



ACTIVIST: A Story of the Marjory Stoneman Douglas Shooting
By Lauren Elizabeth Hogg

TEACHER RESOURCE GUIDE

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Dear Educator,

The ideas and activities provided are designed as independent resources and are not a comprehensive program with prioritized activities. Teachers can select and use the activity that best suits their classroom, grade level, students' abilities, etc.

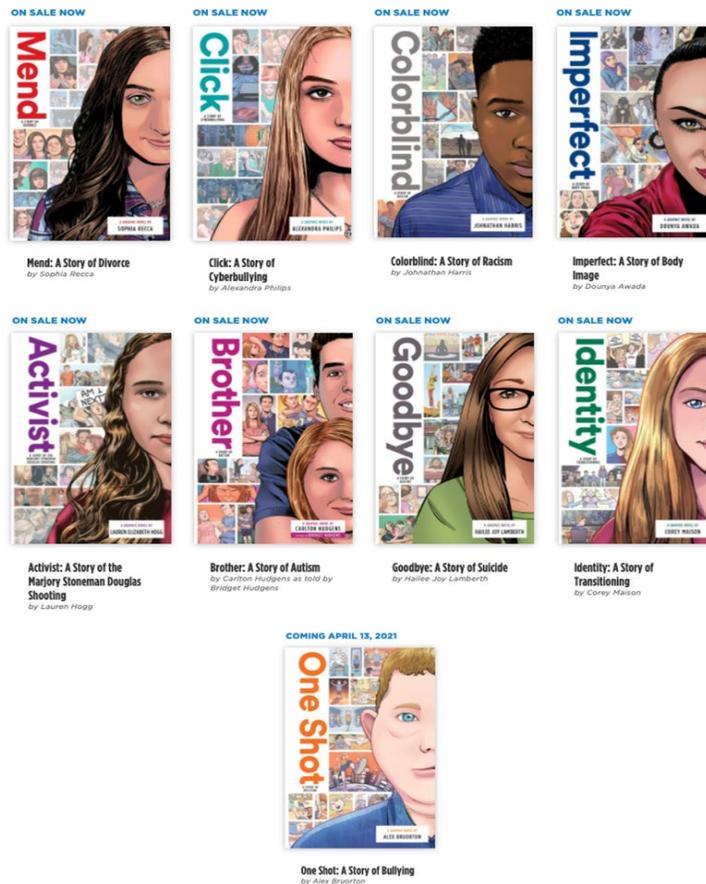
Activities are designed to enhance lessons on the topic, and assist with ideas for integrating our books into your curriculum. These activities include discussion points aligned with the book to increase student-to-student discourse, teacher-to-student discourse and self-reflection, printable activities for written discourse and reflection, and other optional materials you may choose to utilize.

In the event that you would like a specific idea included, or changes made to an activity, please contact us for a personalized activity to meet your specific needs. Here at Zuiker Press, we strive to provide resources that make implementation easy for you. If you are interested in additional health resources, ELA guides for these titles, or a digital version of the content, please visit our website, Zuikerpress.com or email livelyeducationalresources@gmail.com.

We support educators, and are excited to help you get our books into the hands of students, by providing you with the resources you need to do so.

Enjoy!

