



race to nowhere movie - Google Search. (2016). Google.com.  
Retrieved 4 October 2016, from <https://www.google.com/search?hl=en&site=imghp&tbm=isch&source=h>

## QUOTATIONS FROM: *RACE TO NOWHERE*

### Post-viewing Discussion Activity

#### Said by Parents

1. I want them to be able to do what I wasn't able to accomplish. As a young parent...I wasn't able to go back to school and get myself an education. I want them to have the things that I never was able to have.
2. I feel basically like a prison guard. That I have to constantly be asking, 'Did you do your homework? Are you done with your homework?' I personally feel a lot of anxiety about what my children are supposed to be doing.
3. Every minute of our kids' days are scheduled. They go from spending their days in school to their structured activities to hours of homework in the evenings. The only unstructured time seems to be the time they spend on the computer.

#### Said by a Student

4. We live in a society where like oh, you have to be smart, but also you have to be pretty. Also you have to do sports and have to be involved in the arts. Amongst all that you have to find something unique about yourself and you have to know yourself because if you don't know yourself before you do all that you're going to lose yourself.



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## ***RACE TO NOWHERE***

While viewing... 

What resonates with you or rings true?

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After viewing, we will discuss the following "Wonder Worthy" questions...



Are advanced courses worth it (Red)?

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How can we as a community of adults begin to embrace adolescents pursuing a life well-lived instead of a resume well-written (Brown)?

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How can we find the balance between school and home activities (Green)?

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How can we as a community create an environment for all children that fosters resiliency (Blue)?

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## PROTECTIVE FACTORS\*

### SAMPLE OF FAMILY PROTECTIVE FACTORS

#### Caring and Support

- Is available and responsive
- Actively listens, pays personalized attention and shows interest
- Creates one-to-one time
- Checks in often
- Accepts child for who s/he is – not what parent wants him/her to be
- Communicates unconditional love
- Gets to know hopes and dreams
- Laughs, plays, smiles and uses humor
- Shows respect for and acknowledges child's feelings
- Encourages connections to other caring adults

#### High Expectations

- Models and teaches that mistakes and setbacks are opportunities for growth
- Helps child understand what s/he can and cannot control
- Helps to reframe problems into opportunities
- Encourages self-awareness of moods and thinking
- Recognizes strengths and special interests
- Uses strengths and interests to address concerns/problems
- Focuses on meeting needs of whole child (social, emotional, cognitive, physical, spiritual)
- Conveys optimism and hope
- Understands the needs motivating child's behavior
- Advocates for child at school and elsewhere

#### Participation and Contribution

- Gives child voice
- Gives child opportunity to make amends for mistakes and misbehavior
- Models and provides opportunities for planning
- Models and provides opportunities for problem-solving
- Models and provides opportunities for decision-making
- Makes time for personal reflection and dialogue/discussion
- Creates opportunities for creative expression
- Aims to meet developmental needs for power/autonomy and meaning
- Provides opportunities for child to help others in home, school, community
- Provides opportunities for child to develop, use and contribute his or her strengths and interests

*\* Adapted from: Benard, B. (2004). Resiliency: What we have learned. San Francisco, CA: WestEd.*

**TIME MANAGEMENT ACTIVITY FOR STUDENTS\***

\* Excerpt from the End the Race Companion Book

This activity is intended to help students anticipate the time they will need to remain healthy, happy and engaged learners.

FILL OUT FOR YOUR BUSIEST SEMESTER

School Activities	Avg. Hours/Week
School (5 days X 7 hours)	35
Anticipated Homework for Leveled Courses:	
Advanced Placement: 1+ hour x 5 nights weekly x # of courses	
Accelerated: 1 hour x 4 nights weekly x # of courses	
Honors & Standard: 0.5 hours x 4 nights weekly x # of courses	
Total School Hours:	<input type="text"/>

Extracurricular Activities	Avg. Hours/Week
Paid Job	
Hobbies/Interests/Clubs	
Community Service	
Sports	
Music/Performances	
Total Extracurricular Hours:	<input type="text"/>

Daily Living Activities	Avg. Hours/Week
Sleep (7 days X 9 recommended hours)	
Physical Activity (1 hour recommended —may be sports or PE)	
Necessities (eating, showering, chores, etc.)	
Family Time	
Free Time (friends, TV, phone, Internet, etc.)	
Total Daily Living Hours:	<input type="text"/>

TOTAL HOURS/WEEK	AVAILABLE
School Hours      ▶ _____ +	Maximum hours
Extracurricular Hours      ▶ _____ +	
Daily Living Hours      ▶ _____ =	
YOUR TOTAL HOURS <input type="text"/> vs. _____	<b>168</b>

\* Created by Needham High School, Needham, MA