



ACTIVITY 10

Making Decisions with Causal Reasoning

DISCUSSION

ACTIVITY 10

Making Decisions with Causal Reasoning

ACTIVITY SUMMARY

In this culminating activity, students participate in a group decision to choose which well-being strategy to recommend to Salas High School. Students summarize the evidence they've gathered throughout the unit to consider how well each strategy can improve well-being. Each group creates a plan for implementing one of the strategies, including practical considerations and potential challenges. Afterward, the class shares their ideas and comes to a consensus on the best recommendation for the school. Throughout this process, students draw from the unit's key concepts and process skills about causal reasoning to support their decision.

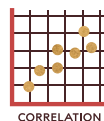
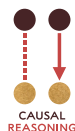
ACTIVITY TYPE
DISCUSSION

NUMBER OF
40-50 MINUTE
CLASS PERIODS
1-2

KEY CONCEPTS & PROCESS SKILLS

- 1 Causal reasoning can be used to identify the cause of an effect and to analyze the effectiveness of potential solutions.
- 2 Confidence in a cause-and-effect relationship should depend on the quality, variety, and consistency of the evidence supporting it.
- 3 Randomized controlled trials (RCTs) are the most reliable method for identifying cause-and-effect relationships because they reduce the likelihood that alternative factors are influencing the effect.

CONCEPTUAL
TOOLS



MATERIALS & ADVANCE PREPARATION

FOR THE TEACHER

- VISUAL AID 1.2
“Developing
Communication Skills”
(OPTIONAL)
- VISUAL AID 1.3
“Proposed Well-Being
Strategies for Salas
High School”
(OPTIONAL)

FOR EACH GROUP OF FOUR STUDENTS

- RCT SUMMARY CARDS
FROM ACTIVITY 8
(4 CARDS)
- STUDENT SHEET 10.2
“Proposing a Plan”

FOR EACH STUDENT

- STUDENT SHEET 5.1
(a, b, c, or d)
“Evaluating Indicators
of Causation”
(COMPLETED)
- STUDENT SHEET 9.1
“Comparing RCTs Related
to the Well-Being
Strategies”
(COMPLETED)
- STUDENT SHEET 10.1
“Weighing Evidence
for the Well-Being
Strategies”
- STUDENT SHEET 10.3
“Comparing Well-
Being Strategies and
Proposed Plans”
- STUDENT SHEET 10.4
“Writing Frame:
Well-Being
Recommendation Letter”
(OPTIONAL)

Gather the RCT Summary cards that you prepared in Activity 8.

Plan on how you would like the class to decide about their final recommendation for the well-being strategy (see Teaching Step 4). Options include gaining consensus, holding an anonymous vote, or conducting an open vote.

TEACHING NOTES

Suggestions for **discussion questions** are highlighted in gold.

Strategies for the **equitable inclusion of diverse students** are highlighted in lime.

GETTING STARTED (10 MIN)

1 Present the final fictional scenario of the unit.

- Have students read the Introduction. Then, begin the activity by reviewing the scenario. The scenario presented in Procedure Step 1 can be shared with the class in multiple ways. Read the scenario aloud to the class or have individual students read it aloud while others follow along with the text (either as a whole class or in small groups).
- Let students know that in this activity, they will play the role of the Salas High School Well-Being Task Force and have an opportunity to apply what they've learned in the unit into a final recommendation.
- Before beginning the rest of the procedure, consider displaying optional Visual Aid 1.3, "Proposed Well-Being Strategies for Salas High School," as a review for all four well-being strategies and to prepare them to think of proposed plans later in the activity.
- Help students gather their completed student sheets from Activities 5 and 9 as they will need them for this activity. Each group member will complete one copy of a student sheet for one well-being strategy being considered. Depending on your students, you may want to assign each group one well-being strategy to analyze instead of having each group analyze all four of the strategies. This way, students only need to complete one student sheet and then share their results.
- Another possible accommodation for the procedure, if appropriate, is to prepare the student sheets in advance, either by using some of your own students' work or the sample student responses from the previous activities.

