

How Many ACEs Are You Holding?

- Teacher Resources -

Unit Overview

Grade Level: 9-12

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Students Will Be Able To:

- Identify 10 types of childhood traumas and their impact on mental and physical health.
- Examine the roles, stresses and responsibilities that come with parenting.
- Describe the positive and negative development of self-concept and self-esteem.

National Standards for Family & Consumer Sciences and Health Education

Human Development

12.2 Analyze conditions that influence human growth and development.

12.3 Analyze the role of family and social services support systems in meeting human growth and development needs.

Parenting

15.1 Analyze roles and responsibilities of parenting.

15.2 Evaluate parenting practices that maximize human growth and development.

15.3 Evaluate external support systems that provide services for parents.

Health

2 Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

5 Demonstrate the ability to use decision-making skills to enhance health.

7 Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

8 Demonstrate the ability to advocate for personal, family, and community health.



Changing Our Parenting Experience


Lesson Plans for Unit


<i>Learning Goal</i>	<i>Teaching Strategies & Student Activities</i>	<i>Assignment / Assessment</i>	<i>Resources Needed</i>
<i>BEFORE THE VIDEO</i>			
<p>* Analyze conditions that influence human growth and development.</p> <p>* Identify 10 types of childhood traumas and their impact on mental and physical health.</p> <p>*Examine the roles, stresses, and responsibilities that come with parenting.</p> <p>*Identify how positive self-concept is formed.</p>	<p>Before beginning this curriculum, it would be a good idea to watch the video before showing it to students for possible triggers that could happen for students or for yourself in your classroom. It also would be a good idea to have a conversation with the counseling department in your building about the video topics being covered in class, and possible triggers that could come up for students.</p> <p><u>Content includes these words and/or phrases:</u> Coon Sick Shit Beat The Hell Out of Me Beat Your Ass Nigger Faggot</p> <p>THIS IS NOT A VIDEO / CURRICULUM TO LEAVE ON A SUB DAY – this video will generate much discussion. Because you know your students best, it’s best that you are there with them when they watch it.</p> <p>If your district requires it, distribute “Opt Out” Parent Permission Slip to students due to the nature of some of the language used in the video. Example “Opt Out” Permission is located within this curriculum for you to use and modify to fit your school district’s requirements. The permission form included can easily be adapted to fit other permission slip formats that your district may require.</p> <p style="text-align: center;"><u>Opening Activities</u></p> <p>Option 1: Quick Write: Adversity in Childhood</p> <ul style="list-style-type: none"> - Ask students to answer the following questions on a piece of paper. - Explain that a Quick Write is putting their pencil to paper, and just writing, without thinking about spelling or grammar, just free flow writing for 1-2 straight minutes per question (adjust time as needed). When you call time, have them finish their last thought on the question and then put their pencils down while you ask the next question. This is just to see what they already know or ideas they already have about the topic. - Explain there are no right or wrong answers. <p>Question 1: Define the word “adversity” in your own words. Question 2: What are some adverse things that happen to children? Question 3: When adverse things happen to children, do you think they are comfortable telling a safe adult in their life? Why/why not? Question 4: How do you think adverse experiences impact these children later in their lives, when they become adults?</p> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> o After they’ve answered the questions, let them have a discussion with a shoulder partner or table partner about their responses. One minute for each question. o OPTIONAL: Once they’ve had a chance to discuss with a peer, ask for volunteers or call on students to share their responses with the class. Have a class discussion; again, teacher’s role is to just listen and facilitate the class discussion. The “learning” will take place later in the activity. 	<p>Quick Write: Adversity in Childhood</p> <p>Self-Concept Worksheet</p>	<p>How Many ACEs Are You Holding Video and “Opt Out” Parent Permission Form</p> <p>Video Length 58:48</p> <p>Blank Paper</p> <p>Timer or other timing device to keep Quick Write and discussions on track.</p> <p style="text-align: center;"><u>Make A Plan!</u></p> <p>Have a plan in place for what to do if a student is triggered by something in the video.... Go to counselor, put head down on desk, etc...</p>

