**Time:** Three class periods, plus time for students to complete their projects.

**Materials:** Total Health Mini-Poster, Jr. NBA curriculum, Empowering Youth and Families resource guide

#### Resources:

Article 1: [Unbreakable: 4 Teens Who Prove the Power of Resilience](#)

Article 2: [The Age of Anxiety](#)

Article 3: [He's Putting the Fun in Fitness](#)

Article 4: [Different Like You: Eric Is Getting Healthy](#)

### LESSON 1

## What is Total Health?

#### Warm-up

Ask students to define what it means to be successful and happy. Provide them with a few examples of successful people in various fields, such as professional sports, academics, creativity, and business. As a class, have students brainstorm all of the ways students believe that they can become successful and record their answers on the board. Encourage students to think of success and happiness as a unit as it relates to physical and emotional health as well.

#### Jump in

Distribute the Total Health Mini-Poster and have students compare the poster to the answers that were written on the board. Ask them how these values can be used as tools for success. Have students select one to three articles, depending on student reading level and time, from the resource section above. Ask students to use the Total Health Mini-Poster to identify the values that are exemplified by the person profiled in the article(s) of their

choice. Ask students: *How does he or she use these values in order to be successful and happy?*

#### Make the Connection:

Ask students to write a blog post explaining how the individual(s) in the article(s) used Total Health values to achieve success and how they might be able to use these strategies in their own lives.

### LESSON 2

## Skills for Success

#### Warm-up

Ask students to consider their future career and the values they might need to be successful. Using the Jr. NBA curriculum, introduce students to the ABCDs of the Jr. NBA as a guide for developing essential life skills. Remind students that the ABCDs represent: Always fun, Building skills, Cultivating values, and Developing wellness. Ask students what these skills mean to them and ask them to explain how these qualities might relate to their everyday lives.

#### Jump in

Challenge students to make connections between the ABCDs and the Total Health values they profiled in their blogs. Using their blog posts and the articles they read in Lesson 1, have students create a graphic organizer with four columns labeled A, B, C, and D. Ask them to highlight the Total Health values that they referenced in their blogs and list them below the appropriate column. Divide students into small groups to discuss their findings.

#### Make the Connection

Invite students to act as journalists and prepare 5–10 interview questions related to Total Health concepts. For homework, have students write a polished article using the original articles they read in Lesson 1 as a resource to answer the interview questions.

### LESSON 3

## Stress Busters

#### Warm-up

Share with students that stress is something that everyone experiences. Ask students to share their experiences with stress and ways to relieve stress. Record students' answers on the board, separating them into four different categories: exercise and diet, methods of relaxation, communication with friends or role models, and positive problem-solving.

#### Jump in

Prepare two sets of cards before class: Symptoms of Stress (sadness, headache, anger, loss of appetite, etc.) and Solutions to Stress (drinking water, playing basketball, deep breathing, etc.). Have students work in small groups to match three Solution cards to a different Symptom card and discuss their reasoning. Once all groups have discussed their findings, conduct a class relaxation exercise:

Using the Empowering Youth and Families resource guide, choose a stress management exercise to conduct with students.

#### Make the Connection

For homework, have students observe and record stresses that arise during the week (preparing for a test, friend/parent troubles, homework struggles, etc.) as well as how they managed that stress. At the end of the week, have students write a summary of what they've learned about themselves and how they deal with stress. Address the possibility that students may find this activity stressful.

### CULMINATING ACTIVITY

#### Total Health Stories

Invite students to interview a community role model of their choice who they feel embodies Total Health values. Students may use their interview questions from Lesson 2 or write new questions. Ask students to present their findings in one of the following ways:

- a school newsletter article featuring a written version of the interview;
- a storyboard of their role model's story and a short video;
- a radio broadcast script of the interview and a recording.

# PRACTICE

# TOTAL HEALTH!



## TEAMWORK

is working together to accomplish a shared goal, helping others when they need help, or asking for help when you need it.



## RESPECT

is thinking and acting in a way that shows others you care about their feelings and their well-being. It's also important to respect yourself by caring for and valuing yourself!



## MINDFULNESS

is learning how to manage the thoughts and emotions that impact our decisions and behaviors.



## COMPASSION

is being able to understand and share another person's feelings.



## POSITIVITY

is developing skills that help you achieve a more optimistic perspective throughout the good and the bad and learning to identify activities that you like and enjoy.



## TRY THESE "DESKERCISES"

**SHOULDER RAISES:** Raise your shoulders to your ears, hold, and then relax.

**LEG EXTENSIONS:** Extend one leg forward until it is level with your hip.

Hold as long as you are comfortable and then relax it. Repeat on the other side.

**BREATHING EXERCISES:** Take deep breaths to the count of five and let them out to the count of five. Try it for ten breaths in a row.