Presenting Our Graphic Novels



TEACHER RESOURCE GUIDE QUICK OVERVIEW

HEALTH STANDARDS

Activity	Page Number	Standard
<u>ABOUT THE BOOK</u> Summary about the book and author	4	
<u>BEFORE READING DISCUSSION</u> Questions that can be discussed, projected or printed for students	6	M25. Practice respect for individual differences and diverse backgrounds.
<u>DURING READING DISCUSSION</u> Questions that can be discussed, projected or printed for students	7	M15. Seek help from trusted adults for self or a friend with an emotional or social health problem.
<u>AFTER READING DISCUSSION</u> Questions that can be discussed, projected or printed for students	8	M2. Analyze the qualities of healthy relationships with family and peers.
<u>INTERACTIVE/PROJECT-BASED ACTIVITIES</u> Use for independent reflection, group activities, discussions—printable/projectable.	9-10	see below pg. 9-M5, M7, M12, M29, M8, S27 pg. 10-S3, S8, M7, M1, M11
<u>WHEN TO ACT</u> Charting emotions— printable/projectable	11	M2. Identify a variety of nonviolent ways to respond when angry or upset.
<u>GRAFFITI ART</u> Activity incorporating drawing, writing to express emotions	12	M17. Monitor personal stressors and assess techniques for managing them.
<u>REACTIONS</u> Project and act out scenarios in classroom, or printable activity	13	S21. Apply a decision-making process to avoid potentially dangerous situations.
<u>WHO IS THERE?</u> Activity designed for students to reflect on people in their lives who can help when facing issues—printable/projectable	14	M1. Examine the benefits of having positive relationships with trusted adults.
<u>PROBLEM SOLVING</u> Act out, discuss, project, or print to model working through a problem from beginning to end	15	M22. Self-assess personal patterns in response to stress and use of resources.
<u>REFLECT</u> Activities can be printed for Independent or group activity, projected and discussed whole group, used to guide scenarios for students to act out	16-20	M9. Classify personal stressors at home, in school and with peers. M27. Practice personal boundaries in a variety of situations. M12. Analyze internal and external influences on mental, emotional, and social health.
<u>MULTIMEDIA COMPARISON</u> Printed/projected and used to compare the book to clips from the author interviews found on zuikerpress.com . Students can connect with the person and watch them explain how they overcame their circumstances and worked through their problem	21	M28. Support the needs and rights of others regarding mental and social health.

About the Book

Book Summary:

On February 14, 2018, Valentine’s Day, Lauren Elizabeth Hogg lost her two best friends in the now notorious school shooting at Marjory Stoneman Douglas High School in Parkland, Florida.

In all, seventeen people were gunned down by the shooter, a student at the school. Survivors of that tragic day vowed to rise up and fight for their right—and the right of kids everywhere—to safety in their school.

Through her grief, Lauren found her calling, joining in the protests of #NeverAgain and the “March for Our Lives.” She and her brother, and many other Parkland students, refuse to allow the memory of their fallen classmates to be forgotten. Empowered with a unique voice, Lauren Elizabeth Hogg is truly an activist for our time.

About the Author:

Lauren is still attending Marjory Stoneman Douglas High School, where she carries a 4.5 GPA.

She is actively involved in the “March for Our Lives” campaign. Her mission is to help raise awareness of gun violence in our country and change current laws that put students in jeopardy.

STOP

The following pages can be used by the teacher to guide discussion, provide ideas for teacher created activities, be reproduced and handed out to students, projected on the board or any other way of your choosing.

The ideas and activities provided are designed as independent of one another and are not a comprehensive program with prioritized activities. Teachers should select and use any activity that best suits their classroom, grade level, students' abilities, etc. These are used to supplement the curriculum, and engage students to interact with the content in a way that meets your learning target.

Digital versions are available, and editable to provide opportunities for teachers to personalize the content, make modifications, and use in a way that fits their individual needs.

Enjoy!

Name: _____ Date: ____/____/____ Period: _____

<p>Goals: I will respect others' differences and opinions while participating in discussions.</p>	<p>Objectives: SWBAT respect individual opinions of their peers while engaging in meaningful discourse using their own diverse backgrounds.</p>	<p>Standard: M25. Practice respect for individual differences and diverse backgrounds.</p>
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BEFORE-READING DISCUSSION

Essential Vocabulary:

Graphic novel, activist, NRA, rally, advocate, mental health, emotional health, social health

1. What is the topic of this graphic novel?
2. What prior knowledge do you have on this topic?
3. Can you make any connections to this material based on the summary and author information?
4. What emotions do you feel when exploring the topic of this novel?
5. How can you overcome a fearful event?
6. What responsibilities do you have as a student at school in terms of safety?
7. How do you report an incident you heard about? When should you report an issue you heard about?
8. Oftentimes kids/young adults say things when they are mad or hurt. How do you know when to take something seriously and report it to the proper authorities? Should you always report something to be on the safe side? Discuss.

