



WAYS TO

# AMAZE & ENGAGE

© MIDDLE SCHOOL  
STUDENTS

Written by  
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Illustrated by **Terry Sirrell**



## Ways To Amaze And Engage Middle School Students

10-DIGIT ISBN: 1-57543-173-4  
13-DIGIT ISBN: 978-1-57543-173-4

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Published by mar\*co products, inc.

1443 Old York Road

Warminster, PA 18974

1-800-448-2197

[www.marcoproducts.com](http://www.marcoproducts.com)



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PRINTED IN THE U.S.A.

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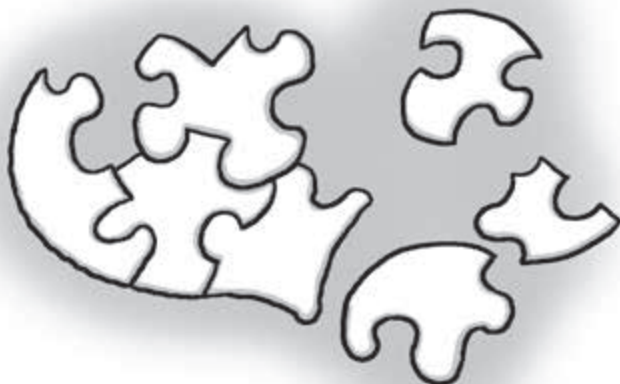
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# Puzzles

## Purpose:

To involve students in a cooperative group activity



## Materials:

### For the leader:

- 11" x 16" tagboard for each student group, cut so each group member has at least one puzzle piece.
- or
- Selected *Puzzle Templates* (pages 26-29 or CD-Rom) cut into pieces
- Scissors

### For each student group:

- Set of puzzle pieces

## ASCA Standards:

| PERSONAL/SOCIAL DEVELOPMENT   |  |
|---|--|
| <b>Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</b> |  |
| PS:A1   | Acquire Self-Knowledge                     |
| PS:A1.9   | Demonstrate cooperative behavior in groups |

## Directions:

Divide the students into groups. Give each group member one or more pieces of the puzzle. Tell the students to work together, without talking, to put the puzzle together.

When all the puzzles have been completed, ask:

- How did you communicate?
- What was hard about this activity?
- What was easy about this activity?
- Did everyone work together to complete the puzzle?
- Did someone in your group act as a leader?
- What roles did group members take?



# Brag Bag

## Purpose:

To give and receive positive messages



## ASCA Standards:

| PERSONAL/SOCIAL DEVELOPMENT   |  |
|---|--|
| <b>Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</b> |  |
| PS:A2   | Acquire Interpersonal Skills                                     |
| PS:A2.3   | Recognize, accept, respect and appreciate individual differences |

## Materials:

### For the leader:

- Brag Bag Form* (page 38 or CD-Rom)
- Tape

### For each student:

- Paper lunch bag
- Colored markers

## Directions:

Have the students decorate the lunch bags and put their names on them.

Tape the bags around the classroom.

Show the students the *Brag Bag Form*. Explain that each day, they are to write something positive to someone in the class and put the paper in that person's bag. They must choose a different person each day.

Once every student has written about every other student, the bags may be returned to their owners. Ask the students to share some positive comments written to them.

(Note: When the students are not in the room, the teacher may want to make sure all comments are appropriate.)

# All About You Catcher

## Purpose:

To help students develop positive attitudes about themselves

## Materials:

### For each student:

- All About You Catcher (page 44 or CD-Rom)
- Scissors
- Optional: Crayons or markers

## ASCA Standards:

| PERSONAL/SOCIAL DEVELOPMENT   |  |
|---|--|
| <b>Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</b> |  |
| PS:A1   | Acquire Self-Knowledge   |
| PS:A1.1   | Develop positive attitudes toward self as a unique and worthy person |

## Directions:

1. Cut out the *All About You Catcher* square.
2. Optional: Color the squares.
3. Turn the catcher so the blank side is on top.
4. Fold each corner toward the center.
5. Turn the square over and fold each corner toward the center, with colors on top.
6. Fold this in half, so numbers show on top.
7. Fold it in half again, with numbers showing.
8. Open the square slightly and slip your fingers into the openings.
9. Slip your left thumb under the 1, 2 slot and your left pointer finger under the 7, 8 slot.  
or  
Slip your right thumb finger under the 3, 4 slot and your right pointer finger under the 5, 6 slot.
10. With the points toward the center, practice opening and closing the catcher.