## STRESS BUSTING TIPS!

1. Talk with someone you trust about what's causing you stress.
2. Listen to music you find calming.
3. Play ball.
4. Write in a journal—consider writing about 3 things for which you are grateful or 3 things that you find calming.

**Use the five Total Health values to connect your physical and mental health for success in school and at home.**

# Slam Dunk in Schools Event Plan

## Celebrate Total Health!

Share and celebrate your students' learning with an inspiring assembly or classroom event.

**Objective:** Students will apply what they've learned about Total Health values as they practice basketball skills, consider how to address common life scenarios, and create a team mural celebrating the five Total Health values.

**Time:** One class period

**Materials:** Copies of the Student Game Plan worksheet, note cards (for classroom setting), butcher paper, markers



### Part 1: Basketball Clinic

A featured NBA legend will take the time to speak to students about their experiences on and off the court. Members of the NBA family have experience leading students through skill-building activities including shooting, passing, dribbling, and rebounding. Additionally, NBA and WNBA players, legends, and coaches will speak to students about the importance of teamwork, sportsmanship, confidence, and respect. Through Jr. NBA basketball clinics, the Jr. NBA teaches youth participants important on-court skills while placing an emphasis on the values of the game.



### Part 2: Values Scavenger Hunt in an Assembly Setting

**1.** Review the Total Health values (Respect, Positivity, Teamwork, Mindfulness, and Compassion) and how they help students make smart choices to stay healthy and manage stress.

**2.** Read the first scenario from the Game Plan worksheet. Give students

30 seconds to one minute to consider the scenario. Have students ask themselves: *What values would I need for this scenario and why?*

**3.** Next, read each of the five values (Respect, Positivity, Teamwork, Mindfulness, and Compassion) and have students vote for their choice(s) by standing up when that value is mentioned.

**4.** If time allows, use students' choices to launch an in-depth discussion about how to handle each scenario. Repeat steps 2 and 3 with the remaining scenarios.

### In a Classroom Setting

**1.** Create five stations to represent each of the values associated with Total Health (Respect, Positivity, Teamwork, Mindfulness, and Compassion). Place a card labeled with one of the values at each station.

**2.** Divide students into small groups and give each group a Game Plan worksheet.

**3.** Ask students to read the first scenario and discuss with their teammates which value or values would be most helpful in the situation.

**4.** Invite two players from each team to race to the appropriate station, grab a value card, and return to their team with the card. Ask a student from each team to explain the team's choice.

**5.** Repeat steps 2 and 4 with the remaining scenarios.



### Part 3: Team Mural

**1.** Divide students into five groups and assign them one of the five Total Health values. Instruct each group to brainstorm a list of symbols and images that represent that value.

**2.** Roll out a large sheet of butcher paper. Have students choose a section of the paper to draw an image that depicts their value. Play a song in the background. When students look like they are finished, stop the music and have them move to a new spot on the paper until the mural is full.

**3.** Hang the Total Health mural in your school!

Respect, Positivity,  
Teamwork, Mindfulness,  
and Compassion



# Total Health Values!

## Respect, Positivity, Teamwork, Mindfulness, and Compassion

### Values Scavenger Hunt

**Directions:** Read each scenario when instructed by your teacher. After each scenario is read or discussed aloud, ask yourself: *What Total Health values would I need in this situation and why?*

**Round 1:** You keep tossing and turning in the middle of the night and it's starting to make you mad. You have a test tomorrow, and even though you've been studying for days you are convinced that you are going to do poorly. Every minute that goes by you know you'll get even less sleep, but your mind won't stop.

What Total Health values would you need?

**Round 2:** Your classmate Sasha has been absent for days at a time and rumors are starting to spread. Your classmates think that it's odd that she's been sick for so long. Her teammate Lewis begins to tell people that Sasha isn't pulling her weight on the team and you find yourself getting caught up in the gossip. Then one of Sasha's friends tells you that her father has passed away.

What Total Health values would you need?

**Round 3:** You've been assigned a group project in your history class and you are very happy to learn that Jonas is in your group. The four students in your group were each assigned a role, but Jonas is known as the smartest student in your class. He offers to do everyone else's work and says, "It's no big deal."

What Total Health values would you need?

**Round 4:** Your team has just lost a basketball game by only three points against the nearby school. You had called for the ball during the last play of the game, but failed to make your last shot before the buzzer went off. You can feel your heart sink and your face turn red as you slouch into an empty seat near the court. You know your teammates will blame the loss on you. If you had only tried harder, you could have made the last shot.

What Total Health values would you need?



### Team Mural Checklist

Does your mural include these elements?

