

HEALTH AND WELLNESS

VARSIITY // BRANDS

BELIEVE IN YOU

EPISODE FOUR / SEASON THREE

URIJAH FABER

SOCIAL AND EMOTIONAL LEARNING GUIDE

CREATED IN COLLABORATION WITH



— AND —

OPENPhysEd.org

EPISODE FOUR **SEASON 3** // **TEACHER NOTES** *Inside the Resources*

SOCIAL AND EMOTIONAL LEARNING COMPETENCY OUTCOMES

➤ **Responsible Decision-Making (Safety)**

- Students will be able to identify and evaluate the positive and negative outcomes of their physical activity and nutrition choices as those behaviors relate to personal health.

➤ **Responsible Decision-Making (Empowerment)**

- Students will be able to make constructive choices about their health-related behaviors in the active pursuit of personal and collective goals.

WHAT'S INSIDE?

- **Episode Video:** Join Kevin as he works with inspirational leaders from around the United States. This guide focuses on Season 3: Episode 4 (Urijah Faber).
- **Community Circle Building Guide:** Community circles are proactive environments that help students build community, relationships, and communication skills for supporting, encouraging, and cooperating with their classmates, teachers, and adult mentors.
- **Letter Writing Guide:** For thousands of years, letter writing has been an important way to build and maintain relationships between people. We can use letter writing exercises in social and emotional learning to practice relationship skills, communication skills, and empathy.
- **Peer Interview Guide:** The process of conducting and then writing about an interview can be an effective way to teach students important communication skills — specifically listening skills. The best interviews are guided by active listening, because it can lead to meaningful but previously unscripted follow-up questions. An interview can also build social awareness because it provides the person being interviewed with a platform to express their experiences and points of view.
- **Academic Language Cards:** Critical vocabulary from this Believe In You episode.

COMMUNITY CIRCLES



Implementation Tips

GUIDELINES FOR CIRCLE LEADERS

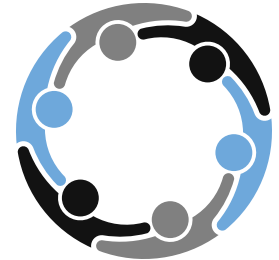
- **Sit in a circle.** This may seem obvious, but it's an important part of the process. If you're facilitating the discussion online via video call, there's little you can do to form an actual circle. Instead, have all students turn their cameras on so that everyone's nonverbal communication can be a part of the overall conversation.
- **Set norms or agreements** regarding how the group will communicate (listening and speaking). If possible, create and display visual reminders. Norms and agreements should be focused on respect for self and others, trust, and inclusion.
- **Use a talking piece.** This is an object that students will hold when it's their time to talk. This object can also be placed on the floor near the speaker's feet if there are concerns about sharing an object through touch.
- **Choose a formal leader.** This can be an adult or student. It's often effective to start with an adult facilitator and then progress to student leaders.
- **Use prepared discussion questions.** The first question should set the tone with a specific topic, and then a follow-up question should provide a reflection or connection to another important concept.
- **Close the discussion with everyone sharing.** A great way to do this is with everyone sharing "their weather." Students feeling happy and enthusiastic may say, "My weather is clear and sunny." Students feeling uncertain may say, "My weather is cloudy with a chance of thunderstorms." This provides students an opportunity to express their feelings without exposing personal details that they're not ready to share. Although this may be somewhat awkward when first implemented, it gets easier and provides a window into student emotions so that others can rally to help.



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COMMUNITY Circle Building Guide

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Community circles are social environments that work to empower those who join the circle to support one another through active listening and courageous dialogue. Seek and provide support within this community of peers and mentors.

Watch Season 3: Episode 4 (Urijah Faber) and then use the questions below to help facilitate purposeful discussion in your community circle.

Community Circle Discussion Questions

• **Focus Question 1a:** In the video, Urijah talks about how eating the right foods will help you have a better quality of life. What do you think he means by “quality of life” as it relates to what you eat?

- **Follow-Up Question 1b:** How are self-discipline and impulse control related to food choices?

• **Focus Question 2a:** Kevin talks to both Urijah and Dr. Galati about some of the challenges students and adults face when they’re trying to eat healthful foods. He focuses on a lack of understanding and a lack of time. What is one question that you could ask or research to help you better understand healthy eating?

- **Follow-Up Question 2b:** What is one strategy for choosing healthy foods when you have a busy schedule?

• **Focus Question 3a:** Dr. Galati uses the terms Man Food and Earth Food. Read the definitions of these terms on the academic vocabulary cards and then list some examples of each food.

- **Follow-Up Question 3b:** Who in your life can you talk to and work with to begin building more healthful eating habits and routines?