# Letter To Self

## Purpose:

To have students set goals for the new school year

## ASCA Standards:

### Materials:

#### For each student:

- Paper
- Envelope
- Pen or pencil

| PERSONAL/SOCIAL DEVELOPMENT   |   |
|---|---|
| <b>Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</b> |   |
| PS:A1   | Acquire Self-Knowledge                                    |
| PS:A1.3   | Learn the goal-setting process                            |
| <b>Standard B: Students will make decisions, set goals and take necessary action to achieve goals.</b>  |   |
| PS:B1   | Self-Knowledge Application                                |
| PS:B1.12  | Develop an action plan to set and achieve realistic goals |

## Directions:

Discuss students' hopes and goals for the new school year. At the end of the discussion, each student writes a letter to him/herself and places it in a sealed envelope addressed with his/her name. The letter should describe what the student hopes to accomplish by the end of the school year.

Keep the collected letters in safe place.

At the end of the school year, return the letters. Encourage the students to write about their accomplishments this school year and whether they met their goals.

If not, why not? If so, what does that feel like? Did they have to adjust or change any goals? What has changed and what has not?

After the students have finished, ask them to share what they have written.

# Right Brain/Left Brain



## Purpose:

To teach students the difference between using his/her right brain and left brain and the qualities each possesses

## Materials:

For each group recorder:

- Pen or pencil
- Paper

## ASCA Standards:

| ACADEMIC DEVELOPMENT  |   |
|---|---|
| <b>Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</b>                          |   |
| A:A3  | Achieve School Success  |
| A:A3.2  | Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students |
| <b>Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post- secondary options, including college.</b> |   |
| A:B1  | Improve Learning  |
| A:B1.3  | Apply the study skills necessary for academic success at each level   |

## Directions:

Explain that you're going to explore the right brain/left brain concept.

Students fold their hands. Tell them it's said that if the left thumb is below the right thumb, they use their left brain more. If the right thumb is below the left thumb, they use their right brain more.

Students cross their arms. Tell them that if the right arm is above the left arm, they use their left brain more. If the left arm is above the right arm, they use their right brain more.

Have right-brained students go to one area of the room and left-brained students go to another.

# Simple Decision-Making Energizer

## Purpose:

To promote a discussion on easy and more difficult decisions

## Materials:

None required

## ASCA Standards:

| PERSONAL/SOCIAL DEVELOPMENT  |   |
|--|---|
| <b>Standard B: Students will make decisions, set goals and take necessary action to achieve goals.</b> |   |
| PS:B1  | Self-Knowledge Application                      |
| PS:B1.1  | Use a decision-making and problem-solving model |

## Directions:

When beginning a decision-making lesson, have the students make simple decisions.

Ask:

*Would you rather go to a fast-food restaurant that serves hamburgers (Point to the right side of the room.) or pizza? (Point to the left side.) Tell the students to move to the side of their choice.*

*Would you rather have a cell phone (Point to the right side.) or an iPod®? (Point to the left.) The students move to the side of their choice.*

Continue, pointing to the side of the room to which the students should move.

- Which color do you like best—red or blue?
- Would you rather have an orange or an apple?
- Would you rather visit California or Florida?
- Would you rather go to the mountains or the ocean?
- Would you rather play/watch basketball or football?

# Fly Swatter II

## Purpose:

To identify feeling words from their meanings

## Materials:

### For the leader:

- 2 fly swatters
- Board and marker

## ASCA Standards:

| PERSONAL/SOCIAL DEVELOPMENT   |                               |
|---|-------------------------------|
| <b>Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</b> |                               |
| PS:A1   | Acquire Self-Knowledge        |
| PS:A1.5   | Identify and express feelings |

## Number of Players:

Classroom

## Directions:

Write each of the following *feeling words* in a separate circle.