- An overall message or theme
- A descriptive title
- Symbols representing each of the five Total Health values
- A combination of words and images that support your theme
- Colorful decoration

# STRESS AND STRESS MANAGEMENT

## Empowering Youth and Families

### What is stress?

**Objective:** When we view a situation as difficult or painful, our bodies release certain hormones and create changes in our brains and bodies to prepare us to respond to danger. This “fight, flight, or freeze” response includes faster heart and breathing rates, increased blood flow to the arm and leg muscles, cold or clammy hands and feet, and even an upset stomach.



### Where does stress come from?

Sources of stress vary, but some stress for kids and teens might come from the following:

- ◆ Problems with a teacher or a class at school.
- ◆ Negative thoughts and feelings about themselves.
- ◆ Problems with friends or family.
- ◆ Problems with other students at school.
- ◆ Death of a loved one (including pets).
- ◆ Moving or changing schools.
- ◆ Family financial problems.

### How do our bodies work to manage stress?

- ◆ As soon as our mind and body decide that a situation is no longer dangerous, hormones are released to help us relax and calm down, including slowing down our heart rate and breathing.
- ◆ Experts say that an important way to deal with stress is to learn ways that will relax and calm the body and the mind. Learning to manage stress helps us feel more confident and improves our ability to concentrate.
- ◆ You can decrease stress with specific exercises and techniques.

## EXERCISE ONE

# Go to Your Happy Place

It is helpful to recognize that you need to keep a large list of things that make you happy that you can “pull out of your toolbox” whenever you need. Take a look at the list below. Circle the five things that you enjoy doing or that bring you happiness, or come up with five things on your own. The things that make you happy may change as you get older. Keep this list handy so that you can add to it over time.

## Things That Make You Happy

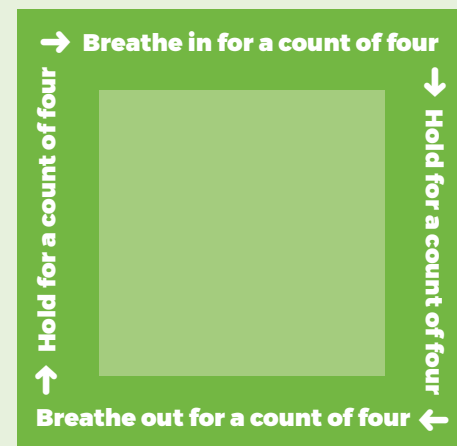
- Listening to music
  - Thinking about your goals and future
  - Watching a favorite TV show
  - Hanging out with a friend
  - Going to a movie
  - Going to the park
  - Writing in your diary
  - Reading a magazine or a book
  - Playing cards
  - Dancing, even if it's by yourself
- Rearranging your room
  - Doing word puzzles
  - Making a gift for someone
  - Playing your favorite sport
  - Drawing or doodling something in a sketch pad
  - Playing with your pet
  - Painting a picture of something you like
  - Going on a bike ride
  - Playing a musical instrument

## EXERCISE TWO

# Relax With a Mini Vacation

Whether or not you are experiencing the symptoms of stress, meditation can help to refocus your attention and create a deep state of relaxation. Use the steps below to practice relaxation and deep breathing.

- 1 Set a timer for 10 minutes.
- 2 Close your eyes.
- 3 Follow the “square breathing” diagram and take five deep breaths.
- 4 Think of a place where you normally feel relaxed.
- 5 Ask yourself to imagine the following:
  - What do you see?
  - What do you smell?
  - What do you hear?
  - What do your hands and feet touch?
- 6 Once the timer is done, open your eyes and take note of your surroundings. Do you feel a deeper sense of calm?



## EXERCISE THREE

# Mindful Listening

Mindfulness is noticing what is happening in the present moment. It can help us learn to pay close attention to many things. It can also help us calm down when we are angry, sad, frustrated, or are dealing with a difficult emotion. Mindfulness can help us notice when we are happy or grateful, too. In a group setting, follow the steps below to practice mindful listening. Choose someone who will lead the exercise and guide each step.



## Creating Mindful Bodies:

Find a peaceful setting and instruct the group to follow these steps:

1. Let your bodies become very still until there is silence in the room.
2. Ask yourselves: What noises do you hear in the stillness?
3. Close your eyes and sit in the stillness for one minute. This is your mindful body.

## Practicing Mindful Listening:

1. Ask the group to demonstrate their mindful bodies again until there is stillness in the room.
2. Make a noise that will resonate, such as the sound of a bell.
3. Ask the group to pay attention from the very first moment they hear the bell until the noise stops. Tell them to raise their hands when the sound is gone.
4. Inform the group that there are lots of sounds around them all of the time. If they listen very carefully, they might hear things they don't normally hear.
5. Ask the group: Do you think that mindful listening would help you focus? When could you use mindful listening in the future?

## FOLLOW-UP:

Ask the group to write in their journals or draw for five minutes after the mindfulness exercise. Invite them to put their mindful ears on throughout the week, listen to the sounds around them, and record what they've observed in their journals.