



WEIGHTS & BALLOONS ASSIGNMENT



When something bad happens, it can feel like a weight around your neck. On the other hand, when something good happens it can feel like a balloon lifting you up off the ground. For this exercise you will identify your weights and balloons.

WEIGHTS

In the space below, write down a minimum of 5 things that happened over the 2-3 months that made you feel bad, sad, angry, frustrated, discouraged, or embarrassed. These could range from small things (like getting a pimple) or larger things (like fighting with your best friend). Your weights should range in degrees of seriousness.

These are my **WEIGHTS**

Not heavy	Kind of Heavy	Very Heavy

Once you have made a list of weights, follow these instructions:

- Put an **X** next to the weights which still currently make you feel weighted down
- Put a next to the weights which have gone away completely
- Put a next to the weights that have gotten better
- Put a next to the weights that have gotten worse

Now, take a look at the weights that are still troubling you. For each one, write down two things that you think might improve the situation. **Think outside the box or think of strategies discussed in class to help you**

Weight 1:

Solution 1	
Solution 2	

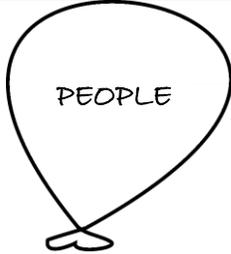
Weight 2:

Solution 1	
Solution 2	

BALLOONS

For each of the three “feeling good” categories below, write down at least 5 things that make you feel good. The more the better.

Category One



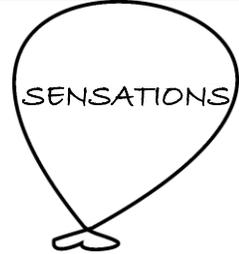
Spending time with the people whose company I enjoy

Category Two



Doing activities that I enjoy or that I am good at

Category Three



Satisfying my senses: taste, smell, sounds, sight, and touch

When your list is complete, make a COLLAGE of your own personal balloons. Illustrate the things you have described above. You can illustrate them with:



Make sure you draw connections between your three groups. For instance, maybe you love to play soccer with your friends while lying in the sun and listening to music.

NOTE: If you have a hard time coming up with balloons or if you have many more weights than balloons and those weights do not seem to be going away, show this sheet to an adult whom you trust. Talk honestly about what you’re feeling, and seek professional help if necessary.

WEIGHTS & BALLOONS RUBRIC

THINKING: /15	COMMUNICATON: /25	TOTAL: /40
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CATEGORY	Level 4 (80-100)	Level 3 (70-79)	Level 2 (60-69)	Level 1 (50-59)
Written Component [Thinking -10]	Numerous weights and balloons are brainstormed and accurately documented. All balloons are cohesive with the categories in which they fall under. Solutions to both weights are specific and well thought out.	Most weights and balloons are documented accurately. Most balloons are categorized effectively and accurately Solutions are mostly effectively and thought out but would benefit with extra details.	Minimum # of weights and balloons are documented but could benefit from more details. Some balloons are inaccurately categorized Solutions could use much more detail in explaining its effectiveness.	Few weights and balloons brainstormed and/or are vague and non-specific. Balloons are not effectively categorized. Solutions are vague, ineffective, and/or incomplete.
Quality of Construction [Communication - 10]	The collage shows considerable attention to construction. The items are neatly trimmed. All items are carefully and securely attached to the backing. There are no stray marks, smudges or glue stains. Nothing is hanging over the edges.	The collage shows attention to construction. The items are neatly trimmed. All items are carefully and securely attached to the backing. A few barely noticeable stray marks, smudges or glue stains are present. Nothing is hanging over the edges.	The collage shows some attention to construction. Most items are neatly trimmed. All items are securely attached to the backing. A few barely noticeable stray marks, smudges or glue stains are present. Nothing is hanging over the edges.	The collage was put together sloppily. Items appear to be just "slapped on". Pieces may be loose or hanging over the edges. Smudges, stains, rips, uneven edges, and/or stray marks are evident.
Creativity [Communication - 5]	Several of the graphics or objects used in the collage reflect an exceptional degree of student creativity in their creation and/or display	One or two of the graphics or objects used in the collage reflect student creativity in their creation and/or display.	One or two graphics or objects were made or customized by the student, but the ideas were typical rather than creative	The student did not make or customize any of the items on the collage.
Design [Communication - 5]	Graphics are trimmed to an appropriate size and interesting shape and are arranged well, some in front and some behind. Care has been taken to balance the pictures across the canvas. Titles and text were written clearly and were easy to read from a distance. Text varied in color, size and/or style for different text elements	Graphics are trimmed to an appropriate size and interesting shape and are arranged with some items in front and others behind. The canvas, however does not appear balanced. Titles and text were written clearly and were easy to read close-up. Text varied in color, size and/or style for different text elements.	Graphics have been trimmed to an appropriate size and shape, but the arrangement of items is not very attractive. It appears there was not a lot of planning of the item placement. Titles and text were written clearly and were easy to read close-up. There was little variation in the appearance of text.	Graphics are untrimmed OR of inappropriate size and/or shape. It appears little attention was given to designing the collage. Titles and/or text are hard to read, even when the reader is close.
Attention to Theme [Thinking - 5]	The student gives a reasonable explanation of how every item in the collage is related to the assigned theme. For most items, the relationship is clear without explanation.	The student gives a reasonable explanation of how most items in the collage are related to the assigned theme. For many of the items, the relationship is clear without explanation.	The student gives a fairly reasonable explanation of how most items in the collage are related to the assigned theme.	The student's explanations are weak and illustrate difficulty understanding how to relate items to the assigned theme.
Number of Items [Communication - 5]	The collage includes 15 or more items, each different.	The collage includes 10-14 different items.	The collage includes 9 different items.	The collage contains fewer than 9 different items.