PROCEDURE SUPPORT (20 MIN)

2 Support students as they analyze the evidence in the unit.

- In Procedure Step 2, provide each group with all 4 RCT Summary cards from Activity 8. Groups are already familiar with one of the cards, and now they will analyze the other three cards.
- In Procedure Step 3, hand out 4 copies of Student Sheet 10.1, “Weighing Evidence for the Well-Being Strategies,” to each group. Support groups as they complete Procedure Step 3. Encourage group members to work through the evidence, activity by activity, as each group member completes the table on their student sheet. A sample student response for each of the four well-being strategies is found at the end of this activity.
- In Procedure Step 4, have group members compare their research findings and discuss how strong the evidence is for each strategy.

Sample Student Response, Procedure Step 4

The studies for gratitude writing had strong evidence, with one study showing it boosted happiness for up to one month. The sleep studies also had very strong research since it was tracked over time and showed a big effect on reducing stress and improving mood. The pet therapy studies seemed less certain because they tested fewer people. The green space studies were strong, especially since even watching nature videos helped. While all the well-being strategies had good support, we think quality sleep had the strongest impact on overall well-being.

- In Procedure Step 5, hand out 4 copies of Student Sheet 10.3, “Comparing Well-Being Strategies and Proposed Plans,” to each group. Lead a discussion for students to compare the strength of the scientific evidence for each well-being strategy. Ask, **Which strategy has the strongest evidence for improving well-being and why?** Guide the conversation by asking students to share specific studies or findings from Student Sheet 10.1 that support their choices. Encourage students to use concepts from the unit, such as indicators of causation and study design elements to compare the strength of the evidence for each well-being strategy. **If each group analyzed only one well-being strategy in Procedure Step 3, have groups share their summaries of the evidence with the other groups. This way, all students will be familiar with the strength of the evidence for all four strategies.**
- Encourage students to reflect on the class discussion and rate the strength of the evidence for each well-being strategy on a scale from 0 (no relevant evidence) to 5 (very strong evidence) and record their ratings in the first row of the table on Student Sheet 10.3. Student ratings will vary, but one sample student response for Student Sheet 10.3 can be found at the end of this activity.

3 Students design well-being plans and, as a class, choose the best ones.

- For Procedure Steps 6–7, hand out 1 copy of Student Sheet 10.2, “Proposing a Plan,” to each group. Assign each group one of the four well-being strategies for them to use as they design a specific plan for Salas High School. Guide students in designing plans that are realistic for a school set-

ting and that consider potential challenges. While students don't have details about Salas High School's exact location, demographics, or budget, they can assume it has similar resources to their own school. Groups' plans should be detailed and yet adaptable to work in most school settings.

- In Procedure Step 8, students share their plans and practical considerations with the class. If you would like students to formally present their plans, consider providing expectations for each group's presentation. Possible choices include completing a written proposal, designing a poster for a poster session and/or a gallery walk, or creating a slideshow to present to the class.
- After all groups have presented, hold a class discussion. Ask, **What are the strengths and weaknesses of each plan?** Consider listing student responses to help compare the plans. Student responses will vary. Examples of strengths and weaknesses for two proposed plans include:
 - Gratitude writing in notebooks:
 - STRENGTHS**
easy to supply paper and pens
 - WEAKNESSES**
a lot of people may not want to do it because it seems cheesy
 - Later school start time:
 - STRENGTHS**
it positively impacts all students equally
 - WEAKNESSES**
it may conflict with after-school activities, especially in the winter when it gets dark earlier

Help the class select one plan for each strategy, focusing on how clear and practical the plans are. Have students record the names of each proposed plan on Student Sheet 10.2 and then rate and record each plan's practicality on a scale from 0 (extremely impractical) to 5 (very practical).

