



empowered

A Module-Based Positive Youth Development Program

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Core Concepts and Definitions

Adolescence is a time of rapid change. These changes create a key window of opportunity for adolescents to explore who they want to be, what they want out of life, and how they want to be in their world. In other words, they are developing **character**. When an adolescent develops character traits that lead to a good life for them and their community, we call the traits **virtues**. The goal of this intervention is to create a structure for teachers to come alongside adolescents and provide scaffolding for their virtue development. Specifically, we hope that these modules, which can be implemented in any order, will prompt adolescents to explore how they can build a good life by living consistently with what we will call **big values** as well as their own individual values.

To that end, these modules focus on (1) promoting a sense of transcendent meaning (life purpose; what is valuable) by helping students reflect on how big values (like justice, family, friendship, faith, service) matter and (2) building the age-appropriate virtues of hope, wisdom, peace, and forgiveness. We believe that adolescents already have the seeds of transcendent meaning, hope, wisdom, peace, and forgiveness, and that this intervention assists in the cultivation of those seeds.

Definitions

Big Values	Something bigger than what you can see that makes you hold on to who you can be
Virtue	Strengths inside you that help you make a good life for you and the people around you
Hope	Seeing the future you want and moving to make it come true
Wisdom	Making decisions that are good for you and good for the people around you
Peace	Keep calm and stay right (with yourself and others)
Forgiveness	Letting go of grudges and choosing not to get payback

Module 0: Introduction to the Modules

Objectives

- Explain the goals and structure of the program to increase student motivation to engage in the program
- Establish ground rules for sessions
- Build rapport with the students

Materials & Preparation

- Nametags for students to decorate
- Your nametag that you previously decorated which you can show them
- Markers, pens, or pencils to decorate nametags

Classroom Activities

I. Introduction to the Program (10 minutes)

- Introduce yourself and the days you will be teaching the program:

Hello! My name is _____ and I will be teaching this program every _____ for [specify the time].

Share something personal about yourself that will help the students know a little about you and why you have chosen to teach this program.

I want to tell you a couple things about me. I grew up in _____ and graduated from high school at _____.

If you graduated from college: **Then I graduated from college at _____ and my major was _____. Explain what a major in college is if students don't know. Having a "major" in college means that you decide you want to take a lot of classes on that subject.**

As you feel comfortable, share what you do currently for work, and link it to your values. **Now I work at _____ doing _____. I am teaching this program because I want to do everything I can to make sure that you all can build the life you want to have, now and in the future. The goal of this program is to help you figure out what is important to you (what you value), and help you to live a life that is good for you and also good for the people around you.**

- Get to know the students

Bring name tags, and have students draw their names and things that are important to them. Show what you did as an example.

Have a few volunteers share their nametags and thank them for participating.

II. Identify Ground Rules (5 minutes)

Work with the students to identify site rules and ask the students to explain what following those rules will look like in this class. You may need to generate new rules that are specific to these sessions.

Now we need to decide on what rules we are going to use during these classes. What are the site rules?

Let's try and think of at least one example for each rule and how that should look in this classroom.

Make sure that both (1) listening to others when they are talking and (2) using only respectful language to each other are included in the discussion of the rules.

Write these rules on poster board or flip chart and leave them displayed in the room.

Module 1: Imagine Possibilities

Objectives

- Prompt students to think about what they want their futures to look like
- Broaden vision of existing possibilities

Core Concept

- Hope is seeing the future you want and moving to make it come true

Materials & Preparation

- If choosing the Vision Board activity, materials needed include
 - poster board or stiff construction paper
 - magazines for cutting out images and words
 - pamphlets or brochures with images to prompt career ideas
 - glue
 - scissors
 - markers
- If choosing the Envision the Future handout, materials needed include
 - copies of the handout
 - pen or pencil

Classroom Activities

I. Introduction of Hope

We are going to imagine possibilities for our future today. Who can tell me what HOPE is?
(Take answers and praise for effort and participation).

Guide students to the following definition: **Hope is seeing the future you want and moving to make that future come true.** Write it on the board, and have students read it together out loud.

II. Story of Hope

Can you all think of anyone you know of who showed hope? Someone who saw a better future and worked to make that future come true? (Take answers and praise students for their participation.)

I want to tell you all a story of a few people who showed hope. I know of a girl named Sandra who loved to watch Teenage Mutant Ninja Turtles. Have you all ever watched that show or the movies?

On the show, there was a woman named April who was a reporter. She was also really good friends with the turtles. Sandra decided she wanted to be a reporter too—a journalist who would go to the scenes where news was happening and report it on TV.

She told her dad about her vision of being a reporter, and he said, “You need to hold onto your dream, and make a plan for it to happen. A dream without a plan is only a wish.”

So Sandra decided to figure out what to do to become a reporter, and she learned that she should go to journalism school in college and then do an internship with a news organization. So she got good grades and went to journalism school and worked hard. She started out in front of the camera, but then her dad told her that she could make a bigger impact behind the camera as a news director—because news directors get to decide which stories to tell.

After that, her vision changed a little. When the opportunity came to work as a news director, she took it. She became one of the youngest African American news directors in the country. “A dream without a plan is only a wish.” Sandra knew that. Sandra made a plan to make her dream come true.

Lead a brief discussion on the story.

- 1. How did April show hope in that story?** Take answers and praise students for participating.
- 2. What would April have done if she did not have any hope that she could make her vision come true?** Take answers and praise students for participating.
- 3. How did her dad help her to have hope?** Take answers and praise students for participating.

III. Application: Envisioning the Future

Note to Facilitators: The 25 years from now vision will be difficult for students; this is deliberate. Twenty-five years is hard to predict, so it forces students to use their imaginations and stretch beyond what they typically consider.

Option A: Vision Board

- A. Introduce the idea of a vision board. Show an example of one you did or one that you have looked up. You might explain that you couldn't find a picture or word representing one of your dreams, and how you worked around that. For example, if you want to go on a family vacation to Hawaii but you can't find the word Hawaii or a beach picture, you could cut out the individual letters H-a-w-a-i-i or a picture of a palm tree and color a blue ocean with pencil or marker beside it.

Tell them that you want them to have a vision for their career, their health/well-being, their family and friends, their reputation, their neighborhood/community, and the world. They can divide their poster into sections or connect those things.

Have any of you done a vision board before? If they have, ask: **What is the point of a vision board? What does it do?** Take answers and praise students for participating.

Try to lead students to the following point: **This worksheet will help you to imagine the possibilities for your future. Imagining the possibilities is the first part of HOPE—first we see a good future, a future we want, and then we move to make it true. We see a good future for ourselves, and we also see a good future for our family, friends, neighborhood, and world. Sometimes we work together with our community, our family, and our friends to make the good future come true. And sometimes we have to work long and hard before it becomes true, but people who have HOPE keep their eyes on the good future.**

So now we are going to have some time to make our own vision boards! I want you to think about what your life could be like 25 years from now. So this year is [say year]—what year will it be 25 years from now? Take answers & correct as needed.

Okay, now, who knows how old they will be in 25 years? Take answers and make sure they are counting correctly. **So it looks like in 25 years, people will be in their mid-30s or early 40s. Wow! I want you to concentrate on what you want your life to be like when you're that age.**

We have [identify what is available—markers, construction paper, magazines, brochures, pamphlets] and you can cut out or draw your vision! You can use words or pictures. I want you to think of your possibilities in the following areas: (Write on a board or flipchart so students can see and keep track).

- **What your job or career will look like**
- **What your house or car will look like**
- **How your family and friends will be**
- **Your romantic relationship—are you dating? Are you married? Are you single?**
- **Your reputation—what would people write about you in the newspaper?**
- **Your neighborhood**
- **The world**

- B. As students are working, circle around and ask them questions about what possibilities they are imagining. If they are only including their career or their own advancement, ask them how their family and friends are doing. See if they can think what they would like their neighborhood and the world to look like.
- C. If there is time, have students present their vision boards to the group. You can ask them the questions on the board or flipchart to prompt them.

Option B: Envisioning the Future Worksheet

- A. This activity is a different version of the vision board and requires less material. Students can write or draw in the boxes. Another option would be to have students interview each other's "future selves" asking the same questions that appear in the boxes.
- B. Introduce the worksheet

We are going to take a trip into the future, 25 years from now. Does anyone know what the date will be? (Take answers). Write that down on your worksheet. Now write down how old you'll be 25 years from now. Do you know anyone who is that age? (Take answers).

Try to lead students to the following point: **This worksheet will help you to imagine the possibilities for your future. Imagining the possibilities is the first part of HOPE—first we see a better future, and then we work to make it true. We see a better future for ourselves, and we also see a better future for our family, friends, neighborhood, and world. Sometimes we work together with our community, our family, and our friends to make the better future come true. And sometimes we have to work long and hard before it becomes true, but people who have HOPE keep their eyes on the good future.**

I want you to imagine what your ideal life will be like 25 years from now. I want you to imagine the future you most want for yourself—not what you think will probably happen and not what you are afraid will happen. Instead, I want you to think about the things that would make you feel like your life was a good life, what would make you feel happy, and who you would like to spend your time with. I encourage you to try and imagine exactly what you want. Try to think of what is important to you, not about what others think you should want.

Encourage them to be creative and to avoid the temptation to simply imagine they've won the lottery:

Sometimes it can be tempting to simply imagine something like winning the lottery and how you would spend the money. I would like to encourage you to be as creative as you can and to avoid thinking of something everyone else wants or that you have little control over, like winning the lottery. The point of HOPE is that is something that you can move towards and make it become real. While you may really want to win the lottery, it will be more helpful to you to think beyond possibilities like that.

- C. After everyone is done, ask for volunteers to stand up one at a time and share one thing they envisioned in their futures (e.g., ask for a volunteer to share about their health, another to share about their work, etc.). If possible, try to get every student to share one aspect of their future.
- D. To close this activity, ask the students to consider what the community around their school would be like if everyone was able to have the future they imagine.

What do you think would happen if everyone in this room was able to have the future they imagined? How would that impact the community around your school, if everyone here was successful the way they imagine they will be? (Praise students for effort and participation.)

Module 1 Handout: Envisioning the Future

The date 25 years from now: _____

I will be _____ years old. The people I know who are around this age are: _____, _____, and _____.

Write down your ideas, words, and/or pictures for each category.

My work	My family and friends
My romantic relationship	What people wrote about me in the local newspaper
My neighborhood and world community	What I own

Module 2: What Do You Value?

Objectives

- Encourage the development of a values-based identity
- Begin exploration of how people are happier when their behaviors are consistent with their values

Core Concept

- Big values are something bigger than what you can see that help you hold on to what you can be. They determine what your “main thing” is—they help you make decisions about what your ultimate and immediate goals are and the choices you want to make to reach them

Materials & Preparation

- If choosing the What Are Your Values? activity, materials needed include:
 - copies of the handout
 - pen or pencil
- If choosing the Personal Crest activity, materials needed include:
 - drawing materials (crayons, markers, or colored pencils)
 - copies of the handout or blank paper/construction paper

Classroom Activities

I. Introduction of Values

The goal of this program is to help you figure out what is important to you, and help you to live a life that is good for you and also good for the people around you. To help you all think through what a good life looks like for you, it is really important to identify your VALUES. Can anyone tell me what a value is? (Take answers and praise for effort and participation.)

Guide students to the following definition: **BIG VALUES** are something bigger than what you can see that makes you hold on to who you can be. Write it on the board, and have students read it together out loud. **Another way to say this is that your values determine what your “main thing” is—they help you to make decisions about what your goals are, what choices you want to make to meet those goals, and how you are going to act or behave.**

II. Examples/Stories about Values

We can usually tell what people's values are by how they act. So, for example, there is a barber here who volunteers to give children haircuts at their schools for free if they can't afford it. He also goes to older people's homes to cut their hair if they don't have a way to get to his shop. What do you think his values are? What is important to him? (Take answers and praise for effort and participation. Lead students to values such as helping others, kindness, etc.)

- **I know someone who spends a lot of time on schoolwork so that he will get good grades. What do you think his values are?** (Take answers and praise for effort and participation. Values could be learning, education, achievement, making his family proud).
- **I know someone who works two jobs to provide a good life for her children. What do you think her values are?** (Values could be family, love, kindness, responsibility, etc.).

Sometimes it's hard for people to always act like their values. For example, I have a value of being respectful to my mom, but sometimes she says things that sound crazy to me, and I might get annoyed, and it's hard to stay respectful to her. OR I have a value of being polite, but sometimes if I have a cashier who is REALLY slow and I am in a hurry, I say something that is rude.

Do any of you have examples of how sometimes it's hard to act in the way you want to? Take answers and praise students for their responses.

One thing that makes it easier for us to act the way we want to act is to identify our values. Our values are like a road map or a GPS. Even if we get off track or go down a road that isn't where we want to go, our values can help us find the way back to where we want to be and to WHO we want to be.

Note to Facilitators: It could be helpful for you to share something personal about a value of yours that it can be difficult to act from consistently. This will help build youths' understanding that it's hard to act the way we want to, but identifying our values can help us keep working to do better. Some examples are below, but please feel free to use your own.

III. Application: Identifying Your Values

Option A: What Are Your Values? worksheet

Our values can help us decide what our hopes are for our futures, and help us make decisions about what we do in different situations. Now you are each going to have a chance to identify what some of your values are. Can someone read the instructions on the handout?

After the instructions have been read, give students about 5 minutes to identify their top 5 values. Have a few students share one of their top values and why they choose it. For each value, ask the class if other students selected that same value, and have the students who selected the same value raise their hands.

Conclude by saying: **Our values can help us see what we want our futures to look like, and they can help us make decisions about what we do in different situations. Now you are each going to have a chance to identify what some of your values are. Can someone read the instructions on the handout?**

Option B: Your Personal Crest

Note to Facilitators: It might be useful to use the values in the “Identifying Your Values” worksheet as a starting point to give students ideas about what their values might be.

Do any of you all know what a crest and coat of arms are? (Take answers & praise for participation.)

Lead students to the following definition: **A coat of arms was used to identify families by what they valued-- putting pictures, symbols, and words on a cloth that would represent the families.**

Some countries have a coat of arms with a motto. For example, Mali has a coat of arms with a bird from Malian folklore symbolizing peace, a mosque to symbolize the dominant faith there—Islam—and arrows to symbolize strength. Their motto on the bottom is “one people, one goal, one faith” because they care about unity and their shared faith.

I want you all to make your own coat of arms—or crest—by drawing or writing symbols of your values in the four quadrants of the shield on the worksheet. Your values could be a lot of different things—family, education, helpfulness, loyalty, strength, kindness, love—any value you can think of.

You can write the words, or you can draw out symbols of what is important to you. So if justice is important to you, for example, you could draw a judge’s gavel. If education is important to you, you could draw a diploma, or books, or a graduation cap.

In the bottom, you can write a motto—words you want to live by.

- A. Introduce the activity
- B. Answer any questions students have. Encourage them to think about their values and share with a neighbor if they need help brainstorming. Circle around the room to help students who are stuck.

- a. Allow students to share their work with the group as they feel comfortable. Clap after every presentation & praise students for sharing.

Conclude by saying, **Why do you think they put their symbol on a shield like that?** Take answers and praise students for participating.

Lead students to the following point: **Just like a shield used to protect people and help keep them strong when they were getting attacked, our values can protect us and keep us strong.**

Our values help us decide WHO we want to be and what future we want to have. Then even when things get tough, we can fall back on our values to help lead the way.

Module 2 Handout: What Are Your Values?

Your **values** are what you think is important in life. Everyone has different values. When you take time to **think about your values**, you can make decisions about what you want to do and who you want to be, now and in the future.

If your values match how you act at school, in your relationships, and at home, you will be more satisfied and happier in your life.

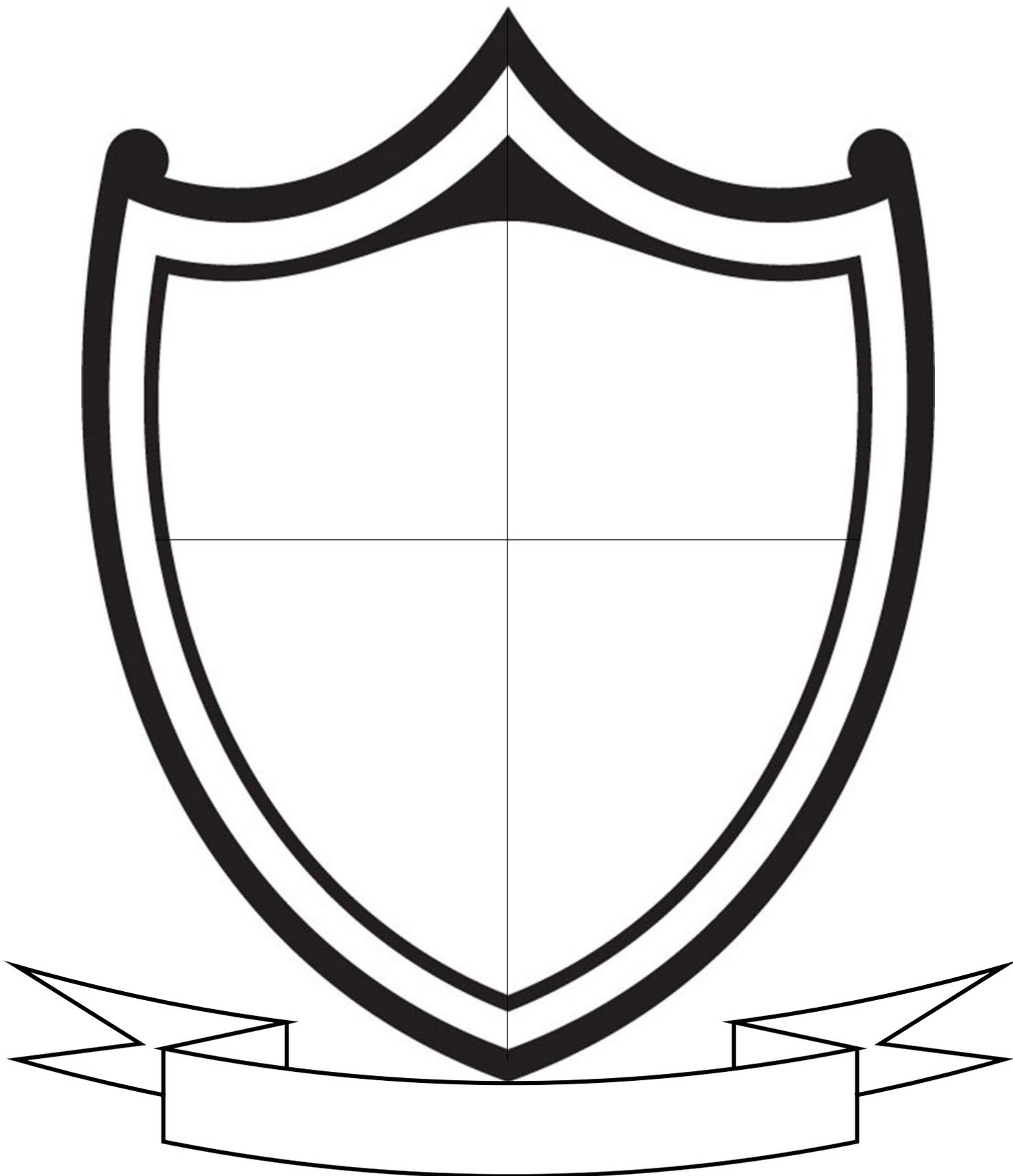
The first step is to explore what your values are. **Circle your top 5 values.** If you have a value that is not on this list, feel free to add it in!