LETTER WRITING



Implementation Tips

GUIDELINES FOR LETTER WRITING EXERCISES

- **Empathize with the reader.** Before students begin writing, instruct them to visualize and imagine the intended reader. Who are they? How are they feeling? What is the best way to communicate with that person?
- **Define the purpose of the letter.** Is this a letter of encouragement? Is the writer trying to persuade the reader in some way? Instruct students to define and formally write the purpose of the letter in 1 or 2 sentences before beginning to draft the letter itself.
- **Consider the reader's reaction to the letter.** Instruct students to consider the various ways that a reader might react to the letter.
 - First, what if they react positively to the purpose of the letter? What is it that the writer is asking them to do in response? Write to create a desired action, even if it is a simple one. For example, a thank-you note is a letter meant to create a feeling of appreciation transferred from the writer to the reader. The desired action is simple but important — I'm grateful for you, please feel appreciated by me.
 - Next, consider the possibility that the reader does not react positively and has a response that doesn't match the purpose of the letter. What can the writer expect the reader to do in response, and how can the student learn from that response? For example, a letter written to a community leader asking for a policy change may not be enough to get the policy in question actually changed. The desired action in this instance could be an explanation of why the policy cannot be changed. Asking the reader to respond with specific reasons and facts may help the writer work to improve an argument or possibly reconsider and revise a viewpoint or approach on the issue.



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WRITING YOU
Letter Writing Guide
HEALTH AND WELLNESS



For thousands of years, letter writing has been an important way to build and maintain relationships. We can use letter writing exercises to practice relationship building and communication skills.

Watch Season 3: Episode 4 (Urijah Faber) and then use the exercises below to help draft a letter focused on building a support network to help build healthy habits and making good wellness choices.

Letter Writing Guide

- **The reader.** Write this letter to a friend or family member. Choose a person who you think can help you eat healthier foods and prepare healthful meals and snacks.
- **The purpose.** This is a letter asking someone your trust to help you. Give reasons why you want to improve your eating habits (improve your focus, increase energy, etc.). Also give positive reasons why you're asking this person for help (you trust them, they already help you with your meals, you care about them and want to learn about healthy eating together, etc.).
- **The desired action.** Kevin and Dr. Galati talk about the importance of having people to help you build healthy nutrition habits. Urijah's mom helped him when he was a student. In this letter, you are asking a friend or family member to help you set a healthy goal and to help you learn more about healthy foods and how to cook and prepare them for meals and snacks.
- **Now, write the letter.** Type your letter and give it to your friend or family member. Afterward, have a discussion about what the next steps can be.
- **Use this letter.** Now that you have one person supporting your journey toward healthier eating, take small steps toward your goal. If you experience any setbacks, talk with your support person, get refocused, and try again.

PEER INTERVIEWS



Implementation Tips

GUIDELINES FOR CONDUCTING INTERVIEWS

- **Define the purpose of the interview.** Is this an open-ended interview meant to learn more about a person? Or is it a focused interview meant to gather a unique perspective on a specific subject or event? Write the purpose of the interview in 1 or 2 sentences before you begin drafting the interview questions.
- **Prepare targeted leading questions** with a follow-up question for each one. All questions should be crafted to get at the purpose of the interview. It's important to remember that follow-up questions can and should change to bring out interesting and alternative perspectives that come naturally from the interview process. Avoid yes/no types of questions and be prepared to rephrase a question if needed.
- **Listen and document what you hear**, not what you want to hear. An interview is meant to gather a diverse set of experiences and perspectives. Allow the interviewee to express themselves without casting a filter on what's being shared.
- **Start questions with open-ended pronouns:** who, what, where, when, why, and how. These types of questions help you avoid yes/no questions.
- **Allow some awkward silence.** If asked the right questions, the interviewee will need time to think about a meaningful response. Allow time for thinking and don't rush the process.
- **Stay in the moment.** Listen as the interviewee responds to your questions, document what you hear, and then ask follow-up questions. The best follow-up questions are influenced by the stories that are being shared. Don't allow your mind to wander to the next question. Be in the moment and listen carefully to what's being said.



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LISTEN/LEARN
Peer Interview Guide

HEALTH AND WELLNESS



The process of conducting and writing about an interview can be an effective way to teach students important communication skills — specifically listening skills. The best interviews are guided by the use of active listening because it can lead to meaningful but previously unscripted follow-up questions. An interview can build social awareness because it provides the person being interviewed with a platform to express their experiences and points of view.

Watch Season 3: Episode 4 (Urijah Faber) and then use the guide below to create and conduct an interview with a classmate, friend, or family member. Take notes, then write a 1-page summary of your interview.

Interview Guide

- **The purpose of this interview:** Learn from a person who sets an example of healthy eating. How does the interviewee stay disciplined and control impulses to eat foods that taste good but don't provide good nutrition? Where did this person learn about healthy eating? What advice can they share with you to help you reach your nutrition goals?
- Write 3 questions, each with 1 related follow-up question. Start your first question with why, your second question with how, and your third question with when.
- Use the following question as your final leading question: "What is 1 thing that you think I can do today to help me build and eat healthier meals and snacks?" Next, write 1 possible follow-up question.

EARTH FOOD

(noun)

Whole foods that have not been processed. Earth food looks like it came from a farm and not a factory.

Fiona and her family prepared a meal of *earth food* that they picked up in the produce section of the grocery store.

IMPULSE CONTROL

(noun)

The ability to not act on an urge for instant gratification in order to experience a longer-term benefit.

Urijah demonstrated *impulse control* when he chose not to eat the potato chips that he found in his pantry closet.

MAN FOOD

(noun)

Processed foods that look like they came from a factory and not a farm. Important nutritional benefits have been removed from man foods.

Kevin feels unfocused and tired when he eats processed *man food* all day long.

NUTRITION

(noun)

The process of being nourished by the food that you eat. It includes both eating and digestion.

Hannah wanted to learn more about *nutrition* so she could fuel her body for energy and success.