4 Part C: Help students compare the four strongest plans by conducting a Walking Debate.

- In Procedure Step 10, use the literacy strategy of a Walking Debate to encourage students to discuss which of the four plans should be chosen. Students should use their ratings and their understanding of the evidence from Student Sheets 10.1 and 10.2 to discuss their positions on the recommendation. See [Appendix 1: Literacy Strategies](#) at the end of the Teacher's Edition for more guidance and information on using the Walking Debate strategy with your students.
- To support students' discussion, you may wish to use optional Visual Aid 1.2, "Developing Communication Skills," to help guide student interactions. Visual Aid 1.2 is a tool to help students effectively participate in class discussions by providing sentence starters that students can use to initiate a conversation and express their ideas. For more information about Developing Communication Skills, see [Appendix 1: Literacy Strategies](#).
- In Procedure Step 11, help the class decide on a final recommendation for a well-being strategy. This recommendation can be decided by consensus, an anonymous vote, an open vote, or any other method that works for your students. While the class selects one strategy, keep in mind that

in Build Understanding item 1, students will have the opportunity to reflect on how the class's decision compares to their own choices. Their individual recommendations may be the same or different from the class's decision.

SYNTHESIS OF IDEAS (20 MIN)

5 Students complete a written recommendation for the well-being strategy.

- In Build Understanding item 1, students write a letter to the leadership of Salas High School with their recommendation. This task should include the culmination of key concepts in the unit. Encourage students to be specific about the evidence they cite, its relative strength, and its importance to their reasoning.
- Optional Student Sheet 10.3, "Writing Frame: Well-Being Recommendation Letter," provides additional support for students responding to Build Understanding item 1. A Writing Frame can support learners, particularly emerging multilingual learners, in decoding scientific ideas, constructing meaning, sensemaking, and language acquisition. This strategy, which has been deemed effective for emerging multilingual learners, was built on and adapted from strategies for English-proficient learners. You may wish to provide students with the Writing Frame to compose their responses or simply as a reference or checklist to help them organize how they will respond. Consider posting an enlarged version of the writing frame on a classroom wall for students to refer to. For more information on a Writing Frame, see [Appendix 1: Literacy Strategies](#).

6 Connect the key ideas of the unit to students' everyday lives.

- Review student responses to Connections to Everyday Life item 2. Use this prompt for a final discussion on how the Salas High School scenario applies to students' own school and lives. Most students are likely to choose the same recommendation for their own school, but some may consider unique aspects of their school's environment or community that could influence their choice. For example, if their school already has a garden, they might suggest incorporating that into their proposed plan, as long as the well-being strategy's evidence supports it.
- Finish the activity by revisiting the Guiding Question, *How can scientific evidence for causation be used to inform decisions?* Use responses to this question to formatively assess students' understanding of the key concepts and process skills related to using evidence in causal reasoning.

7 Revisit the Unit Driving Question, *How can scientific investigations provide evidence for cause-and-effect relationships, such as how different factors affect health and well-being?*

- Wrap up the unit by asking students to reflect on what was most valuable about their growth in causal reasoning. Ask, *How might the causal reasoning tools you learned about in this unit affect how you make decisions in your own life?* Accept all responses and connect students' ideas to

their everyday decisions, especially important ones. Remind students that although the scenario in this unit was related to well-being—which they also learned about—the point of the unit was to gain the thinking tools related to evaluating evidence for causation.

EXTENSION (60 MIN)

8 Use the Extension as an opportunity for advanced learning.

- If students are enthusiastic about improving well-being at their school, help them create a letter or presentation that proposes a well-being strategy for their school community. Students can use their responses to Build Understanding item 1 as a starting point. Assist them in selecting key evidence for their proposal, helping them think about potential challenges, and proposing solutions that are relevant to their school.

SAMPLE STUDENT RESPONSES

BUILD UNDERSTANDING

① From all the plans your class discussed, which do you think is the best choice for Salas High School? Write a letter to the school leadership with your recommendation. You may choose any of the four plans, as long as you explain your evidence and reasoning. Be sure to include the following:

- a a description of the proposed plan,
- b evidence that supports the effectiveness of the well-being strategy,
- c practical considerations for implementing the proposed plan, and
- d any additional information you think they should consider.