	<p><u>Option 2: Self-Concept Activity</u></p> <ul style="list-style-type: none"> - Hand out self-concept activity worksheet with the outline of a person on it. - Discuss with students that our self-concept is how we feel about ourselves. Self-concept is often affected by how others interact with us. Reference the information from the article resource if needed. <i>(This is a great place to add supplemental Self-Concept classroom materials that you may already have.)</i> - Ask students to write on their self-concept person, 10 things they like about themselves *AND* 10 compliments or things that others have said to them that have positively impacted their self-concept. - You can make this as creative an assignment as you'd like. - Have students put this aside until further instruction is given. <p style="text-align: center;"><u>Pre-Video Thoughts To Share With Students</u></p> <ul style="list-style-type: none"> - Before beginning the video, explain that this video will explore 10 specific childhood traumas, which could potentially be hard to watch. - The people interviewed in the video that experienced these traumas are not actors; they are sharing their real stories and real experiences. - There is some language used that could be considered offensive. - In addition, it is possible that they could talk about something that could bring up something unpleasant or upsetting to you. If that happens..... explain your plan to students. 	<p><i>See Example Self-Concept Worksheet</i></p>	<p>Article Resource: https://www.nhs.uk/mental-health/self-help/tips-and-support/raise-low-self-esteem/</p>
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Learning Goal	Teaching Strategies & Student Activities	Assignment/ Assessment	Resources Needed
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DURING THE VIDEO ACTIVITIES

