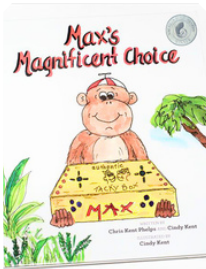


TRANSFORMING CULTURE

Simple Implementation Plan

TACKY BOX



STEP 1. READ THE BOOK

Read *Max's Magnificent Choice* to students one week before the assembly.

TIP: This book can complement your existing curriculum such as teaching theme, character development, setting, etc.

Pre-assembly exposure is crucial for initiating cultural change and planting the seeds for students to think differently about their words and actions. *Digital PDF or animated read aloud.



STEP 2. WATCH THE SHOW

On assembly day, gather students to watch "Tacky Box Time!"

TIP: The assembly can include all students together or split into two separate assemblies depending on your scheduling and accommodations.

The live action and animated show encourages students to make positive choices with their words and actions, fostering a sense of unity and responsibility for creating change.



STEP 3. DECORATE A TACKY BOX

Students receive and decorate their very own Tacky Box!

TIP: While students are in the assembly, a classroom volunteer or aide can set up materials in the classroom for their return.

As children decorate their Tacky Boxes, they embark on a personal journey of self-expression and emotional processing. They take ownership, making it uniquely theirs.



STEP 4. DAILY TACKY BOX TIME

Incorporate 5 minutes of Tacky Box time into the daily routine.

TIP: A school wide Tacky Box time is powerful, to do this, simply incorporate it at the end of morning announcements!

Children reflect on what they've seen, heard or may have said or done, and then write down words and actions they deem "tacky" to lock up in their personal Tacky Box.

THE TACKY BOX PACKAGE

- Tacky Box For Each Student
- Access to Digital Content:
 - Staff Training Video
 - *Max's Magnificent Choice* PDF & Animated Read-Aloud
 - "Tacky Box Time" Show and Companion Guide
 - Audio/Video Countdown for Daily Tacky Box Time
 - Teacher, Counselor, Principal, & Parent Tip sheets
 - Supplemental Activities
- Implementation/Roll Out Support
- "Tacky Box Time" for Staff with the Tacky Box Team (Nov/Feb)

EXPECTED OUTCOMES

When adopted with high fidelity:

- Positive School Culture Transformation
- Enhanced Campus Climate Scores
- Reduced Behavioral Incidences

63%

Proven reduction in behavioral incidents in classrooms



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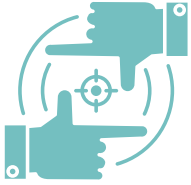


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www.tackybox.com

Activity 1: Exploring Healthy Relationships through Tacky Box Time!



LESSON FOCUS/GOALS:

In this lesson, students will analyze the show Tacky Box Time, to identify instances of healthy relationships portrayed within the show. Students will gain a deeper understanding of what constitutes a healthy relationship and apply these insights to their own lives.

LEARNING OBJECTIVES:

At the beginning of the activity, present the learning objectives to students.

By the end of this lesson, students should be able to:

- Define the characteristics of a healthy relationship.
- Analyze Tacky Box Time Episode to identify instances of healthy relationship behaviors.
- Compare and contrast the portrayal of relationships in media with real-life situations.
- Engage in open discussions about healthy relationship dynamics.

Materials Needed:

- TV or other device
 - Tacky Box Time Episode
 - Whiteboard and markers or digital whiteboard
-

DISCUSSION:

Begin the lesson by engaging the group in a discussion about their perceptions of healthy relationships. Encourage them to share their thoughts on what makes a relationship healthy, and write down their ideas on the board or digital whiteboard.

Ask, "What is a healthy relationship?"

ACTIVITY: WATCH TACKY BOX TIME

Showtime: Play the show, Tacky Box Time, for Students to enjoy!

Reflect: Highlight specific scenes, characters, and actions that exemplify healthy relationships. Encourage them to elaborate on why these instances are considered healthy. Discuss common themes, variations, and any nuances observed. Prompt students to reflect on how these examples are the same as the characteristics of healthy relationships they discussed before they watched the show.

Real-Life Application: Transition the discussion to real-life scenarios. Ask students to consider how the identified healthy relationship behaviors can be applied to their own lives and interactions with friends, family, and peers. Encourage them to share personal insights or stories if they feel comfortable.

Conclusion: Conclude the lesson by encouraging students to think critically about media representations of relationships. Ask questions like:

- Are the portrayed healthy relationships realistic or idealized?
 - How might the media influence our expectations of relationships?
 - What strategies can we use to differentiate between realistic and unrealistic portrayals?
-

OPTIONAL EXTENSION:

Provide a reflective writing assignment where students can further explore their thoughts on media influence and healthy relationships, drawing from both the group discussion and their personal experiences.