Kindness	Responsibility	Loyalty
Love	Perseverance	Trustworthiness
Life	Laughter	Humor
Work	Education	Cooperation
Creativity	Focus	Justice
Faith/Belief	Achievement	Health
God	Famous	Morality
Wealth/Money	Patience	Independence
Success	Popularity	Wisdom
Respect	Helpfulness	Power/Strength
Honesty	Learning	Family

My Top 5 Values Are

1. _____
2. _____
3. _____
4. _____
5. _____

Module 2 Handout: Your Personal Crest



Module 3: Setting Goals

Objectives

- Build capacity to break a large goal down into smaller goals
- Demonstrate how setting smaller goals can help you to get to a bigger goal, even when barriers make this difficult

Core Concept

- Setting smaller goals helps you identify steps to take to move towards the future you want

Materials & Preparation

- Materials needed include:
 - Setting Smaller Goals handout or blank paper
 - pen or pencil

Classroom Activities

I. Introduction of Goal-Setting

One of the goals of this program is to help you figure out what is important to you, and help you to live a life that is good for you and also good for the people around you. Who can tell me what HOPE is? (Take answers and praise for effort and participation).

Guide students to the following definition: **Hope is seeing the future you want and moving to make that future come true.** Write it on the board, and have students read it together out loud.

To help you all think through your future and to move to make that future come true, it is important to SET GOALS. Can anyone tell me what a goal is? (Take answers and praise for effort and participation).

Lead students to the following definition: **A goal is a target that you work to achieve.**

We choose goals based on what are values are—something bigger than makes you hold on to who you can be.

Sometimes to meet a big goal, we have to set a lot of smaller goals to get there. It is kind of like climbing the stairs—to get to the next floor, you have to go step by step. Say something ridiculous, like, Do any of you have enough leg power to jump from the ground to the roof? If students say yes, say, Most of us non-superhero human beings can't jump from the ground to the roof. So how do people get to the roof of a house or a building? After students say, "ladder," say, Yes, to get from the ground to the roof, we have ladders—and we have to climb that ladder rung by rung (or step by step). If we just try to leap to the roof without taking the in-between steps, we will fall down. But if we get a ladder and take it step by step, we can get to where we want to go.

Draw a ladder on the board or on a large easel. Draw about 5-6 rungs on the ladder.

Say, **There once were a couple of teen boys at a Boys & Girls Club who got the idea to have their own lawncare business, and they made it happen.** At the top of the ladder, put “Lawncare business with customers and employees.”

What do you think they had to do to make their lawncare business happen? Take answers and praise students for participation. They may come up with multiple answers that are appropriate for rungs on the ladder—try to organize with the earliest accomplishments on the lowest rung of the ladder. It might look like this. (**Note:** Order is reversed from a ladder).

1. Learn how to cut lawns, fertilize, weed whack, etc.
2. Access lawnmowing equipment
3. Go around the neighborhood to get 1-2 customers
4. Get 10-20 customers
5. Get a business name and license/insurance
6. Get 30-40 customers
7. Buy better equipment
8. Lawncare business with customers and employees

If students need more practice, say, **I also know this child who wants to be in the NFL. Let’s call him Derrick. Derrick doesn’t have a plan for how he is going to be in the NFL. What steps need to happen before he can get recruited for the NFL?** Try to make sure they come up with the following:

1. Get on the high school football team.
2. Practice every day & get stronger and faster.
3. Get at least a 2.2 GPA (above a C average) in high school so that he can get into college.
4. Get accepted into college.
5. Play football in college.
6. Get at least a C average in college.

Ask, **Can Derrick join the NFL if he doesn’t get accepted into college?** After students say no, say, **What do people need to do to get accepted into college?** See if they can generate information about GPAs and SAT/ACT scores.

Conclude by saying, **Sometimes to achieve our goals, we have to take a big picture view and really think through everything that needs to happen to achieve those goals. Sometimes those steps might seem surprising—like needing to do well in school so that you can play football. But you will have a better chance of reaching your big goals if you set smaller goals. And when you meet your small goals, you can see how much you’ve moved toward your big goal.**

III. Application: Setting Your Goals

- A. Have students brainstorm one goal in the next ten years. Try to get them to think about goals that are possible in that length of time. For example, they probably wouldn't be able to be a doctor by then, but they could enter medical school. Students will likely need guidance about what is or is not possible just purely in terms of time. However, don't discourage them from unlikely dreams (e.g., being Instagram famous; becoming a professional athlete). Sometimes having big dreams can motivate changes in behavior in a way that practical goals cannot.

Now I want you all to think of ONE BIG goal you have for the next ten years. It should be something that you can take action to move towards (so for example, you might have a goal of winning the lottery, but it is not in your control, so let's think of another goal. And think about something that is possible by the time you're 10 years older).

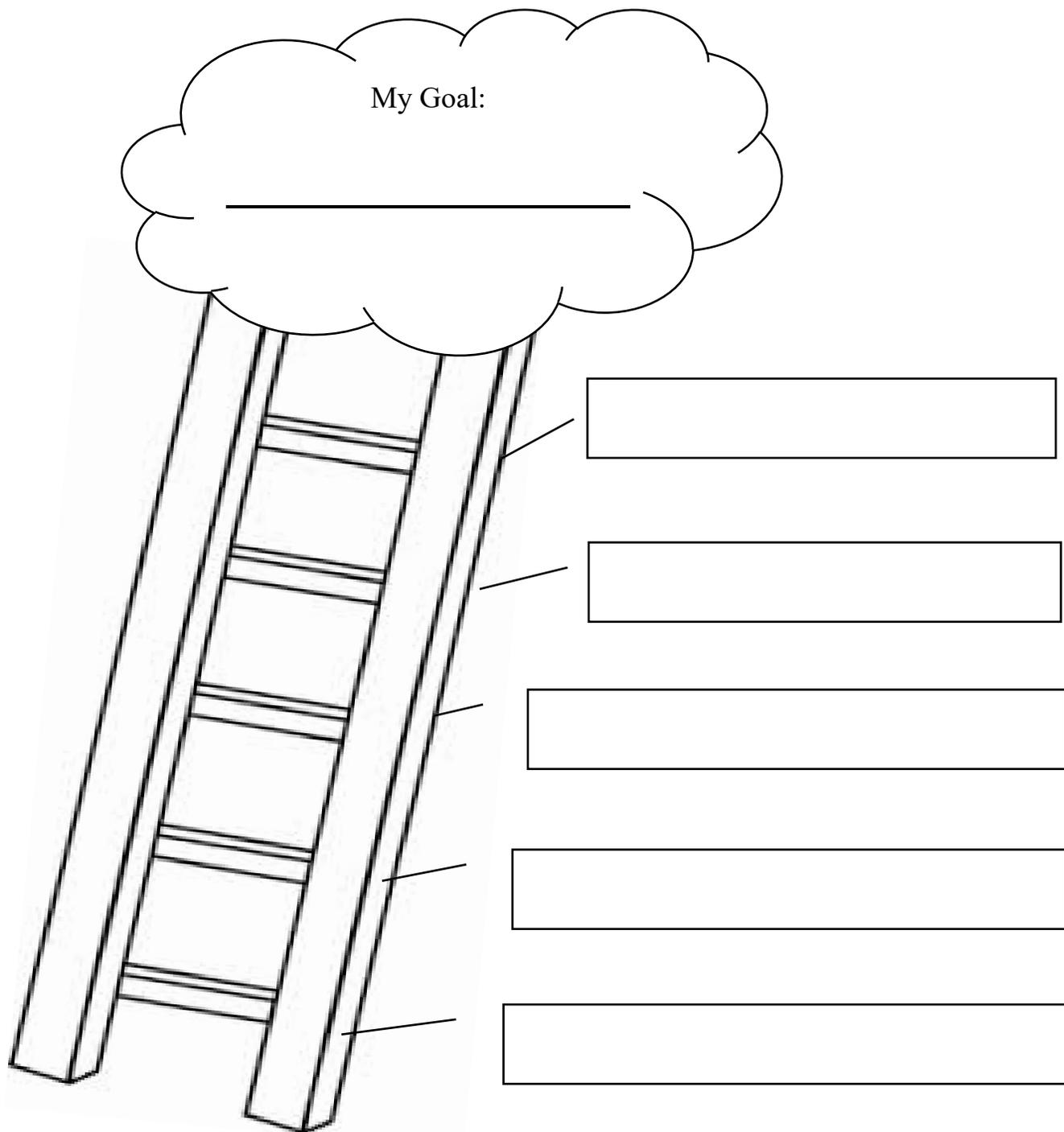
First, think about what your goal will be. Now, write or draw it in the top of the "Setting Goals" handout.

Now, work to think of at least five smaller steps you need to take to get to that goal. Write them in the rungs of the ladder. Think about how you'll celebrate yourself and what you were able to accomplish when you take each step towards your big goal.

- B. Help students to brainstorm the steps to their goals.
- a. Circle around and praise students for their efforts. Help them brainstorm additional steps to meet their goals, and help them think of time-realistic goals if it would not be possible to meet their original goal in ten years (e.g., make their 10-year goal a step to their ultimate goal).
 - b. *Note to Facilitators:* Students will often not have enough information to brainstorm steps to their goals. For example, they might have a dream of becoming Instagram famous, but they won't know that they need to build a following, have a brand, etc. Your goal here is not to tell students that they can or cannot achieve their goals. Your goal is to create scaffolding so that they can see a clear path to their goals.
- C. Wrap up by encouraging students to share their goals and their steps to each other in pairs or in small groups.

Conclude by saying, It's exciting to think of big goals to achieve 10 years from now. Now that you've thought of small steps you can take to get there, it makes it more likely that you'll be able to get to where you want to go—like climbing a ladder instead of trying to make a big leap. We might have obstacles or barriers—something that blocks us from one step—but then we just have to think of ways we can get around those barriers so that we can still achieve our goals. Having small goals can help us build confidence in ourselves. We can see how much we are able to do to move towards are goals. The more confidence we have in our ability to work towards our goals, the more HOPE we have. We can see a better future for ourselves and can work to make it come true.

Module 3 Handout: Setting Smaller Goals to Achieve a Bigger Goal



Instructions: Identify ONE goal for the next 10 years and put it in the cloud. Then, think of the steps in order to achieve that goal, and put them next to the ladder rungs. If you have more steps, put them in between the other steps.

Module 4: Problem-Solving (STOP Before You GO)

Objectives

- Provide a problem-solving model for students to use
- Create opportunities to practice the model in a fun environment

Core Concept

- To have wisdom, we have to learn from our experiences and even learn from other people's experiences

Materials & Preparation

- If doing the handout, materials needed include:
 - STOP before you GO handout
 - Pen or pencil
- If doing the role-play, materials needed include:
 - White board/chalk board or flipchart
 - Marker or chalk

Classroom Activities

I. Introduction of Wisdom and the STOP before you GO model

We are going to talk about problem-solving and WISDOM today. Can anyone tell me what WISDOM is? (Take answers and praise students for participation). Lead them to following definition: **WISDOM is making decisions that are good for you and good for the people around you.** Write this on the board, and have the students say it all together.

To have wisdom, we have to learn from our experiences and even learn from other people's experiences. We also have to STOP and think before we GO do something. Wisdom doesn't just think help us think about what feels good now—it also helps us think about what will be good for the future.

Sometimes it's hard to be wise when you have a conflict. Can anyone tell me what a conflict is? (Take answers and praise students for participation). Lead them to following definition: **A conflict is having a problem with someone else—like a fight or an argument. When we have conflicts, it's really easy to get mad and just do whatever the anger wants you to do. It's better to STOP and BE WISE so you can figure out what you want to happen next.**

On your handout, you have some problem-solving steps to help you be wise when you have a conflict. Let's take turns reading each step.

S – STOP AND CALM DOWN (Before doing anything, take a step back and clear your head)

T – THINK ABOUT THE PROBLEM (Why did this happen? What exactly is wrong?)

O – OUTLINE YOUR OPTIONS (What can you do in this situation?)

P – PREDICT WHAT WILL HAPPEN (What will probably happen if you do that?)

G – GO FOR YOUR GOAL (Pick the option that is most likely to be good for you and for the people in your life, and then do it)

O – OBERVE WHAT HAPPENED (How well did it work out? If it didn't work, what can you try next?)

II. Story of Wisdom

I once noticed a girl here your age show wisdom—I'm going to call her Brianna. Brianna was playing in the gym with her friends, and they started teasing a smaller kid who wasn't that good at basketball, calling her "slow" and telling her to get off the court. Brianna could tell the other kid was getting upset. Brianna didn't want to get into a fight with her friends, but her mom always told her it was important to stand up for people who couldn't stand up for themselves. So she stopped and thought about what she could do that could keep her friendships but also get her friends to leave the other kid alone. So she made a joke that her friend was just worried the other kid would show her up, and everyone laughed. Then she offered to play 2-on-2 with the other kid on her team, and they all agreed.

How did Brianna show WISDOM? Take answers and praise students for participation. Try to get them to the following points:

- **She made a decision that was good for her—it helped her keep her friendships—AND it was good for the other kid too.**
- **She thought about her mom's advice—learning from people with more experience.**
- **She thought about her VALUES—helping people and standing up for people who couldn't stand up for themselves.**

Brianna did what we are talking about today. STOP before you GO. She stopped, thought about her options, predicted what would happen, and then went for her goal, which was to help a friend.

- III. Application: STOP before you GO Role-Play
 - A. Use the specific situation Brianna was in to help students practice the STOP before you GO steps.

Now we are going to pretend we are in that situation where someone is getting picked on, and we will STOP and then GO. Let's say the steps all together again.

1. **STOP and calm down.**
2. **THINK: What is the problem?**
3. **OUTLINE THE OPTIONS: What could you do?** *Below are some options; try to get them to outline a range of options*
 - a. Fight
 - b. Ignore it
 - c. Tell them to stop
 - d. Join in on the teasing
4. **PREDICT: What could happen next for each of those outcomes?** *Try to get them to identify a range of realistic outcomes for each option. For example:*
 - a. Fight – could get hurt; could win/make it stop; could get in trouble; could lose your friendship
 - b. Ignore it – maybe they'd stop on their own; maybe they'd keep doing it; keep your friendship; feel bad about not doing anything
5. **GO FOR THE GOAL: Looking at this, which one would you choose?** Take answers and praise students for their responses.
6. **OBSERVE WHAT HAPPENED:** how did the choice work out?

Now we are going to do a role-play of that situation and we'll see how it works out! I need **four or five volunteers**. Select students who have not been selected before. Try to have one well-liked student play the victim. Assign the roles: Brianna (or Brian), their two friends, and the child who got picked on. Give the students a few minutes to plan the role-play. They may need help.

Set the stage: **So remember, Brianna (or Brian) is playing basketball with their friends, and this other child tries to join. And...ACTION!**

Lead a discussion on the role-play:

- **Did it look like Brian(na) STOPPED, calmed down, and thought?**
- **What was the problem?**
- **What OPTION did they choose?**
- **How did it work out?**

If the role-play didn't end well, say: **One thing that WISDOM helps us to do is learn from experience. So we experienced that this did not work out very well. We OBSERVED what happened when Brian(na) made a certain choice. So what other OPTIONS are there?** Work with the students to brainstorm other options.

Then say, **Let's try it from the top, but let's use [other option] instead. And...ACTION!**

Repeat as necessary until a prosocial option works out well.

B. Conduct the Role-Play

Note to Facilitators: We want to make sure that students have opportunities to practice WISE and PROSOCIAL behavior. Students can sometimes have a lot of fun playing around and pretending to be the bully, which can make bullying look appealing, especially if the “wise choice” doesn’t work out well in the role-play. There are a few ways to handle this.

- Don’t let a child who is both aggressive and popular in real life play the bully.
- Don’t let a child who gets bullied in real life play the victim.
- Try to have a well-liked child play the victim role.
- Remind students that they are NOT allowed to touch each other in the role-play, and stop the role-play if someone puts hands on anyone else.
- If the prosocial behavior doesn’t end well (e.g., the child who intervenes starts getting picked on; it turns into a physical fight), have them STOP, OUTLINE their OPTIONS, and try again, until the role-play ends with the prosocial behavior turning out well. This may take time and a lot of coaching.
- If you don’t think the students can handle it well, you as the facilitator can play a part until the students have a good handle on it, and then you can invite another student to take your place.

C. Conclusion

Conclude by saying: **Let’s say the STOP before you GO steps all together one more time.**
Lead a recitation of the steps.

Remember that we are WISE when we make decisions that are good for us and good for the people around us. Let’s say that all together: Good for us and good for the people around us! Praise students for participating. Making wise decisions helps us now and in the future, so that you can have the life you want to live.

Module 4 Handout: STOP before you GO!

Instructions: Use these steps when you are in a conflict—when you have a problem with something that is happening.

STOP before you GO

- S**top and calm down
- T**hink about the problem and what is important
- O**utline your options
- P**redict the outcomes

- G**o for your goal
- O**bserve the outcomes

In your Stop and Calm Down step, what helps you calm down?

1.

2.

3. _

4.

5.

Module 5: Rooted in Community

Objectives

- Increase sense of identity in community
- Create the idea of community as a BIG VALUE
- Build agency and motivation for making the community a better place

Core Concept

- Community as a big value—it is something that is bigger than what I can see that helps me hold on to who I can be.

Materials & Preparation

- If you choose the Community Service option:
 - identify the activity
 - prepare in advance with needed materials and collaborators
- If you choose the Community Service Plan option, materials needed include:
 - drawing materials (crayons, markers, or colored pencils)
 - construction paper or blank paper
 - white board/chalk board or flipchart

Part of hope is having confidence that you can have the future that you want to have. What gives YOU hope? What gives you confidence that you can have the future that you want to have? Take answers and praise students for their responses. Emphasize their responses that point to the role of other people (e.g., parents, teachers, other adults) who give them confidence.

Say, one thing that really gives me hope is knowing that the people in my life will help me out when I need help. That means I have a community—I have a group of people who I live around or work with or do things with who wants what best for me.

On the board/flipchart, write the definition of community: **a community is a group of people that lives near each other, works or learns together, or does things together.** Have students say the definition all together. Say, **We are a community here at [site location]. You also have a school community. You have a neighborhood community too! You might have a church or faith community—a group of people who believe the same things and have the same goals.**

COMMUNITY is a BIG VALUE for me—it is something that is bigger than what I can see that helps me hold on to who I can be. My community gives me hope.

Classroom Activities

- I. Introduction of Hope and Community

A. Hope

We are going to talk about being part of a community today. Who can tell me what HOPE is? (Take answers and praise for effort and participation).

Guide students to the following definition: **Hope is seeing the future you want and moving to make it come true.** Write it on the board, and have students read it together out loud.

