

FREE CURRICULUM PREVIEW • FACILITATOR KIT

MATCH COMPASS

CAPE Youth Edition • Free Curriculum Preview • Green Track (Grades 6–8)

INSIDE

- Setup and room checklist
- Stop-the-Room script (if someone discloses harm)
- Five 50-minute lesson plans — one per MATCH letter
- 25 facilitator cards: purpose, say-this, watch-for, if-then, debrief
- Check for understanding with answer keys and success criteria
- Differentiation note for every lesson
- Companion files: Task Cards PDF • Handouts PDF • Stop-the-Room card

M	Health Armor — My Medical / Health Choices	Own your health baseline before pressure arrives.
A	Built-In Radar — Awareness	Read your surroundings and your internal radar in real time.
T	Safety Kit — Tools & Trusted Support	Have tools, a team, and plans before you need them.
C	Strongest Voice — Clear Communication & Consent	Say boundaries out loud and hear yes and no clearly.
H	Daily Superpower — Healthy Habits / Choosing Your Pace	Lead your life with healthy habits every day, not just in a crisis.

SETUP

ROOM

- Two adults in the room for every session — never one adult alone with students.
- Door open or window visible. Seats in a circle or pods of 3–4. No recording.
- Phones on vibrate and face-down. Phones come out only for the H-lesson MATCH plan screenshot and the Digital Handoff.
- Parking-lot box or envelope for anonymous questions. Answer them next session, after both adults review them.

BEFORE EVERY SESSION

- Confirm a written parent consent form is on file for every student. Written consent is this resource's standard. Follow your district's current policy.
- Read the Stop-the-Room script with your co-facilitator. Agree who stops the room and who stays with the group.
- Name your campus counselor and know how to reach them during the session.
- Print the student handouts (one set per student) and the task cards (one set per group of 3–4). Cut the cards apart.
- Read this lesson's facilitator cards. Rehearse the scripts out loud once.

GROUND RULES — READ ALOUD

- Right to pass — say “pass” anytime, no explanation.
- Respect — speak from your own experience. No names, no stories about people in this school.
- No personal stories required — ever.
- What is shared here stays here — except safety concerns. Then we get help.
- Questions are welcome. The parking lot is anonymous.

MATERIALS

- Student handout packet (1 per student)
- Task cards (1 set per group)
- Pencils, sticky notes, timer
- Parking-lot box
- Projector optional — everything works on paper

COMPLIANCE — READ BEFORE LESSON M

Written parent consent is this resource's standard, and TEA recommends districts keep it. The statutory opt-in in TEC §28.004(i-2), added by HB 1525, expired Aug 1, 2024; notice, content disclosure, penalty-free removal, and SHAC review still apply. Written consent is still required before instruction on child abuse, family violence, dating violence, and sex trafficking (§28.004(q-6)). No consent on file means no participation. Mandatory reporting: Tex. Fam. Code §261.101. Minor consent: Tex. Fam. Code §32.003. Summaries for facilitators, not legal advice — confirm with your district. This preview is Green Track (Grades 6–8). Blue Track (Grades 9–12) clinical content stays in the book and is never delivered to Green Track students.

STOP THE ROOM — IF A STUDENT DISCLOSES HARM

Use this the moment a student says, writes, or hints that someone is hurting them, that they are hurting themselves, or that they are in danger. You do not need proof. You do not need details.

1 • PAUSE — calm voice, no alarm	"I want to pause us right here. Thank you for trusting us with that. It sounds important, and you deserve a private conversation with an adult who can help."
2 • PROTECT THE ROOM	Co-facilitator moves the group to the planned buffer activity (Habit Stack or a quiet journal prompt). The student is never singled out or asked to explain in front of peers.
3 • PRIVATE — listen, don't investigate	Within sight of the second adult. Let the student talk. Do not ask leading questions, do not ask for details, do not contact the person named. Say: "You did the right thing by telling me."
4 • BE HONEST ABOUT CONFIDENTIALITY	"I can't keep this just between us, because my job is to make sure you're safe. I'll only tell the people who need to know so they can help." Never promise secrecy.
5 • REPORT	Texas Family Code §261.101: report suspected abuse or neglect to DFPS (1-800-252-5400 or txabusehotline.org) or law enforcement within 48 hours of first suspecting it. You must make the report yourself — you cannot hand it off. Also follow district policy (counselor and administrator). Immediate danger: call 911 now.
6 • SELF-HARM OR SUICIDE RISK	Do not leave the student alone. Walk them to the counselor. 988 Suicide & Crisis Lifeline (call or text) is a backup, not a replacement for the counselor.
7 • DOCUMENT	Write the student's exact words, the time, and who you told. No interpretation, no opinions. Store it per district policy — not in this kit.
8 • CLOSE THE GROUP + CARE	Back in the room: "Sometimes this work brings things up. If anything today felt heavy, you can talk to [counselor] or either of us." Debrief with your co-facilitator afterward.