New Message

To: Salas High Principal <principal@salashigh.edu>

From: Salas High School Task Force <taskforce@salashigh.edu>

Dear School Leaders,

Thank you for the opportunity to consider different well-being strategies at Salas High. We, the task force, recommend...

Send

Dear School Leaders,

I'm recommending the idea of creating a school garden to improve well-being at Salas High School. The plan would be for students to have regularly scheduled science and environmental lessons there, which would give students a hands-on way to learn. It would also provide a place for students, teachers, and staff to relax and be active while also helping everyone feel better, mentally and physically.

Research shows that spending time in green spaces, such as gardens, can help reduce stress and improve mood. One study found that even watching videos of nature can lower stress levels. Scientists think this happens because natural scenes help calm the nervous system. Another study showed that walking in nature can help people feel happier and better able to reflect. Also, better social connections can also improve well-being, so a school garden where students and staff spend time together would help even more.

While the evidence for the benefits of a school garden is strong, we would need to consider a few practical things. The garden would need regular care, so students could take turns planting, watering, and harvesting. We'd also need to find a good location on school grounds that gets enough sunlight and has enough space for a variety of plants. A teacher or staff member could be in charge of making sure the garden stays healthy and that everyone benefits from it. Plus, teachers would need to organize how and when the garden could be used for teaching students.

Another thing to think about is how the garden could bring the community together. Parents, local businesses, and/or community organizations might be willing to donate resources or volunteer their time. This would create a connection between the school and the community, making the garden a source of pride for everyone involved.

Thank you for considering my idea! I believe the school garden would be a great way to improve the well-being of students and staff at Salas High School.

*Sincerely,
Stu Dent*

CONNECTIONS TO EVERYDAY LIFE

- ② Would the recommendation you made for Salas High School also work in your own school? Explain why or why not. If you don't think it would work, describe what you think would be a better option.

I don't think creating a school garden would work at my school. While the idea sounds great, we don't really have a big enough space for it on the school grounds. Finding a good spot for a garden with enough sunlight would be really difficult. Plus, the teachers are already stretched with their lessons and wouldn't have time to manage a garden. Although it would be a good way to relax and spend time outside, I think it would be difficult to make it happen with the current setup at my school.

Instead, I think a better plan would be to have students write gratitude letters to someone at their school. This would be something students could easily do during a class period or as part of a special event, and it wouldn't require a lot of space. Writing a letter to someone they're grateful for would not only boost students' own well-being, but it would also help build stronger connections with others in the school. Plus, it would be a simple way to practice gratitude without needing extra resources or time.

- ③ If you were going to try one of the four well-being strategies in your life, which one would you choose and why? Explain by discussing how effective the strategy is at improving well-being and by describing why it might work best for you.

I would choose improving my sleep quality as the well-being strategy because getting enough sleep is super important for my mood and focus. Poor sleep can affect your mood and health, and I know that I don't always get enough sleep during the school week. I can get cranky and can't concentrate during class if I'm sleepy. If I made changes, like going to bed at the same time every night and turning off my devices before bed, I think I'd feel more energized and be able to do better in school. I know it might be hard at first, but I've noticed that when I get more sleep, I'm much happier and more focused.

Well-Being Strategy: _____

EVIDENCE LOCATION	SUMMARY OF EVIDENCE	STRENGTH OF EVIDENCE 0 (LOW) – 5 (HIGH)
Activity 5		
Activity 8		
Activity 9		
Other		