<p>* Identify 10 types of childhood traumas and their impact on mental and physical health.</p> <p>*Analyze conditions that influence human growth and development.</p> <p>*Identify how self-concept can be destroyed by others.</p> 	<p><u>Option 1: Video Worksheet</u></p> <ul style="list-style-type: none"> - Hand out the video worksheet. Instruct students to fill it out as they watch the video. - Start the video and then pause it at 2:25. Have students answer the question about the intro at the top of their video worksheet. Discuss answers once everyone has written something down. - Resume the video. <p><u>Option 2: Self-Concept Activity</u></p> <ul style="list-style-type: none"> - Students need their completed self-concept activity in front of them as they watch the video, along with a blank piece of paper. - Explain that interactions we have with others that are negative can cause parts of our self-concept to be destroyed. Examples may include someone rejecting us, not including us in something important, put downs, being hit, being abused, etc... - As students watch the video, when they see things that are damaging to one's self-concept, they need to do two things: <ol style="list-style-type: none"> 1) literally tear off a piece of their completed self-concept outlined person. <i>(Save torn pieces for an after the video activity.)</i> **AND** 2) write down on their blank paper what was said or what was done to cause that piece to be torn off. What they write will be used for a discussion after the video. 	<p>How Many ACEs Are You Holding? Video Worksheet</p> <p>Completed Self-Concept Activity</p>	<p>How Many ACEs Are You Holding Video</p> <p>Video Length 58:48</p> <p>Blank Paper</p>
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	<p><u>Option 3: Combination-Worksheet & Self-Concept</u></p> <ul style="list-style-type: none"> - Have students complete the worksheet from Option 1. - After the video, complete activity from Option 2 above, students tear off pieces of their completed self-concept outline person based on things they wrote on their worksheet that happened in the video that could be damaging to one's self-concept. <i>Students should save their torn paper pieces of an after the video activity.</i> 		
Learning Goal	Teaching Strategies & Student Activities	Assignment/ Assessment	Resources Needed
<i>AFTER THE VIDEO</i>			
<p>* Identify 10 types of childhood traumas and their impact on mental and physical health.</p> <p>*Examine the roles, stresses, and responsibilities that come with parenting.</p> <p>*Identify how self-concept can be destroyed by others.</p>	<p><u>Option 1: Video Worksheet Discussion</u></p> <ul style="list-style-type: none"> o Allow students a few minutes to discuss their findings from each of the 10 types of traumas with their table mate/shoulder partners. o Have students revisit their prediction from the introduction to the video. How did the lives of the adults in the videos turn out as a result of childhood trauma they experienced. Discuss this with their table mate/shoulder partners. o Ask for volunteers or call on students randomly to share their thoughts and findings aloud regarding what they noticed in each scenario for each of the concepts from the worksheet as well as the prediction they made at the beginning of the video. <p><u>After students finish the video & discussion:</u></p> <p>~ Quick Write Reference</p> <ul style="list-style-type: none"> o They need to get out the Quick Write that they completed before the video. o Hand out the Venn Diagram Comparison Worksheet activity and have students compare their thoughts about Adversity in Childhood before viewing the video and after viewing the video. <p><u>Option 2: Self-Concept Video Discussion</u></p> <ul style="list-style-type: none"> o Allow students to show table mate or shoulder partner their torn-up self-concept person. They should also discuss the specific reasons / causes they wrote down for tearing off pieces of their self-concept person. o Ask for volunteers or call on students randomly to share their reasons for tearing off pieces of their self-concept person. o Discuss the Self-Concept Article Resource with students (or another resource that you prefer) specifically things that can be done to repair or increase/improve one's self-concept. <ul style="list-style-type: none"> - If students completed the video worksheet, you could also have them discuss what they wrote in the last section, "<i>What does breaking the cycle of abuse look like?</i>" o Students should tape their "person" back together as best they can, with the tape on the back of the person. <ul style="list-style-type: none"> - If possible, limit the number of pieces of tape handed out for this part of the activity, to match the number of ways the cycle of abuse can be broken and/or things that can be done to heal and/or repair a person with a "broken" self-concept. 	<p>How Many ACEs Are You Holding? Video Worksheet</p> <p>Completed Quick Write Activity</p> <p>How Many ACEs Are You Holding? Comparison Worksheet</p> <p>Completed Self-Concept Activity (torn into bits)</p>	<p>Article Resource: https://www.nhs.uk/mental-health/self-help/tips-and-support/raise-low-self-esteem/</p> <p>Tape</p>
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*Demonstrate the ability to use decision-making skills to enhance health.

*Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.



The idea here is that one is never fully, 100% “healed” or “repaired” from childhood traumas.

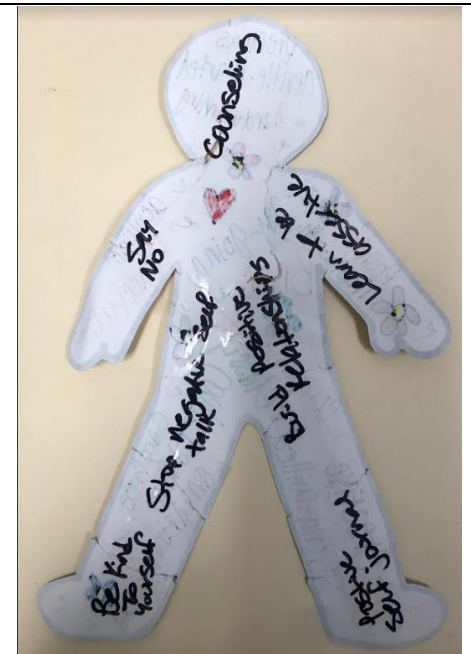
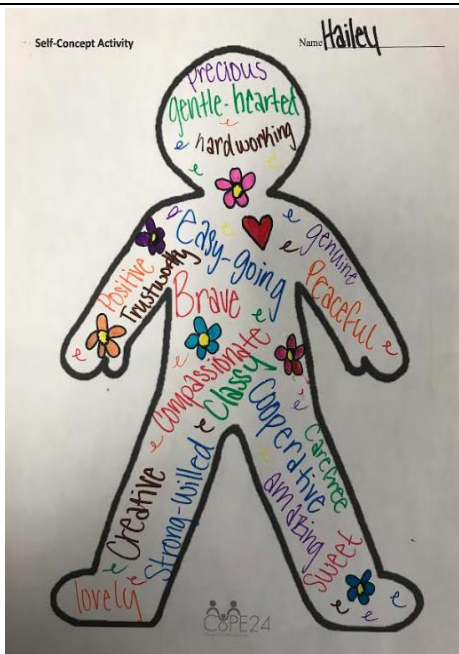
- o Finally, with a marker or an ink pen, they should write the techniques used to improve and/or repair the “broken” self-concept on top of the tape used to repair their “torn up” person that reflects a “broken” person.
- o Discuss with students how “taping” things back together or making “repairs” or “stopping the cycle” can absolutely help in life, but it never fully repairs our self-concept back to 100%. Many of these repairs, like counseling and/or education, need to be on-going for full healing and health.
- o If desired, have students complete the Venn Diagram comparison activity as well.