B. Connection between hope and community

When you have a STRONG COMMUNITY, you know that you have a goal of helping your community, and people in your community have a goal of helping each other and you. What communities are you all a part of? Take answers and praise students for their responses.

If they say something like, “I don’t have a community” or “Nobody helps me,” validate them by saying something like, **It’s really lonely and alone to feel like other people don’t care about us—to feel like we DON’T have a community. I’ve definitely had times in my life where I’ve felt alone or lonely too. One thing I did was I tried to BUILD a community for myself. It took work, but I was able to get a group of people who cared about me and helped me out.**

II. Story of Community

Today we are going to talk about how you can get hope and give hope by BUILDING A STRONGER COMMUNITY.

I want to tell you a couple of stories of how a COMMUNITY gave hope by working together. Once there was a neighborhood that had a lot of trash in the neighborhood because people littered, and you could hear gun shots a lot there. There was an older man, Mr. Jones, who lived in the neighborhood who remembered how the neighborhood used to be nice—people took pride in their houses and knew each other and helped each other out when they needed help. Now he saw children leaving the park across the street from his house, littering food wrappers and other junk. Every day he cleaned up after the children, but it made him sad and angry that they didn't have any pride in their neighborhood. So one day he talked with a group of older boys who lived down the street. He said, "What would you say if someone came to your mama and told her that they would buy her house for \$15,000?"

And the boys got angry, shaking their heads and saying, "No man, that's crazy, my mama's house is worth more than that."

But Mr. Jones said, "The way you act, it's like your mama's house is worth nothing. You throw trash on the ground and get into fights. People don't want to buy houses here because of the way you are acting. If you go the next neighborhood over, houses are selling for twice as much, because people treat those neighborhoods with respect."

The boys were able to listen to Mr. Jones, and the next day some of them helped Mr. Jones to clean up the trash off the street. They also started cleaning up their families' yards. One of the gang leaders heard what Mr. Jones said, and he started policing the neighborhoods and stopped the shootings every night.

A. Lead a discussion based on the story

So, in the BEGINNING of this story, was the neighborhood a strong or weak community? Why? Take answers and praise students for their participation.

Who had HOPE in the beginning of the story? Take answers. How did Mr. Jones show HOPE? Lead students to the idea that he saw the future he wanted to have (a better community) and he worked to make what he hoped for come true.

How did the community become STRONGER? Take answers and praise students for their participation.

Mr. Jones had HOPE for his community, and he shared that with other people in his community. Then his community had HOPE for a better future for themselves and helped each other, WORKED TOGETHER to make that future come true.

III. Application: How can you make your community stronger?

Option A: Participate in a Community Service Activity

Note to Facilitators: You can have a lot of creative freedom for this component. You may choose to identify a community project in advance. Ideas include the following:

- painting a room in the building
- cleaning out a storage closet
- picking up the outside area to make it look more beautiful
- painting a mural
- planting in a community garden
- serving food somewhere
- visiting a retirement or nursing home; talk and play games with the residents
- having older students read to or tutor younger students
- having older students “coach” younger students in a sports-related activity

Option B: Plan a Community Service Activity

If you do NOT choose to have students do a project in the moment, you can use this time to guide them to PLAN a project.

A. Explain the project

There are lots of other ways communities help each other—sometimes they help each other by providing food or places to stay for people who need it. Sometimes it is as simple as smiling at someone, or helping someone younger with their homework, or teaching someone else how to get better at something, or inviting someone to play with you. It can be visiting someone who is lonely, or making a piece of art to make someone’s life more beautiful. There are SO MANY ways you can make your community stronger.

I am going to put you in teams, and I want each team to brainstorm a way that you can make your community stronger. Each group should write down or draw the plan. After you make the plan, you will present it to the whole room. You can act it out or just explain it.

B. Support idea development

Walk around the classroom and help students stay on task and develop ideas. Encourage them to think about things they could ACTUALLY do (e.g., right now they probably cannot give everyone in their neighborhood a million dollars but they could clean up trash). Encourage them

to think of both parts of HOPE: the VISION of what their community could look like AND the PLAN of how they can help each other to make that happen.

C. Group presentations

After giving the groups 10-15 minutes to plan, encourage each group to present their ideas.

Thank you all so much for working so hard on this. You came up with some amazing ideas, and now you have the opportunity to share what you came up with. Which group wants to go first? Take hands—if no group volunteers, call on a group to present.

Great, thanks! Go to the front and show us what you came up with! Are you going to act it out in a role-play or tell us about it?

After the group presents, lead the class in a round of applause for the group. Ask the class, **What did you like about their idea?**

Repeat this process until all groups have presented.

D. Conclusion

One thing that helps us to have more HOPE is knowing that we are part of a community that is there for us. We can also GIVE HOPE to our community by helping each other to make our community stronger.

COMMUNITY is a BIG VALUE- it's something bigger than what we can see that helps us hold on to who we can be.

I have SO MUCH HOPE in you all. When I look at you, I see how strong our community can be. I see the wonderful people you are now, and I can see the amazing things you'll be able to achieve. I look at you, and I am glad we are part of the same community.

Module 6: Peace During Unpleasant Emotions

Objectives

- Create an understanding that emotions are important, even emotions that aren't fun
- Provide metaphors to explain how emotions are temporary

Core Concepts

- Peace is keeping calm and staying right with yourself and others.

Materials & Preparation

- If doing the Watch Wait and Wave handout, materials needed include:
 - white board/chalk board or flipchart
 - marker or chalk
 - WWW handout
- If doing the outside exercise, materials needed include:
 - drawing materials (crayons, markers, or colored pencils)
 - construction paper or blank paper)

Classroom Activities

- I. Introduction of Peace and Emotions
 - A. Peace definition

We are going to talk about PEACE today. Who can tell me what PEACE is? Take answers and praise students for participating. Lead students to the following definition:

PEACE is keeping calm and staying right yourself and others. Write this on the board, and have everyone say it together.

Does anyone know what it means to STAY RIGHT with other people? Take questions and praise students for participating. Lead them to the idea that **STAY RIGHT with other people means that you don't have a problem with them, and they don't have a problem with you. When you STAY RIGHT with other people, you are okay with them and you respect each other.**

The next idea is a little trickier. What do you think it means to BE RIGHT with yourself? Take answers and praise students for participating. Lead students to the idea that **BEING RIGHT WITH YOURSELF means you are okay with how you are feeling and what you are doing.**

- B. Emotions You Don't Like

Note to Facilitators: Students may say physical states, like “tired,” “hungry,” or “sick.” Do not write those on the board/chart. Instead, say something like, “**I definitely don’t like to feel hungry either! But hungry is not really an emotion—hungry is a physical state that says your body wants food. Let’s try to think about *emotions*—emotions are a combination of physical feelings and an attitude about something that is happening. So you could be *frustrated* about being hungry, and that would be an emotion.**”

Sometimes it’s hard to think about BEING OKAY with how you are feeling if you’re not feeling happy. Let’s make a list of all the emotions or feelings you don’t like to have—emotions that don’t feel good. Take answers and praise students for their responses. Write their responses on the board or flipchart as they are answering. Examples might be as follows:

- Mad/angry
- Annoyed
- Sad/upset
- Scared/afraid

After you have a list of unpleasant emotions, say,

Now I want you all to really think about this...can anyone come up with guesses about why it is GOOD to feel scared sometimes?

- Guide students to the idea that being scared helps us to avoid dangerous things or things that might hurt us. **For example, if you were SCARED of getting suspended, that might help you to stay out of fights at school. Or if you were WORRIED about failing a test, that might help you to study more so that you won’t fail.**

I have another tricky question...can anyone come up with guesses about why it is GOOD to feel sad sometimes?

- Guide students to the idea that being sad when we lose something helps us to know that that thing or person is important. Ask, **What would it mean if someone important to you died and you didn’t feel sad at all?** Take answers, guiding students to the idea that if we didn’t feel sad, it would mean that we didn’t miss that person.
- Guide students to the idea that when we feel sad for someone else if they get hurt, it keeps us from wanting to hurt other people. Ask, **What would it mean if we didn’t feel sad for someone who was hurting?** Take answers, guiding students to the idea that if we didn’t feel sad, it would mean that we didn’t care when that person was getting hurt, there wouldn’t be anything to stop us from hurting someone else.

My last tricky question...why is it GOOD to be angry sometimes?

- Guide students to the idea that it’s good to feel angry when someone does something that violates your rights or someone else’s rights. **What do you think would have happened if Martin Luther King never got angry about how Black people were getting treated in the United States?** Take answers, guiding students to that idea that anger helps to motivate us to fix the problem when things are not fair.

II. Metaphors and Images for Peace
A. Introduce metaphors

Sometimes it's hard to think about how you can KEEP CALM AND STAY RIGHT with yourself when you have emotions that don't feel good—like anger, fear, or sadness. I want us to talk about a trick I use to stay calm and be okay with how I'm feeling even when I'm mad or annoyed or worried.

Here is the trick: WWW- Watch, Wave, and Wait. First, I WATCH how I'm feeling. This means I PAY ATTENTION and NOTICE how I'm feeling without trying to feel something different. Then I WAVE in my head to the emotion, like, "I see you- I know you're there!" without trying to make it go away. Finally, I WAIT for the feeling to go away.

Using Watch, Wave, and Wait helps me let my emotions come and go without trying to stop them. It also reminds me that hard emotions aren't going to stay forever. Look at your handout—let's each take turns reading different stories that help us to WATCH our emotions, WAVE at them, and WAIT for them to go away.

List of metaphors in the handout:

1. **Wave metaphor:** Pretend you are sitting on the beach. Emotions are like waves—they come in, crash against the sand, and fade backwards. You don't have to run into the water—then the wave might suck you in and make you feel like you're drowning. You don't have to fight against the wave—you can just watch it come and watch it go. Let's pretend you are sitting on the beach, watching the wave come, crash, waving to it as it comes closer to you, and then waiting for the wave to fade away.
2. **Train metaphor:** Pretend you are sitting on a bench in a train station. Trains come in the station; they sit there for a little bit; and then they leave. Emotions come in; they sit there for a little bit; and then they leave. Sometimes a train smell bad and release dirty gas and make a lot of noise. But eventually the train leaves. What would happen if you tried to jump in front of the train to stop it? You could get hurt really badly. But instead, imagine yourself just sitting there on the bench and watching it, waving to it, and waiting for it to go away by itself.
3. **Storm metaphor:** Pretend you are in your house during a bad storm. The storm comes in and sits over your house for a while, but it is not strong enough to knock down your roof or your walls. It makes a lot of noise, but you know that it's not strong enough to hurt you if you stay in your house and watch it go by. Emotions are like that—they might roll in and sit on top of you for a while, making a lot of sound and fury, but eventually they will roll out. What would happen if you left your house to fight the storm? You'd probably get soaked and cold. But if you just watch the storm, wave to the lightning and rain, and wait for it to roll away, because you know there are blue skies coming, you can stay warm and dry and safe.
4. **Tantrum metaphor:** Pretend you took your little sister or brother to the grocery store. They want a candy bar and start throwing a temper tantrum. They scream and cry and roll around on the floor. But eventually they'll get tired and stop. If you try to argue with them, they'll scream for longer, but if you just ignore them, they'll run out of energy. Emotions are like that—if you pay them too much attention, they get bigger, but if you

just watch them, they get smaller. Imagine yourself watching your sibling tantrum, waving—or even saying something to tell them you see and hear them, and then waiting until they get tired and stop.

B. Discussion about the metaphors

After each metaphor has been read, ask, **Do any of you have a FAVORITE metaphor?** Take some answers, and ask them why.

Then say, **You can even make up your OWN metaphor if you don't like any of these. For example, you could pretend that you are a bus driver, and emotions are passengers that get on board but that will get off at the next stop. Or you could pretend that your emotions are dogs that are barking at you as they walk (or drive) past you.**

On the handout, you can write down what metaphor works best for you.

III. Application: Two Options (Watch Cars/Clouds OR Draw Your Metaphor)

OPTION A: Go outside and watch clouds or traffic

Option A: **Now we're going to go outside and watch, wave, and wait (clouds or traffic). We're going to play a game and pretend that the (clouds/cars) are emotions. So we could say, "That looks like ANGER. That looks like DISAPPOINTMENT." Then after we label them, we'll watch them go by. Any questions?**

OPTION B: Draw Your Metaphor.

Now I want you to draw your metaphor. First pick ONE emotion that you want to draw. It can be any emotion, but I want you to pick an emotion that you DON'T like. I want you to draw that emotion in the metaphor, and draw yourself just watching the emotion, not doing anything. Can I get any volunteers to say what you think (anger, sad, annoyed, etc) might look like? *Follow-up questions if necessary:*

- **What kind of thing is it?**
- **What color is it?**
- **What texture is it—hard or soft, furry, prickly?**

Explain that emotions can look different for everyone. **Different emotions can look different for everyone—someone might imagine it as a big tsunami wave, and someone else might think of it as a giant red furry monster, and someone else might think of it as a tornado.**

Now take some time and draw out your metaphor with ONE emotion. Invite students to stand up and present their metaphors as they feel comfortable. Clap after each student presents.

Conclude by saying, **You all did a great job drawing metaphors to show how you can WATCH your emotions without getting bothered by them or trying to change them.**

A. Conclusion

Watching your emotions is an important part of PEACE—let's say that definition all together! PEACE is keeping calm and staying right with yourself and others. You can stay calm by watching your emotions and being okay that you're feeling that way, even when the emotion doesn't feel good. Emotions that don't feel good are still important, AND we know that they'll go away by themselves.

Module 6 Handout: Watch, Wave, and Wait

A *metaphor* is a figure of speech that uses a picture to explain an idea. These metaphors are ways to explain that

- Emotions are temporary (they don't last)
- Emotions go away by themselves
- You can stay calm and watch the emotion

- 1. Wave metaphor:** Pretend you are sitting on the beach. Emotions are like waves—they come in, crash against the sand, and fade backwards. You don't have to run into the water—then the wave might suck you in and make you feel like you're drowning. You don't have to fight against the wave—you can just watch it come and watch it go. Let's pretend you are sitting on the beach, watching the wave come, watching the wave crash, watching the wave fade away.
- 2. Traffic metaphor:** Pretend you are sitting on a bench watching a busy road. Cars and trucks and motorcycles come through. Some are loud and some are quiet and smooth. At red lights, they sit there for a little bit, and then they leave. Emotions come in; they sit there for a little bit; and then they leave. Sometimes they smell bad and release dirty gas and make a lot of noise. But eventually they all move on, away from you. What would happen if you tried to jump in front of a semitruck to stop it because you didn't like the noise or smell? You could get hurt really badly. But instead, imagine yourself just sitting there on the bench and watching it, waving to it, and waiting for it to go away by itself.
- 3. Storm metaphor:** Pretend you are in your house during a bad storm. The storm comes in and sits over your house for a while, but it is not strong enough to knock down your roof or your walls. It makes a lot of noise, but you know that it's not strong enough to hurt you if you stay in your house and watch it go by. Emotions are like that—they might roll in and sit on top of you for a while, making a lot of sound and fury, but eventually they will roll out. What would happen if you left your house to fight the storm? You'd probably get soaked and cold. But if you just watch the storm, wave at the lightning, thunder, and rain, and wait for it to roll away and calm down, because you know there are blue skies coming, you can stay warm and dry and safe.
- 4. Tantrum metaphor:** Pretend you took your little sister or brother to the grocery store. They want a candy bar and start throwing a temper tantrum. They

scream and cry and roll around on the floor. But eventually they'll get tired and stop. If you try to argue with them, they'll scream for longer, but if you just ignore them, they'll run out of energy. Emotions are like that—if you pay them too much attention, they get bigger, but if you just watch them, they get smaller. Imagine yourself watching your sibling tantrum, waving—or even saying something to tell them you see and hear them, and then waiting until they get tired and stop.

- A. Which metaphor did you like best? Write it below. If you didn't like any of the metaphors, come up with your own. Remember to explain how you WATCH, WAVE at, and WAIT for the thing that is like an emotion.

- B. Now, on a blank paper, choose ONE EMOTION to draw as that image. So you could draw ANGRY as a train, or HAPPY as a wave, or SAD as a storm. You can draw ANY emotion using ANY metaphor. Make sure to draw yourself watching, waving to, and waiting for the emotion to fade away. These question can help you when you are drawing.
- a. What is one emotion you don't like very much?
 - b. What does your emotion look like to you? What color is it? Is it big or small, soft or hard or gooey or pointy? Does it have a face?
 - c. What is a good metaphor for that emotion?
 - d. If you have time, draw a picture of yourself in a situation where you often have that emotion, and draw yourself doing WWW—watching, waving at it, and waiting for it to pass.

Module 7: Empathy

Objectives

- Understand empathy as part of forgiveness
- Build empathy for people who have hurt other people

Core Concepts

- Forgiving someone when they did something that hurt you is your choice. Practicing empathy for others can make forgiving others easier when you choose to forgive.
- Empathy is understanding how someone else is feeling.

Materials & Preparation

- white board/chalk board or flipchart
- marker or chalk
- Thinking Through the Other Person’s Perspective handout
- pen or pencils

Classroom Activities

- I. Introduction of Empathy and Forgiveness
 - A. Forgiveness definition and benefits

We are going to talk about FORGIVENESS and EMPATHY today. Who can tell me what FORGIVENESS is? Take answers and praise students for participating. Lead students to the following definition:

FORGIVENESS is letting go of grudges and choosing not to get payback. Write this on the board, and have everyone say it together. Ask, **Who can tell me what a grudge is?** If students do not know, lead them to the idea that a **grudge is holding anger against someone because they did something that hurt you.**

What do you all think about forgiving someone that hurt you? Let’s come up with a list of “Pros” and “Cons.” On the board or flipchart, write “Cons of Forgiving” and “Pros of Forgiving.”

Note to Facilitators: Adolescents tend to learn better from other adolescents than from adults. Letting students come up with the arguments will be more effective than telling the students. A list is provided below in case they need help generating ideas, but should only be used if they need additional scaffolding. Also, starting with “Cons” is very important because it gets all of their objections out of the way in the beginning. It also allows you to end with the benefits of forgiving. In the benefits, you can also provide counterarguments or address concerns that were identified in the “Cons” list.

1. Possible Cons

- a. The other person will “get away” with it
- b. The other person will think what they were doing was okay
- c. The other person might hurt you again

2. Possible Pros

- a. Get rid of negative emotions “Hate is like an acid—it burns the container that holds it:” “Unforgiveness is like drinking poison and expecting someone else to die”
- b. Be free
- c. Do to others what you want them to do to you—maybe you’d want the other person to forgive you if you hurt them

Note to Facilitators: Emphasize the following, as necessary, based on student feedback:

- Forgiveness does NOT necessarily mean that you’ll be friends again or go back to how things used to be. Sometimes that is a good decision and sometimes it is better to stay away from someone who might hurt you again.
- Forgiveness does NOT necessarily mean that there will not be justice or consequences for what the person did; it just means that you’re letting go of your angry feelings and desire for payback.
- Forgiveness does NOT mean that you’re saying what they did was okay.
- Forgiveness does NOT mean letting yourself be in an unsafe situation.