Well-Being Strategy: Gratitude Writing

EVIDENCE LOCATION	SUMMARY OF EVIDENCE	STRENGTH OF EVIDENCE 0 (LOW) – 5 (HIGH)
Activity 5	<ul style="list-style-type: none"> • A correlation of 0.51 for gratitude vs. positive emotions in 201 college students. Moderate correlation. • 77 couples wrote letters, and it increased social connection. Could be a mechanism. • 132 college students were tested. Those that wrote about grateful things had higher life satisfaction after. Shows timing. 	4
Activity 8	<ul style="list-style-type: none"> • RCT of 129 college students; 10 weeks of writing things they were grateful for vs. things they were annoyed with. Experimental group had higher gratitude, life satisfaction, and more positive emotions. • It's better evidence because it's an RCT. However, we're not sure how big the effect was. Also, the control group wrote things that annoyed them so this could be a confound. 	3
Activity 9	<ul style="list-style-type: none"> • RCT of 150 adults to write about memories or write and give a letter to someone they are grateful for; happiness scores were 4 points higher than the control for immediately after giving the letter and 3 points higher after 1 month. • Good evidence because it's an RCT and the effect lasts a long time, although it does not seem like a huge effect. 	4
Other	<ul style="list-style-type: none"> • The Harvard Study and other research shows that social connection also increases well-being. Maybe the effect is stronger because giving letters to people increases social connection. 	3

Well-Being Strategy: Pet Therapy

EVIDENCE LOCATION	SUMMARY OF EVIDENCE	STRENGTH OF EVIDENCE 0 (LOW) – 5 (HIGH)
Activity 5	<ul style="list-style-type: none"> No information about the strength of an association for being around a dog vs. more positive emotions in 99 children. Time with dogs increased hormone oxytocin levels in 20 dog owners. Could be a mechanism. 27 different studies all showed only one-third of people with disabilities had higher well-being after time with dogs. 	3
Activity 8	<ul style="list-style-type: none"> RCT of 163 college students; 20 minutes with a dog or studying. Experimental group had less stress and more of a sense of belonging. Good evidence because it's an RCT; not sure how big the effect was. However, there was a good sample size. 	3
Activity 9	<ul style="list-style-type: none"> RCT of 87 elementary students: 20 minutes with a dog time prevented cortisol levels from going up compared to relaxation or nothing. Good evidence because it's an RCT and because measuring cortisol seems like a good measure of stress levels; However, there was a small sample size for each group. 	3
Other	<ul style="list-style-type: none"> People already in a good mood might be more likely to spend time with dogs, which could explain their improved well-being. 	3

Well-Being Strategy: Quality Sleep

EVIDENCE LOCATION	SUMMARY OF EVIDENCE	STRENGTH OF EVIDENCE 0 (LOW) – 5 (HIGH)
Activity 5	<ul style="list-style-type: none"> • A correlation of 0.45 for sleep quality vs. overall well-being emotions in 488 adults. Moderate correlation. • Many studies show poor sleep can cause the immune system to not work as well. This could be a mechanism. • 34 teenagers tested for less sleep. 5 hours per night led to low well-being. 	3
Activity 8	<ul style="list-style-type: none"> • RCT of 452 adults in India with poor sleep; experimental group with naps during the day increased well-being. • It's an RCT, which makes it better evidence; not sure how much it improved well-being (the effect size). Good sample size. 	4
Activity 9	<ul style="list-style-type: none"> • RCT of 42 adults for 12 days. Group that got 4 hours of sleep per night had 3 times lower scores for well-being than the group with 8 hours of sleep per night. • Good evidence because it's an RCT; also there's a large effect size and it has a high sample size. 	4
Other	<ul style="list-style-type: none"> • Poor sleep might lower well-being, but lower well-being might also lead to poor sleep. Unless you measure how a person is feeling before and after, it can be hard to know which is causing which. 	2