Example Self-Concept Activity

Before The Video

During The Video

After The Video



Modifications for Students w/IEPs, 504s, or Limited English Proficiency / English Language Learners.

IEP, 504, ELL, Limited English Proficiency students can complete the self-concept activities for this lesson.

How Many ACEs Are You Holding? Parent Permission Form – Opt Out Version



Cut and paste onto your school letterhead and change details to match your situation.

Dear Parents,

Date

I will be showing my _____ Class the movie, “How Many ACEs Are You Holding”, with an unknown rating, that does contain some language that could possibly be offensive when we get to Unit #__ about ____ (objective)__. More specifically, when we begin discussions about ____ (topic)_____.

There are a variety of GLE’s that this movie covers. The main GLE that will be addressed will be: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

The Content Standards that this movie covers are: Analyze conditions that influence human growth and development; Analyze the role of family and social services support systems in meeting human growth and development needs; Analyze roles and responsibilities of parenting; Evaluate parenting practices that maximize human growth and development; Evaluate external support systems that provide services for parents; Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

The purpose of showing this video in class is to show students a “picture” of the 10 types of childhood trauma that influence mental and social health of individuals in our society. In addition, the video explains how childhood trauma relates to crime, addiction, poverty, homelessness and even domestic violence. After the movie students will use evidence gathered while watching the video to stimulate a class discussion about the impact of childhood trauma and how it influences one’s self-concept and ultimately, our society as a whole.

If you **do not** wish for your son/daughter to participate in the video, then please email ____ (your name here)____ by ____ (deadline here)_____ so that I can provide him/her with alternative assignment when it comes time to show the film.

If you do not email me, I will assume that it is ok for them to watch the video and participate in the activity.
Again, you only need to email me if you do not want them to participate.

Thank you for your consideration in regard to this matter.
Sincerely,

Your Name
Your Title
Your School
Your School Address
Your School Phone Number
Your School Email Address

How Many ACEs Are You Holding?

Video Worksheet

Name _____



Intro Activity:

You just heard several adults share about things that happened to them as children. Make a prediction regarding what life is like for them as adults, as a result of experiencing the specific things they mentioned in the introduction to the video.

ACEs are traumatic experiences that occur before the age of _____.

ACEs stands for _____ Childhood Experiences.

There was a large study done where _____ adults were surveyed and the results were staggering.

These experiences have a lingering impact on their behaviors. It can shape some of the things that are impacting life _____.

When these experiences happen in _____ Childhood, it's a critical time of Physical Development, Interpersonal Development, and _____ Development.

If there isn't _____, these experiences can have lifelong effects.

The original ACEs study included _____ adverse childhood experiences.

Questions were developed in a Primary Care Setting – To determine in adults how experiences in childhood may be impacting their _____ health.

ACEs Survey Question #1

Did a parent or other adult in the household often or very often....