Note to Facilitators: It is really important not to tell students that they should forgive someone—getting into an argument with students usually results in the opposite of what we want them to do. Instead, we offer forgiveness as ONE OPTION of what to do when someone hurts you.

If students say they don’t want to forgive, or that people don’t deserve forgiveness, or anything like that, say something like, **Nobody is saying that you have to forgive—forgiveness is YOUR CHOICE based on what you think is going to be good for you and good for the people around you. For example, who thinks it is useful to know how to change a tire? Get a look at how many hands people have raised. If not many people raised their hands, say, Maybe you don’t need to know how to change a tire now, because you don’t drive yet. Pretend you have just started driving and you borrowed someone’s car, but the tire blew when you were out in the middle of nowhere. There is a spare tire in the trunk. Would you like to know how to change your tire then? Right! So knowing how to change a tire could really help you out in the future, even if you don’t know how to change a tire now. Ask, Does knowing how to change a tire mean that you have to stop and help everyone who is on the side of the road because their tire blew? See students shaking their head no. But what about if you see your mom or your little cousin or your best friend on the side of the road with a blown tire? Would you like to help them?**

Say, **Forgiveness is like that too! Forgiveness is a skill that you can have. You might not need it right now, but it could be helpful in the future. You might not give forgiveness to everyone, but I want you to have a CHOICE to forgive someone. In order to have the**

CHOICE, we can learn the skill and give forgiveness when we decide that it is what is good for us and good for the people around us.

B. Definition of empathy

Based on all these pros, it looks like it would be a good idea to THINK about FORGIVING someone when they did something that hurt you.

But FORGIVENESS is not easy. One thing that makes forgiveness a little easier is to try to have EMPATHY for the other person. Who can tell me what EMPATHY is? Take answers and praise students for participating. Lead students to the following definition:

EMPATHY is understanding how someone else is feeling. Write this on the board, and have everyone say it together. You may not want to always understand how someone else is feeling, but it is a skill to have that can help you in life, and you can choose when you want to use it.

II. Story of Empathy in Forgiveness

I want to tell you a real-life story someone told me. There once was a group of boys who always played together; they were about your age—12 or 13. One of the boys' names was Josiah, and another one was Darren. They played together all the time because they grew up on the same block. Josiah's mom was always working, so Josiah was always at Darren's mom's house. Darren's mom fed him dinner and looked out for him. One day Darren and Josiah and their friends were messing around by the railroad tracks, and they started throwing small rocks at each other. Then Josiah started getting hyper, and he was throwing bigger rocks—like the size of his fist. Darren said, "Chill out, Josiah; stop! Those are too big." But Josiah didn't listen to him; he just laughed because he thought Darren was being a crybaby. Then he threw another rock—he was aiming for Darren's shoulder, but he missed and hit Darren in his face, mostly on one eye and partly on another.

Darren screamed and covered his eye, and blood was coming out of both his eyes. Josiah started screaming for help. Darren started yelling that he couldn't see, and Darren's brother ran to the closest house and started pounding on the door, asking them to call 911. The ambulance came, and Josiah watched them take Darren away, still crying.

Josiah ran to Darren's mom's house and told her what happened, crying the whole time. She said, "Oh my God, oh my God, what did you do?" And pushed past him to go the hospital. Darren was blind in both eyes for a few months, and then he could start seeing with one eye but stayed blind in his left eye forever.

How do you think Josiah was feeling in that situation? Take answers and praise students for their responses. **How do you think you would feel if you did something like that?**

How do you think Darren’s mom felt about what happened? Take answers and praise students for their responses.

What do you think Darren’s mom did next? Take answers and praise students for their responses.

Josiah stopped going to Darren’s mom’s house, and he stayed home without anyone to take care of him. Darren’s mom was very angry at Josiah for a couple of weeks, but then she thought about how bad he must feel, and how he was all alone with no one to take care of him. So the next day she decided to let go of her anger and not try to punish Josiah anymore. She went to his house after his school was done, and she said, “Why haven’t you been coming home for dinner anymore?” And Josiah just looked at her because he didn’t know what to say. Then she said, “I made your favorite food tonight. Go get your homework and come home with me.” And Josiah started crying because he knew that meant she had forgiven him for hurting Darren.

And Darren’s mom brought Josiah back into her family, even though he had hurt her son really bad.

How do you think Josiah felt after Darren’s mom forgave him? Take answers and praise students for their responses.

How do you think Darren’s mom felt after she forgave Josiah? Take answers and praise students for their responses.

- III. Application: Empathy for People who Hurt Other People
 - A. Introducing the Activity

We’re going to go through some scenarios to see if we can try to understand how each person was thinking and feeling in the situation. First we’re going to tell the story. Then I’m going to ask for volunteers to pretend to be the main characters and talk about what happened for a “behind the scenes” look.

Look at your handout—there are three different stories there. Can I get a volunteer to read the first story?

B. Thinking Through the Other Person's Perspective

1. To set up this activity, have two chairs in front of the classroom, angled toward each other but mostly facing the classroom, "talk show" style. After each story has been read, select students to represent the main characters and sit in the chair. The "hurt" person will say, "What you did made me feel [emotion words here]. Why did you do that to me?" The other person will explain how they were thinking and feeling at the time. Then they will switch places, pretend to be the other person, and do the activity again.

Note to Facilitators: If either role-player has trouble identifying how the character might have been thinking or feeling at the time, let them "ask the audience" and use class feedback for their responses.

After Scenario #1 is read, ask, **Why do you think Tonya's aunt did something like that?** Students can answer in a large group, doing think-pair-share (think about it by yourself, then share with a partner), or in small groups/by tables. Lead a discussion about students' thoughts.

Can I get two volunteers who can give us the "inside scoop" about how Tonya and her aunt were feeling about what happened? Take two volunteers and have them sit in the chairs in front of the class. **Okay, Tonya, start out by telling your aunt what she did and how she made you feel.**

After Tonya has spoken, if necessary, prompt, **Tonya's aunt, please tell Tonya how you were thinking and feeling at the time when you told Tonya's mom her secret...**
...Please say how you were feeling after you realized how upset Tonya was.

Note to Facilitators: Make sure students use emotion words, and prompt them to use emotion words (e.g., "I felt angry" rather than "I felt like it was mean.")

After both Tonya and her aunt have talked, have them stand up, switch seats, and pretend to be the other person. This step is really important for empathy-building.

Okay, now stand up and switch seats! Tonya, you are now your aunt. Aunt, you are now Tonya. New Tonya, tell your aunt what she did and how it made you feel.

After the new Tonya has spoken, if necessary, prompt, **Tonya's aunt, please tell Tonya how you were thinking and feeling at the time when you told Tonya's mom her secret...**
...Please say how you were feeling after you realized how upset Tonya was.

- C. Repeat this process for the other scenarios, using different students every time.

D. Conclusion

Conclude by saying, **Can anyone remind us what forgiveness is?** Have students say the definition together: **FORGIVENESS is letting go of grudges and choosing not to get payback.**

When we use EMPATHY, we can understand how people are feeling. Using EMPATHY makes it easier to choose forgiveness.

Remember, FORGIVING is YOUR CHOICE. It is a skill that you can use when someone has hurt you. We want you to have this skill so that you can CHOOSE to use forgiveness when you decide that it is good for you and good for the people around you.

Module 7 Handout: Empathy for Both Sides of the Story

Scenario #1: Telling a Secret

Tonya found out that her aunt, whom she has always felt close to, told Tonya's mother one of the very private things she told her. Tonya was so angry that she felt like she never wanted to talk to her aunt again. Even so, Tonya missed her aunt, who is not much older than her. Tonya used to talk to her aunt a lot, and thought her aunt was a good listener who gave wise advice.

Scenario #2: I Didn't Do It

One day, Robert's teacher, Mr. Smith, left Robert alone in his classroom finishing a test when he went to get something. When Mr. Smith came back, he looked at his desk and then asked Robert where his cell phone was. Robert said he hadn't seen Mr. Smith's cell phone, and then Mr. Smith accused him of lying and stealing his cell phone. Mr. Smith got really mad and said Robert was going to get expelled if he didn't hand over the cell phone right now. Robert got mad and scared because he knew he didn't take the cell phone, but Mr. Smith didn't believe him.

Scenario #3: Spreading Rumors

Maria was talking to Marshall for about a month earlier this year. Maria broke up with Marshall, but she thought they were still friends. Maria just found out that Marshall told his friends some things about her that weren't true. Maria is very angry and hurt and is having a hard time even passing him in the hall.

Module 8: Pushing Past Failure

Objectives

- Understand failure as an important part of the process of moving towards goals
- Promote perseverance

Core Concept

- Failure is a normal part of working towards your goals. You can persevere and keep moving towards the future you want even when you experience temporary failures.

Materials & Preparation

- If doing the Quotes about Failure Activity Sheet, materials needed include:
 - flipchart or chalkboard
 - marker or chalk
 - quotes about Failure handout
 - pens or pencils
- If doing the Create Quotes activity, materials needed include
 - flipchart or chalk board
 - markers or chalk
 - drawing materials (markers, colored pencils, crayons)
 - construction paper or blank paper

Today we are going to talk about how failure can be a good thing. First, who can tell me what HOPE is? (Take answers and praise for effort and participation).

Guide students to the following definition: **Hope is seeing the future you want and moving to make that future come true.** Write it on the board, and have students read it together out loud.

Classroom Activities

- I. Introduction of Hope and Perseverance
 - A. Hope
 - B. Connection between hope and perseverance

One really important part of HOPE, of seeing the future you want and moving to make it come true, is NOT giving up when things get hard. Some people give up, but some people have PERSEVERANCE when things get tough. Who can tell me what PERSEVERANCE is? (Take answers and praise for effort and participation).

Lead students to the following definition: **Perseverance is PUSHING THROUGH tough situations to reach your goal. Perseverance is the opposite of giving up.**

- II. Story of Perseverance

Can you all think of anyone who showed a lot of perseverance—people who didn't give up when things got tough? Give students an opportunity to share and draw connections in their story to perseverance. **Can you think of someone that inspires you because they kept working towards their goal even after they made mistakes or experienced failures on the way?** Give examples like Rosa Parks or Barack Obama. Take answers and praise students for their responses.

I have a couple of stories about people who kept trying even when things got tough. Once there was a young man, named Darrius, who decided that he was going to go to college. And he worked hard in high school and was accepted into a college, and he got a scholarship to help him pay for it, and he was really happy. But when he started college, he got distracted from his purpose and he stopped going to his classes and started partying. At the end of the year, he was failing his classes and he lost his scholarship because he was doing so badly. He realized that he wasn't ready for college yet. So he joined the military and served for four years. After that, he went back to college, and the military paid for his school. And then he even got a master's degree after that, and started working in the community that he came from.

What was Darrius's first big goal? Take answers and praise students for their responses.

What obstacle to completing college did Darrius come up against? Take answers and praise students for their responses.

How did he show hope when he started failing? Take answers and praise students for their responses.

Remember we said PERSEVERANCE is pushing through tough situations to reach your goal. How did Darrius end up showing perseverance in the story? Take answers and praise students for their responses.

Another story I have is of a neighborhood group. Every time it rained hard, their street got flooded. It was a major problem—it ruined their yards and hurt their cars. They kept telling city that the street needed to get fixed, but nobody listened to them. But they wrote letters and made calls to the people in charge. They even got more intense—they actually protested, going to City Council and holding up signs calling for change. They told the politicians that if the politicians wanted to get re-elected, they should fix the street. Finally, City Council listened to them, and the street got fixed, and then their street stopped flooding.

What was the neighborhood group's big goal? What was the HOPE of the neighborhood group in that situation? Take answers and praise students for their responses.

What obstacle did they run into? Take answers and praise students for their responses.

How did the neighborhood group show PERSEVERANCE in that situation? Take answers and praise students for their responses.

III. Application: Quotes about Failure

A lot of famous, successful people have talked about the failures they experienced and how they PERSEVERED after failures and continued to have HOPE. They talk about how FAILURE is a NORMAL part of moving towards the future you want to have. Everyone is going to fail—if you don't fail, that means you're not trying anything that is hard for you.

With failure, we can learn from our OWN mistakes AND we can also learn from other people's mistakes. Other people can even learn from YOUR mistakes, which is another positive of failure!

- A. Reading quotes about failure
- B. Creating quotes about failure

Now I want you to either come up with your own quote or picture about failure and what failure means to you. If you have a hard time with that, you can write or draw out your favorite one that was just read.

If time allows, give students a chance to stand up and read or perform their own quotes about failure.

C. Conclusion

Conclude by saying, HOPE is seeing the future you want and moving to make it come true. But a lot of the time, OBSTACLES or BARRIERS come up, and things might not work out the way that you wanted them to. When that happens, you can remember that ALL successful people experience failure, but they PUSH THROUGH and PERSEVERE because of their HOPE. I know that each one of you has the ability to PERSEVERE when things get tough because you can see the future you want, and you will move to make it come true.

Module 8 Handout: Quotes about Failure

“Think like a queen. A queen is not afraid to fail. Failure is another steppingstone to greatness.”

–Oprah Winfrey, media executive, highest-rated talk show host

“When you make a mistake, tell yourself, ‘I’m not a failure. I failed at doing something.’ There’s a big difference.”

–John Maxwell, author and speaker

“There are no secrets to success. It is the result of preparation, hard work, and learning from failure.”

–Colin Powell, former U.S. Security Advisor & 4-star general

“You miss 100% of the shots you don’t take.”

–Wayne Gretzky, Hall of Fame hockey player

“I can accept failure; everyone fails at something. But I can’t accept not trying.”

–Michael Jordan, basketball star

“When life gets you down, you wanna know what you gotta do? Just keep swimming.”

–Dory from *Finding Nemo*

“Make it work no matter what you have to work with – that’s something that stuck with me very early on as a point guard. Adjust. Get creative. Try a different angle, a different lane, a different move or a different shot – just make it work.”

–Stephen Curry, basketball star

What does failure mean to you? What do you say about failure? Pick your favorite quote or make a new one.



Module 9: Peace During Frustration

Objectives

- Create the idea that students can hold onto peace even when other people are frustrating them.
- Provide an opportunity for students to practice holding onto peace in a playful situation.

Core Concepts

- You can hold onto your peace even when things are not fair. Stay calm even when people are being frustrating by adopting a practice like “shake it off” or taking deep breaths.

Materials & Preparation

- White board/chalk board or flipchart
- Preparations for the game: if you use the suggested game, you will need the following:
 - Two items to serve as baskets
 - Something in large quantities that is easy to throw like a ball (in this case, we recommend that you tear/cut paper into fourths, and roll each fourth into a ball)
 - Prizes for the winning team (e.g., bag of chips, sodas, stickers—anything they’d want to win). Enough for half to all the class.

Classroom Activities

- I. Introduction of Peace and Frustration
 - A. Peace definition

We are going to talk about PEACE and FRUSTRATION today. Who can tell me what PEACE is? Take answers and praise students for participating. Lead students to the following definition:

PEACE is staying calm and being right with yourself and others. Write this on the board, and have everyone say it together.

- B. Peace with Frustration

But holding onto PEACE can be really hard! What makes it hard for you all to stay calm?
Take answers. Write students' answers on the board/flipchart as they respond. Draw connections between what different students are saying.

Identify the factors that are related to other people's behavior (e.g., when people mess with me, when people are annoying) and say, **Many of you are saying that it is HARD to stay calm and hold onto your peace when other people are frustrating you. I completely agree! It's hard for me to stay calm when people are making things hard for me, especially when I feel like what they're doing is NOT FAIR.**

Who can tell me what FRUSTRATION means? Take some answers and praise students for their responses. Guide them to this definition: **FRUSTRATION** is the annoyed or angry feeling people get when something blocks them from doing or achieving something they want.

In this class, we are going to PRACTICE staying calm even when people are frustrating you and when things are not fair.

II. Story of Peace

Say, Can you all think of any stories or examples of people holding onto peace even when things were unfair or people frustrating them? Take answers and praise students for their participation. Emphasize how people held onto peace and STAYED CALM even when tough things were happening around them.

I have a story of a situation where several people your age were able to help each other hold onto peace even when things were frustrating. Once there was a basketball tournament in a park, and lots of older boys were getting heated about the game. One team started getting behind, and both teams started getting a little more physical with each other—pushing a little too hard and fouling each other. One boy, Daniel, hated to lose.

Do any of you all hate to lose? Raise your hands.

So Daniel, who hated to lose, got fouled once and the referee didn't see it. Daniel started to get aggressive with the person who fouled him, and it looked like they were about to fight.

Okay, so who can tell me what the problem is? Take answers and praise students for their responses.

Then a girl and another boy on the same team got in between them and told Daniel he needed to stay calm. They said that a game was for fun, and it wasn't worth what would happen if he started a fight. So he took a walk and got some water to calm down. And once he pulled himself together again, he was able to join back in the game and work with his team to play their best.

How did Daniel hold onto his PEACE in that situation? Take answers and praise students for their responses.

What do YOU all do to hold onto PEACE when things are unfair? Take answers and praise students for their responses.

III. Application: Peace During Frustration

We're going to play a game, but before we get started, I want us to all practice DEEP BREATHING as a way to help us hold onto our PEACE.

- **Put one hand on your belly and one hand on their chest.**
- **You're going to try to breathe in so much air that the air pushes out the hand on your stomach.**
- **Take a deep breath in through your nose for four counts (ONE-TWO-THREE-FOUR).**
- **Now breath out slowly through your mouth for four counts (ONE-TWO-THREE-FOUR).**

Identify students who are doing well in breathing into their belly and give other students feedback on how to fill up their body with air.

You all did great! We're going to do this three more times to keep practicing.

After four rounds, say, **"How did that feel?"**

If students say it didn't do anything or felt weird, acknowledge that and explain that sometimes you need to practice it for a while before it helps and starts to feel good.

In the next game, if you all start to get FRUSTRATED, I want you to practice holding onto your PEACE by using this DEEP BREATHING.

Note to Facilitators: The purpose of this activity is to give an opportunity for students to practice staying calm in a play-frustrating situation, with the goal that practice in fun environments will make it easier for them to do it in real life. Your role in this situation is to be unfair, but with humor (i.e., "playing" with them, but not scolding, lecturing, yelling, or putting them down). You can use creative freedom to pick a different activity. Make sure that the activity meets the following criteria:

- The activity is something that students would normally find fun and want to win
- There is some appealing reward for the students who "win" (having a prize that students want increases frustration when the game is not fair).
- You can arbitrarily change the rules
- Have a "code word" that reminds students to take a minute to breathe deep and calm down when they are getting frustrated
- This will work best when there are TWO facilitators—one who can cause problems, and one who can praise the students

A. Set up the expectations for frustration and peace

Say, **We're going to play a game, and I'm going to try to make it really frustrating so that you can practice holding your peace. Before we get started, let's choose a "code word" or phrase for us to say when we notice someone might need to take a deep breath and calm down.** Take answers, make a list of options on the board/flipchart, and have students vote on their favorite code word. It could be something silly, like "hippopotamus" or something more relevant like "Woosah" (self-calming word from *Bad Boys*) or "Let it go" or "Breathe stretch shake let it go" (from the rap by Ma\$e) or the yoga "Ommmm."