Well-Being Strategy: Green Spaces

EVIDENCE LOCATION	SUMMARY OF EVIDENCE	STRENGTH OF EVIDENCE 0 (LOW) – 5 (HIGH)
Activity 5	<ul style="list-style-type: none"> A correlation of 0.30 for time in nature vs. positive emotions for 51 students who were measured 1,120 times. Weak correlation but it has a large sample size. 46 college students had activation of the nervous system after nature images to calm them down. Could be a mechanism. Green walls in elementary classrooms. No information if well-being changed or not. 	3
Activity 8	<ul style="list-style-type: none"> RCT of 76 college students; 10-minute walk in nature or in the city and then reflecting on things. Experimental group had more positive emotions, better ability to reflect. The study only found slightly more positive emotions. It is an RCT though, which makes it better evidence. 	2
Activity 9	<ul style="list-style-type: none"> RCT of 120 young adults to watch nature or urban videos to de-stress. Nature group had faster decreases in blood pressure and negative feelings. This is good evidence because it shows the effect size was strong; Also, they saw the same effect in both physical and mental measures of stress. 	4
Other	<ul style="list-style-type: none"> Maybe people who spend time in green spaces are not necessarily feeling better because of nature but because they are more likely to get exercise or spend time with people there. 	3

Proposed Plan Name: Take a Grateful Break

Specific Plan Description

(when and where it would take place, how often it would happen, who would be involved)

In this plan, we would recommend that during the midday break, students hear an announcement from a fellow student to write what they are grateful for in a small notebook. The announcement would happen three days per week, and we would provide a small notebook and a pen in school colors to each student.

Practical Considerations

SUPPLIES NEEDED equipment, space, cost, anything else	IMPLEMENTATION CHALLENGES AND SOLUTIONS
<ul style="list-style-type: none"> <i>We would need the notebooks and pens to be donated</i> <i>We would need an organized group of students to make the announcements</i> 	<ul style="list-style-type: none"> <i>Students might not stop and do the task, but we could make a school club to run the announcements and encourage people to do it. It would have higher success if the announcement came from students.</i> <i>Some students don't like to use pen and paper. Maybe we offer an electronic alternative.</i>

Proposed Plan Name: Dog Love!

Specific Plan Description

(when and where it would take place, how often it would happen, who would be involved)

In this plan, we would provide a therapy dog from the local shelter once a week that students would have the opportunity to pet and interact with during passing periods, lunch, and study halls. The dog would have to stay outside of the building, and students would sign up to walk and play with the dog.

Practical Considerations

SUPPLIES NEEDED equipment, space, cost, anything else	IMPLEMENTATION CHALLENGES AND SOLUTIONS
<ul style="list-style-type: none"> • We would need to have some pet supplies donated: feed bowls, waste bags, chew toys. • We would need to work with the local shelter to get the dog on a weekly basis. • There needs to be an organizing committee that gets students to sign up to take care of the dog. 	<ul style="list-style-type: none"> • The dog would have to be well-behaved so we would have to work with the shelter to get a good one. • Students might need some training on how to handle a dog, but we could make sure there was an experienced student dog owner at every session to help other students. • We would have to advertise the program in the newsletter and morning announcements to make sure enough students show up. • Students would have to pick up after the dog! If they don't, they won't be allowed back.

Proposed Plan Name: Sleep On, Students!

Specific Plan Description

(when and where it would take place, how often it would happen, who would be involved)

In this plan, we would recommend that the school move the start of school 30 minutes later every day so students could get more sleep. Class periods would stay the same length, so school would end 30 minutes later.

Practical Considerations

SUPPLIES NEEDED equipment, space, cost, anything else	IMPLEMENTATION CHALLENGES AND SOLUTIONS
<i>No extra equipment needed.</i>	<ul style="list-style-type: none"> • <i>Need to know the public bus routes in the morning to make sure the timing works. Could adjust time a little to accommodate bus schedules.</i> • <i>Sport teams would start later in the afternoon. That could be a problem in the winter when the days are shorter, and it gets dark sooner, but most of the winter sports offered are inside.</i>

Proposed Plan Name: Green Thumb Garden

Specific Plan Description

(when and where it would take place, how often it would happen, who would be involved)

In this plan, we would start a school garden in a location on school property where people could easily pass by it and sit on a bench near it. The garden would be open whenever school is open so people could visit it before, during, and after school.