Miserable, Confused, Disappointed, Blissful, Frustrated, Hurt, Envious, Proud, Content, Furious, Exhausted, Eager, Lonely, Supported

Divide the students into two teams. Have one student from each team come to the board. Give each student a fly swatter. The first student to cover the circle with a fly swatter, that has the correct answer, gets a point. They sit down and the next two students come up. Repeat this procedure this until everyone has a turn. The team with the most points wins.

Questions using the feeling words:

- Drained, very tired (exhausted)
- Very mad (furious)

THE FOLLOWING SAMPLES  
ARE REPRODUCIBLE/PRINTABLE PAGES  
INCLUDED ON THE CD-ROM

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Mar<sup>co</sup>  
★

# BRAG BAG FORM

This Positive Message is for: \_\_\_\_\_

From: \_\_\_\_\_

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# BRAG BAG FORM

This Positive Message is for: \_\_\_\_\_

From: \_\_\_\_\_

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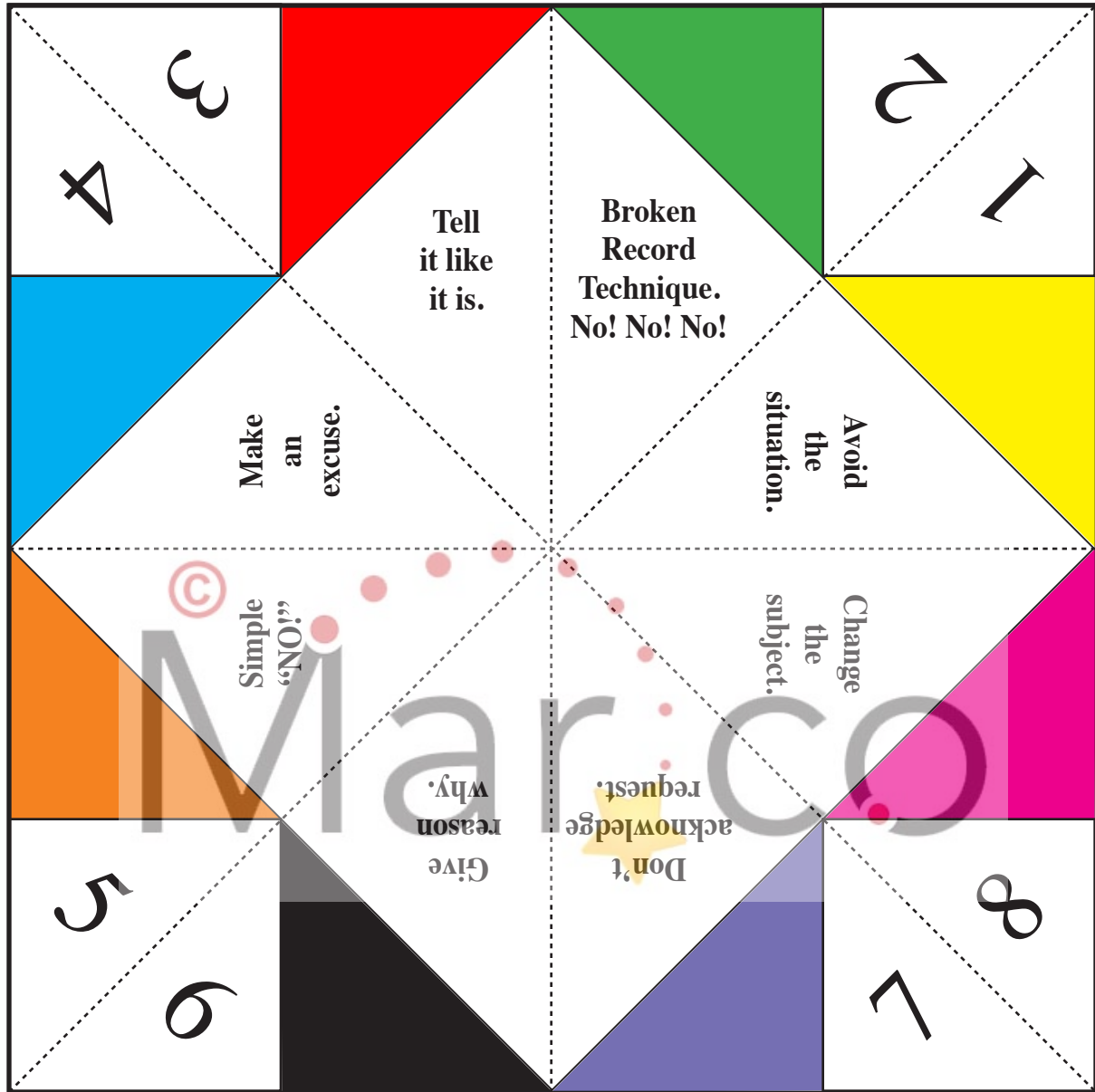
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# WAYS TO SAY "NO"