B. Set up the game

- a. Divide everyone in two teams
- b. Set up two "baskets" in the front of the classroom. This could be as simple as two chairs (and the "basket" is the seat), empty wastebaskets, football helmets, etc.
Note: The baskets don't have to be the same—one could be the seat of a chair (difficult to land on) and the other could be a large basket (easier). One could be closer and one could be farther away.
- c. Distribute "balls" or something throw-able across students. We recommend balling up quarter sheets of paper in advance.
 - i. It will help to unevenly distribute the balls. You could give twice as much to one team, or give some students 10 and some 0, etc.
- d. Have each time line up in front of their own basket.
- e. Identify one student from each team who will help other people hold onto their peace. The "Peace" teammate should be praising students for staying calm when things are unfair and saying the code word when students get upset.
- f. From the beginning of the process, the facilitator should be doing UNFAIR things. The facilitator may give and take away balls randomly (but NOT as a punishment or reward—it should be unpredictable).

Say, **Each team will have 3 minutes to shoot all their balls into the basket. First one team will go, and then the next team will go. The team that has the most balls in the basket at the end of the six minutes wins!** Tell students what the prizes are. **Each team has to stay lined up in a single-file line, and teammates will shoot until all their balls are gone, and then they'll go to the end of the line. The PEACE teammate will be helping their team to stay calm. I will be doing whatever I feel like. Any questions?**

Note to Facilitators: Ideas for making the game unfair

- Unfair differences in baskets/distance to baskets
- Unfair distribution of balls
- Take away balls after giving them
- Give extra balls randomly
- Block the basket when people are shooting
- Put some balls inside one team's basket
- Take balls out of one team's basket

B. Conclusion

- a. You may want to engage in some transitioning movement (e.g., “Shake off” the game; take big breaths; stretch)
- b. Have students sit back down

Say, Okay! Great work staying calm when things were unfair

What made it harder for you to stay calm? Take answers and praise students for participation.

What made it easier for you to stay calm? Take answers and praise students for participation.

Say, Holding onto our PEACE means that we can stay calm no matter what is happening around us. It doesn't mean that what is happening is OKAY—what I was doing was NOT fair and NOT okay. Holding onto PEACE helps us to be CALM so that when unfair things happen, we can deal with it. Have any of you all had something happen when an adult in charge—like a teacher or a parent or a referee—did something that wasn't fair? (Take hands—most students should be saying yes to this).

Right! Lots of times adults do things that are not fair. But do they change it if you get mad and yell at them?

Usually adults won't work with you if you are yelling. But if you can hold onto your PEACE and THEN talk through the problem, they might be more likely to help you.

Being at PEACE does NOT mean that you don't try to fix the problem. It does NOT mean that you let people hurt you or treat you badly. Being at PEACE means that you work on staying calm, so that you can be more likely to succeed when you try to fix the problem. It means that YOU are in charge of your emotions.

I am fully confident that you all can choose to hold onto your PEACE even when really difficult, unfair, or frustrating things are happening.

Module 10: Conflict Resolution (DARN)

Objectives

- Identify assertiveness as an option to promote peace.
- Practice using assertiveness skills.

Core Concept

- When you have a problem with someone else, you can handle the problem peacefully by being assertive.

Materials & Preparation

- White board/chalk board or flipchart
- Handout on assertive communication.

Classroom Activities

- I. Peace and Assertive Communication
 - a. Introduction of Peace

We are going to talk about PEACE today. Who can tell me what PEACE is? Take answers and praise students for participating. Lead students to the following definition:

PEACE is keeping calm and staying right with yourself and others. Write this on the board, and have everyone say it together.

Does anyone know what it means to BE RIGHT with other people? Take questions and praise students for participating. Lead them to the idea that **BEING RIGHT with other people means that you don't have a problem with them, and they don't have a problem with you. When you are RIGHT with other people, you are okay with them and you respect each other.**

But sometimes you might have a PROBLEM with someone else. Maybe you have a problem with the way they treated you. Maybe you have a problem with the way that you treated someone else.

- b. Introduction of Assertive Communication

When you have a problem with someone else, you can deal with the problem PEACEFULLY by being ASSERTIVE. Can anyone tell me what it means to be ASSERTIVE?

Take answers and praise students for their responses. Lead them to the following definition: **Being ASSERTIVE respects your OWN needs AND the needs of other people.** Write this definition on the board and have students say it together.

Note to Facilitators: Your class may benefit from a discussion of the difference between being assertive, being passive, and being aggressive. Use your judgment about whether it would be helpful to go into the definitions with your students:

- Passive: Violates your own rights; lets other people do what they want even if it hurts you
- Aggressive: Violates other people's rights; focuses on getting what you want even if it hurts other people

II. Story of Assertiveness

I'm going to tell you a story of one time when a person was assertive for someone else. This happens ALL THE TIME, and I am really proud of how assertive you all are, especially when you are being assertive for other people who can't be assertive for themselves.

Once a brother and sister about your age, named Christina and Danny, went to the pool at a park. It was the first time their mom let them walk there by themselves. They each brought their own towel, and they set their towels down on a chair before they jumped in the water. After they played for a little while in the water, Christina got out and went to get her towel, but her towel wasn't there. She told her brother, and he looked around. They saw that this much older boy, hanging out with his friends, had her towel hanging around his neck. Danny straightened his shoulders and walked calmly up to that group of older boys. He said, "Excuse me, that's my sister's towel."

The other boy said, "No it's not. It's my towel. I brought it here." Danny just looked at him.

Then one of the other, older boys, looked at the boy with Christina's towel and said, "Dude, you didn't bring any towel here. Give that towel back to the little brother." And the boy actually gave the towel back. Danny said, "Thank you," to both of them, and walked away.

Who was assertive in this situation? Take answers and praise students for their responses.

How were they assertive? Take answers and praise students for their responses.

Do you all have any stories of when someone was assertive for you, or when you were assertive for someone else? Take answers and praise students for their responses.

III. Application: Assertive Communication

a. Introduction of DARN

We're going to use an acronym called DARN to walk us through how to communicate ASSERTIVELY. Look at your handout. Can I get a volunteer to read the D? Have students read through each of the skills, stopping to explain as necessary.

Review the DARN acronym. Try to have a different student read each component.

- Describe. What is the situation? Say it clearly using respectful language.
- Assert. Using "I" statements, say how the situation makes you feel. Say what you want to happen or what you need.

- Recognize. Notice how you're feeling, what your body language is saying, and how the other person might be feeling.
- Negotiate. Listen to the other person and work together to find a solution.

b. DARN role-play

Now we are going to practice DARN skills. Can anyone come up with a situation where they'd want to use DARN skills? Take answers and try to use students' suggestions as much as possible. A good, simple example is when a student believes that another student is using something of theirs or that they had first (e.g., picked up their pencil without permission; started shooting with the basketball they had been playing with).

Note to Facilitators: Use your judgment about whether you think students can do it without a facilitator moderating it first. It might be helpful for you to act out the DARN skills with a co-facilitator or a student before you have students practice.

Ask for students to volunteer to show these skills. Assign roles and have them act out the situation.

Review and discuss the role-play by asking the following questions:

- **What DARN skills did _____ use?** Walk through each skill.
- **What was their body language like?**
- **What was their tone of voice like?**
- **What would you change to make it even more assertive?**

You may want to comment on the following aspects of assertiveness:

- Tone is firm but kind
- Inside voice
- "I" statements that say how you feel and what you want
- Steady speech
- Asking other people's thoughts or opinions
- Eye contact
- Open body with good posture
- Listening to the other person

Note to Facilitators: Students may not have been able to show the DARN skills effectively the first time. If there was room for improvement, say something like,

Being assertive takes a lot of practice! Let's try it again, taking the class's advice about what we can do differently.

Have the participants run through the role play again. Praise them for their participation and improvement with specific examples (e.g., I noticed that you stood up straighter, or made more eye contact, or stated how you felt really clearly).

c. Conclusion

Conclude by saying, **Being ASSERTIVE, using DARN, is something that you can use in so many different relationships or situations. What situations do you think you could use DARN in, now and in the future?** Take answers and praise students for their responses.

See if students can generate the following situations:

- a. With friends
- b. With parents and brothers and sisters
- c. With teachers
- d. With supervisors or bosses

DARN is not a magic solution and that it takes practice and skills. It cannot make someone else listen to you, even if you do a really good job. However, most people will be able to respond well when you use your DARN skills. In dangerous or unsafe situations, you should leave and get help, and not to try to solve the problem on your own.

Being ASSERTIVE is an important part of PEACE—what is the definition of peace again? Have students say the definition of peace out loud all together. Great job! Yes, peace is keeping calm and staying right with yourself and with others. The problem is that sometimes other people are going to do things that hurt you or that hurts someone in your community. In those situations, you can use your ASSERTIVENESS skills, like DARN, to help you deal with the problem PEACEFULLY.

Module 10 Handout: Assertive Communication

This acronym shows how to communicate assertively.

Describe. What is the situation? Say it clearly using respectful language.

Assert. Using “I” statements, say how the situation makes you feel. Say what you want to happen or what you need.

Recognize. Notice how you’re feeling, what your body language is saying, and how the other person might be feeling.

Negotiate. Listen to the other person and work together to find a solution.

Module 11: Saying Sorry

Objectives

- Create the idea that apologizing is one way to deal with a problem.
- Provide an opportunity to practice apologizing in a low-stakes, fun environment.

Core Concept

- Apologizing to others is hard, but it can promote peace—help you stay right with yourself and others.

Materials & Preparation

- White board/chalk board or flipchart
- Identify a time that you (the facilitator) hurt someone and apologized, and it worked out well

Classroom Activities

- I. Introduction of Peace and Apologizing
 - a. Introduction of Peace

We are going to talk about PEACE today. Who can tell me what PEACE is? Take answers and praise students for participating. Lead students to the following definition:

PEACE is staying calm and being right with yourself and others. Write this on the board, and have everyone say it together.

Does anyone know what it means to BE RIGHT with other people? Take questions and praise students for participating. Lead them to the idea that **BEING RIGHT with other people means that you don't have a problem with them, and they don't have a problem with you. When you are RIGHT with other people, you are okay with them and you respect each other.**

- b. Hurting others and apologizing
- c. Reasons for apologizing

Did anyone ever hurt you physically or hurt your feelings or your relationships? All students should raise their hands. **And the person who did that to you, what would you like them to do to be right with you?** See if students come up with the idea of apologizing.

But it is really hard to apologize! Let's see if we can come up with a list of reasons about why it is hard to apologize.

Using the board or flipchart, on one side, write “Hard things about apologizing.” On the other side, write, “Good things about apologizing.” Have students first generate a list of all the hard things they can think of. Then have them generate lists of all the difficult things they can think of.

But what happens when you do something that hurts someone else? Are you being right with them?

So if you do something to hurt someone, what could you do to get right with them? Take answers and praise students for their responses. If necessary, lead them to the idea that **When we hurt someone, one way to try to get right with them is to apologize for what we did.**

Can anyone tell me what the definition of an APOLOGY is? Take answers and praise students for their responses. Lead them to the idea that **an APOLOGY is letting the other person know that you are sorry you did something that hurt them.** Write this on the board/flipchart.

Clarify to students, **When you hurt someone, it could be hurting their feelings or hurting them physically or even hurting their relationships—like by telling a secret that causes problems between them and someone else.**

Note to Facilitators: It is best to have students come up with their own lists as much as possible. Adolescents tend to learn better from each other and may push back against your suggestions. However, it is really important to also have a full list of difficult things that can be addressed in the list of good things, or students might leave the session without having had their concerns verbalized. Below are some ideas for both sides.

Hard things about apologizing	Good things about apologizing
Might not be my fault/didn't do it on purpose	Golden rule—treat others the way you want to be treated
Maybe they did something wrong to me first	It feels good if someone who hurts you apologizes to you
It will make me look weak/only weak people apologize	It's a way to get right with someone else
It won't change anything anyway	Apologizing doesn't mean that you hurt someone on purpose
	Even if they are still mad, I might feel better

If students are focused on the idea that apologizing means admitting you did something wrong, say something like, **When you apologize, it doesn't mean that you are saying you hurt someone on purpose. For example, I apologize when I bump into someone. It does not mean that I purposely hurt them, but it DOES mean that I am sorry that something I did hurt them.**

II. Story of Apologizing

Now I'm going to tell you a story about times when people apologized and it made things better. Once, in a classroom, the teacher was out of the room, and two eighth grade boys were messing around and being loud across the room from each other. One of them, Jaden, stood up and threw his backpack at Teddy. But just as he was throwing the backpack, Donovan stood up. He was looking at his phone and didn't see the backpack flying toward him. The backpack hit him in his face and chest. Donovan got really mad. "What are you doing?" he asked. "You better watch yourself." He clenched his fists and started walking towards Jaden. Jaden opened up his hands. "Sorry, man, sorry! I didn't mean to. I didn't see you there. It's my bad." Donovan relaxed. "Okay," he said. "You need to be more careful, though." Jaden nodded, and they both stayed calm.

What were the good things about Jaden apologizing in that situation? Take answers and praise students for their responses.

Do you think you could have apologized to Donovan in that situation? What would have made it easier to apologize? What would have made it harder? Take answers and praise students for their responses.

Now I'm going to tell you a story of when I decided to apologize. Tell students a story of you apologizing that is a situation that is resolved.

Can anyone guess why I decided to apologize in that situation? Take answers and provide feedback (e.g., Yes, great guess! Or, So close!).

What do you think made it harder for me to apologize? What do you think made it easier? Take answers and provide feedback. Explain what made it harder for you and what made it easier for you.

III. Application: Saying Sorry

a. Introduction of the activity

We all know that saying sorry is really hard, even though it is really helpful for being right with yourself and with others. So we are going to take some time to practice it in role-plays! It will be really fun.

b. Identification of role-plays.

I'm going to divide you up into groups, and each group is going to come up with a role-play where someone hurts someone (it can be on accident or on purpose) and then they apologize later. Each group will think of a pretend situation where someone got hurt—maybe their feelings or relationships got hurt, and then you'll act it out.

Rotate around the groups to help them stay focused on the task and come up with ideas. If students have a hard time thinking of ideas, they could use some of the following:

- One student was teasing another student and it went too far (crossed the line)
- Someone told someone else's secret
- Someone left someone out of a game or party
- A teacher or student accused someone of doing something they didn't do
- Someone took something without permission and broke it

c. Role-plays

Okay, now that everyone has had time to come with a role-play, which group wants to go first?

After each group, lead the class in a round of applause. Ask,

- **What did you like about that role-play?**
- **Why did the character apologize? What did they do that hurt someone else?**
- **How did the character apologize? Are there things you would change about the apology?**

Note to Facilitator: Students may not have been able to apologize effectively the first time. If there was room for improvement, say something like,

Apologizing is a skill that takes a lot of practice! Let's try it again, taking the class's advice about what we can do differently.

Have the participants run through the role play again. Praise them for their participation and improvement with specific examples/

d. Conclusion

Conclude by saying, **Apologizing is a skill that can help promote peace. Let's say the definition of peace together.** Praise students for their participation.

We came up with a lot of things that make it hard to say you're sorry, and also a lot of ways that saying you're sorry can help. In situations where you've done something that hurt someone else, even if it was just on accident, one way that can help you to get right with the other person again is by apologizing.

Module 12: Grudges

Objectives

- Create the idea that holding grudges or unforgiveness is harmful
- Increase students' receptivity to the idea of letting go of grudges

Core Concept

- Holding a grudge, or anger, can harm you even more than the other person. Forgiveness is something you can choose that can be good for you because part of forgiving is letting go of grudges.

Materials & Preparation

- White board/chalk board or flipchart
- If doing the Quotes About Grudges Activity sheet, materials needed include:
 - Quotes about Grudges Activity Sheet
- If doing the Create Quotes activity, materials needed include
 - Drawing materials
 - Construction paper or blank paper

Classroom Activities

- I. Introduction of Forgiveness and Grudges
 - a. Introduction of Forgiveness and Grudges

We are going to talk about FORGIVENESS and GRUDGES today. Who can tell me what FORGIVENESS is? Take answers and praise students for participating. Lead students to the following definition:

FORGIVENESS is letting go of grudges and choosing not to get payback. Write this on the board, and have everyone say it together.

Ask, **Who can tell me what a grudge is?** If students do not know, lead them to the idea: **A grudge is holding anger against someone because they did something that hurt you. I know one teenager who stopped being friends with one of his best friends and stayed mad at him because his friend told one of his secrets to someone else. Another example of a grudge is when one teen stayed mad at her sister for a long time after she borrowed one of her favorite shirts and stained it.**

Can anyone give me an example of someone holding a grudge? Take some answers and praise students for their responses. Use this question to make sure they understand what a grudge is.

1. Possible Pros of Grudges
 - a. The other person won't "get away" with it
 - b. The other person will know you remember what you did

What do you all think are the good things about holding a grudge? Let's come up with a list of "Pros" and "Cons." On the board or flipchart, write "Pros of Grudges" and "Cons of Grudges."

Note to Facilitators: Adolescents tend to learn better from other adolescents than from adults. Letting students come up with the arguments will be more effective than telling the students. A list is provided below in case they need help generating ideas, but should only be used if they need additional scaffolding. Also, starting with "Pros" is very important because it gets all of their beliefs supporting grudges out of the way in the beginning. It also allows you to end with the problems with grudges. In the benefits, you can also provide counterarguments or address concerns that were identified in the "Cons" list.

- c. Keeps you from getting close to the other person, so they don't hurt you again
- 2. Possible Cons of Grudges
 - a. You feel bad on the inside (tense, tight, angry)
 - b. Do to others what you want them to do to you—maybe you'd want the other person to let go of a grudge they're holding against you
 - c. Grudges don't fix anything

II. Story of Grudges

- a. Have students clasp their hands and hold them out straight in front of them. This can serve as a physical metaphor for the tension of holding a grudge. At first it seems easy, but over time the burden gets heavier and heavier. Then when you let it go, you feel relief and free.

I'm going to tell you a story of this boy who had a grudge for a little while and then realized that he had to let it go. But before I tell this story, I want you to fold your hands and then hold them out straight in front of you. Demonstrate the action, and give feedback to students who are doing it well and correct students who are not doing it.

You're going to hold this position for 60 seconds so you can know how it feels to hold a grudge. You can show off your muscles.

After 60 seconds, say, **"Okay, how are you feeling?"**

Take answers; students should be saying that they are tired. If not, you can let them keep their arms up longer.

When students are tired, say, **"You can let go of your grudge now! How does it feel to let go of your grudge?"** Take answers and praise students for their responses.

At first holding a grudge seems easy, but over time the burden gets heavier and heavier. Then when you let it go, you feel relief and free.

I'm going to tell you a story of this boy who had a grudge for a little while and then realized that he had to let it go.