Name: _____ Date: ____/____/____ Period: _____

Goals: I can analyze a situation and determine who can help.	Objectives: SWBAT determine when they encounter a situation that requires help from a friend, or a trusted adult.	Standard: M15. Seek help from trusted adults for self or a friend with an emotional or social health problem.
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DURING-READING DISCUSSION

1. A conversation takes place at school where a student makes a threat to the school or students within. What do you do?
2. What are ways you can stand up for what you believe in?
3. At what point in the story would you have advised Lauren to seek help from a trusted adult?
4. What resources do you have at your school to report something you see or hear that may be a threat?
5. Describe a situation where you would go to a friend for help? Why did you go to a friend instead of an adult?
6. Describe a situation where you would go to a trusted adult for help? Why did you go to an adult instead of a friend?

Name: _____ Date: ____/____/____ Period: ____

Goals: I can examine situations and identify how family values and practices influence how people handle things, and respond verbally or through meaningful discourse.

Objectives: SWBAT examine how family values influenced the emotions and decisions made by the people in the novel.

Standard: M2.Analyze the qualities of healthy relationships with family and peers.

AFTER-READING DISCUSSION

1. How do you feel about how Lauren handled this situation and stood up for what she believed?
2. Think of your own life. Is there ever a time that you feel you need help handling a situation? Who can you ask for help? Where can you go if you need help?
3. Discuss some nonviolent ways to respond when angry or upset.
4. What are the benefits of having a positive relationship with trusted adults? Who are the trusted adults in your life?
5. How do mental health issues come into play when dealing with violent events such as the one at Marjory Stoneman Douglas?
6. Discuss the plans your school has to stay safe in the event of a tragedy. Lockdowns? Evacuations? What are the procedures for how students should react?
7. How can you monitor personal stressors? What are some healthy ways to alleviate stress when it feels like it is too much?
8. Have you ever felt like you had to do something to support your beliefs? Choose an illustration that speaks to you, and explain how Lauren feels based on the illustrations, and how you have felt that way in your life.

Name: _____ Date: ____/____/____ Period: _____

<p>Goals: I can work with others to complete an activity that demonstrates an understanding of the concept assigned.</p>	<p>Objectives: SWBAT interactively complete one activity focusing on the health standard that follows.</p>	<p>Standard: see below M5, M7, M12, M29, M8, S27</p>
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INTERACTIVE ACTIVITIES

1. School can often be a very social environment. Describe how social environments affect health and well-being. Discuss ways that a student can maintain a healthy social life, while also maintaining their overall well-being. (M5. Describe how social environments affect health and well-being.)
2. Describe signs of depression and self-destructive behaviors. How might you identify those feelings within yourself, or within others? Create a skit to demonstrate your example of how to see someone struggling with depression. (M7. Analyze signs of depression and self-destructive behaviors, including potential suicide.)
3. Analyze internal and external influences on mental, emotional, and social health. With a partner, create a conversation that two people might have, where one of them is struggling with an internal issue, and one with an external issue. How might the students of Marjory Stoneman Douglas overcome some of the struggles they experience from the mental and emotional tragedy that occurred? (M12. Examine the internal and external issues related to seeking mental health assistance.)
4. Everyone has a right to their own thoughts and opinions. Brainstorm ways you can promote a positive and respectful environment at school and in the community. (M29. Promote a positive and respectful environment at school and in the community.)
5. Choose a time in your life when you felt the passion and determination that Lauren did after the events at Marjory Stoneman Douglas. What is an issue going on in the world that you feel passionate about? Pretend you have the world's attention. Write a speech that you would deliver to the country to bring awareness and make a difference. How can bringing awareness to an issue help bystanders prevent violence by reporting dangerous situations? (M8. Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.)
6. Imagine you are involved in a serious conflict. Demonstrate conflict resolution skills to avoid potentially violent situations. Who can help in this situation? Where can you go if you are in danger from a conflict at school? (S27. Demonstrate conflict resolution skills to avoid potentially violent situations.)