NEVER

- Never promise to keep it secret.
- Never investigate, ask "why," or ask for details.
- Never confront the person named.
- Never discuss it with other students or staff who do not need to know.
- Never wait for the session to end if the student is in immediate danger.

A role-play line is not a disclosure. A real statement about a real person is — even if it comes during a role-play.



LESSON M • MY MEDICAL / HEALTH CHOICES

HEALTH ARMOR

Objective: Own your health baseline before pressure arrives. • 50 min • 19 TAC \$115.26 / \$115.27 — personal health and wellness

BIG IDEA

Protecting your health is the most powerful thing you can do for yourself.

SETUP

- Print the Health Armor Inventory, Health Team Map, Vaccine Tracker, Doctor Question List, and Health Promise.
- Set out the M task cards (5) per group.
- Have the CDC teen vaccine page ready to show if asked: cdc.gov/vaccines.

50-MINUTE LESSON PLAN

Start	Min	Block	What happens
0:00	5	Open + check-in	Open: “Your body is your armor. Before we talk about pressure from outside, we check the inside.” Ground rules. Compass check: point to M.
0:05	10	Activities 1-2	Health Armor Inventory, then Health Team Map. Private checklists — nothing is collected.
0:15	15	Activity 3 (core)	Core: Vaccine Tracker + Fact-or-Myth round.
0:30	10	Activity 4	Question List for the Doctor — every student writes three.
0:40	10	Activity 5 + check for understanding	My Health Promise, then the exit ticket.

FACILITATOR CARDS

ACTIVITY 1 • CHECKLIST • SOLO • 5 MIN

HEALTH ARMOR INVENTORY

Say this: “This is a dashboard, not a report card. A 0 is just data.”

Watch for: Students comparing scores. Redirect: “Your armor, your numbers.”

If-then: If a student says they have no one to talk to: note it privately and connect them with the counselor after class — not in front of the group.

Debrief: Which item is easiest to strengthen first? Why?

ACTIVITY 2 • MAP • SOLO + PAIRS • 5 MIN

MY HEALTH TEAM MAP

Say this: “A team is people who answer. Pick people who actually pick up.”

Watch for: Students listing only peers. Peers can be support, but the map needs at least one adult.

If-then: If a student cannot name an adult at home: school nurse, counselor, and coach all count.

Debrief: Who on your map would you go to first? What makes them a good pick?

ACTIVITY 3 • TRACKER • CORE • SOLO + GROUPS OF 3 • 15 MIN

VACCINE TRACKER + FACT OR MYTH

Say this: “Knowing what you don’t know is armor too. The next move is a question, not a guess.”

Watch for: Students sharing private medical info aloud. Remind: the tracker stays private; the card sort is the group part.

If-then: If a student raises vaccine doubts from home: “Good question for your doctor and your family. Write it on your question list.” No debate.

Debrief: What is one thing you will check on with a parent or doctor?

Card set / key:

- “Vaccines are only for little kids.” → MYTH — HPV vaccine is recommended at ages 11–12 (can start at 9).
- “Hepatitis B vaccine is usually given as a baby, and teens who missed it can catch up.” → FACT
- “If I feel fine, I don’t need a check-up.” → MYTH — a yearly check-up sets your baseline.
- “You can ask your doctor which vaccines are due.” → FACT — questions are always allowed.

ACTIVITY 4 • WRITE • SOLO • 10 MIN

QUESTION LIST FOR THE DOCTOR

Say this: “Doctors hear every question. The only bad question is the one you keep in your head.”

Watch for: Blank pages. Offer starters: “Is it normal that...” • “How much sleep...” • “What vaccines...”

If-then: If a question needs a private answer, it goes in the parking lot or to the nurse — not the group.

Debrief: How did it feel to say your question out loud?

ACTIVITY 5 • PROMISE • SOLO • 5 MIN

MY HEALTH PROMISE

Say this: “Choosing your pace is a promise you make because you’re worth it.”