There was a sixteen-year-old boy, Michael, who helped out at his neighborhood church sometimes—sweeping floors, putting chairs away, stuff like that—whatever the pastor or secretary asked him to do. They didn't pay him a lot, but they paid him a little every time, in one dollar bills and fives and sometimes tens. He stored all the money in a shoe box under his bed. After about a year, Michael's mom was cleaning out his bedroom. She was really protective and overcontrolling, and her worst fear was that he'd start getting in trouble and go to jail or get shot. So when she saw the money, she got really upset. When he got home, she started screaming at him, waving the money around, and accused him of selling drugs. When he tried to explain about helping at the church, she didn't believe him, and she called the church to see if it was true. The church pastor told her it was true and that Michael had been helping them for over a year. Michael's mom apologized to Michael, but he was very angry that she believed he had been selling drugs and that she got so mad at him and accused him, even when he had done nothing wrong.

How would you feel if your mom or an adult who was taking care of you accused you of doing something you weren't doing? Take answers and praise students for their participation.

Do you think you'd hold a grudge? Take answers and praise students for their participation. **Let's see what Michael did.**

For a few weeks, Michael held a grudge against his mom. He was really angry with her, and so he tried not to talk to her at all. When he had to talk to her, his tone of voice was irritated, and he wouldn't look at her in the face. It started spilling over to other things, too—he started to be quieter with his friends, and he got angry at them more. He stopped going to the church to help out so much. Eventually one of his friends said, "What's your problem? You've been acting weird for a couple of weeks." Michael told his friend what his mom did.

Michael's friend agreed that what Michael's mom did wasn't fair, but he said, "You might need to let it go. She's still your mom, and I bet she was so scared she was thinking straight. She knows you're not like that." Michael took a minute and thought about it, and he realized his friend was right.

Who all do you think benefited when Michael let go of his grudge? See if students can identify the following people: Michael, Michael's mom, his friends, the church people, his teachers).

How do you think Michael's mom felt when he let go of his grudge? Take answers and praise students for their responses.

When we let go of grudges, it doesn't just help us—it helps everyone around us too.

III. Application

a. Reading quotes about grudges

A lot of famous, successful people have talked about the PROBLEM of grudges and holding bitterness and anger. They talk about how GRUDGES hurt the person who has a grudge and focuses your whole attention on just one thing, instead of the whole story. In your handout, there are some quotes about holding grudges.

Give students a chance to read through the quotes, then give students a chance to volunteer to read quotes out loud (one quote per student). Have them stand up and project the quote.

b. Creating quotes or pictures about grudges.

Now I want you to either come up with your own quote or draw a picture about what grudges means to you. If you have a hard time with that, you can write or draw out your favorite one that was just read. So for example, you could draw someone swallowing poison, or you could make a poster of one of the inspirational quotes.

If time allows, give students a chance to stand up and read or perform their own quotes about grudges.

c. Conclusion

Conclude by saying, Let's say the definition of FORGIVENESS all together. Forgiveness is letting go of grudges and choosing not to get payback.

Sometimes it's really tempting to hold grudges, but holding grudges hurts us and it hurts the people around us. By thinking about the good things the other person has done, and by remembering that we have made mistakes that other people have forgiven us for, it's easier to let go of our grudges so that we can be free.

I know that even with me, lots of times you all have had to let go of things I've done to you—like maybe not calling on you or choosing you to do an activity, or not noticing when you needed help, or misunderstanding something that you said or did. I'm really grateful that you've been able to let go of any anger you've held against me, and I know that you are able to let go of grudges against other people, now and in the future.

Module 12 Handout: Letting Go of Grudges

“Holding onto anger is like drinking poison and expecting the other person to die.”

–The Buddha, a spiritual teacher

“Anger is an acid that can do more harm to the vessel in which it’s stored than to anything on which it is poured.”

–Mark Twain, American writer

Commonly rewritten version: **“Hate is like an acid: It burns the container that holds it.”**

“Bitterness is like cancer. It eats upon the host.”

–Maya Angelou, American poet

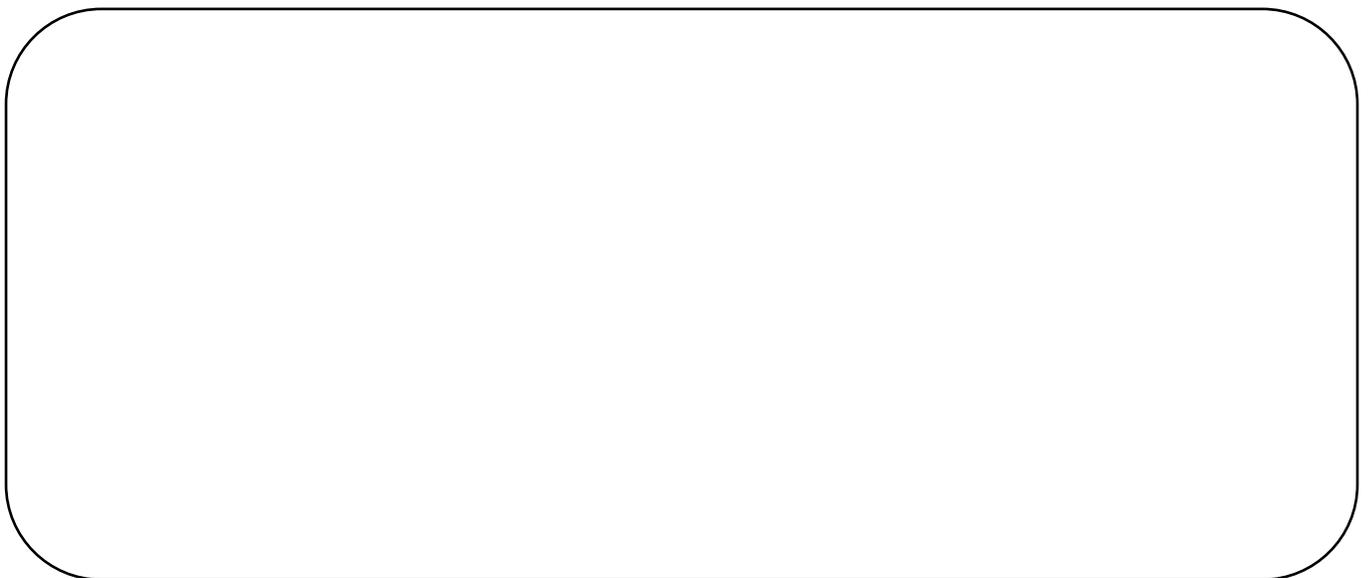
“When someone does something wrong, don’t forget all the things they did right.”

—Unknown

“To carry a grudge is like being stung to death by one bee.”

–William H. Walton, British composer

You just read some inspiring quotes about failure. **What do grudges and forgiveness mean to you? What do you say about grudges?** Make your own inspiring quote, or write or draw one from above.



Module 13: Do Something Awe-some Today

Objectives

- Demonstrate how experiences of awe and beauty are important part of a good life
- Develop a plan for experiencing awe and beauty on a daily basis

Core Concept

- To help you live a life that is good for you and good for the people around you, it is important to do things that inspire you and make you feel awe or wonder.

Materials & Preparation

- “Mountain of Awe” handout
- pencil or pen

I. Introduction of Awe and Beauty

An important goal in this program is to learn how to live a life with meaning and purpose for yourself and other people. Can anyone tell me what a value is? (Take answers and praise for effort and participation).

Guide students to this definition (Be sure to capture the rhyme in the definition): **Having a BIG VALUE is connecting with something bigger than you can see so that you hold on to who you can be.** Write it on the board, and have students read it together out loud. Ask, **who can share things that make you feel connected to something that is bigger than ourselves?** If students do not know, you may share examples such as nature, faith, music, art, sports, or inspirational people. **There a lots of ways we can connect to something that is bigger than what we can see.**

To help you live a life that good for you and good for the people around you, it is important to DO SOMETHING AWESOME TODAY. Write the word “awesome” on the board and connect it with the word “big value” using an arrow; have students read “awesome” together out loud. Ask, **who can tell me the three-letter word at the start of “awesome”?** If students do not know, lead them to see “A-W-E” at the start of the word. Underline or circle the word “awe” and say to the students: **Today we are going to learn what this little word means and why it is important for living a good life.**

Can anyone tell me what awe is? (Take answers and praise for effort and participation). Lead students to the definition: **Awe is a feeling of deep respect, wonder, or beauty that is bigger than what we can put into words.**

II. Awe and Beauty Story

To begin, draw a sketch of young girl on the board. Say, **This is a picture of Latisha. She is eleven years old. She has a lot of good friends and enjoys clothes, drawing pictures, singing in church, and looking at her phone. She recently went camping at a state park**

Ask, **Have any of you ever went camping and slept in a tent or cabin? What was it like?**
(Take answers and again praise students for participation.)

Well, this was Latisha's first time to not sleep in her own bed and she was really upset and unhappy. At first, she had a really bad attitude and complained to everybody on the trip about not having her phone, the strange food, the hot heat, the dirty dirt, and all of the bugs (including giant mosquitos that seemed to be everywhere!) Then, for the first time in her life, she sat by the water with her brother and watched a full sunset. Despite her love of art, she had never noticed how the beautiful shades of red, yellow, orange, blue, and grey were formed into a thousand pictures in just one sunset. Then, also for the first time in her life, she looked at the night sky and played a game with her brother about who could count the most stars.

How do you think Latisha was feeling at the end of the camping trip? Take answers, praise students for participation, and write responses on the board that capture a feelings of awe and beauty. Lead students to identify happy, peaceful, relaxed, contented, grateful, confident, excited, clear thinking, connected with other people and/or God, less stressed about problems or worried about money and other material things.

Conclude by saying, **Living a life that is good for you and others can sometimes be filled with hard times, challenges, and disappointments. If we do not wish to lose our way in life, we need to fill our lives with awe and beauty. These experiences are food for our souls and allow us to connect with something that is bigger than ourselves. If you want to build strong hearts and minds to live a good life, you need to do something awe-some every day.**

III. Application: Do Something Awe-some Today

- A. The purpose of this first part is to help the students further understand the concept of awe. In particular, you will introduce the Mountain of Awe handout and use it as a means of supporting students to identify different types of awe-inspiring experiences, activities, or situations they could pursue in life. To do so, you will begin by asking students to “dream big” and identify “mountain top” examples of awe in their own lives. Once they do so, ask them to write the example in the space at the peak of the mountain in the handout.

Next, I want you to dream big for just a few moments. We might experience awe in many ways in life. Using your imagination, please share any mountain top experiences, activities, or situations that could allow you to feel a sense of awe in your life. Take answers, praise students for participation, and write examples on the board. If students struggle to get started, you might share examples like visiting a natural wonder (e.g., Grand Canyon) or a famous museum (e.g., Smithsonian), having dinner with someone you greatly admire or attending one of their speeches (e.g., Barack or Michelle Obama), sitting in the front row of an NBA game to watch a famous player (e.g., LeBron James) or concern to see a favorite musician (e.g., Beyonce). After they identified their own personal mountain top experiences, instruct the students to write them at the top of the handout. If time allows, invite students to share and praise them for participation.

Draw a Mountain of Awe on the board or display the handout for the students. Point to the places on the mountain and say to the students: **Most people do not live every day at the peak of the mountain in life. A good life usually happens mostly on the ground or just a little ways up the Mountain of Awe. This is okay. As long as you are near the mountain, it does not matter if you are at the top or the bottom. You can still connect with many things that are bigger than yourself – your life is still touching a mountain!**

- B. This next part is to help the students understand the three sources of awe written on the handout – (1) nature, (2) faith, (3) art and music – that will be the focus of the remainder of the exercise. You will briefly introduce each of the sources so that students can

OK. Before you learn connect with a Mountain of Awe, we need to understand many of sources of awe and beauty that can feed and nourish a good life. You can see many of these sources on the handout. The three we will focus on today are (1) nature, (2) faith, (3) art and music. Go ahead and circle or underline these three sources. So, what do mean by each of these ways of connecting with something larger than yourself?

Nature means everything in the physical world around us, including the air we breathe to the ocean and beaches, plants, trees, animals, and the landscape. Ways of connecting with nature may include gardening, going for a walk or hike, visiting the beach or other body or water, watching a sunset or counting the stars (like Latisha).

Faith refers to your beliefs, practices, or relationships about God or other religious or spiritual things, such as prayer, going to church or other religious meeting, reading special or important book, or helping people in need. Many people connect faith with a religion (like Christianity), but many also do not connect faith with church or other religious group. Sometimes people have faith in things like JUSTICE and FAMILY and GOODNESS.

Most of you are familiar with art and music. This third source refers to all of the ways of expressing creativity and imagination through visual forms (point to eyes), such as painting, drawing, or photography, or with auditory forms (point to ears), such as music, song, poetry, or writing stories. Also, some people enjoy dance or other forms that connect both senses.

complete the final part of the exercise. As you describe each source of awe, please write on the board or circle on the handout for the students to see.

- C. The purpose of this last part is to help the students identify at least three activities from one or more of these sources to connect with awe and beauty on a day-to-day basis in their lives. Once students identify these activities, instruct them to write underneath the initial one written at the peak of the mountain.

The last step in today's lesson is for you to identify three things that will help you do something awe-some every day. Using the three sources we just discussed - (1) nature, (2) faith, (3) art and music – please write them on your handout underneath the mountain peak.

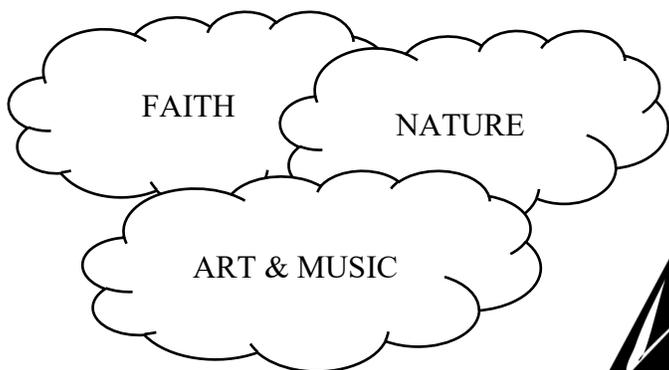
Give students a few minutes to work individually on this last part and be prepared to help any students who might struggle to identify their activities for this part.

- D. Wrap up by encouraging students to share their personal statement to each other in pairs or in small groups. If time allows, invite students to share with the larger group. Hold up the handout or refer back to the board in the concluding statement.

Conclude by saying, People who seek to live a good life for themselves and others often feel down, disappointed, or discouraged. In these times, our lives can begin to feel really small and not important. It can be sometimes difficult to see beyond our own problems and feel connected with something bigger than ourselves. Just like our physical bodies need clean air to breathe, nutritious food to eat, and restful sleep at night to stay healthy, our souls need experiences of awe and beauty to live a good life. Today, you were able to identify awe-some activities that will strengthen your hearts and minds to live a good life. Going forward, I now encourage you to share your handout with at least one person who cares about you and try to do something awe-some every day.

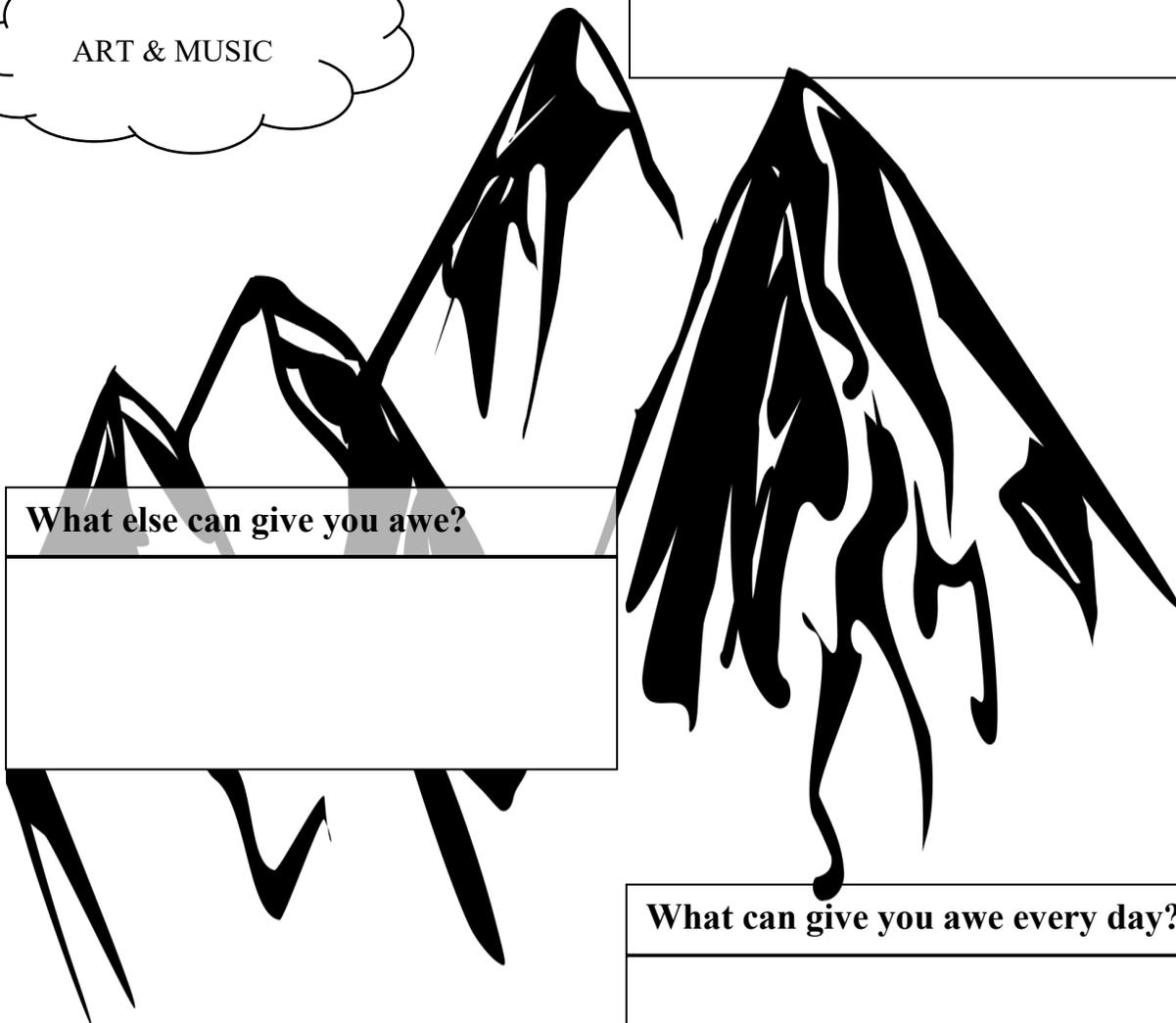
Module 13 Handout: Mountain of Awe

What gives YOU a sense of awe—that feeling that you are connected to something bigger than you?



Dream BIG! What could give you the most awe?

What else can give you awe?



What can give you awe every day?

Module 14: Respecting Others' Knowledge

Objectives

- Create the idea that both adults and other students have knowledge and experiences that students might not have.
- Provide an opportunity to explore peers' unique knowledge and experiences

Core Concept

- To have wisdom, we have to learn from other people's experiences and what they know that we don't already know.