Practical Considerations

SUPPLIES NEEDED equipment, space, cost, anything else	IMPLEMENTATION CHALLENGES AND SOLUTIONS
<ul style="list-style-type: none"> • <i>We would need soil, seeds, watering can—maybe donated from a local nursery or from parents.</i> • <i>There would have to be some research and guidance from a gardener on what to plant and how to take care of it.</i> • <i>There would need to be students to get the garden ready and to maintain it.</i> 	<ul style="list-style-type: none"> • <i>There isn't a lot of time in the school day to sit by the garden, but if we could locate it near the cafeteria, there might be more time at lunch.</i> • <i>It may be difficult to maintain the garden for a long time. A garden club could be created to maintain the garden.</i> • <i>The garden may not be appealing in the winter.</i>

	WELL-BEING STRATEGIES			
	GRATITUDE WRITING	PET THERAPY	QUALITY SLEEP	GREEN SPACES
Evidence for the Well-Being Strategy RATING 0 TO 5				
Proposed Plan Name				
Practical Considerations for the Proposed Plan RATING 0 TO 5				

Notes on Other Groups' Proposed Plans

	WELL-BEING STRATEGIES			
	GRATITUDE WRITING	PET THERAPY	QUALITY SLEEP	GREEN SPACES
Evidence for the Well-Being Strategy: RATING 0 TO 5	4	3	4	3
Proposed Plan Name	Take a Grateful Break	Dog Love!	Sleep-On Students!	Green Thumb Garden
Practical Considerations for the Proposed Plan: RATING 0 TO 5	5	1	3	3

Notes on Other Groups' Proposed Plans

- **Green Thumb Garden:** A school garden with a bench to visit anytime. Students take care of it. Not much time during school, but if it's by the cafeteria, could be visited during lunch. Maybe a garden club to tend it.
- **Dog Love!:** A therapy dog from a local shelter, once a week; during passing periods and lunch. Students sign up for walks. The dog stays outside. Students have to pick up after the dog. ☹️
- **School Pet Day:** Bring in dogs after school for one day a month. Need space for dogs (maybe the courtyard?), need treats and dog toys. The dogs might not be friendly.
- **Gratitude Box:** Box for thank-you letters that are delivered every week. Only need a cardboard box, construction paper, pens, and pencils. Maybe some kids won't get notes? Volunteers to write extra ones.
- **Sleep on, Students!:** Start of school is 30 minutes later; students can sleep in. School schedule stays the same, though. No extra equipment needed. Bus routes won't work for it though.
- **Classroom Gardens:** A window box for plants in classes. Buy soil and seeds. But there would be dirt in classrooms and not sure which students would take care of it.
- **Nap Room:** Small room with cots and blankets; naps during lunch or free periods. Need a quiet room, cots, blankets, pillows. It should be supervised by a teacher.

Dear School Leaders,

I recommend the _____ well-being plan for Salas High School.

This plan involves

There is strong evidence supporting the effectiveness of this strategy, such as

This evidence supports the idea that the plan would improve well-being by

Some potential challenges to the plan include

One other thing to consider about the plan is

Thank you for considering my recommendation.

Sincerely,

Dear School Leaders,

I recommend the Gratitude Writing well-being plan for Salas High School.

This plan involves

students writing gratitude letters to people who have made a positive impact on their lives.

There is strong evidence supporting the effectiveness of this strategy, such as

studies showing that writing about gratitude can improve mood and reduce stress. Research also suggests that focusing on positive things helps increase happiness and well-being.

This evidence supports the idea that the plan would improve well-being by

encouraging students to focus on the good things in their lives, which can help them feel happier and less stressed.

Some potential challenges to the plan include

that some students may feel uncomfortable writing gratitude letters, and it could be difficult to find time in the school schedule to do it regularly.

One other thing to consider about the plan is

that it could help create a positive atmosphere at school by promoting kindness and appreciation among students and staff.

Thank you for considering my recommendation.

Sincerely,

Stu Dent