Watch for: Vague promises (“be healthy”). Push for one action they can do this week.

If-then: If a student does not want to sign: fine. Ask them to keep it anyway.

Debrief: Read your promise to yourself. Is it specific enough to check off by Friday?

CHECK FOR UNDERSTANDING • EXIT TICKET KEY

1. Which two vaccines does CAPE name in Health Armor?

Key: HPV and Hepatitis B.

2. True or false: “Don’t know” is a wrong answer on the Vaccine Tracker.

Key: False. Not knowing is data. The next move is asking.

3. Name one person on your Health Team and how you reach them.

Key: Any trusted adult or clinic plus a real way to contact them.

Success looks like: Every student leaves with a completed Health Team Map, three written doctor questions, and a signed promise.

DIFFERENTIATION NOTE

Support	Pre-filled checklist with icons; sentence starters for the doctor questions; let students dictate to the co-facilitator.
Extend	Look up one vaccine on the CDC teen page and write a two-sentence summary in your own words.
Language learners	Picture cards for sleep, food, movement, and check-ups; allow questions in the home language.
Access / IEP	Oral responses accepted; large-print handouts; extra time on the tracker.
Trauma-informed	Never require sharing health information. The tracker and inventory are never collected.

If anyone discloses harm during this lesson, use the Stop-the-Room script (page 3).



LESSON A • AWARENESS

BUILT-IN RADAR

Objective: Read your surroundings and your internal radar in real time. • 50 min • 19 TAC \$115.26 / \$115.27 — emotional health and decision-making

BIG IDEA

A named feeling is data, not drama.

SETUP

- Print the Gut Check Scale, Reading the Room cue card, Body Signals map, and Awareness Audit.
- Pick three neutral examples (crowded hallway, group chat going quiet, a game that gets too rough).

50-MINUTE LESSON PLAN

Start	Min	Block	What happens
0:00	5	Open + check-in	Open: “Everyone has a radar. Sometimes we ignore it to fit in. Today we practise noticing.” Compass check: point to A.
0:05	10	Activities 1-2	Gut Check Scale, then Reading the Room.
0:15	15	Activity 3 (core)	Core: Autopilot vs. Tuned In journal + pair talk.
0:30	10	Activity 4	Body Signals map.
0:40	10	Activity 5 + check for understanding	Awareness Audit and pause word, then the exit ticket.

FACILITATOR CARDS

ACTIVITY 1 • SCALE • SOLO • 5 MIN

GUT CHECK SCALE

Say this: “There is no right number. We are practising listening, not judging.”

Watch for: Students copying a neighbour’s number. Scales are private.

If-then: If a student rates an ordinary situation very low and looks upset, check in privately at the break.

Debrief: What clue did your body or brain notice first?

ACTIVITY 2 • CUES • GROUPS OF 3 • 5 MIN

READING THE ROOM

Say this: “Radar is about noticing early, while you still have options.”

Watch for: Groups jumping to dramatic outcomes. Keep it everyday.

If-then: If a group gets stuck: “What would you see? What would you hear?”

Debrief: Which cue is easiest for you to miss?

ACTIVITY 3 • JOURNAL • CORE • SOLO + PAIRS • 15 MIN

AUTOPILOT VS. TUNED IN

Say this: “Everyone runs on autopilot sometimes. Leaders notice when they switch it back off.”

Watch for: Students writing about other people. Bring it back to “what did you notice in you?”

If-then: If a journal entry describes harm, follow the Stop-the-Room script after class. Do not read it aloud.

Debrief: What helps you switch from autopilot to tuned in?

ACTIVITY 4 • BODY MAP • SOLO • 10 MIN

BODY SIGNALS

Say this: “Your body often knows before your brain admits it.”

Watch for: Giggling about the body outline. Keep it matter-of-fact; it is a map, not a drawing contest.

If-then: If a student cannot find a signal, “not sure yet” is valid. Ask them to notice this week.

Debrief: What is your earliest signal?

ACTIVITY 5 • AUDIT • SOLO • 5 MIN

AWARENESS AUDIT + PAUSE WORD

Say this: “A pause word buys you three seconds. Three seconds is enough to choose.”

Watch for: Joke words. Fine — if they will actually use it.

If-then: If a student chooses a word that is hurtful, ask for another privately.

Debrief: Say your pause word in your head. What comes right after it?

CHECK FOR UNDERSTANDING • EXIT TICKET KEY

1. Name the three Reading the Room cues.

Key: Body language shifts, exits and options, energy changes.