Name: _____ Date: ____/____/____ Period: _____

Goals: I can create a visual or multimedia project to demonstrate an understanding of my assigned activity.	Objectives: SWBAT connect prior learning to real world activities.	Standard: see below S3, S8, M7, M1, M11
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PROJECT-BASED ACTIVITIES

1. Create a poster or slide show that includes emergency preparedness plans for school. Include suggestions for what everyone should do during an emergency situation. (S3. Analyze emergency preparedness plans for the home, school, and community.)
2. Create an anti-bullying poster that is age appropriate. Be sure to include the California laws regarding bullying, and information for where a student may get help if they or someone they know is a victim of bullying. (S8. Describe California laws regarding bullying.)
3. Analyze signs of depression and self-destructive behaviors. Look up resources that can help someone who is struggling with their mental health. (M7. Analyze signs of depression and self-destructive behaviors, including potential suicide.)
4. Write a letter to your counselor, administrator, or person within your school who can help make it safer for students and staff. In your letter, provide three suggestions you have for the school that you feel will make an impact on your daily life while at school. (M1. Examine the benefits of having positive relationships with trusted adults.)
5. Loss and grief are an unavoidable part of life. What are some examples of events in life where you felt loss and grief? How can we ensure that we cope with our feelings in a positive way, and eventually get back to the things we enjoy? (M11. Identify loss and grief.)

Name: _____ Date: ____/____/____ Period: _____

Goals: I can examine how my emotions about a situation can be very different now, from when I was young.

Objectives: SWBAT identify various scenarios which directly affect their emotions as they get older.

Standard: M2. Identify a variety of nonviolent ways to respond when angry or upset.

WHEN TO ACT

Sometimes we see things going on in our lives, and we dismiss them. Think about some situations and decide what might be going on, who can help, and when you should get involved.

Situation	What might be going on?	Who can I get for help? When should I get involved?
A friend is starting to withdraw from social activities.		
I overhear students talking about a fight happening after school.		
A student tells a friend, who tells you, they are bringing a weapon to school.		
You notice a student acting strangely, and hiding something in their locker/backpack.		
You come across a threat to your school on social media.		
Students are planning to walk out of school to show solidarity about an issue.		
Students are arranging a rally to bring awareness to gun violence.		

Name: _____ Date: ____/____/____ Period: _____

Goals: I can identify the things that cause me stress, and I know what I can do to manage it.	Objectives: SWBAT identify their personal stressors, and list techniques for managing them in a healthy way.	Standard: M17. Monitor personal stressors and assess techniques for managing them.
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GRAFFITI ART

Below, write words or draw pictures to make a poster expressing your feelings on something you are passionate about.

1. Why are you passionate about this topic? What are ways you can advocate for your beliefs?

2. Describe how one person can make a difference?

Name: _____ Date: ____/____/____ Period: _____

Goals: I can identify how I feel in situations, how I respond, and apply decision-making processes to ensure my choices avoid dangerous situations.

Objectives: SWBAT identify how they feel, and how they respond nonviolently to scenarios that make them angry and upset.

Standard: S21. Apply a decision-making process to avoid potentially dangerous situations.

REACTIONS

For questions 1-3, use the chart below to respond to three situations you may encounter, then for questions 4-6, create three of your own and complete the chart.

Scenario	How I feel	How I respond
1. A student asks you to send a message to another student that you know is not acceptable.		
2. You make new friends, and now they are planning a fight and tell you that you need to join them if you are their friend.		
3. Someone seems to be joking around with others and says they should bring a weapon to school to solve the problem.		
4.		
5.		