Swear at you, insult you, put you down, or humiliate you?

Or act in a way that made you afraid that you might be physically hurt?

What does this look like? Give specific examples from the video.	What parenting challenges are mentioned?	What does research show about verbal abuse?



ACEs Survey Question #2

*Did a parent or other adult in the household often or very often...
 Push, grab, slap, or throw something at you?
 Or ever hit you so hard that you had marks or were injured?*

What does this look like? Give specific examples from the video.	What is Toxic Stress Exposure? Write a few facts about that here.

ACEs Survey Question #3

*Did an adult or person at least 5 years older than you ever...
 Touch or fondle you or have you touch their body in a sexual way?
 Or attempt or actually have, oral, anal, or vaginal intercourse with you?*

Sexual abusers often blame their victims. Explain what this means.	Why do survivors feel guilt/shame as a result of being abused?	According to the video, why do victims of sexual abuse not want to tell anyone?

ACEs Survey Question #4

*Did you often or very often feel that...
 No one in your family loved you or thought you were important or special?
 Or your family didn't look out for each other, feel close to each other, or support each other?*

What does this look like? Give specific examples from the video.	Most common forms of childhood maltreatments are...	What do kids NEED from their parents in this area? Explain.



ACEs Survey Question #5

Did you often or very often feel that...

*You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you?
Or your parents were too drunk or high to take care of you or take you to the doctor if you needed it?*

What does this look like? Give specific examples from the video.	Why is the neglectful parent the most detrimental for children? Write a few details here.

ACEs Survey Question #6

Were your parents ever separated or divorced?

There is no physical health without what?
Explain a few of the effects that separation or divorce has on children here.

ACEs Survey Question #7

Was your mother or stepmother:

*Often or very often pushed, grabbed, slapped, or had something thrown at her?
Or sometimes, often, or very often, kicked, bitten, hit with a fist, or hit with something hard?
Or ever repeatedly hit over at least a few minutes or threatened with a gun or knife?*

Children that are exposed to chronic stress in this area will have changes in their behavior. Explain those changes in behavior here.
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ACEs Survey Question #8

Did you live with anyone who was a problem drinker or alcoholic, or who used street drugs?

Due to increases in substance use, often it is _____ caring for children in a home.
Explain why in these families the message is, "we don't talk about this"...

Explain why in these families, children are socialized to ignore negative things when they are happening?

ACEs Survey Question #9

Was a household member depressed or mentally ill, or did a household member attempt suicide?

<p>What does this look like? Give specific examples from the video.</p>	<p>When kids experience ACEs at home, it impacts their _____ which includes fear & anger.</p> <p>It is natural to want to feel better.</p> <p>Fear and _____ aren't comfortable for kids to feel.</p> <p>Kids seek ways to feel _____.</p> <p>Sometimes it leads to:</p> <p>Feeling powerful after doing these things doesn't last very long, so kids want to do it more often. This leads to:</p>
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ACEs Survey Question #10

Did a household member go to prison?

<p>What does this look like? Give specific examples from the video.</p>	<p>Toxic stress can change the _____ of the brain and the way we act and react.</p> <p>Because of this we take on risk taking behaviors such as:</p>
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Not all ACEs are equal. For some kids, adverse experiences are everyday experiences.

Write some details regarding **Toxic Stress** from the video here:

The Wild Card = _____

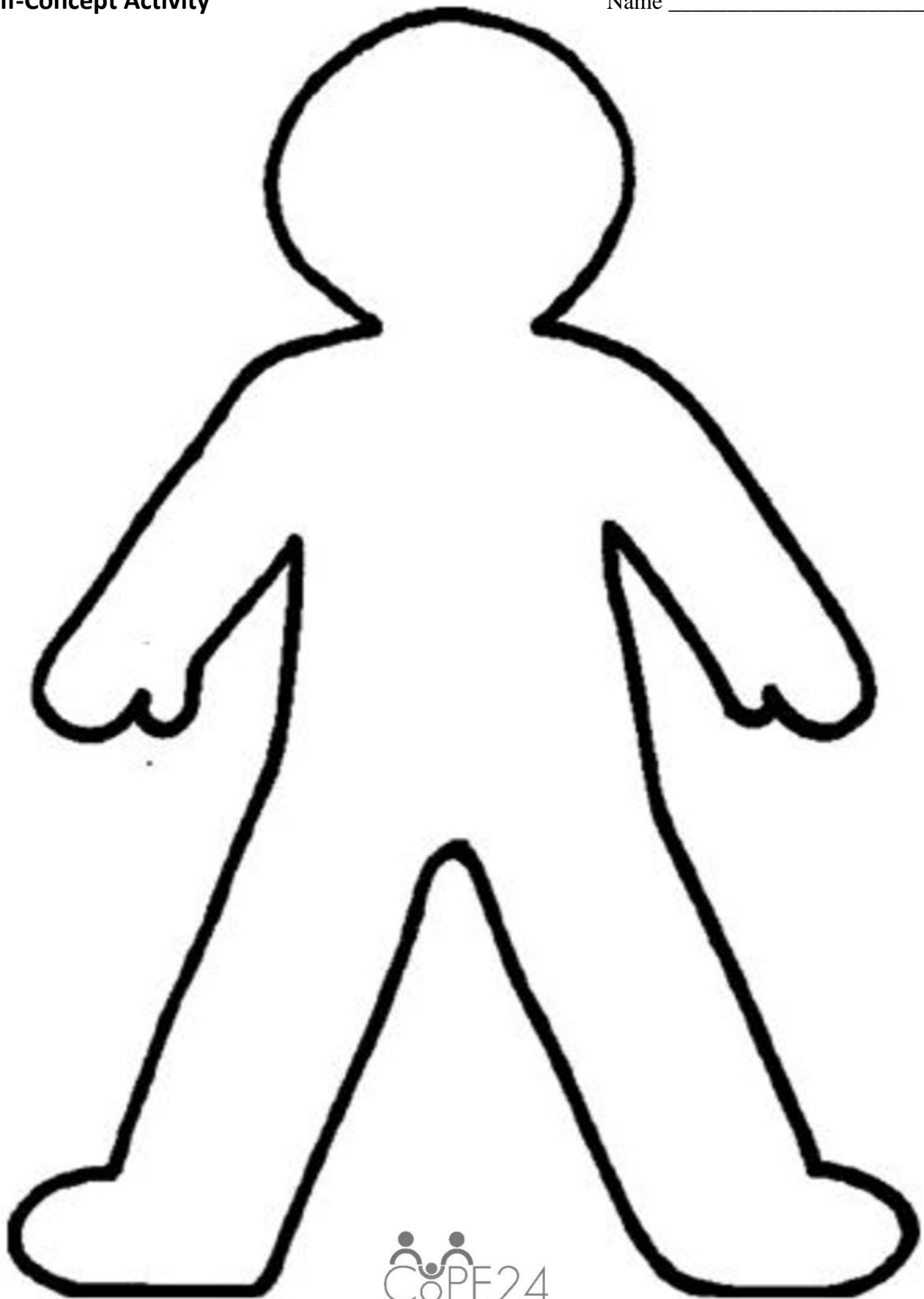
Why is this considered to be a wild card? Explain a few details about that here:

High ACEs scores cause what lasting negative effects on one's health, well-being, and opportunity later in life? Write some details from the video here:

What does breaking the cycle of abuse look like?

Self-Concept Activity

Name _____



**How Many ACEs Are You Holding?
Comparison Activity**

Name _____

**Things I Thought About Adverse
Childhood Experiences Before
Watching the Video.**

**New Things I Learned About
Adverse Childhood
Experiences During the Video.**

**Things I Thought That
Stayed The Same
About Adverse
Childhood
Experiences.**