2. Put the CAPE Response Plan in order: reach out • trust your gut • remember the standard • use your voice.

Key: Trust your gut → use your voice → reach out → remember the standard.

3. What is a pause word for?

Key: To stop and buy a few seconds to choose your next move when your radar pings.

Success looks like: Students name their earliest body signal, the three cues, and a pause word with a first move.

DIFFERENTIATION NOTE

Support	Emoji scale instead of 0–10; cue cards with pictures; partner reads examples aloud.
Extend	Write a 3-step plan for one situation where radar matters (lunchroom, bus, group chat).
Language learners	Body-part vocabulary card; allow drawing instead of writing.
Access / IEP	Offer a seated, eyes-open grounding instead of a body scan; oral journal option.
Trauma-informed	Body work can surface memories. Keep it optional, eyes open, and never require sharing.

If anyone discloses harm during this lesson, use the Stop-the-Room script (page 3).



LESSON 1 • TOOLS & TRUSTED SUPPORT

SAFETY KIT

Objective: Have tools, a team, and plans before you need them. • 50 min • 19 TAC §115.26 / §115.27 — interpersonal skills and safety

BIG IDEA

We pack before the trip, not during it.

SETUP

- Print the Safety Kit Inventory, Trusted Adult Ladder, Safety Buddy plan, and the Green Saturday Crisis Card (blanks only).
- Know your local 24-hour clinic or ER, 211, and 988 so you can help students fill blanks.

50-MINUTE LESSON PLAN

Start	Min	Block	What happens
0:00	5	Open + check-in	Open: “Tools are boring until you need them.” Compass check: point to T.
0:05	10	Activities 1-2	Safety Kit Inventory, then the Trusted Adult Ladder.
0:15	15	Activity 3 (core)	Core: Safety Buddy System with a plan-falls-through twist.
0:30	10	Activity 4	Saturday Crisis Card (Green).
0:40	10	Activity 5 + check for understanding	Text Script Practice, then the exit ticket.

FACILITATOR CARDS

ACTIVITY 1 • INVENTORY • SOLO • 5 MIN

SAFETY KIT INVENTORY

Say this: “A kit you don’t carry is a wish list.”

Watch for: Students without phones feeling left out. A written list and a bus card count.

If-then: If cost is a barrier (no phone, no bus money), note it privately and connect with the counselor or 211.

Debrief: What is the cheapest item to add to your kit?

ACTIVITY 2 • LADDER • SOLO • 5 MIN

TRUSTED ADULT LADDER

Say this: “A ladder has more than one rung for a reason.”

Watch for: The same person on every rung.

If-then: If a student names no adults, help them build the ladder from school staff.

Debrief: What would you do if rung one doesn’t answer?

ACTIVITY 3 • BUDDY • CORE • PAIRS • 15 MIN

SAFETY BUDDY SYSTEM

Say this: “A good plan survives one thing going wrong.”

Watch for: Twist answers that rely on luck. Push for a real backup.

If-then: If a pair gets stuck, point to the ladder: who is rung two?

Debrief: What broke, and what still worked?

ACTIVITY 4 • CARD • SOLO • 10 MIN

SATURDAY CRISIS CARD (GREEN)

Say this: “Write it while you’re calm. Nobody remembers phone numbers in a panic.”

Watch for: Blank ER lines. Help with the local option you prepared.

If-then: Green Track uses blanks only — no detailed clinical locators.

Debrief: Where will this card live so you can find it fast?

ACTIVITY 5 • SCRIPT • PAIRS • 5 MIN

TEXT SCRIPT PRACTICE

Say this: “Scripts work when they sound like you.”

Watch for: Scripts that apologise. No apology needed for staying safe.

If-then: If a student says asking for help is embarrassing, model it yourself first.

Debrief: Which script would you actually send?

CHECK FOR UNDERSTANDING • EXIT TICKET KEY

1. Name three things in a Safety Kit.

Key: Any three: charged phone, charger, ride plan, bus money, trusted-adult list, check-in time.

2. Your ride cancels. What two moves can you make?

Key: Use the ladder (call a backup adult) and the buddy plan; any letter still available.

3. What do 211 and 988 do?

Key: 211: community resources (rides, food, local help). 988: mental health support, call or text, 24/7.

Success looks like: Every student has a completed Crisis Card with at least two adults, 211, and 988.