6.		
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Name: _____ Date: ____/____/____ Period: _____

Goals: I can list people in my family, friends, people at school, and professionals I can trust to report to if people are in danger of hurting themselves or others.	Objectives: SWBAT list family, friends, people at school, and professionals who can help if people are in danger of hurting themselves or others.	Standard: M1. Examine the benefits of having positive relationships with trusted adults.
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WHO IS THERE?

Dealing with your mental, social, and emotional issues can be really hard to do by yourself, whether it is your parents' divorce, loss of a loved one, friend moving away, problems at home, stress at school, or many other issues you face. Make a list of people who are close to you. Write the names of people you can trust to talk to about things that are hard in your life, or who can help if others are in danger.

Family	Friends
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
People at School	Professional
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

Are you someone people can come to if they need to talk? What makes someone a trusted friend, or trusted adult?

When is a time where you might have to break someone's trust to help?

Name: _____ Date: ____/____/____ Period: _____

<p>Goals: I can describe a situation, reflect on how it impacts my mental, emotional, and social health, analyze my reaction, and determine if the outcome was positive and if not, how to change it.</p>	<p>Objectives: SWBAT apply decision-making processes to a situation that impacts their mental, emotional, and social health while self-assessing their personal patterns.</p>	<p>Standard: M22. Self-assess personal patterns in response to stress and use of resources.</p>
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PROBLEM SOLVING

When an event happens, your thoughts will affect what you feel and how you react. Complete the chart below. Use any situation in your life from home, school, work, or anywhere you can think of.

<p>Describe a situation</p>	
<p>What were your thoughts?</p>	
<p>How did you feel?</p>	
<p>What were your behaviors (how did you react?)</p>	
<p>What was the outcome?</p>	

Think about it:

How did your thoughts directly impact how you felt, and how you reacted?

Could you have done anything differently?

Would a different mindset have a different outcome?

Name: _____ Date: ____/____/____ Period: _____

Goals: I can analyze internal and external influences that impact mental, emotional, and social health through discussion and meaningful discourse.

Objectives: SWBAT analyze internal and external influences on mental, emotional, and social health through written or verbal discourse.

Standard: M12. Analyze internal and external influences on mental, emotional, and social health.

REFLECTION QUESTIONS

1. Analyze emergency preparedness plans for home, school, and the community. Explain.

2. Describe California laws regarding bullying.

3. Explain the effects of violence on individuals, families, and communities.

4. Describe procedures for emergency care and lifesaving, including CPR, first aid, and control of bleeding.

5. Identify ways to stay safe during emergency situations.

6. Develop a plan to prevent injuries during emergencies and disasters.

7. What strategies can be used to avoid and report dangerous situations including conflicts involving weapons and/or gangs?

8. Lauren mentioned in her story that a day at the beach with her brother impacted her ability to fight for survival. Explain an event from your life where you had to be strong and overcome something.

9. How might a community come together after a tragic event?

10. What resources does your school and community have to help those in need?

Name: _____ Date: ____/____/____ Period: _____

Goals: I can examine how emotions change by comparing the emotions shown in the novel, to the interviews given by the author.

Objectives: SWBAT compare the novel with the interview clips and identify the changes in Lauren's emotions from when she was younger until now.

Standard: M4. Examine how emotions change during adolescence.

MULTIMEDIA COMPARISON

Choose two video clips to view from *Activist*, on zuikerpress.com. Examine the emotions Lauren demonstrated throughout the novel, to the emotions she shares in her interview. Focus on Lauren's social, emotional, and mental health.

	BOOK	VIDEO CLIP
Clip Title:		
Book pg. #:		
Similarity		
Difference		

	BOOK	VIDEO CLIP
Clip Title:		
Book pg. #:		
Similarity		
Difference		