Materials & Preparation

- White board/chalk board or flipchart.
- Stopwatch or timer (phone timer works well)
- Pens or pencils
- Module 13 Handout: Class Knowledge Hunt

Classroom Activities

- I. Introduction of Wisdom and Learning from Others
 - a. Introduction of Wisdom

We are going to talk about WISDOM today. Can anyone tell me what WISDOM is? (Take answers and praise students for participation). Lead them to following definition: **WISDOM is making decisions that are good for you and good for the people around you.** Write this on the board, and have the students say it all together.

To have wisdom, we have to learn from our experiences and even learn from other people's experiences. Sometimes we might not know enough to make the best decision. In those situations, it's important to know when we don't know and then to get help.

II. Story of Wisdom and Learning from Others

Sometimes when we don't stop and take the time to get good advice, we can make some really silly mistakes. For example, I heard about this story where there was a man on this block, let's call him Bobby, who decided he didn't like the color of his car. His car had some rust on it, and also it was kind of a sky blue color. He decided he wanted an orange car—one of those oranges that is like the color of a traffic cone. You know what I'm talking about it?

So what do you think he did to change the color of his car? Take some answers. Say something like, It would have been *wise* if he did that—it sounds like it would have been *wise* for him to ask you all, because what he did did not work. Do you have any guesses about what he did?

He went out and bought a bucket of paint for house exteriors (that's the outside of houses) and a paintbrush in a home improvement store, and he decided to paint his car that way. Do any of you all know why that's a problem? (Answers include house paint not designed to bond to metal, will crack and peel really fast, will see brush strokes, need to be able to sand it, etc).

So then he was out painting his car with a bucket of paint, and his older neighbor who lived down the block came out, stared at him like he couldn't believe his eyes, and just started laughing.

When the older neighbor calmed down, he said, "Who told you you could paint a car like that?"

Bobby looked at the paint can in his hand and shrugged. "Nobody told me," he said.

"Now that's your problem," the man said. And he explained why you can't paint your car with house paint.

Why do you think Bobby didn't ask anyone for advice before he tried to take his car? Take answers and praise students for their responses. Try to get them to the following possibilities:

- He might not have known who to ask
- He might not have known that he didn't know how to paint a car
- He might have been too proud to ask
- He might have been too scared to ask

III. Application: Knowledge Hunt

a. Introduction of the need to learn from each other

One amazing thing about life is that we don't have to know everything—we can always find someone who has had experiences we didn't have or who knows how to do things we don't know how to do. For example, how many of you all would spend your money go to see a movie if everyone you know thought it was a really dumb movie? Hopefully nobody raises their hands. Yes, exactly! Why spend your money on something you know isn't going to be good? Instead of repeating someone else's mistakes, you can *learn from each other's experiences* and save yourself from problems or mistakes.

b. Introduction of the activity

This activity is based on the idea of speed dating. Each “pair” of students will have 45 seconds to learn something one student has done or experienced or knows how to do that the other student has *not* done or experienced or does *not* know how to do. To prepare for this activity, line up two rows of chairs facing each other, about 5 feet apart. The rows should be even, and there should be exactly enough chairs for all the students. Have students sit facing each other. Give them the following instructions:

We are going to be playing a speed knowledge hunt game. The goal is to find out one thing from EACH person in the class that they have done, or a place they have been, or that they know how to do that you do NOT know how to do. You will have 45 seconds to talk with the person across from you. Then the timer will go off, and everyone on THIS row, Row One, (point to the row) will move down, and everyone on Row Two (point to the row) will stay still. You have to come up with something different from EACH person you talk to. So if everyone knows how to ride a bike except for you, you can only count that for one person, not each person. Does that make sense? Take questions.

c. Running the activity

Set the timer, and remind Row One to move one person down every 45 seconds. When the class has gone completely through, each person in Row One has not talked to the other people in Row One, and the same for Row Two. It might be easiest after this to set a five-minute timer to give students time to find everyone they haven't talked to and put their name and skill/experience down on the Knowledge Hunt handout. If you are concerned about classroom management, you can also stop here and have students present to the class what they learned about their peers. Then other students can have the chance to listen and write down information about the students that they did not have a chance to speak to.

d. Conclusion

Conclude by saying, **What was the most interesting or exciting thing you learned about one of your peers today?** Take some answers and praise students for their responses.

Let's all say the definition of wisdom together again—wisdom is making decisions that are good for you and good for the people around you. That's right! Part of wisdom is being able to learn from other people's experiences. It's amazing how many experiences and how much knowledge people around us have. I hope that you all continue on in your lives, that I can continue to learn from you, and that you can continue to learn from the people around you.

Module 14 Handout: Class Knowledge Hunt

NAME	SKILL, KNOWLEDGE, OR EXPERIENCE
1.	
2.	
3.	
4.	
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31.	

Module 15: Perseverance

Objectives

- Understand hope as including ways to get around obstacles.
- Promote perseverance.

Core Concept

- One really important part of hope, of seeing the future you want and moving to make that future come true, is not giving up when things get hard. Some people give up, but people who have perseverance when things get tough have a better chance of reaching their goals.

Materials & Preparation

- White board/chalk board or flipchart
- Fill-in-the-Blank children's story Activity Sheet
- Pens or pencils

Classroom Activities

- I. Introduction of Hope and Perseverance
 - a. Hope

Today we are going to talk about how we can plan for obstacles and how to get around them. First, who can tell me what HOPE is? (Take answers and praise for effort and participation).

Guide students to the following definition: **Hope is seeing the future you want and moving to make that future come true.** Write it on the board, and have students read it together out loud.

- b. Connection between hope and perseverance

One really important part of HOPE, of seeing the future you want and moving to make that future come true, is NOT giving up when things get hard. Some people give up, but some people have PERSEVERANCE when things get tough. Who can tell me what PERSEVERANCE is? (Take answers and praise for effort and participation).

Lead students to the following definition: **Perseverance is PUSHING THROUGH tough situations to reach your goal. Perseverance is the opposite of giving up. When you have perseverance, you KEEP YOUR EYES ON THE PRIZE.**

II. Stories of Perseverance

Can you all think of any famous person who had to work hard to achieve their dreams? Famous people who maybe got rejected or had other problems come up? Give students an opportunity to share and draw connections in their story to perseverance.

You can add these facts to the discussion:

- **Thomas Edison had up to 10,000 different attempts for lightbulbs before he made one that worked.**
- **Jim Carrey (actor and comedian) dropped out of high school at 16 to make money to support his family and was homeless at one point before he started his career.**
- **Oprah Winfrey was abused and had a baby when she was 14, and the baby died.**
- **Bill Gates' first business failed.**
- **Walt Disney got fired from a newspaper for not having enough creativity.**

You all gave great examples of people who overcame a lot of obstacles to achieve their dreams. What do all these people have in common? Try to get them to say, **Perseverance!** all together.

And where do you think their perseverance came from? Take answers and praise students for their participation.

Lead students to the idea **that they were able to PERSEVERE because they had HOPE. They could see the future they wanted so strongly that they could move to make the future come true, even when really tough obstacles came up.**

III. Application: Children's Stories of Perseverance

a. Introduce the activity

Note to Facilitators: You can have students complete this activity individually, in pairs, or in small groups, depending on what you think they will most enjoy and engage in.

The idea of PERSEVERANCE can be tough to understand, especially for people who are younger than you. What I want you all to do now is to come up with stories of perseverance that you could tell to younger kids to help them to understand what perseverance is and why it is important. On your handouts, you have the outlines for stories with questions and blank spaces for you to fill in. Let's read the instructions together.

b. Monitor the students

Walk around and help students stay on task. As you are walking around, encourage students to think about if they want to read their stories out loud or act them out.

c. Share with the class

Note to Facilitators: Students can act out their stories or read them aloud. If students completed the activity in groups, they may prefer to act out the story as a role-play instead of reading the story out loud, which could be great. The goal is some kind of engaged sharing of the stories with the class.

- If students completed the stories individually, there will probably not be enough time for everyone to read their story out loud; if they did it in groups, encourage each group to share.

I'm really impressed with the stories you all came up with! I'm excited for you all to share with the rest of the class. Which [person or group] would like to go first? Remember, you can read it out loud or you can act it out.

After each performance, ask the class:

- **What obstacles came up?**
- **How did the character overcome those obstacles?**
- **Why was the character able to overcome those obstacles? What strengths did they have inside? What supports did they have from other people?**

d. Conclusion

Conclude by saying, **I am so amazed by the stories you all were able to come up with! I hope that you will go and share those stories with your family and other people. Just as a reminder, can someone tell me what PERSEVERANCE is?** Take answers and praise students for their responses.

Now let's say what HOPE is all together: HOPE is seeing the future you want and moving to make it come true.

Module 15 Handout: Write a Children’s Book of Perseverance

In this activity, you are going to make up a story about an animal who was really bad at playing something. At first they tried to join in with playing with other animals, but they messed up and the other animals laughed at them. They got upset and did some things that didn’t help. Then they got some good advice from a friend, and they decided to keep practicing and practicing until they got better. You are going to fill in the blanks in the story—like what kind of animal was it? What weren’t they good at? What happened when they tried to join in? What was the advice their friend gave them? How did they feel when they decided to keep practicing?

Once upon a time there was a *(write what kind of animal, and its name)*

_____.

This kind of animal was not very good at playing _____,

but _____ was brave and tried to join the other a group of other
(the name of your animal)

animals playing. After joining in, _____
(write how your animal messed up)

_____.

The other animals made fun of what happened and said, “ _____
_____!”

That made _____ feel _____ and _____, so
(the name of your animal) *(write how your animal felt)*

_____.

(write what happened next)

But as that was happening, a really kind animal named _____ came

over to _____ and gave some really good advice by saying,
(the name of your animal)

“

(write what the kind animal said)
_____.”

That made _____ feel _____ and _____,
(the name of your animal)

and so _____ decided to calm down by _____

and _____. After calming down, _____
(the name of your animal)

decided to work on getting better by _____,

_____, and _____. After practicing every day

for a while, _____
(write what happened next and how the other animals reacted).

_____.

Module 16: Be Kind to Yourself

Objectives

- Build capacity for self-compassion in times of perceived failure or discouragement.
- Demonstrate how refraining from self-criticism and treating yourself kindly after your own mistakes and missteps can support forgiveness

Core Concept

- To help you become a person who forgives others, it is important to be kind to yourself when you make mistakes or decisions that are not good for other people or yourself.

Materials & Preparation

- Identify child from your life in which you helped him/her to learn to walk or watched him/her learn to walk
- Blank notecard or sticky note for each student
- Pens or pencils

IV. Introduction of Self-Compassion

An important goal in this program is to learn how to not carry a grudge or hurt others in your thoughts or actions after they somehow hurt you. Who remembers what FORGIVENESS is? (Take answers and praise for effort and participation).

Guide students to this definition: **Forgiveness is letting go of grudges and choosing not to get payback.** Write it on the board, and have students read it together out loud. Ask, **who can tell me what four-letter word is in the middle of “forgiveness”?** If students do not know, lead them to see “G-I-V-E” in the middle of the word. Underline or circle the word “give” and ask the students: **what do we give to others in forgiveness?** (Take answers and praise for effort and participation). Lead students to see forgiveness is an act of kindness (oftentimes not deserved) to both the offender and ourselves.

We learn how to forgive people when other people forgive us. To help you become a person who forgives others, it is important to BE KIND TO YOURSELF when you make mistakes or decisions that are not good for other people or yourself.

Can anyone tell me what compassion is? (Take answers and praise for effort and participation). Lead students first to the following definition: **Compassion is showing kindness and caring about other peoples’ pain and struggles in life.**

OK. If this is what compassion in general means, what might self-compassion mean? (Take answers and praise for effort and participation). Lead students next to this definition: **Self-compassion is being kind to yourself when you struggle and make mistakes in life.**

V. Self-Compassion Story

To begin, consider drawing a sketch of a baby or toddler on the board or easel. Say, **this is a picture of [insert name of child who you helped to raise and the nature of your relationship, for example you could say “this is a picture of my son Derrick when had just turned one”].**

The baby’s not gonna stay this way, right? What are they going to do? (Grow up)

What do they do first when they start moving? (crawling, walking)

Are they gonna start running first? (No)

What’s going to happen when they start walking? (Wobbles, falls) Consider being a bit silly when the students are responding by pretending to be a child learning how to walk and maybe falling on the ground.

They fall! Do they stay down the rest of their lives? (No)

What do they do? –get up and try again.

And when they fall again what do they do? –get up and try again.

Are they sad the whole time?—Usually they’re having fun when they do this

If you could see [insert child’s name] today, you would be amazed at how [he or she] can run, jump, and dance. Consider being silly again and doing these actions as well. Ask, **is it possible for a child to learn how to run, jump, and dance without falling a whole bunch of times? Should a child be punished for falling when they are learning to walk? Why not?** Take answers and praise students for participation.

Can you think of any positive things about [insert the child’s name] falling to the ground all those times? Take answers and praise students for participation. Lead to students to see that the act of falling and getting up helps a toddler to build leg muscles and coordination. If the child chooses not to fall or get up, it will not be possible to learn to run, jump, and dance.

Conclude by saying, **All of us sometimes fall as we are learning to live a good life. It is important to learn from our mistakes, get up, and keep doing our best. Children who are learning to walk have fun when they’re trying. They don’t get upset withthemselves for falling over and over again. As we grow older, it can be hard to not become discouraged when do things that are not good for ourselves or other. If you want to build your strengths to create a good life for yourself and others, you need to be kind to yourself.**

VI. Application: Be Kind to Yourself

- E. The purpose of this first part is to help the students identify a younger family member who they care about and remember or imagine a time when this person had made a serious mistake or not succeeded at something that was important in life. For example, the students might identify a “baby cousin” who failed a math test or did not make the basketball team. After identifying the person and situation, help the students share feeling words about what he or she is experiencing toward themselves. For example, the students might share sad, frustrated, discouraged, down, etc.; any of these feelings would be okay. You might consider writing these feeling words on the board.

Now I want you all to think of a younger family member that you really care about. This can be a real person or somebody who you created in your mind. Remember or imagine a time when this young person did something that was not good for themselves or others. Would anyone like to share your person and situation? (Take a few moments for students to share examples and praise their effort and participation and ability to empathize.)

First, I want you to put yourself in the situation and imagine how the younger person is feeling about themselves when they made the mistake. How do you think they felt about themselves?? (Take a few moments for students to share examples, praise effort and participation, and consider writing the feeling words on the board.)

It can be really difficult to make mistakes, and let ourselves and other people down in life. It sounds like each of your persons are really struggling.

- F. This next part is to help the students to write a kind and encouraging statement for the person and situation they had just identified. Students will need the writing utensils and note cards, sticky notes, or pieces of paper for this part.

Now I want you to imagine that the young person you had just identified comes to you for support. What could you say to help your family member feel loved and valued at this really difficult moment when he or she might be feeling like a failure? (Take answers and praise for effort and participation.)

Write “You are” on the board. **Next, beginning with these two words, I would like you to write one or two sentences for your person to encourage him or her.**

Give students a few minutes to work individually on writing their affirming statements and be prepared to help any students who might struggle with this part. If time allows, you might consider inviting them to share and again give praise for effort and participation.

- G. The purpose of this last part is to help the students apply the statement to themselves. This will be accomplished by substituting “I am” for “You are” on the statement the students had just written and then practicing on themselves.

Next, I want to help you develop a statement you could say to yourself in times when you need a kind and encouraging word from yourself.

Cross out “You are” and replace with “I am” on the board. After doing so, instruct the students: **Please do the same thing on the statement you had just written – replace “You are” with “I am” – and read quietly to yourself. What is it like for you to hear these words from yourself?** (Take answers and praise for effort and participation.)

If you used note cards or paper, students can turn them over. If you used sticky notes, you will need to pass out another set. **In this last part, I would like you to write the statement again using “I am” Feel free to make any other changes to make it fit for yourself.**

Give students a few minutes to work individually on this last part and be prepared to help any students who might struggle with this part.

H. Wrap up by encouraging students to share their personal statement to each other in pairs or in small groups. If time allows, invite students to share with the larger group.

Conclude by saying, **we all make decisions that are sometimes not good for ourselves or other people. Just like [insert the child’s name from the story] fell down so many times as [he or she] learned to walk, you will also sometimes fail others and yourself as you learn how to live a good life. In these moments, we need to take responsibility, learn from our mistakes, and not stay down on ourselves for too long. I encourage you to keep your personal statement in a safe place so you can practice and memorize it. These words will help you to be kind to yourself in the tough times as you are growing your strengths to do what is good for yourselves and good for others.**

Module 17: Perspective-Taking

Objectives

- Understand hope as including ways to get around obstacles.
- Promote perspective-taking and empathy.

Materials & Preparation

- White board/chalk board or flipchart
- Handout of Fill-in-the-Blank children's story

Classroom Activities

- I. Introduction of Wisdom and Perspective-Taking
 - a. Introduction of Wisdom and Review of Stop Before You Go

We are going to talk about problem-solving and WISDOM today. Can anyone tell me what WISDOM is? (Take answers and praise students for participation). Lead them to following definition: **WISDOM is making decisions that are good for you and good for the people around you.** Write this on the board, and have the students say it all together.

To have wisdom, we have to STOP and think before we GO do something.

Sometimes it's hard to be wise when you have a conflict. Can anyone tell me what a conflict is? (Take answers and praise students for participation). Lead them to following definition: **A conflict is having a problem with someone else—like a fight or an argument. When we have conflicts, it's really easy to get mad and just do whatever the anger wants you to do. It's better to STOP and THINK and BE WISE so you can figure out what you want to happen next.**

Let's review the steps for STOP before you GO (point to a poster, provide copies of the handout from Module 4, or write it on the board/flipchart). **Let's say them out loud together.**

S – STOP AND CALM DOWN (Before doing anything, take a step back and clear your head)

T – THINK ABOUT THE PROBLEM (Why did this happen? What exactly is wrong?)

O – OUTLINE YOUR OPTIONS (What can you do in this situation?)

P – PREDICT WHAT WILL HAPPEN (What will probably happen if you do that?)

G – GO FOR YOUR GOAL (Pick the option that is most likely to be good for you and for the people in your life, and then do it)

O – OBERVE WHAT HAPPENED (How well did it work out? If it didn't work, what can you try next?)

- b. Introduction of Perspective-Taking

We're going to talk about Step 2: THINK about the problem. What kinds of things should you be thinking about when you're thinking about the problem? Take answers and praise students for their participation. Write their answers on the board or flipchart. See if they can get to the following ideas:

- What is wrong
- Why it bothers you
- What caused the problem or situation
- What the other person is thinking and feeling

We're going to talk about thinking what the other person is thinking—that is called PERSPECTIVE-TAKING. When we take the other person's perspective, we make guesses about why they did what they did. Sometimes when we think about why they did what they did, we have HOT THOUGHTS—hot thoughts are thoughts that make us MORE angry or more sad or more scared. When we have HOT THOUGHTS we are thinking that somebody did something on purpose to hurt us, or that they're planning to do something to hurt us. We can also have COPING THOUGHTS. COPING THOUGHTS are thoughts that really try to get you to think of ALL the reasons that the person did what they did. COPING THOUGHTS usually help us to calm down. Write HOT THOUGHTS and COPING THOUGHTS on the board.