DIFFERENTIATION NOTE

Support	Pre-printed card with 211 and 988 filled in; partner scribes; picture twist cards.
Extend	Create a plan B and a plan C for the outing and present it in 30 seconds.
Language learners	Bilingual crisis-card labels; practise scripts in the home language first.
Access / IEP	Large-format card; voice-memo version of scripts.
Trauma-informed	Some students lack safe adults at home. Never assume family is the first rung.

If anyone discloses harm during this lesson, use the Stop-the-Room script (page 3).

LESSON C • CLEAR COMMUNICATION & CONSENT



STRONGEST VOICE

Objective: Say boundaries out loud and hear yes and no clearly. • 50 min • 19 TAC §115.26 / §115.27 — communication and boundaries

BIG IDEA

Your voice is your first line of protection — use it early and use it clearly.

SETUP

- Print the FRIES Decoder, Boundary Menu sort, Strongest Voice script card, and Three Gates check.
- Cut the 12 Boundary Menu situation slips per group.

50-MINUTE LESSON PLAN

Start	Min	Block	What happens
0:00	5	Open + check-in	Open: “Strong voices are clear, not loud.” Compass check: point to C.
0:05	10	Activities 1-2	FRIES Decoder, then Boundary Menu Sort.
0:15	15	Activity 3 (core)	Core: Strongest Voice scripts — four families, practised out loud.
0:30	10	Activity 4	No / Delay practice.
0:40	10	Activity 5 + check for understanding	Three Gates (3-Second Rule), then the exit ticket.

FACILITATOR CARDS

ACTIVITY 1 • DECODER • GROUPS OF 3 • 5 MIN

FRIES DECODER

Say this: “If one ingredient is missing, the yes is void — not ‘mostly there.’”

Watch for: Groups arguing about two letters. Good — both can be missing.

If-then: Keep scenarios everyday (secrets, photos, sharing info, late invites). Redirect anything explicit.

Debrief: Which letter goes missing most often in real life?

Card set / key:

- A friend posts your photo after you said “maybe.” → Enthusiastic
- You agreed to share your location, then changed your mind and they say it’s too late. → Reversible
- Someone says “just sign up” without telling you what it is. → Informed
- You said yes to one group chat; they add you to five. → Specific
- “If you were really my friend, you’d tell me.” → Freely given

ACTIVITY 2 • SORT • GROUPS OF 3 • 5 MIN

BOUNDARY MENU SORT

Say this: “Everyone’s menu is different. Nobody orders for you.”

Watch for: Pressure to agree. Different menus are the point.

If-then: Sending or asking for nude or sexual photos is always Do Not Serve — and it has legal consequences for minors.

Debrief: Which situation did your group disagree about most?

ACTIVITY 3 • SCRIPTS • CORE • THREES: SPEAKER / LISTENER / OBSERVER • 15 MIN

STRONGEST VOICE SCRIPTS

Say this: “Reading silently does not build the muscle. Say it.”

Watch for: Speakers laughing or apologising. Have them repeat it once more, calmly.

If-then: If the listener pushes back hard in role-play, pause and reset: practise, not a test of wills.

Debrief: Which family is hardest for you? Why?

ACTIVITY 4 • DELAY • PAIRS • 10 MIN

NO / DELAY PRACTICE

Say this: “Hearing a no well is a skill, too.”

Watch for: Red-flag responses (“You’re being dramatic”). Name them as red flags.

If-then: If a student says they could never say no to a friend, practise the softest version first.

Debrief: What does a green-light response to your no sound like?

ACTIVITY 5 • DIGITAL • SOLO • 5 MIN

THREE GATES (3-SECOND RULE)

Say this: “Three gates. One ‘not sure’ stops the whole thing.”

Watch for: Students treating “not sure” as “think more.” It means stop.

If-then: If a student says an image has already been sent: private conversation, follow your reporting policy, point to takeitdown.ncmec.org.

Debrief: Which gate would have stopped a post you regret seeing online?

CHECK FOR UNDERSTANDING • EXIT TICKET KEY

1. What do the five FRIES letters stand for?

Key: Freely given, Reversible, Informed, Enthusiastic, Specific.

2. “You said yes last week, so you can’t change your mind.” Which letter is missing?

Key: Reversible.

3. Name the Three Gates.

Key: Legacy Check, Billboard Check, FRIES Consent Check — any “not sure” means don’t send.

Success looks like: Students say one script from each family out loud and correctly name a missing FRIES letter.