## Catcher



# OPEN-ENDED STATEMENTS

If I could visit anywhere, it would be...

If I could go back in time, I'd want to live...

I'd like to visit...

I hope to some day...

The best thing about my best friend is...

I'd like to complain about...

It just takes too long to...

My favorite movie is...

My favorite song/musical group is...

If I could get a call from anyone, I'd want it to be...

**The movie I'd want to star in is...**

**If I could eat lunch with anyone in the world,  
I'd choose...**

**My future plans are...**

**My favorite thing to do is...**

**One thing that angered me recently...**

**One thing that made me happy recently...**

**My all-time favorite teacher is...**

**If I had \$1,000, I'd...**

**My dream is...**

**My idea of a perfect day is...**

**My favorite month is...**

**The best vacation I ever had...**

|  |
|--|
| <b>If I were principal of this school, I'd...</b>  |
| <b>I had and lost...</b>   |
| <b>If a book was written about me, the title would be...</b>                                 |
| <b>One thing I hope to accomplish in my life is...</b>                                       |
| <b>Other kids...</b>   |
| <b>If I could choose a different name, I'd choose...</b>                                     |
| <b>Tell about your pets. If you don't have one, tell about a pet you wish you had.</b>       |
| <b>A risk I took was...</b>  |
| <b>Would you want to work for yourself if you were the boss? Why or why not?</b>             |
| <b>If one of your teachers could be your older brother or sister, whom would you choose?</b> |
| <b>The best advice I ever received was...</b>  |

# POWER BEADS

Each bead represents a reason to stay drug-free.

|        |  |
|--------|--|
| Red    | LOVE for family, friends, yourself       |
| Clear  | CLEAR mind, free of drugs                |
| Orange | ENERGY, staying active                   |
| Green  | RESPECT for yourself and others          |
| White  | CONTENTMENT, peace of mind               |
| Pink   | HEALTH, a body free of drugs and alcohol |
| Yellow | HAPPINESS, laughter                      |
| Blue   | DREAMS, reach for yours                  |

# POWER BEADS

Each bead represents a positive character trait.

|        |                 |
|--------|-----------------|
| Red    | COURAGE         |
| Clear  | TRUSTWORTHINESS |
| Orange | RESPONSIBILITY  |
| Green  | HELPFULNESS     |
| White  | HONESTY         |
| Pink   | FRIENDLINESS    |
| Yellow | KINDNESS        |
| Blue   | DEPENDABILITY   |



**The percentage of smokers who start smoking in their teens.**

**The percentage of smokers who started smoking before the age of 17 and say they regret smoking.**



Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

Mark with "P" for *Personal*, "A" for *Academic*, "C" for *Career*, "S" for *Social*

| AUG | SEPT | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUNE | JULY |
|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| 1   | 1    | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    |
| 2   | 2    | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2    | 2    |
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**COMMENTS/NOTES:**

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