II. Story of Perspective-Taking

Note to Facilitators: Feel free to choose your own story here. People enjoy stories like *The True Story of the 3 Little Pigs*, written by Jon Scieszka. You can also use a real life story that is relevant to you—focus on something that is a small issue and no longer a problem. Remember to use words like HOT THOUGHTS and COPING THOUGHTS and PERSPECTIVE-TAKING when you are telling your story. The following story is provided as an example that you can choose to use or not use.

I'm going to tell you about two sisters—Rita and Allison. Rita was really messy and disorganized, and Allison was neat. They shared a room and they were about the same size. One day Rita borrowed one of Allison's favorite shirts without permission. She covered it up with a sweatshirt on the way to school because she knew Allison would be mad. Then at school, she spilled ketchup on it.

When Allison found out, she got very angry. What do you think her HOT THOUGHTS were in that situation—the thoughts that made her more angry or upset? Take answers and praise students for their responses. Encourage them to think of as many hot thoughts as they can. They might come up with things like:

- Rita is always stealing my stuff
- She ruined my favorite shirt
- She's such a spoiled brat
- I hate having her as a sister
- She knew I'd be mad so she hid it on purpose

Allison started yelling at her sister, but she noticed that she was really angry and so she took a deep breath and walked away and tried to calm down. What kind of COPING THOUGHTS do you think she was thinking of? Take answers and praise students for their responses. Encourage them to think of as many coping thoughts as they can. They might come up with things like:

- No matter what she does, she's still my sister and I love her
- She always lets me borrow stuff and doesn't care
- She's just not as clean as I am
- I've done things that have bothered her too
- She didn't spill the ketchup on purpose
- She had no idea that this could have happened
- She probably thought nothing bad would happen to the shirt
- She's really sorry now

Great job thinking of those coping thoughts! Can you see how having those thoughts would help Allison calm down a little bit?

After Allison calmed down, she was able to go to her sister and talk it out. Remember, perspective-taking doesn't mean that you decide what the other person did was okay. All it means is that you have the power to think through the problem and think about the other person's point of view. Thinking it through with COPING THOUGHTS helps you to calm down enough to deal with the situation.

III. Application of Perspective-Taking

- a. **Planning the activity:** In this activity, your goal is to give a quick example for thinking of coping thoughts. Choose a student volunteer to participate in a role play with you. You will stand on one side of the front of the room, and the student will stand on the other side of the front of the room. You instruct the student to walk towards you and smile and say hello when they pass you. However, when you walk past each other and the student smiles and says hello, you put your head down and walk past them without responding. After you've completed the role play, write two columns on the board, HOT THOUGHTS on your left and COPING THOUGHTS on your right. Lead the following discussion.

Okay, so what was the PROBLEM that just happened? Take answers and praise students for their responses. They should say something like, he/she said hi to you and you ignored him/her.

Exactly! I ignored the student when they said hi to me. What are all the HOT THOUGHTS someone might have when someone walks past them and ignores them when they say hi?

Write students' answers under "HOT THOUGHTS." If they come up with a coping thought, say something like, **Do you think that thought would make you feel more angry or upset or less angry or upset?** If they say less, then put it under COPING THOUGHTS. Try to redirect students to thoughts that would make them more angry or upset. They might come up with the following:

- You're mad at me
- You're disrespecting me
- You have a problem
- You want to start a fight
- You don't like me anymore

Now that we've come up with a lot of HOT THOUGHTS, let's come up with a list of COPING THOUGHTS. We have COPING THOUGHTS when we STOP and THINK about other ways to think about problem that can help us to calm down. Encourage students to identify as many coping thoughts as they can, and praise them for their participation. If they come up with a hot thought, say something like, **Do you think that thought would make you feel more angry or upset or less angry or upset?** If they say more, then put it under HOTTHOUGHTS. Try to redirect students to thoughts that would make them less angry or upset. They might come up with the following:

- Maybe you didn't notice
- Maybe you were in a bad mood/having a bad day/were upset about something else
- Maybe you were thinking about something really hard and didn't hear
- Maybe it was too loud in the hallway to notice

b. Conclusion

Conclude by saying: **Let's say the STOP before you GO steps all together one more time.** Lead a recitation of the steps.

Remember that we are WISE when we make decisions that are good for us and good for the people around us. Let's say that all together: Good for us and good for the people around us! Praise students for participating.

We can make wise decisions when we THINK about the problem and the other person's perspective. Even if we decide the other person was wrong, our COPING THOUGHTS will help us to calm down enough to handle the problem in a WISE way.

Module 18: Dealing with Injustice

Objectives

- Understand justice as a transcendent value.
- Build hope for overcoming injustice.
- Understand how to hope, peace, and wisdom are useful to identify and fight injustice.
- Collaborate in groups to identify action steps to fight injustice.

Core Concept

- Injustice happens when people treat others differently because of differences that don't matter to their worth—like because of race or gender.

Materials & Preparation

- White board/chalk board or flipchart
- Building a More Just World Activity Sheet
- Pens or pencils

Classroom Activities

- I. Introduction of justice and injustice
 - a. Transcendent meaning and justice

The goal of this program is to help you figure out what is important to you, and help you to live a life that is good for you and also good for the people around you. To help you all think through what a good life looks like for you, it is really important to think about the BIG VALUES that are part of you. When I say BIG VALUES, I mean “Something bigger than what you can see, that makes you hold on to who you can be.” Write this on the board and say it all together.

Can any of you think of any BIG VALUES in the world? (Take answers and praise students for their responses. Guide students to transcendent values like faith/God, justice, mercy, family, community, service).

One BIG VALUE we're going to talk about today is JUSTICE. Can anyone tell me what JUSTICE is? Take answers and praise students for their responses.

Other words for JUSTICE are fairness or equity. It means that all people get the same respect, rules, opportunities, and consequences. JUSTICE is a BIG VALUE that most people have.

b. Injustice

So if two people committed the same crime, and one didn't get any punishment at all, and the other person got 20 years in prison, would that be JUSTICE? Take answers and praise students for their responses. **What about if you gave two students the same test, and if you pass the test, you get a prize, but the person who wrote the test gave one student all the answers ahead of time? Would that be JUSTICE?** Take answers and praise students for their responses.

The opposite of JUSTICE is INJUSTICE. Can you think of other examples of INJUSTICE? Take answers and praise students for their responses. Write their responses on the whiteboard or flipchart.

Comment, **Sometimes INJUSTICE happens because people treat other people differently because of physical differences—like because of race—like being Black, or Asian, or Latino or Hispanic, or American Indian—or because of gender—like being a girl. Sometimes INJUSTICE happens because people have a different faith or religion than you, or don't think you should date or marry the people you want to date or marry. Have you all had any experiences like that, or heard about things like that?**

After you have a list of 5-6 examples at least, say, **“How do you feel when you look at this list of injustice?”** Take answers and praise students for their responses. Write the answers on the board. Try to make sure they cover the following emotion ranges:

- Angry/frustrated/annoyed/mad
- Sad/helpless/powerless /hopeless
- Empty/nothing/tired

Say, **These are all VERY NORMAL emotions we can feel when there is injustice. Remember, having unpleasant emotions—emotions we don't like—sometimes gives us the power to MAKE CHANGE in the world.**

II. Story of using peace, hope, and wisdom to fight injustice

Note to Facilitator: The goal of this story is to inspire hope and to empower students to identify and address injustice in this world. You can use the stories provided or choose your own story, but try to emphasize the following points:

- Somebody noticed INJUSTICE and became angry.
- They had HOPE—a vision of a better future where that injustice was gone, and they decided to work towards that future.
- They were able to experience the anger and to know the good parts of being angry, and so they held onto their PEACE.
- They worked towards their goal with a COMMUNITY of people.
- Together, they made progress toward their goal.

a. Using HOPE, PEACE, and WISDOM to pursue JUSTICE

I'm going to tell you a story about injustice and how people before us have fought for us because they believed in JUSTICE and because they had HOPE that things could get better. We can fight now too because we have HOPE that our children can have even more justice.

For example, do you know the story of Martin Luther King Junior? (Take answers and praise students for their responses). Make sure they identify that he was a **CIVIL RIGHTS LEADER who fought for racial equality**. Ask the following specific questions:

What made him ANGRY? Make a list including inequality in education (e.g., less educated teachers, fewer teachers, worse buildings, old books, less extracurriculars, less supplies for Black people); inequality in housing (e.g., where you could live, borrowing money); inequality in healthcare; inequality in law enforcement and prisons; inequality in access to jobs, etc.

How did he hold onto his PEACE? Faith in something bigger than himself that he couldn't see, hope that things would get better.

What was his HOPE? A vision that one day everyone would have justice, no matter what their race was.

What did he DO? He organized people to protest; he talked to people in power and used DARN assertiveness skills; he made speeches; he wrote letters; he disobeyed rules that weren't just. **He used WISDOM to THINK about the problem, OUTLINE the options, PREDICT the outcomes, and GO for the goal of JUSTICE.**

We still continue the fight for JUSTICE by having hope of a better future and moving to make it come true. We keep our PEACE inside of us so that we can use WISDOM to change the future.

b. Students' stories of JUSTICE

There are a lot of other examples of people who have fought to make the world a better place for everyone. For example, Susan B. Anthony fought hard so that women can vote in the United States. Malala Yousafzai is fighting hard so that girls can go to school in Pakistan. Millions of people across America fought hard so that George Floyd could have justice. He was a man who was killed by a police officer in 2020, and then after all the protests, the officer who killed him was charged. Sometimes if we look at all the progress we still have to make, it can make us sad or feel helpless. But when we look at how much JUSTICE we've created so far, it can give us hope. We are strong when we all work together.

Can any of you tell me stories of people who fought for JUSTICE? When students tell their stories, point out the ANGER, HOPE, PEACE, and WISDOM.

III. Application: Dealing with Injustice

Note to Facilitators: In this activity, students will work together to identify instances of injustice and brainstorm action steps to overcome injustice. The goals are to (1) build a sense of community—i.e., “we’re in this together;” (2) create hope by establishing a vision of a better future; and (3) promote wisdom by identify options that could help to reach the vision of a better future. There are a few options here: you could identify the injustice with the class, and then have small groups work together to identify the hope and the action steps; you could have each group decide on their own injustice; or you could facilitate the process as a whole class. It depends on how much scaffolding/support you believe that they need to successfully complete the task. Ideally, students will complete the entire task in small groups, which will promote engagement from more students and will increase their self-efficacy for similar tasks in the future.

a. Group work

Now we are going to do an activity. In this activity, you are going to work in small groups. Divide students into small groups by tables or at random, ideally 3-5 students per group.

Look at the handout—you are going to do three tasks, but they are a little out of order, so listen carefully. FIRST, I want you all to identify an INJUSTICE. This is something that you've noticed that is NOT FAIR or RIGHT, where people are not getting treated with the same respect, rules, or consequence. You are going to write that down in the bottom of the page, where it says Number 1: What is the INJUSTICE? Here is where you put what the PROBLEM is—it is the current reality but it doesn't have to stay that way.

After you identify the INJUSTICE, you are going to identify your HOPE for the future. This is your vision of what this situation would look like in the future if it was JUST—so if the INJUSTICE was gone because enough people fought against it together. You'll write down your HOPE at the top of the page, where it says Number 2.

In the final step, you are going to identify three OPTIONS of what you all can do—now or in the future—to fight against the INJUSTICE. You'll use WISDOM to identify options that will result in outcomes that are good for you and good for the people around you.

Do you have any questions? Take questions as necessary. **Go ahead and get started! I'll be coming around to check on your progress.**

b. Sharing with the class

After students have identified their injustice and their hope, have them present their products to the class.

Now that you've all created a plan to build a more just world, let's take turns presenting what you all came up with!

Encourage the class to identify at least one thing they liked about each group's ideas.

c. Conclusion

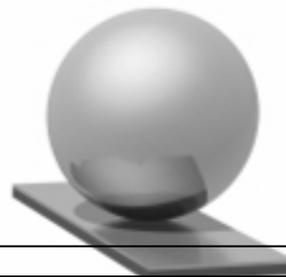
We live in a world that has a lot of INJUSTICE. INJUSTICE can make us sad or angry because we have a big value of JUSTICE—that people get the same respect, rules, opportunities, and consequences. When we have HOPE for the future, we can work together in our communities and use WISDOM to move to make the future come true. You all can be POWERFUL and make the future you want to see by working together. I am so excited to see you all work together for JUSTICE. We can make the future better for everyone.

Module 18 Handout: Building a More Just World

Instructions: In groups,

- (1) identify an INJUSTICE that you know of (on the bottom of the page).
- (2) identify your HOPE for a better future (on the top of the page).
- (3) identify your OPTIONS to make the hope come true. These are options you can move towards now or in the future.

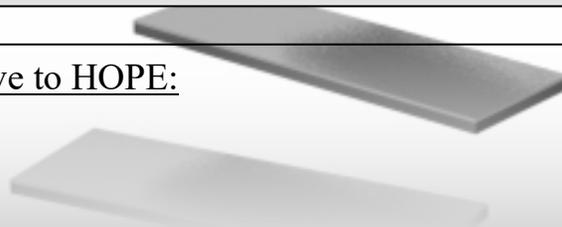
(1) What is your HOPE for a better future?



OPTION to move to HOPE:



OPTION to move to HOPE:



OPTION to move to HOPE:



(2) What is the INJUSTICE?

Module 19: Be Your Own Best Friend

Objectives

- Build capacity for self-compassion in times of perceived failure or discouragement.
- Demonstrate how refraining from self-criticism and treating yourself kindly after our own mistakes and missteps can support forgiveness.

Materials & Preparation

- Identify a time from your life when you made a mistake (minor in nature) and a good friend showed kindness to make you feel better.
- Blank notecard or sticky note to write the self-compassion statement

VII. Introduction of Self-Compassion

An important goal in Empowered is to learn how to not carry a grudge or hurt others after they hurt you. Who remembers what FORGIVENESS is? (Take answers and praise for effort and participation).

Guide students to this definition: **Forgiveness is letting go of grudges and choosing not to get payback.** Write it on the board, and have students read it together out loud.

What does it mean to hold a grudge? Take answers and praise for effort and participation.

Guide students to this definition: **A grudge is holding anger against someone because they did something that hurt you.**

Ask, **who can tell me what four-letter word is in the middle of “forgiveness”?** If students do not know, lead them to see “G-I-V-E” in the middle of the word. Underline or circle the word “give” and ask the students: **what do we give to others in forgiveness that is not payback?** (Take answers and praise for effort and participation). Lead students to see forgiveness is an act of kindness (oftentimes not deserved) to both the offender and ourselves. **That’s right! You are giving kindness to that person. Forgiveness helps you and that person you are forgiving.**

We all make mistakes or let somebody down– even if it was an accident. To help you become a person who forgives others, it is important to BE YOUR OWN BEST FRIEND when you make mistakes or decisions that are not good for you or other people.

Can someone tell me what compassion is? (Take answers and praise for effort and participation). Lead students first to the following definition: **Compassion is showing kindness and caring about what other people are going through.**

OK. If this is what compassion in general means, what might SELF-compassion mean? (Take answers and praise for effort and participation). Lead students next to this definition: **Self-compassion is being kind to yourself when you struggle and make mistakes in life.**

VIII. Self-Compassion Exercise

Before you begin, identify a time in your life when you made a mistake and a close friend showed kindness to you. It doesn't need to be anything big, just a small mistake. For example, maybe you left a red sock with the whites and turned your laundry pink. Say, **I'd like to share a story from my life when I made a mistake and a good friend was kind and encouraging to me. They said exactly what I needed to hear to make me feel better.** [Share the story] When finished, write on the board a phrase or sentence that your friend share that made you feel better.

Ask, **would anyone like to share a time when you made a small mistake and how the other person made you feel better? What did they say that made you feel better?** Take answers and praise students for any participation. Do your best to be encouraging, warm, and playful in your responses to the students. This exercise will be more impactful if students are having fun.

OK. I want to try a role play. I'd like you to imagine that you just received a new white dress shirt to wear for church or school. By mistake, you spilled a red drink all the way down your new shirt. You are feeling really down and bad about yourself. Who has good acting skills and would like to be the person who spilled the drink? Choose a student who will really get into the role and let him or her act out the scene. Be fun and playful and let the students laugh and be silly. Clap for the student when they have finished.

[Student's name], tell us what you were thinking after you spilled on yourself. Be really critical and harsh on yourself—say things that you might really say to yourself if you feel you have made a bad mistake—Maybe something like, “I'm so stupid” and “I really messed up” and “Everyone is going to make fun of me for spilling on myself.”

After student responds, say, **Okay, everyone, I want you to show kindness and encouragement to [student's name]. Pretend that you are their BEST FRIEND. Just say things that you think [student's name] needs to hear.** Give the group a few minutes to complete this exercise; do your best to receive a large number of compassionate responses from the students and write them down on the board.

Ask [student's name] how they felt when others were showing them kindness and being compassionate. In turn, ask the other student how they feel now that [person's name] feels better. Ask the group whether they can relate to the example and how they “talk” to themselves in these situations. Welcome as many responses as possible and emphasize to the group they have the ability to show kindness to others.

OK. Now that we know that you can be kind with others, let's imagine treating ourselves in the same way. It is sometimes really difficult to BE OUR OWN BEST FRIEND, especially when we make mistakes or are feeling down. BUT if we can show kindness to ourselves in these moments, we will be better able to do the same for others— like [student's name] in the role play.

IX. Application: Be Your Own Best Friend

- I. This next part is to help the students to write a kind and encouraging statement for themselves. Students will need the writing utensils and note cards, sticky notes, or pieces of paper for this part.

Now I would now like you to practice showing kindness to yourselves. I know this might be hard, but think about BEING YOUR OWN BEST FRIEND and being kind to yourself.

What would you tell yourself if you were YOUR OWN BEST FRIEND? Direct the students' attention to the board for examples or offer additional examples yourself. For example, you could say "Everybody makes mistakes" or "I love myself" or "I'm really proud of myself." You can write down anything that is kind to yourself, like the things you like about yourself or your hopes and dreams for yourself.

Give students a few minutes to work on writing their self-compassionate statements and be prepared to help any students who might struggle with this part.

Can anyone share your self-kindness notes? Take answers and praise students for their participation.

- J. Wrap up by encouraging students to be kind to themselves in the next week.

Conclude by saying, **we all make mistakes in life. Sometimes our mistakes are really small and sometimes they can be really big. Sometimes we make mistakes by accident and other times we might do things on purpose (or don't do things) that are not good for us or other people. Just like [insert the student's name from the role play] stained their new white shirt, it is normal to sometimes feel bad about ourselves. In these moments, we need to take responsibility, learn from our mistakes, and be a good friend to ourselves. Keep your sticky notes in a safe place so you can remember what you wrote.**

Where will you put your sticky notes? Take some answers and praise students for their thoughts.

Holding onto these words and BEING YOUR OWN BEST FRIEND will help you to be kind to yourself in the tough times and to let go of grudges and choose not to get payback when other people let you down.