DIFFERENTIATION NOTE

Support	Script strips to read from; FRIES picture cards; start with the two-word phrases.
Extend	Write a red-flag reply and a green-light reply to the same boundary.
Language learners	Practise scripts in the home language, then English; sentence frames.
Access / IEP	Typed or AAC scripts count as saying it; reduce the sort to 6 situations.
Trauma-informed	Role-play is optional. Observers are a full role. Never role-play a real situation from the room.

If anyone discloses harm during this lesson, use the Stop-the-Room script (page 3).



LESSON H • HEALTHY HABITS / CHOOSING YOUR PACE

DAILY SUPERPOWER

Objective: Lead your life with healthy habits every day, not just in a crisis. • 50 min • 19 TAC \$115.26 / \$115.27 — healthy lifestyle and goal setting

BIG IDEA

Small habits, repeated, become armor.

SETUP

- Print the Habit Stack, Digital Legacy Audit, My Personal MATCH Plan, and Digital Handoff checklist.
- Phones allowed at the end for the MATCH plan screenshot and Handoff saves.

50-MINUTE LESSON PLAN

Start	Min	Block	What happens
0:00	5	Open + check-in	Open: “Crisis plans matter. Daily habits matter more.” Compass check: point to H.
0:05	10	Activities 1-2	Choosing Your Pace standard, then the Habit Stack.
0:15	15	Activity 3 (core)	Core: Digital Legacy Audit.
0:30	10	Activity 4	My Personal MATCH Plan — one line per letter.
0:40	10	Activity 5 + check for understanding	CAPE Promise + Digital Handoff, then the exit ticket.

FACILITATOR CARDS

ACTIVITY 1 • STANDARD • WHOLE GROUP • 5 MIN

CHOOSING YOUR PACE STANDARD

Say this: “My choice, my timeline, my freedom.”

Watch for: Shaming language from anyone. Choosing your pace is never about judging others.

If-then: If a student says it is too late for them: “You can choose your pace from today. Choosing again is always allowed.”

Debrief: What does ‘your pace’ protect besides your health?

ACTIVITY 2 • STACK • SOLO • 5 MIN

DAILY SUPERPOWER HABIT STACK

Say this: “Tiny and daily beats big and once.”

Watch for: Habits too big to keep. Shrink them.

If-then: If home routines are hard (shared rooms, jobs), let students pick a school-day habit.

Debrief: Which habit would you keep even on a bad day?

ACTIVITY 3 • LEGACY • CORE • SOLO + PAIRS • 15 MIN

DIGITAL LEGACY AUDIT

Say this: “Screenshot Reality: anything sent can be captured and sent again.”

Watch for: Students opening apps mid-activity. Keep phones down until the end.

If-then: If a student reveals a harmful image situation, move to a private conversation and your reporting policy.

Debrief: What is one setting you will change, and why?

ACTIVITY 4 • PLAN • SOLO • 10 MIN

MY PERSONAL MATCH PLAN

Say this: “A plan in your pocket beats a plan in your binder.”

Watch for: Copying the example. Push for their own words.

If-then: No phone? Take the paper version and fold it into the Crisis Card.

Debrief: Which line will you use first?

ACTIVITY 5 • HANDOFF • SOLO • 5 MIN

CAPE PROMISE + DIGITAL HANDOFF

Say this: “When class ends, the plan doesn’t. That’s the Digital Handoff.”

Watch for: Students saying they’ll do it later. Do it live — that is the point.

If-then: If a student cannot save on a phone, the paper card is their handoff.

Debrief: Which of the five saves did you finish?

CHECK FOR UNDERSTANDING • EXIT TICKET KEY

1. According to CAPE, what is the only 100% effective method?

Key: Abstinence — Choosing Your Pace (TEC §28.004(e)).

2. What is Screenshot Reality?

Key: Anything sent can be captured and sent again, so treat it as permanent.

3. Write your H line from your MATCH plan.

Key: Any specific, daily habit (sleep, food, movement, screens).

Success looks like: Every student leaves with a five-line MATCH plan saved (phone or paper) and at least three Handoff saves done.

DIFFERENTIATION NOTE

Support	Fill-in-the-blank MATCH plan with word bank; one habit instead of four.
Extend	Write a 30-day habit tracker for one habit and a reward at day 30.
Language learners	Visual habit icons; plan written in any language.
Access / IEP	Paper-only handoff; voice-note MATCH plan.
Trauma-informed	Respect that some students choose not to share social media. The audit is private.

If anyone discloses harm during this lesson, use the Stop-the-Room script (page 3).